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Bienvenue à Montréal!

Greg Nielse, Concordia University, and Jean-François Côté, Université du Québec a Montréal, Co-chairs for the Local Organizing Committee

Bonjour! Bienvenue à Montréal! Hi, and welcome ASA to Montréal, a refuge not far away from home in one of North America's most diverse metropolises. The last time the ASA was here, George W. Bush was president. After elections that shook the world this year, we hope a break from the thundering drumbeats of an apparently ever more divided United States will be appreciated. As Montréal's motto is "Concordia salus" ("Salvation Through Harmony"), we hope this will be a place for you to step back and reflect on the past year, and recharge our discipline for what is to come. And—not to be neglected—

we also hope that the city will be a place to have fun!

Montréal has had a reputation as a "fun city" at least since the 1920s, when the U.S. prohibition pushed people who wanted more liberal liquor policies to have a dip north of the border—where jazz, among other things, was already a musical trend spreading throughout North America. This exchange was only the tip of the alliance iceberg between the U.S. and England that, starting with the *Treaty of Ghent (1814)*, opened the door to a



Montréal, Canada

fuller North American economic, political, and cultural integration. The alliance and exchange has only increased through industrialization, "reciprocity" and free trade acts that eventually developed Montréal's continental context, with the emblematic Saint Lawrence Seaway connecting the Great Lakes

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Recipients of the 2017 ASA Awards

The American Sociological Association proudly announces the recipients of the major awards for 2017. These outstanding scholars will be recognized at the 2017 Annual Meeting Awards Ceremony on Sunday, August 13, at 4:30 p.m. in Montreal. The Awards Ceremony will immediately precede the formal address of the ASA President Michèle Lamont. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Lamont and the award recipients.

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

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

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

Patricia Hill Collins (University of Maryland)

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

Distinguished Scholarly Publication Award

David Scott FitzGerald (Grinnell College) and *David Cook-Martin* (University of California-San Diego) for *Culling the Masses: The Democratic Origins of Racist*

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Candidates for the 2017 ASA Election

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

Candidates for President-Elect

Mary Romero

Present Professional Position: Professor, Justice and Social Inquiry, Arizona State University, 1997-present.

Former Professional Positions: Professor, Chicana and Chicano Studies, Arizona State University, 1995-97; Associate Professor, Department of Sociology, University

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The following was sent to ASA members and shared publicly on January 30, 2017. This version has been updated slightly.

Statement of the American Sociological Association Concerning the New Administration's Recent and Future Activities

Against the background of recent events that have unfolded over the last week, we are writing today to let you know that ASA is monitoring events carefully, has responded to some developments already, and will continue to respond in the future. And we welcome and need your help with this effort.

Which issues fall within the association's purview?

As human beings and citizens, many sociologists are alarmed by recent developments. However, we acknowledge that there may be a range of opinions on such matters among our members and we respect this plurality of positions as a basic condition for democracy.

As an association, topics on which we can and should take positions concern developments that affect the professional lives of sociologists as well as the conduct of social science research. These include threats to data sharing, data collection, funding for scientific scholarship, academic freedom, and peer review, as well as policies that inhibit the exchange of ideas domestically or internationally. We can also defend the conditions for the exercise of our professional responsibilities, which include free speech, democracy, the rule of law, and the values of diversity and meritocracy. All of these have direct effects on scholarly research and teaching. We can also take positions on public policy issues for which there is clear sociological evidence.

What are we doing right now?

Most immediately, the ASA is taking a firm stance against [the January 27th] Executive Order regarding entry into the United States for people from seven majority Muslim countries. We have co-signed, with many of our sister scholarly societies, a statement written by the American Association for the Advancement of Science to be released soon. It argues that scientific progress depends fundamentally on an open exchange of ideas

and recognizes that the Executive Order will have the effect of limiting interaction among scholars. We will post the statement on our website after it is released.

As sociologists, we oppose this Executive Order because it affects our colleagues and students as well as the conditions for knowledge production. In addition, sociologists have documented and analyzed the ways in which symbolic boundaries are made more rigid and result in the social exclusion of specific groups. This Executive Order targeting specific groups of individuals from entering the country has effects not only on its immediate victims, but also on how our society understands itself and its orientation toward diversity and human rights.

Also of concern is the potential effect of the Executive Order on participation in the upcoming ASA Annual Meeting in Montreal. We are actively monitoring that issue and will explore every possible avenue to address it. More information will be provided as the situation evolves.

We are also working with several coalitions of scientific and humanistic disciplinary societies to defend the fundamental principles of academic scholarship and the use of empirical evidence in support of public policy. This is especially important at a time when "alternative facts" are offered as "evidence" in regard to challenges to scientific consensus on climate change and other policy issues. We are working with these coalitions to develop immediate and long-term strategies to address issues such as access to data essential to the study of racial discrimination and other forms of inequality and exclusion.

What can you do?

The success of ASA's efforts relies on the collective work of all sociologists:

First, we ask you to let us know if you learn of threats to academic freedom and expertise and to the professional lives of sociologists

(contact ASA Executive Director Nancy Kidd, nkidd@asanet.org). If you know of a particular scholar or scholarly work that is affected by such threats, please let us know. We cannot only make our own case against such threats but also, perhaps even more importantly, reach out to the media regarding people to interview and cases to document. Our actions are embedded in a large network of organizations that are sharing our objectives, and which can be more effective with your collaboration.

Second, if you have expertise in particular areas that are threatened by current and future public policy decisions, please let us know. Such expertise can be crucial in bringing to light the evidence that is needed to sway policymakers. More direct communication between ASA and leading experts will make our work more effective. Please be proactive in this regard.


Third, please be prepared to respond to calls for action which we will make. We will be judicious in issuing action alerts calling for members to send letters to their representatives in congress. But we hope to be able to count on your mobilization when called to action.



The White House

For example, you might want to sign the petition "Academics Against Immigration Executive Order" at (notoimmigrationban.com), mentioned on the front page of [the January 27th] *New York Times*. Also, you may want to participate in the March for Science (marchforscience.com/), which is currently being organized and which the ASA endorses. We will make plans for sociologists to march together as soon as a date is confirmed.

We fully recognized the gravity of the current context and aim to be a leading force in the defense of the values and interests of sociology and sociologists.

Thank you for reading this and for working together as a scholarly community as we confront these emerging challenges. 

Michèle Lamont, President
Eduardo Bonilla-Silva, President-Elect
Ruth Milkman, Past President
Nancy Kidd, Executive Officer

Renew Today!

In order to vote in the 2017 ASA election and continue to receive your journals, ASA correspondence, and other member benefits, including *Footnotes*, TRAILS, and JSTOR access, renew online today at www.e-noah.net/ASA/login.asp.



science policy

NCSES Publishes Report on Women, Minorities, and Persons with Disabilities in Science and Engineering

The National Center for Science and Engineering Statistics (NCSES), a division of the National Science Foundation, recently announced the release of the 2017 *Women, Minorities, and Persons with Disabilities in Science and Engineering* (WMPD) report. The biennial report is the federal government's most comprehensive look at the participation of these three demographic groups in science and engineering education and employment. The report shows the degree to which women, people with disabilities and minorities from three racial and ethnic groups — black, Hispanic and American Indian or Alaska Native — are underrepresented in science and engineering (S&E). Women have reached parity with men in educational attainment but not in S&E employment. Underrepresented minorities account for disproportionately smaller percentages in both S&E education



and employment. The digest provides highlights and analysis in five topic areas: enrollment, field of degree, occupation, employment status and early career doctorate holders. Since the late 1990s, women have earned about half of S&E bachelor's degrees. But their representation varies widely by field, ranging from 70 percent in psychology to 18 percent in computer sciences. For more information, including access to the digest and data tables, see nsf.gov/statistics/2017/nsf17310/.

HHS Announces Changes to the "Common Rule"

Significant Changes Made in Response to Public Comments
The U.S. Department of Health and Human Services and 15 other federal agencies issued a final rule to update regulations that govern human subjects research. Most provisions in the new rule will go into effect in 2018. The new rule strengthens protections for people who volunteer to participate in research, while ensuring that the oversight system does not add inappropriate

administrative burdens, particularly to low-risk research. It also allows more flexibility in keeping with today's dynamic research environment. The current regulations, which have been in place since 1991, are referred to as the "Common Rule." In September 2015, HHS and the other Common Rule agencies published a Notice of Proposed Rulemaking (NPRM), which drew more than 2,100 comments. In response to concerns raised during the extensive review process, the final rule contains a number of significant changes. The final rule will now generally expect consent forms to include a concise explanation — at the beginning of the document — of the key information that would be most important to individuals contemplating participation in a particular study, including the purpose of the research, and the risks and benefits. The final rule expands the categories of research that should be considered **exempt** from Common Rule consideration (once a determination made IRBs) from six categories to eight, including research that only includes interactions involving educational

tests survey procedures, interview procedures, or observation of public behavior.

NSF Announces its Plan for Public Access to Foundation-funded Research

The National Science Foundation (NSF) has outlined a framework for activities to increase public access to scientific publications and digital scientific data resulting from research the NSF funds. The plan, titled "Today's Data, Tomorrow's Discoveries," is consistent with the objectives set forth in the Office of Science and Technology Policy's February 22, 2013, memorandum, "Increasing Access to the Results of Federally Funded Research," and with long-standing policies encouraging data sharing and communication of research results. This NSF requirement applies to new awards resulting from proposals submitted, or due, on or after the effective date of the *Proposal & Award Policies & Procedures Guide (PAPPG)* issued on **January 25, 2016**. Details of the plan are outlined at www.nsf.gov/news/special_reports/public_access/.

ASA President Michèle Lamont Awarded 2017 Erasmus Prize

American Sociological Association President Michèle Lamont was awarded the 2017 Erasmus Prize by the Praemium Erasmianum Foundation. Lamont, Professor of Sociology at Harvard University and Professor of African and African American Studies and Robert I. Goldman Professor of European Studies, receives the prize for her devoted contribution to social science research into the relationship between knowledge, power, and diversity.



Michèle Lamont

the Foundation said of Lamont's work. "Her scholarly interests center on how class and ethnicity determine the way people view reality, and on how the wellbeing of minorities influences the wellbeing of the wider society. Through ground-breaking international comparative research, she shows that disadvantaged groups can achieve new forms of self-esteem and respect."

The Erasmus Prize is awarded annually to a person or institution that has made an exceptional contribution to the humanities, social sciences, or arts. It is one of Europe's most distinguished recognitions. His Majesty the King (of the Netherlands) presents the Prize during a ceremony that takes place

at the Royal Palace in Amsterdam. The award consists of a cash prize of €150,000, which will be presented in November. In conjunction with the presentation of the prize, a varied program of activities will be organized around Lamont and the theme "Knowledge, Power and Diversity."

In searching for success formulas, Lamont examines the cultural factors and institutional structures that can create more resilient societies. Moreover, she shows that diversity often leads to more vigorous and productive relationships in both society and the academic world. Lamont also turns her critical gaze inwards, analysing the ideas about worth and quality that underpin the formation of judgement within the social sciences. Her research into the underlying patterns within this

discussion is of particular importance at a time when the authority of scholars and their claim to truth is increasingly challenged.

Lamont has written dozens of books and articles on such subjects as: culture, social inequality and exclusion; racism and ethnicity; institutions and science. In her most recent book, *Getting Respect* (2016), she describes how various stigmatized groups respond to the daily experience of discrimination. An internationally influential sociologist, Lamont has played a leading role in connecting European and American areas of research within the social sciences.

Other recent winners of the Prize have included A. S. Byatt, the Wikipedia Community, Jürgen Habermas, Mary Robinson as well as Vaclav Havel.

TRAILS Top 10 Downloaded Resources of 2016

TRAILS (Teaching Resources and Innovations Library for Sociology) is ASA's digital library of teaching resources. TRAILS is a member benefit, and we encourage our members to incorporate TRAILS resources in their own classrooms and consider submitting new innovations to the database. There are currently more than 3,000 resources in TRAILS and each year we compile the top 10 most downloaded. We would like to say thank you to all of our users for supporting TRAILS last year. Congratulations to the following authors who made the list for 2016:



- 1. Stratification**
Active Learning Assignments, **Annette Lareau**, University of Pennsylvania. Coming in at number one for the second year in a row is a resource authored by former ASA President, Annette Lareau. The resource is assigned for a lower division stratification seminar and consists of a series of five exercises to be completed across the semester. This invited resource can be found in the Presidential Pedagogies collection. The exercises represent an engaging set of active learning assignments that TRAILS users can adapt for their own courses. The activities are empirically based and lead students to a deeper understanding of the impact of inequality.
- 2. Mini Mini Ethnography**, **Jerome Hendricks**, University of Illinois at Chicago. This resource was number seven in 2015.
The assignment is designed to encourage discussion of central concepts in qualitative research as well as the application of a variety of qualitative research methods and skills. Students begin with a research question and conduct a mini ethnography throughout the course. The hands-on approach gives
- students a realistic glimpse into the organization and continuous engagement necessary when conducting field work. The lab exercises that accompany this resource can be implemented throughout the course to help reinforce the importance of these major concepts.
- 3. Education and the Conflict Perspective: A College Admissions Committee Activity**, **Todd W. Ferguson, Brita Andercheck, and Paul McClure**, Baylor University. In this activity, which was number 9 last year, students are asked to take on the role of a college admissions committee to help illustrate concepts of the conflict perspective. Students work in small groups and select candidates for admission and then discuss and debate their choices as a class. The activity helps students understand how the current education system can perpetuate economic, gender, and social class inequalities.
- 4. Power and Privilege Class Activity**, **Brianna Turgeon**, Kent State University. Brianna Turgeon was number eight in 2015 with her *Power and Privilege Class Activity*. When learning about privilege, oppression, or inequality, students may feel uncomfortable or even defensive; this class activity introduces these topics using public figures, which helps dissipate the difficulty that can arise when teaching these topics.
- 5. The Other Me: An Assignment to Develop the Sociological Imagination by Imagining a Walk in Someone Else's Shoes**, **Fletcher Winston**, Mercer University. Fletcher Winston's assignment is once again the fifth most downloaded resource in TRAILS. This assignment asks students to explore their personal biographies and
- the social forces that impact their lives. Students are then asked to create new biographies, choosing a new gender, ethnicity, income, education level, religion, and home state and then describe how these changes impact their newly created lives.
- 6. Objects from Everyday Life: A Can of Coca-Cola**, **Stephanie Medley-Rath**, Indiana University Kokomo. An adaptation from a *Teaching Sociology* article by Peter Kaufman (1997), this activity develops the sociological imagination by examining a cultural object (a can of Coca-Cola). Students understand how personal biography and historical moments can influence perceptions of culture. This resource was number 10 in 2015.
- 7. Fact Detective**, **Allison Wisecup**, Radford University. Allison Wisecup's resource makes the case that an undergraduate research methods class may be the only exposure to research many students will have. Therefore, she uses the class to engage her students so they can appreciate and understand the research process as well as become critical consumers of news and information. For this assignment five NPR articles are assigned and students need to locate the original research on which they are based. They then analyze the legitimacy of the claims made in the articles and report on the methodology of the studies.
- 8. Understanding Intersectionality Through a Roll of the Dice: What Might the Experience Be?** **Nicole Rosen**, Penn State Erie and **Aya Christie de Chellis**. The nuances of intersectionality can be rather abstract for undergraduate students. Nicole Rosen and Aya Christie de Chellis have designed a hands-on activity that uses homemade dice labeled with different social identities to teach the concept of intersectionality. Students are
- asked to consider how the three different social identities they roll may intersect and influence a person's life. A take-home reflection paper is assigned that also incorporates readings on intersectionality.
- 9. Understanding U.S. Wealth Distribution: Ideals, Perceptions & Reality**, **Sara F. Mason**, University of North Georgia. This class activity has made our top 10 list for four years in a row because it is an easy and effective way to introduce key concepts related to wealth and inequality in intro and social problems classes. Students work in small groups to visually depict their preconceived notions about U.S. wealth distribution. Then students are asked to create a similar graph for what they think an ideal distribution of wealth should be. Finally, they are presented with a graph of the actual distribution of wealth in the United States. The considerable differences between their perception and reality lead to a discussion of the role ideology plays in justifying and obfuscating the reality of wealth inequality.
- 10. The Four Sources of Evidence**, **Daniel Buffington**, University of North Carolina Wilmington. Finishing the countdown at number 10 this year is Daniel Buffington's in-class activity designed to introduce students to the four major sources of evidence (ethnography, surveys, experiments, and archival documents/texts). This popular resource is in the top 10 for the fifth year in a row! Four activity sheets are distributed to students including a brief abstract of a fictional research project describing the methods for gathering data without explicitly identifying the source of evidence. Students are then given five questions to answer, applying the reading and lecture. Small groups share their answers so that the whole class is exposed to each source of evidence.

ASA Awards

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Immigration Policy in the America (Harvard University Press, 2014)

This annual award is given for a single book or monograph published in the three preceding calendar years.

Distinguished Career Award for the Practice of Sociology

Heidi Hartmann (Institute for Women's Policy Research)

This annual award honors outstanding contributions to sociological practice. The award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the

discipline for its significant impacts, particularly in advancing human welfare.

Distinguished Contributions to Teaching Award

Howard Aldrich (University of North Carolina)

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

Cox-Johnson-Frazier Award

Mary Romero (Arizona State University)

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

the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition.

Excellence in the Reporting of Social Issues Award

Michael Moore (Documentary Filmmaker)

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public.

Jessie Bernard Award

Raewyn Connell (University of Sydney)

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

Public Understanding of Sociology Award

Victor Rios (University of California-Santa Barbara)

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

Dissertation Award

To be announced in late spring. 

Call for Papers: *Socius* Special Issue

Socius: Sociological Research for a Dynamic World invites papers for a special issue on gender in the 2016 elections. We invite contributions on all topics relevant to gender and politics. Potential topics could include (but are not limited to): gender and the executive; women, social policy, and state legislative elections; intersectionality and the media; gender and public opinion; and women in changing political institutions. Informative papers on trends or cross-national comparisons are welcome as long as they are framed in relation to the 2016 U.S. election.

The issue is scheduled to be published Fall 2017. The deadline for manuscript submissions is June 15, 2017. To submit a manuscript, go to <http://srd.sagepub.com/> and follow the instructions provided. Clearly state in your cover letter that the manuscript is for consideration in the 2016 election special issue. All submissions will be peer reviewed per normal *Socius* practice. Questions about the special issue can be directed to the guest editors, Pam Paxton, at ppaxton@prc.utexas.edu or Melanie Hughes, at hughesm@pitt.edu.

Socius: Sociological Research for a Dynamic World is the open-access journal of the American Sociological Association. *Socius* aims to make new research readily available. It provides an online forum for the rapid dissemination of peer-reviewed empirical work, produced in time to be relevant to ongoing debates. *Socius* is a place to find fresh ideas, early discoveries, and open theoretical problems that can pose new challenges for social science. Committed to an efficient peer review process and open access, *Socius's* online format ensures that all scientifically sound sociological research from any subfield can be published, without the volume constraints imposed by traditional print limits. Traditional manuscript styles are welcome, but we strongly encourage short papers and those providing interesting empirical findings that may spark innovation and future work.

New ASA Publishing Options Database Now Accepting Submissions

Are you an editor, publisher, or owner of a scholarly journal? If so, reach more people by listing in the new ASA Publishing Options database. Log in to your My ASA Member Portal at asanet.org and click the link under the "Resources" heading. The database will go live for searching this summer.



Save the Date! March for Science: April 22

Save the date to come to Washington, DC for the March for Science or join one of the many satellite marches being organized around the world. We will share more information with ASA members as it becomes available. Like us on Facebook and follow us on Twitter.



Interfaith Leadership and Sociology: An Interview with Eboo Patel

Michele Lee Kozimor-King,
Elizabethtown College, Deputy Editor of
Teaching Sociology

Eboo Patel is a leading voice in the movement for interfaith cooperation and the Founder and President of Interfaith Youth Core (IFYC). He is the author of *Acts of Faith*, *Sacred Ground* and *Interfaith Leadership*. Named by *US News & World Report* as one of America's Best Leaders of 2009, Eboo served on President Obama's Inaugural Faith Council. He is a regular contributor to the public conversation around religion in America and a frequent speaker on the topic of religious pluralism. He holds a doctorate in the sociology of religion from Oxford University, where he studied on a Rhodes scholarship.

In 2014, I was sent by my institution to an Interfaith Leadership Conference at NYU

where I met Eboo Patel. Surprisingly, I was one of only a few sociologists in the room. I am now the Faculty Fellow for Assessment of

the first interfaith leadership major in the country at Elizabethtown College. Many of our sociology courses are approved electives for the interdisciplinary major. I found myself interested in the connection between sociology and interfaith leadership so I contacted Patel who graciously agreed to a conversation on his topic. Patel is the Founder and President of Interfaith Youth Core, a national nonprofit working to make interfaith cooperation a social norm. For over 15 years Patel has worked with governments, social sector organizations, and college and university campuses to help make interfaith cooperation a social norm. Below is an excerpt of the interview.

Michele Lee Kozimor-King (MK): Your latest book, *Interfaith Leadership: A Primer*, is focused on interfaith leadership. Can you briefly explain what that means?

Eboo Patel (EP): Interfaith is the manner in which people who orient around religion differently interact with each other. Leadership is a person seeking to bring about a certain kind of change in the world. An interfaith leader is someone who by their actions, behavior, and discourse is helping people who orient around religion differently do so with greater understanding and cooperation.

MK: In *Interfaith Leadership*, you state that one of the five key skills for interfaith leadership is developing a public narrative of your own interfaith leadership identity story. Can you briefly explain how you became interested in interfaith leadership and share some of your own public narrative.

EP: I wrote a longer version of this in my first book, *Acts of Faith*. I would say part one of my public

“I think to myself very often, if a student were to ask me what to major in I would say sociology. The reason is because the knowledge, the skills, and the habits of mind that I learned in sociology are at the center of what I do.”

narrative is being awakened to the importance of identity and diversity issues, which happened in college. Part two is recognizing that I have

spent most of my energy thinking about race, ethnicity, gender, and sexuality, all of which are extremely important, but I had never really considered the power or importance of religious identity or religious diversity. As I got deeper into that, I realized when religious diversity goes badly it becomes religious conflict and it is remarkably destructive. It's a terrible thing. When it goes well and it becomes interfaith cooperation it is stunningly inspiring. So, I would say that part two of my own public narrative included learning about Dorothy Day and the Catholic Worker Movement, having girlfriends from a variety of religious traditions whom I had great admiration for, and coming under the mentorship of a Catholic monk Brother Wayne Teasdale. I would say the next chapter is recognizing that other people have built movements and institutions

bringing people from different religious backgrounds together in inspiring and constructive ways. The purpose of public narratives is not to open your journal up

for other people to read. It is to tell a story in a way that inspires other people to take a particular type of action. My hope is that in hearing my public narrative, other people will view themselves as interfaith leaders who want to apply their agency in building bridges between people from different religious identities.

MK: What aspects of your sociology background do you find most useful for the work you are currently doing with interfaith leadership?

EP: I rely on sociology all the time. I'm very grateful to be able to answer this question because I think to myself very often, if a student were to ask me what to major in I would say sociology. The reason is because the knowledge, the skills, and the habits of mind that I learned in sociology are at the center of what I do. A huge part of what I learned in ethnography is going deep into a situation and asking the question 'what's really going on here?' That's what a sociologist tries to do. The way that I ask questions is entirely informed by my study of ethnography. I think all of that has become part of the manner in which I approach my professional work. It's just engrained in me. Actual concrete research projects in sociology are central to my work in interfaith cooperation. Everything from Robert Putnam and David Campbell's *American Grace* to Pew and Gallup studies, I'm able to read through with a certain degree of efficiency and context because of my PhD research. Finally, social theory is central to how I think about the world. Peter Berger and modernity theory are absolutely central to how I think




Eboo Patel

about diversity, identity, interaction, etc.

MK: The last sentence of *Interfaith Leadership* states that the time for interfaith leaders has come. Given this statement, what role do you see the discipline of sociology playing in the future development of interfaith leaders?

EP: I hope that the big questions "how do people who orient differently around religion interact with each other?" and "what are the things that affect that interaction?" become more central to sociology. I think sociology has illuminated very significant dimensions of this. For me, Alan Peshkin's work on a fundamentalist school in the Midwest was very influential when I was a graduate student. Putnam and Campbell's *American Grace* is a reference point for journalists all over the country on American religion right now. My hope is that graduate students, junior faculty members, etc., make these kinds of questions a central part of their research. When I was at the University of Illinois 20 years ago, race, class, and gender was a popular concentration area within the sociology major. Why wouldn't religious identity be as important to an identity as race, class, gender, and sexuality? This is not to deemphasize any of these identities, only to say that, just as any daily reading of the *New York Times* would reveal, the centrality of religious identity in America and across the world.

Note: My review of Eboo Patel's most recent book, *Interfaith Leadership: A Primer* (2016), will be published in an upcoming issue of *Teaching Sociology*. 

Election

From Page 1

of Oregon, 1990-95; Department Chair, Associate Professor, La Raza Studies Department, San Francisco State University.



Mary Romero

Education:

PhD, University of Colorado, 1980; BA, Regis College, 1974.

Positions Held in ASA: Secretary, 2013-2016; Chair, Executive Office and Budget Committee, 2013-16; Chair, Search Committee for Executive Officer, 2015-16; Council Member-at-Large, 2006-09; Council Liaison to the Task Force on Sociology and Criminology Programs, 2006-09.

Offices Held in Other

Organizations: Society for the Study of Social Problems (SSSP) Advisory Editor, 2014-17; Pacific Sociological Association (PSA) Program Committee, 2017; Sociologists for Women in Society (SWS), Program Committee, 2017; Law & Society Association, Member Board of Trustees, Class of 2008; LatCrit, Executive Board, 1999-2006.

Publications: Romero, Mary. 2011. *The Maid's Daughter: Living Inside and Outside the American Dream*. NYU Press; Romero, Mary. 2011. "Keeping Citizenship Rights White: Arizona's Racial Profiling Practices in Immigration Law Enforcement," *Law Journal for Social Justice*, 1 (1): 97-113; Romero, Mary. 2008. "Crossing the Immigration and Race Border: A Critical Race Theory Approach to Immigration Studies," *Contemporary Justice Review* 11 (1) 23-37; Romero, Mary. 2006. "Racial Profiling and Immigration Law Enforcement: Rounding Up of Usual Suspects in the Latino Community," *Critical Sociology*, 32 (2-3): 449-475; Romero, Mary. 2002. *Maid in the U.S.A.* Tenth Anniversary Edition with New Introduction and Afterword by Dorothy Smith, Routledge, Taylor & Francis Group.

Personal Statement: We cannot shield ourselves with false notions of "objectivity," but, as previous presidents have emphasized, ASA

actively embraces public engagement and scholar-activism. ASA must be prepared to effectively challenge attacks on tenure and academic freedom in higher education. To be relevant and serve our members, ASA must continue to emphasize social justice in sociological inquiry. To increase our membership, ASA must be transparent, answer to the membership, and in doing so, attract new members—especially those in interdisciplinary fields, liberal arts, community colleges, applied settings, and our emeriti. We need to make a broad appeal to young scholars and activists who are just beginning careers as undergraduates and graduate students. Sociologists in research universities are not representative of sociologists in the United States, and, if we are to thrive as an association, our future lies with inclusively embracing the diversity of our discipline

Rogelio Sáenz

Present Professional Position: Dean of College of Public Policy and Mark G. Yudof Endowed Professor, University of Texas at San Antonio, 2011-present.



Rogelio Sáenz

Former Professional Positions: Professor, Texas A&M University, 1996-2011; Department Head, Texas A&M University, 1997-2004; Associate Professor, Texas A&M University, 1991-96.

Education: PhD, Iowa State University, 1986; MS, Iowa State University, 1984; BSW, Pan American University, 1981.

Positions Held in ASA: Member, Committee on Executive Office and the Budget (EOB); Editorial Board Member, *Sociology of Race and Ethnicity*; Editorial Board Member, *American Sociological Review*; Editorial Board Member, ASA/Russell Sage Foundation Rose Monograph Series; Member, Minority Fellowship Program Committee.

Offices Held in Other

Organizations: President, Southwestern Social Science Association; Chair, Executive

Council of the Inter-University Consortium for Political and Social Research (ICPSR); Vice President, Rural Sociological Society; President, Southwestern Sociological Association; Member, Executive Council of Rural Sociological Society.

Publications: Sáenz, Rogelio and Maria Cristina Morales. 2015. *Latinos in the United States: Diversity and Change*. Polity; Sáenz, Rogelio, David G. Embrick, and Néstor Rodríguez (eds.). 2015. *The International Handbook of the Demography of Race and Ethnicity*. Springer; Sáenz, Rogelio and Karen Manges Douglas. 2015. "A Call for the Racialization of Immigration Studies: On the Transition from Ethnic Immigrants to Racialized Immigrants." *Sociology of Race and Ethnicity* 1 (1):166-180; Sáenz, Rogelio. 2014. "Fifty Years of the Deferment of the Dream for Racial Justice: From Hattie Carroll to Trayvon Martin." 119-124 in K.J. Fasching-Varner, A. Dixon, R. Reynolds, and K. Albert (eds.), *Trayvon Martin, Race, and American Justice: Writing Wrong*. Sense Publishers; Douglas, Karen and Rogelio Sáenz. 2013. "The Criminalization of Immigrants and the Immigration-Industrial Complex." *Daedalus: Journal of the American Academy of Arts and Sciences* 142 (3):199-227.

Personal Statement: I was born and raised in the Rio Grande Valley, located along the Texas-Mexico border and one of the nation's poorest regions. I am a first-generation high school and college graduate. I am proud of the many students from similar backgrounds whom I have mentored and are now sociologists. My research and teaching focus on the intersections of race, inequality, and demography with a social justice perspective. I have conducted public sociology to engage the general public and policymakers on important issues such as police shootings of African Americans, reproductive rights, policies that disenfranchise people of color, immigration, racism, and demographic changes. Sociology is particularly relevant today as reactionaries such as Donald Trump threaten cherished democratic principles and spawn hatred, racism,

sexism, and Islamophobia. As your ASA president, I will work passionately to enlarge the public stage where sociologists can contribute to the dialogue and understanding of important contemporary issues.

Candidates for Vice President-Elect

Grace Kao

Present Professional Position: Professor of Sociology, Education, and Asian American Studies, University of Pennsylvania, 2009-present.



Grace Kao

Former Professional Positions Associate Professor of Sociology, Education, and Asian American Studies, University of Pennsylvania, 2003-09; Assistant Professor of Sociology and Asian American Studies, University of Pennsylvania, 1997-2003.

Education: PhD, University of Chicago, 1997; MA, University of Chicago, 1992; BA, Sociology and Oriental Languages (Chinese Literature), University of California-Berkeley, 1990.

Positions Held in ASA: Nominations Committee; Chair, Section on Children and Youth; Council, Section on Sociology of Education; Council, Section on Asia and Asian America; Editorial Board, *American Sociological Review*, *Social Psychology Quarterly*.

Offices Held in Other Organizations: Member, Professional Development and Training Committee, American Education Researchers Association (AERA), 2016-19; Co-Editor, *Research on the Sociology of Education*, 2014-present; Board Member, Population Association of America (PAA), 2008-11; Board Member (Mid-Atlantic/South Representative), Association for Asian American Studies (AAAS), 2003-05; Director, Asian American Studies Program, University of Pennsylvania, 2003-09.

Publications: Stamper-Balistreri, Kelly, Kara Joyner, and Grace Kao. 2016. "Relationship Involvement

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Election

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among Young Adults: Are Asian American Men an Exceptional Case?" *Population Research and Policy Review*. 34:709-732; Cherng, Hua-Yu Sebastian, Kristin Turney, and Grace Kao. 2014. "Less Socially Engaged? Participation in Friendship and Extracurricular Activities among Racial/Ethnic Minority and Immigrant Adolescents." *Teachers College Record*. 116; Burke, Ruth and Grace Kao. 2013. "Bearing the Burden of Whiteness: The Implications of Racial Self Identification for Multiracial Adolescents' School Belonging and Academic Achievement." *Ethnic and Racial Studies*. 36:747-773; Kao, Grace, Elizabeth Vaquera, and Kimberly Goyette. 2013. *Education and Immigration*. Polity Press; Kao, Grace and Marta Tienda. 1995. "Optimism and Achievement: The Educational Performance of Immigrant Youth." *Social Science Quarterly*. 76: 1-19.

Personal Statement: I have held elected offices not only at the national and section levels of the American Sociological Association, but also in the Population Association of America and the Association of Asian American Studies, and have become more involved in the American Education Research Association. I am unusual in that I regularly work among sociologists, demographers, and Asian Americanists. I care deeply about minority and immigrant populations. In my studies of minority youth, I have made a point to examine Asian American, Hispanic, black, and white populations together when possible. I have also helped to establish studies that compare first-, second-, and third-generation immigrant youth. I think the primary goal of ASA is to support the work of sociologists, especially given the current political climate. I also hope to continue its work in making our work more accessible to policy makers and the general public.

Bandana Purkayastha

Present Professional Position: Professor of Sociology & Asian American Studies, University of

Connecticut, 2010-present.
Former

Professional Positions: Professor of Sociology & Asian American Studies, University of Connecticut, 2010-present (Head 2011-16); Associate Professor of Sociology & Asian American Studies, University of Connecticut, 2005-10; Assistant Professor of Sociology & Asian American Studies, University of Connecticut, 1999-2005.

Education: PhD, University of Connecticut, 1999; MS, University of Massachusetts, 1987; MA, Presidency College, University of Calcutta (India), 1979.

Positions Held in ASA: National Representative to International Sociological Association (ISA), 2014-18; Member, Committee on Committees, 2014-16; Member, Jessie Bernard Award Committee, 2010-13, Chair, 2013; Asia and Asian American Section, Book Awards Committee, 2012; Section on Racial and Ethnic Minorities, Council, 2004-06.

Offices Held in Other Organizations: Vice President, Research Committee on Armed Conflict and Conflict Resolution, International Sociological Association (ISA), 2010-14; Secretary & Treasurer, Research Committee on Women in Society, ISA, 2010-14; President, Sociologists for Women in Society, 2013; Executive Committee, Research Committee on Women in Society, 2006-10; Deputy Editor, *Gender & Society*, 2006-11.

Publications: Adur, Shweta and Purkayastha, Bandana. 2017. "Claiming 'Tradition,' Naming the Cause: Examining the Language of Social Identity among Queer South Asians in U.S." *Journal of South Asian Diasporas*, 9:1-16; Armaline, William, Silfen Glasberg, Davita and Purkayastha, Bandana. 2015. *The Human Rights Enterprise: The State, Resistance, and Human Rights*. Polity Press; Yousaf, Farhan, and Purkayastha, Bandana. 2015. "'I am only half alive': Organ Trafficking in Pakistan Amidst Interlocking



Bandana Purkayastha

Oppressions." *International Sociology*, 30: 637-653; Purkayastha, Bandana. 2012. "Intersectionality in a transnational world. Symposium on Patricia Hill Collins." *Gender & Society*, 26: 55-66; Armaline, William Silfen, Davita Glasberg, and Bandana Purkayastha, (equal co-editors) 2011. *Human Rights in Our Backyard: Injustice and Resistance in the U.S.* University of Pennsylvania Press. (Winner of the 2013 Hirabayashi Book Award from the ASA Human Rights Section).

Personal Statement: I am honored to be nominated for the Vice Presidency of ASA. I have a significant track record of mentoring and collaborating with scholars here and across the world. Together, we have substantively expanded the spheres of inclusion through our scholarship, academic, and everyday practices. My wide-ranging-research interests and research networks remind me that we still

have a long way to go to make our discipline and organizations remain open and supportive for a variety of scholars so that their dreams are not deferred. I have served as President of SWS, in different positions within the ASA, ISA, and SSSP, as well as head of the department and as an international expert, most recently for WHO. I have significant administrative experience to fulfill the requirements of this position. I will make sure the organization moves forward effectively, respectfully, and ethically, with passion to explain and address social inequalities.

The elected members of the Committee on Nominations prepared most of the slates of candidates for the 2017 election. In order to be eligible to vote in the 2017 election, you must have renewed your membership by March 31. If you have any questions about the slate of candidates or the petition process, e-mail governance@asanet.org or call (202) 383-9005.

FAD Grant

Fund for the Advancement of the Discipline

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.

Application Deadlines: June 15 & December 15

Montréal

From Page 1

to the Atlantic and the city port of Montréal, one of the most active on the East coast.

Montrealers, Quebecers, and Canadians are (or became) a lot like other North Americans. After all, we are (at least for the moment) still each other's largest trading partners, and most global audiences often see us as the same people. Yet, we feel we are also a little different. Whatever happens next we will still make music, produce, and act in films, TV, and theatre together. Like the United States, we help cultivate extraordinary artists who perform on the world stage. The late Leonard Cohen, The Cirque de Soleil, Yannick Nézet-Séguin (the newly appointed musical director of the Metropolitan Opera in NYC), Céline Dion, Arcade Fire, all come from Montréal, and like so many others such as Robert Lepage and Corneau, add to the cultural reputation of Québec as a place where *joie de vivre* rhymes with tolerance.

Like most other Western cities, Montréal also struggles with high levels of inequality, chronic homelessness, racism, and other forms of social exclusion and violence—the latter being expressed through less extreme forms. For example, with a historical low of 23 homicides in 2016, Montréal has a crime rate much lower than any other U.S. city of a similar size. Life in the city is full of contrasts, especially in the summer, when the streets resonate with exuberant parties like the Sunday “tam-tams” jams in Parc Jeanne-Mance, at the foot of Mont-Royal, or more quiet venues like Parc Lafontaine or higher up Parc du Mont-Royal—a park designed by Frederick Law Olmsted, a few decades after he designed New York's Central Park.

A Social Economy

Montréal is the second largest university city on the continent. There are 11 college- and university-level institutions and four world-class schools: Université de Montréal, McGill University, Université du Québec à Montréal, and Concordia University. Amazingly, Montréal has the second least expensive tuition in Canada

after the province of Newfoundland. In part, this is thanks to a student strike in the spring of 2012 that gathered 200,000 people protesting in the streets at the peak of the movement. If you were to stay a while longer, you would no doubt stumble onto some part of one of the most dynamic cooperative movements or “social economies” to emerge since pre-WWII Europe. Every year the social economy produces \$2 billion worth of revenue and 60,000 jobs in a movement toward transforming work into local and equitable use values. Trade occurs across a growing variety of sectors: urban agriculture, local cinemas, popular restaurants, collective kitchens, artist workshops, street papers, to name a few. Speaking of restaurants, Montréal has the second highest number of restaurants per capita (after New York City) in North America.

Montréal is also home to one of the world's largest aerospace industries, the premier special cinema effects studios—a hub for both video game industries and pharmaceutical industries, all of which are newcomers that developed over the last three or four decades. The economy, which suffered heavily from deindustrialization from the late 1960s on, has not entirely recovered and is still struggling with the turnover to post-industrial opportunities that other cities face. Social policies continue to define a safety net for the population. While we are puzzled by the politics that plague the U.S. health care system, we too are facing struggles regarding access. It is well known we have had universal health care here for almost 50 years, and less known that this has been gradually and partially privatized making access at times overly limited. While our Scandinavian-style maternity and paternity leaves remain in place for the moment, our famous long-standing \$7 a day universal daycare coverage in Quebec has been revised to fix charges to income levels, according to the neo-liberal agenda that has slammed our more collectivist inspired economic model over the past decade.

Connecting the French and English History

Montréal is often at the epicenter of Canadian culture and

politics as witnessed through its divisive debates on independence and reasonable accommodation of minority groups, and at the same time Montréal is widely regarded as different from the rest of Canada. This is not so unusual. It is here that French, English, Scottish, and Irish (who were still raging at each other in Europe) established the “Concordia salus” motto in 1833, when the first mayor of Montréal, Jacques Viger, was elected—the emblems can still be seen in the coat of arms of the city (a Fleur de lys, the Red Rose of Lancaster, a trefoil of shamrock, and a thistle).

Montréal, formerly Ville-Marie, is an island city officially founded in 1642 by de Maisonneuve, a French officer. The area has been inhabited for at least 8,000 years, by Iroquois first nations groups. European contact came in 1535 in Hochelaga (the French translation of the Iroquois word *osekare*, meaning “beaver path”). After the Conquest by Britain over New France and First Nations allies in 1760, Montréal became more of an English city. The British regime ceased control of the economy and military while leaving the church free to organize language, education, health and religion, creating a national minority of ‘Canadiens’ (pronounced Canayens, a mixture of long-time French and Indigenous inhabitants). The Canadiens, would eventually return the status of Montréal to a French-speaking City at the time of unifying Lower (English-speaking Protestant Ontario) and Upper (French-speaking Catholic Québec) Canada in our 1867 Confederation. Connecting directly with the port (now a federal park), stretches Saint-Laurent street (formerly the Main) towards the North, symbolically dividing the city between its Western/anglo part and its Eastern/franco districts, and along which all the immigrant communities found their way into the city (with legacies from the Chinese, Jewish, Polish, Portuguese, Italians, and the many other communities that came to Montréal in the 19th and 20th centuries).

A hundred years later, a new

generation transitioned Québec through a “Quiet Revolution” and into a modern secular society, creating a welfare state and education system along with a new sociological identity: le Québécois demos. Both the 1980 and the very narrow loss of the 1995 referendums on sovereignty, or independence from Canada or independence with economic association, are rooted in this conflictual social history. Following the referendums, the city's population dropped significantly. In 2006 though, the metropole completed an amalgamation process that includes surrounding cities like Laval, creating a population boom for the Metropolitan area of more than four million (1,700,000 on the island). While Montréal is the fourth largest French-speaking city in the world, it is also the most trilingual (French-English and other languages) city on the continent. Fifty-six percent of Montrealers have French as their first language. English, Italian, Spanish, and Arabic are the next most common first languages. Nevertheless, most places you may visit downtown will be able to help you out in English. Of course, trying a little bit of dictionary French is always appreciated.

Celebrate

We are also a city that loves to celebrate. For better or for worse we are a city of festivals: Montreal International Jazz Festival, the Just For Laughs Festival, the International Fireworks Festival, Les FrancoFolies de Montréal, the Montreal Beer Festival, the Montreal Reggae Festival, the International Film Festival on Art, International Festival of Circus Arts, Osheaga, Blue Metropolis International Literary Festival, the Montreal Grand Prix, Festival de théâtre des Amériques, or Divers/Cité Gay and Lesbian Pride, to name a few.

It so happens the ASA Annual Meeting coincides with the city's 375th and Canada's 150th birthday celebrations. While gay pride is celebrated in every city this year, all Canadian Gay Pride celebrations will congregate in Montreal during your visit in August. Many more details on these and many other events will be included in our next article. 

Community Colleges: Great Places to Start and Great Places to Stay

Rebecca Romo, Santa Monica College

“We all need to start somewhere,” and “Start there, and then move on,” are two of the statements that were said to me after telling colleagues at the ASA that I was hired full-time at Santa Monica College, a public community college located in Santa Monica, California. These statements speak to the subordination and lack of respect that community college professors sometimes encounter in our profession. Not only is community college a great place to start, it is also a great place to stay and to grow professionally. I chose to teach at the community college level because these institutions prioritize students, because they are family-friendly, and because of the kinds of students that I teach.

When I was on the job market a few years ago, I applied to positions at R-1s, R-2s, liberal arts, and community colleges. While on the job market, I felt that I was prepared to work anywhere. After all, I was an ASA Minority Fellow, I had published a peer reviewed article, I had a few articles under review, a book contract with an academic press, and teaching and campus organizing experience. I went to a couple on-campus interviews, but I began hoping that I would be chosen by the community college jobs most of all.

Teaching at Pasadena City College part-time, I fell in admiration with the student-centered culture of the community college. At a community college we have a very clear tenure plan and we are evaluated on teaching and service,

and not on research and publications. Despite this, many community college professors that I know continue to write, publish, make documentary films, teach abroad, and more.

Family and Teaching Are Celebrated

As a parent, community college is the most family-friendly academic environment that I have experienced. Aside from the health and retirement benefits, having children and a family is supported, cele-

brated, and talked about. There is not one day that I am on campus where my colleagues and I do not share with one another about our families and kids in conversation.

In addition, the culture of the

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Rebecca Romo (in the center with the striped sweater) with her Latinas/os in Contemporary Society class.

Teaching Sociology at a Community College: Transforming Sociology through a Cultural Lens

Aurora Bautista, Professor Cultural Anthropology and Chair of the Behavioral Sciences Department; Latasha Sarpy, Associate Professor in Sociology; Carlos Maynard, Assistant Professor in Sociology, Bunker Hill Community College

“Professor, why are you teaching us about old, dead, white men? How has Sociology changed to reflect me?”

The battle between the historical importance of sociology and the modern-day prevalence is one that has been significant on our campus. As the largest urban community college in Boston teaching sociology from a student-focused lens was a challenge that we accepted. Bunker Hill Community College (BHCC) serves a diverse population of over 14,000 students. Twenty-five percent of our students are Caucasian, 24 percent are Hispanic and another 24 percent African American. Twelve percent of our students identify as Asian Pacific Islander, with more than 900 international students. The average student age is 26 and we currently educate more women

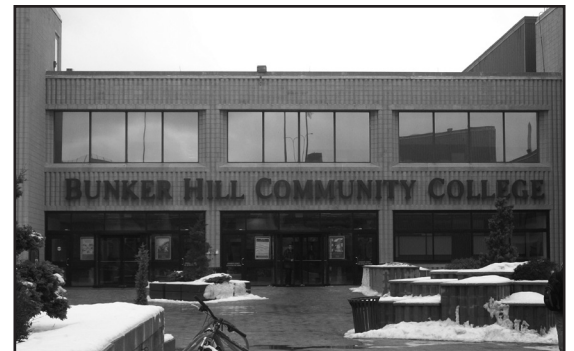
than men.

Given these demographics, our department explores how to best serve the majority of our students who live, work, and raise families in the communities we serve. Because it is a general education requirement, we have 90 sections of Soc 101 (Principles of Sociology) with maximum class size of 28 students per section. Many of the BHCC students are exposed to sociology at some point in their academic journey; no matter their majors, we want to make sociology relevant to them.

In the past few years, we have made efforts to create active learning strategies that are culturally inclusive and responsive to our student population and in support of the larger student success initiatives of our college. Our faculty have had professional development opportunities through various grants that have provided training on integrating culturally responsive pedagogies. These grants include: Title III Federal Grants on Strengthening Institutions program, an Achieving

the Dream Catalyst grant, a National Endowment for Humanities Bridging Cultures in Community Colleges Asian American Studies, and a Massachusetts Vision Project grant to support Latino students’ success. These grants have provided funding to promote culturally inclusive pedagogy, but the students have provided the drive to seek out the grants.

In response to the diversity of experience and background of our students, our college has provided various professional development opportunities to our faculty to assist in better understanding student backgrounds and experiences. The pedagogical approaches of cultural inclusivity and responsiveness, as well as an asset-based approach—in



Bunker Hill Community College

leveraging both student experience and their community-context—has shaped how we have approached teaching and learning sociology at BHCC. Research shows, “culturally responsive practitioners value students’ experiences, prior knowledge, and cultural identities as strengths rather than deficiencies.” (Hurtado & Carter, Rendón, Solórzano & Yosso)

A Sociological Perspective to “MY History”

In 2012, BHCC was named as one

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We Need Your Help. Grant Permission for the ASA Digital Archive

Until now, it has not been easy to empirically study the process of scientific knowledge production because we rarely have access to a body of data that includes for titles that are rejected as well as those accepted for publication, and the reasons for these decisions. The American Sociological Association, in collaboration with the Center for Social Science Research (CSSR) at the George Mason University, was awarded a grant from the National Science Foundation to develop a digital research archive of the rejected and accepted ASA journal manuscripts, their peer reviews, and the correspondence among


editors, authors, and reviewers from 1991 and 2010. We are asking members to give permission for any manuscripts or reviews that were submitted to the *American Sociological Review* to be included in the archive.

These never-before-available manuscripts and reviews will be digitally accessible and searchable after a 10-year embargo period (the 1991-2007 manuscripts will be available as soon as the archive is created (e.g., 2017) and each year thereafter additional data will become available). The names of authors and reviewers will be confidential. ASA is committed

to *permanently* making the data archive and codebook available to scholars for research purposes upon approval of a brief prospectus, IRB review, and a signed confidentiality agreement.

In January 2017, we sent out a Qualtrics permission survey to authors and reviewers, as well as several reminders, but we currently have a low response rate (28% of the 6,971 people who submitted manuscripts or reviews). While about 80 percent of respondents have agreed to allow their manuscripts and reviews to be included in the archive, the low response rate

means that the archive will not include a representative array of manuscripts and reviews. We need your help! Please respond to our survey at your earliest convenience so we can move forward with this important project!

The Project's Advisory Committee (including Drs. Arne Kalleberg, University of North Carolina; James Moody, Duke University; Erin Leahy, University of Arizona; and Barry Markovsky, University of South Carolina) urge scholars to respond to the survey as soon as possible. If you have questions, contact Roberta Spalter-Roth at spalter-roth@asanet.org. 

Community College

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community college emphasizes the development of teaching as a skill. At my college we have a Center for Teaching Excellence, which offers a summer teaching institute, workshops, reading groups, online trainings, and speakers dedicated to developing skilled teachers. We emphasize equity in our teaching, programming, mission, and internal funding opportunities. For instance, my colleague and I were awarded a grant to develop a "Sociology Coaching Program" at our campus to decrease the equity gap in our Introduction to Sociology courses, where white students have an 83 percent pass rate compared with our black (51% pass rate) and Latinx students (62% pass rate).

Teaching Diverse Populations

One of the things that I appreciate about my college in particular is the emphasis on black-brown solidarity. There are courses designated for students from our Black Collegians and Adelante programs. I teach an Introduction to Sociology course designated for students in these two programs where I center the voices of black and brown students in the classroom and in the curriculum. In addition to these innovative strategies to addressing equity, community colleges may offer internal funding opportuni-

ties to travel to conferences and to develop unique programs for students. For example, this year I was awarded funding to take sociology students to the Pacific Sociological Association.

The student body is why I most love teaching at the community college. Given that I spend the large majority of my workday in the classroom, I wanted to teach students that I can relate to. I was a first-generation college student, my parents are immigrants from Mexico, and I grew up low-income. I was a teenage single mother and I was on welfare and food stamps during my undergraduate years. Many of my students are the first in their families to attend college and they come from different racial/ethnic, class, gender, sexuality, ability and age groups. My college draws students from the greater Los Angeles area, and the majority of our sociology students are Latinx (44%). We have thousands of international students from over 100 countries, veteran students, DACA students, undocumented, and mixed-status students, and approximately 400 homeless students attend my campus. At the community college, students vary in the level of academic preparedness. The students I teach range from not having a high school diploma to already having earned a BA degree, and everything in-between. The diversity in the classroom presents


fun and interesting pedagogical challenges, and each class taught is never the same as the last. I have students that work two jobs and are parents, who have experienced their family members being incarcerated and murdered by the police, and parents that have spent time in migrant detention centers. My students inspire me every day because of their determination in the face of insurmountable obstacles.

Social Minded Students

As faculty we often advise student clubs, which allows us the opportunity to develop meaningful relationships with students and to do sociology in action on campus and in the community. One student club that I advise, the "Progressive Student Union," evolved out of the Bernie Sanders campaign. The students in this club organized voter registrations, canvassing, phone banking, and informational talks about the California ballot. Another club I advise is the "Homegirl and Homeboy Club," which is modeled after the spirit of the non-profit Homeboy Industries in Los Angeles. This club serves as a support group for formerly incarcerated, formerly gang-affiliated students that may be struggling with alcohol/drug related issues.

Some of my students enrolled in the college are involved with local, state, and national organizations

advocating for civil and human rights. Some of my best students have worked with the Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), the Youth Justice Coalition, Black Lives Matter Los Angeles, San Fernando Valley Immigrant Youth Coalition, and the Fight for \$15. Witnessing students connect their activism and classroom education is both rewarding and meaningful. In this Trump-era, it has been inspiring to see the students build together and show solidarity in the face of Islamophobia, racism, sexism, and attacks on our undocumented and LGBTQ community. My student groups have worked together with other groups on our campus — such as the Muslim Student Association, Gender Sexuality Alliance, Black Collegians, Eco Action Club, DREAMers and allies — to bring immigration attorneys to our campus, discuss Muslim, environmental, LGBTQ, reproductive justice issues, and to push for a sanctuary campus.

These are just some of the reasons that teaching at the community college is not just a place to start, but a place to stay. The community college is where one can have a robust career teaching sociology and dedicating their lives to shaping, influencing, and witnessing how amazing community college students are. 

ASA President-Elect Bonilla-Silva Speaks at DCSS

On January 27, 2017, the District of Columbia Sociological Society (DCSS) hosted a scholarly talk at the ASA Executive Office by Eduardo Bonilla-Silva, Professor of Sociology at Duke University and the ASA President-elect. The talk was titled “Racism In TrumpAmerica.” His work in the last 20 years has been in the area of race, and he has published on racial theory, race and methodology, color-blind racism, the idea that race stratification in the USA is becoming Latin America-like, racial grammar, race and human rights, race and citizenship, whiteness, and the Obama phenomenon among other things. In his work, he contends that racism is fundamentally

about “racial domination,” hence, racism is a collective and structural phenomenon in society.


Nancy Kidd, ASA’s Executive Director, welcomed the audience of more than 50 attendees to Bonilla-Silva’s talk and expressed her appreciation for the long-standing ties between ASA and DCSS. “DCSS is a key organization in keeping sociologists in the local area connected to one another,” Kidd said. “And ASA is honored to host what is now the traditional talk by our president-elect and we look forward to cultivating our partnership further in the years ahead.”

The ASA President-Elect addresses the DCSS membership

each winter before their term begins the following August. DCSS attendees braved cold temperatures in downtown Washington to chat with Bonilla-Silva at a brief reception preceding the talk and then engaged with him and each other in discussion afterward. The attendees included undergraduate students; to read their perspectives,



Eduardo Bonilla-Silva (left) being introduced by DCSS President Lynda Laughlin, U.S. Census Bureau.

see speak4sociology.org/2017/02/15/inspiring-the-next-generation-undergraduate-students-observations-from-dr-bonilla-silvas-talk-at-dcss/. 

What Does It Mean to Have a Right to Science?

Over the past six years Jessica Wyndham (American Association for the Advancement of Science) and Margaret Weigers Vitullo (American Sociological Association) have been asking scientists across the disciplines, and across the globe, what they think it means to have a right to science.

Article 15 of the International Covenant on Economic, Social and Cultural Rights says that all people have the right to “enjoy the benefits of scientific progress and its applications.” It also says that governments have a responsibility to conserve, develop, and diffuse science; respect scientific freedom; and recognize the importance of international contacts and co-operation for the scientific enterprise. While remarkable statements on their own, the current political context in the United States gives them increased salience.

Although the right to science is included in the 1948 Universal Declaration of Human Rights, as well as the 1966 Covenant on Economic, Social and Cultural Rights, the actual meaning of the right remains undefined. In 2010 the Board of the American Association for the Advancement of Science (AAAS) adopted a statement that recognized the right to enjoy the benefits of scientific

progress and its applications as being at the heart of the mission of the organization. Since then, Wyndham and Vitullo conducted 17 discipline-specific focus groups, including conversations with physicists, civil engineers, psychologists, chemists, and sociologists among others. They also launched a global questionnaire of scientists, engineers and bio-medical professionals that received more than 3,400 responses.

“Through our work we aim to bring the perspectives of the scientific community to what may appear to be an esoteric, far-removed United Nations process of defining the right to science, but which is of great importance as a guide to governments and civil society in understanding the content and application of the right to science,” Wyndham explained,

On February 22 Wyndham and Vitullo brought their findings to the U.N., as invited speakers for a briefing of the U.N. Committee on Economic, Cultural, and Social Rights. The purpose of the briefing was to help the Committee begin the work of writing a “General Comment” for Article 15—which is somewhat analogous to writing the regulatory framework for a law. They reported that the two

benefits of science that were most frequently mentioned across their data were improving health and advancing knowledge. The process of critical thinking inherent in the scientific method was seen as an important benefit in itself, linked to democratic processes and citizen engagement.


Wyndham and Vitullo also discussed a conceptual framework—a “continuum of access”—that arose from their data that can help human rights practitioners and scientists think through ethical and practical issues that arise when considering access, risk, and the potential misconduct of science.

They include: who should have access to the applications of science? Who should have access to scientific data? And who should be making those decisions? Moreover, what conditions are necessary to assure appropriate access?

The Committee on Economic, Social, and Cultural Rights will work through these questions



Margaret Weigers Vitullo and Jessica Wyndham in front of the United Nations

and many more as they develop a General Comment on Article 15. Wyndham and Vitullo hope to assure that scientists’ perspectives are central to that process. Mikel Mancisidor, Vice-Chair of the Committee on Economic, Social and Cultural Rights, welcomes their efforts. “The collaboration of the AAAS and the American Sociological Association is of the highest relevance for us and will allow us to frame the General Comment in collaboration with the scientific community.” 

Teaching Sociology

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of four community colleges nationally to earn a Gates Foundation Achieving the Dream Catalyst Fund grant to expand its Learning Communities. Under this grant, the college partnered with the Museum of African American History in Boston and Nantucket, MA. Through this partnership, BHCC faculty learned about resources available at the museum, were able to take a tour of the historic sites, and create began to learn about integrating the knowledge in various courses. The museum consists of two buildings in Boston—the African Meeting House, which served as a place of worship and a place for community organizing, and the Abiel Smith School, the first public school for African children in Boston. Several sociology faculty have been involved in the project from its inception and have created assignments and activities that bring sociology students to the museum and other historic landmarks. This partnership is enhanced by the museum's offer of free access to BHCC students, faculty, and staff. Each semester over 250 students

visit the museum and have been able to apply sociological concepts to their museum visit. Students have been able to see the intersection in history and sociology by understanding that the abolitionists were responding to sociological issues. In sociology papers about their visits to the museum, many students comment on race and ethnicity while others begin to explore concepts such as “ethnocentrism,” “conflict perspective,” and “symbolic interactionism.”

Students also walk away from the experience angry because they never knew the museum existed. “The fact that I never knew this museum was here is a sociological problem because my [high] school didn't find it significant for us to visit. We went to the Museum of Fine Arts and the Museum of Science, [but] this is history in my neighborhood, MY history”, stated an African American male student in fall 2016. That student was excited to be walking on the original floors of the African Meeting House, where greats such as Frederick Douglas walked. “I can't believe they all walked through here.” Although it may be seen as a “Black History” museum,

many of our students from various backgrounds could identify with the themes of social justice and of oppression. One Russian student was so impressed that she decided to bring her mother to visit the museum.

Examining Local Communities

In 2014, BHCC received a three-year Bridging Cultures at Community Colleges grant from the National Endowment for the Humanities (NEH). The grant project funded a partnership with the University of Massachusetts Boston's Asian American Studies Program and community organizations and institutions where faculty, and later students, learned about the Boston area's rich Asian American local history, culture, and communities. Several behavioral sciences full and adjunct faculty had an opportunity to learn about Asian Americans in local Chinatown and the Dorchester, Lowell communities, which have significant Asian American population. The training opportunities have provided our faculty with a network of community-based organizations, such as the Chinese Historical Society of New England and the Asian American Civic Association and Asian Community Development Corporation. Through the support of these organizations, place-based learning activities have been designed for our sociology courses. Students learn about the history of the Chinatown community and engage with local organizations to learn about the services offered to community members while learning concepts of social research methods, culture, socialization, and social institutions. One student said, “At this point of my education—the beginning—I've gained a significant skill of opening up to other cultures and to be in contact with people, by observing and interviewing them.”

In 2015, BHCC received a Vision Project Performance Incentive Fund grant from the Massachusetts Department of Higher Education. Latinos comprise 24 percent of the BHCC student population. The grant brings together BHCC, Chelsea High School, UMass Boston, and local community-based organizations to collaborate on greater engagement of Latino stu-

dents and their families, career and educational planning, community-based and experiential learning, and aligned and accelerated curricular pathways. It is important to note as well that BHCC has its second campus located in Chelsea, MA, which is home to a significant Latino population with over 38 percent of the residents born out of the United States. This initiative to integrate Chelsea in the curriculum is in response to the goal of creating community engagement activities that are sustainable and reciprocal.

Our sociology program has undertaken the integration of the Chelsea community as part of several upper division courses under a “Chelsea Culture Asset Mapping Project” theme. The Cultural Anthropology class offers the initial exposure to the community where students learn to do secondary research on community data on Chelsea. Students participate in observation tours through a community-led walking tour, learn interview techniques, and begin to apply these skills through research on various topics ranging from business, religion, education, and politics of the Chelsea community. Students learn firsthand the process of doing field-based research. The results of the research are shared with the community in an end-of-semester activity where Chelsea community members are invited to view the student presentations. A student who completed the course said, “Thanks to this class, I am now able to read articles that describe the way cultures are changing and I am able to understand the process. The fact that this class was based on this project for the city of Chelsea is a different way to learn.”

Our Early College Dual Enrollment Program at Chelsea High School and Talent Search Trio Program Partners has also utilized this culture asset mapping approach to teaching Sociology 101 at the high school. Students are learning sociology and are participating in many of the same activities as our traditional college students. As a result, the high school students not only receive college credit, but they also learn more about their community.


This is further supplemented

Sociologist Bernice Pescosolido Elected to National Academy of Medicine

Bernice A. Pescosolido, Distinguished Professor of Sociology in the Indiana University College of Arts and Sciences and a leading expert on the stigma associated with mental illness, has been elected a member of the National Academy of Medicine. Pescosolido is the Director of the Indiana Consortium for Mental Health Services Research and co-director of the Indiana University Network Science Institute. Her research and teaching focus on social issues in health, illness and healing.

Pescosolido's research agenda addresses how social networks connect individuals to their communities and to institutional structures. It encompasses three basic areas: health care services, stigma and suicide research. Pescosolido is also a leading sociological researcher on suicide. Her work has examined

suicide statistics and focused on the way that religion and family ties can protect or push individuals to suicide. Under a grant from the National Institute of Mental Health, she devised a big-data solution to move past unique barriers to understanding suicide data. Pescosolido has published widely in sociology, social science, public health and medical journals and served as Vice-President of the American Sociological Association

The National Academy of Medicine announced the election of 70 regular members and nine international members at its annual meeting in October. New members are elected by current active members. Established in 1970 by the National Academy of Sciences, the National Academy of Medicine addresses critical issues in health, science, medicine and related policy. 

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by ethnographic observations and informational interviews from peers, family, and city. They are able to interview classmates or friends in their neighborhood, immediate and extended family members, and members of organizations or institutes who reside in Chelsea. This integrated approach to community, experiential, and applied data gathering reciprocal and mutually beneficial to many in Chelsea.

Next Steps

Faculty members in the BHCC Sociology Department have taken on leadership roles in each of the institutes. This is important because of the influence that our department has on the direction of the institutes, helping shape them to reflect and respond to student needs

The next steps for our department

and specifically for the sociology program is to work on formalizing an assessment of our curriculum to determine the strengths and impact of the infusion of culturally inclusive and responsive pedagogies as well as student support services. We look to both curricular assessment using student artifacts in our e-portfolios as well as quantitative assessment to determine and code how exposure to these different approaches is impacting success and retention at the college and, of course, our sociology program. We realize that we have significant anecdotal data that show the success of these initiatives, but we need more systematic data to prove the value of these partnerships to the lives of our students.

Summary

When learning is taken outside of the classroom it provides both a reward and a challenge. Our sociol-

ogy faculty at BHCC are determined to work toward the ideals envisioned by Barr & Tagg that “a college’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems.”

As we embark on another year of doing this work, the original comment regarding the “old, dead, white men”, has less relevance. C Wright Mills tells us that “you can never really understand an individual unless you also understand the society, historical time period in which they live, personal troubles, and social issues”. Our students are beginning to understand how sociology is relevant to them and see it through a different lens. As one student wrote in a reflection,

“we went out to neighborhoods around us and we could easily apply the concepts we have learned.” Another student added, “The most important thing in this course is that we can see many examples in our life that are covered by sociology.”

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Pat White, a Force for Sociology, Retires from the NSF

Roberta Spalter-Roth, George Mason University

“Pat White is a force! Few sociologists have had as big an impact on the discipline,” said Brian Powell, Indiana University, about Patricia White, who recently retired as the Program Director for the Sociology Program at the National Science Foundation (NSF). He is one of many sociologists that mourn Pat’s recent retirement. Patricia E. White, an Ohio State University PhD, was Program Director for the Sociology Program, Division of Social and Economic Sciences at the NSF, where she was employed since 1988. At NSF she was coordinator of the Social and Political Sciences Cluster, served as a senior analyst in the NSF’s Division of Science Resources Statistics, and also held Program Officer positions in the NSF Methodology, Measurement and Statistics and Law and Social Science programs.

Recognizing that many scholars did not know that NSF supports research that uses qualitative methods, she took a leadership role in communicating “scientific standards” for qualitative research in the social sciences for both

investigators developing proposals and reviewers evaluating the merit of the research. She co-authored two reports on the topic, *Scientific Foundations of Qualitative Research* with Charles Ragin and Joane Nagel and *Interdisciplinary Standards for Qualitative Research* with Michèle Lamont. ASA President,

“Patricia E. White was tireless in advocating for our discipline and in identifying and moving resources our way,” said Lamont. “In particular, she put considerable energy into advocating for qualitative and mixed-methods research across the social sciences in a scientific environment where these methods were often viewed as poor cousins. And she did all this with grace and generosity.”

Based on research that she did as a Visiting Senior Research Scientist at the University of Maryland-College Park, White was the lead author on the report, *A Relational Model for Understanding the Use of Research in the Policy Process*. This report, co-authored with Roberta Spalter-Roth, Amy Best, and Kelly Joyce provides a model of a relational approach, emphasizing networks, and examples of sociological research being used to shape public

policy and action. Sally T. Hillsman, former ASA Executive Officer, who participated in the NSF workshop that gave rise to this report said, “Pat was also committed to understanding how the very best social science knowledge could be communicated effectively to inform policymakers and the general public.”

Strong Advocate for the Discipline

At NSF, White was responsible for the maintenance of major datasets widely used by social scientists. She represented NSF on several project boards—the General Social Survey, the Integrated Public Use Microdata Series (IPUMS International), the School Attendance Boundary Information System, and the Luxemburg Income Study.

“During my time as Program Officer at NSF, I worked very closely with Pat White,” Jan E. Stets, University of California, -Riverside, said. “I don’t think I’ve ever met a stronger advocate for the discipline. She promoted sociology to so many people inside the Foundation and elsewhere, and she did so relentlessly. She believed that sociologists had something to say in advancing science, and she worked to show

others that what we did mattered. She carried out her work with care, rigor, and integrity.”

A former ASA Minority Fellow, Pat was a role model for and mentor to each new cohort of MFP fellows as they joined the ranks of accomplished sociologists. To encourage submissions to the Sociology Program, she ran workshops for underserved minority graduate students and faculty. She funded programs to help young sociologists begin their research careers, such as the Fund for the Advancement of the Discipline. She also presented widely attended workshops at ASA meetings to inform sociologists about the grants available to them and how to develop proposals, as well as on cutting-edge topics funded by NSF such as “Big Data.” She was tireless in advancing the discipline and leaves a prodigious legacy.

Reeve Vanneman, University of Maryland and a former Program Officer, speaks for all of us when he said, “I will miss her presence at NSF, but I suspect her next chapter will continue to show her remarkable character to all of us.” Her fellow sociologists agree.

Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following individuals, whose financial contributions to the Association from October 16, 2015 through December 31, 2016 greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the American Sociological Fund, the Carla B. Howery Teaching Enhancement Fund, the Community Action Research Initiative, the Congressional Fellowship, the Fund for the Advancement of the Discipline, the Journal Records Digitization Donation drive, the Minority Fellowship Program, the Soft Currency Fund, and ASA in general. These donations to ASA have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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Alumni Surveys

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inequality in society;

- 37 percent reported that their program contributed a great deal to their ability to use theory to make sense of a social issue/problem;
- 27 percent indicated such positive contributions of sociology to their ability to understand key aspects of social science research; and
- 25 percent said that their studies contributed a great deal to their ability to analyze a dataset using basic statistics.

At Central Michigan, our graduates are much more confident about their conceptual and theoretical ability than they are about their statistical ability and research skills. This is consistent with national data (Senter, Van Vooren, and Spalter-Roth 2013)

The vast majority of our alumni—84 percent—were employed at the time of the interview, holding a wide variety of positions (see Figure

1 on page 5). Majorities of those not currently employed were satisfied with that status, and the vast majority of those not currently employed had had paid jobs since their graduation. Seven out of eight of our alumni had changed jobs or had had a promotion since their first job out of college. More than 85 percent of the employed alumni were either very satisfied or somewhat satisfied with their jobs, and comparable numbers reported that their job allowed them to make a great deal or some positive difference in their communities. We were gratified to learn that more than 90 percent of our employed alumni indicated that they used key concepts from their major a great deal or some on the job. A smaller number, but still more than one half, reported using research methods skills at least some in their employment.

Do data such as these establish new research agendas or yield substantial increases in resources from the administration to the department? Of course not, but these data can prompt some useful conversations among faculty, can be used for student recruitment purposes,

and can confirm our hopes that our students do grow professionally and contribute in positive ways to their communities following graduation. These experiences also suggest that departments should actively seek out appropriate contact information on their students before they graduate, rather than relying on their institution to do the same. Further, departments might consider using alumni surveys (or qualitative interviews with alumni if the number of graduates is small) to expand the discussion about the value of a college education. When alumni surveys are under the department's control, we can query students about the many positive ways that studies in sociology have an impact on their lives, their families, and their communities. That is, we may use alumni surveys strategically to move the conversation beyond a single-minded focus on future income as the goal of a college education (Senter and Spalter-Roth 2016).

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Call for Papers

Publications

Issues in Race & Society: An Interdisciplinary Global Journal invites submissions to its peer-reviewed academic journal. This journal was put together in partnership between the Association of Black Sociologists (ABS) and Peabody College of Education and Human Development at Vanderbilt University. *Issues in Race and Society* is published annually in the fall semester. Membership in ABS is not required for submission. The journal publishes qualitative, quantitative, and theoretical manuscripts. Diverse perspectives are welcomed. Submissions by junior faculty, community members, and students are welcome. Minimal submission fee (\$25). For more information, visit www.associationofblacksociologists.org/journal/.

Research on the Demonstrable Benefits of Honors Program Participation invite submission of proposals for an upcoming volume featuring new empirical research exploring the value added of honors program experience, to be published in the National Collegiate Honors Council Monograph Series in 2018. We are seeking projects using methodologically rigorous approaches to disentangle the effects of honors program participation from baseline student characteristics. Researchers are encouraged to use qualitative or mixed-methods approaches to illustrate the unique effects of the honors program. We encourage proposals that also address any varying effects of the honors experience for those with different gender identities or for first-generation students, racial or ethnic minorities, or other groups that face unique challenges in higher education. Submit proposals of 250–500 words. Deadline: May 1, 2017. Contact: Dr. Jerry Herron at jerry.herron@wayne.edu. For more information, visit www.nchconors.org/monographcall.

Sociology between the Gaps: Forgotten and Neglected Topics (SBG) is seeking submissions of original work from sociologists and professionals in related fields, including graduate and undergraduate students, for Volume Three on the theme “Cultural Lag: An Underestimated Issue in Postmodern Society.” Unlike printed journals, after peer review and pending necessary changes, papers accepted for publication in SBG will appear on the journal website in a timely manner. Deadline: December 1, 2017. Contact: J. A. Ruggiero at jruggier@providence.edu. For more information, visit www.digitalcommons.providence.edu/sbg/.

Conferences

European Consortium for Sociological Research (ECRSR) Conference, August 31 to September 2, 2017, Milan,

Italy. Theme: “Institution, Inequality and Social Dynamics.” The theme will receive special attention but presentations on all relevant areas of sociological research are welcomed. Submit a short 250-word abstract or a complete paper in PDF. Extended abstracts must be sufficiently detailed to allow the organizers to judge the merits of the paper, including a description of the topic to be studied, the theoretical focus, the data and research methods, and the findings. Deadline: April 1, 2017. Contact: ecsr2017@unibocconi.it. For more information, visit www.unibocconi.eu/ecsr2017.

Global Awareness Society International's 26th Annual Conference, May 25–29, 2017, Bloomsburg, PA. Theme: “Global Inequality and Human Rights.” Submissions are invited for papers focused on globalization's effects on these issues, particularly in social work, sociology, and criminal justice. Papers are generally 15 minutes in length. The Catholic University of America is offering continuing education credits in social work for participation in selected sessions. Contact Sarah Oliphant at oliphants@cua.edu for details. Deadline: March 31, 2017. Contact: Hiram Martinez at hmartinez@wcupa.edu. For more information, visit www.GlobalAwarenessSocietyInternational.org.

International Symposium

Globalmed, March 2018, Benin, France. Theme: “Regulations, Markets, Health: questioning current stakes of pharmaceuticals in Africa.” Through this international colloquium, there will be discussion on the multiple stakes surrounding pharmaceuticals in Africa today, with particular consideration of their markets, the political and economic actors which they mobilize, related instruments of regulation, control and competition, modes of health care in which they are placed, and finally their modes of consumption by individuals, without losing sight of the adaptation of “traditional medicines” to the evolution of economic models. Applicants should submit abstracts of 2,000–3,000 characters (300–400 words) and please indicate the theme(s) addressed by your papers. Deadline: April 30, 2017. Contact: Charlie Marquis at globalmed-charlie@sciencesconf.org. For more information, visit www.globalmed.sciencesconf.org/.

Reflections of the Revolution: The October Revolution and Global Order, 1917–2017, October 20–22, 2017, University of Montana, Missoula, MT. Do revolts of the (neo-)colonized, persecuted, impoverished, and/or marginalized peoples and groups, perhaps, suggest otherwise? Are new revolutionary paradigms after the French, Russian, and Chinese revolutions possible? This conference aims to learn from the revolutions of the past as well as to explore the possibility/impossibility of revolutionary scenarios today. Paper proposals of about 250

words should be submitted in a WORD document format. Contact: Clare Kelly at clare.kelly@mso.umt.edu. Deadline: March 20, 2017. For more information, visit www.umt.edu/sell/cps/revolution/default.php.

Meetings

March 22–25, 2017. National Association of Chicana and Chicano Studies (NACCS), Irvine, CA. Theme: “Chicana/o Studies in an Era of Globalization, War and Mass Expulsions.” For more information, visit www.naccs.org/naccs/General_Info.asp.

March 26–27, 2017. National Center for the Study of Collective Bargaining in Higher Education and the Professions, New York, NY. For more information, visit www.hunter.cuny.edu/ncscbhep.

March 28–31, 2018. 89th Annual Meeting/Conference of the Pacific Sociological Association (PSA), Long Beach, CA. Theme: “Teaching Sociology: Innovations, Changes, and Challenges.” For more information visit www.pacificsoc.org.

March 30–April 1, 2017. Midwest Sociological Society Annual Meeting, including Couch-Stone Symposium. Milwaukee, WI. Theme: “Globalization: Promises, Possibilities and Pitfalls.” For more information, visit www.themss.org/annual-meeting.

April 5–9, 2017. American Association of Geographers, Boston, MA. Theme: “The Geographies of Environmental Inequality, Health and Justice.” Contact: ard.7@osu.edu. For more information, visit www.aag.org.

April 6–9, 2017. 88th Annual Meeting/Conference of the Pacific Sociological Association (PSA), Portland, OR. Theme: “Institutional Betrayal: Inequity, Discrimination, Bullying, and Retaliation in Academia.” ASA members who join PSA for the first time get a \$5 discount on membership by using code “ASA2016.” For more information, visit www.pacificsoc.org.

May 18, 2017. Good Society Conference, Medford, MA. Theme: “Facts, Values, and Strategies in Civic Policies.” Contact: Peter Levine at peter.levine@tufts.edu and Trygve Throntveit at tthrontv@umn.edu.

May 25–26, 2017. International Social Theory Consortium (ISTC), 16th Annual Conference, Innsbruck, Austria. Theme: “The Future between Progress and Regress: From Philosophy to Critical Social Science and Back.” For more information, visit www.socialtheory.org.

June 1–3, 2017. Global Carework 2017 Summit, Lowell, MA, sponsored by the Carework Network, a three-day conference to bring together carework researchers from across disciplines and across the globe. For more information, visit www.uml.edu/Research/CWW/carework/Summit/.

June 2–4, 2017. Canadian Economics Association (CEA) 2017 Annual Conference, Antigonish, Nova Scotia, Canada. Contact Paula Emery at cea.conference@gmail.com. For more information, visit www.economics.ca/en/membership.php.

July 7–8, 2017. European Consortium for Political Research Standing Group on Organized Crime 2nd General Conference, University of Bath, United Kingdom. Theme: “Organized Crime Today – Networks, Routes and Criminal Partnerships.” Contact: ecprsgoc-Bath2017@gmail.com.

July 17–19, 2017. Society for the Study of Economic Inequality (ECINEQ), New York City. The ECINEQ conference provides a forum for rigorous analysis of inequality, poverty, and redistribution, both at the theoretical and empirical levels. For more information: visit www.ecineq.org/ecineq_nyc17/general.htm.

July 27–29, 2017. Summer of Love Conference, San Francisco, CA. Theme: “Revisiting the Summer of Love, Rethinking the Counterculture: An Academic on the 50th Anniversary of the Summer of Love.” For more information, visit www.summeroflove-conference.org.

July 30, 2017. Critical Management Studies Conference, Liverpool, England. Theme: “Heroes and Heroism.” For more information, visit www.edgehill.ac.uk/business/conference-streams-call-papers.

August 8–11, 2017. State Higher Education Executive Officers Association (SHEEO) 2017 Higher Education Policy Conference, Minneapolis, MN. Theme: “Structuring Higher Education for Student Success and the Public Good.” For more information, visit www.sheeo.org.

August, 29–September 1, 2017. European Sociological Association (ESA) 13th conference, Athens, Greece. Theme: “(Un)Making Europe: Capitalism, Solidarities, Subjectivities.” Abstract deadline: February 15, 2017. For more information, visit www.esa13thconference.eu.

September 28–30, 2017. International Society for Quality-of-Life Studies 15th Annual Meeting, Innsbruck, Austria. Theme: “Quality of Life: Towards a Better Society.” For more information, visit www.isqols2017.org/conference/.

Funding

Dirksen Congressional Center invites applications for grants to fund research on congressional leadership and the U.S. Congress. The Center, named for the late Senate Minority Leader Everett M. Dirksen, is a private, nonpartisan, nonprofit research and educational organization devoted to the study of Congress. The Center has allocated up to \$30,000 in 2017 for grants with individual awards capped at \$3,500. The competition is open to individuals with

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a serious interest in studying Congress. Deadline: April 1, 2017. Contact: Frank Mackaman at fmackaman@dirkencenter.org. For more information, visit www.dirksencenter.org/print_programs_crgs.htm.

NCAA Research Committee invites research proposals within the general topic areas of student-athlete psychosocial well-being and college athletics participation. Research grants are available for current graduate students enrolled at NCAA member institutions and are intended to support the student while conducting research to be used for a doctoral dissertation, master's thesis, or external publication. Awards for these one-time research grants are set at a maximum of \$7,500. For more information, visit the grant program website. Deadline: May 15, 2017. For more information, visit <http://on.ncaa.com/2lUkix1>.

National Institute on Minority Health and Health Disparities is offering a new funding opportunity for the Research Center in Minority Institutions (RCMI). The NIH has modified the RCMI program to make it even stronger in the future, with more flexibility and a three-tiered research structure opportunity for basic, clinical, and/or behavioral research. Eligible institutions must award doctoral degrees in the health professions or health-related sciences, have a historical and current commitment to serving students from underrepresented populations, and receive less than \$50 million in average annual NIH funds within the 3 years prior to the time of application. For more information, visit www.grants.nih.gov/grants/guide/rfa-files/RFA-MD-17-003.html.

W.E.B. Du Bois Program of Research on Race and Crime from the National Institute of Justice. This funding supports quantitative and qualitative research on the intersections of race, offending, victimization, and the fair administration of justice for both juveniles and adults. It furthers the Department's mission by advancing knowledge regarding the confluence of crime, justice, and culture in various societal contexts. This funding opportunity seeks investigator-initiated proposals to conduct research on topics linked to race and crime in the context of violence and victimization, crime and crime prevention, and justice systems. Up to \$3 million for multiple grant awards under two categories solicitation. Deadline: March 31, 2017. For more information, visit www.nij.gov/funding/Documents/solicitations/NIJ-2017-12000.pdf.

Fellowships

AERA-SRCD Early Career Fellowship in Early Childhood Education and Development, the American Educational Research Association (AERA) and the Society for Research

on Child Development (SRCD) are pleased to announce a joint initiative, the AERA-SRCD Early Career Fellowship in Early Childhood Education and Development. This fellowship provides a collaborative opportunity for early career scholars to participate in a research network focused on early childhood education and development. The purpose of this initiative is to build an early career cohort of scholars with integrative interests and expertise at the nexus of child development and formal/informal education and learning in their broader social context. They will be reimbursed up to \$1,000 for travel and conference-related expenses to attend one of the two meetings. Deadline: March 15, 2017. Contact: fellowships@aera.net or at (202) 238-3200. For more information, visit www.aera.net/AERA-SRCD-Early-Career-Fellowship-in-Early-Childhood-Education-and-Development.

American Institute of Indian Studies Fellowship Competition for the 2018-2019 academic year. The American Institute of Indian Studies is a cooperative, non-profit organization of eighty-four American colleges and universities that supports the advancement of knowledge and understanding of India, its people, and culture. AIIS welcomes applicants from a wide variety of disciplines. AIIS is offering Junior Research Fellowships, Senior Research Fellowships, Senior Scholar/Professional Development Fellowships, and Senior Performing and Creative Arts Fellowships. Deadline: July 1, 2017. Contact: aiis@uchicago.edu or at (773) 702-8638. For more information, visit www.indianstudies.org.

NIAS Fellowship Netherlands Institute for Advanced Study in the Humanities and Social Sciences (NIAS, Amsterdam) is now opening the annual call for fellowship applications. This is an opportunity for those who wish to spend a period of time during the academic year 2018/19 to conduct research as a part of the NIAS community. A NIAS fellowship offers time to think and write as well as providing space to generate ideas and engage in cross-disciplinary collaboration with colleagues from around the world. Deadline: April 15, 2017. For more information, visit www.nias.knaw.nl/fellowships/individual-fellowships/nias-fellowships.

Rotary Peace Fellowship is currently recruiting applicants for the 2018 Rotary Peace Fellowship from the Rotary Peace Centers of the Rotary Foundation. Up to 100 social change leaders are selected globally every year to earn either a master's degree or a professional development certificate in peace and conflict studies at one of six Rotary Peace Centers at leading universities around the world. Deadline: May 31, 2017. For more information, visit www.rotary.org/our-programs/peace-fellowships.

Competitions

Jorge Pérez-López Student Award Competition from the Association for the Study of the Cuban Economy (ASCE) is now accepting nominations. A panel of scholars will judge submissions regardless of the format (visual, roundtable, posters, artistic or reports) on the basis of relevance, originality, quality, contribution, and clarity of presentation. Papers should not be co-authored with an instructor or teaching assistant. At a minimum, all papers must outline a thesis statement, present evidence or data supporting it, confine to 5,000 words, and follow one of the standard academic writing and citations styles. Deadline: May 20, 2017. Contact: Enrique S. Pumar at asce@ascecuba.org. For more information, visit www.ascecuba.org.

International Sociological Association's (ISA) 7th Worldwide Competition for Junior Sociologist. Junior scholars are defined as those who obtained their master's degree (or an equivalent graduate diploma) in sociology or in a related discipline, less than 10 years prior to March 31, 2017. In case of joint or multiple authorship, this rule applies to all authors of the submitted paper. The papers should be focused on sociological issues. The phenomena examined may be social, economic, political, cultural or of any other kind, but their interpretation or analysis must show a sociological orientation. Empirical research papers must go beyond descriptive reporting of results to broader, analytical interpretations. Deadline: March 31, 2017. Contact: Elena Zdravomyslova at zdrav@eu.spb.ru. For more information, visit www.isa-sociology.org/en/junior-sociologists/worldwide-competition-for-junior-sociologists/.

In the News

Barbara Altman, University of Maryland/NCHS, wrote an article "I Know What It is Like to Care for a Son with Microcephaly," which appear in the *Washington Post* on November 29, 2016.

Anne Barrett, Florida State University, was quoted in an article in the *Washington Post* titled "Worrying about Getting Older Might be Worse than Actually Getting Older." The article discussed Barrett's recent study examining the effect of women's aging anxiety on their psychological well-being.

Susan L. Brown, Bowling Green State University, was mentioned in the *Economist* on December 3rd in the article "Disruptive innovation" research with National Center for Family and Marriage Research about the falling divorce rate. She was mentioned in the *USA Today* article "Alone and aging: Creating a safety net for isolated seniors."

Ryan Cragun, University of Tampa, was

quoted in *The Guardian* in a January 30, 2017, article "From book to boom: how the Mormons plan a city for 500,00 in Florida."

Brad Fulton, Indiana University, was mentioned in a November 1 *Washington Post* article, "After Trump, an evangelical examination of conscience?" A number of other media outlets also covered the study, including the *New York Times*, *Chicago Tribune*, and *San Francisco Chronicle* on November 1.

William Helmreich, CUNY-Graduate Center was interviewed about his just released book, *The Brooklyn Nobody Knows: An Urban Walking Guide* (Princeton University Press, 2016) on the BBC, NPR, and Fox News.

Arne L. Kalleberg, University of North Carolina-Chapel Hill, was quoted in a story in the Asheville, NC *Mountain Xpress* on December 16, 2016, about the characteristics of the gig economy.

Charles Kurzman, University of North Carolina-Chapel Hill, published his annual report on Muslim-American involvement with violent extremism on January 26, along with a piece in the HuffingtonPost.com the same day, documenting zero fatalities since 9/11 caused by extremists from the seven Muslim-majority countries on the Trump administration's temporary travel ban. This finding was discussed by NPR on January 27, the *New York Times* on January 28, and the *Washington Post* on January 28.

Selina Gallo-Cruz, College of the Holy Cross, was quoted in the *Times of India* October 6, 2016, for her contribution to a Global Women and Nonviolence conference and on the implications of her scholarships to addressing the banning of Pakistani artists in Indian art venues. She was also quote January 18, 2017, in the *Worcester Telegram and Gazette* on the history, development and significance of the Million Women's March.

Patrick R. Grzanka, University of Tennessee, was interviewed by *The New York Times* for a Nov 10, 2016 story about how campuses confront hostility toward minorities in the wake of the 2016 presidential election. He was also interviewed by the *Washington Post* for a November 25, 2016, article on the increasing racial and ethnic diversity of the United States.

Shirley A. Jackson, Portland State University, was quoted in a January 10, 2017, *Portland Observer* article, "Alarmed by Trump: Professor Sees Parallels to the Era of Martin Luther King, Jr."

Carole Joffe, University of California-San Francisco, was interviewed for a *New York Times* article on January 19 about the conflict over the inclusion of anti-abortion women in the Women's March on Washington that took place during Inauguration weekend. She also had a letter published in the *New York*

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Times on January 11, 2017, about the nomination of Jeff Sessions to be Attorney General and the concerns that he would not adequately protect abortion providers who were threatened with violence.

James W. Loewen, Catholic University, on January 11, 2017, wrote an article, "How Is It Still Possible for a Jury in South Carolina to Have Just One Black Member?" for the *History News Network*. His article, "It's Time for a Shadow Candidate," was published by the History News Network on February 16, 2017.

Matthew Lawrence Kearney, University of Wisconsin-Madison, was quoted in a December 7, 2016, *Isthmus* article about the Standing Rock protests.

Bradley Koch, Georgia College, was quoted in a November 30 *Washington Post* article, "Why Electing Donald Trump Was a Triumph for the Prosperity Gospel."

Janice McCabe, Dartmouth College, was quoted in a November 2, 2016, NPR article "How College Friendships May Affect Student Success" about her book *Connecting in College: How Friendship Networks Matter for Academic and Social Success* and article "Friends with Academic Benefits" in *Contexts*. The research has been covered in a number of other media outlets, including *Quartz* on October 26, NBC News on November 1, *Inside Higher Ed* on November 14, and *The Chronicle of Higher Education* on December 11.

Stephen J. Morewitz, California State University, East Bay and San Jose State University, was featured in *East Bay Today* on January 9, 2017, for winning two San Jose State University Faculty Author awards for his two new books,

Runaway and Homeless Youth: New Research and Clinical Perspectives (and *Handbook of Missing Persons*).

Alondra Nelson, Columbia University, was interviewed about her book: *The Social Life of DNA* (Beacon Press, 2016) in *France's L'Obs* in November and in the Austrian magazine *Au.Schälge* in December. She was quoted in the December 7 issue of *Nature* in an article about the use of genetic analysis to provide insight into the history of the transatlantic slave trade.

Silvia Pedraza, University of Michigan, was cited in several newspapers as well as on radio, and television on the occasion of Fidel Castro's passing. Among them was in the article on: "Fidel Castro: Unwitting Father of Modern Miami," in the *Miami Herald* on December 10, 2016. She also wrote a guest editorial for CNN: "Fidel Castro: David or Goliath?" on December 4, 2016. She was also cited in an article by Frances Robles on "Cubans Newly Blocked at U.S. Border Place Hopes in Trump," in the *New York Times* on January 22, 2017.

Joy Piontak, Duke University, was interviewed about her journal article "School Context Matters: The Impacts of Concentrated Poverty and Racial Segregation on Childhood Obesity" by WUNC, which report on the article during *All things Considered and Morning Edition*. She was also interviewed on November 20, 2016, by the *Charlotte Post*, November 16 by the *Duke Chronicle*, November 14 by WPTF/NCN, November 10 on 88.5 WFDD, and November 9 on *Duke Today*.

Victoria Reyes, University of Michigan, published an article for the *Washing-*

ton Post, "A Trump-Duterte Bromance Would Be Complicated—but so Are U.S.-Philippine Ties," December 16, 2016.

Tony Silva, University of Oregon, was cited in the *Science of Us* article, "The Phenomenon of 'Bud Sex' Between Straight Rural Men," on December 18, 2016.

Merril Silverstein, Syracuse University, was quoted in a *Clarksville* online story, "Frazier Allen: Five Tips for First-time Grandparents."

Stay Torres, University at Albany-SUNY, had an op-ed published in the *San Francisco Chronicle* about about technology and her experience of living without a smartphone in an era of digital connectedness.

Nicole G. Van Cleve, Temple University, wrote an article for the *New York Times* April 14, 2016, "Chicago's Racist Cops and Racist Courts." She also wrote an article that was published December 15, 2016, in NBCnews.com, "Latin Scholar's book 'Crook County' nominated for NAACP Image Award." She also wrote an article for CNN.com, "Why Trump's threat to 'send in the Feds' won't help Chicago," on January 25, 2017. She was has been interviewed by MSNBC's Rachel Maddow and CNN several times in relation to racism in the criminal justice system.

Margaret Weinberger, Bowling Green State University, 1910 seminar course is mentioned in the *BG Independent News* in the December 13 article "Therapy dogs ease BGSU students into finals week."

Robb Willer, His research was feature in the *Atlantic* article "The Psychology of Effective Protest," February 27, 2017. He wrote an article with Mathew Feinberg for the *Washington Post*, "The Big Mistake Some Anti-Trump Protestors Could Be Making," February 18, 2017. Stanford University, research on morality and politics was covered February 2, 2017, in the *Atlantic*, "The Simple Psychological Trick to Political Persuasion." His op-ed for *Vox* was published February 2, 2017, "What psychology teaches us about opposing an unpopular president."

Awards

Timothy Bryant, Syracuse University, was awarded the 2016 University Professional and Continuing Education Association (UPCEA) Mid-Atlantic Region Outstanding Continuing Education Student Award.

Stephen J. Morewitz, San Jose State University, won a 2016 San José State University Author Award for his new book, *Runaway and Homeless Youth: New Research and Clinical Perspectives* (Springer, 2016).

Beverly Lindsay, National Institute of Education (NIE) was awarded a Ford Foundation multi-year grant to estab-

lish the Institute: University Women Leadership and Agents of Change in Post-Conflict and Transitional Societies. The multi-year grant for University of California sites will focus on leadership development and policy research on university women in select African, Asian, Middle Eastern, and South American universities.

Silvia Pedraza, University of Michigan, has been awarded an award for excellence in teaching. The Golden Key International Honour Society gave her an Honorary Faculty Award.

Transitions

Davita Silfen Glasberg has been appointed Interim Dean of the College of Liberal Arts and Sciences at the University of Connecticut.

Andrew London, Syracuse University, was appointed the associate dean for finance and administration for the Maxwell School effective January 1, 2017.

Jennifer Karas Montez, Syracuse University, was appointed as a "Gerald B. Cramer Faculty Scholar in Aging Studies" by the Maxwell School, recognizing her excellent contributions to the field of aging studies.

Mari Pliukhn, University of Evansville, was awarded tenure and promoted to Associate Professor of Sociology at the University of Evansville, and appointed Associate Director for the Eykamp Center for Teaching Excellence.

Jason Shelton, was appointed by the University of Texas-Arlington, as the new director of the UTA Center for African American Studies. The CAAS is one of just 3 such centers in the state of Texas.

Daniel Kleinman, University of Wisconsin-Madison, will now lead Boston University's graduate education efforts.

People

Prema Kurien, Syracuse University, was named a "Robert McClure Faculty Scholar" at the Maxwell School for teaching the MAX 123 course.

Yingyi Ma, Syracuse University, was elected to the Board of Directors for the North American Chinese Sociologist Association.

New Books

Barbara M. Altman, University of Maryland/NCHS, *International Measurement of Disability: Purpose, Method and Application, the Work of the Washington Group* (Springer, 2016).

Juan J. Battle, CUNY-Graduate Center, **Antonio (Jay) Pastrana, Jr.**, John Jay College of Criminal Justice-CUNY, and **Angelique Harris**, Marquette University, *An Examination of Black LGBT Populations Across the United States* (Palgrave, 2017); *An Examina-*



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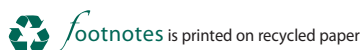
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Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "ASA Forum" (including letters to the editor) contributions are limited to 400–600 words; "Obituaries," 500–700 words; and "Announcements," 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit all material published for style and length. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

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

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tion of Asian and Pacific Islander LGBT Populations Across the United States (Palgrave, 2017); and *An Examination of Latinx LGBT Populations Across the United States* (Palgrave, 2017).

Gregg Lee Carter, Bryant University, *Gun Control in the United States: A Reference Handbook*, 2nd Ed. (ABC-CLIO, 2017).

Amin Ghaziani, University of British Columbia, *Sex Cultures* (Polity, 2017).

Bruce D. Haynes, University of California-Davis and **Syma Solovitch**, *Down the Up Staircase: Three Generations of a Harlem Family* (Columbia University Press, 2017).

Louis Hicks, St. Mary's College of Maryland, **Eugenia L. Weiss**, University of Southern California, and **Jose E. Coll**, Texas State University, *The Civilian Lives of U.S. Veterans: Issues and Identities* (Praeger, 2017).

Derek Hyra, American University, *Race, Class, and Politics in the Cappuccino City* (University of Chicago Press, 2017).

Herbert C. Kelman, Harvard University, **Wilfried Graf**, Herbert C. Kelman Institute, and **Werner Wintersteiner**, Institut für Deutschdidaktik, Eds., *Resolving Deep-Rooted Conflicts: Essays on the Theory and Practice of Interactive Problem-Solving* (Routledge, 2016).

Louis Kriesberg, Syracuse University, *Pioneer in Peace and Constructive Conflict Resolution Studies* (Springer, 2016); and *Realizing Peace: A Constructive Conflict Approach* (Oxford University Press, 2015).

Louis Kriesberg and **Bruce W. Dayton**, both of Syracuse University, *Constructive Conflicts: From Escalation to Resolution*, 5th Edition (Rowan & Littlefield, 2016).

Edith King, Worldmindedness Institutes Colorado, *Encounters with Sociology* (Kindle, 2017).

Michel S. Laguerre, University of California-Berkeley, *The Multisite Nation: Crossborder Organizations, Transfrontier Infrastructure, and Global Digital Public Sphere* (Palgrave Macmillan, 2016).

Sida Liu, University of Toronto, **Terrence Halliday**, American Bar Association, *Criminal Defense in China*

The Politics of Lawyers at Work (Cambridge University Press, 2016).

Janice McCabe, Dartmouth College, *Connecting in College: How Friendship Networks Matter for Academic and Social Success* (University of Chicago Press, 2016).

Paul McLean, Rutgers University, *Culture in Networks* (Polity, 2016).

Robert E. Mitchell, Emeritus, *The Language of Economics: Socially Constructed Vocabularies and Assumptions* (Palgrave Macmillan, 2016).

Stephen J. Morewitz, San Jose State University, *Handbook of Missing Persons*

(Springer, 2016).

Z. Fareen Parvez, University of Massachusetts-Amherst, *Politicizing Islam: the Islamic Revival in France and India* (Oxford University Press, 2017).

Michael Schwalbe, North Carolina State University, *The Sociologically Examined Life*, 5th edition (Oxford University Press, 2017).

Mark J. VanLandingham, Tulane University, *Weathering Katrina: Culture and Recovery among Vietnamese-Americans* (Russell Sage, 2017).

Other Organizations

General Social Survey-National Death Index (GSS-NAI) Update extended and updated dataset allows researchers to better understand how social factors — ideas, attitudes, beliefs, and behaviors — affect health. The GSS-NDI dataset is a joint project of the Mailman School of Public Health, Columbia University, and NORC at the University of Chicago. The GSS-NDI dataset links records from the 1978-2010 GSSs to NDI death records through 2014. The GSS-NDI dataset contains 44,174 total records, of which 12,558 have been classified as deceased. The new dataset and related documentation may be accessed at www.gssndi.com.

Training Workshops on Qualitative Research at Emory University, Rollins School of Public Health. All workshops are held twice per year in May and August. Registrations are now open for May 2017. Contact: kmuwwak@emory.edu or (404)727-3152. Qualitative Research Methods, May 15-19, 2017. Registration Fee \$750 (Students \$650). This 4-day workshop covers theory and practice of qualitative data collection. It is suitable for anyone involved in

designing, conducting, evaluating, training or managing qualitative research. Mentored Qualitative Methods, May 20, 2017. Registration Fee \$130. This half-day workshop enables you to bring your own qualitative research project or proposal and receive expert individual mentoring specific to your project. Qualitative Data Analysis, May 22-24, 2017. Registration Fee \$600.

This two and a half-day workshop integrates theoretical principles, practical skills and hands-on software sessions for analyzing qualitative data. Mentored Qualitative Analysis, May 25, 2017. Registration Fee \$130. This half-day workshop enables you to bring your own project and data and receive expert individual mentoring on qualitative data analysis specific to your project. For more information, visit www.tinyurl.com/rspq-q.

Vernon Press Call for Reviewers As a member of Vernon Press one will get the opportunity to read and keep carefully pre-selected works, including cutting-edge research. Also be prepared to review at least one book every two years. First-time reviewers receive a small honorarium of \$50 and a deep discount on other titles. To join send a brief message expressing interest to reviewers.community@vernonpress.com. In your message please mention your full name, academic affiliation, area(s) of expertise, and provide either a paragraph-long biographical note (and/or) a list of publications. For more information, visit <http://bit.ly/2mL-GqY2>.

New Publications

Cambridge Journal of Eurasian Studies from Veruscript is a new open-access journal. Publication is free for all researchers and the journal uses Veruscript's reviewer rewards programme. This interdisciplinary journal

that explores the social, economic, political and cultural process evolving in the important Eurasian region. Research articles are freely accessible to readers worldwide. Veruscript aims to provide a new platform for academics from all disciplines to exchange ideas and research. Contact: Tim.Redding@veruscript.com. For more information, visit www.veruscript.com/cjes.

Summer Programs

Faculty Workshop: Using the American Community Survey in Undergraduate Courses, June 15-17, 2017. As part of an NICHD funded project, the Social Science Data Analysis Network at the University of Michigan Population Studies Center will host a workshop to enable college and university professors to develop class modules using topics from the American Community Survey for courses they will teach. Participants are expected to attend the full workshop at the University of Michigan campus in Ann Arbor, June 15-17. Deadline: March 30, 2017. For more information, visit www.pips.ssdanet.net/pips-2017-summer-workshop-application.

Russell Sage Foundation's "Visiting Scholars Fellowship for Academic Year 2018-2019." The Russell Sage Foundation (RSF) Visiting Scholars Program provides a unique opportunity for select scholars in the social, economic and behavioral sciences to pursue their research and writing while in residence at the foundation in New York City. The foundation annually awards up to 17 residential fellowships to select scholars in the social sciences who are at least several years beyond the PhD. While Visiting Scholars typically work on projects related to the foundation's core program areas in Social Inequality, Behavioral Economics, Future of Work, and Race, Ethnicity, and Immigration,

CULTURE, INEQUALITIES, AND SOCIAL INCLUSION ACROSS THE GLOBE

112th ASA Annual Meeting
August 12-15, 2017
Palais des Congrès de Montréal
Montréal, Quebec, Canada

Artwork: Barti Kher, View from 6000 Ft. Courtesy the artist and Hauser & Wirth

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a few scholars whose research falls outside these areas are invited as well. Visiting Scholar positions begin September 1 through June 30. Scholars are provided with an office at the foundation, research assistance, computers, library access, and supplemental salary support. Scholars from outside the greater New York City area are also provided with a partially-subsidized apartment near RSF. Contact: vsapps@rsage.org. For more information, visit www.russellsage.org/how-to-apply/visiting-scholars-program.

Summer Course for Research Design in the Social, Behavioral, and Economic Sciences brings together social science area experts and post-doctoral participants from the social sciences for one week of intensive study of research design in the social, behavioral, and economic sciences (SBE). Supported by the National Science Foundation, the focus of the course is on the development of scientific research proposals. Approximately 12 participants will be selected from a competitive pool of applicants who hold a Ph.D. in any of the social sciences disciplines. Criteria for selection include an applicant's interest in issues of research design and a commitment to advancing his or her proposal writing skills, as well as an interest in research relevant to underserved populations. Deadline: April 15, 2017. For more information, visit www.qualquant.org/methodsmall/summer-course-for-research-design/.

Summer School on Longitudinal and Life Course Research 2017, University of Zürich, brings together scholars and introduces them to the main theories and methods in longitudinal and life course research. It aims to bridge social (macro and micro) and biological perspectives. Previous schools have been held in Antwerp, Oxford, Bamberg, and Milan. The curriculum includes lectures and discussions led by expert researchers. Examples are drawn from a wide range of longitudinal data sets and illustrated with social and biological life-course outcomes. Computer lab sessions develop practical and statistical skills for life course research. Participants will also be able to present their research ideas and obtain feedback. Email a brief statement with a CV. Deadline: August 21, 2017. Contact: Maria J. Schönholzer Montero at maria.schoenholzer@jacobscenter.uzh.ch.

Deaths

Henry A. Landsberger, retired professor at the University of North Carolina-Chapel Hill, died February 1, 2017, while visiting his son in Los Angeles, California.

Paul Luebke died on October 29, 2016, at the age of 70. He was a Democratic member of the North Carolina General Assembly and a professor of sociology at the University of North Carolina at Greensboro. He served 11 consecutive

two-year terms in the state House of Representatives.

Ronald M. Pavalko, Professor of Sociology, University of Wisconsin-Parkside 1979-1999 and Dean, School of Liberal Arts, University of Wisconsin-Parkside 1994-1997, died on January 23, 2017, at the age of 82.

Obituaries

Hugh F. "Tony" Cline
1935-2016

Hugh F. Cline, better known as "Tony" Cline by his family, friends, and colleagues, passed away peacefully on July 4, 1916, after a sudden and brief illness. He was President of the Russell Sage Foundation from 1972 to 1976, and from 1980 to 1997 he was Executive Director of the Division of Applied Measurement Research, Educational Testing Service in Princeton, NJ. At the time of his passing he was a popular Adjunct Professor of Sociology and Education at Teachers College, Columbia University, where he had been teaching graduate courses since 1997.

Tony received his BA from Pennsylvania State University in 1956. After serving in the U.S. Air Force from 1956 to 1959, he and his first wife Patricia Dickinson traveled to Sweden where Tony received a Master of Science in Sociology at the University of Stockholm in 1961. That fall he began his studies in the Department of Social Relations at Harvard University, where he became a research assistant to Professor Stanton Wheeler, who had just finished collecting data for his comprehensive study of 15 Scandinavian prisons. Tony, an early convert to computer-based data analysis, did much of the statistical work for that study, and he also used the data for his doctoral dissertation, "The Determinants of Normative Patterns in Correctional Institutions" (Harvard, 1966). His first published paper was a chapter of the same name in a book by Nils Christie, *Scandinavian Studies in Criminology*, Vol. II, 1968.

Tony's first academic appointment was as Assistant Professor of Sociology at the University of California-Santa Barbara (1965-1967), where he taught courses in research methods, introductory sociology, and criminal justice. He enjoyed teaching but missed the research environment he experienced at Harvard. Both Wheeler and Howard Freeman urged him to join them as a staff sociologist at the Russell Sage Foundation, which he did in 1967. There he had a chance to resume working with Wheeler on the Scandinavian Prison Study. In 1972 his leadership skills and commitment to high quality research led to his appointment as President of the Foundation, replacing the retiring Orville Brim. President Cline and the Foundation supported many important studies during his term in office,

including *The New Presidential Elite: Men and Women in National Politics* by Jeanne J. Kirkpatrick.

Seeking a return to full-time research, Tony accepted a Senior sociologist position with the Educational Testing Service in 1976, becoming Executive Director of their Applied Measurement Research Division in 1980. Over the next 21 years, until his retirement in 1997, Tony developed and oversaw many studies of the impact of technology on social institutions, especially in the field of education. Among the many studies he fostered during his ETS career, three of the most important were the Electronic Library, the Electronic Schoolhouse, and the Systems Thinking and Curriculum Innovation Project (STACIN). He published numerous books and articles on these topics between 1981 and 1996, some as first author and others as a co-author.

After retiring from ETS in 1997, he accepted a position at Teachers College (Columbia) as Adjunct Professor of Sociology and Education, and for the next 18 years he taught a graduate seminar on his favorite subject, Technology and Society. It was in this course that he developed and refined the materials for his final book, evaluated and critiqued by his students, which was published in 2014: *Information Communication Technology and Social Transformation* (Routledge Studies in Science, Technology, and Society).

A recitation of Tony's academic career does not do full justice to his impact on his community and his personal and professional networks. Outside of work, Tony loved how education, broadly speaking, kept life vibrant. He had a particular passion for improving educational programs in underprivileged communities and served on several boards that fostered such development. People who knew Tony found him to be a caring listener with a genuine and inspiring interest in their lives, while always being ready to share what he had learned.

In 1996, Tony married longtime friend, Hilary Hays. They shared a full and enriching life. They enjoyed time with family and close friends, traveling to several foreign countries. He left his mark on people with his interest, curiosity, and enthusiasm. Regardless of the nature of the gathering or setting, Tony was known as a person of profound integrity, warmth, compassion, and with a great sense of humor.

David Armor, *George Mason University*

Robert L. Fulton
1926 - 2016

Robert (Bob) Lester Fulton died peacefully at the Pillars Hospice in Saint Paul, MN, on July 29, 2016, four months before his 90th birthday. Professor Fulton was the leading

pioneer in establishing death, dying, and bereavement as a sociological field for theory, research, practice, and education. At the University of Minnesota, where he served as a professor of sociology from 1963 to 1997, he founded and directed the Center for Death Education and Research.

Beginning in 1965, Fulton edited three editions of his very influential book, *Death and Identity*. He was co-founder (with Robert Kastenbaum and Richard Kalish) of the first academic journal in the field of death—*Omega: Journal of Death and Dying*. He gained notoriety from newspaper and video versions of a course that accompanied his edited book, *Death and Dying: Challenge and Change*. He co-founded (with John Fryer) the International Work Group on Death, Dying, and Bereavement, still the leading professional association in these areas.

His writing and research had an enormous impact on the subfields related to death and dying. For example, among his dozens of publications, a 1961 paper in *Social Forces* on role conflict in the professional work of clergymen and funeral directors has served as a field-defining conceptual piece. Bob's pioneering work and leadership in the field brought him many awards, including the Outstanding Achievement Award of the Forum for Death Education and Counseling in 1985, the Distinguished Career award of the Sociology Practice Association in 1990, the Lifetime Achievement Award of the Association of Death Educators and Counselors in 2016, and the Herman Feifel award of the International Work Group on Death, Dying, and Bereavement in 2008.

Bob was a close friend to a remarkable number of people in Minnesota and around the world. He was a visiting professor at universities and research institutions including Osmania University, Hyderabad, India; University of Cape Town, South Africa; St Luke's College, Tokyo; and Nankai University, Tianjin, China; and Rode Kors Sykehjem, Bergen, Norway, Karolinska Institute, Stockholm, Sweden, and University of California branches at Irvine, San Diego, and San Francisco and at the University of Vermont. He also served as visiting scholar and volunteer helper at St. Christopher's Hospice, London, England.

Bob, a humorist by nature, loved to laugh and joke with friends and colleagues. He was superb at taking others seriously, at truly listening to them, and at being real with them. He had been through many personal encounters with death, including the death in childhood of a brother and the extraordinarily hard ways that that death played out in his family.

During retirement, he wrote the book *Legacy: The Belief in Immortality and the Logic of Culture*, which ex-

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plores religious views of immortality from his sociological perspectives on death and dying. Fulton was an avid chess player and his last book was *My World of Chess*, published in 2013. Loyal friend and editor, Mary Drew, provided extensive help to Bob in getting these two books completed during his retirement.

Robert Fulton was born and raised in Toronto, Canada, and earned his PhD in sociology at Wayne State University in Detroit, MI. He is survived by three sons, David, Evan, and Regan, as well as two grandchildren, and his longtime companion, Meryl Baker. Bob also was loved by and fond of his many nieces and nephews as well as his surviving brother and sister, Edward and Gwenn. A memorial celebration of his life was held on September 24, 2016, at the University Club in Saint Paul, MN. He is greatly missed by many graduate students and hundreds of friends.

Ron Anderson, Paul Rosenblatt, Greg Owen, Joel Nelson, and Ira Reiss

**Sheldon Stryker
1924-2016**

Sheldon Stryker, Distinguished Emeritus Professor at Indiana University, passed away on May 4, 2016. He would have been 92 later that month. Sheldon began his career at Indiana University in 1950 and remained active within both Indiana University and the discipline of sociology until his death.

Sheldon was born on May 26, 1924, in St. Paul, MN. His mother died shortly after his birth. He was raised by his grandparents and aunts and grew up during the Great Depression. In his youth, he played basketball, billiards, and bridge, delivered newspapers and worked on his high school newspaper, earning the nickname "Scoop" Stryker. He loved jazz and among his most cherished possessions were records by Billie Holiday, Coleman Hawkins, Benny Goodman, and Dizzy Gillespie.

Sheldon served in the Army during World War II, becoming a battlefield medic in Europe and earning a Purple Heart medal after being wounded in France. After the war, he attended the University of Minnesota, where, upon the advice of a career counselor to pursue a career that involved helping people, he initially planned to study social work. Sheldon took sociology courses as a social work requirement and soon became drawn to sociology and the prospect of the academic life. He eventually earned his PhD from the University of Minnesota in 1955. In 1950, Sheldon's mentor, Clifford Kirkpatrick, contacted Sheldon about an available teaching position at Indiana University. Despite many invitations from other schools to join their faculty, Sheldon remained a faculty member at Indiana University for over

six decades.

During his tenure at Indiana University, he was chair of the sociology department from 1969-1975 and for nearly 25 years was director of a National Institute of Mental Health pre-doctoral and post-doctoral training program in Identity, Self, Role and Mental Health. Sheldon advanced structural symbolic interactionism and is the originator of Identity Theory, which is now a major theory in sociological social psychology that grew out of the structural symbolic interactionist frame.

In addition to his theoretical writings, his research emphasized scientific methods and quantitative analysis. He authored or co-authored eight books including the first Rose Monograph, *Deviance, Selves and Others* (1971 with Michael Schwartz) and the groundbreaking *Symbolic Interactionism: A Social Structural Version* (1980). He published over 70 journal articles and book chapters including the top all-time cited article in *Social Psychology Quarterly* and a second *SPQ* article in the top ten. Sheldon also served as the editor of the *American Sociological Review* (1982-1986) and *Sociometry* (now *Social Psychology Quarterly*, 1967-1969) and as the first editor of the American Sociological Association's *Arnold and Carolyn Rose Monographic Series* (1971-1974). Sheldon was the exactly the right person to serve as editor: he valued both ideas and sociology as discipline. The care, effort, and concern for quality and clarity that he displayed as editor served as a role model for subsequent editors.

Sheldon received many honors recognizing his contributions in this career including the Cooley-Mead Award in 1986 for lifetime achievement from the American Sociological Association Social Psychology Section, and the Lifetime Achievement Award from the International Society for Self and Identity in 2008. He was elected to the Sociological Research Association in 1970, the Society for Experimental Social Psychology in 1975, and was selected as Fellow of the Society for Experimental Social Psychology in 2009. He also received a Fulbright Fellowship in Italy (1966-1967) and spent a year at the Center for the Advanced Studies in the Behavioral Sciences in Palo Alto (1986-1987). In 2009, he received American Sociological Association W.E.B. DuBois Career Award of Distinguished Scholarship Award for lifetime achievement. As noted in the award statement, "one would be hard-pressed to find a scholar who has accomplished as much as Sheldon Stryker has during the second half of the 20th century. The body of his lifetime work, which continues to thrive, has been exemplary to all sociologists."

Although Sheldon officially retired

in 2002, he did not slow down and instead continued to write, collaborate, and publish papers with his former students and colleagues, as well as his daughter, Robin, who followed in his footsteps. His two most recent manuscripts appeared last summer, and there are two papers under review. He continued to mentor graduate students and at the age of 90 lectured in Italy. He loved to attend the ASA annual meetings, where in the words of a former graduate student, "he walked around faster than most and complained that his son made him a carry cane that was slowing him down." He also looked forward to the Departmental Alumni Night at the ASA meeting where people would always find him to reminisce and to talk about new research and ideas.

Sheldon outlived his beloved wife of 62 years Alyce Agranoff (Stryker) and is survived by his five children: Robin, professor of sociology at the University of Arizona-Tucson; Jeffrey, professor of chemistry at the University of Alberta in Edmonton; David, executive vice president and general counsel of the Huntsman Corp.; Michael, associate professor of jazz piano at Western Illinois University in Macomb; and Mark, arts reporter and critic with the *Detroit Free Press*.

In addition to his children, Sheldon

is also survived by daughters-in-law Patricia Leake (Jeff), Kasandra Stryker (David); Kitty Karn (Michael) and Candace Stuart (Mark). Sheldon is also survived by grandsons Joshua Stryker, Joseph Stryker, and Samuel Stryker; granddaughters Captain Hannah Stryker Thomas (U.S. Army), Alyssa Stryker, and Emily Stryker; and four great-grandchildren.

We remember Sheldon for his integrity, for his intellectual spirit and inquisitive mind, and for the guidance he provided us through the years. He lived up to his oft-spoken aphorism that "smart people don't have be bastards." Sheldon was a smart person, great colleague, inspirational mentor, and generous friend. He will be dearly missed.

Donations may be made to the Sheldon Stryker Memorial Fund to support graduate education in sociology. Indiana University Foundation, P.O. Box 500, Bloomington, Indiana, 47402 (phone: 812-855-8311). To make a gift online, go to www.myu.org and use the "write in gift area" to indicate that the gift is for the Sheldon Stryker Memorial/Sociology Fund.

Peter J. Burke, University of California Riverside; Brian Powell, Indiana University; Richard T. Serpe, Kent State University

call for editors

Seeking an Editor for *City & Community*

Individual and team applications are invited for the position of editor of *City & Community*, a journal co-sponsored by the American Sociological Association and its Community and Urban Sociology Section (CUSS). The official term for the new editor (or co-editors) will begin in January 2018. The editor's term is for a minimum of three years, until January 2021, with a possible reappointment of up to an additional two years.

City & Community brings together major work and research in urban and community sociology. It is published four times per year.

Editor's Role: *City & Community* receives more than 90 submissions per year. The current journal impact factor is 1.079. The editor is expected to secure timely and appropriate reviews and make the final decision on manuscripts, informing both the author(s) and reviewers of the final disposition. The editor is also responsible for maintaining the high standards of ASA journals, ensuring that issues are filled within the annual page allotments, and preventing a long backlog of articles for either review or publication. The editor must show openness to communicating with scholars about diverse ideas and eagerness to continue building the journal's reputation.

Submission: The application packet (including items 1-3 above) should be no more than five (5) pages (excluding CVs), and must be received by September 15, 2017. For more information, see www.asanet.org/news-events/asa-news/call-applications-editor-city-community. For questions and further information, contact: Bruce Haynes, University of California Davis, bdhaynes@ucdavis.edu.



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

call for applications

2017 Student Forum Travel Awards

Deadline: April 1

The American Sociological Association Student Forum is pleased to announce that the ASA Council is making funds available to support student travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 30 travel awards in the amount of \$225 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2017 ASA Annual Meeting. All applicants are encouraged to seek additional sources of funding to cover other expenses.

To apply, complete the online application found at www.asanet.org/career-center/grants-and-fellowships/student-forum-travel-awards. Applications must be submitted no later than **April 1, 2017**. Decisions will be announced by May 15, 2017. No part of the application may be submitted by e-mail or fax, and only applications from individuals on their own behalf will be accepted.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting program (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support, matching funds, and potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the ASA Student Forum convened especially for this purpose will select awardees.

For more information, contact the ASA Executive Office at studentforum@asanet.org or (202) 383-9005 ext. 322.

For Members Only

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TRAILS is the ASA's on-line, peer reviewed library of teaching and learning materials for sociology. In addition to searching the library for syllabi, lectures, class activities or assignments for download, sociologists can also submit their own teaching resources for peer review by trained area editors and possible publication. TRAILS currently includes more than 3,400 sociological teaching resources which each have an automatically generated cover page with a suggested citation. Users agree to cite materials that they use in a clear and visible way. Access to TRAILS is a benefit of ASA membership. For more information visit <TRAILS.asanet.org> or e-mail trails@asanet.org

TRAILS (Teaching Resources and Innovations Library for Sociology) is a database consisting of teaching resource materials that covers many sociological topics and education levels. Visitors can search for materials by resource type including assignments, class assessments, syllabi, websites, video files, PowerPoint presentations and more. TRAILS has more than 2,700 teaching resource files in 80 sociological subject areas and different education levels from high school to graduate studies. This is a useful service for sociologists at any career stage. Members are encouraged to submit materials for consideration for inclusion in TRAILS. Submitted material is peer reviewed prior to final approval.

TRAILS access is included with your ASA membership. For more information about TRAILS, visit <trails.asanet.org> or e-mail trails@asanet.org.

Online 2017 Directory of Members

ASA offers an online searchable directory of members. Current members may login into their accounts to view the online directory. Visitors can search by name, institution, geographical location, or areas of scholarly interest. The individual listings will display the primary contact information, employment information, degree history, and sociological areas of interest. Only 2017 members will be listed in the online *Directory of Members*. As more members renew throughout the year, their information will be uploaded to the *Directory of Members*.

The 2017 *Directory of Members* can be accessed through your ASA account at www.e-noah.net/ASA/Login.asp.

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