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Introducing Michèle Lamont, ASA's 2017 President

Ann Swidler,
University of California-Berkeley

Michèle Lamont, Robert I. Goldman Professor of European Studies and Professor of Sociology and African and African-American Studies at Harvard University, is a powerhouse of intellect, spirit, and moral commitment. I want to introduce the 2017 ASA President with a sentence from her 2012 *Annual Review of Sociology* paper, "Toward a Comparative Sociology of Valuation and Evaluation." She begins boldly with, "What can be done to ensure that a larger proportion of the members of our society can be defined as valuable?" Substitute for "our soci-



Michèle Lamont

ety" "all societies" and you have the driving issue that animates Michèle

Lamont's remarkable fusion of action, passion, and scholarly brilliance.

Michèle's energy is legendary, but even those who know her very well might be astounded at the variety of tasks she has undertaken, all while maintaining a powerful focus on her own scholarship. In addition to serving as the incoming ASA President, Michèle is also Director of the Weatherhead Center for International Affairs at Harvard, Co-Director of the Successful Societies Program of the Canadian Institute for Advanced Research, and she sits on a number of advisory boards. All this activity and

her many honors might lead one to imagine that perhaps she shirks her other responsibilities or roles as teacher, mentor, parent, spouse, and friend. This could not be further from the truth.

From the Students

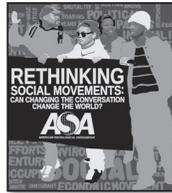
The testimony of her students is remarkable. Stefan Beljean, who has worked with Michèle for five years, expresses the overwhelming consensus: "What stands out about Michèle as an advisor is her exceptional intellectual and emotional investment in her students. Because she is this way with virtually all of her advisees and because there are so many of us, she has become somewhat of a legend in our depart-

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After Almost 60 Years, ASA Returns to Seattle

Daniel Fowler,
ASA Public Information Office

For the second time in its history, and for the first time since 1958, the American Sociological Association convened its Annual Meeting in Seattle, August 20–23. The return to the "Emerald City" was worth the wait.



With 5,301 registrants, the ASA's 111th Annual Meeting had the second highest number of regis-

trants for a meeting outside of New York City, Chicago, or San Francisco—topped only by Boston in 2008, when more than 5,400 people registered for the conference.

"Seattle is a lovely city, particularly in August, and President Ruth Milkman developed an exciting program," said ASA Executive Officer Sally T. Hillsman. "So, while we were pleased with the attendance, we were not surprised that so many people



"Protesting Racism" plenary with (left to right) Aldon D. Morris, Charlene Carruthers, and Kimberlé Crenshaw.

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Evaluating Public Communication in Tenure and Promotion

Arne L. Kalleberg, University of North Carolina-Chapel Hill

The ASA Task Force on Public Communication and Social Media recently issued its report assessing how tenure and promotion committees might consider sociologists' involvement in these types of communication activities. Titled "What Counts? Evaluating Public Communication in Tenure and Promotion," the report is timely, as sociologists (along with scientists generally) increasingly use multiple forms of communication to engage broader audiences with their research and teaching and contribute to solutions of the pressing problems of our time. "The rules of academic evaluation are being trans-

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from the executive officer

“#Doingsociology” at the ASA for 14 Wonderful Years

This year at the ASA Annual Meeting in Seattle, we asked members to tell us what kind of work they were doing when they were #doingsociology and why. On Twitter, they told us they were doing sociology as an elected council member in their community; as a service coordinator for a nonprofit affordable housing agency; as a researcher working with a complex quantitative dataset; and doing sociology is to create art. Interviews on this topic were also filmed at the Annual Meeting—and several are currently viewable on the ASA homepage (www.asanet.org), while some of the sociologists who responded to our questions were professors, doing sociology is not limited to the academy.

I came to the ASA Executive Office in 2002 as a professional sociologist with a decades-long career of doing sociology. Becoming the ASA Executive Officer was a new way

to give back to my discipline by using the wide range of skills I had learned along a career route that was far from mainstream for my generation. What particularly excited me as a sociologist in joining the ASA staff, however, was having 26 other committed members of the Executive Office as partners in “advancing sociology as a scientific discipline and profession serving the public good” and *especially* in doing sociology on behalf of the discipline itself.

Working on Behalf of the Discipline

The ASA staff “do sociology” in many important and critical ways that apply their myriad skills and

singular commitment on behalf of the discipline. The four staff sociologists are not the only ones who do sociology at ASA, although in some areas of our work their particular training is a vital resource. As a learned society and professional association we do sociology by providing scholarly journals and small research grants; supporting programs that advance teaching and learning in the discipline; fostering a diverse and stellar group of future disciplinary leaders through our pre-doctoral minority fellowships; and providing vibrant annual meetings that are unparalleled opportunities to meet fellow sociologists and learn about cutting-edge research in the field.



“What particularly excited me as a sociologist in joining the ASA staff, however, was having 26 other committed members of the Executive Office as partners in “advancing sociology as a scientific discipline and profession serving the public good” and especially in doing sociology on behalf of the discipline itself.”

ship of teaching and learning to help sociology departments identify and assess the skills and knowledge in their curricula. We mentor students as they pursue their PhDs. We mentor interns and junior staff as they launch their careers in sociology and related educational fields. We work with faculty and students to pursue and expand career opportunities. We provide resources that support department leaders as they work to build and nurture vibrant centers of sociological instruction and research.

At ASA, we work with individual scholars to draw on our experience of how to bring their science-based knowledge to broader audiences. We bring sociological research to

the courts via amicus briefs. We write op-eds and policy statements on behalf of Council. We bridge the gap between the media and sociologist; promoting sociological research and providing a sociological perspective to national and international news and events. We use our research data to advocate for increased federal social science funding, federal support of graduate training in general and under-represented minorities in particular. We bring the experience and understanding of sociological research to federal agency rule-making, such as on the revision of the Common Rule and efforts to respond to climate change. We collaborate with regional and aligned sociological societies to deepen our collaborations in the work of advancing sociology and with higher education associations and other disciplines to advance social science and science generally.

Ongoing Projects

A successful ASA staff grant application to NSF is currently supporting ASA’s archival work to preserve important historical sociology documents by designing and creating an electronic research database. Another ASA research grant is supporting a study of the impact of race and gender on career outcomes of sociology and economics PhDs. Successful strategizing on digital publishing opportunities by staff has successfully launched ASA’s new open-access journal *Socius*, and the ASA staff’s design of a new approach to the ASA website and its outreach to sections is bringing more visibility to sociological research and sociologists’ many other contributions to the public good. And just in time, ASA



ASA Opportunities in Retirement Network. Business Meeting, A Life in Sociology Series Lecture and Reception in Honor of Sally Hillsman on August 22.

Council also recently approved the Task Force on Social Media’s new report, “What Counts: Evaluating Public Communication in Tenure and Promotion,” which encourages the discipline to consider how engagement with the public and policy makers is also “doing sociology.”

Doing sociology can often be solo work, but as sociologists and other scientists have learned, working in collaboration through a learned society like the ASA can improve, expand and deepen our knowledge, and it can enhance the potential of our knowledge to promote the contributions and use of sociology to society. Thank you for the privilege of being the ASA Executive Officer, allowing me to collaborate with ASA members and staff over the past 14 years, and to work for you and the discipline. As I said in my “Life in Sociology Lecture” in Seattle, in addition to being deeply satisfying, my career of doing sociology has been a lot of fun. As I move into retirement I wish all of you the best as you work together to continue to push the field forward and do sociology in innovative and empowering ways under the leadership of ASA’s outstanding new executive officer, Nancy Kidd.”



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

science policy

Census Bureau Releases 2015 American Community Survey (ACS) 1-Year Estimates

The U.S. Census Bureau recently announced the release of the 2015 American Community Survey (ACS) One-Year estimates (fact-finder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t), the most relied-on

source for up-to-date social, economic, and housing information every year. The ACS is the only source of local statistics for most of the 40 topics it covers, such as educational attainment, occupation, language spoken at home, nativity, ancestry, and selected monthly homeowner costs. The ACS one-year estimates are available for the nation, all 50 states, the District of Columbia, Puerto Rico, every congressional district, every metropolitan area, and all counties and places with popula-



tions of 65,000 or more. The ACS provides reliable statistics that are used to make informed decisions about the future. These statistics are required by all levels of government to manage or evaluate a wide range of programs, but are also useful for research, business, education, journalism, and advocacy. For more information, visit bit.ly/2due2tH.

NIH Names Dr. Joshua Gordon Director of The National Institute of Mental Health

This summer, National Institutes of Health Director Francis S. Collins announced today the selection of Joshua A. Gordon, MD, PhD, as Director of the National Institute of Mental Health (NIMH). Gordon joined NIH in September. As NIMH director, Gordon will oversee the lead federal agency for research on mental illnesses. With an annual budget of

approximately \$1.5 billion, NIMH supports more than 2,000 research grants and contracts at universities and other institutions across the country and overseas. In addition, the NIMH intramural research program supports approximately 300 scientists working on the NIH campuses. The mission of the NIMH is to transform the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery and cure. Before joining NIMH, Gordon served as Associate Professor of Psychiatry at Columbia University Medical Center and research psychiatrist at the New York State Psychiatric Institute. For more information, visit www.nih.gov/news-events/news-releases/nih-names-dr-joshua-gordon-director-national-institute-mental-health.

Setting the Record Straight on “Wasteful Research”

In July, the Consortium of Social Science Associations (COSSA) shared the release of a

new monthly COSSA resource, *Setting the Record Straight on “Wasteful Research.”* In this series, COSSA brings brief interviews with researchers whose work has been called out in congressional wastebooks or other attacks. The intention is to give these scientists the chance to set the record straight about the value and potential of their work-- and confront misconceptions about social science research funded by the federal government. The first issue features Communications Professor Stephanie Tong (Wayne State University), whose National Science Foundation-funded study on how online dating platforms affect perception was ridiculed in Jeff Flake’s 2015 “The Farce Awakens” wastebook. *Setting the Record Straight* will be one of the cornerstone features of COSSA’s new microsite, Why Social Science, an educational resource for the public about the value of social and behavioral science research. For more information, visit www.whysocialscience.com/. 

Council Establishes Task Force on Membership

Over the past few years, ASA has experienced a decline in membership, has been the case for other social science professional associations. In order to identify ways to reverse that trend, the Council would like to appoint a Task Force on Membership. The charge for this task force is to research the many possible internal and external reasons for the decline—from a desire for different benefits to financial considerations and from feelings of exclusion to new perceptions of how best to associate professionally—and identify potential ways to mitigate those problems. In addition, the task force is asked to investigate how to better reach out to sociologists who might benefit from membership and contribute

to the vitality of the organization (contingent faculty, sociologists working in applied settings, high school teachers, community college faculty, and others). The task force should inquire into what has kept those populations from joining (e.g., membership costs) and how ASA can be made more appealing to them. As part of these investigations the task force is asked to compare ASA to comparable sister societies for benchmarking purposes.

The Task Force will also review past and present efforts of other scholarly associations to address these issues, and make recommendations to ASA Council as to how the Association can best address the challenge these developments present to our field.

Call for Task Force Volunteers

The Task Force will have representation from different types of colleges and universities, different ranks, and those outside of academia. The Task Force will have a term of one year, starting in April 2017. It will meet on a regular basis through conference calls; task force members will have opportunities to engage in gathering and analyzing data, developing recommendations, and writing. If you are interested in serving on this task force, send a letter of interest and curriculum vitae to Karen Gray Edwards, Director of Publications and Membership, at publications@asanet.org, by December 15, 2016. 

Special Issue of Teaching Sociology

Teaching in the Community College Context

The aim of this special issue, suggested by Katherine Rowell (Sinclair Community College) and Margaret Weigers Vitullo (American Sociological Association), is to help draw attention to the ongoing work of ASA’s Task Force on Community College Faculty in Sociology.

To find out more about the special issue, visit www.asanet.org/news-events/asa-news/teaching-community-college-context-special-issue-teaching-sociology

2018 Annual Meeting Theme:

Feeling Race: An Invitation to Explore Racialized Emotions

113th ASA Annual Meeting • August 11-14, 2018 • Philadelphia, PA

Racism is fundamentally about racial domination. It emerged in modernity as part of economic and political projects that led to the colonization, genocide, slavery, and conquest of various peoples in the so-called “New World.” To justify the inhumanity and pillage involved in these

projects, Europeans defined the various non-European peoples they encountered as inferior races and themselves as the superior race. In doing so, racialized regimes were established all over the world and the invented races were suffused with cognitive and emotional content (races became socially and emotionally real).

With the theme, “*Feeling Race: An Invitation to Explore Racialized Emotions*,” we encourage sociologists to engage, study, and theorize the multiple ways in which emotions and feelings matter in racial affairs. We “feel race” in the streets, stores, and the workplace; we “feel race” in friendships and in romantic relations; we even “feel race” in events we do not code as racial such as playing video games or watching movies. Albeit we welcome creative ways of addressing the theme, we want to push the analysis of racialized emotions in two specific ways. First, to date most of the analysis on the feelings and emotions associated with racial dynamics has focused on negative emotions (i.e., anger, hate, anxiety, and fear). Hence, we ask analysts to also examine positive racialized emotions such as pride, happiness, comfort, empathy, solidarity, and pleasure. Second, because racialized emotions are relational, sociologists should address the emotions of *all* actors, dominant as well as subordinated, in racialized settings, situations, and interactions.

Potential subjects that could be addressed under the theme “Feeling Race” include the following:

- *Race and emotions in the measurement of categories, demography, and methodology:* How one “feels race” determines how one marks one’s race, or is assigned a race by an “independent” observer, in a census form or survey.
- *Race, health, and emotion:* Differential health outcomes among racial groups, net of socioeconomic status or gender, are deeply shaped by racialized emotions. For instance, work on microaggressions shows that small slights produce negative cumulative health effects for people of color. Do these microaggressions (e.g., acts of racial domination) produce positive health outcomes for the perpetrators?
- *Race and friendship, love, and attraction:* How does race, and the emotions it produces, fracture friendship and limit (or enhance) love? How do we interpret and account for the emotions that transpire in these special racial relations? How do we comprehend that even when people engage in inter-racial relations, they still “feel race”?
- *Race, the economy, and emotions:* Homo Economicus is not independent from race and emotions. Analysis of the economy, markets, market transactions, and economic organizations ought to delve into how racialized emotions affect presumably “rational” economic actors and the institutions they create.
- *The intersectional affective*

bond: No one is just black, white, Latino, or Asian as we are all intersectional subjects. Accordingly, sociologists need to address how specific categorical intersections (race/class, race/gender, etc.) produce particular emotional structures. For example, can we understand the rise of Trump without examining the racialized/gendered emotions he has generated among working class white men?

- *Race, emotions, and racial attitudes:* How do racial anxieties, anger, and resentment drive racial attitudes? How do we measure the impact of racialized emotions on actors’ support for social policies? Do racial solidarity and pride, and conversely, shame, and guilt, produce specific racial attitudes and behavior?
- *Race, crime, and emotion:* Can we examine criminal justice matters without appreciating the centrality of racialized emotions in how races are policed, judged, and punished? *Black Lives Matter*, for instance, is not simply a reflection of current police brutality, but a response to the history of surveillance and vigilantism of blacks by regular white folks.
- *Racialized emotions and schooling:* School segregation, tracking, and differential treatment in schools by race are still part of our reality despite the presumably good intentions of federal, state, and local officers and parents in school districts. Are racialized emotions central factors behind this reality?
- *Racialized emotions and networks:* If we believe races are socio-political constructions, how do we account for racial homophily? Are the networks we develop early in life charged with racialized emotions in such way that later on, net of real possibilities for inter-racial interaction, actors continue bonding with their “own kind”?
- *Racialized emotions and social movements:* The defense and challenge of the racial order of things has always been emotionally charged. Slogans embody the emotions of different racial groups.
- *Race, emotions, and families:* Racialized emotions are generated and reproduced in families. When we train our children to navigate the racialized world, we reify racial hierarchies. Families of color, tend to reify the existing racial hierarchy by apportioning affection and resources based on color. In contrast, white families reproduce racial hierarchy by raising their children in the white habitus thus training them to develop “white feelings.”
- *Race and altruism/helping behavior:* Researchers have amply documented the connection between race and helping behavior, but they have not done much work exploring the emotional substratum that produces this state of affairs. What are the racialized emotions that hinder or foster cross-racial altruism?
- *Race, emotions, and the body:* The body reflects all of our social cleavages. Do racialized emotions matter in how bodies are viewed, policed, commodified, sexualized, or stigmatized?

These are but a few possibilities of addressing the theme “Feeling Race.” However, the theme is truly an invitation to explore the broad subject of race, emotions, and feelings. Please join us in Philadelphia in 2018 for an exciting program where we will take emotions seriously and try clarify the nexus between material and emotional racialized processes. Our objective in tackling “Feeling Race” is to stimulate research that analytically, theoretically, and politically helps advance the struggle for racial justice in America and the world. 

“With the theme, “Feeling Race: An Invitation to Explore Racialized Emotions,” we encourage sociologists to engage, study, and theorize the multiple ways in which emotions and feelings matter in racial affairs.”

Think Ahead to 2018!

Invited Session Proposals Are Solicited for the 113th Annual Meeting

August 11-14, 2018 • Philadelphia, Pennsylvania

Deadlines: November 15, 2016, and February 7, 2017

The substantive program for the 2018 Annual Meeting is now taking shape under the leadership of President-elect Eduardo Bonilla-Silva and the 2018 Program Committee. The theme of “Feeling Race: An Invitation to Explore Racialized Emotions” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats. The spectrum of sessions on the Annual Meeting program reflects the ASA’s commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences.

Members are encouraged to submit session proposals for the components of the program where participation is by *invitation only*. That is, proposals should include both the topic for this session and the name of individuals who will be invited to speak at the session. The process of submitting proposals is competitive. The Program Committee often has many more proposals than can be accepted, but we truly appreciate hearing from members. We recommend submitters confer with the members of the proposed session to ensure that they are available and ask them to submit a tentative paper or “talk” title. Those who wish to volunteer to serve as organizers for Regular Session topics, which are open to general paper submissions, should watch for an announcement in mid-December 2016.

The ASA meeting is a program of the members, by the members, for the members. But a meeting of this size and scope requires advance planning. Think ahead and propose session topics and organizers now. With the collective input of ASA members, the 2018 Annual Meeting program will achieve a high mark of excellence.

Six Types of invited sessions:

Thematic Sessions examine the

meeting theme. These sessions are broad in scope and endeavor to make the theme of the meeting come alive. The ASA Program Committee works actively on these sessions, but proposals from members are welcome. Ideas for Thematic Sessions are due by **November 15, 2016**.

Special Sessions focus on new areas of sociological work or other timely topics which may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of interest beyond. Proposals for sessions co-sponsored with sister sociological associations are usually accommodated under this component. Ideas for Special Sessions are due by **February 7, 2017**.

Regional Spotlight Sessions provide opportunities to look at issues pertinent to the host site for the Annual Meeting. With Philadelphia, Pennsylvania, as the site of the 2018 Annual Meeting, there are many opportunities to develop interesting session topics with invited panelists, as well as ideas for local tours and site visits. Ideas for Regional Spotlight Sessions are due by **February 7, 2017**.

Author Meets Critic Sessions are designed to bring authors of recent books deemed to be important contributions to the discipline together with discussants chosen to provide different viewpoints. Books published between 2014-2017 are eligible for nomination. Only ASA members may submit nominations; self-nominations are not acceptable. Ideas for Author Meets Critic Sessions are due by **February 7, 2017**.

Workshops provide practical advice or instruction to sociologists at every professional level. Topics focus on careers and professional growth, academic department strategies, research skills and use of major datasets, teaching challenges, publishing advice and tips, grant opportunities and grant-writing skills, enhanced teaching of standard courses, ethical

issues, and more. If you have tried a pedagogical approach that has been effective, developed insightful career advice, or have wisdom to share about using sociology in applied and research settings, volunteer to organize and lead a workshop. Workshops are open to all attendees; no fees are involved. Ideas for Workshops are due by **February 7, 2017**.

Courses are designed to keep sociologists abreast of recent scholarly trends and developments. These intensive sessions are led by expert instructors who are considered to be at the forefront of a given field. Course instructors are urged to prepare reading lists, teaching materials (e.g., handouts, etc.), and to use the same teaching techniques they would use in advanced courses. If you have cutting-edge methodological or theoretical knowledge in an important area, or know a colleague who has such expertise, submit a proposal for a course. Participants in courses register in advance and pay a small fee to cover cost of materials. Ideas for Courses are due by **February 7, 2017**.

Guidelines for Session Proposals

Thematic Session, Special Session, and Regional Spotlight Session proposals must include:

- Designation of the session type: Thematic Session; Special Session; Regional Spotlight Session
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2018 program;
- Recommendation(s) for session organizer, including address, telephone, and e-mail
- A list of potential participants including address, telephone, and e-mail information

Author Meets Critics Session proposals must include:

- Name and affiliation of book

author(s);

- Complete title of the book;
- Publication date and name of publisher;
- Brief statement about the book’s importance to the discipline of sociology;
- Rationale for inclusion on the 2018 program; and
- Suggestions for critics and session organizer.

Workshop proposals must include:

- Working title for the session;
- Brief description of the focus, goals, and intended audience for the workshop;
- Rationale for inclusion of the topic on the 2018 program;
- Recommendation for workshop organizer/leader, including address, telephone, and e-mail
- A list of potential co-leaders or panelists, if desired.

Course proposals must include:

- Working title for the Course;
- Brief description of the focus content and length;
- Rationale for inclusion of the topic on the 2018 program; and
- Recommendation for seminar instructor, including address, telephone, and e-mail information.

Organizer Eligibility. All session organizers must be members of ASA. Students are not eligible to serve as sole organizers of invited sessions.

Deadlines. Proposals for Thematic Sessions are due by **November 15, 2016**. Proposals for all other sessions are due by **February 7, 2017**.

Submission. Proposals should be submitted through the online module located on the 2018 Annual Meeting website. The module will ensure the proper transmission of proposals to the Program Committee. **Do not mail or e-mail proposals directly to Program Committee members.** 

Sociology and the MCAT: One More Time with Variations on a Theme

William J. Staudenmeier, Jr.,
Eureka College

By now, regular readers of *Footnotes* are well aware that sociology has a new gate-keeping role for those who aspire to be physicians. More precisely, with the 2015 MCAT exam, pre-med students are required to demonstrate their knowledge of several core areas of sociology. Earlier editions of these pages include a wealth of information and helpful links on this subject. The new MCAT illustrates a growing awareness among leaders in the medical profession

that health outcomes and the ability of medical practitioners to affect them are profoundly influenced by the areas that sociologists have long

studied and illuminated. With this change, academic sociologists have the opportunity to help sensitize a generation of future physicians to the impact of non-physiological social factors on the effectiveness of the care they will provide. This, then, is a remarkable opportunity to share our knowledge and advance social and physical wellbeing.

My first awareness of the new role for sociology in the 2015 MCAT came with an unexpected visit to my office from a chemistry colleague who shares my passion for American and European soccer. I was frankly disappointed at first when instead of talking about Wenger's continued obtuse refusal to find another Viera for Arsenal (aargh!), he pulled out a thick sheaf of papers and asked for my help on behalf of our pre-med program. I've always been a sucker for a simple "I need your help" and I shifted gears to listen to just *how much* help was being requested. Frankly, it was all a bit vague at first both for him and me. What was clear, however, was that our pre-med students would have to know quite a bit of sociology and I agreed that it was my

responsibility to help prepare them. Over the next year, the Association of American Medical Colleges (AAMC) added material online to flesh out the areas that our pre-med students would have to know culminating in the extensive materials available today. We had decided that because the first administration of the new MCAT would be in April 2015, our preparation for our pre-med students taking this exam would have to be ready for the fall semester of academic year 2014-2015. Fortunately, the detailed content areas were made available

by AAMC in sufficient time to consider alternatives for the best way to prepare our students.

For those of you less familiar with the

new MCAT, let's briefly review. There are four sections in the new MCAT exam: the first three sections require prior content knowledge and understanding while the fourth section provides the student all of the necessary content in order to focus on testing critical analysis and reasoning skills. The strong emphasis on testing social science content is new as of 2015 and approximately 30 percent of the third content section, "the Psychological, Social, and Biological Foundations of Behavior Section," is designed to test sociological content knowledge. This third section is divided into 5 Foundational Concepts numbered 6-10:

6. Biological, psychological, and sociocultural factors influence the ways that individuals perceive, think about, and react to the world.
7. Biological, psychological, and sociocultural factors influence behavior and behavior change.
8. Psychological, sociocultural, and biological factors influence the way we think about ourselves and others, as well as how we interact with others.

9. Cultural and social differences influence well-being.
10. Social stratification and access to resources influence well-being.¹

So far, so good for sociology. Most of us cover these areas in our intro classes already so what's the big deal? Well, there's more; each of these five Foundational Concepts is further subdivided into Content Categories and this is where the rubber meets the road. If we take Content Category 9A (Understanding Social Structure) as an example of the larger content areas, it has more than 30 listed sociology content areas ranging from specific concepts (e.g., diffusion) to classification schemes (e.g., forms of kinship) to theories (e.g., social constructionism). In her July/August 2015 *Footnotes* article Natalie Jansen noted that pre-med students preparing for the exam were expected to know over 150 sociological concepts. Additionally, demonstrating understanding of scientific concepts and principles and their relationships, scientific reasoning and problem solving, research design and execution, and data-based and statistical reasoning are also skills tested on the MCAT. The scope is ambitious and lends itself to a course rather than self-study. A good place to start to further explore the content of the MCAT exam is the AAMC website: students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/.

The challenge for me after review of this material was how to cover all of this additional content not covered or not emphasized in my intro course. My sociology intro course serves primarily a general education function and was already full trying to meet the requirements of several other disciplines along with core sociology material. Like any course we teach, it involved a long process of winnowing and expanding and I did not want to change it dramatically for this one purpose. Additionally, our numbers



did not justify an additional pre-med section of intro to sociology. So, working with our pre-med advisors, I decided to use Medical Sociology as the course to handle the sociology requirements of the MCAT exam. The basic design, then, is to teach the required MCAT sociology content knowledge in the medical sociology section where there is a connection. For example, in one section we cover the MCAT stratification material and then look at the role social class plays in health outcomes, help-seeking behavior, and so on. Stratification also links to other sections such as the one on comparative health care systems. So, rather than requiring them to make the leap from test preparation sociology knowledge to knowledge for their chosen field, the connection is made for them in this variant on the Medical Sociology course. It is still a work in progress as we await more feedback from our pre-med students but the early returns seem promising.

One of the things that I like about most sociologists is that they are feisty, even the quiet ones. So the refusal to teach to any test and/or allow any external group to dictate what we need to teach is an organic first reaction for many of us. Upon reflection, though, I think that you will find that this change represents a wonderful, albeit challenging, opportunity for our discipline and those of us entrusted to pass on its insights for social betterment. 

ASA provides MCAT resources for sociology departments at www.asanet.org/teaching-learning/department-leaders/mcat-and-sociology.

Endnotes

¹ <https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/>

A Conversation with Margaret Abraham, ISA President

Bandana Purkayastha,
University of Connecticut,
ASA Representative to the ISA

The third International Sociological Association (ISA) Forum in Vienna, Austria, July 10-14, focused on “The Futures We Want: Global Sociology and the Struggles for a Better World.” Attended by over 4,000 sociologists from more than 100 countries, Vienna provided an excellent site for this global gathering. American sociologists were well represented in a variety of research committees, plenaries, and leadership positions. Thanks for an excellent meeting to:

ISA President Margaret Abraham, Vice-President for Research and President of the Forum, Markus Schulz; Rudolf Richter, Chair of the Local Organizing

Committee and his team at the University of Vienna; and the ISA Executive Secretariat. (See www.isa-sociology.org/forum-2016/ for more on the meetings). The ISA is now looking forward to the World Congress in Toronto in 2018.

Below is an excerpt of an interview I conducted with ISA President, Margaret Abraham on her recent ISA activities and travels.

Q: As the ASA representative to ISA, I know you have traveled to 24 places over the last two years to connect to sociologists across the globe. You also started several global initiatives. Can you share more about these initiatives with ASA members?

Margaret Abraham: When I was elected as President in July 2014, I identified some of my key priorities for the ISA and presidential projects. As part of my travels I have been talking to scholars and activists in different countries, and these priorities reflect their concerns as well. The priorities include working

toward making ISA membership truly global; seeking avenues to link the local, national, regional, and global as well as connecting and collaborating across disciplines; increasing the participation of junior sociologists and strengthening the association’s financial base to achieve its goals. Together with the ISA Executive Committee, we have moved forward on achieving these goals. Let me mention two projects: the global mapping of sociologists across the world for social inclusion (GMSSI) and the global project to address gendered and intersectional violence against women. These pri-

“Another presidential project is to explore and coordinate a global network of sociologists and stake holders, who will draw upon local, national, regional, and global experiences to provide solutions for mitigating gendered and intersectional violence.”

orities were framed in the contexts of strengthening ISA as a global association of sociologists and the importance of sociological research, policy, pedagogy, and practice

in emphasizing our discipline’s role in addressing social justice in the 21st century.

Q: What is the GMSSI project?

Margaret Abraham: The Global Mapping of Sociologists for Social Inclusion or GMSSI platform will identify, connect, and enable global collaborations in sociology, particularly to support sociologists who encounter multiple barriers—economic and political—which impede their participation in global exchanges. Through GMSSI, we hope to partially counter existing hierarchies of knowledge production in our discipline and association and strengthen dialogue among sociologists across the world. An extremely important part is to facilitate our mission of increasing the visibility of sociologists by compiling a database of sociologists across the world with their areas of expertise to help us in strengthening connections and collaborations or be an important resource for sustained interaction with the media

on a range of issues. This will be the first such project of this scope and format to bring together sociologists across the world in one integrated database and improve our collaborative outreach to multiple publics. ISA will be reaching out to sociologists and national sociological associations to participate in GMSSI.

Another presidential project is to explore and coordinate a global network of sociologists and stake holders, who will draw upon local, national, regional, and global experiences to provide solutions for mitigating gendered and intersectional violence. The specific goals and methodology will be worked on together by the collaborating partners. It will also highlight the valuable contributions that sociological research can make to the study and reduction of violence against women. I hope that this project will help guide areas for further research, contribute to developing international norms, policies and practices in eliminating violence against women. A special issue on “Gender, Violence and State in National and Transnational Contexts,” which I co-edited with Evangelia Tastsoglou, for *Current Sociology* provides some important insights. The next step is to reach out further within and beyond academia.

Q: You have selected an important theme for the XIX World Congress of Sociology in Toronto in 2018. Since I have been working on human rights, justice and violence, I am interested in your choice of this theme. Can you share more about it with the membership?

Margaret Abraham: The theme for 2018 is “Power, Violence and Justice: Reflections, Responses and Responsibilities.” Sociologists have dealt with the concepts of power,



Margaret Abraham speaking at the ISA Forum of Sociology in Vienna on July 10.

violence, and justice. However, I think that the times we live in require us to re-engage and address the social, economic, and political challenges to collaboratively contour a more just world in the 21st century. There are several questions that that we need to consider. For example, what are the diverse and shifting meanings of power, violence, and justice? How do we conceptualize these terms and how are they connected? What are the theoretical frameworks for understanding power and its linkages to violence and justice? What are the dimensions of power, violence, and justice and their intersections? How do we address structural, symbolic, legal, political, physical, social, and economic forms of power, violence, and justice? By whom and under what conditions is power and violence used? When and under what conditions is it justified or normalized. How do we connect and explain the global and local struggles for power and justice and the use of violence to address injustices? The ISA program committee has met and we will be sharing more as we move forward. I have to add that it has been wonderful collaborating with Patrizia Albanese, Chair of the Local Organizing Committee (LOC) in Canada, who also shared some of the ongoing planning and preparation in Vienna. Now that we’ve completed a successful Third ISA Forum, you will be hearing much more about the program preparations for the XIX World Congress in Toronto as we move forward. 

Lamont

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ment, not just among her own advisees. Legendary are also the parties that she and Frank throw at least once a year for their grad students.” Warm and supportive, Michèle is nonetheless admired (and loved) for her toughness. Chris Bail, a Harvard advisee, now Assistant Professor at Duke, notes that: “In retrospect what I appreciate most about her as an advisor was that she was always tougher on me than anyone else, but delivered this—sometimes devastating—criticism with the kind of remarkable patience and good cheer that made me feel wholly confident that I could continuously improve. Though I saw her receive many accolades during my time in graduate school, I think none was more precious to her than the mentoring and advising award she won from the graduate school at Harvard.”

Lauren Rivera, now at Northwestern’s Kellogg School, affirms Michèle’s personal, professional, and intellectual inspiration: “Michèle truly taught me how to navigate the discipline: everything from how to frame an argument or tackle a manuscript revision to how to cultivate a strong academic network within (and outside) the field. She encourages her students to be intellectually curious and engaged with the discipline and each other, as sources of inspiration, support, and friendship.” Caitlin Daniel, one of Michèle’s current students, describes a generous and committed mentor: “Michèle’s ability to write books and articles on a diverse range of topics, give talks on multiple continents in the same month, teach, provide stunningly prompt feedback on students’ work, and somehow reply to emails within just hours highlights her never-flagging dual commitment to scholarship and to guiding the next generation of scholars.”

Brilliant and Effective

Michèle is a committed, brilliant, and incredibly effective person. I can testify personally to some of what she achieves in her extraordinary array of scholarly institution-building. With Peter Hall (of Harvard’s Government Department), she is the found-

ing co-director of the Successful Societies Program of the Canadian Institute for Advanced Research (CIFAR), of which I was a member. I saw Michèle beguile the program administrators (most with PhDs in the natural sciences) by introducing them to the power of sociological understandings of inequality, organize thrice-yearly meetings, drawing in a remarkable range of interdisciplinary scholars for each meeting, and give many talks illustrating the intellectual payoff of the broad interdisciplinary groups CIFAR creates. Under Lamont and Hall’s leadership, the Successful Societies Program produced two widely influential volumes, *Social Resilience in the Neoliberal Era* (2013) and *Successful Societies: How Institutions and Culture Matter for Health* (2009), with a third volume in the works. In all these endeavors, Michèle also retains a sense of humor.

Michèle has shown similar energy in running Harvard’s Weatherhead Center for International Affairs, one of the two largest social science research centers at Harvard and the largest center for international scholarship. There, in addition to strengthening the center’s dynamic presence at Harvard, she is organizing a research program on comparative inequality, which aims to analyze recognition and distribution as two complementary dimensions of inequality. Michèle’s Harvard colleague Jason Beckfield adds to this picture of a gifted institution builder: “With all that she takes on, it is astounding that Michèle somehow finds time and energy to be a generous friend, supportive colleague, and a star departmental citizen. One of her most impressive accomplishments was to guide the development of a new system of faculty mentoring as Harvard transitioned to a tenure-track system. She contributes so much heart and soul by marking important occasions in the lives of colleagues, and celebrating colleagues’ successes.”

As Lamont has encouraged her students to reach across the discipline, she herself has a vibrant collegial network. Wendy Espeland at Northwestern says, “Talking to Michèle makes my head buzz with ideas. Her comments inevitably

make a paper better, and if she tells me to read something, I do, because I know it will be spot-on for whatever I am thinking about.” Karin Knorr Cetina, University of Chicago, describes Michèle as “an impossible dream come true—a distinguished scholar with a knack for paradigm-changing research—a fantastic colleague, and a responsive friend with a wonderful family. I have always wondered: Who wouldn’t want to be like Michèle? Her enthusiasm for sociology’s vital role in explaining and interpreting 21st-century societies and her skill in critically examining our world are unparalleled.”

Mario Small of Harvard, who was at Chicago when he, Michèle, and David Harding co-edited the important volume, *Reconsidering Culture and Poverty*, said “In public and in private, Michèle is a force of nature. Pursuing multiple research agendas—on symbolic boundaries, on criteria of evaluation, on culture and behavior, on successful societies, and more—with an extraordinary level of intellectual commitment, Michèle has become a role model for many. Her first major paper was an imaginative study of Jacques Derrida, titled ‘How to Become a Dominant French Philosopher.’ Today, several generations of researchers would be inspired by what would surely be a fascinating sequel: ‘How to Become Michèle Lamont.’”

Her Quebecoise Origins

Lamont’s deepest intellectual commitments—to the sociology of culture as meaning making and to understanding how culture shapes inequality—surely originate in her Quebecoise origins, in an era when French Canadians, fiercely proud of their culture and history, were a stigmatized group within the dominant Canadian narrative. Coming of age during the peak of the Quebec independence movement (she started college the year the Parti Quebecois was elected for the first time), she recounted in a recent *Sociology* interview, “I was marked by this experience of mobilization for collective affirmation.” Educated in French, the only one of four siblings who did not join the family business, Lamont was first drawn to Marxist social theory.

At 20, precocious and intrepid, she headed to Paris arriving the same year Bourdieu’s *Distinction* was published in French. At Bourdieu’s seminar she befriended a rising generation of scholars, among them the (now) neo-pragmatists Luc Boltanski and Laurent Thévenot, who were starting to ask new questions about how social actors coordinate their action and make sense of their environment. Questions of how individuals and institutions make distinctions, how they evaluate people, academic fields (the subject of her dissertation), or groups as more or less worthy—and the question of how standards of evaluation can become more pluralistic and boundaries more permeable—have shaped Lamont’s career.

There is also another element necessary for understanding Lamont’s intellectual trajectory. Having completed a dissertation in 1983 at age 25 on the growth of the social sciences and the decline of the humanities in Quebec, Lamont went from Bourdieu’s Paris to Stanford as a post-doctoral fellow. I was at Stanford then, and I remember her well: her striking European style (those red shoes!), her intellectual ambition, but especially the complex encounter between French social theory and mainstream American sociology. Rather than being crushed by the Stanford conviction that there was one legitimate way to do sociology, Lamont blossomed. She adopted a powerful element of the reigning model—a commitment to systematic empirical research—but stayed true to her own questions, to the central role of culture and social theory, and to the use of rich qualitative methods in important social research. (The years at Stanford were formative in another sense: there Michèle met the brilliant Frank Dobbin, to whom she has been married for 29 years.)

Her Empirical Projects

While Lamont has published scores of influential articles and edited collections, the heart of her scholarship are four ambitious, original empirical projects, each of which produced a major book.

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Annual Meeting

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attended the meeting.”

Attendance was just one example of interest in the meeting. This year, almost 2, 200 people downloaded the Annual Meeting app. ASA has had a version of a meeting app since 2012, with a native app for the last 2 years. In addition, attendees were encouraged to live tweet while at the meeting using the hashtag #asa16. During the Annual Meeting, there were more than 5,000 #asa16 tweets that used the hashtag.

Rethinking Social Movements

Milkman’s program centered around the theme “Rethinking Social Movements: Can Changing the Conversation Change the World?,” which showed the importance of research by sociologists in exploring under what conditions social movements have the power to

achieve lasting social change.

“I picked the theme because it seems to me that we are in the early stages of a new upsurge of protest in the United States,” said Milkman. “The theme was inspired by the Occupy Wall Street movement, which was widely acknowledged as ‘changing the national conversation’ by putting inequality at the center of the policy agenda; yet inequality continues to grow, posing a challenge both to analysts and activists. Arguably the same is true of the current Black Lives Matter movement.”

The conference featured 586 sessions, five plenaries including the Presidential Address and the Awards Ceremony a total of 3,273 studies were presented, covering subjects such as health, education, immigration, family, politics, children, race, religion, gender, sex, criminal justice, disability, environ-

ment, relationships, labor, culture, drugs/ alcohol, and technology.

“I was pleased with how the meeting went,” Milkman said. “For me, a particular highlight was the plenary on ‘Protesting Racism,’ which was the best attended of all the plenary sessions and which members seemed to especially appreciate. The plenaries were live streamed and continue to be available at videoarchive.asanet.org/. Since August 1, that site has received almost 2,000 unique views, with the plenary, “Protesting Racism,” being the most watched.



Media Coverage

Sociologists were not the only ones who were interested in the Annual Meeting. Ten journalists — including reporters from Live Science, *Pacific Standard*, Seattle’s ABC affiliate KOMO TV, and KUOW Puget Sound Public Radio—attended the conference.

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Lamont

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Each book focuses on shared concepts of worth and excellence and their impact on social hierarchies. Each book goes more deeply than the last into the processes by which such hierarchies are created and can be altered. The first, *Money, Morals, and Manners: The Culture of the French and the American Upper-Middle Class* (1992), was revolutionary in multiple ways. First, while it was based on qualitative interviews with upper middle-class men in France and the U.S., its method was rigorously comparative. Second, Lamont asked questions of those she interviewed that hadn’t been asked before—what we could consider Bourdieusian questions. She asked men what they looked for in a friend, what kinds of people they admired, whom they felt superior to and why, whom they felt inferior to and why. *Money, Morals, and Manners* revealed the deep cultural logics underlying the different ways French and American upper-middle classes drew distinctions, and it introduced the sociological concept of “symbolic boundaries,” contrasting the ways those boundaries were

drawn.

Money, Morals, and Manners was revolutionary in another sense. While the initial questions were certainly inspired by Bourdieu’s work, its findings demonstrated that the sort of “distinction” that mattered in France—the devotion to high culture, for example—mattered much less in the U.S. where elites distinguished themselves by the wealth they had achieved and, especially, by what they took to be their superior “morality.” She stretched Bourdieu in new directions, raising questions about the ways categories and boundaries are differently constructed across societies.

The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration (2000) explores inequality, both cross-nationally and across class and race, delving deeply into the sources of and alternatives to the pernicious understandings of superiority and inferiority within and across groups. Her research compares the hierarchies of inequality across race, class, and national contexts, comparing Blacks and Whites in the U.S. with native French and North Africans in France. *The Dignity of Working*

Men’s most important theoretical breakthrough is that it reveals not only how inequality and difference are understood across societies, but also how those who are stigmatized in various ways have a powerful sense of dignity and develop anti-racist discourses.

This insight became the core of Lamont’s enormously ambitious third project on culture and inequality (leaving aside her book on peer review, *How Professors Think*), *Getting Respect: Responding to Stigma and Discrimination in the United States, Brazil and Israel*, with Graziella Moraes Silva, Jessica S. Welburn, Joshua Guetzkow, Nissim Mizrahi, Hanna Herzog, and Elisa Reis (2016). Lamont led a collective effort over 10 years, in collaboration with American, Brazilian, and Israeli colleagues. *Getting Respect* develops an original perspective on the comparative study of stigmatization and discrimination, exploring the ways disadvantaged groups respond to unfair treatment. It looks systematically at differences in perceptions of incidents of ethno-racial exclusion and individual and collective responses to incidents across five

groups: African Americans, Black Brazilians, and three groups in Israel: Palestinians, Ethiopian Jews, and Mizrahim. In so doing, it sheds new light on how blackness is experienced across national contexts.

Yes, Michèle Lamont is indeed a powerhouse, but she also knows how to live life to the fullest. She and Frank have three children, a 19-year-old daughter now at UCLA and 15-year-old twins—a boy and a girl. From years of friendship and collaboration with Michèle, I know that at any given moment, even while producing research, she is likely to be off skiing with her children in Canada, travelling with her family in China, or just having fun with those she loves.

Given Michele’s academic and professional achievements, we are fortunate to have her as the 2017 American Sociological Association President and as the Chair of the ASA Annual Meeting in Montreal. How fitting! For more information on the theme she has chosen, “Culture, Inequalities, and Social Inclusion Across the Globe,” see www.asanet.org/annual-meeting-2017. 

ASA Web Redesign Thank You

We hope that members have had a chance to check out ASA's dynamic new website. On June 15 we launched a completely revamped website. From survey respondents to task force members, we appreciate the help we received in this endeavor. A total of 590 ASA members were involved in ASA web redesign process from August 2014 to June 2016. They include:

- Task Force on Social Media: Web redesign subcommittee, 11 members:
- Taxonomy testing and development: 20 ASA member participants:
- Topic Landing page text drafting: 20 ASA member participants:
- Sitemap (Tree) Testing: 222 participants (all ASA members):
- Wireframe Usability Testing: 5 ASA member participants

- Survey Respondents from August 2014 web survey: 312 ASA members out of 339 participants:

We would like to thank each and every one of these individuals who gave us feedback, took time to test online and in person, and attended meetings to hash out decision-making on important aspects of redesigning the ASA website. We would especially like to thank the ASA Web and Social Media Task Force, Website Redesign Subcommittee (www.asanet.org/task-force-engaging-sociology):

- Besheer Mohamed, Chair
- Philip Cohen
- Amy Best
- Greg Squires
- Jeff Johnson
- Lucia Lykke
- Matt Wray

We also want to thank the

members who helped us draft and define the introduction text for the "Explore Sociology" topic landing pages (www.asanet.org/topics)

- Leslie Hossfeld
- Bridget Goosby
- Michele Lamont
- Ming Cheng Lo
- Sally Hillsman
- Frederick Wherry
- John Curtis
- Wendy Diane Manning
- Brian Powell
- Cecilia Menjivar
- Mary Romero



- Margaret Weigers Vitullo
- Tracy Ore
- Ann Orloff
- Besheer Mohamed
- John Curtis
- Jean Shin
- Barry Wellman
- Ruth Milkman
- Cecilia Ridgeway
- Mustafa Emirbayer
- Arne Kalleberg

Public Communication

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formed by social media. Reputations are not made the way they used to be," said 2017 ASA President Michèle Lamont, Harvard University sociologist and author of *How Professors Think: Inside the Curious World of Academic Judgment*.

Yet, in academia, it is unclear whether and how these efforts to communicate with the public should "count" when colleges and universities are evaluating their scholars. Leslie McCall, the lead author of the report and a professor of sociology at Northwestern University, said, "I engage with the 'conventional' media on a frequent basis, but I do not use social media and had little appreciation of its importance, particularly for junior faculty, until joining this committee."

The report discusses the pros and cons of social scientists engaging in

public communication and social media. While it does not take a stand on the desirability of this activity, it offers suggestions for how to assess the quality of contributions:

- Type of content (e.g., public communication can include original research, synthesis, explanatory journalism, opinion, or application of research to a practical issue). Regardless of the type of communication, an overriding criterion might be whether a given piece is well grounded in sociological theory and research.
- Rigor and quality of the communication (e.g., peer-reviewed, vetted by an editor, or a non-reviewed blog post). The main criteria here might be whether the piece communicates effectively through clear writing, foregrounding of policy implications, and compliance with the format, technology, and standards

of effective engagement with public audiences.

- Public impact (e.g., number of readers or views, evidence that practitioners found the work to be helpful, or documentation of the role the work played in policy changes). No single measure of reach or impact is sufficient, but solicitation of letters from affected parties outside of academia can be especially effective in conveying impact.

The report is designed to help individual researchers in planning their careers and scholarly efforts, as well as academic departments, administrative bodies, and members of the media wishing to assess contributions from academics. "Considering how public communications might be used in tenure and promotion is critically important for emerging scholars, who often feel pulled in multiple directions as they work to estab-

lish themselves in the discipline," said Sarah M. Ovink, a task force member and an assistant professor in the Department of Sociology at Virginia Tech. "I hope that one outcome of the report is that more departments will begin to take concrete steps toward rewarding and supporting public engagement in order to make it 'count'."

The report is freely available on the ASA website (www.asanet.org/careers/WhatCounts). Sociologists are encouraged to share the report with their colleagues, administrators and other interested parties and to join in the conversation about the role of social media and public communication on social media and blogs. Also, read the article, "Should writing for the public count toward tenure?" by Task Force member Amy Schalet, University of Massachusetts-Amherst, at theconversation.com/should-writing-for-the-public-count-toward-tenure-63983.

Applications Invited for ASA Editorships

Applications are invited for the editorships of *Contexts* magazine, the ASA Rose Series in Sociology, and *Social Psychology Quarterly*.

The official terms for the new editors (or co-editors) will commence in January 2018 (the editorial transition will be in summer 2017) and is for a minimum of three years (until December 2020), with a possible reappointment of up to an additional two years.

- *Contexts*, ASA's award-winning quarterly magazine first published in 2002, is devoted to bringing sociology to a wide audience by presenting the findings and ideas of sociology in engaging, non-technical language. The magazine has 3,000-word peer-reviewed feature articles, photo essays, book reviews, culture reviews, trends and teaching and learning pieces, and first-person essays. By design, it is not a technical journal, but a magazine with a vibrant web presence of related online-only content for diverse readers who wish to be current about social science knowledge, emerging trends, and their relevance.
- The Rose Series in Sociology publishes high visibility, accessible short books (1 to 2 per year) that integrate areas and raise controversies across a broad set of sociological fields. The books are lively and often involve controversial topics. To the greatest extent possible, they will provide the best available evidence and recommendations with which to address significant public policy issues. The goal is to achieve broad dissemination, both throughout sociology and to broader intellectual and professional communities beyond the discipline.
- *Social Psychology Quarterly (SPQ)* publishes theoretical and empirical papers on the link between the individual and society, including the study of the

relations of individuals to one another, as well as to groups, collectivities and institutions. It also includes the study of intra-individual processes insofar as they substantially influence, or are influenced by, social structure and process. This quarterly journal is genuinely interdisciplinary and publishes work by both sociologists and psychologists.

Qualifications

Candidates must be members of the ASA and hold a tenured position or equivalent in an academic or non-academic setting. Applications from members of underrepresented groups are encouraged.

In accordance with ASA's mission to publish high-quality scholarship, the following criteria are considered in selecting editors:

1. An established record of scholarship;
2. Evidence of understanding the mission of the journal and its operation, indicated by experience with the journal/series across any of a wide variety of activities (e.g., publication, reviewing, editorial board experience);
3. Assessment of the present state of the journal, its strengths and challenges, and a vision for the journal's future;
4. Openness to the different methods, theories, and approaches to sociology; and
5. A record of responsible service to scholarly publishing and evidence of organizational skill and intellectual leadership.

The time demands associated with these responsibilities vary from week to week, but, in general, require one to two full days per week.

ASA encourages applications for both sole editorships and co-editorships.

Selection Process

Applications will be reviewed by the Committee on Publications in December 2016. Prospective editors may be contacted to clarify issues raised in the deliberations. A list of potential editors will be forwarded to ASA Council for review in early 2017. Council appoints the editors. The chosen editors are contacted by the ASA Secretary.

Given that the Committee on Publications receives a number of qualified applications, appointment to the editorship of an ASA journal/series is highly selective. The guidelines below offer suggestions to streamline the application process.

The application packet should be no more than six pages (excluding vitae) and include:

1. **Vision Statement:** Set forth your goals and plans for the content of the journal/series. This may include an assessment of the current strengths, weaknesses, or gaps that you plan to address and how you will implement your plan.
2. **Editor/Co-Editor Background Information:** The name, affiliation, and other important information about the potential editor and, if applicable, co-editors is required. Describe the qualifications of each person that support her/his inclusion. Evidence of the ability and experience of the editor and editorial team to provide sound judgment and guidance to potential ASA authors is central to the application. Provide a clear description of, and justification for, the structure of the editorial office and responsibilities, as you envision them at this point. *Name only those individuals who will serve as editor/co-editor. Please do not include names of individuals that you would like/plan to include on the larger editorial board.*

Contacting potential editorial board members can be a time-consuming task that should be done only after an editor is selected.

3. **Institutional Support:** It is important for candidates to consider and address the feasibility of serving as editor in light of the resources ASA can provide, and other resources likely to be available to the candidate. The ASA does not typically pay for office space, teaching release, or tuition, but does provide financial support for office resources as necessary. This support may include funds for editorial assistance, office supplies, postage, and telephone beyond what will be provided by the editor's home institution. *Alternative models of funding may be possible as long as the impact on the overall cost for ASA support is minimal* (e.g., institutional support for the managing editor or editorial assistant position could allow for use of the ASA budgeted funds for course release or tuition). In addition to the staff determined necessary for the work involved in processing and reviewing manuscripts (including copyediting), incoming editors have the opportunity to request additional funding or staff support for special initiatives or extra features (although most do not choose to do so). Since the support offered by different institutions varies widely, candidates are encouraged to contact Karen Gray Edwards, ASA Director of Publications and Membership, by e-mail (publications@asanet.org) or telephone (202 383-9005) as necessary to determine the level and type of ASA support that is available. At this point in the submission pro-

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#BlackLivesMatter at UMD: Community-based Participatory Research to Create a More Equitable America

Rashawn Ray, University of Maryland

Being a virtual witness to the murder of Philando Castile did something to me. I mourned for days as my mind flashed back to the video of Castile dying during a routine traffic stop. To hear the 4-year-old daughter of Diamond Reynolds, Castile’s girlfriend and fellow passenger, try to console her mother was unbearable. I knew then that everything I thought I was doing to make a difference wasn’t enough. As the father of two Black boys, I have to use my sociological toolkit more effectively if I want them to live in an equitable and justice-oriented society. However, there are challenges to doing timely scholarship given our lengthy peer-review process and grant cycle. Herein, I detail my journey to live up to the scholar-activist tradition of W.E.B. Du Bois.

Academics Tackling Racial Angst

Following video of the deaths of Michael Brown, Eric Garner, and Tamir Rice, professors and students at University of Maryland (UMD) pondered what sociologists were contributing to understanding the #BlackLivesMatter (BLM) movement and the racial angst in America. Over the past two years, we have developed a series of scholarly activities to move our discipline forward and help us

progress toward a more equitable nation. To start, I published a series of theoretical pieces (two with Keon Gilbert) that speak to changing policies related to police killings, the social psychological dimensions of why police kill Black males with impunity, and how police brutality affects the health of Black males throughout the life course.

Next, I analyzed Twitter data related to Ferguson with Melissa Brown, PhD student at UMD, Neil Fraistat, Director of the Maryland Institute for Technology in the Humanities (MITH), and Ed Summers, a developer at MITH. Scholars are frequently unable to capture the organic processes behind the evolution of social movements. Social media data help to overcome these limitations by telling and showing what people do in real-time, bringing voices to individuals who do activist work in silence, and providing a portal into how organizing and communicating generate narratives over time and become engrained in the social consciousness. With over 30 million tweets, we examined the evolution of #BlackLivesMatter. We found that tweets about Ferguson correspond to actual protests on the ground, male activists are viewed as more credible sources compared to female activists, and the names of male victims of police brutality are used as hashtags more than female names. These findings led us to explore

#SayHerName, which draws attention to the devaluing of Black women regarding police brutality (e.g., Sandra Bland) and their voices in the BLM movement.

We also found something counter to mainstream media. #AllLivesMatter represented less than 1 percent of all tweets. Rather, #TCOT (Top Conservatives on Twitter) is the counter narrative to BLM as it relates to tweets about Ferguson. A content analysis of #TCOT tweets found that “validating justifiable homicides,” “white victims of black criminality,” and “#BLM as radical terrorists” developed as major themes. We have assembled about 20 scholars conducting research using social media data. We plan to publish a special issue and an edited volume.

Implicit Bias

Currently, UMD sociologists are conducting a longitudinal study with the Prince George’s County Police Department (PGCPD). Kris Marsh and I are conducting implicit bias training with police cadets and senior officers. Our workshops deal

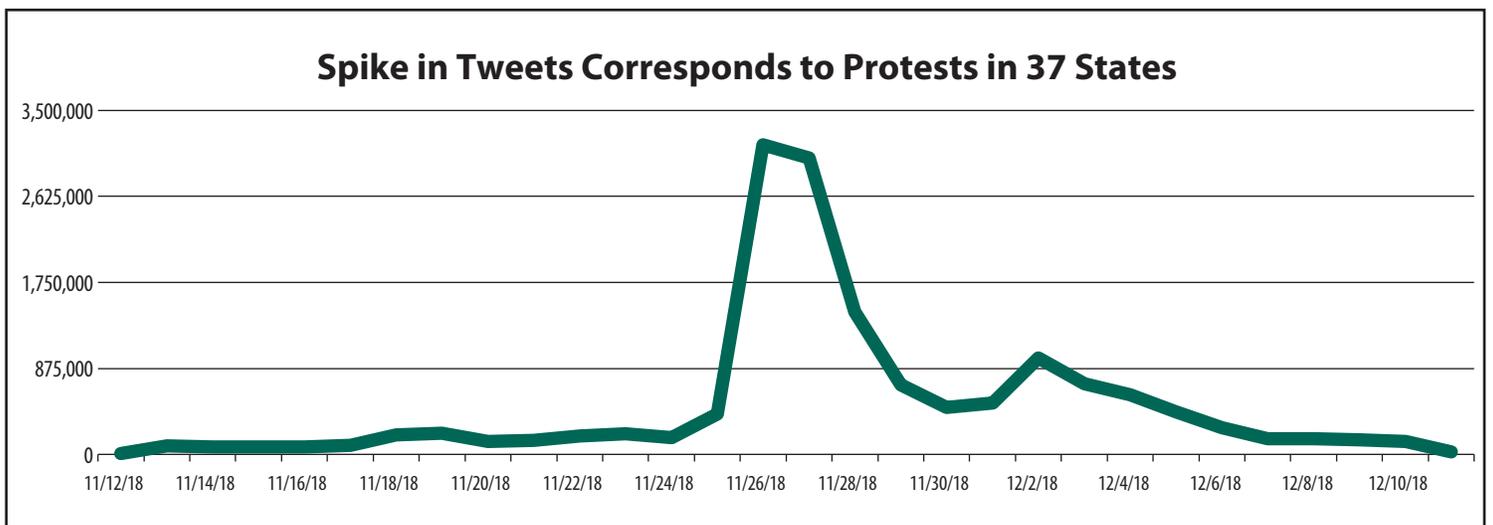


UMD sociology faculty team up with Prince George’s County Police Department

directly with structural racism and segregation, in addition to engaging officers in the social psychology of race, prejudice, and discrimination. We are training senior officers to conduct the workshops to formalize implicit bias training into the cadet curriculum. Marsh and Patricio Korzeniewicz participated in the county’s Citizens’ Police Academy to better understand police training and policy. Marsh served as president of her academy class.

At UMD, Marsh and I teach undergraduate courses on Prince George’s County. Marsh’s course focuses on racial and class segregation, while my course focuses on race and class identities. In spring 2016, we trained students to conduct interviews with residents of the county. With roughly 100 participants, we found that Blacks report more mistreatment by the

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Annual Meeting Town Hall Discussion to Continue

At the Seattle meeting in August, 2016 President Ruth Milkman served as the Presider at a “Town Hall” meeting organized by Aldon D. Morris, which focused on social inequalities within our discipline and in the ASA. Attended by several hundred sociologists, the session began with presentations by President-Elect Eduardo Bonilla-Silva, David G. Embrick, Julian Go, Mignon R. Moore, and Aldon D. Morris, followed by some comments from Milkman and then an open discussion. Although the announced topic of the session was inequalities of race/ethnicity, gender, class, and sexual orientation, the main focus was on various manifestations of racism within the profession and in academia more generally. Speakers

from the floor expressed their concerns with great passion, and quite a few described the alienation they felt as faculty of color who perceive that they are not fully included in the decision process and life of their departments. A number of suggestions for action emerged as well.

At the Council meeting two days later there was an extensive and lengthy discussion of the concerns that were aired at the Town Hall. Council reaffirmed its commitment to trying to address them in a meaningful way. The discussion will continue at the next Council meeting in March 2017, but two initiatives will be launched in the meantime.

- Council member Tanya Golash-Boza will orga-

nize a series of Twitter conversations using the hashtag #inclusiveASA to explore ways to make the ASA itself more inclusive as well as ways in which the Association might exert influence to promote diversity and inclusion in sociology departments.

- Council, with support from ASA Research Director John Curtis, will analyze historical data about the Association’s elected leadership and how its composition compares with that of the membership, as well as the extent to which those who are nominated for leadership positions accept those nominations and how this varies by race/ethnicity,

gender, and (where the data exist) class and sexual orientation. These analyses will be the basis of future *Footnotes* articles.

Council is also planning to explore the potential of fundraising to support travel to and participation in the Annual Meetings for low-income members. It will also better publicize how various ASA standing committees and task forces have addressed and will continue to address how to make ASA more inclusive.

Finally, there will be another Town Hall on this topic at the 2017 meetings in Montreal. 

ASA Presidents Ruth Milkman (2016), Michèle Lamont (2017), Eduardo Bonilla-Silva (2018), and ASA Executive Officer Nancy Kidd

Survey for Underrepresented Minority Scholars in Sociology and Economics, 1995-2006 PhD Cohorts

Staff and members of the Advisory Committee from the ongoing ASA research project, titled “Science of Broadening Participation: Stratification in Academic Career Trajectories,” will be sending out an online survey later this fall to learn about scholarly relationships and departmental networks that can help or hinder underrepresented minority (URM) scholars in pursuing academic careers. Funded by the National Science Foundation (NSF), a major purpose of the ASA project is to measure specific aspects of the stratification processes and outcomes that create or re-create inequalities in the academic career trajectories of URM scholars in two disciplines: sociology and economics. The study is led at ASA by Roberta Spalter-Roth (PI) and Jean H. Shin (co-PI), with a co-PI in economics, Marie T. Mora at the University of Texas-Rio Grande Valley.

Recent literature by Eduardo Bonilla-Silva and David Embrick, among others, state that higher education works to reinforce non-Hispanic white, male, middle-class rules and practices and that URM

scholars are often excluded from scholarly and friendship networks within departments. This view was reinforced by numbers of attendees at the Town Hall at the 2016 ASA Annual Meeting in Seattle. The project seeks to better examine the experiences of NSF-defined URM scholars in sociology and economics—in particular black and Latino scholars from the 1995-2006 PhD cohorts—as they vary by gender. These cohorts were chosen because all have had enough time by standard definitions to become Associate Professors and some have had time to become Full Professors. We ask the following: Do URM scholars succeed in higher education careers? How important are publications and other scholarly activities? Does participating in URM networks and activities help along the way? How does participation or marginality in department relationships and networks help or hinder academic success?

We have collected data from curriculum vitae, web pages, and other unobtrusive searches, and have begun to produce initial findings. For example, for attaining

the rank of an Associate Professor at a Research I institution, the significant variables in sociology are joining a race/ethnicity-oriented ASA Section, average number of publications, publishing in a “top 3” sociology journal, and working in a race/ethnicity-oriented department. But, there is a need to hear directly from the scholars in the target population. The survey conducted this academic year (AY 2016-2017) will assess the degree of marginality experienced by these scholars. For example, do URM scholars in each discipline experience isolation and exclusion within their departments or within disciplinary networks? And, do scholars have the opportunity to collaborate with other faculty, and have a sense of being valued for their research, scholar-

ship, or creativity by members of their departments? Alternatively, do they experience neglect of their views, slander or rumors, or social exclusion from colleagues?

In order to address concerns and issues raised by URM members of both disciplines, we need to amass findings about the daily struggles, successes, and constraints experienced. No names or institutions will be included in the final dataset. All information is stored on locked computers used only for the project, which has IRB approval. We hope that all eligible URM scholars will consider responding to the online survey sent via e-mail. Questions or comments? Contact Roberta Spalter-Roth (spalter-roth@asanet.org) or Jean H. Shin (shin@asanet.org). 

Send Us Your News

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



Those Who Can Teach

Jennifer H. Lundquist, University of Massachusetts-Amherst

Bell hooks once said “**The classroom remains the most radical space of possibility in the academy.**” If this is true, then the emphasis would have to be placed on the word *possibility*. Otherwise, how can one explain the disconnect so often found between the innovative potential of the college classroom and the actual teaching practices that occur there?

Many new professors have never received teaching training before their first day in front of the classroom. Because they are knowledgeable about a particular topic it is assumed that they will know how to teach it effectively. This assumption is frequently wrong and leaves college instructors poorly prepared for the classroom. So, most of us simply wing it in the classroom, often going on the example of how our college professors taught us (who are themselves repeating how their professors taught them and so on). With precious little time to improve one’s teaching in the corporatizing university setting, it is no surprise when we fail to transform the undergraduate classroom into that radical space for learning so compellingly described by hooks. Recognizing this dilemma, a number of sociology programs have introduced pedagogy classes into their graduate programs so that students can explore how to make hooks’ vision a reality.

The Value of TRAILS

I have taught a “Teaching Sociology” course at the University of Massachusetts since 2008, which has since become a required component of our doctoral curriculum. A recent innovation I made to the curriculum was to integrate ASA’s TRAILS (Teaching Resources and Innovations Library for Sociology) directly into the course. TRAILS is a database of high quality and inquiry-based, peer-reviewed resources for faculty to adapt to their sociology courses, which includes ideas for assignments, class activities, and models for syllabi. In preparation

for the first class they will teach, my students produce a unique class activity, which they then teach as a demo to their peers in the class. In addition, they are required to create a syllabus for their future course. By the end of the Teaching Sociology course. I ask them to submit one of these two assignments to TRAILS.

The submission and revision process with TRAILS has been invaluable to my students, giving them the opportunity to publish a peer-reviewed teaching resource from which others can learn. After working with TRAILS, many of my students have published teaching resources that they are able to list on their CV and include in their future teaching portfolio. Alma Castro, a student in my class who published her annotated “Race, Class, Gender and Ethnicity” syllabus and is working on a revision of her class activity, *Media Analysis of Situational Comedies*, described how the TRAILS publishing process enabled her to come into her own teaching identity:

The process of submitting my materials and working through their publication process helped me build confidence in my teaching ability and provided me with a sense of accomplishment that I am doing the right things and on the right track for a successful academic career.

Working with the diverse resources available through TRAILS helps to demystify what good teaching is, and allows aspiring faculty to realize that it is not a monolithic concept. For example, Ember Skye Kanelee, who published the class activity “*Throw like a girl: Challenging and Unpacking Modern Day Gender Norms within Sport*,” notes:

As we learned about different forms of pedagogy, I was able to search the TRAILS database for subfield-specific examples of class activities, assignments, and syllabi.... Having the ability to use the TRAILS resources while taking a course on teaching allowed me to better understand how vastly

different people’s approaches to teaching can be.

TRAILS provides students enrolled in a teaching course with a semester-long membership, and so I was able to pair materials from TRAILS together with the course themes. I have always found it sad that teaching is one of those activities that we all engage in regularly and yet rarely discuss with one another. Kelly Giles, a Teaching Sociology student who is currently revising her class activity, *Who’s Beautiful? An Introduction to Social Construction Theory*, for resubmission to TRAILS found that the practice helped her see the teaching process as less individualistic and more of a collective enterprise:

Having a resource such as TRAILS is extremely useful to graduate students, especially those like me who are still mastering the basics and finding their voice. Having a space to share, inspire and assist helps to sustain the creativity, enjoyment and fulfillment in the work we do.

Brandi Perri, a student in my class who published *In 10-15 years, ...: Imagining Our Future Families*, notes the importance of the peer-review process in TRAILS:

TRAILS is a great resource for anybody interested in pedagogy, and an invaluable resource for sociology graduate students learning how to teach. Participating in the publication process as part of our course requirement was a great learning process as it showed the importance of close editing, especially when creating course activities. The reviewers provided excellent feedback that pushed me to think outside of the box, alerting me to different possible outcomes from using certain directives and organization in my class activity.

After integrating TRAILS into my Teaching Sociology course for two semesters and using its resources to prepare my own courses, I appreciate the way it intrinsically elevates the teaching and learning process. Having access to a diverse repertoire of teaching resources enables sociologists to cite and build upon others’ teaching ideas in much the same way we traditionally do research papers. In this respect, TRAILS makes important headway in reminding us that teaching is every bit as important as research, and, indeed, the two pursuits sometimes completely overlap with one another. 

Apply to have your class be part of the ASA TRAILS Teaching Seminar Initiative.

We anticipate supporting 4-5 courses per semester. Students receive free access to TRAILS for six months.

Requirements for any participating course

- The course is a graduate level teaching seminar.
- The course plan/syllabus includes a structured plan for students to familiarize themselves with resources in at least one subject area or one pedagogical approach.
- Students in the course prepare at least one teaching resource for possible submission to TRAILS.
- Course instructors review a first draft of student teaching materials and provide feedback for revision prior to students’ submitting their materials to TRAILS.
- Professor participates in on-ramping

conversation with TRAILS Editor.

Preferred elements for participating courses

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

Send applications for Spring 2017 courses to TRAILS@asanet.org by November 1, 2016. Please include a cover letter which addresses requirements and preferred elements for participating courses, plus a course plan/syllabus (draft acceptable) and related assignments as needed. 

ASA Member-Get-A-Member Campaign a Success

The 2016 ASA Member-Get-A-Member campaign concluded on July 31. Seventy-five current ASA members (see list below) sponsored at least one new member for 2016.

For every new non-student member sponsored during the campaign (May 1-July 31), sponsors will receive a \$10 discount on their 2017 member dues. In addition, every member who sponsored a new member (student or non-student) was entered into a drawing to win a \$250 Amazon gift certificate and other prizes. Congratulations to this year's gift certificate winner, Susan Silbey (MIT).

The ASA extends its gratitude to all participating sponsors in the 2016 Member-Get-A-Member campaign and throughout the year.

Fabien Accominotti
Pertti Alasutari
Mathieu Albert
Len Albright
Wayne E. Baker
Kristin Kay Barker
Amy L. Best
Eduardo Bonilla-Silva
Marni Alyson Brown
Marisa Viviana Cervantes
Christopher Chase-Dunn
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Kathy Shepherd Stolley
Christopher Uggen
Marc J. Ventresca
Gretchen R. Webber
Regina E. Werum
Apryl A. Williams
Nancy Wang Yuen
Jie Zhang 

#BlackLivesMatter

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police than Whites but believe that body-worn cameras (BWC) will help reduce harassment and use of force. Headed by Korzeniewicz, we are evaluating the PGCPD BWC program. Conducting an audit study, we will compare whether officers with BWC receive fewer complaints and engage in less use of force than officers without BWC. Philip Cohen and Moriah Willow are examining whether military training or the education of officers impact use of force.

In collaboration with the School of Engineering's virtual reality lab, we gathered about 12 senior PGCPD officers to explore innovative ways to examine implicit bias, improve training for real-world scenarios, advance the objectivity of police reporting for court cases, and allow better ways to capture the perspectives of citizens and multiple individuals during police encounters. Collectively, we believe these research endeavors will contribute

to changing the cultural norms and the organizational structure of police departments that contribute to racial disparities in police brutality and killings.

Most of these endeavors operate within the Critical Race Initiative (CRI). Founded by Patricia Hill Collins, Marsh and I now serve as co-advisors. Wendy Laybourn, PhD Candidate, serves as the administrative graduate assistant. CRI is a group of faculty and graduate students who center critical race theory as an important framework for understanding inequality in society. In addition to focusing on what race is, CRI focuses on what race does, how it is used, and how it operates via individual, social/cultural, and institutional conditions that manufacture and maintain racial inequality. CRI holds an annual symposium in honor of Congressman Parren J. Mitchell, a monthly writing workshop, and a colloquium series. These endeavors are able to flourish with the support of the College of Behavioral and Social Sciences at UMD that encourages innovative

faculty to think of how to be the solution.

Going Public

In addition to these normative ways of engaging in public intellectualism, I have aimed to make sociological research more public and accessible by writing a series of op-eds on recent race-related events that gained national attention. Correspondingly, I started the #DailyThought Vlog. Going public can be scary, but I did it to cope with headaches and watery eyes as I mourn the killing of another person who looks like me committed by people sworn to protect us. The killing of Korryn Gaines in Baltimore and the shooting of her 5-year-old son being my most recent mourning. I can no longer bear to look into my sons' eyes knowing that I need to better use my sociological toolkit to help others view them as worthy of unconditional freedom. This scholarly activism will culminate in an edited book by CRI, entitled *Race Relations in America: Examining the Facts*, which will be

written for a general audience to explore, challenge, and dispel racial myths and stereotypes.

In the scholar-activist tradition of Du Bois, we have an obligation to become more public as a discipline. We must renegotiate contracts with journal publishers to make research more accessible. Some scholars are taking up this call for scholar-activism and public intellectualism and have produced Sociologists for Justice, the Race and Policing Project, Soc ArXiv, Sociology Toolbox, Conditionally Accepted, Sociological Cinema, and Sociological Images.

As scholars, we can add important empirical data and theoretical expounding on the #BlackLivesMatter movement as it shapes American discourse and policy. Now is the time to step outside of the Ivory Tower. 

Rashawn Ray is an Associate Professor in the Department of Sociology at the University of Maryland-College Park. His work can be seen on his website at rashawnray.com and on Twitter @SociologistRay.

Annual Meeting

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More impressive was the media coverage, with hundreds of articles from the U.S. and international media covering the research presented at the meeting. Studies received coverage in print, online, radio, and television.

Among the research most popular with the media was a study titled, “Social Relationships and Mortality in Older Adulthood,” by James Iveniuk, University of Toronto, and L. Philip Schumm, University of Chicago. The study found that while having more or closer family members in one’s social network decreases the likelihood of death, the same is not true for friends. The study was covered by the *Washington Post*, *The Huffington Post*, CBSNews.com, the *New York Post*, MarketWatch, and *New York* magazine to name a few.

“I was delighted by how many venues picked up on this paper,” said Iveniuk. “There is still a lot that we do not understand about how social relationships impact mortality, and if we are to acquire reliable knowledge about this topic, there is going to have to be a lot more work, arising from many different fields and disciplines, examining the relational, institutional, and biological mechanisms that link social relationships to mortality. Hopefully, by publicizing work like this, the ASA can draw more researchers into this exciting and growing field.”

Christin Munsch and graduate students Matthew Rogers and Jessica Yorks, all at the University of Connecticut, authored another study that received considerable media attention. Titled “Relative Income,

Psychological Well-Being, and Health: Is Breadwinning Hazardous or Protective?,” the study found that, in general, as men took on more financial responsibility in their marriages, their psychological well-being and health declined. On the other hand, women’s psychological well-being improved as they made greater economic contributions. Media outlets that covered the study included ABC’s *Good Morning America*, CNN.com, *Slate*, the *Miami Herald*, *The Atlantic*, *The Washington Post*, TIME.com, *The Guardian* (England), and *The New Zealand Herald*.

“I was very happy with the press coverage,” said Munsch. “Rather than a bunch of sensationalized headlines urging men to quit their jobs, the articles thoughtfully reflected on the ways in which gender expectations are unhealthy for both men and women.”

A study from University of Washington researchers—Julie Brines, an associate professor, and Brian Serafini, a doctoral candidate—also garnered significant media attention in their study, “Seasonal Variation in Divorce Filings: The Importance of Family Ritual in a Post-Sentimental Era.” The researchers found what is believed to be the first quantitative evidence of a seasonal, biannual pattern of filings for divorce. Media outlets that reported on the study included *The Boston Globe*, the *Houston Chronicle*, Bloomberg, *The Seattle Times*, *Cosmopolitan*, *The Washington Post*, *The Atlantic*, the *Toronto Sun* (Canada), and the *Rheinische Post* (Germany).

“As a result of the press coverage, we’ve heard from many people from all walks of life who want to share their perspectives on the seasonality of divorce,” said Brines. “Most of the correspondence we’ve received offers a personal or professional observation that is quite consistent with the empirical pattern we report.”

Including press releases on the three aforementioned studies, the ASA Public Information Office distributed 28 press releases on studies presented at the Annual

Meeting and responded to scores of media inquiries about them.

Additional U.S. media outlets that covered research from the Annual Meeting included NPR.org, the *St. Louis Post-Dispatch*, Yahoo!News, *Education Week*, the *Star Tribune*, *Fortune*, *USA Today*, *The Charlotte Observer*, the *Atlanta Journal-Constitution*, Live Science, FoxNews.com, Voice of America, and others. International media outlets—such as CTV News, La Presse, and the *National Post* (Canada); *The Guardian* and BBC.com (England), *La Prensa* (Honduras), *The Nation* (Pakistan); the *Malay Mail* (Malaysia), the *Sunday Times* (South Africa), the *Shanghai Daily* (China— also reported on research presented at the conference.



MFP Cohort 43 (from left to right): Yader Lanuza, Julia Arroyo, Stephanie Canizales, Celeste Curington, Robert Reece.

Looking Ahead

While the 2016 meeting ended only weeks ago, planning for next year’s conference is well underway. The 112th Annual Meeting will take place in Montreal, Canada, from August 12-15. Michèle Lamont, 2017 ASA President, and the 2017 Program Committee are in the process of developing a thought-provoking program with “Culture, Inequalities, and Social Inclusion Across the Globe” as the theme. ASA will post the call for papers and launch the online paper submission tool on its website (www.asanet.org) in early November. See you in Montreal! 

funding

FAD Grant

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



ASA President Ruth Milkman delivering her Presidential Address on August 21.

2017 Regional and Aligned Association Meetings

Sociologists for Women in Society “Intersectionality and Privilege”

February 9-12, 2017
Albuquerque, NM

President: Wanda Rushing
www.socwomen.org

Eastern Sociological Society

“The End of the World as We Know It?”

February 23-26, 2017
Philadelphia, PA

President: John Torpey
www.essnet.org

Southern Sociological Society

“Diversities: Inclusion, Equality, Resistance”

March 29 - April 1, 2017
Greenville, SC

President: Christopher Ellison
www.southernsociologicalsociety.org

Midwest Sociological Society

“Globalization: Promises, Possibilities, and Pitfalls”

March 30-April 2, 2017
Milwaukee, WI

President: Deb White
www.themss.org

North Central Sociological Association

“Peace in a Time of Polarization”

March 31-April 1, 2017
Indianapolis, IN

President: Brendan Mullan
www.ncsanet.org

Pacific Sociological Association

“Institutional Betrayal: Inequity,

Discrimination, Bullying, and Retaliation in Academia”

April 6-9, 2017
Portland, OR

President: Karen Pyke
www.pacificsoc.org

Southwestern Social Science Association

“Social Sciences and Social Change”

April 12-15, 2017
Austin, TX

President: Patrick Barr-Melej
sssaonline.org

Note: The current president is listed for each association. This may not be the program chair for the upcoming meeting. Please consult the individual association's website for more information. 

Editorships

From Page 11

cess, letters of support from deans or other appropriate institutional officials are not required. Specific arrangements with a potential new editor and with that individual and his or her institution will occur after the ASA Council makes a selection and the ASA Secretary, with support from the ASA Executive Officer, works out the final agreement with the candidate.

Examples of successful past proposals are available on the ASA website (www.asanet.org/research-publications/journal-resources/asa-editorships).

Application packets should be sent by November 1, 2016, to Jamie Panzarella, Publishing and Employment Services Manager, ASA, 1430 K Street NW, Suite 600, Washington, DC 20005; publications@asanet.org. 

Add Us to Your Email Address Book

General ASA announcements, including the monthly e-newsletter ASA Member News and Notes, renewal notices, and new member benefits, are now sent from membermail@asanet.org. Please add this e-mail address (and the [asanet.org](http://www.asanet.org) domain) as necessary to any personal and institutional filters so you will receive important ASA communications. ASA uses your e-mail address judiciously and carefully, for official ASA communication only, and does not sell or otherwise distribute it for use by other organizations.

Want to work with TRAILS? We are looking for Area Editors to join our team!



Area Editors review materials submitted to their subject area, make recommendations to the Editor as to whether a submission should be published, recruit submissions, and promote the value of TRAILS in appropriate settings.

We are accepting applications for the following subject areas:

- Social Control, Crime and Deviance
- Social Psychology and Interaction
- Application and Practice
- Comparative and Historical Approaches
- High School Sociology
- Family, Life Course and Society
- Sociology of Culture
- Sexualities
- Statistics and Work, Economy and Organizations

Visit the TRAILS website for more information (<http://trails.asanet.org>)

Interested candidates should send a CV and a letter of intent to trails@asanet.org

Applications will be reviewed starting October 1 and continue until positions are filled.

Call for Papers

Publications

Diversity and Social Justice in Higher Education is seeking submissions for its special issue of the *Humboldt Journal of Social Relations* (HJSR) to capture the work and experiences in higher education as they relate to changes and challenges around diversifying U.S. college campuses. Race, class, gender, sexuality, able-bodiedness, and citizenship shape contemporary conversations about campus climate, curricular content, organizational structures, decision-making, and the disparate impacts of related policy changes or stagnation. These conversations shape the everyday experiences of faculty and staff, and are ultimately linked to student success. Deadline: October 31, 2016. For more information, visit www.humboldt.edu/hjsr.com.

Michigan Family Review (MFR) invites submissions for a special issue on "(Re) Conceptualizing 'Family.'" MFR provides a forum for a wide range of professionals and others interested in strengthening family life. The primary purpose of MFR is to publish empirical articles and critical literature reviews about contemporary problems confronting families and those who provide service to them. Submissions from students are strongly encouraged. Deadline: October 15, 2016. Contact: Jennifer Haskin at jhaskin5@asu.edu. For more information, visit www.quod.lib.umich.edu/m/mfr/about.html.

Research Policy invites submissions for a special issue on "Academic Misconduct & Misrepresentation: From Fraud and Plagiarism to Fake Peer Reviews, Citation Rings, Gaming Rankings, Dodgy Journals, 'Vacation' Conferences, and Beyond." This Special Issue solicits social scientific articles examining not only traditional forms of misconduct but also modalities of misconduct that are meant to "game" the modern metrics-based regimes of academic evaluation. This special issue welcomes analyses of both traditional and metrics-oriented forms of misconduct and misrepresentation as well as on the pros and cons of traditional and new research integrity organizations. Deadline: December 31, 2016. Contact: Mario Biagioli at mbiagioli@ucdavis.edu and Maria Kenney at mfkenney@ucdavis.edu.

Society Between the Gaps (SBG) is seeking submissions of original work from sociologists, including graduate and undergraduate students. Submissions will be included in SBG's second volume. The theme for this volume is: "Civil Engineering of the Future: Creating Liveable Communities in Increasingly Aging and Diverse Racial-Ethnic Societies." Deadline: December 31, 2016. Contact: J.A. Ruggiero at jrguggier@providence.edu. For more information, visit [\[mons.providence.edu/sbg/\]\(http://mons.providence.edu/sbg/\).](http://www.digitalcom-</p>
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Teaching Sociology invites submissions for a special issue on "Incorporating Globalization in the Sociology Curriculum." Articles and notes that address issues focusing on innovative approaches that incorporate globalization and transnational concerns in the curriculum are encouraged. Deadline: February 1, 2017. Contact: Patti Giuffre at pg07@txstate.edu or Stephen Sweet at teachingsociology@ithaca.edu. For more information, visit www.sagepub.com/journals/Journal201974.

Understanding and Dismantling Privilege (UDP) is accepting applications for research, teaching tools, and personal reflection for publication in this online, open access journal, the only journal that focuses specifically on privilege. Students encouraged to submit work to Student/Youth Voices section. UDP is a double-blind, peer-reviewed interdisciplinary journal published twice yearly. Contact: smayer2@uccs.edu. For more information, visit www.wpcjournal.org.

Women, Gender, and Families of Color invites submissions for upcoming issues. Available in libraries through Project MUSE and JSTOR, is a multidisciplinary journal that centers the study of Black, Latina/o, Indigenous, and Asian American women, gender, and families. Within this framework, the journal encourages theoretical and empirical research from history, the social and behavioral sciences, and humanities including comparative and transnational research, and analyses of domestic social, cultural, political, and economic policies and practices. The journal has a rolling submission policy and welcomes manuscripts and proposals for guest-edited special issues, and book reviews at any time. Contact: Jennifer Hamer at jhamer@ku.edu and Kathryn Vaggalis at kvaggalis@ku.edu. For more information, visit www.press.uillinois.edu/journals/wgfc.html.

Conferences

Carework Network 2017 Global Summit, June 1-3, 2017, Lowell, MA. The Carework Network is organizing a three-day conference to bring together carework researchers from across disciplines and across the globe. The Carework Network is an international organization of researchers, policymakers, and advocates involved in various domains of care work. Authors and organizers should submit a proposal of their paper, panel, or workshop. Deadline: December 1, 2016. Contact: carenetwork@gmail.com. For more information, visit www.uml.edu/Research/CWW/carework/carework-network/default.aspx.

Southwestern Social Science Association – Sociology Affiliate, April 12-15, 2017, Austin, TX. Founded in 1919, SSSA is the oldest interdisciplinary social science association in

the United States, and is composed of professionals and students in the social sciences, including academics and other professionals. Submissions are invited for inclusion in the program. Deadline: October 21, 2016. For more information, visit www.ssaonlin.org.

Meetings

November 14-18, 2016. American Association for the Advancement of Science (AAAS) 2016 Leadership Seminar in Science and Technology Policy. The seminar, a condensed version of the widely-hailed orientation program for AAAS S&T Policy Fellows, includes a wide range of sessions taught by leading personalities in science and technology policy. For more information, visit www.cvent.com/d/wfqyb4.

December 14-15, 2016. Science of Dissemination and Implementation in Health 9th Annual Conference, Washington, DC. Theme: "Mapping the Complexity and Dynamism of the Field." For more information, visit www.diconference.academyhealth.org/home.

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." For more information on special speakers and events, and to submit a proposal to present, see www.pacificsoc.org.

Funding

American Philosophical Society is now providing grants for its research programs for the 2016-2017 academic year. Awards are made for noncommercial research only. The Society makes no grants for academic study or classroom presentation, for travel to conferences, for non scholarly projects, for assistance with translation, or for the preparation of materials used by students. The Society does not pay overhead or indirect costs of any institution or costs of publication. For more information, visit www.amphilosc.org/.

Global Religion Research Initiative (GRR), for the Study of Religion and Society at the University of Notre Dame, announces the (GRR), directed by Christian Smith, which will fund over 150 research projects to advance the social scientific study of global religion. Up to \$3.1 million in grant and fellowship funding will be awarded over the next three years to faculty, postdocs, and graduate students. Contact: grr@nd.edu. For more information, visit www.grr.nd.edu.

Dr. Jorge Chapa Scholarship Fund, is a new scholarship fund from friends and colleagues of Latino/a Studies at the University of Illinois. Jorge Chapa was one of the preeminent Latino demographers in the United States. He passed away on October 19, 2015.

His body of work covered a wide range of issues relating to Latinos in the U.S. including health disparities, border colonies, poverty, immigration, education gap, redistricting, geographic information systems, Census data, disenfranchisement of legal residents, labor force participation, and voter rights. A scholarship for Latina/o Studies majors or minors has been established in his memory. Donations can be mailed to the University of Illinois Foundation—Jorge Chapa Memorial Fund, 1305 W. Green Street, MC-386, Urbana, IL, 61820 or online at www.give.illinois.edu/give/ for Campus Priority select "Other" for fund enter "Jorge Chapa Memorial Fund in the College of Liberal Arts & Sciences."

Evidence for Action, a national program of the Robert Wood Johnson Foundation funds research that expands the evidence base need to build a culture of health. Evidence for Action was allocated \$6.6 million in grant funding to award through July 2017. There is not an explicit range for allowable budget requests. As of July 2016, we had awarded 10 grants ranging in size from \$46,000 to \$500,000, for a total of just over \$2.4 million in grant awards. Grant periods may be for durations of up to 36 months. For more information, visit www.rwjf.org/en/library/funding-opportunities/2015/evidence-for-action-investigator-initiated-research-to-build-a-culture-of-health.html.

National Institutes of Health announces new funding opportunities for research for Early Stage Investigators. Funding opportunities include "Advancing Basic Behavioral and Social Research on Resilience: An Integrative Science," and Research Initiative for Science Enhancement." For information on both, visit www.grants.nih.gov/grants/guide/pa-files/PAR-16-326.html or www.grants.nih.gov/grants/guide/pa-files/PAR-16-361.html.

Science of Behavior Change from the Common Fund program aims to implement a mechanisms-focused, experimental medicine approach to behavior change research and to develop the tools required to implement such an approach. An experimental medicine approach involves identifying putative intervention targets, developing assays (measures) to permit verification of target engagement, engaging the target through experimentation or intervention, and testing the degree to which target engagement produces the desired behavior change. Deadline: November 10, 2016. For more information, visit www.nih.gov.

Fellowships

American Council of Learned Societies (ACLS) announces the 2016 cohort of Mellon/ACLS Public Fellows. Each of this year's 20 fellows will take up a two-year, full-time position at

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one of a select set of nonprofit and government organizations across the United States. The 2016 awardees join a body of now over 100 Public Fellows whose contributions to the public and nonprofit sectors demonstrate the broad value of advanced training in the humanities. The program is made possible by a grant from the Andrew W. Mellon Foundation. Contact: John Paul Christy at (212) 697-1505. For more information, visit www.acls.org.

African Humanities Program is awarding 11 dissertation fellowships and 27 postdoctoral fellowships to applicants from Ghana, Nigeria, South Africa, Tanzania, and Uganda. The African Humanities Program is a part of the American Council of Learned Societies (ACLS). A generous Carnegie Corporation of New York grant to ACLS for AHP provided more than \$600,000 in one-year stipends to the selected Fellows. In addition to research and writing, fellowships make possible residential stays at six institutes for advanced study in sub-Saharan Africa. The residencies offer time and space for completing projects in a stimulating intellectual atmosphere. For more information, visit www.acls.org/programs/ahp/.

Center for Advanced Study in the Behavioral Sciences Fellowship (CASBJ), offers a residential fellowship program for scholars. CASBS is a collaborative environment that fosters the serendipity arising from unexpected intellectual encounters. We believe that cross-disciplinary interactions lead to beneficial transformations in thinking and research. We seek fellows who will be influential with, and open to influence by, their colleagues in the diverse multidisciplinary cohort we assemble for a given year. Deadline: November 4, 2016. For more information, visit www.casbs.stanford.edu/fellowships.

National Academy of Education/Spencer Foundation Dissertation and Postdoctoral Fellowship is now accepting applications. The NAED/Spencer Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These \$27,500 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. Deadline: October 6, 2016. For more information, visit www.naededucation.org/NAED_080200.htm.

National Humanities Center invites applications for academic-year or one-semester residencies. Fellowship applicants must have a PhD or equivalent scholarly credentials. Mid-career as well as senior scholars from all areas of the humanities are welcome;

emerging scholars with a strong record of peer-reviewed work are also invited to apply. The Center does not normally support the revision of a doctoral dissertation. Located in the Triangle region of North Carolina, the Center affords access to the rich cultural and intellectual communities supported by the area's research institutes, universities, and dynamic arts scene. Fellows have private studies; the library service delivers all research materials. Scholars from all parts of the globe are eligible; a stipend and travel expenses are provided. Deadline: October 18, 2016. For more information, visit www.nationalhumanitiescenter.org/become-a-fellow/.

Competitions

National Science Foundation is pleased to accept nominations for the 2017 Alan T. Waterman Award. Each year, the Foundation bestows the Waterman Award in recognition of the talent, creativity, and influence of a singular young researcher. Established in 1975 to commemorate the Foundation's first Director, the Waterman Award is NSF's highest honor for promising, early-career researchers. The award recipient will receive a medal and an invitation to the formal awards ceremony in Washington, DC. In addition, the recipient will receive a grant of \$1,000,000 over a five-year period. Deadline: October 21, 2016. Contact: Sherrie Green at waterman@nsf.gov or (703) 292-8040. For more information, visit www.fastlane.nsf.gov/honawards/.

Peter K. New Student Research Competition/Award, from the Society for Applied Anthropology sponsors, is an annual research competition. This award is for students (graduate and undergraduate) in the social and behavioral sciences. Three cash prizes will be awarded: First prize is \$3,000. The second prize is \$1,500. And the third prize is \$500. In addition, each of the three winners will receive travel funds (\$350) to attend the Society for Applied Anthropology Annual Meeting. Deadline: December 31, 2016. For more information, visit www.sfaa.net/about/prizes/student-awards/peter-new/.

In the News

Jody Agius Vallejo, University of Southern California, was quoted in an August 8 *Salon* article, "Divided America: Will Trump energize the Latino vote?" She was quoted about the same subject in a number of other media outlets, including *The Columbus Dispatch* on August 8 and *The Portland Press-Herald* on August 7.

Ifeoma Ajunwa, University of the District of Columbia, was quoted in an August 8 *Tech Republic* article, "Can these tech tools fight gender bias and increase workplace diversity?"

Rene Almeling, Yale University, and

Sarah Richardson, Harvard University, co-authored a February 8 *Boston Globe* article, "The CDC risks its credibility with new pregnancy guidelines."

Amy Kate Bailey, University of Illinois at Chicago, was quoted in a July 11 article in *The Atlanta Journal-Constitution*, "Rumor, accusations, fly in park hanging death."

Kristen Barber, Southern Illinois University, authored an August 8 *New Republic* article, "The Gentrification of the Barbershop."

Rachel Kahn Best, University of Michigan, was quoted in a July 19 *U.S. News & World Report* article, "In Research World, Long-Term Injury Care Hard to Come By."

Kathleen Blee, University of Pittsburgh, was quoted in a June 17 *USA Today* article "Activity among white supremacists continues to surge."

Andrew Cherlin, Johns Hopkins University, was quoted in a July 14 *Wall Street Journal* article, "How Income Inequality Is Fueling the Rise of Unmarried Parents." His research was also mentioned in numerous other media outlets, including *TIME* and *Bloomberg* on July 14 and *The Atlantic* on July 18.

Jay Coakley, University of Colorado at Colorado Springs, was quoted in an August 1 *Associated Press* article, "Tips for parents on sports participation and spending."

Dalton Conley, Princeton University, was quoted in an August 8 *The Nation* article, "The Average Black Family Would Need 228 Years to Build the Wealth of a White Family Today."

James Cook, University of Maine, wrote a July 12 *Kennebec Journal & Morning Sentinel* article, titled "This quirky little social law could end your life."

Marianne Cooper, Stanford University, wrote a June 23 *Atlantic* article, titled "Why women (sometimes) don't help other women," and a May 2 article, "Why Financial Literacy Will Not Save America's Finances," in the same publication. She was also quoted in a July 12 *Washington Post* article, "Congratulations, Theresa May. Now mind that 'glass cliff,'" and in an August 4 *Oregon Public Radio* article, "Is There a Double Standard When Female CEOs In Tech Stumble?"

Lyn Craig, University of New South Wales, was quoted in a July 18 *Huffington Post* article, "When Men Work Long Hours, Their Wives Pay The Price," and was featured in a July 13 *Live Science* article about the same topic.

Jessie Daniels, City University of New York, was quoted in a July 18 *Salon* article, "All hate is not created equal: The folly of perceiving murderers like Dylann Roof, Micah Johnson and Gavin Long as one and the same."

William D'Antonio, Catholic Univer-

sity, was interviewed and quoted in a July 22 *Washington Post* article, "A Pope Francis Catholic: Now that Tim Kaine is Clinton's VP pick, will his faith matter?"

Matthew Desmond, Harvard University, and his book, *Evicted*, were the subject of an August 2 *Pittsburgh Post-Gazette* article and an August 3 *Pittsburgh City Paper* article. He was mentioned in an August 3 *Nonprofit Quarterly* article, "Whole Foods Replaces Displaced Low-Income Tenants in Pittsburgh."

Raheel Dhattiwala, Oxford University, wrote an August 8 *Wire* article, "India Must End the Acceptance of Caste-Based Discrimination as Social Norm."

Waverly Duck, University of Pittsburgh, was quoted in a July 19 *Triblive.com* article, "Witnesses' cooperation leads to quick arrest in shooting of child in Knoxville."

Bob Edwards, East Carolina University, was interviewed in a July 18 *Triblive.com* article, "GOP convention protests 'a dud' thus far, expert says."

Rosemary Erickson, American University, was quoted in an August 6 *Newsweek* article, "Here's Why More Women Are Robbing Banks."

John H. Evans, University of California at San Diego, authored an August 3 *New Scientist* article, "Does science undermine human rights?"

Alice Fothergill, University of Vermont, and **Lori Peek**, Colorado State University, were featured in a June 13 *Colorado Public Radio* article about their book *Children of Katrina*.

David Grazian, University of Pennsylvania, was quoted in a July 7 *Washington Post* article, "Zoos are too important to fail, but they can be much better than they are."

David Greenberg, New York University, was quoted in a July 18 *Huffington Post* article, "Rudy Giuliani Doesn't Really Know Much About Racism Or His Own Record With Black People," about his research on police tactics and urban crime rates.

Liah Greenfeld, Boston University, authored a July 15 *New York Times* article, "To Combat Terrorism, Tackle Mental Illness" and was quoted in a July 20 *Jewish Journal* article, "Jerusalem Syndrome."

Joleen Greenwood, Kutztown University, was quoted in an August 8 *Vox* article, "I went to the world's largest gathering of identical twins. I left jealous."

Jeff Guhin, University of Virginia, authored a July 6 *Slate* article, titled "A Nation Ruled by Science Is a Terrible Idea," which critiqued Scientism and the concept of a purely rational society.

Laura Hamilton, University of California-Merced, had her research on helicopter parenting featured in

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publications such as the *Boston Globe* and *Washington Examiner*, and she authored an article in *The Atlantic*, "The Partnership between Colleges and Helicopter Parents."

Matthew Hughey, University of Connecticut, was quoted in an August 3 *Christian Science Monitor* article, "Beyond a 'colorblind' America," which also mentioned **Eduardo Bonilla-Silva**, Duke University.

Andrew Jorgenson, Boston College, and **Thomas Dietz**, Michigan State University, were quoted in a July 7 *Washington Post* article, "This could be a completely different strategy for tackling the world's carbon emissions."

Heather Hensman Kettrey, Vanderbilt University, wrote a July 25 *San Francisco Chronicle* article, "Hooking up on campus: Sexual double standards may leave students feeling disempowered."

Alexandra Killewald, Harvard University, was quoted in a July 28 *Bloomberg* article, "Don't Blame Divorce on Money. Ask: Did the Husband Have a Job?" Her research was also mentioned in a number of other media outlets, including *CBS News* and *Live Science* on July 28.

Daniel Laurison, Swarthmore College, had his research on barriers to entry in scientific research featured in a *Nature* article, "'Glass floor' persists in UK research."

Judy Lubin, Howard University, was quoted in a July 11 *Marketplace.org* article, "Smartphones play crucial role for Black Lives Matter," and quoted in a July 12 *Thinkprogress.org* article, "Police Violence Is A Public Health Issue."

Laura Mauldin, University of Connecticut, was interviewed and quoted in a

June 8 *Pacific Standard* article, "Do Deaf Babies Need to Be Fixed?" about her research on cochlear implants and the deaf community.

Harvey Molotch, New York University, was quoted in an August 3 *USA TODAY* article, "Metro police arrest underscores 'see something, say something,'" about his research on security efforts in the New York City subway system.

Sheigla Murphy, Institute for Scientific Analysis, was quoted in an August 7 *Chronicle of Higher Education* article, "What if Addiction Is Not a Disease?"

Stephen Ostertag, Tulane University, was quoted in a July 27 *NOLA.com* article, "Does the world change when everyone has a camera?" The article also quoted **Patrick Rafail**, Tulane University.

Ann Owens, University of Southern California, was quoted in an August 3 *WRAL.com* article, "A parent's social class impacts his or her child's economic future," about her April *American Sociological Review* study, "Inequality in Children's Contexts: Income Segregation of Households with and without Children." She was also quoted in a May 10 *Washington Post* article, "The one thing rich parents do for their kids that makes all the difference."

Jayanti Owens, Brown University, was quoted in a June 22 *U.S. News & World Report* article, "Boys Bear the Brunt of School Discipline." Her research was also mentioned in numerous other media outlets, including *Science Daily*, *Inside Higher Ed*, and *The Telegraph* on June 22.

Andrew Papachristos, Yale University, was quoted in an August 4 *GCN.com*

article, "Identifying future shootings in the Windy City."

Vincent Roscigno, The Ohio State University, was interviewed in a June 21 *NPR* article, "Workers Find Safe Spaces In Private Slack Channels, But How Safe Are They?" and quoted in a July 15 *Fast Company* article, "The Psychology Behind Why You Overshare On Slack."

Saskia Sassen, Columbia University, authored an August 6 article, "Investment in urban land is on the rise – we need to know who owns our cities," for *The Conversation*.

Cyrus Schleifer, University of Oklahoma, was quoted in an August 4 *Huffington Post* article, "Are clergy underpaid? New study reveals rising wages, shorter hours and a diminishing wage gap," about his *March Journal for the Scientific Study of Religion* study, "The Price of the Calling: Exploring Clergy Compensation Using Current Population Survey Data." The study was co-authored by **Mark Chaves**, Duke University.

Harel Shapira, University of Texas-Austin, was featured in a March 21 *VICE* article, "Whatever happened to Arizona's Minutemen?"

Susan Shapiro, American Bar Foundation, was mentioned in an August 1 *Fortune* article, "How Theranos Created and Destroyed Investors' Trust."

Carla Shedd, Columbia University, was interviewed in a July 8 *Salon* article, "Racial injustice, anger and the power of visibility: In order to have change, things have to get worse."

Mario Luis Small, Harvard University, and **Mitchell Duneier**, Princeton University, were quoted in a July 11 *New Yorker* article, "Is Gentrification Really a Problem?"

Isabel Sousa-Rodriguez, City University of New York, was quoted in a July 21 *New Yorker* article, "After the Orlando Shooting, the Changed Lives of Gay Latinos."

Forrest Stuart, University of Chicago, was the subject of an August 1 *Mother Jones* Q&A article, "This Sociologist Spent Five Years on LA's Hyper-Policed Skid Row. Here's What He Learned." He and his research were also mentioned by a number of other media outlets, including *The Chicago Tribune* on August 4, *The Los Angeles Times* on August 5 and *Fusion* on August 8.

Mangala Subramaniam, Purdue University, wrote a July 20 article, "Strategies for HIV Prevention in Karnataka," which appeared in *Deccan Herald*, a leading English daily in India.

April Sutton, Cornell University, was quoted in a June 30 *Forbes* article, "Blue-Collar Training Helps Men, Penalizes Women." Her research, which appears in the August *American Sociological Review*, was also the subject of articles by numerous media outlets,

including *U.S. News & World Report* on June 29, and *The Atlantic* on July 15.

Sudhir Venkatesh, Columbia University, was featured in a July 15 *Business Insider* article, "A sociologist's account of 10 years spent with a Chicago gang taught me a bittersweet lesson about the way we perceive the world."

Alex Vitale, Brooklyn College, was quoted in a July 19 *New York Magazine* article, "The Psychology of Why Americans Are Afraid of Historically Low Crime Levels."

Jane Ward, University of California-Riverside, was quoted in a July 27 *VICE* article, "The Problematic Gender Politics Between Masc and Fem Gays," about her new book, *Not Gay: Sex Between Straight White Men*.

Adia Wingfield, was quoted in an August 3 *Christian Science Monitor* article, "Beyond a 'colorblind' America, a new ideal," and in an August 1 *Medical Economics* article, "White doctors earn more money than black physicians, study finds."

Nicholas Wolfinger, University of Utah, was quoted in a June 30 *Tech Insider* article, "A mathematical theory says the perfect age to get married is 26 — here's why."

Erin York Cornwell, Cornell University, was quoted about her new research on bystander intervention in an April 19 *Washington Post* article, "The disturbing racial bias in who we help when they need it most." The research, coauthored by **Alex Currin**, Cornell University, was also mentioned in a number of media outlets, including *Reuters* and *Yahoo! News* on April 20, *The Huffington Post* and *How Stuff Works* on April 21, *Atlanta Blackstar* on April 22, and *The Boston Globe* on May 2.

Transitions

Sandra Lynn Barnes, Vanderbilt University, was appointed Assistant Vice Chancellor for Equity, Diversity and Inclusion at Vanderbilt University.

Dmitry Khodyakov, RAND Corporation, has been promoted to Senior Sociologist.

Tanya Nieri, was granted tenure and promoted to Associate Professor of Sociology at the University of California-Riverside.

Matt Vidal, King's College London, was promoted to Reader in Sociology and Political Economy.

People

Riley E. Dunlap, Oklahoma State University, has been appointed to the 15-member Advisory Committee for the Sustained National Climate Assessment. The committee will provide advice to NOAA for use by the U.S. Global Change Program in conducting congressionally mandated national climate assessment.

ASA footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Mailed to all ASA members.

Editor: *Nancy Kidd*

Associate Editor: *Margaret Weigers Vitullo*

Managing Editor: *Johanna Olexy*

Secretary: *David T. Takeuch*

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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Guillermina Jasso, New York University, delivered the 2016 Karl F. Schuessler Lecture in Social Science Methodology at Indiana University-Bloomington in April 2016.

Jack Nusan Porter, Davis Center for Russian and Eurasian Studies, gave a paper, titled “Jewish Refugees in the DP Camp Post-WW II Period Compared to the Syrian Crisis Refugees” at the 2nd Global Conference on Genocide held in Armenia on April 23, 2016, and then was invited to attend the first Aurora Prize for Awakening Humanity Awards on April 24, 2016.

Barbara Prince, Bowling Green State University, was elected as a graduate student representative for the ASA Teaching and Learning Section and for Alpha Kappa Delta’s Council.

New Books

Dan A. Chekki, University of Winnipeg, *The Spiritual Musings of Basava* (Allamprabhu Research Center, 2016).

Elizabeth Cherry, Manhattanville College, *Culture and Activism: Animal Rights in France and the United States* (Routledge, 2016).

Ira J. Cohen, Rutgers University, *Solitary Action: Acting on Our Own in Everyday Life* (Oxford University Press, 2016).

Anne Esacove, University of Pennsylvania, *Modernizing Sexuality: U.S. HIV Prevention in Sub-Saharan Africa* (Oxford University Press, 2016).

Amital Etzioni, George Washington University, *Foreign Policy: Thinking Outside the Box* (Routledge, 2017).

Stephen E. Kalberg, Boston University, *Social Think Series: The Social Thought of Max Weber* (SAGE, 2016).

Edward J. Lawler, Cornell University, **Shane R. Thye**, University of South Carolina, and **Jeongkoo Yoon** (Eds.). *Order on the Edge of Chaos: Social Psychology and the Problem of Social Order* (Cambridge University Press, 2015).

Christian Smith, University of Notre Dame, *To Flourish or Destruct* (University of Chicago Press, 2015).

Caught in the Web

Agency for Healthcare Research and Quality Integration Playbook, a new interactive guide to support the integration of behavioral health care in ambulatory care practices is now available on the AHRQ Academy for Integrating Behavioral Health and Primary Care portal. The free guide provides tips, resources, and real-world examples of how practices are integrating behavioral health care, pitfalls to avoid; an interactive self-assessment checklist; and access to an online forum for peer-to-peer networking and sharing. For more information, visit www.integrationacademy.ahrq.gov/?utm_source=AHRQ&utm_

medium=DPILS&utm_term=&utm_content=4&utm_campaign=AHRQ_IAPB_2016.

Obituaries

Joan Robinson Acker 1924-2016

Joan Robinson Acker passed away on June 21, 2016, in Eugene, OR, as the age of 92. She was born and grew up in Indianapolis, IN, and, after a year of college, moved to New York City and graduated from Hunter College in 1947, with honors in sociology, and a double major in sociology and social work. Encouraged by her mother, and assuming she would need to support herself, she enrolled in the University of Chicago’s School of Social Service Administration program, earning a master’s in 1948. During college, she became active in “left politics,” presaging her life-long interest in social and economic injustice, particularly involving gender, race/ethnicity, and work. In time, she worked as a social worker, married, had three sons, and followed her husband to the University of Oregon-Eugene. At the age of 37, she enrolled in the University of Oregon’s sociology doctoral program and six years later, PhD in hand, joined the sociology faculty—the first woman to receive a regular appointment there.

Between 1966 and 1992, Joan served on the Oregon sociology faculty and helped to found the Center for the Study of Women in Society, serving as its director from 1973 to 1986. Throughout the late 1980s and into the 2000s, she held professorships around the globe, including in Sweden, Canada, Norway, Finland, Australia, and Germany. Joan was active in the Pacific Sociological Association, serving as Vice President in 1975, and she was a member of American Sociological Association’s Council from 1992 to 1995. She received the ASA’s Jessie Bernard Award for cutting-edge work on gender in 1989 and one of its most prestigious honors, the Career of Distinguished Scholarship Award, in 1993.

Joan Acker, a feminist scholar and activist, sought to make a difference. Her first publication, “Women and Social Stratification: A Case of Intellectual Sexism,” (a special issue of the *American Journal of Sociology*, 1973) was on the failings of sociological theory and research in relation to women. Her most highly developed theoretical work, *Class Questions: Feminist Answers* (2006), which detailed her key scholarly contributions: her re-framing of the intellectual paradigm from patriarchy to gender relations/from sex role to inequality, and her theory of gendered organizations, including the concept of the “gender-neutral worker.” The latter concept, first developed in her 1990 paper in *Gender & Society* (“Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations”), argues that males’ body

and life-circumstances allow them to prioritize paid work over child-bearing, rearing, and other family (non-paid work) responsibilities. As a result, work in organizations is, from the outset, gendered in favor of men.

In sociological thinking at the time, men were workers and women were home-keepers. Given this situation, the sociology of work and organizations is premised on the lives of men and masculinity. If women at work act like honorary men (Acker’s term), they are penalized yet if they act like women their contributions are diminished or ignored. Acker’s 1990 article on the concept of gendered organization has been cited thousands of times.

Speaking out about gender inequality and sexism was considered “political” activity when Second Wave feminism arose and women (and sympathetic men) demanded changes—in theories, research projects, and personnel. Feminists organized to push for gender equity in ASA’s journals, annual meetings, committees, elected offices, and honors. Acker consistently spoke out about inequality and injustice, and, more broadly, served as a feminist beacon to scholars in many fields besides sociology. She personified the ideal combination of academic excellence with political action.

Joan regularly “talked back to power,” often with an infectious sense of humor and in ways that inspired those with the desire to follow her example. At the 1993 ASA Awards Ceremony, where Joan was honored with the Career of Distinguished Scholarship Award, which followed the President’s lecture on democracy. Joan’s first words upon receiving the award were: “We’ll know we’re making progress when eminent men who talk about democracy take women into account.” The president had not mentioned women (or gender) once in his hour-

long Presidential Address. Apparently not paying close attention to what was being said, he looked taken aback when the audience twittered. Joan smiled.

Barrie Thorne said Acker “had a passionate commitment to social justice” and Barbara Risman said she was one of the founding mothers of feminist sociology, “[Her death means] . . . the world has lost a great scholar and a path-breaking feminist scholar.” Joanne Martin said, “In her ‘seminal’ work on gendering organizations, decades ago, she set an agenda we are all still working on. Re-reading her classic work is something I do periodically, just to fire myself up again when I get discouraged. . . . It’s wonderful when an intellectual ‘mother’ turns out to be decades ahead of us newbies.”

At a conference in Washington, DC, in 1995, attended by 45 gender scholars representing eight academic disciplines, Joan was the meeting’s most eminent scholar. Instead of holding forth to “instruct” new(er) scholars, she sat with them to discuss their work and offer guidance. In addition to her scholarly work, she supported the founding of new journals (e.g., *Gender, Work and Organization* and *Organization*) and the work and careers of new scholars, faithfully citing them to bring attention to their scholarship. Joan was investigated by the FBI for her involvement in the women’s movement in Oregon in the 1970s—a fact she was proud of—and, for all we know, she may have remained under investigation for harboring “unpatriotic thoughts” about the U.S. economy or government. When I jokingly made this comment at an SWS banquet in 2005, Joan replied, “I hope so!”

Activist feminist scholarship was Acker’s life. She continued to write and lecture around the world throughout her eighties. She believed that a critical

CULTURE, INEQUALITIES, AND SOCIAL INCLUSION ACROSS THE GLOBE

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

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feminist sociology had to be connected to feminist action and that research should always have theoretical and practical implications that make a difference in people's lives. Joan Acker was generous, smart, and formidable. Beloved by colleagues and friends, she will be sorely missed.

Joan is survived by three sons, two grandchildren, and one great-grandchild. Donations in her memory can be made to Special Collections and University Archives or the Center for the Study of Women in Society, both through the University of Oregon Foundation.

Patricia Yancey Martin, Florida State University

Paul R. Eberts 1932-2016

Professor Paul R. Eberts, 84, died in his home in Issaquah, WA, on June 23, 2016. A wonderful humanitarian with a most positive view toward improving society, he was a good listener and open to ideas, excelling at research. He stressed using good principles of methodology and the application of research tools to sound theory of development. While discussing ideas, Paul held strong views of what is right and ethical.

He had wide-ranging training in theory, beginning with an AB in philosophy and classics at Heidelberg College, and a Bachelor's of Divinity from the Yale Divinity School. With his University of Michigan sociology PhD, he began his lifelong of linking empirical indicators to social theories to create a more democratic and just world through local people working together to govern the commons.

Committed to democracy and citizen governance, he wrote his first major publication for the *American Sociological Review* with Ron Witton, one of his teaching assistants at the time. In that article he demonstrated the power of holistic system-level theoretical models that were empirically operationalized, which he illustrated by de Tocqueville's findings in *Democracy in America*. His concern for systems theory and operational indicators, which could be used to both test and predict outcomes, permeated his work with students, communities, and public officials.

He served Cornell University as a faculty member committed to working in policy analysis and leadership at state and local levels using a policy-analytic perspective. He desired to "answer questions community leaders and policymakers are asking." A true public sociologist, his research dealt with issues faced by the collective leadership in counties, towns, and communities, such as economic development, planning, social well-being, and life-quality. Eberts pioneered community data banks for social accounting by creating the New York database at Cornell to

link publicly available data to their social significance. That effort to provide lay user-oriented metrics in many forms was replicated in many other states to meet the needs of multiple users, including legislators, regional planners, social service agencies, libraries, town officials, and civic and governmental organizations writing grants in need of basic demographic and economic indicators. Eberts produced massive numbers of analytical reports for specific governing groups. These are available in Cornell's Mann Library in the Division of Rare and Manuscript Collections Number 21-33-3664 (rnc.library.cornell.edu/EAD/htmldocs/RMA03664.html).

Paul worked hard to build strong institutions to serve the needs of the state, particularly disadvantaged groups. CaRDI (Community and Regional Development Institute) at Cornell is an example. Initiated in 1990 by David Brown and Mildred Warner, Paul became the Director of CaRDI in 1993. Paul was chosen based on "his rich experience working with rural people and communities and his enthusiasm for CaRDI's goals..." An external five-year review concluded, "No other center for rural development in the nation has been so flexible, so timely, and resulted in such outstanding research and outreach efforts that bring the whole university to address key issues in rural New York State" (CaRDI 1995:12). Part of that flexibility was an emphasis on social, political, and economic inclusion.

Teaching by example, Paul impacted several generations of future sociologists. From him, we learned to respect and listen to our students and give them prompt feedback, especially when something needed to be improved. We also learned to acknowledge our errors and to correct them—in public.

Paul united people at work and at play. He was a founding member of the Rural Sociology Equivalents softball team. In order to beat younger teams with more muscle and brawn, the Equivalents used the department mantra of "solidarity" to win. It worked, and Paul was always a big part of this summertime fun. He was a colleague, inspirer, mentor, and friend. He added a seniors' basketball team to his sporting life, continuing to play when he retired and moved to Washington State.

He believed in democracy. He not only studied local and regional politics, he participated in them. And he often led groups of students to small towns in upstate New York to talk about the Vietnam War. He linked his understanding of ecological indicators to the symbolic structures that motivated action and reflection.

With his brother, Harry W. Eberts, Jr., Paul contributed to Biblical scholarship providing a sociological frame to the early Jesus movement. Published by

YBK Publishers, *The Early Jesus Movement and Its Parties: A New Way to Look at the New Testament* (2009); *The Early Jesus Movement and Its Congregations: Their Cities, Conflicts, and Triumphs* (2011); and *The Early Jesus Movement and Its Gospels: Four Major Parties, Four Major Gospels* (2013), carefully examined the Gospels and the letters of Paul, linking historical and sociological context to the emerging themes in the development of diverse versions of the Christian church. Most scholars presumed the Gospels to be at least somewhat "additive" in developing the character of Jesus. The Eberts's books suggest that each Gospel represents the viewpoint of one of the four parties, thus presenting differing views of the meaning of Jesus's life, his death, and his resurrection.

Paul is survived by his wife, Helene Moran Eberts, his stepdaughter, Amy Vigorita, and granddaughter, Calliope, all of Issaquah, WA.

Cornelia Butler Flora, Iowa State University

Gladys Engel Lang 1919-2016

Gladys Engel Lang, Professor Emerita of sociology, political science, and communications at the University of Washington, died in Cambridge, MA, on March 23, 2016, where the two of us had recently moved. She was 96 and had been a longstanding member of ASA.

Belonging to what is often referred to as the second-generation "Chicago School of Sociology," she made a name for herself with studies of politically relevant communication events as they were unfolding, a research style one reviewer dubbed "firehouse research." The label stuck. Nearly all her work was as a member of our lifetime partnership. The two of us started to collaborate after we married.

Gladys gained some professional recognition as a graduate student when a paper, "The Unique Perspective of Television and Its Effect,"—the first on which we worked together—received the 1952 Edward L. Bernays Award for research on the effects of radio/television on American life. This one-time prize, offered in an open competition by the American Sociological Association (*sic*), had been withheld the year before because the selection committee did not consider any of the submissions worthy of such an honor.

Next, we embarked on a study of the contested 1952 presidential nominating conventions. Gladys used our observations of the telecast and interviews with news personnel for her PhD dissertation. In the following years, the first televised presidential debates between Kennedy and Nixon, the impact of "early returns" predicting a sure winner on registered voters

who had not yet voted, and ultimately the interactions between the president, the press, and the polls during the Watergate controversy served as additional research sites. In 1954, we actually pioneered, but never bothered to publish, the first exit polls, which are now ubiquitous, by enticing students at University of Miami to intercept voters leaving the polling booth to query voters about the issue they thought they were deciding.

Born in 1919, in Atlantic City, NJ, Gladys was the daughter of a house painter and a homemaker. She took pride in her working-class origins. Although neither of her parents had graduated high school, they believed in the value of education for their daughters. Gladys won a local scholarship, obtaining her B.A. in 1940. She continued her education at the University of Washington in Seattle, funded by a graduate assistantship. Two years later, with her MA in hand, she left for Washington, DC, to participate in the war effort.

Given the expansion of government, she easily found a suitable job, first as a research analyst for the Office of War Information, then on an assignment with the Office of Strategic Services in England and Italy. She spent 21 months in the war zone. In 1949, Gladys decided to resume graduate study in sociology at the University of Chicago. It is there that we met and married and where she had her first child, before completing her PhD in 1954.

Conditions in the post-World War II academia were not exactly easy for women, especially if they were married and had young children. This reality, hardly unknown to Gladys, was driven home when she nearly forfeited her competitive Social Science Research Council pre-doctoral fellowship, because she was pregnant.

Given the nepotism rules then in force, having a husband in the same field was an additional liability. It explains why, notwithstanding her impeccable academic credentials plus a respectable publication record, Gladys throughout her early career oscillated between teaching and research. While her list of affiliations— including University of Miami, Carleton University (Ottawa), Brooklyn College, Queens College, Columbia University, Rutgers University, and several research organizations— may sound impressive, all were "temporary" or part-time, and none offered tenure. Not until the 1970s did SUNY-Stony Brook, where I was a senior faculty, offer her a professorship with responsibility for developing a program in communications—one that never received any additional funding.

In 1984, Gladys had the opportunity to return to Seattle in the form of a two-job offer by the University of Washington. She jumped at it, and

announcements

even after her retirement in 1990, she enjoyed life in Seattle and its scenic surroundings. Less than two years ago, she and I moved to Cambridge, MA, to be closer to our children.

Through her checkered career, Gladys held to loyalties formed in her childhood. She was an intransigent pro-union Democrat and a strong supporter of racial equality. A research report she wrote on "Discrimination in the Hiring Hall" (1959) reflects this. She became more directly involved with racial issues when the New York City Board of Education proposed to merge the two elementary schools in our Jackson Heights neighborhood. The anger and protest that greeted this modest proposal to improve racial balance was quite unexpected, but it gave Gladys a ringside seat from which to observe how people mobilize in protest.

In those days, there was limited awareness of the resistance in supposedly liberal communities to desegregation mandated from above. Because of Gladys's familiarity with this phenomenon, the federally funded Center for Urban Education in New York approached her with an offer she gladly accepted. During her work there (from 1965 to 1969), she became actively engaged, as both a researcher and an observer, in negotiations on how to promote quality integration of the public school systems taking place in Buffalo, Rochester, and other upstate New York cities. She was focused on news coverage and, as part of her job, maintained contact with journalists on how to cover integration proposals in the least incendiary way.

Gladys's interests extended to the arts. When her daughter decided to make it as an artist – especially as a printmaker – this interest increased. We started to build an extensive print collection centered on "lady etchers" and their male colleagues who made names for themselves during the Etching Revival. Gladys soon discovered that the revival had attracted an unusual number of highly talented women, many of them now. Factors other than artistic quality contributed to this, as she documented in our co-authored book *Etched in Memory: The Building and Survival of Artistic Reputation* (1990; 2001). In 2002, Seattle's Frye Art Museum exhibited 100 prints by "Women Printmakers from the Gladys Engel Lang and Kurt Lang Collection." Since then the Smith College Museum of Art has acquired the entire collection and will be mounting a comprehensive traveling show with an explanation of the ideas that inspired it. Gladys had more or less taken some of the "lady etchers under her wing" at least to a degree where she felt personally obligated to rescue some of them from total oblivion. She certainly tried. And as regards her own reputation, *Etched in Memory*,

I believe, is probably the one among all the books and papers she authored or co-authored that she would most want to be remembered for.

Kurt Lang, University of Washington

**Helen Raisz
1926-2016**

Helen Raisz was a passionate advocate for peace and justice—in the classroom, in her community, and in the world. As a feminist sociologist with a sharp intellect, she shared her love of humanity with a deep commitment to her family. As one of her former students said, "She was truly a wonderful woman with a heart of gold." Anything but an armchair academic, Helen was an unequivocal fighter for social justice.

Born on November 27, 1926 in New London, CT, Helen was the daughter of Chester and Lucile Martin of Old Lyme, CT, which she called home for decades. She received her BA from Radcliffe College and completed her master's degree in sociology at the University of Buffalo. In pursuit of her PhD in sociology, she worked on a dissertation about the World Trade Organization, demonstrating a commitment to global issues that she sustained throughout her career. Helen lived a long and full life, and passed away at age 89.

Over the years, Helen had a powerful impact on her colleagues and on a cadre of students at the University of Connecticut, where she taught courses on poverty, gerontology and medical sociology. She published a number of articles in professional journals, and reviewed books for *Educational Gerontology* on issues related to aging and social policy. Sociologist Chandra Waring was an undergraduate student of Helen's at the University of Connecticut in a course on women and poverty. "As a woman of color who grew up in a low-income household and community, I deeply appreciated (Professor Raisz's) commitment to explaining the overlapping forms of oppression of race, class, and gender in her course." Sociologist Laura Kramer served with Helen on the Eastern Sociological Society's Committee on the Status of Women, and will miss Helen's "warmth, intellectual and interpersonal insight, lack of pretension, and deep commitment to addressing all kinds of inequalities."

Professor Kristy Kelly, Faculty Chair of the Global Education Colloquium at Drexel University, knew Helen through her work with the International Committee of Sociologists for Women in Society (SWS). "Helen was devoted to international teaching and activism." She attended each of the past Commission on the Status of Women meetings in New York City, up to 2015, as well as the UN Fourth

World Conference on Women in Beijing in 1995. Reverend Susan Lee from Boston University says, "Helen was enthusiastically committed to the international peace process that the UN embodies," Sociologist Daniela Jauk interviewed Helen in 2012 for her dissertation, which probed the involvement of Sociologists for Women in Society (SWS) members at the UN. "Helen supported the UN's work throughout her life, and was on the Board of the UN's Association in Connecticut. She gave continuity to SWS's presence at the UN as a Department of Public Information representative and also as a Commission on the Status of Women delegate." Steve Valocchi, Chair of the Sociology Department at Trinity College, remembers "Helen's warmth, boundless energy, and keen intellect... and her firm, deep progressive politics". As a community activist, Helen was part of a number of progressive organizations, including the Greater Hartford Coalition on Cuba and the Connecticut Coalition for Peace and Justice.

Helen was President and Vice-President of the Connecticut Coalition on Aging and an active member of the Northeastern Gerontological Society. Professor Emeritus Mary Alice Wolf, of University of Saint Joseph said, "Working side-by-side with Helen for 25 years has been a great privilege. Always brilliant, caring, and inventive, she made major contributions to the Institute in Gerontology at the University of Saint Joseph."

Helen was honored with many awards, including the AARP's highest volunteer award, the 2011 Essential Piece Award from Connecticut Community Care, Inc., 1996 Connecticut

Coalition on Aging Leadership Award, and 2011 University of Hartford Gordon Clark Ramsey Award for Creative Excellence.

Commenting on Helen's remarkable spirit of adventure, Rev. Susan Lee says, "Helen was fearless in traveling to far-flung places. In her last message to me at the end of June, she said she was hoping to do some travelling this summer and talked about visiting Sierra Leone! Despite her advanced age, she was still teaching until last year, passionate about passing along to students an understanding of sociology and justice issues".

Helen was married to her husband, Lawrence, for 62 years. He passed away in 2010. She leaves behind five loving children and their partners to whom she passed on a spirit of adventure and love of life: Stephen (Pancharatna) Raisz and his partner, Louise (Atitaguna) Raisz (Farmington, CT and Mayapur, India); Matthew Raisz and his partner, Rosemary Raisz (Weymouth, MA); Jonathan Raisz and his partner, Mali Raisz (Boston); Katherine Raisz and her partner, Stephanie Stewart (Boston); and Nicholas Raisz (Farmington, CT). She also leaves behind six grandchildren whom she loved dearly: Abby (St. Paul, MN) and Eva Raisz (Seoul, Korea), children of Jonathan and Mali; and Gourangi (Old Lyme, CT), Nila (Mayapur, India), Sita (New Britain, CT), and Puri Raisz (Alachua, FL), children of Pancharatna and Atitaguna. They all – along with a large community of people who respected and loved her – will miss her dearly.

Mindy Fried, Arbor Consulting Partners

Mark Your Calendar Now for the 2017 Annual Meeting in Montréal, Québec, Canada!

Next year's Annual Meeting will be held August 12-15, 2017. The 2017 Call for Papers will be posted on the ASA website and the online submission system will open on Tuesday, November 1. The deadline for paper submissions is January 11, 2017. (The deadlines for proposing session topics and invited panels have passed.) The Annual Meeting is a unique opportunity for scholars to learn, teach, deliberate, network, and reconnect with colleagues from around the world. Check out the theme for the 2017 Annual Meeting, Culture, Inequalities, and Social Inclusion Across the Globe—and watch for updates about the major plenary sessions. See www.asanet.org/annual-meeting-2017 for more information



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

call for applications

The ASA Minority Fellowship Program

Since 1974, the ASA Minority Fellowship Program (MFP) has supported more than 500 sociologists of color. A list of these scholars can be found on the ASA website. MFP is supported by significant annual contributions from Sociologists for Women in Society, Alpha Kappa Delta, and the Midwest Sociological Society, along with the Association of Black Sociologists, the Southwestern Sociological Association, the Eastern Sociological Society, the Pacific Sociological Association, the Southern Sociological Society, ASA Council, and numerous individual ASA members.



In order to apply, eligible applicants must be enrolled in (and have completed one full academic year) in a program that grants a PhD in sociology at the time of applying. Applicants must be members of an underrepresented racial/ethnic minority group in the U.S. (e.g., Blacks/African-Americans, Hispanics/Latinos, Asians or Pacific Islanders, or American Indians/Alaska Natives). Applicants must be U.S. citizens, non-citizen nationals of the U.S., or have been lawfully admitted to the U.S. for permanent residence.

Application deadline is January 31st; notifications are made by April 30th. The Fellowship is awarded for 12 months. Tuition and fees are arranged with the home department. For more information or to apply, visit www.asanet.org/asa-communities/minority-fellowship-program or contact the ASA Minority Affairs

Program at minority.affairs@asanet.org or (202) 383-9005 x322.

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