

High School Sociology on the Endangered Species List in Michigan

Could sociology in your state's secondary schools be threatened with extinction?

by Denise Reiling, Eastern Michigan University, and David A. Kinney, Central Michigan University

In the 1957 landmark United States Supreme Court, *Sweezy v. New Hampshire*, academic freedom for university professors was established. Sweezy, a visiting scholar at the University of New Hampshire, was accused of engaging in subversive activities by teaching Marxism, a leading sociological theoretical perspective. The Supreme Court ruled in favor of Sweezy. Chief Justice Earl Warren declared: "...the essentiality of freedom in the community of American universities is almost self-evident...teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die."

Fifty years later, no such freedom has been granted to high school teachers. Failing this protection, the Michigan State Board of Education can move, and is moving, to eliminate the sociology teacher certification, which would bring about the extinction of high school sociology as a viable curriculum. It is ironic that at a time when this state could use sociological thinking (based upon virtually every social indicator), this body of knowledge is being considered for elimination.

On October 9, 2007, the Superintendent of Public Instruction recommended that the teaching certification for sociology be among those eliminated from high school curriculum in Michigan public schools. Anthropology, psychology, cultural studies, and behavioral studies were targeted for proposed elimination, as well.

Further investigation into this proposal has uncovered an even uglier truth: the state of Michigan's Department of Education does not even consider sociology to be sufficiently relevant to include in its "social studies" curriculum; instead, social studies content is comprised of only the following: history, economics, geography, and civics. However, some of the areas of "general social studies knowledge, processes, and skills" to be obtained in a social studies course are: "Understand the diversity of human beings and human cultures; analyze events and circumstances from the vantage point of others; understand social problems, social structures, institutions, class, groups, and interaction" (see www.michigan.gov/documents/mde/SS_HSCE_210739_7.pdf and "Vantage Point" on p. 2 of this *Footnotes*).

Clearly, sociological content is being taught, but if the state does eliminate

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Candidates for the 2008 ASA Election

The American Sociological Association is pleased to announce the slate of candidates for ASA Officers, Committee on Committees, Committee on Nominations, and Committee on Publications. The candidates for Council Members-at-large will be announced at a later date. Ballots for the 2008 ASA election will be mailed in early May 2008. The candidates are:

President-Elect

Evelyn Nakano Glenn, University of California-Berkeley
Bernice Pescosolido, Indiana University

Vice President-Elect

Linda Burton, Duke University
John Logan, Brown University

Committee on Committees

At Large:

Kate Slevin, College of William & Mary
Wendy Ng, San Jose State University
Francesca Polletta, University of

California-Irvine
Melissa Milkie, University of Maryland-College Park

PhD-granting Institutions:

Irene Padavic, Florida State University
Michael Hechter, Arizona State University

Non-Academic Institutions:

Chloe Bird, RAND
Leora Lawton, TechSociety Research

Committee on Nominations

Prudence Carter, Stanford University
Mounira Maya Charrad, University of Texas-Austin

Shelly Correll, Cornell University
Bill Danaher, College of Charleston
Jim Jasper, Graduate Center, City University of New York

Ann Morning, New York University
Robert Newby, Central Michigan University

Raka Ray, University of California-Berkeley
Denise Segura, University of California-Santa Barbara

Kim Voss, University of California-Berkeley

Susan Webb, Coastal Carolina University
Kathrin Zippel, Northeastern University

Committee on Publications

Susan Farrell, Kingsboro Community College

Neil Fligstein, University of California-Berkeley

Cecelia Ridgeway, Stanford University
Martin Ruef, Princeton University

The elected members of the Committee on Nominations prepared most of the slates of candidates for the 2008 election; the slate of candidates for the Committee on Nominations was prepared by Members-at-Large of the ASA Council. ASA Bylaws provide the option for members of the Association to nominate additional candidates. Petitions supporting additional candidates for the offices of President-Elect and Vice President-Elect must be signed by at least 100 supporting voting members of the Association; petition candidates for other positions must receive the supporting signatures of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 2008, and be addressed to the attention of the ASA Governance Office. Mail petitions to: American Sociological Association, Attn: Association Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. If you have any questions about the slate of candidates or the petition process, please e-mail governance@asanet.org or call (202) 383-9005. ☎

Plans and Outcomes: Data from Phase II of the BA-and-Beyond Survey

by Roberta Spalter-Roth and Nicole Van Vooren, ASA Research and Development Program

In their senior year in 2005, the majority of sociology majors either dove into filling out graduate school applications, began planning the job search process, or both. During this period the ASA Research and Development Department began collecting the first phase of survey data on the experiences and future plans of these undergraduates.

"What Can I Do with a Bachelor's Degree in Sociology?" is a longitudinal study of the 2005 cohort of graduating sociology majors. The purpose of this two-phase survey is to learn how well undergraduate courses and other activities prepare students for careers in the social science workforce or for graduate school. This brief article contains some preliminary findings from the second phase of the survey (download the findings for the first phase at www.asanet.org/galleries/Research/ASACHartBook_0117w1.pdf). These findings detail the plans the 2005 cohort made when they were seniors and whether they had attained the goals that they had set for themselves.

In the first phase of the survey, respondents were asked whether their post-graduation plans included acquiring a job, attending graduate school, or both. Figure 1, "More Sociology Bachelor's Recipients Are Working—Plans for the Future at Time 1 Versus Status at Time 2," shows that 40 percent of respondents planned on only working

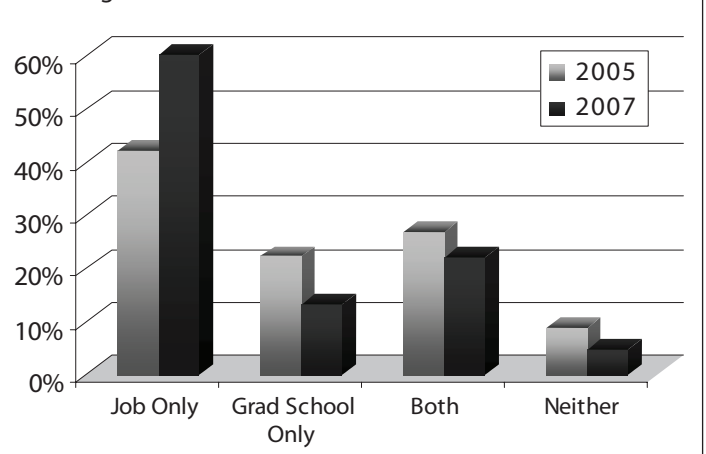
and not attending graduate school when they graduated. By 2007, nearly 60 percent reported exclusively working. While 20 percent of seniors planned on attending graduate school only (primarily in education, criminology, and sociology), just over 10 percent were actually in a graduate program in 2007 (very few reported having completed a graduate program). These numbers exclude those respondents who planned to work and attend graduate school, simultaneously. The percentage of respondents doing both in 2007 remained fairly consistent with their 2005 plans. These findings suggest that fewer graduating sociology majors were accepted into the graduate programs or schools of their choice, that they were unable to afford the cost of attending school, or that they decided to postpone this activity.

Future Plans

The ASA Research and Development Department continues to explore the factors relating to the disparity between plans and outcomes. For example, in Phase I of this longitudinal study, seniors reported high levels of satisfaction with the concepts and skills that they had learned but less satisfaction with job and graduate school counseling.

Comparisons can now be made between those respondents who had this perspective and those whose outcomes did not match their plans. In addition, we will be able to match satisfaction levels with skills learned and networks established as undergraduates and whether those skills and networks were relevant in obtaining jobs or entering graduate school. Data in Phase I of this project showed that significant differences existed in satisfaction levels and future plans by gender, race and ethnic groups, and type of degree-granting institutions. These differences will also be examined in this new round of data analyses to see if and how they carry over into the workforce and graduate school. In analyzing these relationships, we can draw conclusions about how well students are prepared for their post-graduation endeavors, so that better assessment and curriculum planning can occur. We hope that this and future analyses will help faculty members. ☎

Figure 1. More Sociology Bachelor's Recipients Are Working—Plans for Future at Time 1 Versus Status at Time 2



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For Members Only

2008 ASA Coupon Listings are online now!

ASA members receive a minimum of 15% off select books, journal subscriptions, and software. Visit the Members Only area of <www.asanet.org> to browse the listings. If you see something you want, just print and fill out the order coupon and mail it to the address provided. This is a **members-only benefit** for current ASA members! If you haven't renewed yet, be sure to renew to access this and other member only benefits after January 1.



The Executive Officer's Column

To Leave No Child Behind Requires Social Science Discipline



Sally T. Hillsman

The 2002 *No Child Left Behind Act* (NCLB) is the nation's blueprint for federal support of K-12 public education. The provisions of this 670-page law are administered by the U.S. Department of Education and provide the "roadmap" for congressional funding and federal efforts to implement programs authorized under this law's earlier incarnation, the *Elementary and Secondary Education Act*. Programs range from teacher training to improving student academic achievement (see February 2004 *Footnotes* "Vantage Point" and Michigan story on page 1 of this *Footnotes* issue).

The purpose of NCLB is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and . . . proficiency on challenging state academic achievement standards and state academic assessments." The goal of improving public school accountability, student assessment, and academic achievement improvements is laudable.

Funding and Leadership Left Behind

However, public debate and news coverage about NCLB focus on controversial federally imposed provisions and point to chronic systemic problems. The purposes of NCLB are grand compared to past K-12 reform efforts, and because the law's specifics clash with intricate, labyrinthine realities of 50 fiercely autonomous state education systems, many criticisms of NCLB have emerged (including sarcastic adaptations such as "No-Millionaire-Left-Behind tax reform").

Countless high-profile lawmakers and policymakers as well as "in-the-trenches" education administrators and teachers who support the *goals* of NCLB understand its fundamental weaknesses and are reformulating NCLB. The political reality is that the law's renewal could be delayed for another two to three years, causing local school systems to hobble along crafting compromises and accommodations until more well-thought-out provisions can be made law. This is bad timing for a nation obsessed with its international standings in math, reading, science, and other fundamental areas of student academic achievement and equal access to quality education.



Higher Education Left Behind . . . and Where's Sociology?

With sociologists' approach to studying broader structural factors in social outcomes, our discipline has much to offer the reformulation of NCLB, especially efforts to better align its K-12 goals with realities and trends in U.S. higher education. The Department of Education, however, is wary of soliciting input after several missteps and intense conflict with the higher education community on accessibility and accountability (see May/June 2007 *Footnotes* "Vantage Point"). Seeking additional routes to engage the higher education community, it is reaching out to disciplinary societies to discuss implementations affecting accessibility and accountability.

ASA and other disciplinary societies recently met, by invitation, with senior Department of Education policy staff to provide such feedback. ASA staff took the opportunity to explain the failure of NCLB to sufficiently integrate and align with higher education generally and the *Higher Education Act*, another bill making its way through Congress, in particular. At the meeting, we expressed concern about a growing evidence of the negative impact of NCLB on college- and university-level social science departments. Specifically, the NCLB legislation identifies 10 core subject areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). This enumeration is being arbitrarily misinterpreted (or selectively interpreted) by some states as not including sociology (and/or anthropology, psychology, political science) in the category of "science" or even in state-defined "social studies."

NCLB required states to develop plans with annual measurable objectives to ensure that all teachers teaching in core academic subjects are "highly qualified" by 2005-06. State-level explicit *omission* of sociology as a recognized core area (within science) (e.g., Michigan) means that future K-12 teachers who majored in sociology will not qualify for the NCLB's "highly qualified teacher" status when they seek certification to teach core science or social studies subjects. Combined with states' fiscally driven tendency to teach primarily what is tested on NCLB-aligned state-wide exams, this situation threatens to accelerate the exclusion of our already too rarely taught science from K-12 curricula. It has the serious potential of establishing a negative feedback chain that ripples through higher education, causing teacher colleges and other education-oriented programs to marginalize sociology.

Selective exclusion of sociology (and other social sciences) from "science" is bad enough, but it also is inconsistent with the National Council for the Social Studies (see <www.socialstudies.org>) definition of "social studies" in curriculum standards, a resource used by state education departments.

A narrowed definition of social studies—a cohort of disciplines whose content is at the core of democratic idealism and the foundation of democracy—for teaching and assessment purposes weakens educational expectations and is one of the unintended consequences of NCLB. In K-12, if sociology is not tested, there is less impetus for it to be taught, leaving both sociology *and* students behind. The resulting K-12 curricular deficit cumulates through higher education and the workplace. This disconnect is one we would like the Department of Education and lawmakers to understand and fix.

—Sally T. Hillsman

2008 Annual Meeting— Space for Other Activities

The ASA provides two services for individuals or groups desiring meeting space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Meeting Space

Groups wishing to meet in conjunction with the 2008 Annual Meeting may request space by sending a formal letter of request with signature (e-mail messages or files are not acceptable) to ASA Meeting Services by February 28, 2008. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the February 28 deadline cannot be assured.

Space requests are categorized as follows:

1. Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 pm on the first or third evening (Friday, August 1, or Sunday, August 3). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.
2. Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 pm on the second night of the meeting (Saturday, August 2). If the number of requests exceeds the available space on August 2, groups will be assigned to the 6:30 pm time slot on August 1 or 3.
3. Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the February 28 deadline. Space availability is normally limited to 6:30-8:15 pm on August 1 or 3, and to 8:00-10:00 pm on August 2.

An announcement of each meeting will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the Final Program only.

Table Space

ASA members may apply for table space to display literature about related non-profit organizations or sociologically pertinent projects. Available space is assigned without charge on a first-come, first-served basis. ASA Sections are excluded from these provisions because two general display tables are provided for sections in the ASA registration area; requests from individual sections for tables cannot be considered.

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Deadline

Formal letters of request—not email messages—for meeting space and/or table space must be postmarked no later than **February 28, 2008**. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature.

All letters requesting meeting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical space needs, and the scheduling preference of the group within the parameters given above.

Send space requests to: Kareem D. Jenkins, ASA Meeting Services, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701, FAX: (202) 638-0882. ☎

Nominate Colleagues for Major ASA Awards Online

With the growing number of nominees coming in each year, ASA announces the launch of a new online submission form for its major awards program. Located at <www.asanet.org> under the "Awards" sub-page, this form should help members to more easily nominate both scholars within the discipline and applied sociologists who have made a significant impact in sociology for these important awards.

"By using technology to our advantage and making it easier for members to submit nominations online helps keep our major awards program thriving," said Daniel Spar, ASA's Governance, Sections, and Archives department. "Giving members another means to submit nominees not only makes the process less complicated, but ensures that these awards can now reach further areas within the membership."

Already, ASA has received nominations by use of the form from across the country and overseas. To nominate an individual for an ASA major award using the online submission form, visit <www.asanet.org/cs/asa_major_awards_form>.



PUBLIC AFFAIRS UPDATE

✓ *NSF's Behavioral and Cognitive Science Division has a new head . . .* Mark Weiss, who previously served as Senior Science Advisor in the National Science Foundation's (NSF) Social, Behavioral, and Economic Sciences Directorate (SBE), has been named head of SBE's Division of Behavioral and Cognitive Sciences (BCS). Prior to his new position, Weiss had various positions within the NSF and was the Assistant Director for the Social, Behavioral, and Education Sciences at the White House Office of Science and Technology Policy in 2005. He returned to NSF in 2006. He replaces Sandra Schneider, who is returning to the University of South Florida. Weiss recently chaired a Federal Interagency Task Force that developed a policy for the admission of scientific samples such as blood, DNA, and archaeological specimens into the United States. He is an AAAS Fellow and has won the NSF award for Management Excellence. The BCS Division includes programs in archaeology and archaeometry, cognitive neuroscience, cultural anthropology, developmental and learning sciences, geography and regional sciences, perception, action, and cognition, linguistics, and social psychology.

✓ *The world's mental health care needs are largely going unmet . . .* A global survey reveals a significant gap in meeting the world's mental health care needs. The *Global Burden of Disease and Risk Factors* (2006) found that mental disorders rank among the top ten illnesses causing disability—more than 37 percent worldwide—with depression being the leading cause of disability among people ages 15 and older. Yet, the world's mental health care needs are largely going unmet, especially in less developed nations and in high-income countries, according to results from a new survey conducted as part of the World Health Organization's World Mental Health Survey Initiative. The results, partially funded by the National Institute of Mental Health (NIMH), were published in *The Lancet* in September 2007. Researchers analyzed data from interviews on mental health service use with 84,848 adults across all economic spectrums in 17 countries. The survey found that mental health service use varied significantly. Overall, fewer people in less developed countries with mental disorders sought services compared with people in developed countries. The U.S. population used services more than any other country, at 18 percent. The lowest rate of services use was 1.6 percent in Nigeria. In all countries surveyed, women were more likely than men to seek mental health services. For more information, visit <www.nih.gov/news/pr/sep2007/nimh-06.htm>.

✓ *From the demographic files: Latinos comprise larger share of U.S. military personnel . . .* The 35 million Hispanics in the United States comprise the country's largest ethnic minority, but they have been underrepresented in the all-volunteer armed forces, especially among officers. The situation is beginning to change, with dramatic increases in Hispanics among active-duty enlisted personnel, particularly in the Marine Corps. Moreover, despite the traditionally masculine culture of the military, the Hispanic share of military women has been increasing faster than the Hispanic share of military men. This research was performed by sociologists Mady Wechsler Segal and David R. Segal, associate director and director, respectively, of the Center for Research on Military Organization at the University of Maryland-College Park. An October 2007 Population Reference Bureau article about their research on racial and ethnic change and other socioeconomic characteristics of the U.S. armed forces can be viewed at <www.prb.org/Articles/2007/HispanicsUSMilitary.aspx>.

✓ *Survey gives a view of older Americans' health, work, and economic status . . .* A comprehensive new publication, *Growing Older in America: The Health & Retirement Study*, is now available from the National Institute on Aging (NIA), part of the National Institutes of Health (NIH). This compendium is a window on older Americans' health, work, and economic status, as well as retirement and family lives. It is based on analyses of data from the Health and Retirement Study (HRS), a national survey of Americans over age 50 (see Sept./Oct. 2006 *Footnotes*, "Public Affairs Update," p. 3). The online publication is intended to familiarize policymakers, researchers, health and retirement experts, the news media and others with the HRS. A major goal of the study, which is a unique, longitudinal survey, is to help address the scientific and policy challenges posed by the nation's rapidly aging population. The publication describes the survey's development and offers a snapshot of diverse research findings. PDF and plain-text editions of *Growing Older in America: The Health & Retirement Study* can be accessed at <www.nia.nih.gov/ResearchInformation/HRS.htm>.

W.E.B. DuBois Award for Distinguished Scholarship Call for Nominations

An incorrect call for nominations of ASA's W.E.B. DuBois Award for Distinguished Scholarship was printed on page 10 of the November issue of *Footnotes*. Below is the correct description and procedures for the award:

The W.E.B. DuBois Career of Distinguished Scholarship Award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular sub field. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. The deadline for nominations for this award is January 31, 2008. ☎

A Perfect Storm: The Jena Six from a Sociohistorical Perspective

by Juan Battle and Michael Bennett

On September 20, 2007, upwards of 15,000 people, of all races (though primarily African American), of multiple generations, and from all over the United States converged on Jena, LA. Among the protesters were Jesse Jackson, Al Sharpton, Martin Luther King III, New Orleans Mayor Ray Nagin, and several self-described White supremacists. On that same day, similar rallies were held in other parts of the country. What happened in Jena that managed to move so many in the United States to respond so passionately?

In August 2006, during a back-to-school assembly at Jena High School, a Black student asked permission to sit under a tree in the school's courtyard. The tree was referred to as the White Tree—a gathering spot for White youths in this town that is 85% White.

The next morning, according to several accounts, nooses were hanging from the tree. Most students did not see the nooses before they were cut down by school officials, yet word of the matter got around and school officials eventually suspended three White students who were involved. As the *New York Times* reported, many local Blacks saw the incident as “an unambiguous gesture of racial intimidation.” Fights erupted in the town over the next few weeks. In November 2006, a fire broke out at the high school. The high school was closed for several days, and, when classes resumed in December, another fight broke out during the lunch hour. Six youths, according to law enforcement officials, ganged up on a White student, who was taken to the hospital. He was treated and released; later that evening, he attended a school event.

Six Black youths were arrested for participating in the beating, and five were originally charged as adults with attempted second-degree murder, although those charges were later reduced. One of the six was convicted of aggravated second-degree battery, but the conviction was thrown out in September 2007 by a Louisiana appeals court, which ruled that he mistakenly had been tried as an adult.

Modern Look at Racism

The protests organized during that same month arose out of a conviction that the Jena Six represent the latest incarnation of a separate and unequal social, educational, legal, and judicial system that has characterized the United

States from its inception. Viewing these events through a sociohistorical lens, one can see the simultaneous occurrence of early modern, late modern, and post-modern forms of racism. Jena is the eye of a perfect storm that brings together these various historical forms of racism and the institutions through which they are manifested.

The image of the noose conjures the legacy of racial violence stretching back to the origins of the slave trade. It symbolizes the history of state-sponsored racial terrorism that was, in theory, superseded in the late modern period by the era of integration. However, the older generation of protestors at Jena lived through a time when the noose was not merely a “symbolic” lynching.

The mid-twentieth century was supposed to see the end of separate but equal as the law of the land. *Brown v. Board of Education* (1954), the *Civil Rights Act* (1964), and the *Voting Rights Act* (1965) all symbolized the intention of equality between Blacks and Whites. However, as we move from the prescription of late modern intentionality to the description of the postmodern materialization of race relations, a very different experience comes into view.

De Jure to De Facto

Jena reminds us that social and spatial segregation persists despite

surface changes in education, the judicial system, and other social institutions. Though no longer legal, segregation is very much alive and supported throughout various social structures in the United States. A tree bearing strange and forbidden fruit is a central symbol for both Black and White religious observances, but the most segregated hour in America is still 11 o'clock on Sunday morning, as Martin Luther King, Jr., so eloquently expounded. Contemporary forms of racism may not be *de jure*, but they are *de facto*.

One postmodern manifestation of racism is spatial discrimination; it's understood that, even in the absence of legal prohibitions, this space is for White people and that space is for Black people. When such boundaries are violated, the old symbols and structures of racism may be summoned as reminders of the rules concerning power, places, and peoples. The Black students of Jena are given the message that though they might go to that school, it is not *their* school. On a larger scale, the striking dissimilarity between the malign neglect of Black residents of New Orleans in the wake of Hurricane Katrina and the proactive intervention for White residents displaced by Southern California's wildfires demonstrates the separate and unequal socioeconomic privileges and public

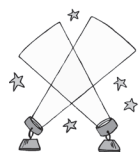
Jena 6

policy perks experienced by different races and the spaces they inhabit.

The inequality of our social institutions—the criminal justice system, the education system, voting irregularities in Ohio and Florida, lack of equal access to healthcare—teaches us that to be Black in the United States is to be consistently reminded that though you call this country home, you do not own anything in the house. You are not to be an actor; you are to be acted upon.

The Jena Six story became a perfect storm, a lightning rod for protest, because it embodied the message that, though the *legal* structures that enforce racism are gone, the *social* structures that perpetuate it are not. Public schools are more segregated in 2007 than they were in 1954. Though Jim Crow is dead, James Crow, Esq., is alive and well. As a result, every generation of Black Americans will have experienced at least one type of segregation—whether legal, socioeconomic, or spatial—and some form of racism, from the most obvious to the most subtle. These various embodiments of U.S. racial history simultaneously occurred in that one story, in that one small town, with those six boys, in Jena, LA.

Juan Battle (jbattle@gc.cuny.edu) is Professor of Sociology at the Graduate Center of the City University of New York and the immediate past president of the Association of Black Sociologists. Michael Bennett is Professor of English at Long Island University-Brooklyn. They are the co-editors, with Anthony Lemelle, of *Free at Last? Black America in the Twenty-First Century*. ☪



Sociology at UNC Wilmington Goes Public

by Kyle Anthony Murphy, ASA Academic and Professional Affairs Program

The Department of Sociology and Criminal Justice at the University of North Carolina-Wilmington (UNC) has established itself as a pioneer by integrating public sociology into their curriculum. Throughout the development of their new bachelor's and master's degree programs, they have found welcoming publics with positive support from students, faculty, community leaders, and administrators.

The undergraduate program in public sociology was created from a waning applied sociology program and was formally offered to students beginning in the spring of 2006. Simultaneously, UNC-Wilmington began developing a master's degree program in public sociology with its first cohort of 11 students this fall.

According to the department's website, both programs aim to take sociology beyond the boundaries of the university and provide students with opportunities to gain experience applying sociological concepts to social issues. The programs have attracted a variety of students who are generally motivated to create positive social change outside the academy. Some undergraduates have gone on to be hired by the organizations they partnered with, while others have continued into the master's program at Wilmington or pursued graduate work elsewhere.

UNC is a supportive home for these new programs. According to Chair Kimberly Cook, part of Wilmington's

mission is to foster student and faculty engagement in their local and regional community, and thus the university has encouraged the department's efforts to build programs that are based on involvement with the community. Cook emphasizes that in addition to a supportive institution, a key ingredient in the success of their programs is the broad support and participation from department faculty. There is unanimous support for innovation in how the department approaches sociological research, teaching, and service. Their pioneering spirit means that most faculty members have enthusiastically contributed to the curricula.

Undergraduates in the Public Eye

Undergraduate sociology majors have the option to pursue a general sociology track or a public sociology track. The creator and coordinator of the public sociology program, Leslie Hossfeld, explained that students typically begin the public sociology track in their sophomore or junior year. As the advisor to all undergraduate public sociology students, she immediately begins helping them tailor their course selection to their interests and goals. The old applied program had three rigid concentrations, but Hossfeld said, “We found [it] awkward and difficult to offer courses on a regular basis to meet graduation requirements.” Students now develop individual-



ized concentrations like inequality, health and aging, family, or globalization.

While students pursue their concentrations, they must also complete six required courses worth 21 credit hours. Introduction, research methods, data analysis, and theory are standard, but the public sociology seminar (fall semester) and practicum (spring semester) are unique requirements. Hossfeld says she “designed this model so that [they could] have a sustained project over two semesters allowing students to develop a [literature] review, research protocol, and research proposal for the community organization [they] will be working with in the spring practicum course.”

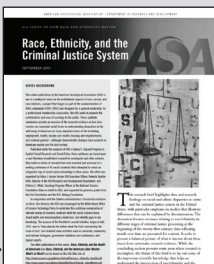
In the seminar, relationships developed with community partners help make the practicum an experience that is beneficial for not only the students, but also the organizations and community members who are involved. This year, the public sociology students are working with the Southeastern North Carolina Food Systems Project, which is a county-based, regional food system that serves limited resource farmers and consumers. The public sociology students are charged with conducting a food assessment that, among other things, will identify the extent to which healthy, local, affordable food is available to different communities in their area. At the close of the spring semester, the department sponsors a poster session breakfast during which students, faculty, community partners, and university administrators gather to talk about their findings and the results of the students' community engagement.

See *UNC*, page 5

New!

Race, Ethnicity, and the Criminal Justice System

This research brief highlights racial and ethnic disparities in crime and in the treatment of crime by the criminal justice system that can be explained by discrimination. Download brief for free at <www.asanet.org>.



Sociologists in Research and Applied Settings

This occasional column focuses on the interesting career paths and achievements of sociologists whose primary work in sociology is not in the academy or whose "extracurricular" work outside academic settings is noteworthy for its societal or policy impact. These sociologists are engaged directly with the public, applying methods of science and their sociological expertise.

My Life as a Closet Sociologist

by William Doll



William Doll

Depending on what kind of day it has been, those surveys about what it is like to be a sociologist in the business world leave me either wistful—as in "I wish it were so"—or bemused, as in "What planet are they from?" I play a dual role as a sociologist who is also a lawyer. Of the two, the lawyer has more caché, yet the sociology is more useful. The problem is that nobody knows it or cares.

In the business world I inhabit in Cleveland, OH—one filled with big global manufacturing companies and their big global law and accounting firms—sociology among corporate management means, I am sorry to report, nothing.

I rarely let on that I am a sociologist. When I have, I get blank looks from the manufacturing types and the accountants. The hale Midwestern *bonhomie* of the MBAs turns blank. I can see their inner monologue on their faces, which says "No career value in knowing him." Lawyers can be a little better, as if hearing "sociology" awakens some distant bond from their torn blue-jean undergrad days.

Sociology in Public Relations

How I make my money, however, is through, if you'll pardon the expression, PR, or public relations. Or, because this is a trade that would be lost without euphemisms: I help corporations, law firms, and universities with their "communication strategies."

To get my work done—which means defining slices of reality for relevant publics—it is hard to avoid grappling with roles, conflicts, values, definitions of situations and the often opaque peccadilloes of reporters, editors, and interest groups. What I juggle and navigate everyday is at the heart of sociology.

Even if we are using only what the sociologist Michael Schudson calls the "blunt" variables of demographic analysis, how can you interpret what to say, or how, or why, or to what end without knowing something about your target audience? The business world attitude seems to be, maybe this sociology stuff is interesting, even amusing in an ivory tower sort of way. Instead, it is a get-it-done attitude of find me that op-ed, write that release, put together the explanation why the bank's going into that market, and promote our employees' volunteer hours at city schools.

The Sociological Tool Kit

In my 20-year informal participant observation in some high-end restaurants and meetings in conference rooms with beautiful views, I have never found the elements of the sociological tool kit to be acceptable topics of business conversation or decision-making. Whenever I have slipped in, say, the term "variable" to a discussion, I always feel I've said something just off enough to be on the edge of gauche.

But I do use sociological tools. The speech for the bank CEO about the future of banking is filled with sociological insights about emerging ethnic groups and income distributions. The op-ed I ghost write about improving the schools is pure popular sociology. My sense of the internal decision-making (or lack thereof) of law firms is informed by experience and Richard Abel's work on law firms. To accomplish client work, I need sociology. But that is my secret because I am a closet sociologist.

Now this social invisibility of sociology is odd and even counter-intuitive. These are sophisticated corporations, managed by sophisticated professionals, at home around data and survey research in their business-planning and advertising departments.

True, corporate PR has appropriated classic sociological concepts such as "culture," "values," even Merton's "self-fulfilling prophecy," and twisted them into meaningless, feel-good clichés. PR is good at that. In fact, public relations should be awash in sociological insight. What else, after all, is this \$6-billion corporate image industry but one gigantic riff on Goffman's "Presentation of Self"?

Self Presentation in the Corporate World

Of course, self presentation is as unavoidable and indispensable for corporations today as for individuals. Many times it is done well and honorably (See Johnson & Johnson's response to the Tylenol crisis; Apple's image, and Jimmy Carter's post-presidential career).

The problem lies in the corridors of corporate management. As a general rule, the corporate managers of self presentation see no connection between their work and sociology. "Sociology" might as well be Sanskrit.

This has not always been true. There was a time in the early decades of the 20th century when the new field of public relations appropriated sociology as an emblem of the high class and noble.

Edward Bernays was one of the founders of the field. He was also Sigmund Freud's nephew (a biographical footnote Bernays never failed to mention). In 1913, Bernays organized a "Sociological Fund" in New York City to attract society's elite to support a campaign to de-stigmatize syphilis. The sociology label made the fund respectable; the patrician endorsement might help leech the stigma from the disease.

Well, those were the days, when you would tack "Sociology" onto a publicity campaign to give it class. I'm not finding much of that these days—though it is good to see *The New York Times* and *The New Yorker* citing sociologists with greater frequency and granting them the same respected status as economists and psychologists.

Survey Use in PR

Several years ago, a trade association called our firm with a request that we analyze survey data they collected on their industry's political priorities, and then write it up for use with public officials. Much like "culture" and "values," surveys are among those social science tools that can be appealing to PR but which are often mis-used.

The term "survey" seems more valued for its aura of metaphysical authority than for the rigor of its execution. Packaging, not methodology, animates PR. Too often no one thinks to ask about question-wording, sampling implications, and data-analysis choices.

We made great strides by suggesting the staff control some variables in order to possibly learn more from their data. No one thought of that. Ditto with maybe a t-test to give some confidence in results that were trumpeted.

As it was, the fourth-ranked issue of the top five was the one the trade association was interested in, so that one led the report. No harm done. Not *too* far from the truth. We're not doing sociology. We're doing PR, so it is ok.

Bill Doll is a sociologist and an attorney and the former theater critic for The Plain Dealer in Cleveland. He heads a research and communications firm in that city and teaches a seminar on "Spin, PR and American Culture" at Case Western Reserve University.

Bill Doll & Company

Communications and Research

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A New Kind of Graduate

Concurrent to the public sociology undergraduate program launch, development of the master's program was underway. Hossfeld explains that the department's goal was to be able to simultaneously prepare students who wished to seek employment after graduation and those who hoped to eventually receive a PhD in sociology. The master's program in criminology and public sociology was created in part thanks to funding from the Council of Graduate Schools and the Alfred P. Sloan Foundation.

When asked about the impetus for the program's structure, Hossfeld references the work of ASA's Research

Department in the brief *Beyond the Ivory Tower: Professionalism, Skills Match, and Job Satisfaction in Sociology*. In line with its findings, the public sociology program provides students with the skills that non-academic sociologists said they needed, but were lacking from their graduate training. Thus, the program provides a course focused on doing evaluation research, training in writing for a non-academic audience, interdisciplinary collaboration opportunities, grant-writing workshops, and extended discussion of the differences between academic culture and the cultures of community and not-for-profit organizations. Cook and Hossfeld state that a primary goal is to produce employ-

able individuals with rigorous academic training and real-world experience applying sociological methods and theory to contemporary social problems.

For more information about the programs, contact Program Coordinator Leslie Hossfeld, hossfeldl@uncw.edu, Department Chair Kimberly Cook, cookk@uncw.edu, or see the website at www.uncw.edu/soccrj/soc-info.html. For information about the Council of Graduate Schools/Sloan Foundation funding see www.cgsnet.org. For the ASA research brief "Beyond the Ivory Tower" visit www.asanet.org and click on the "Research and Stats" link on the left.



Keep an Eye out for the Next Issue

With the new year comes a new look to

ASA's newsletter *Footnotes*.

Many thanks to members

who contributed to this

revision process. We hope

you enjoy the continued

quality with the new look

and features in January 2008.



Coser Theory Award Bestowed upon Three Scholars

by Andrew J. Perrin,

University of North Carolina-Chapel Hill

The Lewis A. Coser Award for Theoretical Agenda Setting was established in 2004 to memorialize the contributions of sociological pioneer and ASA Past President Lewis A. Coser, who admonished sociologists in his presidential address against “both narrow, routine activities and sect-like, esoteric ruminations”

(Coser 1975). The award is funded by an endowment from royalties from Coser’s books as well as a very generous donation

raised by the Department of Sociology at Stony Brook University, where Coser spent much of his career. It confers upon its recipients an award lecture and salon at the following year’s ASA Annual Meeting. The first three recipients of the Award are Margaret Somers (2005); George Steinmetz (2006); and Eduardo Bonilla-Silva (2007).

Somers was awarded the inaugural prize for her long-term intellectual commitment to crafting a theory of citizenship and rights—one she “founds on a large empirical base of comparative historical sociology.” Her widely published writings are notable for the multiple angles of vision she brings to bear on this project. In her forthcoming book, *Genealogies of Citizenship: Narrating Knowledge, Markets, and the Right to Have Rights* (2007), she develops multiple genealogies of citizenship’s origins and making, and those of its current imperialism. In 2006, Somers held an acclaimed lecture at the 2006 Annual Meeting in Montreal, “Towards a New Sociology of Rights, and the ‘Right to Have Rights,’” followed by a discussion and salon.

Steinmetz’s dissertation dealt with the development of modern social policies in Germany, and he has continued to work on a wide range of sociological topics beyond the welfare state. In addition, he has produced a number of provocative and useful works on questions

of theory, method, and the philosophy of the social sciences. In his forthcoming book, *The Devil’s Handwriting: Precoloniality and the German Colonial State in Qingdao, Samoa, and Southwest Africa* (2007), Steinmetz analyzes German imperialism and its theorists, develops a theoretical interpretation of modern forms of empire and an understanding of what are possible alternatives to empire.

The 2007 ASA meeting in New York featured a lecture by Steinmetz: “Social Theory and Colonialism: Understanding Empires, Past and Present.”

Beginning with the widely cited *American Sociological Review* article, “Rethinking Racism: Toward a Structural Interpretation” (1997), Bonilla-Silva’s writing has shifted sociological conversations about race. He argues against social psychological perspectives that racism is an individual matter of the mind and heart. Instead, he offers a materialist understanding of racism grounded in “racialized social systems.” Bonilla-Silva argues we need to understand how, in racialized social systems, economic, political, ideological, and social realms are at least partly structured by racialization processes or how social actors are placed into racial categories. He has further elaborated this and related points in many other articles and in a well-received book, *Racism Without Racists*. He will be honored with the Coser Lecture in Boston at the 2008 Annual Meeting.

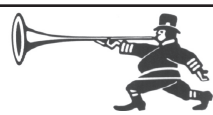
The Coser award committee will name the 2008 recipient—to deliver a lecture and salon in San Francisco in 2009—this spring. Nomination letters are due by December 20, 2007, and may be sent to coser_nomination@perrin.socsci.unc.edu.

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Public Forum



AP or Not AP? That Is the Question

The condition of high school sociology courses is a blemish on the discipline’s historical record, thanks in no small part to the ASA’s on-again, off-again efforts. In 2001, it appointed the Task Force on the Advanced Placement (AP) Course for Sociology in High School. The group of 10 sociologists and two high school teachers drafted a curriculum for an AP sociology course, and lobbied the College Board to implement it. Regrettably for the ASA, the College Board rejected its proposal in 2004 (Howery 2004; DeCesare 2007).

As one of the few sociologists who studies high school sociology courses and teachers, I believe the College Board’s decision wasn’t so regrettable. In fact, I was relieved that it seemed to finally put to rest what had been a dubious idea to begin with: Establishing an AP course—and ultimately an AP exam—when most high schools don’t offer a *regular* sociology course.

Evidently, I was wrong to feel any

relief. Executive Officer Sally Hillsman (2007) recently informed members that the ASA remains “committed to continuing our efforts to establish an AP curriculum and test as a crucial part of improving U.S. science education and expanding access to higher education and science careers.” Part of the effort has been undertaken by Caroline Persell and Barbara Schneider, two of the original Task Force members, who received a grant from the National Science Foundation to fine-tune the proposed course with “web materials and classroom exercises specifically targeted at college-level students.”

I can’t help but wonder why the ASA continues to side-step two problems that are much larger than the absence of an AP version of sociology; namely, the rarity and the poor quality of *regular* high school courses in sociology?

Sociology is taught in less than one-fourth of high schools in some places (Lashbrook 2001) and in no more than two-thirds of schools in any other state that has been studied in the last 20 years (DeCesare 2007; Dennick-Brecht

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Michigan, from page 1

the sociology teaching certification, there will be even less likelihood that sociological content will be taught by those with an education in sociology. Research has long established that a deficit of sociology instruction in high schools is attributable to inadequate teacher preparation, which will greatly exacerbate this problem. (For a comprehensive review, see “The Lesson to Be Learned: The Past Troubles and Future Promise of Teaching High School Sociology” in *Teaching Sociology* (July 2002)).

Our concern extends far beyond Michigan, as we believe the teaching of sociology to be threatened in every state, given the climate change threatening its survival triggered by the federal *No Child Left Behind Act* policy. According to Section 9101 of this law, “core academic subjects” are defined as “English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.”

The consequences of removal of sociology as a teaching certification would extend beyond the high school classroom: (1) Students would enter our college courses ill-prepared for advanced learning, (2) Students who may benefit most from sociological understandings—those who never attend college—will be further disadvantaged, (3) Sociology departments’ teaching major and minor programs would most likely be terminated, and (4) Most importantly for the future of this discipline, sociology’s public visibility would be diminished.

More specifically, it is imperative that U.S. high schools continue to offer sociology courses so that American youth are provided the opportunity to become aware of and appreciate racial, sexual, and cultural diversity. These topics are rarely, if ever, discussed in other high school courses. Broadly speaking, eliminating high school sociology theoretically decreases the likelihood that young Americans will strive to reduce the pervasive social problems facing our country. Clearly, high school sociology provides society with the best chance to encourage the vast majority of Americans


who do not attend college to take a critical perspective toward—and hopefully act to reduce—injustice and inequality.

To advocate against the proposed elimination of sociology certification in Michigan, we are taking the following steps. First, we are preparing to conduct an online survey of guidance counselors to ascertain the number of sociology courses currently offered and the level of support for sociology courses. The Michigan Department of Education that approved the Teacher Preparation Policy Study Group’s proposal to eliminate sociology in high school could not answer these questions, which indicates that their recommendation was not data driven.

Second, we have asked the American Sociological Association to lend its voice, which it has. Margaret Vitullo, Director of the Academic and Professional Affairs Program, has already been instrumental in pressing Michigan for answers to our questions. And she and Lee Herring, ASA’s Director of Public Affairs, met with U.S. Department of Education policy staff and informed them of repercussions as they relate also to higher education.

Third, Michigan has just become the 12th state to have a High School State Sociology Representative appointed to the ASA. We would recommend that all states do so, as having every state on board will reinforce the importance of this matter, and will function to increase our power. Information about this program can be found at www.asanet.org/cs/root/topnav/sociology_depts/apap_high_school_state_representatives.

In closing, we suggest that sociologists in each state verify the status of sociology within the curriculum of their public high schools. You may be surprised to learn just how close to extinction you might be.

Denise Reiling (dreiling@emich.edu) is an Associate Professor of Sociology at Eastern Michigan University and is the Michigan High School State Sociology Representative. David A. Kinney is Professor of Sociology at Central Michigan University and is the Michigan Sociological Association President. 

The ASA Governance and Sections Office Announces the Creation of Two New Sections-in-Formation

At the 2007 Annual Meeting in New York City, ASA Council approved proposals to start a Section-in-Formation on Human Rights and a Section-in-Formation on Disability and Society.

Support for these new sections is already growing in numbers and through the respective groups’ working listservs. As the two groups begin to plan their organizational meetings for the 2008 meeting in Boston, ASA invites you to consider joining and becoming a member of either or both.

Section members share important information such as funding opportunities, job announcements, calls for papers, and more. With the organizing of sessions and receptions at the annual meeting, the publication of newsletters, and active use of websites and listservs, sections are an integral part of the Association. Through section activities and leadership positions, members can more actively participate in the Association.

To become a member or find out more about these two new exciting sections, email sections@asanet.org.

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Public Forum

2000). Nationwide, it is offered in less than 40 percent of schools (DeCesare forthcoming). This certainly doesn't constitute grounds for establishing, or even arguing in favor of establishing, an AP course. After all, how can we hope to design a rigorous AP course when we haven't figured out what a non-AP course should look like, or even how to get one taught in every high school?

As for the quality of existing courses, the verdict came in several decades ago: It's dismal. The teachers who offer sociology courses are poorly trained (if they're trained at all) in the discipline. The course content consists of current events and social problems rather than sociology, and the course objectives are aligned with the social studies curriculum's overarching goal of developing honest, uncritical, democratic Americans (DeCesare 2007; Dennick-Brecht 2000; Lashbrook 2001). In short, there is very little sociology in high school sociology courses.

My questions to ASA representatives are simple: If comparatively few regular high school sociology courses exist—and if those that do are of questionable quality—why spend scarce resources lobbying for AP courses that will be open to only a select few students, and that will likely do little, if anything, to improve the overall quality of sociology at the high school or college level? Why reserve a course in sociology solely for the small proportion of high school students who are deemed AP material?

The ASA needs to get behind a movement to establish a strong *regular* sociology course as a crucial, if not a required, part of every high school's social studies curriculum. Many more students would have access to it than to an AP course, and more teachers would be qualified to teach it. In addition, it wouldn't require the approval of the all-powerful College Board—only that of local school boards.

I suggest that it is not an AP course, but a regular course in sociology—like the regular courses in history, English, and biology that are offered in every high school—that is most likely to help realize the ASA's vision for high school sociology.

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Response to DeCesare's "AP or Not AP: That Is the Question"

DeCesare raises some important questions and issues in his Public Forum article. At the same time, I disagree with his certainty about the available data and his conclusions from them. Specifically, he asserts the "rarity and poor quality of

regular high school courses in sociology." While I have not seen recent, representative data on how often sociology is offered nationwide, we know it depends on varied state policies and standards. Given the development of state standards in many subjects, sociology and other elective subjects are increasingly squeezed out in the high school curriculum. How widely sociology is taught in U.S. high schools is an important empirical question on which we need valid and reliable data based on a representative national sample.

According to DeCesare, the quality of existing courses "is dismal." While this may be true, I have yet to see published data on a nationally representative sample of existing high school sociology courses describing in depth the nature of the courses offered and how their quality was assessed. Again, he has raised an important issue, but one that needs rigorous evidence to analyze.

Based on his statements about the rarity and quality of high school sociology courses, DeCesare asserts that establishing an Advanced Placement (AP) sociology exam is a dubious idea. Even if his assumptions were supported by strong evidence, one might differ with respect to responses. First, DeCesare believes that sociology must be widely taught in high schools before an AP course and exam appears. This belief is not supported by the experience of numerous other subjects with AP exams. Sociology's situation may be similar to psychology's when that field initiated efforts to offer an AP exam. It took psychology 10 years to convince the College Board to offer a psychology AP exam, partly because the College Board thought it would be difficult to find qualified teachers. The experience of psychology suggests that when an AP exam is offered, teachers appear and/or become qualified. The AP course and exam in psychology has been one of the fastest growing in the last decade, according to the College Board. AP exams exist in other subjects that are infrequently offered in high schools, including art history, studio art, music theory, computer science, environmental science, statistics, human geography, Latin, Virgil, and Italian, Russian, Chinese, and Japanese languages and literature. Why not sociology?

Second, if the quality of high school courses in sociology is as "dismal" as DeCesare assumes, we should discuss strategies for improving that quality and ASA's role in the process. Perhaps it is true that the ASA has not done enough to encourage high school sociology; high school teachers would have to vouch for that. The ASA has one national office with a small professional staff. Programs and support for teaching at all levels comprise part of the responsibility of a single staff person with one assistant. Given ASA's limited resources but existing position of strength in developing teaching resources, it is not outlandish to move from college-level content to high school AP content to regular high school sociology. The continuously updated teaching materials prepared by ASA members and task forces are useful for college teachers, AP or honors level high school teachers, and regular high school teachers. This is particularly true given the ASA high school affiliate

program and the growing availability of materials on the web. In this way ASA can enhance regular high school courses in sociology as well as college-level courses.

Another important question DeCesare asks is "Why reserve a course in sociology solely for the small proportion of high school students who are deemed AP material?" Schools can decide who to include, and how, in AP courses, with some including all interested students (Sacks 2007). The argument that AP is elitist is basically a capitulation to leaving AP in the suburban schools and giving up on central city high schools. ASA is particularly interested in establishing AP sociology courses in inner cities that currently offer no other AP courses. The existence of even one AP course in such high schools increases the chances of students in those schools attending college, based on College Board's experiences. Teachers teaching AP are very likely to offer regular courses as well, therefore teaching an AP course does not preclude regular sociology courses.

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Caroline Hodges Persell, New York University

Eréndira in American Sociology

Gabriel García Márquez's novella *The Incredible and Sad Tale of Innocent Eréndira and Her Heartless Grandmother* portrays a young Eréndira, who, after accidentally burning her grandmother's house, is told that she can repay her debt through prostitution. Eréndira, literary critics argue, represents the people of Latin America, and the *abuela* (grandmother) represents exploitative Latin American governments.

Eréndira is a powerful metaphor and I see a symbolic "sad tale" parallel among American sociologists of color. The *abuela* equivalent is "white sociology." My data comes from 15 years of experience as a professor, work in three departments and three universities, visits to nearly 100 universities, and correspondence with more than 100 minority scholars. I write this story because "Eréndira" must understand her plight is not unique to her but representative of a collective suffering.

Except for the few who are treated as "exceptional minorities" or as "honorary white," there is a striking archetype. Members of Eréndira's clan have remarkably similar patterns in graduate school: Recruited heavily to soon learn *abuela* cares most about fulfilling a symbolic need ("We are *diverse*, so we are not racist."). Eréndira struggles to "network" and is dismayed seeing how *abuela* incorporates many white students but marginalizes her.¹ She struggles to be heard in seminars and get her views respected but often encounters the stereotypical, self-justifying critique "You people see race everywhere!" Despite this, Eréndira occasionally "makes it" and lands a "good job."

When she begins her career, she realizes *abuela* has rigged the (sociologi-

cal) game. *Abuela* tells Eréndira, "You must be 'objective,' 'methodologically correct,' and get over race." She advises Eréndira to publish in top journals but does little to help her. (Most members of Eréndira's clan never publish in these journals—journals that have not been receptive to the work of sociologists of color.)

Eréndira becomes desperate. She feels isolated in one of the many "white houses" in sociology (Bonilla-Silva and Herring 1999). Initially, confused by years of training in "white logic" and "white methods" (Zuberi and Bonilla-Silva, forthcoming), she blames herself. But one day, she conducts a sociological analysis of *abuela*. She reads the history of *abuela* and the classics of early American sociology and realizes that the Founding Fathers were not "beyond race," and many were racist or paternalistic (Du Bois 2003; Steinberg 2007)!

Eréndira gets angry and realizes she has a lot of company and must network to fight back. With few options, she becomes what "white sociology" feared from the beginning: a *race person* (previously referred to as "race man").

Sociologists of color have not been treated as equal partners in American sociology. We are not viewed as "good," "scientific," and "objective." Even successful ones suffer from *abuela's* violence. What is to be done? How can we change *abuela* and the white houses?

Sociologists of color and progressive white sociologists should challenge *abuela*. If you are a young Eréndira or an ally in a graduate program, ask rude questions ("How come we do not have faculty of color here?"), make demands ("We cannot stay unless this department becomes truly diverse!"), mobilize (students can leave or make their voices heard), and engage in politics (use publicity to negotiate).

Although *abuela* has power over you and your career, you also have power. Remind them that the "white sociological" imagination did not help predict major racial matters in the 20th century (McKee 1993) and has not done better in this century. *Abuela* will be mad with Eréndira for speaking truth to power and may demand compensation for the "injury" done to her. But this time Eréndira will tell her, "You are the one who owes reparations to us!"

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¹ The National Science Foundation's Graduate Students and Postdocs Survey and the ASA Department Survey find that most sociology graduate students get assistantships at some point in their careers. However, having a Research Assistant position does not necessarily translate into getting "hooked" into projects, mentoring, or article co-authorship. My sense, as well as that of most scholars of color I know, is that minority graduate students are significantly less likely than white students to get incorporated into the sociological networks that ultimately allow students to produce publications.

Eduardo Bonilla-Silva, Duke University

Correction

Andrew A. Beveridge's name was misspelled in the "In the News" section of the November 2007 *Footnotes* (p. 16).

Call for Papers

Meetings

12th Biennial Conference of the International Society for Justice Research, August 14-17, 2008, Adelaide, Australia. Theme: "Justice in a Diverse Society." Researchers from all relevant disciplines are invited to submit contributions on a topic related to this theme or any other aspect of justice and fairness. The 2008 Conference will present a forum for the discussion of research on justice and diversity and other questions related to justice and fairness. The Program Committee invites submissions of symposia, individual papers, and posters. Submission deadline is March 15, 2008. Further information about the conference is available at <www.isjr.org/2008>.

21st Joint Annual Meeting of the Association for the Study of Food and Society (ASFS) and the Agriculture, Food and Human Values Society (AFHVS), June 4-8, 2008, New Orleans, LA. Theme: "Resilient Culinary Cultures: Disaster, Innovation and Change in Foodscapes." Although ASFS and AFHVS encourage a broad spectrum of topics at our conferences, we are encouraging papers and sessions that speak to the theme, particularly as resilience operates within historical and contemporary contexts of inequality, consumer cultures, international trade, and globalization. Panels that focus on race, ethnicity, gender, and social class are particularly welcome. The conference organizers also encourage full panel submissions and roundtable sessions on all topics related to the social, cultural, political, and ethical organization of food and agriculture. Submissions due: February 4, 2008. Abstracts only. Electronic submission preferred. Submit proposals to Alice P. Julier, Women's Studies Program, 2208 Wesley W. Posvar Hall, Pittsburgh, PA 15260; apjulier@gmail.com.

26th SEUSS: Southeastern Undergraduate Sociology Symposium, February 24-25, 2008, Emory University. Theme: "Health: Global, Social, Interpersonal, and Individual." The Symposium provides undergraduate students with the opportunity to participate in a professional meeting. Papers in any area of sociology are welcome. Students whose papers are accepted will give a 12-15 minute presentation of their research. The three best papers will receive an Award for Excellence in Undergraduate Research. Interested students should submit a one-page abstract and a faculty

letter of support by January 31, 2008, to Corey Keyes at corey.keyes@emory.edu. The faculty letter should indicate that the paper is, or will be, completed and ready for presentation on February 25, 2008. For more information, visit <www.sociology.emory.edu/SEUSS/>.

2009 Organization of American Historians Annual Meeting, March 26-29, 2009, Seattle, WA. The OAH invites submissions for session or single paper proposals. The call for papers is available at <www.oah.org/2009>. Contact: Amy Stark, Director of Meetings, Organization of American Historians, 112 N. Bryan Ave., PO Box 5457, Bloomington, IN 47407-5457; (812) 855-9853; fax (812) 855-0696; astark@oah.org; <www.oah.org/2009>.

The Contested Terrain of Consumption Studies, July 31, 2008, Boston College. Advanced graduate students and junior faculty welcome. Submit by email (as a PDF or Word document) to Samuel_Binkley@emerson.edu. Include: author(s), paper title, and 500-word abstract. Deadline: March 1, 2008. Visit <www.contestedconsumption.info> for details.

Eastern Community College Social Science Association (ECCSSA) 34th Annual Conference, March 27-29, 2008, Atlantic Cape Community College, Mays Landing Campus. Theme: "Exploring the Changing Role of the Social Sciences in a Global Community." This conference is both timely and pressing in addressing the many changing roles that the social sciences encounter within the global community. We invite dialogue about these dynamic and imperative transitions. We are soliciting presentations from professionals from any of the areas pertaining to the changing role of the social sciences. The conference also calls for student presentations, panels, projects and exhibits. Student presenters are encouraged to participate from other colleges and universities and we are encouraging faculty to identify students from your classes that are worthy or interested in participating. Proposal deadline: February 1, 2008. Contact: Donna McElroy at dmcclroy@atlantic.edu or Carolyn Coulter at ccoulter@atlantic.edu. For more information, visit <www.eccssa.org>.

The Fifth Annual Social Theory Forum, April 16-17, 2008, University of Massachusetts-Boston. Theme: "A Foucault for the 21st Century: Governmentality, Biopolitics and Discipline in the New Millennium." The aim of this conference is to assess the relevance of Foucault's ideas to contemporary social theory. Send a one-page abstract or proposal as email attachment (MS Word Format) to jorge.capetillo@umb.edu and Samuel_Binkley@emerson.edu, by January 11, 2008. Contact: Social Theory Forum, Department of Sociology, University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02125.

First Annual Symposium on Science, Technology and Values, April 25-26, 2008. Submissions are welcome from any discipline, and from independent scholars. Possible topics include: ethics and biotechnology, information systems security and privacy, green engineering, sustainable development, technology transfer, risk assessment, technology and the arts, globalization and technology, and technology and everyday life. Especially welcome submissions on bioethics, values and biotechnologies, and values and medicine. Submit extended abstracts (1-2 pages in .doc or .pdf format) by January 4, 2008, to jhanks@stevens.edu. Contact: Craig Hanks, Chair, Symposium on Science, Technology, and Values, College of Arts and Letters, Stevens Institute of Technology, Castle-Point-On-Hudson, Hoboken, NJ 07030; jhanks@stevens.edu.

Fourth Annual Inter-Ivy Sociology Symposium (IISS), March 29, 2008, Princeton University. Theme: "Bridging Boundaries." The theme reflects the diversity of the department and highlights our commitment to fostering interaction between young scholars from different institutions, substantive and methodological orientations, and sociological traditions. Graduate students are encouraged to submit abstracts; we especially encourage submissions from scholars using new or innovative methodologies. Submit abstracts (no longer than 250 words) by January 21, 2008, to iiss2008@princeton.edu. For more information, visit <www.princeton.edu/~iiss2008>.

Session for Process Generated Data at the Seventh International Conference on Social Science Methodology, September 1-5, 2008, Naples, Italy. This session aims at comparing a wide range of process-generated data and discussing how they can be used for social research. Examples for standardised data are customer databases, web logs, administrative forms and GIS data. Examples for less structured data are documents, novels, diaries, letters, websites, paintings, films, photos, maps, mechanical drawings, construction plans, landscapes, buildings, monuments and objects. In order to gain a common ground of discussion, authors should also state their disciplinary and theoretical background and – in case of presenting a thematic case study – shortly present the thematic background of the study. Email an extended abstract (one-to-two pages) to: Nina Baur, Technical University, Berlin, Germany at nina.baur@tu-berlin.de. For more information, visit <www.rc332008.unina.it>, <www.isa-sociology.org/rc33.htm>, and <www.isa-sociology.org>. Deadline for extended abstracts is January 31, 2008.

Session on Data for Historical Sociology and for Analyzing Long-Term Social Processes at the Seventh International Conference on Social Science Methodology, September 1-5, 2008, Naples.

Many theoretical debates within sociology address long-term social processes. Papers debating general methodological questions and papers discussing specific problems using a concrete data type in a specific research project are both equally welcome. Email an extended abstract (1-2 pages) to: Nina Baur, Technical University, Berlin, Germany at nina.baur@tu-berlin.de. Deadline for extended abstracts (1-2 pages) is January 31, 2008. For more information, visit <www.rc332008.unina.it>, <www.isa-sociology.org/rc33.htm>, and <www.isa-sociology.org/>.

Third International Multidisciplinary Conference, January 7-9, 2009, Imperial War Museum, London. Theme: "Beyond Camps and Forced Labour: Current International Research on Survivors of Nazi Persecution." The aim of this conference is to bring together scholars from a variety of disciplines who are engaged in research on survivors of Nazi persecution. For the purpose of the conference, a 'survivor' is defined as anyone who suffered any form of persecution by the Nazis' or their allies as a result of the Nazis' racial, political, ideological, or ethnic policies from 1933 to 1945, and who survived WWII. The organizers welcome proposals, which focus on topics and themes of the 'life after', ranging from the experience of liberation to the trans-generational impact of persecution, individual and collective memory and consciousness, and questions of theory and methodology. We are also interested in comparative papers that discuss the experience of victims of forced population transfers during the war and in the immediate post-war years, including the historiographical development from polemical and memoirist approaches to empirical, analytical, and critical studies. Send an abstract of 200-250 words and a biographical background of about 50 words by February 28, 2008, to Johannes-Dieter Steinert at J.D.Steinert@wlv.ac.uk. For further information, contact u.kuhlmann@agentur-sec.de, or visit <www.secolo-verlag.de>.

Publications

Comparative Sociology is a quarterly international scholarly journal dedicated to advancing comparative sociological analyses of societies and cultures, institutions and organizations, groups and collectivities, networks and interactions. Two issues every year are devoted to special topics. Three topics currently open for submissions are: Democracy and Professions; Rule of Law and Rechtstaat; and Typologies of Democracy and non-Democracy. Consult <www.brill.nl/coso> for descriptions of each topic. Contact: David Sciulli, Texas A&M University, compsoc@tamu.edu.

Humanity & Society invites submissions for a special issue dedicated to the study of the aftermath of the Hurricane Katrina-related evacuation for both evacuees and service providers in New Orleans and in the cities where many evacuees have remained, titled "Civil Society and the State: Katrina Evacuees and Services." This special issue will explore the ways in which Katrina evacuees interacted with service agencies, public and non-governmental, and the nature and outcome of their experiences. It will also explore the experiences of service providers in a range of agencies as they wrestled with the multiple needs of Katrina evacuees and the demands of the organizational environment within which they worked. Papers are invited that thoughtfully examine the experiences of Katrina evacuees and the service providers working with them and also the implications of their experiences for understanding the ramifications of U.S. poverty and disaster policy. Manuscripts should not exceed 30 double-spaced pages of text, plus notes and references, and should follow the "Notice to Contributors" guidelines at <www.humanistsociology.org>. Articles using a conventional scholarly format as well as policy "think" pieces are welcome. Papers should be submitted via email to Ann Goetting, Executive Editor, at humanityandsociety@wku.edu. Identify submissions with the keyword: Katrina. Address queries to Laura Lein at lein@mail.utexas.edu. Deadline for submission is January 2, 2008.

Humanity & Society, invites submissions for a special issue devoted to "Social Inequalities and Health." In many nations the economic and political changes associated with increasing economic globalization have been seen as heightening social inequalities with potential negative effects on health outcomes. This has led to a flurry of research and policy activity concerned with reducing these social and health inequalities. Such activity has taken two forms: (1) An increased interest in what is termed the social determinants of health; (2) The political, economic, and social forces that shape these social determinants of health and how these forces represent systematic inequalities in power and influence within a society. Papers are invited that will draw upon these two areas of research activity and should focus on various aspects of how social inequalities come about and how they are linked to health outcomes. Manuscripts should not exceed 30 double-spaced pages of text plus notes and should follow the "Notes to Contributors" guidelines at <www.humanistsociology.org>. Submit papers to Ann Goetting, Executive Editor, at humanityandsociety@wku.edu. Identify submissions with keyword: Health Inequality. Address queries to Dennis Raphael at draphael@yorku.ca. Deadline for submission is May 1, 2008.

The International Journal of the Sociology of the Family invites submissions for a special issue, "Intersectional Analyses of the Family for the 21st Century," focused upon intersectionality within studies of the family. The purpose of this special issue is to specifically draw attention to the way in which intersectional analyses have been used to articulate the experience of family and to understand the institution of the family. Articles and research notes are sought that pursue meaningful inquiries emphasizing intersectional analyses of the family in studies of courtship, marriage, intimacy, sexuality, etc. as each relate to the institution and experiences of the family. Submissions may be both quantitative and qualitative in methodology. Manuscripts should not exceed 30 double-spaced pages of text, inclusive of notes and references, and should follow the "Notice to Contributors" guidelines supplied at <www.internationaljournals.org>. Each manuscript author must also provide a brief biological sketch (not to exceed 100 words per author) along with their submission. Completed papers and inquiries should be submitted via email to Marla Kohlman and Bette Dickerson at kohlmanm@kenyon.edu. Identify submissions with the keyword: Intersections. Deadline for submission is February 15, 2008.

The Journal of Family Theory & Review. The National Council on Family Relations, publishers of the *Journal of Marriage and Family* and *Family Relations*, announces its forthcoming third scholarly journal; the *Journal of Family Theory & Review* (JFTR). The inaugural issue is slated for publication in March 2009. JFTR will be peer-reviewed and published quarterly. Submissions are invited on theory and review in any area of family studies. The journal is especially interested in publishing emergent theory or work that reinterprets or integrates existing theory. Contact: Robert Milardo, (207) 581-3128; rhd360@maine.edu; <www.ncfr.org>.

Sociological Focus is soliciting papers for a special issue titled "Globalization of Crime with a Focus on East Asia." This special issue focuses on the globalization of crime and its control. Topics may include, but are not limited to, testing of criminological theories with comparative data, crime control in East Asian cultures, human and drug trafficking, and various forms of emerging crimes, such as Internet crime in East Asia. For further information about the special issue, contact: Liqun Cao, Department of Sociology, Anthropology, and Criminology, Eastern Michigan University, Ypsilanti, MI 48197; liqun.cao@emich.edu; or Shanyang Zhao; Department of Sociology, Temple University, Philadelphia, PA 19122; bzhaoo01@temple.edu. Send your manuscript to *Sociological Focus*, Department of Sociology, Box 210378, University of Cincinnati, Cincinnati, OH 45221-0378, by March 15,

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2008. Submit two printed copies of your manuscript (in ASA format), accompanied by a word-compatible electronic version, and a \$15 submission fee. Specific submission requirements may be found in a current issue of the journal or at the journal website <www.ncsanet.org/sociological_focus/Pubindex.html>.

Meetings

January 29-31, 2008. *11th International CPTED Association Conference*, Roanoke, VA. Theme: "Interdisciplinary Perspectives on Crime, Environment and Prevention." This is a conference about people, the ways they interact with one another and the physical, legal, social, and economic environments that surround them. While the conference is about crime prevention, there is much to be learned from programs and projects that are not specifically focused on either crime or prevention. For more information, visit <www.cpe.vt.edu/cpted/>.

February 16, 2008. *Hawaii Sociological Association 29th Annual Meeting*, Kapiolani Community College, Honolulu, HI. Theme: "Social Empowerment in the 21st Century: Identity, Diversity, Engagement." For more information, visit <www.sociology.hawaii.edu/hsa/meetings.html>.

February 24-25, 2008. *26th SEUSS: South-eastern Undergraduate Sociology Symposium*, Emory University. Theme: "Health: Global, Social, Interpersonal, and Individual." The Symposium provides undergraduate students with the opportunity to participate in a professional meeting. For more information, visit <www.sociology.emory.edu/SEUSS/>.

March 5-7, 2008. *The American Society of Victimology Sixth American Symposium on Victimology*, Fresno Pacific University. For more information, visit <www.american-society-victimology.us/events/asv_2008/index.html>.

March 25-27, 2008. *Mental Health Response to Mass Violence and Terrorism*, Savannah, GA. This course, offered by the U.S. Department of Justice's Office for Victims of

Crimes Training and Technical Assistance Center, provides the basics of what mental health providers, crime victim assistance professionals, faith-based counselors, chaplains, and others in direct contact with victims need to know to provide appropriate mental health support following incidents involving criminal mass victimization. For more information, <www.sei2003.com/ovcttac2008/MentalHealthResponse.htm>.

March 26-29, 2008. *17th Conference of the International Association for Research in Juvenile Criminology*, Swansea University, Wales, UK. Theme: "Promoting Positive Practices: Transforming Youth Justice Policy and Practice." The conference will embrace positive practices in both prevention of delinquency and direct work with young people who have offended. For more information, visit <www.swansea.ac.uk/human_sciences>.

March 26-29, 2009. *2009 Organization of American Historians Annual Meeting*, Seattle, WA. Contact: Amy Stark, Director of Meetings, Organization of American Historians, 112 N. Bryan Ave., PO Box 5457, Bloomington, IN 47407-5457; (812) 855-9853; fax (812) 855-0696; astark@oah.org; <www.oah.org/2009>.

March 28-30, 2008. *The British Sociological Association's Annual Conference 2008*, University of Warwick. Theme: "Social Worlds, Natural Wonders." For more information, visit <www.britisoc.co.uk/events/conference>.

March 29, 2008. *Fourth Annual Inter-Ivy Sociology Symposium (IISS)*, Princeton University. Theme: "Bridging Boundaries." The theme reflects the diversity of the department and highlights our commitment to fostering interaction between young scholars from different institutions, substantive and methodological orientations, and sociological traditions. For more information, visit <www.princeton.edu/~iiss2008>.

March 27-29 2008. *Eastern Community College Social Science Association (ECCSSA) 34th Annual Conference*, Atlantic Cape Community College, Mays Landing Campus. Theme: "Exploring the Changing Role of the Social Sciences in a Global Community." Contact: Donna McElroy at

dmcelroy@atlantic.edu or Carolyn Coulter at ccoulter@atlantic.edu. For more information, visit <www.ecssa.org>.

April 16-17, 2008. *The Fifth Annual Social Theory Forum*, University of Massachusetts-Boston. Theme: "A Foucault for the 21st Century: Governmentality, Biopolitics and Discipline in the New Millennium." Contact: Social Theory Forum, Department of Sociology, University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02125.

April 25-26, 2008. *First Annual Symposium on Science, Technology and Values*. Contact: Craig Hanks, Chair, Symposium on Science, Technology, and Values, College of Arts and Letters, Stevens Institute of Technology, Castle-Point-On-Hudson, Hoboken, NJ 07030; jhanks@stevens.edu.

May 14-17, 2008. *The Fourth International Congress of Qualitative Inquiry (QI2008)*, University of Illinois at Urbana-Champaign. Theme: "Ethics, Evidence and Social Justice." Participants will explore the relationship between these three terms and what these relationships mean for qualitative inquiry. For more information, visit: <www.icqi.org>.

June 4-8, 2008. *21st Joint Annual Meeting of the Association for the Study of Food and Society (ASFS) and the Agriculture, Food and Human Values Society (AFHVS)*, New Orleans, LA. Theme: "Resilient Culinary Cultures: Disaster, Innovation and Change in Foodscapes." Contact: Alice P. Julier, Women's Studies Program, 2208 Wesley W. Posvar Hall, Pittsburgh, PA 15260; apjulier@gmail.com.

June 9-12, 2008. *John Jay College of Criminal Justice International Conference*, San Juan, Puerto Rico. Theme: "Justice and Policing in Diverse Societies." This conference will seek to provide a framework through which civic leaders, International Government Organizations, government officials, police, legal actors and scholars can discuss our collective concerns in the areas of oppression, crime, terrorism, conflict and instability. For more information, visit <www.jjay.cuny.edu/ic>.

June 24-28, 2008. *12th European Association of Development Research and Training Institutes (EADI) General Conference*, Geneva, Switzerland. Theme: "Global Governance for Sustainable Development: The Need for Policy Coherence and New Partnerships." The conference will present the perceptions of leading European development experts and their associates in the developing regions on dramatic global challenges and on possible policy options or governance models to meet those challenges. For more information, visit <www.gc2008.net>.

July 28-31, 2008. *Rural Sociology 2008 Annual Meeting*, Manchester, NH, Radisson Hotel. Theme: "Rural Sociology as Public Sociology: Past, Present and Future." For more information, visit <www.ruralsociology.org/annual-meeting/2008/>.

July 31, 2008. *The Contested Terrain of Consumption Studies*, Boston College. Visit <www.contestedconsumption.info> for details.

August 14-17, 2008. *12th Biennial Conference of the International Society for Justice Research*, Adelaide, Australia. Theme: "Justice in a Diverse Society." Further information is available at <www.isjr.org/2008>.

September 1-5, 2008. *Seventh International Conference on Social Science Methodology*, Naples, Italy. For more information, visit <www.rc332008.unina.it>, <www.isa-sociology.org/rc33.htm>, and <www.isa-sociology.org>.

September 19-22, 2008. *International Conference of the Social Capital Foundation*, Malta. For more information, visit <www.socialcapital-foundation.org/TSCF/TSCF%20conferences.htm>.

January 7-9, 2009. *Third International Multidisciplinary Conference*, Imperial War Museum, London. Theme: "Beyond

Camps and Forced Labour: Current International Research on Survivors of Nazi Persecution." The aim of this conference is to bring together scholars from a variety of disciplines who are engaged in research on all survivors of Nazi persecution. Contact: u.kuhlmann@agentur-sec.de, or visit <www.secolo-verlag.de>.

Funding

2008 NCHS/AcademyHealth Health Policy Fellowships. The Centers for Disease Control (CDC) and Prevention's National Center for Health Statistics (NCHS) and AcademyHealth are seeking applications for their 2008 Health Policy Fellowship. The aim of the fellowship is to foster collaboration between NCHS staff and visiting scholars on a wide range of topics of mutual concern. The fellowship allows visiting scholars to conduct new and innovative analyses and participate in developmental and health policy activities related to the design and content of future NCHS surveys and offers access to the data resources provided by the CDC. Applicants may be at any stage in their career from doctoral students to senior investigators. Doctoral students must have completed course work and be at the dissertation phase of their program. They must also demonstrate training and/or experience in health services research and methodology. For more information, visit <www.academyhealth.org/nchs>.

AERA Postdoctoral Fellows Program. The American Educational Research Association (AERA) invites applications for two fellowship programs for recent doctoral degree recipients interested in advancing their research knowledge and expertise in the study of education and education processes. The AERA-AIR (A2) Fellows Program and the AERA-ETS Fellowship Program in Measurement offer two years of intensive research and training opportunities in stimulating environments that encourage excellence in research as well as teamwork and collaboration. Fellows gain practical experience in education research and technical assistance projects to prepare them for productive research careers in a range of employment contexts. Underrepresented minority researchers are encouraged to apply. For more information, visit <www.aera.net>. Applications must be received by December 17, 2007.

Animals & Society Institute Fellowship Program 2008. The Animals & Society Institute invites applications for its second annual summer fellowship program for scholars pursuing research in Human-Animal Studies. In the summer of 2008, this interdisciplinary program will enable six to eight fellows to pursue research in residence at Michigan State University. The fellowship is designed to support research through mentorship, guest lectures, and scholarly exchange among fellows and opportunities to contribute to the intellectual life of the host institution. The fellowships are open to scholars from any discipline investigating a topic related to human-animal relationships. Application deadline: January 31, 2008. Applicants must (1) possess a PhD, JD, or equivalent, or be a doctoral student at the dissertation stage; (2) have a commitment to advancing research in Human-Animal Studies; (3) be actively engaged, during the fellowship program, in a research project that culminates in a journal article, book, or other scholarly presentation, and (4) submit a follow-up report six months after the fellowship's completion. Contact: Committee on Fellowships, Animals & Society Institute, 403 McCauley Street, Washington Grove, MD 20880; (301) 963-4751; ken.shapiro@animalsandsociety.org; <www.animalsandsociety.org>.

Coro Fellows Program in Public Affairs. The Coro Fellows Program in Public Affairs is a nine-month, graduate level, full-time, experience-based leadership training program in public affairs. The program is committed to strengthening the quality of leadership in our country through a comprehensive, nonpartisan

experiential training program for 68 participants annually at five regional centers. Participants learn about the real world in the real world-by actively questioning, interacting with diverse constituents, finding resources, and coming up with innovative solutions to the challenges faced by their communities. Coro seeks individuals with demonstrated leadership potential and a genuine commitment to public service. Participation requires at minimum a bachelor's degree or equivalent work experience. Visit <www.coro.org> for more program details. The deadline for applications is January 11, 2008.

Fifth Worldwide Competition for Junior Sociologists. The International Sociological Association announces the organization of the Fifth Worldwide Competition for Junior Sociologists engaged in social research. The winners will be invited to participate in the XVII World Congress of Sociology which will take place in Göteborg, Sweden, July 2010. For details of the competition, visit <www.isa-sociology.org/wcys/index.htm>.

The Horowitz Foundation. Each year the foundation makes targeted grants for work the social sciences, economics, psychology, sociology, and urban studies, as well as newer areas such as evaluation research. Preference will be given to projects that deal with contemporary issues in the social sciences and issues of policy relevance and to scholars in the initial stages of research. Awards are allocated solely on the basis of merit. Candidates may propose new projects, and they may also solicit support for research in progress, including final work on a dissertation, supplementing research in progress, travel funds, or preparing a work for publication. Preference will be given to advanced graduate students and untenured assistant professors and instructors. Candidates should submit applications no later than January 31, 2008. Contact: 2007 Awards, Horowitz Foundation for Social Policy, PO Box 7, Rocky Hill, NJ 08553-0007; <www.horowitz-foundation.org>.

The Litigation Research Fund. The ABA Section of Litigation announces the establishment of the Litigation Research Fund to support original and practical scholarly work that significantly advances the understanding of civil litigation in the United States. The Section anticipates making individual awards of between \$5,000 and \$20,000. Legal academics as well as social scientists and scholars from other disciplines are invited to apply. The Litigation Research Fund will support research and writing projects in: scholarship relevant to litigation policy; and scholar-



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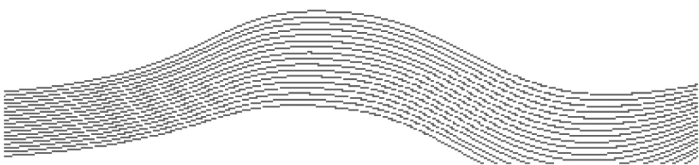
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ship bearing on litigation practice. Funded scholarship may relate to judicial administration; judicial independence; rules and standards relating to litigation; the assistance of counsel; trial and discovery practice; or the jury process, among others. Preference will be given to works with an empirical foundation. Position papers, comparative and historical scholarship, and other original academic work will also qualify for funding. Applications should be submitted by email, with the subject line "Litigation Research Fund," to Patsy Engelhard at pengelhard@staff.abanet.org, and Robert Nelson at rnelson@abfn.org. Awards will be made on a rolling basis; priority consideration for the first awards will be given to submissions received by January 1, 2008. Contact: Bruce Green at bgreen@law.fordham.edu.

Mellon Research Fellowships for Central and Eastern European Post-Doctoral Scholars in Yemen 2008-2009. For details about the program, eligibility, and application requirements, visit <www.aiy.org/fellowships>. Contact: Maria Ellis, AIYS, PO Box 311, Ardmore, PA 19003-0311; (610) 896-5412; fax (610) 896-9049; mellis@sas.upenn.edu.

The Race, Gender & Public Policy Initiative at the Humphrey Institute of Public Affairs is offering one-year post-doctoral fellowships for researchers working at the intersection of race, gender, and public policy. The University of Minnesota's Humphrey Institute is a national leader in the study of race and public policy and the examination of gender and public policy. We are widely recognized for our role in examining public issues and shaping public policy at the local, state, national, and international levels. The newly formed initiative on Race, Gender, and Public Policy explores new frontiers of knowledge at the intersection of race, gender, and public policy. The program promotes scholarship that benefits from cross-disciplinary discussion and contributes to the development of new ideas and tools for both policy arenas. For more information, visit <employment.umn.edu>.

Sloan Work-Family Career Development Grant Program. The Alfred P. Sloan Foundation announces the availability of Work-Family Career Development Grants. This program will award grants to up to five junior faculty members who are investigating important work and family questions. The level of support for 2008 is \$45,000 per grant recipient. More information about these grants, including information about eligibility requirements, nomination deadlines, and application procedures can be obtained on the Alfred P. Sloan Foundation website: <www.sloan.org/programs/Work_Family_Career_Development_Grants.shtml>. Additional inquiries can be sent via email to work-family-grant@sas.upenn.edu.

Competitions

AERA Minority Fellowship Program in Education Research. The purposes of the program are to advance education research by outstanding minority graduate students and to improve the quality and diversity of university faculties. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities. It supports fellows conducting education research and provides mentoring and guidance toward the completion of their doctoral studies. AERA will award up to three doctoral fellowships every year. Fellowships are awarded for doctoral dissertation research conducted under faculty sponsorship in any accredited university in the United States. Applicants must work full-time on their dissertations and course requirements. This program is targeted for members of racial and ethnic groups historically underrepresented in higher education. Fellowships may be supplemented by university or department awards and tuition waivers. Applications must be received by December 17, 2007. For more information, visit <www.aera.net>.

Agriculture Food and Human Values Society (AFHVS) Student Essay Competition. The AFHV Society Student Paper Award Committee will select up to one undergraduate student and one graduate student to receive awards for contributed papers of scholarly excellence. Papers should be related to the production, distribution, or consumption of food, fiber, and natural resources. AFHVS promotes open discussion of the sustainability of modern food production practices; alternative visions of food systems; the benefits and risks of biological technologies; and food security in developed and developing countries. Each submission must be accompanied by an email or letter from the student's academic supervisor verifying that the author is an undergraduate or graduate student, and that the student was the primary person responsible for the paper. Papers submitted to AFHVS cannot be submitted to the Association for the Study of Food and Society Student Paper Award (and vice versa). AFHVS reserves the right to refer papers to ASFS. Submissions must be emailed or post-marked by March 21, 2008. It is preferred that abstracts be submitted on disk or as a file attachment by email to Marcy Ostrom, Center for Sustaining Agriculture and Natural Resources, Washington State University, 1100 N. Western Ave., Wenatchee, WA 98801; mrostrom@wsu.edu. Include your name, full address, email address, and affiliation after the paper title and before the text of the abstract. Contact: David Beriss, University of New Orleans, dberiss@gmail.com; or Alice P. Julier, University of Pittsburgh at apjulier@gmail.com. All submissions are due February 4, 2008. For more information, visit <www.afhvs.org>.

Association for the Study of Food and Society (ASFS) Student Paper Awards. The ASFS invites undergraduate and graduate to submit a paper for the William Whit (undergraduate) and Alex McIntosh (graduate) prizes. These awards are intended to recognize students' contributions to the field of food studies. The author will receive \$500, membership, and conference fees. Send submissions on a wide range of issues relating to food, society and culture, and from the diverse disciplinary and transdisciplinary fields that ASFS encompasses. All papers must be double-spaced and include references, should follow APA or MLA guidelines, and no longer than 5,000 words, excluding references and notes. Provide a word count at the end of the paper. Only single-authored papers will be considered. Papers submitted to ASFS cannot be submitted to AFHVS (and vice versa). The paper should have been completed within two years prior to submission date and should have been written during a course or research project directed by a faculty member. All entries must include a completed submission cover sheet (a PDF file). A copy of the cover sheet can be requested by email to Elaine Power at power@post.queensu.ca. Submit an electronic version of the paper, which does not include personally identifying information, along with the submission cover sheet and electronic letter from the primary supervising professor to: Angie Maltby at aam2@post.queensu.ca. Deadline for submission: March 14, 2008.

MSS Student Paper Competition. The Midwest Sociological Society will hold its 45th Annual Student Paper Competition in honor of Don Martindale. The competition is open to all student members of the Midwest Sociological Society. Submissions due January 8, 2008. Graduate and undergraduate papers are judged in separate divisions with up to three prizes in each division. Contact: Joan Hermsen, (573) 884-1420; hermsenj@missouri.edu; <www.themss.org/STUDENTpage.html>.

In the News

Rebecca G. Adams, University of North Carolina, was quoted on October 15, 2007, a *Boston Globe* article on the baby boomer generation retirees who are choosing to live with friends.

Peter Bearman, Columbia University, and **Michael Woolcock**, University of Manchester, were quoted in an October 29 *Washington Post* article about social capital and democracy building in Iraq.

Helen Berger, West Chester University, was quoted by The Associated Press on November 1, 2007, in a report on Marshall University's observance of Pagan holidays.

Kathleen M. Blee, University of Pittsburgh, was quoted in *USA Today*, on October 18, 2007, in an article on a civil lawsuit filed against the second largest Ku Klux Klan group in the United States.

Frank Dobbin, Harvard University, was quoted on October 22, 2007, in a *Newsday* article on whether diversity training is needed in the wake of the recent noose hangings.

Paul Froese, Baylor University, was quoted in the *Dallas Morning News* on October 15, 2007, in an article on young evangelical voters and how they are diverging from their parents.

Barry Glassner, University of Southern California, was quoted in *USA Today* on October 15, 2007, in an article on the rising rates of obesity in Los Angeles and a new proposal that would slow the building of new fast food restaurants.

Angela J. Hattery, Wake Forest University, was quoted by The Associated Press on November 1, 2007, in an article on how parents are taking a more active role in raising their children than a decade ago.

William B. Helmreich, City University of New York, was quoted in *Newsday* on October 15, 2007, in an article about a noose that was found hanging in a Long Island police station.

Tomás Jimenez, University of California-San Diego, wrote an opinion piece for the *Los Angeles Times* on October 2, 2007, about the racial achievement gap and the academic struggles Latinos face in the United States.

Carole Joffe, University of California-Davis, had a letter to the editor published in the *New York Times Magazine* on October 7, 2007, about Justice John Paul Stevens and the recent *Gonzales vs. Carhart* case decided by the Supreme Court.

Debbie Kasper, Sweet Briar College, was quoted on October 5, 2007, by *The Examiner* in a piece on six students at Lynchburg College who are living in an eco-friendly house.

Tanya M. Koropeckyj-Cox, University of Florida, had her study on how childlessness bothers men more than women covered by the wire service Health Day News on October 19, 2007. The article was re-printed in newspapers nationwide.

Jerry Kruse, Brooklyn College-CUNY, was extensively quoted in the feature article, "Brooklyn Street Proves Yes, We All Can Get Along," by Rick Hampson, in the August 15 *USA Today*.

Derek Kreager, Pennsylvania State University, had his study on male adolescent athletes, which appeared in the *American Sociological Review*, covered by Reuters Health and the *Vancouver Sun* on October 10, 2007.

Kevin T. Leicht, University of Iowa, was quoted in *The Boston Globe*, on October 20, 2007, on how presidential hopefuls Mitt Romney and Rudy Giuliani use different techniques to woo Iowa voters.

Gregory M. Maney, Hofstra University, was quoted in *Newsday* on October 14, 2007, on Nassau County Executive Thomas Suozzi's remarks on immigration policies in the United States.

Robert Moore, Frostburg State University, was quoted several times in a September 26 article in the *Washington Post*, "Colleges See Flare in Racial Incidents."

Katherine Newman, Princeton University, and **Victor Tan Chen**, Harvard University, wrote an opinion piece in the *Chronicle of Higher Education*, on October 3, 2007, on the crisis of near poor families, now being called "the missing class."

Janet E. Poppendieck, Hunter College, was quoted by The Associated Press on November 1, 2007, in an article on the new trend of coffee shops opening up in high school libraries.

Rubén Rumbaut, University of California-Irvine, was quoted in the *Washington Post* on October 5, 2007, in an article on a new bill in Congress called "The Dream Act."

David R. Segal, University of Maryland, was quoted in the *Fort Worth Weekly* on July 11 regarding immigrants serving in the U.S. military. He was quoted in the *Paradise Post* on August 14 regarding the way returning veterans are treated by American society. He was quoted extensively in a Congressional Quarterly *CQ Researcher* article dealing with wounded veterans, on August 31. He was quoted in the *Raleigh News & Observer* in an article on why there has been a decline in African Americans enlisting in the military. He was interviewed on NBC on September 19 on public perceptions of the Iraq War, and the interview was posted on *MSNBC.com*. He was quoted in *Psychiatric News* on September 21 on an increase in suicide among soldiers. He was quoted in the *St. Louis Post-Dispatch* on September 30 on soldiers being diagnosed with pre-existing mental illness rather than PTSD, thereby becoming ineligible for disability benefits.

Lawrence Sherman, University of Pennsylvania, was quoted in the *Philadelphia Enquirer* on October 5, 2007, in an article on the possibility of implementing a "Stop and Frisk" policy in Philadelphia to lower violence and enforce stricter gun control.

Stephen Steinberg, Queens College and Graduate Center-CUNY, wrote an op-ed, "The Melting Pot Is NOT Broken," that appeared in the *San Francisco Chronicle* on October 10, 2007.

Judith Treas, University of California-Irvine, was quoted in the *USA Today* on October 17 on couples who pay to outsource their household chores.

Bruce Western, Harvard University, was featured in the September 23, 2007, Ideas Section of *The Boston Globe*.

Awards

David L. Brown, Cornell University, was elected as a Doctor Honoris Causa of the University of Rousse on October 2 in a ceremony held in Rousse Bulgaria.

Bette J. Dickerson, American University, received the A. Wade Smith Award for Teaching, Mentorship, and Service from the Association of Black Sociologists.

Walter DeKeseredy was recently awarded the University of Ontario Institute of Technology's first Research Excellence Award on September 5, 2007.

Corey Dolgon, Worcester State College, has been honored with an ASA Marxist Section award for his book, *The End of the Hamptons: Scenes from the Class Struggle in America's Paradise*.

Mary E. Evans, University of South Florida, was awarded the American Public Health Association's Carl A. Taube Award for Lifetime Achievement in Mental Health Services Research. She was also recently designated as Distinguished University Health Professor at the University of South Florida.

Steve Gold, Michigan State University, won the Charles Horton Cooley Award for Distinguished Scholarship in Sociology from the Michigan Sociological Association.

Paul Hirschfield, Rutgers University, received a grant of \$98,507 for the project,

"Bridges and Barriers: Educational Attainment of Youth Returning from Detention and Correctional Facilities" from the FY07 Field Initiated Research and Evaluation Program in the Office of Juvenile Justice and Delinquency Prevention.

Philip N. Howard, University of Washington, received a \$341,963 grant from the National Science Foundation to support the World Information Access Project. He also received \$107,000 from Intel's People and Practices Group to study information access and technology diffusion in developing countries.

Sherryl Kleinman, University of North Carolina-Chapel Hill, won the 2007 Women's Advocacy Award from the Carolina Women's Center on the University of North Carolina's campus.

Aaron Kupchik, University of Delaware, recently won the 2007 American Society of Criminology Ruth Shonle Cavan Young Scholar Award, and the 2007 American Society of Criminology Michael J. Hindelang Book Award for *Judging Juveniles*.

Stanley Lieberman, Harvard University, was named a 2007 Fellow at the Center for the Study of Poverty and Inequality at Stanford University, and was elected to the American Philosophical Society.

Anne Lincoln, Southern Methodist University, and **Elaine Howard Ecklund**, University at Buffalo-State University of New York, were awarded \$299,334 by the National Science Foundation for a three-year study titled "Perceptions of Women in Academic Science."

Carrie Oser, University of Kentucky, received a Mentored Research Scientist Development Award (K01) from the National Institute on Drug Abuse. The project is titled "Rural Drug Abuse Treatment: Organizations, Counselors, and Client Outcomes."

Thomas J. Scheff, University of California-Santa Barbara, received an Outstanding Academic Book award from *Choice Magazine* for his 2006 *Goffman Unbound*.

Transitions

Jason Beckfield, **Kathryn Edin**, **Filiz Garip**, and **Jocelyn Viterna** became Harvard faculty as of July 2007.

Prudence L. Carter has joined the faculty of the School of Education and the Department of Sociology at Stanford University.

Glen Elder, University of North Carolina-Chapel Hill, will retire at the end of this academic year as assume a new role as Research Professor.

Barbara Entwisle, University of North Carolina-Chapel Hill, was promoted to the rank of Distinguished Professor.

Jay R. Howard was named Interim Vice Chancellor and Dean of Indiana University-Purdue, University Columbus effective July 1, 2007.

Jonathan London has joined the Faculty of Social Sciences at City University of Hong Kong as an Assistant Professor.

Rubén O. Martinez has moved to Michigan State University as Director of the Julian Samora Research Institute.

Marcyliena Morgan and **Lawrence D. Bobo** have been appointed professors in the Faculty of Arts and Sciences. Both will join the Department of African and African American Studies (AAAS); Bobo will have a joint appointment in sociology.

Lisa Pearce, University of North Carolina-Chapel Hill, won an appointment to the Center for Advanced Study in the Behavioral Sciences.

Xuefei Ren was appointed Assistant Professor in the Department of Sociology and Global Urban Studies Program at Michigan State University.

People

Larry Busch, Michigan State University, co-organized an international symposium on food safety and traceability in Beijing, China, in October 2007.

Anthony Cortese, Southern Methodist University, participated on a panel on the Development, Relief, and Education Alien Minors Act on November 1 sponsored by the Southern Methodist University College Hispanic American Students and the League of United Latin American Citizens.

Elaine Howard Ecklund, University at Buffalo, and **Michael Emerson**, Rice University, received a grant for \$190,149 from the Russell Sage Foundation to fund a study titled "Religion and the Changing Face of American Civic Life."

Stephanie Nawyn, Michigan State University, was the keynote speaker of the Critical Issues Symposium, "Immigration: Shaping and Reshaping America" at Hope College in Holland, MI.

Gene Rosa, Washington State University, was the single academic invited to make a presentation at the Howard H. Baker Center for Public Policy sponsored conference, "The Role of Nuclear Power in Global and Domestic Energy Policy: Recent Developments and Future Expectations," at the Woodrow Wilson Center International Center for Scholars in Washington, DC.

David Schleifer, New York University, presented research from his dissertation on a panel of the American Institute of Wine and Food, on October 10, 2007. His presentation was called "Where Did All the Trans-Fats Come From? Where Have All The Trans-Fats Gone?"

Members' New Books

Ari Antikainen, University of Joensuu, *Transforming a Learning Society: The Case of Finland*, 2nd ed. (Peter Lang, 2007).

Ari Antikainen, University of Joensuu, and **Jarmo Houtsonen**, *Symbolic Power in Cultural Contexts: Uncovering Social Reality* (Sense Publishers, 2007).

Melissa Sheridan Embser-Herbert, Hamline University, *The U.S. Military's 'Don't Ask, Don't Tell' Policy: A Reference Handbook* (Praeger Security International, 2007).

Linda Kalof, Michigan State University, Ed., *A Cultural History of Animals. Volume 1: Antiquity to the Dark Ages (25,000BC-1000AD)* (Berg, 2007).

Linda Kalof, Michigan State University, and **Brigitte Resl**, University of Liverpool, Eds. *A Cultural History of Animals*, 6 Vols. (Berg, 2007).

Sherryl Kleinman, University of North Carolina-Chapel Hill, *Feminist Fieldwork Analysis* (Sage, 2007).

Jerome Krase, Brooklyn College, and **Tevah Platt**, Ed., *The Staten Island Italian-American Experience* (Wagner College DaVinci Society, 2007).

James A. Holstein, Marquette University, and **Jaber F. Gubrium**, University of Missouri, *Handbook of Constructionist Research* (Guilford Press, 2008).

Gilda L. Ochoa, Pomona College, *Learning from Latino Teachers* (Jossey-Bass Publishers, 2007).

Roland Robertson (co-editor), University of Aberdeen and University of Pittsburgh, *Encyclopedia of Globalization*, 4 Vols. (MTM/Routledge, 2007); (co-editor), *Globalization and Sport* (Blackwell, 2007).

Michael J. Shanahan, University of North Carolina-Chapel Hill, and **Ross Macmillan**, University of Minnesota, *Twin Cities. Biography and the Sociological Imagination: Contexts and Contingencies* (Norton, 2007).

Yoku Shaw-Taylor, National Opinion Research Center at the University of Chicago, and **Steven A. Tuch**, George Washington University, *The Other African Americans: Contemporary African and Caribbean Immigrants in the United States* (Rowman & Littlefield, 2007).

Summer Programs

Crime and Justice Summer Research Institute: Broadening Perspectives & Participation, July 7-25, 2008, the Ohio State University. The institute is designed to promote successful research projects and careers among faculty from under-represented groups working in areas of crime and criminal justice. During the institute, each participant will complete an ongoing project (either a research paper or grant proposal) in preparation for journal submission or agency funding review. The Summer Research Institute will provide participants with: Resources for completing their research projects; senior faculty mentors in their areas of study; opportunities to network with junior and senior scholars; workshops addressing topics related to publishing, professionalization, and career planning; travel expenses to Ohio and living expenses. Completed applications must be postmarked by February 8, 2008. To download the application form, visit <ajrc.osu.edu/summerinstitute>. All applicants must hold regular tenure-track positions in U.S. institutions and demonstrate how their participation broadens participation of underrepresented groups in crime and justice research. Graduate students without tenure track appointments are not eligible. Contact: cjrcinstitute@osu.edu.

Deaths

Robert L. Carroll, professor emeritus of sociology at the University of Cincinnati, on August 30 in Cincinnati, OH, at the age of 76.

Obituaries

Barbara H. Kaplan (d. 2007)

Her friends, colleagues, and students are saddened to report the passing of Dr. Barbara Hockey Kaplan on 26 June, 2007, professor emerita of sociology at American University in Washington, DC. As a graduate of Melbourne University, she taught at Columbia, Cornell, Penn, George Washington, and American Universities.

Not fully reflected in her teaching path are the contributions Barbara made in her research capacity in so many places, from Australia to New York to Washington. They range from post-colonial analyses to public health studies and research on student and neighborhood organizations. During World War II, she was a research officer and instructor in the School of Pacific Administration, Australian Army. In the 1960s, she co-edited (with Robert Merton) *Reader in Bureaucracy* (1964).

At American University, Dr. Kaplan grew into a pillar of the department, especially, but not exclusively, with the building of the Macro/World System specialization. She edited *Social Change in the Capitalist World Economy* (1978). It is fitting that her last research project and her continuing interests had to do with the emerging new communication order worldwide.

For most of us, Barbara Kaplan was above all a gifted and unrivaled teacher. Her classrooms and seminars were places

of great intellectual stimulation that made a lasting impression. Many Masters and PhD candidates also had the benefit of her guidance toward a successful thesis.

I had the privilege of sharing an office with Barbara for many years, and I will never forget the richness of our discussions. She exuded energy and enthusiasm always. After her move to San Francisco, the same dynamic prevailed in our occasional phone conversations. She will be sorely missed by all of us.

Jurg Siegenthaler, American University

James Pinkerton (1932-2007)

James "Jim" Ronald Pinkerton, 74, died July 8, 2007, at Lenoir Woods Care Center in Columbia, MO.

Jim was born on December 1, 1932, to Florence Louise Korn and Adam Brownlie Pinkerton in Milwaukee. An only child, he lived first in Wauwatose, WI, and then in Green Bay, WI. He graduated from West Senior High School in 1950 and from Carroll College in Waukesha in 1954 with a bachelor's degree in sociology. He then joined the U.S. Army and spent 18 months in Nancy, France. After his release, he earned a master's degree in insurance and real estate from the University of Wisconsin-Madison.

On June 29, 1957, he married Majorie Midge Glass in Chicago. They moved to Green Bay, where Jim worked in his father's insurance and real estate business, The Pinkerton Agency. In 1959, the Pinkertons returned to Madison, where Jim earned a master's degree and doctorate in sociology.

He finished his courses in 1964 and taught at Eastern Michigan University in Ypsilanti, MI. He received his degrees in May 1965. In July, Pinkerton came to the University of Missouri-Columbia with a joint teaching/research appointment in the School of Business and Public Administration and the Department of Rural Sociology. His areas of concentration were the community, demography, and ecology.

From 1973 until he retired in 1998, he was a professor in the rural sociology department.

He was the co-author of two books: *The Human, Community*, an urban sociology text, and *Outdoor Recreation and Leisure: A Reference Guide and Selected Bibliography*. He also published research studies, journal articles, and scholarly book reviews.

He was a member of the Rural Sociological Society, American Sociological Association, Population Association of America, Midwest Sociological Society, Gamma Sigma Delta, Honor Society of Agriculture-MU Chapter, and Retired Ag Professors.

In the fall of 1995, Jim was an Honorary Research Fellow in the sociology department at the University of Glasgow in Scotland. In Columbia, he was an active member of numerous civic organizations. For many years, Jim won medals for swimming events at the Senior Games and the Show-Me State Games.

He enjoyed travel, especially to Green Bay Packer games each season and visits with his father's family in Scotland and England and his mother's relatives in Norway.

Dr. Pinkerton is survived by his wife, Midge, of Columbia; son Steven and his wife Audrey of Stockton, CA; daughter Kathy Catalina Baker of El Dorado Hills, CA; and five grandchildren.

Kenneth E. Pigg, University of Missouri-Columbia

Peter Whalley (1947-2007)

Peter Whalley, Professor of Sociology at Loyola University-Chicago, died suddenly on August 16, 2007, at the age of 60. The cause of death was a stroke. He had taught in the Loyola Sociology Department for 28 years, serving as both Department Chair and Graduate Program Director. He also served as Chair of the ASA section on Science, Knowledge and Technology from 1997 to 1999.

Peter Whalley was born in Macclesfield, England, and grew up in Newcastle-Under-Lyme. He received a scholarship to attend Pembroke College, Oxford

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University, from which he received his Bachelor's degree in Politics, Philosophy and Economics in 1969. He did graduate studies at Columbia University, earning an MS in Urban Planning in 1972 and a PhD in Sociology in 1982.

His research focused on the work of highly educated and/or technically skilled workers such as engineers, inventors, and designers. However, he reached beyond what he called "occupational sociology" and to ask questions about the nature of knowledge and its institutionalization in various kinds of work settings. His work is marked by an effort to incorporate theoretical ideas into empirical research and by a commitment to the use of qualitative methods.

Dr. Whalley's first book, *The Social Production of Technical Work*, emerged from a comparative study at Columbia University (directed by Allan Silver) of engineering. His study of British engineers rejected the idea that they formed a "new working class" whose structures of technical knowledge posed a threat to capitalist rationality. Neither were they professionals in the medical or legal sense of the term, whose tradition of autonomy was at odds with corporate organization. Rather, engineers in British firms were "trusted employees," who employ discretion in their work, are on career ladders, earn salaries and fringe benefits, and enjoy relative job security. Yet, as he noted in later work, decentralization and subcontracting were replacing careers within firms and threatening to undermine these established organizational strategies for earning engineers' loyalty.

In the 1990s, Professor Whalley undertook a study of independent inventors which asked how their "creative ideas become embodied in innovative products?" He argued that, despite their apparent solitude, inventors require social institutions to support innovation. Legislation and other means to construct a "framework of trust" are needed to allow them to break out of their isolation without risking the theft of their ideas. In 1997, Whalley also collaborated with Stephen Barley on "Technical Work in the Division of Labor: Stalking the Wily Anomaly," in which they demonstrated how technical work transcends and destabilizes conventional dichotomies between mental and manual labor and occupational and organizational

structure, constituting a form of work that "melds cultural opposites" and challenges vertical divisions of labor.

In the late 1990s, Whalley collaborated with Peter Meiksins on a Sloan Foundation-sponsored study of voluntary part-time work among technical professionals. Their 2002 book, *Putting Work in Its Place*, reported on interviews with 127 technical workers who had "customized" their work schedules. Rather than see these arrangements as lesser forms of career commitment, Meiksins and Whalley understood them as challenges to prevailing expectations that professional and technical workers should dedicate the bulk of their waking hours to the workplace.

Although he suffered from cancer of the larynx which required him to undergo a variety of medical treatments, Professor Whalley remained an active researcher and was collaborating with Peter Meiksins on a new project on designers, partly funded by the ASA Fund for the Advancement of the Discipline, at the time of his death.

Dr. Whalley exemplified the idea that good researchers can also be good teachers and colleagues. Under his guidance the sociology program at Loyola became nationally known and respected. He was a demanding teacher who introduced graduate and undergraduate students alike to fundamental understandings of sociological reasoning. He was also an extremely versatile teacher, often teaching advanced graduate seminars and introductory freshman classes in the same semester. He was a brilliant director of students' research, helping them to see the sociological questions implicit in their ideas and to follow the sociological clues to their answers. He was a compassionate, nurturing, and kind mentor to students, who took great interest in their lives and careers.

In keeping with his critical understanding of the overreaching demands of work on American workers, he was devoted to his family, his wife Pam and sons Ned and Nick. As he once said to an overworked and stressed colleague, "When you're dead, the article you didn't get to write won't matter."

Peter Meiksins, Cleveland State University, and Judith Wittner, Loyola University Chicago


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The 2008 Annual Meeting Call for Papers Is Online

The announced listing of topics for the 2008 Call for Papers is now available. See the online guide to the Call for Papers at www.asanet.org and click on "Meetings" for resources for submitters and to review the program components in order to submit your paper. The deadline for paper submissions is January 16, 2008.

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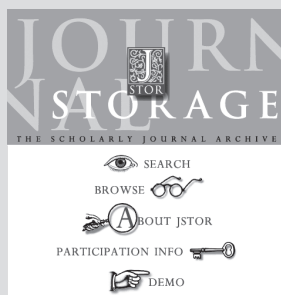
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Small Grants Program: ASA Teaching Enhancement Fund

Deadline: February 1, 2008

Applications are being accepted for the ASA Teaching Enhancement Fund Small Grants Program (TEF). These grants support scholarship on teaching and learning for an individual, a department, a program, or a committee of a state/regional association. ASA will award two or three grants, each up to \$1,000. Principal criteria for the award are: The project is likely to enhance the teaching of sociology, serve as a seed project that will continue to have an impact in months and years to come, and be systemic in its impact. The criteria are intentionally flexible in order to accommodate innovative proposals.

Limited to a maximum of five pages, proposals should: (a) describe the project and the intended audience or beneficiaries, (b) locate the project in the literature on teaching and learning, (c) explain how the financial support would be used, and (d) describe the expected benefits of the project, including systemic impacts.

ASA membership is not a criterion for application or selection for this grant, however, recipient(s) must be an ASA member by the time ASA grants the award. ASA membership involves acceptance of and adherence to the ASA Code of Ethics. Grantees must also provide documentation of pertinent IRB approval for the funded project.

Applications should be sent to American Sociological Association, Academic and Professional Affairs Program, 1307 New York Ave., NW, Suite 700, Washington, DC 20005. Notification of awards will be sent out by April 1. For more information about TEF and application materials, visit www.asanet.org or e-mail apap@asanet.org.

ASA Honors Program Call for Nominations

2008 ASA Annual Meeting | August 1-4, 2008 | Boston, MA

The American Sociological Association seeks applications from exceptional undergraduate sociology students who wish to be considered for the 2008 ASA Honors Program, an experience in professional socialization at the ASA Annual Meeting.

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

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

Interested students and prospective faculty sponsors are encouraged to consult the ASA website at www.asanet.org (click on "Students") for additional information and an application form. Questions? Contact Dennis M. Rome, Director, ASA Honors Program (dennis.rome@uwp.edu).

Applications must be postmarked by: Monday, February 25, 2008