

inside

- 3 To Grad School with a BA in Sociology  
What are the most popular fields of study among grad students with a BA in sociology?
- 5 The Use of Sociology in Turkey  
Sociological research makes headlines—for good or for bad—in Turkey.
- 6 Linking the Community and Public Sociology  
Scholars and activists come together at Highlander Research and Education Center.
- 8 The Handicapped Get a Better Ride  
Thanks to a sociologist's research, Boston's bus system fixed their treatment of the handicapped and elderly.

Science Policy .....	2
From the Executive Officer.....	2
Public Sociology .....	8
Announcements.....	9
Obituaries.....	11



Looking Forward to the 2009 Annual Meeting in San Francisco

# Sex in the City: A Sociological Sexual History of San Francisco

by Siobhan Brooks, Lawrence University

The city of San Francisco could not be a better place for the 104<sup>th</sup> American Sociological Association Annual Meeting, with the theme “New Politics and Community.” San Francisco is known for its progressive movements (Civil Rights Movement, Women’s Movement), including being open and inclusive toward sexuality. From the first free clinics to same-sex marriage to unionized strip clubs like the famous Lusty Lady, San Francisco leads the nation in a public sociology of sexuality.

### Background

In the early 1900s the Barbary Coast and its connection with the waterfront brought together encounters between sailors, prostitutes, and other transient people. These relationships carved an environment of sexually liberal lifestyles and later many pornographic businesses, such as strip-clubs, which are mostly located in San Francisco’s North Beach district.

Since the 1940s, San Francisco has been a haven for gay men (and to a lesser degree lesbians) attempting to avoid the oppressive treatment of gays and lesbians, which was rampant during the 1940s and 1950s. In San Francisco, after World War II, white flight occurred in the Castro, which was once a working-class Irish neighborhood that had experienced, like many other major cities at the time, the migration of many different groups. However, unlike the migration patterns in many cities that consisted of various

racial groups migrating to urban areas for better jobs (i.e., Blacks migrating from the South to western and eastern cities), this migration was of queer people (mostly white but also some people of color) hoping to find acceptance and community in a homophobic country.

The first uprisings against police brutality that occurred among the queer community were actually not at the Stonewall Inn in New York City in 1969 as is commonly cited, but at Compton’s Cafeteria in San Francisco’s Tenderloin district in 1966. Compton’s Cafeteria was one of the few places transgender people met. Because they were not welcomed at gay bars, and cross-dressing was considered illegal, police would raid the Cafeteria. The riot started when a police officer attempted to arrest a transgendered woman after management called the police to report what was perceived to be a rowdy crowd. The woman threw coffee in the officer’s face sparking a riot that became a turning point for the lesbian, gay, bisexual, transgender (LGBT) movement.

### The 1960s

In the summer of 1967, as many as 100,000 hippies moved to San Francisco’s Haight Ashbury to establish and celebrate alternative lifestyles, which included communal living (free food and the establishment of free medical clinics), anti-capitalist values, psychedelic drug use, and the philosophy of free love and non-monogamous relationships. This became known as “the



San Francisco’s famous Castro Theater

summer of love.” However, San Francisco could not accommodate the increase of people. By the 1970s many of the alternative values that defined the hippie community diminished and were replaced by a drug-focused culture. Soon the Haight was plagued with drug abuse, violence, and homelessness as the original hippie population moved out.

During this time, San Francisco elected Harvey Milk, its first openly gay politician, who served as a member of the San Francisco Board of Supervisors until his assassination in 1978 (along with Mayor George Moscone) by another supervisor, Dan White. Promoting the famous “Twinkie Defense” argument, White’s defense attorney argued that White was

See **San Francisco**, page 3

## Two New DRG Services to help Sociology Departments

by Margaret Vitullo, ASA Academic and Professional Affairs Program

Sociology departments and their chairs are facing new challenges during these difficult economic times. Many departments must find ways to build and maintain strong and vital programs while working within even more budgetary constraints than in the past. Moreover, at a time when advice is most needed, department chairs may find it difficult to identify an appropriate source from which to seek advice and counsel. Professional authority, confidentiality, and resource dependence can all limit a chair’s ability to request advice from other department members, former chairs, the dean, and even chairs from other departments. Similar issues may arise for directors of graduate studies and faculty charged with leading department-wide projects, such as developing assessment plans.

In response to the changing needs of sociology departments around the country, the ASA Department Resources Group (DRG) is offering two new services: off-site consulting and a pro bono mentoring service for department chairs, directors of graduate studies programs, and other department members who want to increase their effectiveness in their departmental positions.

The Department Resources Group is composed of 50 sociologists from universities, colleges, and community colleges around the country who are experienced and trained in consulting with sociology

departments. Coordination for the DRG is provided through the ASA Academic and Professional Affairs Program (APAP). For many years, DRG members have conducted external reviews, lead workshops, conducted trainings, and facilitated retreats for sociology departments. The two new DRG services are designed to meet the needs of departments with limited resources for bringing consultants on campus, and to help sociologists who are taking on new organizational roles within their departments.

### DRG Off-site Consultations

As the name implies, an off-site consultation takes place primarily through phone conversations, web-based video conferencing (such as Skype), and document exchange, although it may involve some face-to-face meetings when the opportunity arises, such as during regional meetings or the ASA Annual Meeting. The professional consultation is designed to support a specific project or activity within an institutional department, program, or division. The length of the consultation is negotiated by the consultant and the hiring institution and depends on the nature of the project or activity.


Examples of projects or activities include: development of an assessment plan, curriculum revision, and a new graduate program or certificate. DRG off-site consultations cannot include mediating departmental or institutional conflicts, or acting as an advisor on personnel decisions. Payment

See **DRG**, page 5

## Sociology Makes Top-Ten Careers List

CareerCast.com names sociology as one of the nation’s best jobs in its “2009 Jobs Rated Report.” Sociology ranked as the eighth most appealing job in the new website’s analysis of 200 occupations. The ranking is based on various job characteristics including perceived work environment, income, employment outlook, physical demands, security, and stress. See <[www.careercast.com/jobs/jobsRated](http://www.careercast.com/jobs/jobsRated)>.

CareerCast.com’s finding that mathematician was ranked as the most desirable job contrasts with ASA research, which used the 2003 Survey of Doctoral Recipients data on satisfaction among PhDs within nine disciplines. In ASA’s research, which has been submitted for publication, PhD mathematicians reported the lowest level of job satisfaction, while sociology fell toward the middle of the pack. See <[www.asanet.org/galleries/default-file/SatisfactionWithDoingScience.pdf](http://www.asanet.org/galleries/default-file/SatisfactionWithDoingScience.pdf)>.

This latest “top-ten” recognition for sociology comes on the heels of an online *Forbes* feature appearing in April 2008 in which the discipline was listed as one of the nation’s highest-paying rare jobs. 

from the executive officer

## Social Science's Role in Building Bridges to an American Recovery

The historic presidential inauguration of 2009 has passed. As of this writing, President Barack Obama is engaged in "selling" his far-reaching recovery program, and the new 111<sup>th</sup> Congress is organizing other major legislation focused on our national (and international) economic crisis. Obama is seeking congressional approval of an \$820-billion economic stimulus plan that includes \$9.9 billion for research. It is intended not only to reverse declining economic conditions, but also to invest in the nation's most important bridge-to-the-future priorities: energy, education, health care, and a competitive 21st century infrastructure.

These four broad priorities parallel the six areas delineated just last month in a report released by President Bush's science advisor, John Marburger, in one of his last actions before leaving his position as director of the President's Office of Science and Technology Policy (OSTP). The report, *Social, Behavioral, and Economic Research in the Federal Context*, emphasizes the centrality of societal challenges that are at the heart of knowledge and research in the social, behavioral, and economic sciences (SBE). The 28-page report describes the potential of the SBE sciences to devise solutions within education, healthcare, crime prevention, cooperation and conflict, societal resilience and response to threats, creativity and innovation, as well as energy, environment, and human dynamics. The report was a product of the President's National Science and Technology Council (NSTC) and was released on January 13 (see <www.ostp.



gov/cs/nstc/documents\_reports>).

In the report, written by behavioral and social scientists on the NSTC's Subcommittee on Social, Behavioral and Economic Sciences, Marburger acknowledges in his forward: "Research information provided by the SBE sciences can provide policy-makers with evidence and information that may help address many current challenge areas in society, including education, healthcare, the mitigation of terrorism, the prevention of crime, the response to natural disasters, and the a better understanding of our rapidly changing global economy." Stressing that the "report is a distillation of the most pressing scientific challenges in the SBE sciences, and their policy implications for federal agencies," he concludes that "it strikes a balance between scientific and policy agendas and identifies new areas of SBE science that can inform policy decisions."

### Converging Ideas

The priority areas in President Obama's *American Recovery and Reinvestment Act of 2009* and the words of the outgoing Bush appointee emerged in very different contexts—one is in a far-reaching nearly trillion-dollar spending/tax reduction request (647 pages in the House version) and one is in a brief report on promising social science by a lame duck science advisor. Yet both delineate broad areas vital to the present and future—the short- and long-term economic resuscitation, in the case of Obama, and long-term solutions to recalcitrant policy challenges, in the case of the Bush science officer. Both sets


of priorities aim to establish long-lasting bridges to solid policy development and recognize that these areas are central to the knowledge base and research agendas of the social sciences. That social science research repeatedly surfaces as an essential structural element to help the country establish a predictable and livable future indicates that sociology should be a "full-employment" discipline even if too many find un- or under-employment in the near future.

### Bridge to the Future

We can only hope that sociology (and social science, generally) receives a "place at the table" as the nation's policymakers struggle to find empirically derived answers to policy questions and research-informed guidance on improving the underlying social infrastructure in health care, education, crime and terrorism prevention, disaster resilience, and a rapidly evolving economic ecology. The institutionalization of Marburger's call for a "social science of science policy formation" in the National Science Foundation's new Science of Science & Innovation Policy program (see January 2009 *Footnotes*, p. 2) may help bring a national spotlight to the centrality of social science in crafting and implementing research-based foundations for key national policies. Building a resilient foundation for America's, and the world's, prosperous future requires serious attention during our current crisis. This presents a window of opportunity to structure solutions by tapping knowledge from the science of human society.

Policymakers regularly bump up against the very issues that sociologists have put at the heart of the discipline for over a

hundred years because of their dedication to the well-being and prosperity of human society. When the Consortium of Social Science Associations (COSSA) produced *Fostering Human Progress* in 2001, it delineated six policy-relevant areas in which SBE research had made major contributions: Creating a Safer World; Increasing Prosperity; Improving Health; Educating the Nation; Promoting Fairness; and Protecting the Environment.

As citizens and scientists, Sociologists will be listening closely, to the president's upcoming State of the Union (SOTU) address. In addition to addressing the current and future plans for reviving the U.S. economy, we expect he will talk about the direction his administration will take on other domestic issues such as immigration, homeland security, health care, alternative energy exploration, and education, among others, as well as plans for U.S. efforts in Iraq and Afghanistan. The SOTU serves as a blueprint for the new president's policy priorities for the coming year, and we should be listening carefully for where social scientists fit into structuring promising solutions. 



Sally T. Hillsman is the Executive Officer of ASA. She can be reached by email at [executive.office@asanet.org](mailto:executive.office@asanet.org).

### science policy

#### NSF appoints sociologist Marrett as Acting Deputy Director

The National Science Foundation (NSF) announced the appointment of sociologist Cora Marrett as Acting Deputy Director, which became effective January 18, 2009. She will replace Kathie L. Olsen who is now the Senior Advisor in the Office of Information and Resource Management. Marrett has served as the Assistant Director for Education and Human Resources at NSF since February 2007 (see p. 1 of the November 2006 *Footnotes*). During her tenure, she has led NSF's mission to achieve excellence in U.S. science, technology, engineering, and mathematics (STEM) education at all levels and in formal (e.g., schools) and informal (e.g., museums) settings. Marrett also served as the first Assistant Director for NSF's Directorate for Social, Behavioral, and Economic Sciences from 1992-1996. In between her NSF positions, Marrett served as the University of Wisconsin's Senior Vice President for Academic Affairs for six years and as Senior Vice Chancellor for Academic Affairs and Provost at the University of Massachusetts-Amherst for four years. She holds a BA from Virginia Union University, and MA and PhD degrees from University of Wisconsin-Madison, all in sociology.


#### Federal report on the social, behavioral, and economic sciences

In January, after many delays, the White

House Office of Science and Technology Policy (OSTP), through the National Science and Technology Council (NSTC), released the report *Social, Behavioral, and Economic Research in the Federal Context* (see this issue's Vantage Point on this page). The OSTP advises the President on the impact of science and technology on domestic and international affairs. The report was compiled by the Social Behavioral, and Economic (SBE) Subcommittee of the Committee on Science of the NSTC. David Lightfoot, Assistant Director for the SBE directorate at the National Science Foundation, David Abrams, former director of the Office of Behavioral and Social Science Research at the National Institutes of Health, and Joe Kielman of the Department of Homeland Security, shepherded the report through its preparation. Many other agencies also provided input. The report explains the federal context of support for SBE research, discusses the policy relevance of that research in six areas, notes three "foundational research themes," focuses on four "priority research areas," and describes three important new tools that SBE scientists use to conduct their research. A printed copy will soon be available, but, in the meantime, access a PDF version at <www.ostp.gov/cs/nstc/documents\_reports>.



#### NSF's Human & Social Dynamics initiative ending five-year run with \$28 million in grants

In late November, the National Science Foundation (NSF) awarded 37 new grants totaling \$28.3 million to researchers engaged in interdisciplinary projects about human and social dynamics. These are the last awards that will be granted by NSF's Human and Social Dynamics (HSD) priority area, whose five-year run ended at the end of 2008, having awarded more than 400 research grants totaling about \$166 million. Since its inception in 2004 (see February 2004 (p. 5) and January 2007 *Footnotes*), HSD research linked subject matter experts from different scientific and engineering disciplines, including sociology, to study the dynamics of human action and development, as well as organizational, cultural, and societal adaptation to change. "Although the HSD priority area officially ends with the 2008 competition, the research themes that emerged from HSD will continue to be encouraged at NSF," said Rita Teutonico, advisor for social, behavioral and economic sciences and HSD competition coordinator. For more information, see <www.nsf.gov/news/news\_summ.jsp?cntn\_id=112680&govDel=USNSF\_51>. 

ASA  
footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Mailed free to all ASA members. Subscription, \$40. Single copies, \$3.

Editor: Sally T. Hillsman  
Associate Editor: K. Lee Herring  
Managing Editor: Johanna Olexy  
Secretary: Donald Tomaskovic-Devey

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

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

Copyright © 2009, American Sociological Association. Third-class postage paid at Washington, DC, and additional mailing offices. ISSN 0749-6931.

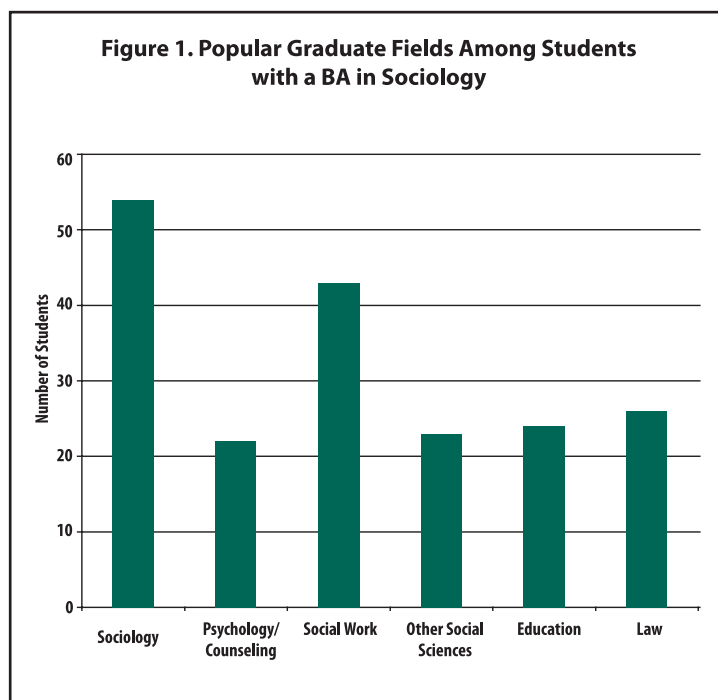
 footnotes is printed on recycled paper

# BA and Beyond...and to Graduate School

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

It is often assumed that the undergraduate major in sociology is designed to be the first step toward a PhD in the field. Yet, data from the second wave of ASA's *What Can I Do with a Bachelor's Degree in Sociology?*, conducted 18 months after the class of 2005 graduated, found that 60 percent of this cohort (N=778) was in the labor market and not attending graduate school. However, 30 percent were in graduate school or combining graduate school with labor force activities. Those with a bachelor's degree who were now enrolled in graduate school were enrolled in a wide array of fields from psychology to engineering, with sociology as the predominant choice. Although nearly a quarter of graduate students were enrolled in sociology programs, less than one-third of these sociology graduate students were seeking doctoral degrees. Thus only seven percent of these graduate students were explicitly pursuing a sociology PhD a year and a half after graduating with a bachelor's degree in sociology.

After sociology, social work and law programs were the next most popular fields among graduate students in this cohort. Nearly all of social work students were pursuing master's degrees and all law students were pursuing professional degrees. Education, psychology/counseling, and "other" social science fields complete the list of the six most popular graduate fields,




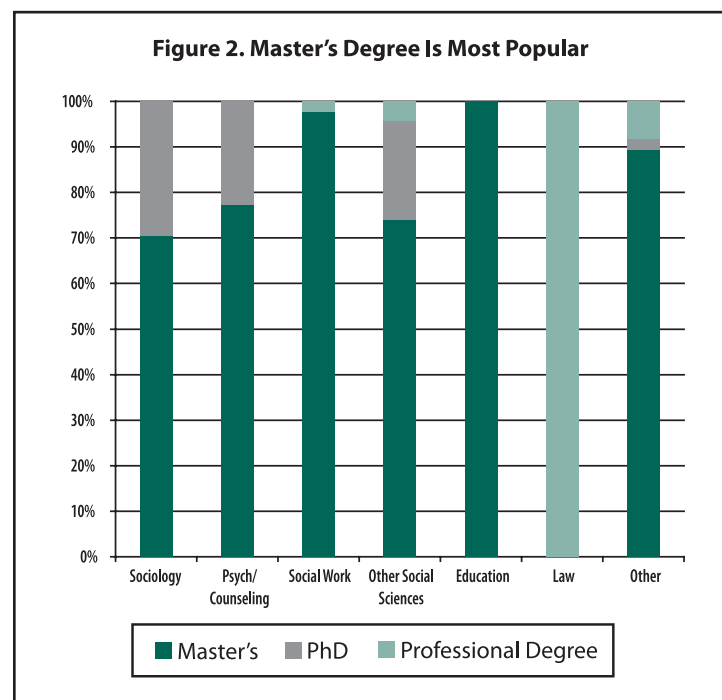
each with about 10 percent of the graduate student population (see Figure 1). Following the pattern of sociology graduate students, the majority of psychology or other social science graduate students surveyed were pursuing a master's degree (see Figure 2). One possible reason for the low percentage of PhD students in all fields is the timing of the survey. Many students in PhD programs may have been working towards a master's degree this early in their graduate program, and this status may have affected how respondents answered the question of the degree that they were pursuing.

Sociology graduates who responded that they were pursuing a master's degree were

more likely to also be employed compared to PhD and other professional degree students. Two-thirds of MA sociology students were both employed and enrolled in graduate school compared to only 38 percent of students completing other degrees. As shown in our research brief *What Are They Doing With a Bachelor's in Sociology?*, respondents who were working full time were most likely to be employed in social service occupations that they perceived to be closely related to their undergraduate sociology major (see [www.asanet.org/galleries/Research/ASAResearchBrief\\_revised.pdf](http://www.asanet.org/galleries/Research/ASAResearchBrief_revised.pdf)). Graduate students in the labor force are also likely to be employed in positions

related to their graduate program field. Forty percent of sociology graduate students are employed as social science researchers, 62 percent of education graduate students are teachers, and 63 percent of those in psychology programs are in social service occupations.

These initial findings suggest that an undergraduate degree in sociology is the first step on an education path that produces teachers, lawyers, social workers, psychologists, as well as sociologists at the MA and PhD levels. A forthcoming research brief will further examine pathways to graduate school and graduate school experiences. 



## San Francisco

from page 1

not responsible for his actions; he cited disappointment in politics of City Hall and a junk-food diet as the reasons for committing the murder. White was acquitted of the murders and charged with voluntary manslaughter, promoting protest and riots, which were referred to as the "White Night Riots." Shortly after, the gay flag was created in 1978 by Gilbert Baker, in honor of the gay community. The recent film, *Milk*, starring Sean Penn, is an excellent portrayal of the life of Harvey Milk and the history of San Francisco's Castro District.

### Women's Businesses, Public Eroticism, and Publications

The 1970s were also known for the birth of the second wave feminist movement, through which many rights for women were gained. New feminist businesses emerged, which focused on women feeling comfortable and empowered in their sexuality and engaging in sexual pleasure. Good Vibrations, a San Francisco sex toy store, was started in 1977 by sex therapist Joani Black as a women-centered alternative to adult bookstores offering videos and books about sexuality.

San Francisco is known for public sexuality, especially its leather and S&M communities, which emerged during the 1970s but has existed in the gay male community since the 1940s. Pat Califia (aka Patrick Califia), a transgender erotic fiction writer, founded the first lesbian leather subculture in 1978.

The 1980s outbreak of AIDS devastated the gay community nationally; the gay and lesbian community of San Francisco especially lost many members to the disease.

The lack of funding for AIDS research and discrimination against people who were HIV-positive or had full-blown AIDS sparked queer activists and organizations, such as ACT-UP, which is still very active in the community.

Queer and feminist publications also expanded in the 1980s. Cleis Press was formed in 1981 in Minneapolis by Frédérique Delacoste and Felice Newman before moving to San Francisco. Some notable books published by Cleis Press are *Sex Work: Writings by Women in the Sex Industry* and *The Whole Lesbian Sex Book*. Cleis has published queer writers such as Susie Bright, Annie Sprinkle, Tristan Taormino, and Essex Hemphill. In 1984, the lesbian magazine *On Our Backs*, one of few erotic magazines catering to lesbians was started by Debi Sundahl and Nan Kinney as a response to the anti-pornography views of the feminist movement.

### Sex Worker Activism


Sex worker activism in San Francisco dominated sexual politics of the 1990s as the service center expanded the number of women entering the sex industry. One of the first sex worker organizations in San Francisco was COYOTE (Cast Off Your Old Tired Ethics), which was founded in 1973 by ex-prostitute Margo St. James who argued that sex work should be viewed as just that, work, and that sex workers should be entitled to worker rights and protections.

The Lusty Lady Theater located in San



Skyline of the City of San Francisco

Francisco's North Beach District became the first strip club in the country to form a successful union in 1996. I am fortunate to have been part of this historic union movement while a college student at San Francisco State University. The dancers at the Lusty Lady unionized with SEIU Local 790 in response to racial discrimination in shifts, and to customers videotaping dancers without their permission through three one-way mirrored windows. The Lusty Lady still remains the only unionized strip club, but the union movement led to national organizing among exotic dancers. This is documented in the film *Live, Nude, Girls, Unite!*, written and directed by former Lusty Lady dancer and union organizer, Julia Query. The Lusty Lady is still unionized and is now also a worker-owned business.

Contemporary issues regarding sex and politics, such as gay marriage and the recent passage of California's Proposition 8, which restricts marriage to a union between a man and a woman, have promoted activism within San Francisco's queer community, and is reflective of the city's rich history of counter-culture, public sexuality, and sexual politics. 


## Did You Know?

### Sociological Grounding in the Obama Admin, White House

Sociology is a common tie among three members of President Barack Obama's cabinet. A *magna cum laude* graduate of Harvard University's sociology program, Chicago public schools administrator Arne Duncan was appointed Secretary of Education in December. Duncan's senior thesis, "The Values, Aspirations, and Opportunities of the Urban Underclass," focused on inner-city Chicago.

United States Trade Representative Ronald Kirk majored in sociology and political science as an undergraduate at Austin College. His career has included service as the secretary of state in Texas and mayor of Dallas.

Ray LaHood, appointed Secretary of Transportation, earned his bachelor's degree from Bradley University in education and sociology in 1971. Prior to his cabinet appointment, LaHood represented the 18<sup>th</sup> district of Illinois in the U.S. House of Representatives.

The election of Barack Obama to the presidency also brings a sociological mind to the White House. First Lady Michelle Obama graduated *cum laude* with a degree in sociology from Princeton University in 1985. During her studies, she wrote a thesis examining "Princeton-Educated Blacks and the Black Community." 

## A Sociologist in a College of Engineering: Stranger in a Strange Land?

by Don Winiiecki, Boise State University,  
College of Engineering

In Robert Heinlein's famous novel *Stranger in a Strange Land*, Valentine Michael Smith paid a heavy price for figuring out and influencing members of the culture that surrounded him. As a sociologist in the Boise State University, College of Engineering, one might call me a stranger in a strange land too.

How did I land here? In many ways, like Smith's links through genealogy, I belong here. I earned my slot and my tenure in the Instructional & Performance Technology department in the College of Engineering with a doctorate in instructional technology and a specialty in designing and implementing workplace systems—training and non-training methods to facilitate higher performance from workers. I have long been interested in technology; my bachelor's and master's degrees are in industrial arts and technology education. However, as I taught the use of technologies to deliver and regulate workplace productivity and instructional communication with the aim of providing my students with insight into how to design instructional and workplace systems, I grew steadily less comfortable with the doings made possible by technologies in organizations. This discomfort led me to earn a second doctorate in sociology with a focus on post-structural analysis of technologies in contemporary workplaces.

In this research, the mundane everyday things interest me—how we produce our social apparatuses in and with technology and how we then convince ourselves that our creations and their products are somehow natural and even true. I have managed to do research worthy of a pub-

lished book and a fair number of refereed publications. I also established a course on ethnographic research in organizations, which is now cross-listed with a sociology graduate course. I guide students to understand the “doings of doings” with an aim of identifying the effects and affects of technologies and systems. I have also turned my research and publishing program toward technology and engineering, studying things such as the confluence (or collision!) of legal and scientific disciplines and most recently, open source software development as a social phenomenon that is both influenced by and influences economics, the flow of knowledge and even state regulation of populations.

While my engineering and technologically inclined colleagues are not always certain what I am doing, they continue to be the type of colleagues any faculty member would want. They know of my interest in the sociological analysis of science and engineering and some have invited me to conduct ethnographic fieldwork in their research labs.

### Teaching Future Engineers

My colleagues in the sociology department across campus have been supportive as well and more than willing to listen when my own unusual position leaves me feeling like an outsider. But perhaps the strangest feeling of all is when I try to teach my students how to apply sociological concepts to their own work as developers of workplace systems.

I have found that the trick is to help them see past the contemporary discourse emphasizing economy, efficiency, predictability, and control in organizations (Ritzer's now famous McDonaldisation ideal type). Some are willing, but virtually all come from labor experiences and

surrounding societies that normalize the workplace so that questioning institutional systems appears as ignorance or a rejection of important ideals

Successes come gradually and most often when I appeal to an element common to both sociology and technology/engineering/science—the notion that any complex entity (e.g., society, lab research, gendered structures or mechanics, organizational processes) is made up of many systems with which we have an incomplete and roughly understood set of interrelations. Regardless of our goals or the nature of a problem, improvements are not something that occur at a particular place, a time, or with particular people, but rather throughout the social system. In the same way, comparative sociological analysis allows for the introduction of social science concepts to account for and objectify means for addressing social issues within any construct.

Some of my best students had an engineering or physical science orientation. Too often, their curricula are so focused on professional credentials that the study of their impact as engineers and scientists on their own social systems is a casualty. Many students, however, realize the links between their chosen pursuit and the more closely felt inequalities that occur across categories such as class, gender, ethnicity, race. I can use all the help I can get!

### Linking the Hard Sciences with the Social Sciences

Where many students struggle is with the ideas of material and immaterial social facts and the power of those forms compared to the abstracted logic of the hard sciences, which are surprisingly easy for many. However, the superstructures of society can

be named and picked apart and the unintentional consequences of corporate activity rarely slip past them—especially with so many reports of environmental tragedy, job losses, radical shifts in economic power, and so on, in contemporary news. These issues are in their face and, with only a little imagination, in their futures. They see the problems as part of systems, and technologically oriented students are people preparing for lives as actors in and sometimes developers or controllers of systems. It is just that they—as students in the “hard” sciences—have not normally had school experiences that help them connect their chosen field with sociology.

Some still do not connect. We know that it is too much to expect to reach everyone. These are unconventional ideas, especially for technologists and engineers. What is heartening is that so many students not only seem to get it, but also accept it—at least for now. How they will act when they are embedded in the organizations we study is unknown. (It has been said that if you put a good person in a bad system, the system will win every time.) But there is hope that they have the skills to mount a better argument.

I may be a stranger in this land, but rather than discovering that my colleagues and students are wary of my moves, I have found a mixed blessing—many are open but not all. Yet, it only takes a few to start the process of change. With a sociological perspective and without the selfish interest present in so many of Heinlein's characters, I find that things can be quite different. I'm looking forward to learning how my students make use of this perspective in their futures. With a blending of sociology and sciences of other kinds, there is clear hope that they can—and maybe even will—create a more welcoming environment for the social scientist. ☺

The author can be contacted at [dwiniecki@boisestate.edu](mailto:dwiniecki@boisestate.edu).

## Re-Stating the Significance of the DuBois Distinguished Scholarship Award

by Mary Pattillo, Northwestern University

To fortify our collective memory, it is important that we continuously share the stories of collective action and progress. Many members do not know why ASA's highest award for scholarship is named after W.E.B. DuBois. The answer is that ASA members organized to recognize this founder of American sociology and champion of engaged scholarship. In May of 2006, the proposed name change was put before the full membership for a vote. The proposal succeeded and the award was renamed. Below is an article that originally appeared in the May/June 2006 issue of *Footnotes*, which provides background on this preeminent scholar and details the merits of the proposal. A scholarly analysis of DuBois's significance to sociology by Aldon Morris also appeared in the ASA edited volume, *Sociology in America: A History*. For more information on the award, see [www.asanet.org/cs/awards](http://www.asanet.org/cs/awards).

“Background on Proposed Name Change for ASA's Distinguished Scholarship Award,” *Footnotes*, May/June 2006

by Aldon Morris, Michael Schwartz, Mary Pattillo, Dan Clawson, Cedric Herring, Howard Winant and Walter Allen

We believe that the proposal to rename the ASA Career of Distinguished Scholarship Award after W.E.B. DuBois is an idea whose time has come. Indeed, we collected more than 600 signatures in less than a month from ASA members who endorsed the change [to W.E.B. DuBois Career of Distinguished Scholarship Award]. Signatures were received from two-thirds of the ASA Council, 13 ASA

presidents and the last four winners of the current award. It is fitting that a vote of the entire ASA membership will now determine whether this important change will be enacted.

DuBois' work has taken on enhanced prominence because American scholars appreciate his body of thought as a key tool for understanding the globalizing world, and because in other countries, DuBois has long been recognized as the pre-eminent American sociologist. His foundational ideas are current in many areas, including social psychology, stratification, race relations, social change, and world systems. His pioneering empirical work has established methodological trajectories in a wide array of fields. As a result, DuBois is one of the most cited

sociologists of all times.

But there is an additional reason why DuBois' name is appropriate for the ASA's highest award. DuBois made an impact on the world through his writings and his efforts to bring insights to bear on key social problems. And throughout his life, these efforts bore fruit: in the formation of the NAACP, the creation of *The Crisis Magazine*, and his pivotal work that helped lay the foundation for the independence of Africa and Asia. DuBois' scholarship and activism established him as the consummate public intellectual. He fought for the rights of people of color worldwide, for women and worker's rights, Jewish freedom, a peaceful world without nuclear weapons, and global democracy.

We believe that renaming the award is to de-racialize excellence and provide an opportunity for members to claim their multicultural intellectual heritage. There is a growing sense in the profession that we need to project a coherent image to the broader public we seek to inform. Other social sciences send out key intellectual messages by naming prizes after appropriate figures: the highest award in Political Science is named after James

Madison; Anthropology's highest award is named after Franz Boas. The W.E.B. DuBois Award would send a message that connects sociology with the intellectual and social currents associated with DuBois.



W.E.B. DuBois

Renaming the award sets the standard for a distinguished sociological career at the very highest level of achievement. Because this would not be one award among many, it would most closely approximate our ideal of what a sociologist

can achieve. By naming this award for W.E.B. DuBois, we reinvigorate our sense of what's possible in sociology and vivify our discipline. Because this change cannot be made lightly, it is to be decided by the entire ASA membership.

With this change, we would be asserting that DuBois' legacy is the ongoing business of sociology; that we have a professional commitment to the values of social justice, egalitarianism, and human freedom. These values have sometimes lifted our field to its highest level of influence, enabling us to identify, as DuBois did, with human emancipation, democracy, and peace. Can we embrace that identity again? ☺

# The Debate on “Neighborhood Pressure” in Turkey

by Ateş Altırmordu, Yale University

In May 2007, a preeminent Turkish sociologist, Şerif Mardin, was interviewed by a journalist on the occasion of the publication of a collected volume of his articles, *Religion, Society, and Modernity in Turkey* (2006). In this interview, Mardin suggested that a major potential threat against the nurturing of a liberal environment in Turkey was “the neighborhood pressure ... which is a mood very hard to delineate by the social sciences.” With this term, Mardin sought to capture the unofficial, local, communal pressure on individuals to conform to religious-conservative norms in their everyday lives. Almost immediately, a lively debate began in Turkish newspapers and television programs on the concept of “neighborhood pressure” and on its manifestations in Turkey.

In subsequent interviews and panels, Mardin elucidated the term further: The central element of this unofficial yet remarkably strong pressure was “the gazing collectivity.” Beyond a sociological universal referring to the enforcement of communal norms through micro-level interaction, neighborhood pressure was a phenomenon with a specific historical trajectory in Turkey: Neighborhood Islam had been a central source of anxiety among the Young Turks, the nationalist modernizers of late 19th and early 20th century, precisely because it was difficult to pin down and even harder to influence from above. Neighborhood pressure was to be understood against the transformation of the neighborhood as an organizational form and against ideological change since the late Ottoman period.

## Sociological Theory and Political Arguments

While Mardin stressed that he did not see the governing Justice and Development Party (JDP)—a political party with Islamic roots—as the driving force behind neighborhood pressure, he warned against the reverse possibility that the party may eventually submit to it. Despite this careful formulation, Turkish secularists quickly began to use the term as a weapon against the JDP. The politicization of the term was perhaps

to be expected given that the secularist circles in Turkey typically combine their view of political Islam as a threat to the secular regime with a perception of public Islam as a threat to modern lifestyles. However, this development was highly ironic from the perspective of Mardin’s legacy among political camps in Turkey. Mardin had been one of the earliest Turkish social scientists who sought to understand the meaning worlds and historical trajectories of Islamic currents instead of branding them as reactionary forces. As a result, Kemalists—the contemporary carriers of the secularist founding ideology of the Turkish state—had always looked upon him with suspicion. Reportedly, his nomination to the Turkish Academy of Sciences had failed three times despite his exceptional accomplishments as a social scientist. Now, actors from the same camp repeatedly referred to “Professor Mardin’s term of neighborhood pressure” to claim that the JDP posed a dire threat to democracy in Turkey.

The debate took a new turn when a study on the subject was published in December 2008. Binnaz Toprak, a prominent political scientist, had conducted fieldwork in 12 Anatolian towns and two Istanbul neighborhoods in collaboration with journalists in order to examine empirically whether and to what extent neighborhood pressure existed in these localities. The researchers interviewed individuals with minority and excluded identities (Alevi, Christians, Kurds, Roma, women), non-conservative political orientations (Kemalists, radicals, leftists), and non-traditional lifestyles in order to find out whether they had been subject to discrimination and pressure by religious conservatives. The results of the study were striking: Many Alevi reported that they were regularly excluded from commercial relations, denied employment in both public and private sectors, and subjected to insults by their Sunni neighbors. University students in some towns reported that they were verbally abused and threatened with violence for not fasting during Ramadan; in some Anatolian towns, most restaurants, coffee houses, and dining halls, including those in public institutions, stopped serving food and drinks.

Conservative landlords regularly refused to rent apartments to female students who did not wear headscarves, unmarried male students, and Kurdish students.

The findings with the most crucial political implications concerned the relationship between neighborhood pressure and the JDP government. While the researchers emphasized that many of the observed patterns were not new and could not be attributed to the influence of JDP, they nevertheless found that discrimination against individuals with secular identities was often reinforced by local government agencies controlled by the party. They also observed that local institutions and networks of the Gülen community, the most influential religious brotherhood in Turkey, contributed to the exclusion of outsiders.

## Debating Research Publicly

Since mid-December 2008, when the findings of this study were made public, a heated debate ensued in newspapers and on TV. An interesting aspect of these debates is the extent to which the methodology of the study has been scrutinized: Members of the JDP and advocates of the Gülen community claimed that the 401 interviewees were not representative of Turkish society and that the study suffered from a strong selection bias. In response, Toprak explained in detail the research design and the methodological approach of the study. Other social scientists further commented on these questions in the media. Regardless of the clearly political motivations of some discussants, this was a rare case in which methodological issues such as sampling, generalizability, selection bias, and differences between surveys and in-depth interviews were extensively debated in the wider public sphere.

This case is a good example of public sociology, or rather public social science. Mardin and Toprak generated a significant

public debate by proposing concepts and conducting empirical research that were directly relevant to central public concerns and by discussing their ideas and findings in the public arena. Moreover, it was a positive feature of these debates that the two scholars were not simply presumed experts; their findings and methodology were subject to extensive critical scrutiny in public forums. These series of events also illustrate the pitfalls of public social science, however, as both scholars’ arguments were grossly misrepresented and selectively used as a political weapon in some occasions.

Despite the distortions and confusions that accompany most public debates of this scope, crucial questions have been introduced in the course of these discussions: What sorts of discrimination do minorities face in their everyday lives? What are the limitations of political reform from above? How does one reconcile respect for communal cultures with the rights of individuals? Perhaps most importantly, political liberals who supported religious circles’ struggles against their exclusion in the past now called upon them to defend the rights of religious minorities and non-conservative individuals. While the outcome is difficult to predict, this episode illustrates that social scientists can make a major difference when they tackle socially relevant questions and engage in public debate. ☪

Ateş Altırmordu, a native of Turkey, is a PhD candidate in the Department of Sociology at Yale University.

## Submit Ideas for the *International Perspectives* Column

Footnotes invites contributions from knowledgeable non-North American sociologists on the state of the discipline and profession of sociology in countries outside North America for publication in the new occasional column, “International Perspectives.” Sociological analyses of significant national events in these countries that would be of interest to North American sociologists are welcome for publication. Original contributions must be in English and no more than 1,100 words. To discuss possible contributions or send material, contact Lee Herring, Associate Editor (herring@asanet.org), or Johanna Olexy, Managing Editor (olexy@asanet.org).

## More Candidates for the ASA Election

Below are additional names to the slate of candidates for the 2009 election. The names of candidates for ASA Officers, Committee on Publications, and Committee on Nomination were announced in the January 2009 issue of *Footnotes*. Ballots for the 2009 election will be available online in early April. Paper ballots can be sent by request by contacting [governance@asanet.org](mailto:governance@asanet.org) or (202) 383-9005.

### Council Members-at-Large

Kenneth T. Andrews, University of North Carolina-Chapel Hill  
Jose Z. Calderon, Pitzer College  
Sarah Fenstermaker, University of California-Santa Barbara  
Philip Kasinitz, CUNY - Graduate Center  
Jennifer Lee, University of California-Irvine  
Rogelio Saenz, Texas A&M University

Sandra S. Smith, University of California-Berkeley  
Sarah A. Soule, Stanford University

### Committee on Committees

*4-Year/MA-Granting Institutions*  
Peggy Levitt, Wellesley College  
Melinda Milligan, Sonoma State University

### Members-at-Large

Irene H. I. Bloemraad, University of California-Berkeley  
Michael Hughes, Virginia Tech  
Andrew J. Perrin, University of North Carolina-Chapel Hill  
Mitchell L. Stevens, New York University

### 2-Year Schools

Carol Jenkins, Glendale Community College  
Rosalaria Solorzano, Pima Community College

## DRG

from page 1

for services is on an hourly basis, negotiated between the consultant and the institution, with a recommended rate of at least \$75/hour. It is anticipated that institutions seeking the assistance of a DRG off-site consultant will be those that cannot afford to bring a DRG member to campus or for which a longer-term interaction would be more productive.

### DRG Mentors

The DRG Mentors Program is designed to provide one-on-one support, feedback, advice, and coaching to sociologists to help them increase their effectiveness as actors in a particular institutional role, such as department chair, division coordinator, or graduate studies director. The purpose of the mentorship is not to help individuals with their own publication or teaching. The DRG Mentors program is a volunteer, unpaid effort. Meetings with DRG mentors generally take place

through phone conversations, email, and video conferencing. The length of mentor relationships is negotiated on a case-by-case basis, but typically extends over six to 12 months.

The program is proving to be popular; the APAP office has already begun receiving requests and is setting up DRG mentorships. This does not surprise Anna Bruzzese, Chair of Sociology and Philosophy at Los Angeles Pierce College, who said, “The institutional roles that the mentees in the DRG Mentors Program take on are often full of challenges that may be problematic to discuss with others in the person’s workplace, due to politics involved, for example. Having an outside mentor, someone who has successfully navigated a variety of complex situations, can be invaluable in terms of encouragement and inspiration.” ☪

For more information about DRG or the new services, contact Margaret Weigers Vitullo, Director of Academic and Professional Affairs Program, at (202) 383 9005 x323 or [vitullo@asanet.org](mailto:vitullo@asanet.org).

# Putting the Community First through Public Sociology: The Highlander Research and Education Center

by Chris Baker, Walters State Community College; Frank Adams, SACCO, Inc.; Lee Williams, Edinboro University of Pennsylvania; Randy Stoecker, University of Toledo; Glenn S. Johnson, Clark Atlanta University

At more than 75 years old (as of 2007), the Highlander Research and Education Center offers those engaged in public sociology a blueprint for how scholars and activists use social science research methods to address development, social problems, and issues of social justice.

The center promotes a change-based research model controlled and conducted by the community. Located on a farm in rural east Tennessee outside of Knoxville, Highlander engages in social and community movement building by applying the methods of the social sciences to educate adult grassroots leaders who work with grassroots and Community Based Organizations (CBOs). Throughout the 20<sup>th</sup> century, grassroots groups at Highlander became important catalysts behind the southern labor union movement, the U.S. civil rights movement, the growth and development of Appalachian Studies in higher education, and the rise of participatory research in academia.

Highlander fosters experiential learning by connecting people's lived experiences with social science perspectives and research methods. What is now called "popular education" emphasizes people's ability to create knowledge and change as they operationalize social relations using critical discourse and an array of social science research methods through a process of conscientization. Popular educators call this knowledge "people's knowledge." Groups meeting in the famous rocking chairs at Highlander engage in peer group learning through focus groups, surveys, existing documents, interviews, role playing, and oral histories. Starting with community members facing a problem, grassroots leaders act on sessions of reflexive thinking about their social

circumstances, history, and relationships to others. The model is community driven, organized, and carried out. Central to the school's educational mission is leadership development and empowerment. Implicit in the school's community development initiatives is the idea of capacity building with disenfranchised groups. Experiential education draws on a community's cultural identity and vision as central to defining and solving social problems.

## A History Lesson

The history of the school reveals a blueprint for applying the tools of the social sciences for social change. Co-founded in 1932 by Myles Horton and Don West and overseen by Myles until his death in 1990, the school was integral to the southern labor movement linking the region's experiences of poverty to empowerment through organizing, songs, plays, print, and rallies. Organizing for the CIO (of the AFL-CIO), Highlander workshops drew on class analysis to look at the system and learn from workers problems in order to organize around common experiences. In the 1950s, Highlander switched from union activities to civil rights. The school played a major role behind the education programs in the Civil Rights Movement. Highlander's Citizenship School programs laid the foundation of the voting rights acts while the school became better known as the "communist school," which trained integrationists such as Martin Luther King and Rosa Parks.

By the 1970s and 1980s, Highlander shifted its emphasis to deindustrialization, temporary and contingent workers, and global/local environment issues. The center began formal research training involving both academics and lay persons to sample archival and land ownership data in courthouses to determine land and tax ownership patterns in coalmining areas in central Appalachia. Looking at who owned 5 million acres in the region, The Appalachian Landownership Task Force found vast acreage under-taxed, under-assessed, and absentee-owned. This research led to changes

in assessment and empowered community groups around a host of rural development issues. In the 1990s, Highlander began working with unemployed industrial workers and Latino migrants to link organizing efforts around the increasing connections between the rural U.S. communities and Mexico's maquiladoras low-wage export zone. This work continues as North/South integration transforms communities through mass migration and continued economic restructuring.


Today, groups facing limited options in the global economy come to Highlander to engage in organizational movement building around the following: youth, LGBTQ, labor, prison, immigration, and other issues faced by communities. The center is involved in providing resources to emerging international labor movements. Recent campaigns address racism, driver's certificates for migrants, union drives in the poultry industry, and human rights rallies in support of immigrants. To meet the practical needs of the region's growing international community the center has established its Multilingual Capacity Building (MLCB) program. MLCB provides interpreters for movement building by developing a cadre of social justice interpreters in the South and Appalachia.

## A Public Sociology for the Public

Today at Highlander, new social movement organizations are emerging in a global economy drawing on these previous networks to forge international alliances to address immigrant's economic, labor, and human rights. Many scholars have participated in workshops at the Center to make research methods relevant for community solutions. Historically, some of the scholars working closest to Highlander and those doing other types of community work sacrifice academic careers to struggle with communities, organize workers, and fight powerful actors.

Increasingly, the practices of Highlander have been taken up by academics in universities and colleges, and

sometimes even by the institutions themselves. As higher education institutions create offices of community-based research or change their tenure and promotion criteria to include community engagement, they create space for the specialized form of organic public sociology that emphasizes community-academic collaboration. This is different from the dominant form of traditional public sociology that privileges academic discourse in the construction of issues and solutions. Thus, it is also more political, less likely to produce books and articles, and more difficult for higher education institutions to officially endorse.

Nonetheless, institution-based scholars have engaged in Highlander-style organic public sociology in many ways. They have been involved in supporting neighborhood-based reconstruction of the Hurricane Katrina-ravaged Gulf Coast region. They have conducted research on corporations in support of labor organizing efforts. They have performed "evaluations" of community organizing efforts that have engaged organizers and community residents in the research process to support community reflection and education in order to maximize organizing success. And they continue to find new ways to implement the spirit of Highlander in creating research and education practices led by the people, so that the people may rule. 

## Suggested Reading

- Adams, Frank. 1975. *Unearthing Seeds of Fire: The Idea of Highlander*. Winston Salem, NC: John Blair.
- Appalachian Land Ownership Task Force. 1982. *Who Owns Appalachia: Land Ownership and Its Impact*. Lexington, KY: The University of Kentucky Press.
- Gaventa, John. 1991. "Toward a Knowledge Democracy: Viewpoints on Participatory Research in North America." In *Action and Knowledge: Breaking the Monopoly with Participatory Action Research*, edited by O. Fals-Borda and M.A. Rahman. New York: Apex.
- Horton, Myles and Paulo Friere. 1990. *We Make the Road by Walking: Conversations on Education and Social Change*, edited by B. Bell, J. Gaventa, and J. Peters. Philadelphia PA: Temple University Press.
- Stoecker, Randy. 2005. *Research Methods for Community Change*. Thousand Oaks, CA: Sage.

## On Meeting a Queen

by Thomas J. Scheff, University of California-Santa Barbara

In November 2008, I received an honorary doctorate for my work on the sociology of emotion from Copenhagen University in Denmark. The ceremony took place in a large auditorium on campus. It was cold and wet outside, but the hall was filled, buzzing with people, including journalists, photographers, and cameramen. I had been through this before five years prior at Karlstad University (Sweden), both times accompanied by my wife Suzanne Retzinger.

There were six honorees: four in medicine/biological science, one in law, and mine in sociology. The Queen of Denmark, her husband Crown Prince Fredrik, and their entourage listened from a box reserved for them. The Queen is a smallish elderly woman (she is actually 68), seemed to be very popular in Denmark. She listened intently to most


of the award speeches, but might have dozed off during part of the last one (not mine). By this point it took some effort not to doze off myself.

After the ceremony, she held a reception for the small group of awardees and their immediate families. Entry was rigidly curtailed so Suzanne and I were chagrined when my sponsor at the university, Charlotte Bloch, was not allowed to join us. She was an excellent companion and guide and also our translator when necessary. She waited patiently for us during the reception so she could return us to our hotel.

During the hour-long reception, the Queen talked to the awardees and to some of their family members. Turning to me, she asked how one goes about studying emotions. Her given name is a mouthful (Margrethe Alexandrine Þórhildur Ingrid), so I addressed her as "Your Majesty." She listened quietly to my brief summary of the role of shame in the origin

of WWI and in the rise of Hitler (*Bloody Revenge*), with no comment. I then told her about Suzanne's moment-by-moment study of how shame-anger escalates marital quarrels (*Violent Emotions*).

She asked several questions about it, so I tried asking her a question: "Do you and your husband quarrel?" She was unfazed, answering with a smile: "Of course, we're normal." I had no rejoinder, but Suzanne and I chatted with her further before taking leave.

We caught a glimpse of her later that night at the ballet. She came with her entourage except for the Crown Prince. Everyone in the theater rose when she entered her box and when she left, honoring a gracious lady. 



Queen Margrethe II of Denmark

## Introducing the Contexts Podcast

ASA's accessible magazine *Contexts* is pleased to announce the launch of the *Contexts* Podcast, a bi-weekly shot of audio sociology. Each episode will feature interviews with leading sociologists and discuss the new and exciting social science research featured in *Contexts*. Hosted by members of the graduate student editorial board, the *Contexts* Podcast is ideal for sociologists on the go and makes great classroom material as well. For more information, see <[contexts.org/podcast/](http://contexts.org/podcast/)>. 



## Lights, Camera, Answers!

by Stefanie Joshua

Most sociology students who are seeking their Master's degree or a PhD toil for months and even years towards the completion of their theses or dissertations. Often the mere mention of these words stirs up the emotional roller coaster that these endeavors usually entail for those who pursue this path. Yet, despite the life-consuming work, I found that as I came to the completion of my master's degree in sociology, even people who were close to me were only remotely aware of the subject of the thesis that I had been working on for two years. They knew that I was studying and writing a paper, but that was the extent of their interest.

That is, until I made my thesis into a film.

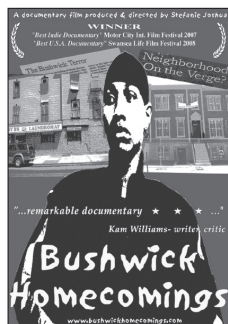
What ensued after the completion of my thesis and degree was a documentary film, titled *Bushwick Homecomings*. The film toured the film festival circuit in the United States and the United Kingdom in 2007/2008 and was also picked up for a documentary film series on the cable channel BET for its *Black Stories* series in 2007. With the film debut, my thesis went from obscurity among even my closest friends to the topic of post-screening discussions and e-mails on the subject matter with people who had viewed the film in the

Midwest and overseas. What a difference a format can make!

### From Thesis...

My master's thesis was a qualitative study of the causes of delinquency. In the inception of the project, I thought the subject matter might make an interesting film. I was not married to the idea, but knowing that I would eventually have to transcribe lengthy interviews to paper for my written thesis, I decided to film some of my subjects during a separate set of the interviews. (This format can get a little tricky depending on the subject matter and the relationship that the interviewer has with the respondents, but for the purposes of my project it worked out perfectly.)

The thesis was a study of young men who grew up in and currently reside in a New York City neighborhood that was undergoing rapid development at the time of the project. Prior to the development of the community, this neighborhood had one of the highest poverty, crime, and arrest rates in New York. My thesis sought to examine which factors contributed most prominently to whether or not young men became involved in delinquency/crime. I compiled ethnographies for each of the participants in my thesis. In order



to maintain the integrity of my research, I performed separate interviews for the thesis (not videotaped) and the film in order to guarantee anonymity to the respondents in the written paper and to also ensure honest and candid answers. Since many of the questions focused on involvement in crime, this was crucial for both projects. My findings were that the breakdown in the infrastructure of the neighborhood was the greatest contributor to an individual's involvement in delinquent acts.

### ...To Film

After completing my degree in spring 2005, I still had not made any progress toward producing a film from my thesis. While working on my research paper, the film aspect was far from my main priorities, as I was submerged in the graduate work for months, solely focusing on completing my thesis. With the reduced stress of having completed the paper and finally graduating, I returned to the project and began to think about the film. After months of additional research and a couple of film classes in production and editing (and lots of trial and error episodes), I put together a documentary in spring 2006. Following the first edit, I debuted the film to friends and family in order to receive feedback. Taking the feedback into account and making a

few changes to the film, I finally decided to take the plunge and submitted the film for consideration to a few film festivals. In fall 2006, the film was selected for its premiere festival in New York City. A year later, the film, *Bushwick Homecomings*, had been selected for more than ten festivals.

*Bushwick Homecomings* was released to DVD via the film's website in fall 2008. Because the film has a broad appeal, from general television audiences to the academic/research demographics, it has been screened in investigative reporting courses and sociology college classes in New York City. The response to the screenings of *Bushwick Homecomings* is a testament to the power of the film medium. I would not trade the process of writing my thesis for anything (the film would not have come to fruition without the research and work of the thesis), but using the medium of film has made the subject accessible to an audience that it otherwise would not have ever reached.

In the age of YouTube™ and endless technological advances, researchers and students can think outside the box in terms of presenting their work and ideas. Research is no longer limited to the page. Your imagination is the only limit. ☺

Stefanie Joshua currently lives in New York City and works as an administrator at an art college in Manhattan. For more information on the film, see <[www.bushwick-homecomings.com](http://www.bushwick-homecomings.com)>.

## Sociologists Elected as AAAS Fellows

In November, the American Association for the Advancement of Science (AAAS) Council elected five sociologists among its newly elected 486 members. The new Fellows of AAAS were recognized for their contributions to science and technology at the Fellows Forum on February 14, 2009, during the AAAS Annual Meeting in Chicago. These individuals will receive a certificate and a blue and gold rosette as a symbol of their distinguished accomplishments. Four of the sociologist members of the 2009 AAAS Fellows are in the Section on Social, Economic, and Political Sciences and one is in the Section on Societal Impacts of Science and Engineering. The Fellows are:

**Kenneth Bollen** is the H.R. Immerwahr Distinguished Professor of Sociology and the Director of the Howard W. Odum Institute for Research in Social Science. He was named for his "important work on latent variable structural equation models and major contributions to liberal democracy studies and to social science measurement." He is a member of the Statistical Core and a Fellow of the Carolina Population Center and an adjunct professor of Statistics. Bollen's primary statistical research interests are in structural equation models and latent curve models. Much of his substantive work is in population studies and cross-national analyses of democratization. His most recent publication (with Patrick Curran) is *Latent Curve Models: A Structural Equation Perspective*, part of the Wiley Series in Probability and Mathematical Statistics.

**Steven Brint** is Professor of Sociology at the University of California-Riverside and the Director of the Colleges & Universities 2000 study. He also serves as Associate Dean of the College of Humanities, Arts, and Social Sciences. He was named AAAS Fellow for "distinguished contributions to the field of the sociology of education, par-

ticularly for studies of organizational and cultural change in U.S. higher education." He is the author of *The Diverted Dream* (with Jerome Karabel, 1989), *In an Age of Experts* (1994), and *Schools and Societies* (1998, 2006). He is the editor of *The Future of the City of Intellect* (2002) and co-editor of the two-volume series, *Evangelicals* and *Democracy in America*. He joined the University of California-Riverside in 1993 after teaching at Yale University from 1985-92.

**Craig Calhoun** is Professor of Sociology at New York University, the President of the Social Science Research Council (SSSRC), and founding director of NYU's Institute for Public Knowledge. His primary research interests are: Social, political, and cultural theory; comparative historical sociology; public communication; social solidarity; collective action and social movements; and social change. His most recent books include *Nations Matter: Culture, History, and the Cosmopolitan Dream* (2007) and *Cosmopolitanism and Belonging* (2009). He recently edited two noteworthy collections: *Sociology in America* (Chicago, 2007) and *Lessons of Empire: Imperial Histories and American Power* (with F. Cooper and K. Moore, 2006). With SSRC, he has been involved in projects bringing social science to bear on issues of public concern, including consulting on rural education and development in North Carolina and helping develop communications infrastructure in Sudan.

**James E. Katz** is professor and chair of the Department of Communication at Rutgers University where he also directs the Center for Mobile Communication Studies. He received the AAAS award for his "distinguished scholarly contributions regarding the social dimensions of technology, including communications

technology, and for contributions to public understanding of those dimensions." He holds the rank of Professor II, Rutgers' highest professorial rank. Katz has devoted his career to exploring the social consequences of new communication technology, especially the mobile phone and Internet. He is the author of more than 50 refereed journal articles. His books include *Magic in the Air: Mobile Communication and the Transformation of Social Life and Social Consequences of Internet Use: Access, Involvement, Expression*. Prior to Rutgers, Katz headed the social science research unit at Bell Communications Research.

**Jan E. Stets**, Professor of Sociology at the University of California-Riverside, was elected as a AAAS Fellow for her "research and theory advancing scientific knowledge on the sociology of emotions, the processes of identity maintenance, and the dynamics of domestic violence." With a primary interest in social psychology, emotions, gender, and family, her research focuses on using and extending identity theory in sociological social psychology. She is currently developing the moral identity, which seeks to investigate how an identity at a theoretically more abstract level relates to identities at a lower level, and how higher-ordered identities infiltrate behavior at a lower level in identity control theory. With Jonathan H. Turner, she is the editor of the *Handbook of the Sociology of Emotions* (2006). Before joining the faculty at UC-Riverside, she taught at Washington State University.

The AAAS is an international non-profit organization dedicated to advancing science around the world by serving as an educator, leader, spokesperson, and professional association. In addition to organizing membership activities, AAAS publishes the journal *Science*, as well as many scientific newsletters, books, and reports, and spearheads programs that raise the bar of understanding for science worldwide. ☺

## ASA Awarded Grant for Travel Support to the ISA World Congress in 2010

The National Science Foundation (NSF) has announced that an award of \$49,500 has been made to the American Sociological Association in support of travel by sociologists in the United States to the XVII International Sociological Association (ISA) World Congress of Sociology to be held in Gothenburg, Sweden, from July 11-17, 2010. The theme of the 2010 World Congress is "Sociology on the Move." See <[www.isa-sociology.org/congress2010/#](http://www.isa-sociology.org/congress2010/#)>.

As it did with previous NSF awards to support travel to ISA World Congresses, ASA will administer the grant, including placing announcements for the competition, accepting applications, evaluating individual requests for travel awards, selecting recipients, and distributing the funds.

Competitive criteria for an award include an invitation from or acceptance of a paper at the Congress, the scientific merit of the paper, and the qualification of the applicant. Watch for further information on how to apply for travel support on these *Footnotes* pages and on the ASA Web site <[www.asanet.org](http://www.asanet.org)> later this spring. ☺



## PUBLIC SOCIOLOGY

*Sociology translates to public action . . .*

*This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and citizens have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expert knowledge to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but consult with Managing Editor Johanna Olexy (olexy@asanet.org, 202-383-9005 x312) prior to submitting your draft (1,000 to 1,200 words maximum).*

### Reprise of a Battle Won: Sociologist Monitors Boston Transit System's Treatment of the Disabled

*The use of his innovative survey and observational methods won the case: Now, Koppel is back, but at the court's request.*

In 2004, University of Pennsylvania Sociologist, Ross Koppel, was asked by the Greater Boston Legal Services (GBLS) to determine the incidence of abuses to people with disabilities who attempted to use the area's bus system. The Massachusetts Bay Transportation Authority (MBTA) had a long and undistinguished history of mistreating persons with disabilities (e.g., people in wheel chairs, with walkers or canes, and the frail elderly). Stories of driver abuse to people with disabilities (PWDs) were rampant. Drivers were hostile, assistive equipment was erroneously declared broken by drivers, and PWDs were passed by—all in violation of the *Americans with Disabilities Act* and U.S. Department of Transportation regulations. People in wheelchairs would be left in the middle of streets, in traffic, or far from curb cuts; 300-pound wheel chairs were often not secured to the bus, creating a "missile hazard."

GBLS had been in a legal battle with the MBTA for five years, costing both sides millions of dollars. GBLS's problem was that all of their reports were anecdotal, and anecdotes were insufficient to prove a court case. Also, everyone knew the disabled community was angry at the bus system. Their anger mitigated the value of their depositions about mistreatment and ride failures.

This is where Koppel's sociological skills came in. He said, "My first idea was to use observers with hidden cameras on buses. This was a lousy idea for three reasons: One, this was not cost effective, as there are insufficient numbers of PWDs riding buses. Two, there are a few routes with many PWDs on them, for example, routes that passed by hospitals or rehab centers, but the study had to represent the "system," not just a few routes; and three, there was some quirky WWI-era law seemingly outlawing taking photographs on buses."

Koppel, who has taught research methods at Penn for 17 years, quickly understood that he had to assemble a group of testers—PWDs in wheelchairs, with canes, or using walkers—who he would send throughout the bus system with a scientifically designed sampling method. Moreover, because the disabled community would not accept faux-disabled, those testers needed to be genuinely disabled. Also, knowing that the court would not believe reports by PWDs themselves, he realized each tester would have to be accompanied by a trained observer with no prior involvement in these cases.

"I had conducted scores, maybe hundreds, of evaluations and had written academic works on evaluation methods," said Koppel, "but this was a massive undertaking by any scale. We had elaborate communication systems, back up supervisors, and special emergency cab services. The project director was, no kidding, a full Commander in the U.S. Navy who had run multinational amphibious landing exercises."

The project hired 20 teams of PWDs paired with observers, trained them on Koppel's eight-page observation schedule, and sent them to pre-selected spots

throughout the bus system. Each team measured about 120 aspects of the ride, including, for example, measures of pulling to the curb and positioning the bus so a lift or ramp can be used; operating of the lift, ramp, and kneeler; helping the PWD reach the safety area; Securing a wheel chair to the bus (there are straps built into the floor), or helping a frail elderly passenger to a seat.

#### The Results

Koppel's team collected almost a thousand observations of PWDs using buses. In his final report—several hundred pages in length—he combined the parenthetical comments from the observers with the quantitative data from the observation forms. They found MBTA bus service for people with disabilities evidenced pervasive patterns of non-compliance in most areas of operation. While drivers generally sought to accommodate people with disabilities, the ratios of (reported) failed equipment, seemingly untrained drivers, and refusals of service were high. Barriers to public transit use were everywhere.

- *Failed lifts, ramps, or help:* Boarding the bus was prevented by failed lifts 19% of the time for customers with disabilities. Also, 4% of riders were denied access because the bus was too far from the curb and the driver would not reposition the bus. Another 5% to 7% of customers with disabilities failed to board because the ramps were placed in locations that made the slope too steep, the drivers refused to engage the kneelers, or the drivers would not help with mobility devices on the ramps or lifts.
- *One-in-five chance of getting to work:* Overall, Koppel estimated that a customer with a disability has a 20.5% chance of not boarding the bus he/she needs. What this means to a passenger traveling to and from work each day is that they would experience failure on the journey an average of 4 times a week. (PWDs frequently take more than one bus to complete each trip and only one link need be broken to affect a journey.)
- *Drivers' interaction with customers with disabilities:* Because frequent denigration of customers with disabilities creates a hostile environment that many would consider to be a barrier to access, the team examined driver

interactions with PWDs. There was almost a one-in-five probability that a person with a disability would encounter at least one hostile, defiant, or unpleasant attitude by the driver on any single ride.

- *Securing the mobility device:* A motorized mobility device may weigh a few hundred pounds. Without the proper securement straps in place, a turn or a short stop may easily flip the rider out of the device and may also turn the device into a "missile hazard" within the bus. The team found, however, that in 91% of the rides the mobility device was *not* properly secured.

#### What Happened Next?

Koppel anticipated the transit system would continue their legal battle and would hire a battery of statisticians, engineers, etc., to refute his findings. But, that's not what happened.


The transit system's leaders and their lawyers read the report, and to Koppel's shock, they called it "the most definitive study of transportation for the disabled ever conducted." Then they capitulated entirely, *and* they put up the funds to fix it—one-third billion dollars to buy new buses and to hire managers to oversee the programs for PWDs. The court-approved agreement also

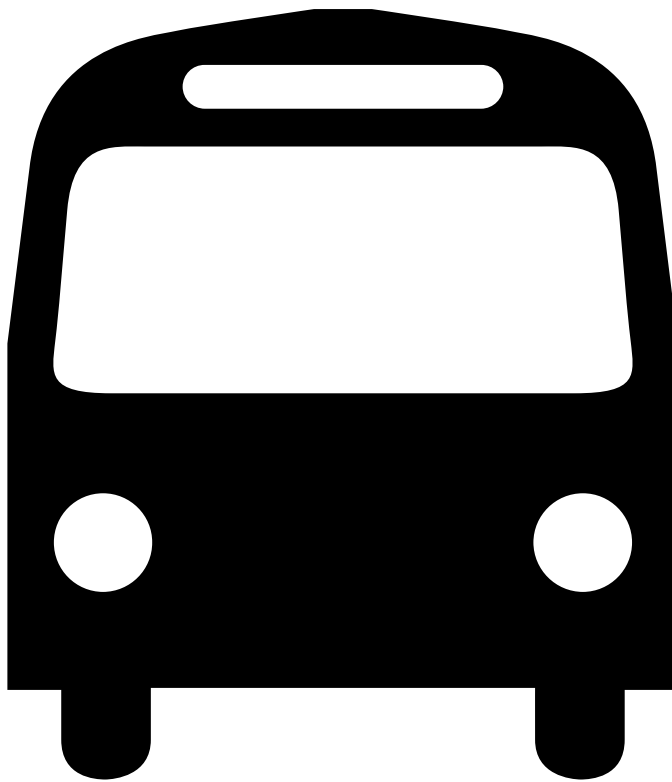
involved new driver training programs and, critically, monitoring.

#### The Return of the Sociologist

After the report and the extraordinary settlement, the court tried to develop its own monitoring system of the MBTA. They found, however, that running even a mini-version of the original study was far more difficult than they anticipated. The court then reached out to Koppel and colleagues to become the monitors of the system. This is what he has been doing for the past 18 months.

These injustices go beyond the Boston-area transit. The city of Detroit's bus system was also involved with disputes about treatment of the disabled. The U.S. Department of Justice (DOJ) approached the Pennsylvania-based team, and they are now in the second phase of monitoring Detroit's buses. Other areas will undoubtedly follow.

Koppel says he sees this research as an example of the power of sociology when applied to real problems. Even the DOJ was sufficiently aware of the complex measurement and sampling issues that it also promoted this approach. Koppel, who both takes public transportation and who jogs daily, added, "We are all getting older and we are all just one slip away from needing a little help. A bus that can extend a ramp or lower its front step is a reasonable accommodation. If sociological methods can help ensure transit systems comply with the laws, then this is an especially rewarding application of our discipline." 





## announcements

## Call for Papers

## Journals

**Human Architecture: Journal of the Sociology of Self-Knowledge** seeks contributions for special and regular issue themes for the journal's upcoming Volume VII (2009). Special issue theme: "If I Touch the Depths of Your Heart: Mahmoud Darwish and the Human Promise of Poetry in Comparative Perspective." Regular issue theme: "Scholarships of Learning and Teaching of the Sociological Imagination." Inquiries regarding the thematic relevance of submissions may be sent to the journal editor at mohammad.tamdgidi@umb.edu. Deadline for both themes: April 1, 2009. For more information, visit <www.okcir.com>.

**Journal of Family Life** is a new, peer-reviewed, online academic journal dedicated to examining all aspects of American family life. The multimedia journal is accepting submissions from graduate students or faculty members in any arts and humanities discipline. The journal will consider scholarly articles, essays, photography essays, or audio/video works for publication. The journal is published by the Emory University Center for Myth and Ritual in American Life (MARIAL), a Sloan Center on Working Families, supported by the Alfred P. Sloan Foundation. Contact: (404) 727-3152; marial@emory.edu; <www.journaloffamilylife.com>.

**Michigan Sociological Review (MSR)** encourages submissions for its fall 2009 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. Manuscripts in all areas of sociology are welcome. Submission deadline: May 1, 2009. Send a sanitized manuscript via e-mail attachment in MS Word format (not PDF) along with a brief biographical statement to: verschai@gvsu.edu. Send disks via postal mail to: Joseph Verschaeve, Editor, *Michigan Sociological Review*, Department of Sociology, Grand Valley State University, 2169 AuSable Hall, Allendale, MI 49401.

## Meetings

**2009 Conference of the International Visual Sociology Association (IVSA)**, July 22-24, 2009, University of Cumbria, UK. Theme: "Appreciating the Views: How We're Looking at the Social and Visual Landscape." Send papers to the appropriate panel organizer listed on the website. Send a paper that does not fit into a panel to: gordon.simpson.ivsa2009@cumbria.ac.uk with the subject "IVSA 2009 individual paper proposal." For more information, visit <www.visualsociology.org>.

**Association for Humanist Sociology 2009 Annual Meeting**, November 12-15, 2009, Hampton Inn & Suites, New Orleans, LA. Theme: "Doing Change Work: The Many Paths to Peace, Equality, and Justice." Proposals for papers, special sessions, panels, or workshops that reflect the conference theme or related humanist concerns should be sent to Greta Pennell, Program Chair, gpennell@uindy.edu. Deadline: June 15, 2009. For more information, visit <www.humanistsociology.org>.

**British Sociological Association Medical Sociology Conference 2009**, Medical Sociology Group Annual Conference, September 3-5, 2009, University of Manchester, UK. The annual conference provides delegates with the opportunity to discuss the discipline's hot topics within a real community of medical sociologists. Abstract Deadline: April 24, 2009. For more information, visit <www.britisoc.co.uk/events/medsoc.htm>.

**Euroscience Open Forum (ESOF2010)**, July 2-7, 2010, Torino, Italy. Theme: "Passion for Science." The forum will be a unique opportunity to meet and to discuss important issues in which science and technology play a central role. The

scientific program will be the core of ESOF2010, hosting roundtables, workshops, debates, and seminars, which will address the most topical issues in scientific research and explore the interactions between researchers, industry, policy, media, and the wider public. View the call for proposals at <www.esof2010.org>. Submission deadline: June 15, 2009.

**Human Rights in the USA**, October 23, 2009, University of Connecticut. Scholars from the humanities, social sciences, and law are invited to submit abstracts on the application of human rights laws and norms in the United States. Panels will address issues such as children's rights, civil rights, health care, environmental justice, human rights and security since 9/11, domestic violence, gender and sexuality, American literature and human rights, the history of equal rights, immigration, social welfare provision, and economic rights. Submit a one paragraph abstract and one-page résumé by February 28, 2009. Contact: humanrights@uconn.edu. For more information, visit: <humanrights.uconn.edu/conferences/2009.php>.

## Meetings

**June 26-28, 2009. The 31st International Symposium on Social Work with Groups**, Lake Geneva, WI, and Chicago, IL. Theme: "Honoring Our Roots – Nurturing Our Growth." For more information, visit <www.aaswg.org>.

**July 2-7, 2010. Euroscience Open Forum (ESOF2010)**, Torino, Italy. Theme: "Passion for Science." For more information, visit <www.esof2010.org>.

**July 22-24, 2009. International Visual Sociology Association Conference**, University of Cumbria, UK. Theme: "Appreciating the Views: How We're Looking at the Social and Visual Landscape." For additional information, visit <www.visualsociology.org>.

**September 2-5, 2009. 3rd Annual CICA-STR International Conference**, University of Ulster, Northern Ireland. Theme: "Political Violence and Collective Aggression: Considering the Past, Imagining the Future." For more information, visit <www.socsci.ulster.ac.uk/spri/documents/ForthcomingConference.pdf> or <www.societyforterrorismresearch.org>.

**September 3-5, 2009. British Sociological Association Medical Sociology Conference 2009 Medical Sociology Group Annual Conference**, University of Manchester, UK. For more information, visit <www.britisoc.co.uk/events/medsoc.htm>.

**September 24-27, 2009. 28th CICA Conference**, Bodrum, Turkey. Theme: "Attitudes Toward Conflict and Aggression: A Cross-Cultural Approach." Contact: cicabodrum@ttmail.com.

**October 2-3, 2009. Atlanta Conference on Science and Innovation Policy 2009**, Atlanta, GA. Theme: "Creating the Future through Science and Innovation." For more information, visit <www.atlantaconference.org>.

**October 22-24, 2009. The Association for Political Theory (APT) Conference 2009**, Texas A&M University, College Station, TX. The APT is an interdisciplinary organization devoted to supporting political theory and political philosophy. For more information, visit <apt.coloradocollege.edu>.

**October 23, 2009. Human Rights in the USA**, University of Connecticut. Contact: humanrights@uconn.edu. For more information, visit <humanrights.uconn.edu/conferences/2009.php>.

**November 12-15, 2009. Association for Humanist Sociology 2009 Annual Meeting**, Hampton Inn & Suites Convention Center, New Orleans, LA. Theme: "Doing Change Work: The Many Paths to Peace, Equality, and Justice." For more information, visit <www.humanistsociology.org>.

## Funding

**American Center for Mongolian Studies (ACMS)** aims to improve funding and study opportunities for scholars in Mongolia. The following programs offer scholars opportunities to conduct research, study, and gain professional experience in Mongolia. U.S.-Mongolia Field Research Fellowship Program: Application Deadline: March 1, 2009. The ACMS U.S.-Mongolia Field Research Fellowship Program was initiated in 2006, to foster a new generation of Mongolian Studies scholars by creating an opportunity for field studies early in the careers of both U.S. and Mongolian students. The participants in the program range from advanced undergraduates to pre-doctoral candidacy students. Fellowships cover travel, living, and research expenses. For more information, visit <www.mongoliacenter.org/field>. ACMS Intensive Mongolian Language Program: Application Deadline: March 1, 2009. The ACMS language program comprises 80 lessons. Students are introduced to grammar, vocabulary, and conversational usages during the lessons through use of topical categories such as greetings, sports, and history. The program offers the equivalent of nine semester credit hours over eight weeks. Fellowships are available for travel and living expenses and tuition waivers. For more information, visit <www.mongoliacenter.org/language>.

**The Arete Initiative** at the University of Chicago is pleased to announce a new \$3 million research program on a New Science of Virtues. This is a multidisciplinary research initiative that seeks contributions from individuals and from teams of investigators working within the humanities and the sciences. We support highly original, scholarly projects that demonstrate promise of a distinctive contribution to virtue research and have the potential to begin a new field of interdisciplinary study. In 2010, two-year research grants will be awarded ranging from \$50,000 to \$300,000. Scholars and scientists from around the world are invited to submit letters of intent as entry into a research grant competition. Contact: virtues@uchicago.edu; <www.scienceofvirtues.org>.

**EAI Fellows Program.** The East Asia Institute (EAI), based in Seoul, Korea, invites applications to its Fellows Program on Peace, Governance, and Development in East Asia. The Fellows Program targets United States-based East Asianists with cutting-edge expertise in political science, international relations, and sociology for an international exchange program with the goal of encouraging interdisciplinary research with a comparative perspective in the study of East Asia. The East Asia Institute plans to select five Fellows in 2009. The program provides a total of \$10,000 for each of the Fellows for a three-week visit or more. Application deadline: May 31, 2009. Contact: fellowships@eai.or.kr; +82-2-2277-1683; <www.eai.or.kr/eng/program/fellows.html>.

**Health Games Research** call for proposals provides an opportunity for universities, government agencies, medical centers, and nonprofit organizations to submit proposals for research projects that will investigate how health games can be designed and used to improve players' health behaviors and health outcomes. Health Games Research is a national program of the Robert Wood Johnson Foundation's Pioneer Portfolio. It funds research to enhance the quality and impact of interactive games that are used to improve health. The goal of the program is to advance the innovation, design, and effectiveness of health games and game technologies so that they help people improve their health-related behaviors and, as a result, achieve significantly better health outcomes. The call is available at <www.healthgamesresearch.org>.

**Integrative Graduate Education and Research Traineeship Program (IGERT)** has been developed to meet the challenges of educating U.S. PhD scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become leaders and creative agents for change. The program is intended to catalyze a cultural change in graduate education, for students, faculty, and institutions, by establishing innovative new models for graduate education and training for collaborative research that transcends traditional disciplinary boundaries. It is also intended to facilitate diversity in student participation and preparation and to contribute to a world-class, broadly inclusive, and globally engaged science and engineering workforce. For more information, visit <www.nsf.gov/pubs/2009/nsf09519/nsf09519.htm?govDel=USNSF\_25>.

**The National Mentoring and Fellowship Program of the Center for Population Research in Lesbian, Gay, Bisexual, and Transgender (LGBT) Health.** The Center is seeking applications from pre-doctoral and advanced master's students interested in careers in LGBT health research. The program connects students with expert faculty mentors from the national network of faculty of the Center. Mentors are closely matched to students' research interests and will assist students who are developing or working on a research project in the study of LGBT health or same-sex families/households. Candidates should have an interest in working with a mentor to better incorporate population health research methods and/or concerns in their projects. Contact: Aimee Van Wagenen at [Avanwagenen@fenwayhealth.org](mailto:Avanwagenen@fenwayhealth.org); <[fenwayhealth.org/populationcenter](http://fenwayhealth.org/populationcenter)>. Applications are accepted on a rolling basis and will next be reviewed February 15, 2009.

**Partnerships for International Research and Education (PIRE)** seeks to catalyze a higher level of international engagement in the U.S. science and engineering community by supporting innovative, international research, and education collaborations. The program will enable U.S. scientists and engineers to establish collaborative relationships with international colleagues to advance new knowledge and discoveries at the frontiers of science and engineering. It will promote the development of a diverse, globally engaged U.S. science and engineering workforce. The PIRE program will support bold, forward-looking research whose successful outcome results from all partners providing unique contributions to the research endeavor. It is also intended to facilitate greater student preparation for and participation in international research collaboration. The program aims to support partnerships that will strengthen the capacity of institutions, multi-institutional consortia, and networks to engage in and benefit from international research and education collaborations. For more information, visit <www.nsf.gov/funding/pgm\_summ.jsp?pims\_id=12819>.

**Science of Generosity.** The University of Notre Dame is pleased to announce a \$3 million project on the Science of Generosity, supported with funding from the John Templeton Foundation. Open invitations are now issued for letters of inquiry proposing research on generosity in the human and social sciences. The aim of this Science of Generosity initiative is to stimulate scientific research on the practice of generosity in human life and society. This initiative is particularly interested in better understanding three key aspects of generosity: (1) the sources, origins, and causes of generosity, (2) the variety of manifestations and expressions of generosity, and (3) the consequences of generosity for both the givers and receivers involved. Four to eight proposals for funding of between \$250,000 and \$500,000 will be awarded in this first

wave of competition in 2009. Deadline: April 15, 2009. Contact: Science of Generosity, University of Notre Dame, 936 Flanner Hall, Notre Dame, IN 46556; (574) 631-2173; [generous@nd.edu](mailto:generous@nd.edu); <[generosityresearch.nd.edu](http://generosityresearch.nd.edu)>.

## Competitions

**Social Psychology Section Graduate Student Paper Award.** The Graduate Student Affairs Committee of the Social Psychology Section invites submissions for the 2009 Graduate Student Paper Award. The paper should be article length. It can be based on a master's thesis or doctoral thesis, course paper, or a paper submitted to a journal or conference. Co-authored papers are accepted if all authors are students. The recipient(s) will receive financial support to attend the ASA meetings in San Francisco. Send an electronic version of the paper by March 15, 2009, to Committee Chair, Alicia D. Cast ([acast@iastate.edu](mailto:acast@iastate.edu)). Authors should remove all identifying information from within the paper to make the selection process a blind review. The cover page of the submitted paper should contain only the paper title. Please include the name(s) of the author(s), institutional affiliation(s), and paper title in the accompanying e-mail.

**The Sociologists' AIDS Network (SAN)** announces its three competitions for 2009. All nominations and submissions are due May 15, 2009. *Award for Career Contributions to the Sociology of HIV/AIDS.* This award honors outstanding contributions to the Sociology of HIV/AIDS. The award may recognize work that has significantly advanced our understanding of social aspects of the pandemic, or that has contributed to prevention, treatment, or policy interventions. Nominees should have pursued substantial research and/or applied work related to HIV/AIDS, and should have worked in the field for at least eight years. Contact: Sherry Larkins at [slarkins@mindspring.com](mailto:slarkins@mindspring.com). *Scholarly Activity Award.* The SAN Scholarly Activity Award aims to nurture scholarly interest in the sociology of HIV/AIDS by supporting the work of emerging scholars in the field. One applicant will be chosen each year to receive a one-time award of up to \$250 and a year of free membership in SAN. All graduate students working on topics in the sociology of HIV/AIDS are eligible to apply. Contact: Jorge Fontdevila at [jfontdevila@fullerton.edu](mailto:jfontdevila@fullerton.edu). *Martin Levine Student Essay Competition.* Sociology students are invited to submit an original, 20-page (double-spaced) essay on the social dimensions of HIV/AIDS for the annual student essay competition. The topic is broadly defined and can include any aspect of HIV/AIDS from a sociological perspective. The student must be the first author and must have written most, if not all, of the manuscript. All students who enter the competition will receive a one year membership to SAN. Contact: Anne Esacove at [esacove@muhlenberg.edu](mailto:esacove@muhlenberg.edu).

## In the News

## Aging and the Life Course

**Robert Applebaum**, Miami University, was quoted in a December 20 Associated Press story published in *The Belleville News-Democrat* about a Missouri tax to fund senior services. He directs the Ohio Long-term Care Project.

**Linda Waite**, University of Chicago, was cited for her 2007 study of caregiving grandparents in a January 4 *USA Today* article about the effects of caring for grandchildren.

## Alcohol, Drugs and Tobacco

**Nora Volkow**, National Institute on Drug Abuse, authored an opinion piece in the November 8 edition of *Science News* about addiction stigma and addiction science.

---

 announcements
 

---

### Children and Youth

**Chadwick Menning**, Ball State University, had his research detailed in a January 7 *Chronicle of Higher Education* "News Blog" post. The research explored what signals students identify as indicating that a party might be dangerous.

**C.J. Pascoe**, Colorado College, was quoted in a January 1 McClatchy-Tribune News Service article about children and "sexting," or using cell phones to send provocative or nude photos of themselves. Pascoe said that her research did not suggest that this phenomenon was a major issue. The article was published in the *Kansas City Star*.

### Collective Behavior/Social Movements

**Mustafa Gurbuz**, University of Connecticut, was interviewed by EBRU Television (Turkey) about his comparative research on the Gandhi and the Gulen movements. The interview was aired on EBRU's *Evening News* program on November 15.

### Communication and Information Technologies

**Mark Granovetter**, Stanford University, and **Barry Wellman**, University of Toronto, were quoted in a January 7 *Wall Street Journal* article about social networks and social networking websites.

### Community and Urban Sociology

**Stephanie Bohon**, University of Tennessee, was quoted in a December 15 *Commercial Appeal* article about increasing diversity within the Nashville suburbs.

**Michael Irwin**, Duquesne University, and **Claudia Geist**, University of North Carolina-Chapel Hill, were interviewed during a December 23 Minnesota Public Radio segment about a study reporting that the majority of American adults have not lived outside of their birth state.

**Jerome Krase**, Brooklyn College, was quoted in the December 15 *New York Daily News* within two articles: "Youth movement fires Brooklyn boro gentrification" and "A popular destination for Africans." He also was cited October 17 in a *La Croix* article about race relations in Brooklyn.

**Chris Rhomberg**, Fordham University, was quoted in the December 15 *Oakland Tribune* in a story about a U.S. Census Bureau report showing a continuing decline in the African American population in Oakland.

### Comparative and Historical Sociology

**John Bellamy Foster**, University of Oregon, was quoted in a December 13 Associated Press article about food banks during difficult economic times. The article, in which he compared today's hunger problem to hunger during the Great Depression, appeared on ABCNews.com and a number of news outlets across the country.

### Crime, Law, and Deviance

**Bruce Western**, Harvard University, was cited in a December 29 *New York Times* article about changing murder rate statistics. He cautioned that the change in murder rates among black teenagers did not show a clear trend.

### Sociology of Culture

**Charles Gallagher**, LaSalle University, was quoted in a December 20 *News & Observer* article about changes in the image and identify of Santa Claus. He said that the idea that Santa has to look one way is being challenged.

**Richard Moran**, Mount Holyoke College, was quoted in a December 17 Associated Press article about the Adam Walsh case. Moran said that the case and Walsh's publicity surrounding missing children had the effect of scaring children and adults. The article was widely published

in newspapers and online media in the United States.

**Doug Porpora**, Drexel University, discussed the cultural significance of resolutions in the January 1 *Philadelphia Inquirer*.

**Karen Sternheimer**, University of Southern California, was quoted in a December 30 Associated Press story about rise in "speed baby-sitting" services. The article appeared on MSNBC.com (December 31) in *The Dallas Morning News* (January 1), *Detroit Free Press* (January 2), and various other newspapers nationwide.

**Stephen Vaisey**, University of California-Berkeley, was quoted in a December 11 MSNBC.com article about television characters that stretch moral boundaries.

### Economic Sociology

**Gary Becker**, University of Chicago, was quoted in a January 5 Bloomberg.com article in which he said that the goal of a government bailout should be a withdrawal from poor investments.

**Gary Becker**, University of Chicago, and **Kathleen Gerson**, New York University, were quoted in a December 15 *Los Angeles Times* article about the economy's impact on childbearing.

**Jeanne Fleming**, *Money* magazine and CNNMoney.com, was quoted about the effect of the recession on money and relationships in a number of publications, including *U.S. News & World Report* (December 1-8), *The New York Post* (December 2), and the *Pittsburgh Tribune-Review* (November 25). She was also interviewed on Nevada Public Radio's *State of Nevada* (November 19).

**Philip Kasinitz**, CUNY Graduate Center, and **Andrew Beveridge**, CUNY Graduate Center and Queens College, were quoted in a January 4 *Crain's New York Business* feature on the impact of the economic downturn on the New York region.

**Juliet B. Schor**, Boston College, was quoted in a January 4 *Washington Post* column in which she discussed children as consumers. She is the author of *Born to Buy: The Commercialized Child and the New Consumer Culture*.

**Theda Skocpol**, Harvard University, was quoted in a December 15 *Boston Globe* article about Harvard University's reaction to the economic downturn.

### Environment and Technology

**Rebecca Gasior Altman**, was quoted about her research on women's awareness of chemicals in homes in a Reuters Health article that was published on MSNBC.com on December 26.

**Patricia Romero Lankao**, University of Colorado, was quoted in a December 17 United Press International article about a study she co-authored about developing countries' abilities to reduce greenhouse gas emissions.

### Sociology of Family

**Paul Amato**, Pennsylvania State University, was quoted in a December 15 *Newsweek* web exclusive about divorce and parenting. He discussed joint custody arrangements for divorced couples with children.

**Andrew Cherlin**, Johns Hopkins University, was quoted in a December 30 *Boston Globe* article about live-in grandparents in light of the potential for Barack Obama's mother-in-law to move to the White House.

**Andrew Cherlin**, Johns Hopkins University, **Norval Glenn**, University of Austin-Texas, and **Paul Amato**, Pennsylvania State University, were quoted in a December 22 *San Antonio Express-News* article in which they discussed the timing of marriage.

**Harriet Presser**, University of Maryland, and **Jody Heymann**, McGill University, were quoted in a December 7 *Christian Science Monitor* article that detailed the impact of changing work schedules on the family.

**Robert J. Sampson**, Harvard University, **Andrew J. Cherlin**, Johns Hopkins University, **Douglas S. Massey**, Princeton University, and **Frank F. Furstenberg**, University of Pennsylvania, were quoted in a December 17 *New York Times* article about the growth in two-parent black families and other demographic changes.

**Angela O'Rand**, Duke University, and **Rebecca Adams**, University of North Carolina-Greensboro, were quoted in a December 17 *USA Today* article about family ties and family geographic mobility.

### International Migration

**Irene Bloemraad**, University of California-Berkeley, was quoted in a December 30 *Christian Science Monitor* article about the effect of fewer jobs on U.S. immigration rates. She discussed how trends could alter the distribution of Latino immigrant communities in the United States.

**Lisandro Pérez**, Florida International University, discussed the experience of Cuban exiles to the United States in a December 14 *Miami Herald* article.

**Nestor Rodriguez**, University of Texas-Austin, was quoted about proposed immigration-related legislation in a January 4 *Houston Chronicle* article.

**Robert C. Smith**, CUNY Graduate Center and Baruch College, was quoted in *The New York Times* on December 25 in a story on Christmas celebrations and returned migrants in rural Mexico.

### Mathematical Sociology

**Joel Best**, University of Delaware, was interviewed about the ability of statistics to mislead in a December 10 broadcast of *The Kojo Nnamdi Show* on National Public Radio affiliate WAMU-FM in Washington, DC.

### Medical Sociology

**Nicholas A. Christakis**, Harvard University, received widespread attention for an article he published in the *British Medical Journal* on December 10 about the increasing hysteria over nut allergies in children. Christakis' article was referenced or discussed in articles in *The Washington Post* on December 12, *The New York Times*' "Well" blog on December 15, United Press International on December 12, and many other news outlets in the United States and the United Kingdom. He was quoted in a January 1 *Boston Globe* article in which he discussed the influence of social networks on people's decisions to make positive changes.

**Victoria Pitts-Taylor**, CUNY Graduate Center and Queens College, was quoted in a December 17 *New York Times* article about waning interest in cosmetic surgery during a recession.

**David R. Williams**, Harvard University, **Raymond Hyatt**, Tufts University, and **Christine A. Bachrach**, National Institutes of Health, were quoted in a December 29 *Boston Globe* article about masculinity and gender health disparities.

### Sociology of Mental Health

**Constance Ahrons**, University of Southern California, discussed the ties between depression and divorce in a January 1 *WebMD.com* article.

**Sarah Burgard**, University of Michigan, discussed the relationship between difficult economic times and poor mental health in a December 19 article in *The Providence Journal*.

**Matt Wray**, Temple University, was interviewed about suicide rates in Las Vegas in the December 10 broadcast of *All Things Considered* on National Public Radio.

### Organizations, Occupations & Work

**Sharmila Rudrappa**, University of Texas-Austin, was quoted in a December 14 *Washington Post* article about customer service call centers returning to the

United States. Rudrappa spoke about the friction between American callers and foreign operators.

### Peace, War and Social Conflict

**Amitai Etzioni**, George Washington University, authored the article, "Reconstruction: A Damaging Fantasy?" for the November-December issue of *Military Review*.

### Political Economy of the World System

**Ho-fung Hung**, Indiana University-Bloomington, was interviewed on RTHK, the official radio station of Hong Kong, in a public affairs program broadcast on November 6 and January 2. Hung discussed Obama's economic and Asia policy and the implication of his presidency to China.

### Political Sociology

**Saad Eddin Ibrahim**, American University in Cairo, authored a December 20 opinion piece for *The Washington Post* asserting that President Barack Obama should visit Jakarta or Istanbul as part of his plan to visit a Muslim capital during his first 100 days in office.

**Todd Gitlin**, Columbia University, commented on the legacy of George W. Bush in a January 4 article published in McClatchy newspapers such as *The State*, *San Luis Obispo Tribune*, and *Macon Telegraph*. He was quoted about the vanishing of "acutely dark-skin-averse white voters" in a January 6 McClatchy newspapers story about President Barack Obama's election.

**Michael Messner**, University of Southern California, authored an opinion piece for the December 13 *Los Angeles Times* suggesting that taxes are too low.

**Ahmad Sadri**, Lake Forest College, was quoted about democracy in Iran in a December 22 *Boston Globe* article about an election in that country.

**David Segal**, University of Maryland, was quoted in a December 31 *Military Times* article reporting on a survey of service members regarding their opinion of the incoming Obama administration.

### Race, Gender, and Class

**Korie Edwards**, The Ohio State University, and **Michael Emerson**, Rice University, were interviewed in the December 19 PBS program, *Religion & Ethics Newsweekly*. They discussed interracial religious congregations.

**R. L'Heureux Lewis**, City College of New York, was interviewed in a National Public Radio *News & Notes* segment about race perceptions in the workplace. The segment aired on December 18.

**George Yancey**, University of North Texas, was interviewed in a *News & Notes* segment about the racial politics of dating broadcast on December 15 on National Public Radio.

### Racial and Ethnic Minorities

**Andrew Penner**, University of California-Irvine, was quoted in a December 9 *Los Angeles Times* article about research he co-authored with **Aliya Saperstein**, University of Oregon, surrounding the power of negative racial stereotypes. The study, which found that decreases in social standing made people more likely to be perceived as black, was published in the Proceedings of the National Academy of Sciences. The research was described in a December 15 *Chicago Tribune* article.

### Sociology of Religion

**Wendy Cadge**, Brandeis University, authored a column about prayer in hospitals, published in the December 14 *Baltimore Sun*. She was quoted in a November 28 *New York Times* article about prayer in which she discussed the scientific study of intercessory prayer. She was also quoted in the December 28 *St. Louis Post-Dispatch* in an article about prayer and a sick child's blog.

**Mark Chaves**, Duke University, was quoted in *Indianapolis Star* (December 17) and *USA Today* (December 21) articles about changes in religious congregations based on the National Congregations Study, the first to track changes in congregations over time.

**Chris Ellison**, University of Texas, was quoted in a December 22 article about religion and medicine on the website of *U.S. News & World Report*.

**Barry Kosmin**, Trinity College, was quoted in a December 17 *USA Today* article about perspectives on Christmas. He cited data on the number of American adults who have no religious identity.

**Christian Smith** and **Patricia Snell**, both of the University of Notre Dame, and **Michael O. Emerson**, Rice University, were cited in a December 24 *Slate* article about their research on the philanthropy of Christians. They find that at least one in five Christians does not contribute to charities. Smith was also quoted in a January 7 *Los Angeles Times* article about how religion is being "remade in the image of mass-consumer capitalism."

### Science, Knowledge and Technology

A number of sociologists were cited in a January 9 *Chronicle of Higher Education* article about the discipline of sociology and the emerging and controversial study of genetic sociology. Those cited or quoted include **Jason Schnittker**, University of Pennsylvania, **Peter Bearman**, Columbia University, **Sara Shostak**, Brandeis University, **Molly Martin**, Penn State University, **Bernice Pescosolido**, Indiana University-Bloomington, **Troy Duster**, New York University, **Jeremy Freese**, Northwestern University, **Allan Horwitz**, Rutgers University, **Ann Morning**, New York University, and **Guang Guo**, **J. Richard Udry**, **Kathleen Mullan Harris**, and **Michael Shanahan**, all of the University of North Carolina-Chapel Hill.

**Duncan Watts**, Columbia University, authored an opinion piece about predictions in the January 4 edition of *The Washington Post*. Watts described his research with **Matthew Salganik**, Princeton University, and **Peter Dodds**, University of Vermont.

### Sociology of Sex and Gender

**Pamela Stone**, Hunter College, was quoted in a December 28 *Washington Post* article comparing Caroline Kennedy to the average midlife woman. Stone, author of *Opting Out?: Why Women Really Quit Careers and Head Home*, comments on women returning to the workforce.

### Sociology of Sexualities

**Kathleen Bogle**, La Salle University, was interviewed on CBS's *Early Show* on December 15 about her book *Hooking Up: Sex, Dating, and Relationships on Campus*.

### Sociological Practice and Public Sociology

**Mark Nord**, Department of Agriculture's Economic Research Service, was quoted in a January 6 *Wall Street Journal* article that reported on a ranking of best and worst jobs in the United States. Sociology was ranked the eighth most desirable job.

### Teaching and Learning

**Judy Carr**, Missouri State University-West Plains, discussed the merits and drawbacks to a four-day academic week within a December 15 *Inside Higher Ed* article.

## Awards

**Judith Auerbach**, San Francisco AIDS Foundation, received the 2008 Award for Career Contributions to the Sociology of HIV/AIDS from the Sociologists' AIDS Network.

**Robert Bullard**, Clark Atlanta University, and **Charles Jarmon**, Howard University,

announcements

received the 2008 Joseph S. Himes Award for Lifetime Scholarship from the Association of Black Sociologists.

**Anita Chen**, Lakehead University, received a "Champion" Award for Gerontology Work from the Centre for Education and Research in Aging and Health (CERAH), which is given to a champion who has worked to advance the health and social care for our aging population.

**Ross L. Matsueda** and **Derek A. Kreager**, both of University of Washington, and **David Huizinga**, University of Colorado, received the Outstanding Article Award from the American Society of Criminology for "Detering Delinquents: A Rational Choice Model of Theft and Violence" from the *American Sociological Review*.

**Diane Pike**, Augsburg College, was awarded the 2008 Stewart Bellman Award for Exemplary Leadership for the Advancement of College Teaching and Learning. The Bellman Award is given each year by the Collaboration for the Advancement of College Teaching and Learning.

**David A. Snow**, University of California-Irvine, is the winner of the Society for the Study of Social Problems (SSSP) 2008 Lee Founders Award, which is made in recognition of significant achievements that have demonstrated continuing devotion to the ideas of SSSP.

**Bruce Western**, Harvard University, received the Michael J. Hindelang Award from the American Society of Criminology for his book *Punishment and Inequality in America*.

## Transitions

**Kenneth Ferraro** has been named Distinguished Professor of Sociology at Purdue University.

**Jennifer F. Hamer** was recently appointed Interim Head of the Department of African American Studies at the University of Illinois at Urbana-Champaign.

## People

**Mabel Berezin**, Cornell University, has been awarded a Fernand Braudel Senior Research Fellowship for residence at the European University Institute in Fiesole, Italy, for spring 2009.

**Karen Cook**, University of Wisconsin-Madison, was elected to the Consortium of Social Science Association's Board.

**Alice Taylor Day** and **Lincoln H. Day** have written and produced a full-length documentary film, titled *Scarred Lands and Wounded Lives: The Environmental Footprint of War*. It premiered in March 2008, at the DC Environmental Film Festival before an audience of 400 (with an estimated 200-400 turned away for lack of room). It has either already been screened or slated to be screened in some two dozen film festivals on six continents. For more information, visit <[www.scarredlands-film.org](http://www.scarredlands-film.org)>.

**Susan Farrell**, Kingsborough Community College-CUNY, was elected vice president of Sociologists for Women in Society.

**Carla B. Howery**, former deputy ex-officer, ASA, has been honored through the creation of the Carla B. Howery Award for Developing Teacher-Scholars by the ASA Section on Teaching and Learning in Sociology.

**Peter Kivisto**, Augustana College was selected as a Finland Distinguished Professor by the Academy of Finland.

**Cecilia Ridgeway**, Stanford University, gave a talk on January 9 sponsored by the Duke Interdisciplinary Initiative in Social Psychology, the Department of Psychology and Neuroscience, and the Sociology Department. Ridgeway's talk is titled "How easily does a social difference become a status distinction: Gender matters."

**Denise Segura**, University of California-Santa Barbara, was elected president of Sociologists for Women in Society.

**John M. Steiner**, Sonoma State University, initiated a program on September 25, 2008, at the Berlin Holocaust Memorial. The three-hour event, in German, involved a German radio interview previously conducted by Steiner with three former members of the Nazi SS. The three men had been confronted by Steiner, a Holocaust survivor-sociologist, about their roles in the Nazi Regime. Steiner gave a lecture, "The Fragmented Conscience," on how these men's ideology split people into superior and inferior categories simultaneously. Lastly, a dialogue took place between Steiner and Jobst von Cornberg, former Hitler Youth Leader and German Army Lieutenant, on how former Nazi enemies during World War II can be turned into good friends and colleagues.

**Marcus Ynalvez** and **John C. Kilburn**, both of Texas A&M International University, along with colleagues in biology and information sciences, received a \$335,709 National Science Foundation (NSF) grant from the NSF Science of Science and Innovation Policy Program for their project, MOD-Transmission of Tacit Skills in East Asian Graduate Science Programs.

## New Books

**Clifford Bob**, Duquesne University, Ed., *The International Struggle for New Human Rights, Pennsylvania Studies in Human Rights* (University of Pennsylvania Press, 2009).

**Benoit Challand**, *Palestinian Civil Society: Foreign Donors and the Power to Promote and Exclude* (Routledge, 2009).

**John E. Conklin**, Tufts University, *Campus Life in the Movies: A Critical Survey from the Silent Era to the Present* (McFarland, 2008).

**Ariel Ducey**, University of Calgary, *Never Good Enough: Health Care Workers and the False Promise of Job Training* (Cornell University Press, 2009).

**Jill A. Fisher**, Vanderbilt University, *Medical Research for Hire: The Political Economy of Pharmaceutical Clinical Trials* (Rutgers University Press, 2009).

**David Frisby**, London School of Economics, Ed., *Georg Simmel: Englischsprachige Veröffentlichungen 1893-1910* (*Georg Simmel: Publications in English 1893-1910*) (Suhrkamp, 2008).

**Mark S. Gaylord**, Chinese University of Hong Kong, and **Danny Gittings**, University of Hong Kong, Eds., *Introduction to Crime, Law and Justice in Hong Kong* (Hong Kong University Press, 2009).

**John Kinkel**, Oakland University, *Cinderella Church: The Story of Early Christianity* (iUniverse.com, 2008).

**Dario Melossi**, University of Bologna, *Controlling Crime, Controlling Society: Thinking about Crime in Europe and America* (Polity Press, 2008).

**Valentine M. Moghadam**, Purdue University, *Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement* (Rowman & Littlefield, 2009).

**Olga Shevchenko**, Williams College, *Crisis and the Everyday in Postsocialist Moscow* (Indiana University Press, 2009).

**Robert A. Stebbins**, University of Calgary, *Personal Decisions in the Public Square: Beyond Problem Solving into a Positive Sociology* (Transaction Publishers, 2009).

**André Turmel**, Laval University, *A Historical Sociology of Childhood: Developmental Thinking, Categorization and Graphic Visualization* (Cambridge University Press, 2008).

**Jonathan M. Wender**, University of Washington, *Policing and the Poetics of Everyday Life* (University of Illinois Press, 2008).

**Dale Yeatts** and **Cynthia Cready**, both of the University of North Texas, and **Linda Noelker**, Benjamin Rose Institute, *Empowered Work Teams in Long-Term Care: Strategies for Improving Outcomes for Residents and Staff* (Health Professions Press, 2008).

## Other Organizations

**2009-10 Mental Health Research Scientist Grant-Mentoring Program.** The African American Mental Health Research Scientist (AAMHRS) Consortium is pleased to announce the opportunity for 10 mental health research scientists and 10 mentors to participate in a one-year grant-mentoring program beginning May 12, 2009. The AAMHRS Consortium represents a national effort on the part of experienced and committed social, behavioral, clinical, prevention/intervention, and medical mental health research scientists to: (1) increase the numbers of competitive research grant applications African American research scientists submit to the NIMH; and (2) build a supportive research network for emerging African American mental health scientists. Deadline for Applications: March 15, 2009. Contact: Velma McBride Murry at [velma.m.murry@vanderbilt.edu](mailto:velma.m.murry@vanderbilt.edu) or [aamhrs@gmail.com](mailto:aamhrs@gmail.com). For more information, visit <[www.aamhrs.net](http://www.aamhrs.net)>.

## Caught in the Web

**National Institute on Alcohol Abuse and Alcoholism (NIAAA) Videoconference on Adolescence and Alcohol.** The presentation is currently archived on the NIAAA website and can be viewed at <[www.niaaa.nih.gov/NewsEvents/videoconference.htm](http://www.niaaa.nih.gov/NewsEvents/videoconference.htm)>.

**Office of Behavioral and Social Sciences Research (OBSSR) Redesigned Website.** A redesigned and enhanced website for scientists, advocacy groups, the media, and the general public providing key information on behavioral and social science research and activities at the National Institutes of Health is now online at <[obssr.od.nih.gov](http://obssr.od.nih.gov)>. The site was launched by the OBSSR, in the Office of the Director at the National Institutes of Health, and features a new appearance, format, and architecture, and contains more readily accessible and searchable information on funding opportunity announcements, key scientific areas, a calendar of news and events, and videocasts of the BSSR Lecture Series. In addition to a new look and feel, the website has improved navigation and has significant new content areas. Another addition is the "From the Director" column, which highlights critical issues and developments in the behavioral and social science fields.

**Sociologists in Space** is a group of Argentine sociologists creating a new website to link everything sociology on the net. Send us information you would like us to add to our site. Though the homepage is in Spanish, there are links and other information listed in English. <[sociologicahumanitatis.wordpress.com](http://sociologicahumanitatis.wordpress.com)>.

## Summer Programs

**AAC&U Engaging Departments Institute.** July 8-12, 2009. The Engaging Departments Institute will provide campus teams of academic administrators, department chairs, and faculty with an intensive, structured time to advance their plans to foster, assess, and improve student learning within departments and across the institution. The institute recognizes that most faculty identify strongly with their discipline and department, and students are engaged in more complex

and sophisticated practice of liberal learning as they complete their majors. The institute seeks to build effective educational leadership and intentional collaboration among departments to achieve program and institution-wide learning outcomes consistently and at high levels. The Institute will concentrate on: (1) leadership for learning within and among departments (2) assessments for achieving and improving essential outcomes, and (3) preparing for educational effectiveness by identifying and then replacing barriers with aligned effective practices. Contact: Gretchen Sauvey at (202) 884-7413; [sauvey@aacu.org](mailto:sauvey@aacu.org).

**Summer Institute in Political Psychology**, July 12-31, 2009. Stanford University announces that it will host the 2009 Summer Institute in Political Psychology (SIPP). SIPP is a three-week intensive training program introducing graduate students and professionals to the world of political psychology scholarship. The SIPP 2009 curriculum is designed to accomplish one preeminent goal: to produce skilled, creative, and effective scholarly researchers who would do more and better work in political psychology as the result of their attendance at SIPP. The schedule of activities mixes lectures with opportunities for students to talk with faculty lecturers and with each other in structured and less formal atmospheres. For more information and to apply, visit <[www.stanford.edu/group/sipp](http://www.stanford.edu/group/sipp)>.

## Deaths

**Patrick G. Feeney**, Montgomery College, died December 3 at his home in Alexandria, VA, at the age of 56.

## Obituaries

**Lloyd E. Ohlin**  
1918-2008

Lloyd E. Ohlin, a major contributor to sociological criminology died in Santa Barbara, CA, on December 6. For most of his 90 years Lloyd worked in, investigated, taught about, and conducted research in youth and adult prisons. After receiving degrees from Brown University (BA, 1940) and Indiana University (MA, 1942) Lloyd served in the Army and then went to work at Stateville Prison for the Illinois Pardon and Parole Board (1947-53) preparing cases and carrying out research on parole prediction. During this period he also completed graduate work in sociology at the University of Chicago (PhD, 1954).

Beginning in 1953, Lloyd directed the Center for Education and Research in Corrections at the University of Chicago until 1956 when he was appointed Professor of Sociology at Columbia University's School of Social Work. At Columbia, he teamed up with Richard Cloward to produce the landmark book *Delinquency and Opportunity* (1960), which focused attention on the frustrations of inner city juveniles as they tried to overcome obstacles achieving societal goals.

In 1960, along with Cloward, Donald Cressey, Gresham Sykes, and Sheldon Messinger, Lloyd produced *Theoretical Studies in Social Organization of the Prison* (Social Science Research Council). This volume described the structure of inmate social systems, social control mechanisms, the conflict between the objectives of rehabilitation and punishment, and how the prison functioned as a social system. Through the 1960s Lloyd, Don Cressey, Dan Glaser, and Clarence Schrag trained and mentored another generation of researchers who added to what is still the classic literature on prison culture, inmate roles, and staff inmate relations. This was an era when sociologists got to know prisoners firsthand. They learned about prison life and problems as a result of spending extended periods inside the nation's penitentiaries—a research strategy and interest practiced

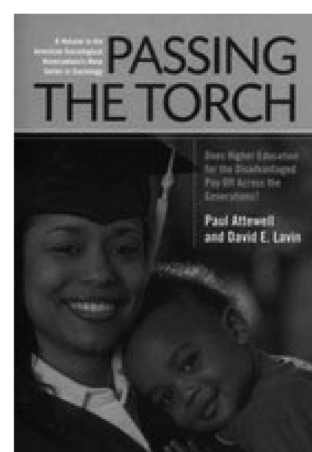
today by few sociologists even though there are more men (and women) locked up in this country than ever before and our prisons have never been more violent.

In 1965, Lloyd stepped up his involvement in penal policy by serving as Associate Director of the President's Commission on Law Enforcement and Administration of Justice until 1967 when he joined the faculty at Harvard Law School as Roscoe Pound Professor of Criminology and Director of the Center for Criminal Justice. In 1972, he brought together another group of prison researchers to review new developments in penology including prisoners' rights, diversion, and deinstitutionalization (*Prisoners in America*, 1973). Next he had the foresight to undertake an evaluation of one of the most interesting experiments in American corrections—Jerome Miller's effort to close the youth prisons in Massachusetts. Three important books; *A Theory of Correctional Reform* (with Alden Miller and Robert Coates, 1977), *Diversity in a Youth Correctional System* (1978), and *Delinquency and Community* (with Alden Miller, 1985) documented this rare opportunity to observe the course and outcome of a truly fundamental change in youth corrections policy.

Lloyd continued his active involvement in teaching and research until he retired from Harvard in 1982 as Touff-Gluck Professor of Criminal Justice. His relief from the problems of crime and punishment came from sailing and vacationing in a house on the Maine coast that became his retirement home. He had to overcome some personal losses: his wife, Helen, died in 1990 after a long illness and his sons Robert and Joe preceded him in death. In 1993, however, he married Elaine Cressey and they enjoyed life in Maine and in Santa Barbara with his daughters, Janet and Heather, and Elaine's daughters and their families.

Lloyd Ohlin helped lay the groundwork for studies in the social organization of prisons that now are rarely undertaken but are badly needed in a country experiencing mass incarceration. His work had a significant impact on sociological criminology and on penal policies directed toward youth offenders; he became a professor at Harvard Law School without a law degree, sailed the New England coast, lived in some beautiful places with Elaine, and worried about the state of the nation but lived to see the election of Barack Obama all the while being one of the nicest, most thoughtful and considerate members of our profession.

David A. Ward, University of Minnesota



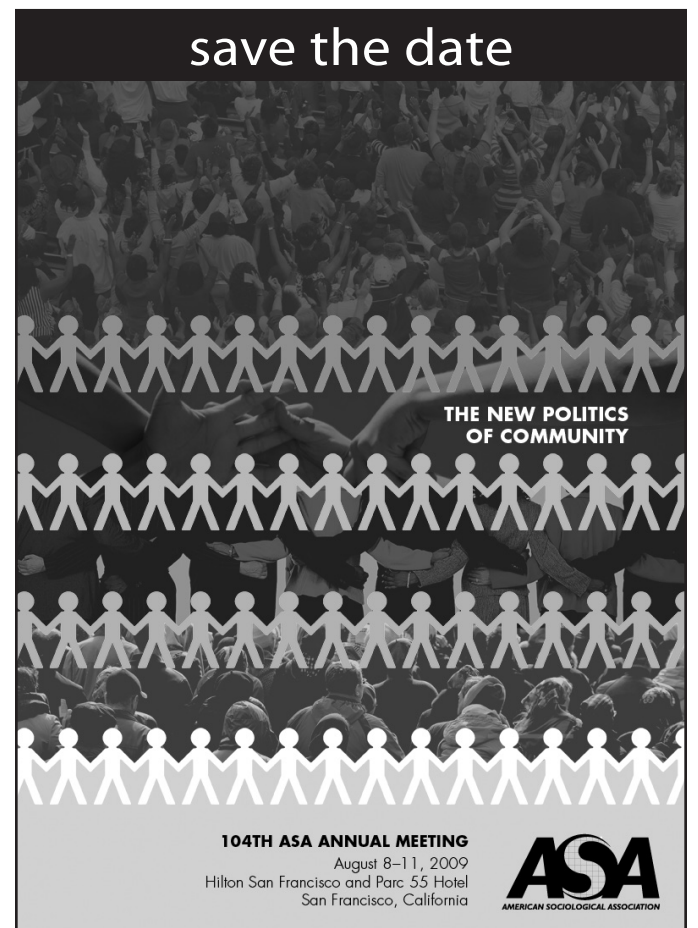
*Passing the Torch*  
David Attewell and David E. Lavin,  
winners of the  
2009 Grawemeyer Award

ASA members are entitled to a 20% discount on this and other Rose Series titles with the code RASA1. Order online at <http://www.russellsage.org>.



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

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
ALBANY, NY  
PERMIT NO. 31



### For Members Only . . .

ASA members have exclusive access to a variety of online resources, including:

## Online Member and Department Directories

Current members can find other ASA members' e-mail addresses by searching by name, institution, or geographical location. Or search the online department directory for information on more than 2,200 departments—from PhD-granting institutions to community colleges that offer courses but no major or degree program. Log in to the member-only page at <[www.asanet.org](http://www.asanet.org)>.

## Free Teaching Resources

Through the online member-only page, members can access free electronic versions of several syllabi sets and other teaching resources. For access to these tools, log in to the member-only page at <[www.asanet.org](http://www.asanet.org)>.

## Online Job Bank

Included in ASA membership is access to the ASA online job bank, where current members can view current position openings and post their own vita for active online employers to review. Visit the online job bank at <[jobbank.asanet.org](http://jobbank.asanet.org)> and log in using your ASA ID and password.

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

**Membership in ASA benefits you!**

### funding

## 2009 Student Forum Travel Awards

**ASA seeks applications for student travel to ASA's 2009 Annual Meeting**

The American Sociological Association Student Forum is pleased to announce that the ASA Council is making funds available to support student travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 33-35 travel awards in the amount of \$225 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2009 ASA Annual Meeting in San Francisco. All applicants are encouraged to seek additional sources of funding to cover other expenses.

To apply, complete the online application or submit four copies of the 2009 Student Forum Travel Award Application form no later than April 1, 2009. Decisions will be announced by May 15, 2009. No part of the application may be submitted by fax and only applications from individuals on their own behalf will be accepted.

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

For more information, contact the ASA Executive Office at [studentforum@asanet.org](mailto:studentforum@asanet.org) or (202) 383-9005, ext. 322. The award application form can be found on the ASA website <[www.asanet.org](http://www.asanet.org)> under "Funding," and on the Student Forum website <[www.socstudentforum.org](http://www.socstudentforum.org)>.

## Attention Graduate Directors: New Survey on Master's Candidates

As part of a longitudinal study on Master's programs in sociology, the ASA is inviting graduate directors to participate in an online survey. To take the survey and preview the questionnaire for master's candidates, see <[www.surveymonkey.com/s.aspx?sm=Zpvz\\_2bUiDqINeLLaRbD\\_2fnSQ\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=Zpvz_2bUiDqINeLLaRbD_2fnSQ_3d_3d)>.

