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Looking Forward to the 2009 Annual Meeting in San Francisco

A New Politics of Community in Action?

A mini-symposium at the ASA Annual Meeting will explore the sociological significance of Barack Obama's election as President.

by Patricia Hill Collins, University of Maryland-College Park

In 2007, when I first selected "The New Politics of Community" as the theme for ASA's 2009 Annual Meeting, I had no way of knowing that the historical events of the past year would resonate so compellingly with it. I chose this theme, in part, to investigate how the term *community* permeates social policy, popular culture, and everyday social interaction in ways that generate dynamic social and political identities. The ideal of community also holds significance for quite different populations with competing political agendas—political groups of the right and left invoke ideas of community, yet have very different definitions in mind.

In envisioning the 2009 Annual Meeting, long before the 2008 national election, I had hopes that *The New Politics of Community* theme might provide a forum for discussion, discovery, and debate, but I had no idea at the time about the fortuitously unprecedented set of events that would be presented for our discipline's reflection. The historic campaign and election of President Barack Obama provides a compelling and timely context for examining the program theme. In response, the 2009 Program Committee and I have organized a

mini-symposium, a meeting *within* the general meeting, which explores how the election of Barack Obama might signal a new politics of community in action. The mini-symposium consists of a cluster of sessions that are scheduled throughout the meetings, which examine how the 2008 presidential election engages the conference theme.

What Does Obama's Win Mean?

A plenary session, titled "Why Obama Won (and What That Says About Democracy and Change in America)," anchors the mini-symposium. Barack Obama's election often is described as a defining moment, one marking a fundamental change for American democracy. But what exactly has changed, or might change, and why? This session will explore how the election of President Obama catalyzes new thinking about the meaning of democracy and change in the United States. Our panelists will examine important factors associated with change, such as new forms of political engagement by youth, new immigrant populations, women, and similar populations; new ways of organizing democratic institutions that reflect a changing, heterogeneous American population; and the seeming commitment to community

See **Obama**, page 6

San Francisco 40 Years Later

by Edward A. Tiryakian, Duke University

It is fitting that in this year of a tremendous, calamitous financial crisis, nationally and globally, which for some harkens back to 1929-32, that the American Sociological Association Annual Meeting will convene in San Francisco. It was in San Francisco in 1969, that the ASA Annual Meeting was held amidst an unprecedented period of national and global political and cultural crisis. As a participant at the meetings, then and now, let me shake off the cobwebs of memory to detail a brief historical context of 40 years ago.

Changes at the ASA

The second half of the 1960s had rocked the United States with immense internal conflict over the civil rights movement and the anti-Vietnam War protests, which had steadily gathered steam. This was reflected in popular culture and in the radicalization of college students. In 1967, ASA's meeting was in San Francisco, with Charles P. Loomis—a student of Sorokin at Harvard—giving a well-received presidential address, "In Praise of Conflict and Its Resolution." A year later, on the heels of the chaotic Democratic convention in Chicago, ASA President Phil Hauser drew upon his on-site experience in Chicago to give his presidential address in Boston on

See **San Francisco**, page 11

Congratulations to the 2009 ASA Award Winners

ASA proudly announces the winners of the ASA Awards for 2009. The awards are the highest honor that the Association confers. These outstanding scholars will be recognized at the 2009 Annual Meeting Awards Ceremony in San Francisco, CA, on Sunday, August 9, at 4:30 PM. The Awards Ceremony will immediately precede the formal address of ASA President Patricia Hill Collins.

The ASA awards honor sociologists for outstanding publications and achievements in the scholarship, teaching, and practice of sociology. The recipients are selected by committees directly appointed by the ASA Council.

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

W.E.B. DuBois Award of Distinguished Scholarship: *Sheldon Stryker* (Indiana University)

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

Distinguished Career Award for the Practice of Sociology: *S.M. Miller* (Commonwealth Institute)

This annual award honors outstanding contributions to sociological practice. The

award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

Distinguished Book Award: *Steven G. Epstein* (University of California-San Diego) for *Inclusion: Politics of Difference*

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

Distinguished Contributions to Teaching Award: *Carla Howery* (American Sociological Association, retired)

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

Cox-Johnson-Frazier Award: *Aldon D. Morris* (Northwestern University)

The Cox-Johnson-Frazier Award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition.

Excellence in Reporting of Social Issues Award: *Barbara Ehrenreich*

The Award for Excellence in the Reporting of Social Issues honors individuals

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

Jessie Bernard Award: *Cecilia L. Ridgeway* (Stanford University)

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

Public Understanding of Sociology Award: *Jack Levin* (Northeastern University)

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

Send questions about the awards to Diego de los Rios, Governance, Sections, and Archives at (202) 383-9005, ext. 330 or at delosrios@asanet.org.

ASA 2009 Election

Candidate profiles begin on page 8



from the executive officer

Economics 101: Investing in ASA

As the tsunami of mortgage foreclosures, financial market implosions, unemployment and underemployment, and citizen angst wash across the country, safe havens for your investments are hard to find. A while ago, however, one of the reports from ASA's research on the discipline and profession found that a significant predictor of job satisfaction for non-academic sociologists is membership in a professional organization. Despite the national and international economic downturn, what I said in this column six months ago, before the economic collapse (July/August 2008 *Footnotes*), remains true; namely, "being a member of a professional organization is valuable for individual success." It is also a good investment in the discipline for the individual scholars, researchers, departments, and students who comprise sociology.

I focus on this issue of active engagement in ASA once again because it is important as we move toward electing new ASA leadership, awarding the highest ASA professional honors, celebrating the 35th anniversary of ASA's Minority Fellowship Program, selecting a journal publishing partner that is deeply committed to sociology, and launching a new digital library to support teaching and learning at all levels during what promises to be a fabulous Annual Meeting program in San Francisco

under the leadership of President Patricia Hill Collins, her program committee, and the ASA Sections.

That's a lot of return on an investment with little risk.

As a 40-year continuous ASA member—through good economic times and bad—I can attest to the terrific growth in the value of my personal investment in ASA even during career periods when my personal involvement in ASA was limited by other obligations. (This life-long investment certainly beats the profitability of my 40-year investments in retirement accounts!)

On the Cover of a Magazine

Investing in ASA through membership is more than the obvious returns such as special rates on journals, free access to ASA's online Job Bank, significant Annual Meeting registration discounts, to identify just a few of the lead benefits on a long list. Your professional capital grows. ASA plugs members into national and local media as well as science and public policy-related issues and opportunities. When you see sociologists quoted in mainstream news stories or interviewed on camera or on radio (even on your local TV news (see the page 12 article on *JHSB* in the news)), or when you see sociological research identified prominently as such in major news

magazines, newspapers, and even occasionally on prime-time TV drama shows, there is a very high probability that ASA's public affairs and media relations program had something to do with getting that "media hit" to happen.

Even if that sociologist wasn't you (it could be) or the research wasn't yours (it should have been), your capital as a sociologist rises.

That capital paid huge dividends on the day ASA got a call from NBC's popular prime-time show *Law & Order: Special Victims Unit*. ASA provided peer-reviewed research from ASA members as background for the producer, and, at our insistence, we were able to review the episode's script (and modify it) to ensure positive visibility for the discipline. Those dividends were quickly reflected in the enthusiastic calls and e-mails we got from the many ASA members who were viewers. The greater dividends, we expect, come from the viewers who were not sociologists but who may appreciate sociology more and from TV producers who know they can get quick turnaround on fact checking the scientific basis of their core program material.

On a daily basis, ASA refers members to reporters and producers who are seeking sociological experts. Over a typical year these referrals total in the hundreds. The dividends are apparent in many places, including in the "In the News" segment of

Footnotes' Announcements section. If you want to add to this growing capital base, send ASA a note to pubinfo@asanet.org, with your contact information and specify your areas of expertise.

Policy and Photo Opps

Sociologists are often (but not yet often enough) invited by Congress to testify before committees at hearings on Capitol Hill, or to brief members or their staff on issues such as international relations, poverty, health, crime and national security. The chances are high that ASA worked behind the scenes, often with COSSA (Consortium of Social Science Associations), to make that invitation to the nation's capital happen. The same capital-building (pun intended) for individuals and the discipline happens when sociologists are invited by the National Institutes of Health to participate in major scientific symposia and poster sessions (e.g., on health care disparities, self-report research, ethics, or the role of social science in medical education). And, you may recall

See **Vantage Point**, page 5



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

science policy

RWJF, CDC, and NIH collaborate to reduce childhood obesity

Believing that a coordinated approach will increase the impact of anti-obesity initiatives, the Robert Wood Johnson Foundation (RWJF), the Centers for Disease Control and Prevention (CDC), and the National Institutes of Health (NIH) have joined efforts to launch a new National Collaborative on Childhood Obesity Research (NCCOR). Launched in February, the new initiative, which seeks to accelerate progress on reversing the epidemic rates of obesity and overweight among U.S. youth, will combine the expertise and resources of these three leading research funders. Through NCCOR, the RWJF, CDC, and NIH collectively aim to improve the efficiency and effectiveness of childhood obesity studies. The collaborative will evaluate new and existing prevention approaches, rapidly assess promising policy changes, and speed the application of interventions that work. NCCOR will focus on efforts that have maximum potential to benefit children, teens, and their families and the communities in which they live. Its emphasis will be on the populations in which obesity rates are highest, including African-American, Hispanic, Native American, and Asian/Pacific Islander children and children living in low-income communities. For more information, see www.rwjf.org/childhoodobesity/product.jsp?id=38988.




Online humanities indicators prototype is released

In January, the American Academy of Arts and Sciences (the Academy) launched the "Humanities Indicators," an online prototype of statistical data about the humanities in the United States. The new web resource, www.HumanitiesIndicators.org, was organized in collaboration with a consortium of national humanities organizations. The Humanities Indicators are the first effort to provide academics, policymakers, and the public with a comprehensive picture of the state of the humanities. The collection of empirical data creates benchmarks to guide future analysis of the state of the humanities in five broad areas: primary and secondary education in the humanities, undergraduate and graduate education in the humanities, the humanities workforce, humanities funding and research, and the humanities in American life. The National Humanities Alliance will serve as both an advisor and contributor to the "Humanities Indicators" project. Datasets compiled by the Alliance serve as the basis for various Humanities Indicators, including ones on funding levels and distribution of funding among activity types. For more information on the Humanities Indicators prototype, see www.amacad.org/news/hrcoAnnounced.aspx.

Brookings and Academies advocate for a new measure of poverty

A new report from the Brookings Institution suggests following the

National Academy of Sciences' (NAS) lead on developing a new and better measure of poverty (see February 2005 Public Affairs Update in *Footnotes*). In a Hamilton Project Discussion Paper, Rebecca M. Blank of the Brookings Institution and Mark H. Greenberg of Georgetown University propose a new poverty measure that better reflects the actual economic conditions of low-income Americans, based on recommendations from the NAS. This research and policy proposal was presented at a December conference in Washington, DC, sponsored by the Brookings Foundation. The authors recommend the adoption of a new poverty measure in order to provide a more accurate measure of economic need in the United States. The current poverty measure relies on 1955 data and a methodology developed in the early 1960s during the Johnson Administration's War on Poverty. The current measure is not sensitive to changes in tax policy, in-kind benefits, work expenses, or medical payments; all of these have changed substantially over the years and affect the well-being of low-income families. Blank and Greenberg indicate why the NAS approach is superior to other possibilities and discuss the specific decisions that must be made to effectively measure poverty in the United States. For more information, presentation slides, and research papers from the December event, see www.brookings.edu/papers/2008/12_poverty_measurement_blank.aspx. 

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

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

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Sociologists Headlined Plenary at NIH Summit

National Institutes of Health hosted 4,000 attendees at DC summit to examine what science knows about health disparities that could help eradicate them.

by Lee Herring, ASA Public Affairs and Public Information Office

Prominent sociologists headlined the marquee of one of nine plenary sessions of a major NIH (National Institutes of Health) summit, titled "The Science of Eliminating Health Disparities," in mid-December. With more than 4,000 attendees, including policymakers, senior federal agency staff, members of Congress, health practitioners, academics, and other stakeholders, the three-day meeting brought the spotlight on the discrepancies in both the delivery of American health care and the health status of Americans across racial/ethnic categories. This impressive meeting featured some 300 speakers.

The summit was organized by the National Center on Minority Health and Health Disparities (NCMHD), a component of the NIH Director's office, which Congress established in 2000. Some in the

research community viewed the summit as a step toward redefining NIH's disparities research agenda.

But among the summit's explicit purposes was to help educate scientists, stakeholders, and policymakers about NIH and community progress in ameliorating health disparities, and to highlight NIH's progress in disparities research activities to improve prevention, diagnosis, and treatment. Besides helping to identify research gaps, the summit was intended to help raise awareness and understanding of health disparities and to elucidate best practices in research, capacity-building, prevention outreach, and strategic solution generation. The summit allowed participants to make recommendations that will shape the NIH health disparities strategic plan. Finally, the summit sought to establish a framework for ongoing dialogue and creation of innovative and unique partnerships to address disparities in health.

Opening on a Positive Note

Poet laureate Poet Maya Angelou, of the Maya Angelou Center for Health Equity, gave an engaging and memorable opening plenary address challenging the community to begin to conceptualize the disparities issue from a positive perspective of achieving health equity for all. Despite that challenge, unpleasant realities of health disparities became the focus of the summit panels, including the keynote address on national health insurance reform delivered by Governor Howard Dean, Chair of the Democratic National Committee, and an impassioned address by Rep. Elijah Cummings (D-MD) in a session on policy implications for eliminating health disparities. Cummings indicated that when the upcoming health care reform legislation comes before Congress, legislators will specifically address issues that are critical to ameliorating disparities.

Sociologists Featured

In the "Health Disparities and the Intersection of Science, Policy and Practice" plenary, presentations were delivered by two former ASA MFP Fellows, sociologists David R. Williams, Harvard University, and David Takeuchi, University of Washington. Williams gave a presentation titled *Moving Upstream: How Interventions that Address Social Determinants of Health Can Improve Health and Reduce Disparities*, and Takeuchi spoke on *Creating, Maintaining, and Blurring the Boundaries of Science, Policy and Practice*. This session was moderated by the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) Director, Stephen Katz, and included two other speakers.

Williams stated, "There is a growing body of scientific evidence . . . that points

See NIH, page 9

Busy Times for AKD

by Jeffrey Chin, Le Moyne College, Secretary-Treasurer, Alpha Kappa Delta

On September 15, 2008, the national office of Alpha Kappa Delta (AKD), the international honor society for sociology, officially re-opened for business after moving from the University of South Alabama in Mobile, AL, to Le Moyne College in Syracuse, NY. The move followed the appointment of Jeffrey Chin as the new AKD Secretary-Treasurer by Meg Wilkes Karraker, President of AKD. Chin, Le Moyne College, succeeds Marc Matre who served as AKD Secretary-Treasurer for nine years. The AKD staff wish to thank Matre for his many years of service to the society.

Alpha Kappa Delta is dedicated to acknowledging excellent scholarly work by both undergraduate and graduate students in sociology. With approximately 530 chapters worldwide and more than 87,000 lifetime members, local chapters of AKD induct around 5,000 undergraduate and graduate sociology students each year in ceremonies on campuses around the world.

AKD and ASA Collaborations

Both AKD and ASA are dedicated to promoting and serving the discipline. In addition, they have had a long and productive partnership. For example, AKD has long been a supporter of the ASA Minority Fellowship Program (MFP). AKD is one of only two organizational contributors that support a full MFP fellow (the other is Sociologists for Women in Society), who is designated the AKD/MFP Fellow. In this era of shrinking resources, the contribution that AKD makes to the MFP program is greatly appreciated. The 2008-09 AKD/MFP Fellow is Louis Esparza at Stony Brook University.

In addition, AKD sponsors an annual paper competition at both the undergraduate and graduate level. The three winners of the AKD undergraduate paper competition each year are automatically included as participants in the ASA Honors Program, which means that they are invited to present their papers at the

ASA Annual Meeting and take part in workshops there geared toward talented undergraduates. AKD provides cash awards to the winners as well as travel funds to attend the ASA Annual Meeting. Other benefits for student members of AKD include: support to travel to regional and aligned sociology meetings, honoraria for speakers who present at chapter induction ceremonies on campus, and funds for research symposia.



Jeff Chin

Like most organizations, AKD officers are located on campuses all over the country so they conduct most of their business electronically. However, the entire AKD Council meets for a full day prior to the ASA Annual Meeting in August and the AKD Distinguished Lecture takes place during the ASA Annual Meeting, usually during the first day. In 2008, the Distinguished Lecturer was Ronald Akers, University of Florida.

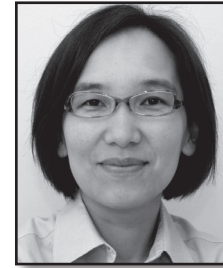
Besides the annual AKD Council meeting, the honor society has a mid-year meeting of its Planning Committee, which was in Syracuse, NY, this past January. Since the location of this year's meeting was designed to provide an inspection of the new AKD national office, Chin and his staff hosted an open house attended not only by members of the Le Moyne College community and the AKD Planning Committee, but also by Jean H. Shin, ASA Director of Minority Affairs. As director of the program that administers MFP, Shin's presence at the open house acknowledges the strong ties between ASA and AKD.

The national office of AKD is trying to ensure that representatives will be at all regional sociology meetings this spring. They will be on the formal program of some and will staff tables at others. They can tell you about services available to established chapters and how to start a chapter for those departments that do not have one yet. Stop by to find out more about what AKD can do for your students. For more information on any aspect of AKD and its activities, e-mail AKD@lemoyne.edu, or visit the new AKD webpage at <www.alphakappadelta.org>.

ASA Announces the 2008-09 Congressional Fellow

The ASA is pleased to welcome Sada Aksartova as the new Congressional Fellow for the 2008-2009 year.

Aksartova began her work in the Government Accountability Office (GAO), which conducts investigations, audits, and oversight for the U.S. Congress, on January 21. She is working with the International Affairs and Trade team, where she collaborates on projects that evaluate U.S. foreign policy and international assistance.



Sada Aksartova

A Global Experience

Aksartova's interest in foreign policy and international affairs stems in part from her own international background. She was born in Kazakhstan and received her bachelor's degree in English from Moscow State University. Her first job was working with Greenpeace, an international non-governmental peace and environmental organization, in Russia. During her three-year tenure at Greenpeace, she served as a nuclear disarmament campaigner and sought to direct the public and policymakers' attention to the issue of Russia's aging nuclear submarine fleet and its lasting environmental impact.

Aksartova received her master's degree in International Relations from the University of Sussex in the United Kingdom and continued her graduate studies in the United States. In 2005, Aksartova received her PhD in Sociology from Princeton University. Her dissertation, "Civil Society from Abroad: U.S. Donors in the Former Soviet Union," analyzed the cultural and institutional effects of U.S. civil society assistance for post-Soviet, non-governmental organizations. After Princeton, Aksartova spent two years in Tokyo, Japan, as a postdoctoral fellow at Hosei University, where she researched Japanese assistance for post-Soviet Central Asia as well as recent changes in Japanese foreign aid.

Most recently, Aksartova served as a

visiting research fellow at George Mason University's Center for Global Studies, where she continued her research on U.S. and Japanese foreign assistance and taught a graduate seminar on the politics of global development.

Work at the GAO

Aksartova believes that international sociology should play a more important role in the American policy-making process and hopes that her sociological

training will benefit the work of GAO's International Affairs and Trade team. At the same time, Aksartova said, "Sociological analyses of how U.S. foreign and aid policies are designed, implemented, and evaluated, in both Congress and the executive branch, can expand the scope of sociology as well as offer insights that can be used by policy-makers."

As a congressional fellow, Aksartova looks forward to learning more about GAO's investigative and analytical practices from an insider's perspective as well as understanding the process by which GAO creates knowledge that is deemed policy-relevant and nonpartisan. She hopes to gain an insight into the intellectual capital that members of Congress have at their disposal for developing and overseeing U.S. policies on a range of international issues. She expects that this experience will improve her research and teaching on global sociology, the sociology of U.S. government, and related topics.

In addition to working on Capitol Hill, the ASA Congressional Fellow often spends time preparing briefing materials, participating in ASA congressional or media briefings on a timely topic, and contributing stories to *Footnotes*. The ASA Spivack Program on Applied Social Research and Social Policy administers and funds the fellowship. The next application deadline is February 1, 2010. See the ASA website at <www.asanet.org> and click on "Funding" for application information.

PowerPoint: To Use or Not to Use?

by Madeleine Cousineau, Mount Ida College

A presenter at the ASA Annual Meeting draws applause by announcing that she will not be using PowerPoint. A participant in a teaching roundtable declares that he never uses this program in the classroom, despite pressure from students. These statements, along with negative comments about PowerPoint posted on a teaching listserv, create the impression that no self-respecting scholar would ever use this software.

There may be some justification for this impression. Many of us have experienced how dreadful PowerPoint can be. We have endured presentations in which the speaker placed a large amount of text on the screen only to read it to the audience, or inserted so many special effects as to lead us to suspect that they were a cover for weakness of substance. We have colleagues who use prepackaged slide sets provided by textbook publishers, rather than creating fresh, original material for their classes or finding ways to encourage student participation. And, sadly, some students may prefer to be entertained by lively and amusing special effects, rather than engaging in active learning, or may be insufficiently literate to read anything longer than a bullet.

Nevertheless, these negative examples do not represent the total picture. PowerPoint can be an effective tool for highlighting key aspects of a presentation and maintaining audience attention. When there are complaints about this program at professional meetings, the problem is likely that the presenter lacks skill in effectively using it. Suggestions later in this article will address this problem.

Encouraging Active Learning

Although lack of skill with the program may be the main objection to its use at conferences, its application in the classroom creates an additional problem. Many profes-

sors believe that PowerPoint interferes with active learning because it is one more way of encouraging passivity in students who were raised on television and computer games. Nevertheless, the program can support active learning if applied carefully.

A central goal of an active learning approach is to engage the students in their own process of developing knowledge. One way of doing this is by raising questions during class that encourage the students to make connections between the course material and their personal experiences and observations. A teacher may integrate PowerPoint into this approach by keeping the information on the screen to a minimum in order to allow time to pause in the presentation and invite input from the students.

In this context it is helpful to think of PowerPoint as a replacement for the blackboard or whiteboard. The program provides for smoother delivery than the latter because of the ease of moving the presentation along with a mouse click, rather than stopping to write and then to erase the board in order to write more and because of the clarity of a well designed slide in contrast to the professor's handwriting. In addition, it is possible to go back to an earlier slide, which is not the case with material that has been erased.

The use of presentation software in the classroom is especially helpful to students who are visual learners or who have auditory learning disabilities. Many professors do not write on the board as often as these students need them to. The ease of using PowerPoint provides an incentive for professors to take appropriate steps to meet their students' need for visual cues.


Suggestions for Using PowerPoint

In order to utilize the benefits of PowerPoint, it is important to know how to apply it well. The following suggestions aim at achieving this goal.

- Learn the technology. Take a workshop, read a manual, or search the Internet for ideas and tutorials; experiment with the program and look for opportunities to gain experience with it.
- In preparing a presentation, animate the bullets or lines of text, so that they are introduced one at a time. This is one of the most important recommendations. A large amount of text on the screen all at once may overwhelm the listeners and cause them to lose interest. In a classroom setting, students are likely to write down everything on the screen instead of listening to the professor's explanation. However, it is imperative to avoid the more distracting animation options, and, instead, create simple, effective animation, highlight each line of text and click on "add effect," then on "entrance," and then on "appear."
- Ensure that the bullets or lines of text are easy to read by choosing large fonts (e.g., 36-point Arial bold) along with a low-key, eye-pleasing background. Explore the "background fill" section of the program to find light colored textures.
- Keep the bullets to a minimum in both length and number. This brevity, along with simple animation, will help to focus the audience's attention.
- Use pictures selectively. An excessive number of illustrations, especially clip art, can be distracting. In some situations, however, images enhance the presentation. In a social theory course, for example, pictures of early sociologists may stimulate the interest of students who feel daunted by the classical writings.
- Ensure the smooth delivery of the presentation by inserting reminders into the lecture notes (such as the word "click") to advance the slides at

specific points. These written reminders help to synchronize the visual cues with the oral commentary.

- During the delivery of the presentation, pause with the appearance of each line of text and elaborate on it. When providing definitions of concepts in the classroom, give a further explanation of each concept, along with one or more examples. Ask the students to suggest additional examples.
- During a class, pause at regular intervals to ask questions of the students in order to engage them in discussion—for example, by encouraging them to talk about how the information relates to their own experiences and observations.
- Do not hand out printouts of the slides before or during a class. This practice tends to discourage note taking.
- If there is a website for the course, do not upload the slides in advance of the lecture. Let students know that the presentation will be available the next day for review, but that they should take notes during class.

It should be evident that presentation software is neither the worst evil to invade academia nor the most brilliant teaching technique available. It is simply a tool. One may employ it in a useful manner or in a destructive one, just as a physical tool, such as a hammer, may be used to build homes for low-income people or to commit a brutal murder. Fortunately, the consequences of the clumsy use of PowerPoint are not fatal. On the other hand, skill with this program provides a means to achieve the goal of holding the attention of an audience, whether in a classroom or during a presentation to colleagues. When one has important information to deliver, it is worthwhile to use the tools that will get it across in a clear and compelling manner. 

Delgado to Take on Social Problems

In August 2009, Hector L. Delgado, University of La Verne, will begin his tenure as the new Executive Officer (EO) of the Society for the Study of Social Problems (SSSP), succeeding Thomas C. Hood, who served the SSSP with distinction as EO for 19 years.

Hood, who retired from classroom teaching in 2004, plans to continue to write in the areas of collective behavior/social movements, on the work of Erving Goffman, and in environmental sociology. He will actively support the growth and operation of SSSP and work with other scholarly societies. Hood, Professor Emeritus at University of Tennessee, believed that it was time for him to step down and for a new EO to step in and provide important leadership in moving the organization forward. Continuity in the SSSP administrative office will be provided by Michele Koontz, who will remain as the organization's Administrative Officer and Meeting Manager. While Delgado resides in California, the administrative office of the SSSP will remain at the University of Tennessee-Knoxville.

The University of Tennessee and the University of La Verne will be excellent supportive locations for SSSP. The University of Tennessee, 200-year-old Research I

university, has 20,400 undergraduate and 6,000 graduate students in over 300 degree programs. Founded in 1891, the University of La Verne, a private institution, offering 88 bachelor's and master's degrees and four doctoral degrees. Fifty-five percent of La Verne's students are members of a minority group and 51 percent are first-generation students. The university serves a larger number of non-traditional students than traditional-age students on its main and satellite campuses.

Delgado was chosen by the SSSP Selection Committee and the Board following their interviews of candidates in Boston in August 2008 and site visits to candidates' campuses in November. Delgado has been a member of the SSSP for more than a decade, most recently serving as the co-chair of the 2008 program committee and the chair of the 2007 C. Wright Mills book award committee. Delgado has been, and continues to be active in the ASA. Currently he is the secretary/treasurer of the Labor and Labor Movement section of the ASA and has been active in the Latina/o Sociology section since its inception.

Delgado earned his PhD and an MA from the University of Michigan, an EdM from Rutgers University, and a BA (1971)

in Political Science from Temple University, where he attended on a baseball scholarship. He is the author of *New Immigrants, Old Unions: Organizing Undocumented Workers in Los Angeles* (1994), one of the earliest and most influential books on the unionization of undocumented workers. Most recently he authored a chapter on the unionization of Latinas/os in *Latinas/os in the United States: Changing the Face of America* (2007), edited by Havidan Rodriguez, Rogelio Saenz, and Cecilia Menjivar. His research continues to focus principally on the unionization of immigrant workers. Prior to returning to graduate school for his doctorate in sociology in 1983, Delgado worked in higher education administration for more than a decade, including as an admissions officer and coordinator of Latina/o student recruitment for Rutgers University and as an assistant dean of students at Princeton University. He brings a wealth of administrative and community activist experience to the position.


The SSSP, founded in 1951, is an interdisciplinary community of scholars, practitioners, advocates, and students interested in the application of critical, scientific, and



Hector Delgado



Tom Hood

humanistic perspectives to the study of vital social problems. The 22 different special problems divisions provide ample opportunities for young scholars to establish networks both at the annual meeting and online. Many members are social scientists by training; increasing numbers work in applied research and policy settings. Many, if not most, of SSSP's members are members of the ASA as well. The relationship between the two organizations is a healthy one, and one Delgado plans to continue to nurture during his tenure as EO. The SSSP annual meeting usually precedes the ASA's in the same city. The SSSP promotes research and dialogue through presentations at the annual meeting; publications in *Social Problems*, a leading journal in the field; awards to community groups; committee participation; consultation; and the generation of new ideas. Student members and newcomers are especially welcomed by the organization. 

Delgado can be reached at delgadoh@ulv.edu. He would love to hear from you, especially if it is to join the SSSP. For more information, see www.sssp1.org/.

What Can I Do with a Master's in Sociology?: The Department as Context

by Roberta Spalter-Roth and
Janene Scelza, ASA Research and
Development Department

In January 2009, the ASA Research Department and ASA's Task Force on the Master's Degree in Sociology invited graduate directors in 224 departments to participate in an online survey about their programs. This survey was the first part of a new study of the training and early career experiences of current master's candidates in their departments.

The survey emerged from the Task Force's response to chairs who requested help from ASA to develop strategies to ensure that the terminal master's degree in sociology is meaningful for those who wish to secure careers closely related to their sociological studies. Of the 224 departments that had awarded at least one master's degree in sociology in AY 2006/07, more than half (122) completed the survey. The information on departments obtained from the graduate directors provides the background and the context for the online survey that will be sent to more than 1,400 master's candidates this month. The first wave of this survey will ask about program experiences, including curricular and extra-curricular activities, finances, goals after graduation, and demographic characteristics.

Many sociology departments, especially those with fewer than six faculty members, report that they do not have the resources or support to build programs to help graduates take full advantage of their sociology training when they enter the job market. Currently, there is a lack of information about the career trajectories of master's degree recipients that would help inform current students. Few departments track their students, especially those that do not receive a PhD degree in sociology. The Master's Task Force recommended the longitudinal survey to help close the information gap and to better position programs to help students.

Departmental Context

Of the 122 departments that completed the survey, 85 percent reported a freestanding master's program, while 15 percent reported not offering a separate master's degree but instead awarding the degree *en route* to obtaining a PhD. Enrollment in these freestanding programs varies considerably, ranging from 3 to 72 students, with a median of 20 students currently enrolled.

Almost two-thirds of master's programs

(64 percent) are found in freestanding sociology departments. The next largest group of programs (18 percent) is found in combined sociology and anthropology departments, followed by sociology and criminal justice programs (8 percent), and sociology combined with more than one discipline (5 percent) or included within a broader social science division (4 percent).

Almost two-thirds of the freestanding sociology departments (63 percent) report that a master's degree is the highest degree offered. Of the reporting departments offering a freestanding master's program, more than half (53 percent) offer an applied, a professional, or a clinical track. Below are comparisons of the program characteristics between departments that offer the more vocationally oriented applied, professional, or clinical degree with those that offer a traditional academic master's degree.

Differences between Types of Degrees

The departments with applied, professional, or clinical tracks do not differ significantly from the departments offering traditional programs in terms of whether they require a master's thesis or have a non-thesis option. Greater variation can be found in the types of offerings, the experience of faculty members, and the source of their students (see Table 1).

- About 56 percent of programs with applied, professional, or clinical tracks require a master's thesis for students compared to 58 percent of departments with no such track. Because about 70 percent of *both* types of departments report that they offer a non-thesis option, this suggests that programs have more than one track.
- One-third of programs with applied, professional, or clinical tracks require students to participate in an internship program compared to 4 percent of students being required to do so in programs without this track. Internships appear to be a key program element for the more vocationally oriented programs.
- Although most programs, regardless of type, do not have external advisory boards that can identify how sociological skills can be conceptualized for the job market, provide information on job trends, or engage in mentoring, 10 percent of programs with a vocational track have such boards compared to 2 percent of traditional programs.
- One-third of programs with applied, professional, or clinical tracks employ faculty members who have had non-academic professional experience compared to 25 percent of programs without this track. These figures suggest that the former type of program is more likely to provide access to the non-academic world than the latter.
- Whether the majority of master's students in a department were undergraduate majors in the same department varies significantly by whether the master's program has an applied, professional, or clinical track. About 40 percent of master's students in departments with a vocationally oriented track have their undergraduate degrees from the same department. In contrast, 20 percent of master's candidates in more traditional departments were undergraduate majors in these departments. This may suggest a student body at vocationally oriented departments that is more likely to stay in the area and want training that will result in a non-academic career.
- Programs with applied, professional, and clinical tracks are significantly more likely to offer online courses. More than one-quarter of the former offer on-line courses versus 2 percent of more traditional master's programs. This suggests that the former may be more oriented to those who are already in the labor force and need a more flexible schedule.

Table 1. Comparison of Characteristics of Master's Programs Offering an Applied, Professional, or Clinical Track Versus Those That Do Not*

Master's Program Characteristics	Departments Offering a Professional, Applied, or Clinical Track	Departments Without a Professional, Applied, or Clinical Track
Master's thesis required	56.6%	58.3%
Non-thesis option	70.4%	68.8%
Internship required	33.3%	4.1%
Has an external advisory board	9.8%	2.0%
Faculty members have non-academic professional experience	33.3%	24.5%
Majority of candidates received their BAs from the same department	40.4%	20.4%
Offers online master's courses	26.9%	2.0%

* Includes freestanding master's programs only.
Source: ASA 2009 Survey of Graduate Directors

When the first wave of the student survey is complete we will know more about the characteristics of the students in these different types of programs, including their current labor force status, their finances, their racial and ethnic background, their future goals, and whether the programs they attend are meeting their needs. The second wave of the student survey (to be conducted one year later) will tell us whether those seeking jobs that reflect their sociological training have been successful in meeting this goal.

One graduate director responding to the survey expressed gratitude that ASA is examining master's education issues in sociology, noting, "Given that this is the majority of graduate degrees awarded in sociology, it is certainly about time that we study this degree in much greater depth. I would be eager to learn [what] ASA might recommend we consider for master's curriculum development, marketing, and, most importantly, the development of a master's degree that might better channel our students into employment—similar to the Master of Social Work or the Master of Public Administration." 📍

To learn more about the work of the ASA Task Force on the Master's Degree in Sociology, see the report *Thinking about the Master's Degree in Sociology: Academic, Applied, Professional, and Everything in Between*, at www.e-noah.net/asa/asashoponlineservice/.

Vantage Point

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that I discussed in last month *Footnotes* column that there are many emerging national policy issues and contexts that could affect sociology and be affected by it. The investment potential is growing.

The National Academy of Sciences, the Institute of Medicine, and the American Association for the Advancement of Science also tap sociologists for studies, advice, and speakers. ASA's growing investments in high-profile efforts to promote sociological science and behind-the-scenes efforts have significantly influenced the calls that come to sociologists to participate in these broad scientific activities. While a long time in coming, sociological research is increasingly featured in *Science* magazine, and the ASA-sponsored poster at the annual Coalition

for National Science Funding Exhibition on Capitol Hill brings science policy decision-makers in direct contact with ASA members whose research is funded by NSF. This type of contact is another ASA investment in educating key audiences about the value of sociology as science. Such investments have returns: these audiences include those decision-makers who fund national investments in basic and applied science.

Your investment in ASA works to help ASA put sociology and you "at the table" on issues of science support and science policy and in major media. Because we are more likely to know about those in our social network of ASA members and journal authors, your investment in ASA has wide-ranging professional, personal, organizational, and disciplinary payoffs in these and other important ways. It's an easy economic lesson in difficult times. 📍

The First Lady and Princeton Sociology

by Howard Taylor, Princeton University

I want to expand on the "Did You Know?" column in the February 2009 *Footnotes* about Michelle Robinson Obama as a sociology major at Princeton University. At Princeton, I was one of her advisers, along with fellow sociologist Walter Wallace. Her thesis, *Princeton-Educated Blacks and the Black Community*, won a Senior Thesis Prize in the African American Studies Program at Princeton in 1985. As the Director of the Program in African American Studies, now expanded as the Center for African American Studies, I formally presented the award. The thesis was a clever and inventive research design wherein she interviewed African American graduates of Princeton and made comparisons between alumni and then-current African American students. The thesis was first-of-a-kind and now has great historic value. Not surprisingly, she found that Black alums had some mixed feelings about their Princeton experiences, but as a whole felt that their training at Princeton prepared them to return to and contribute to their home communities. These conclusions stand in stark contrast to certain pre-election press accounts, which erroneously made the thesis out to be about the ills of an elitist Princeton education. The thesis was nothing of the kind, but instead a call to Princeton alums to contribute to the betterment of racial-ethnic minorities. After graduating from Harvard Law School, she returned to her home community of South Side Chicago, and this is precisely what she did! There she met now-President Obama while *his* mentor at a Chicago law firm. The rest is history! 📍

Obama

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service and similar values thought to be associated with the revitalization of democratic institutions. This session takes up broader questions of what this specific victory says about communities and change in contemporary American society.

Panelists scheduled for this panel include Melissa Harris-Lacewell, Professor of Political Science at Princeton University. An award-winning author, Harris-Lacewell was a visible presence in diverse media venues during the Obama campaign, often commenting on the significance of Michelle Obama. Peter Levine, Director of CIRCLE (the Center for Information and Research on Civic Learning and Engagement), part of Tufts University's Jonathan Tisch College of Citizenship and Public Service and author of *The Future of Democracy: Developing the Next Generation of American Citizens*, which emphasizes issues of democracy. A philosopher, Levine will examine how the Obama campaign may signal a defining moment for youth and democracy. Jose Calderon, Pitzer College, has a long history of connecting his academic work with community organizing, student-based service learning, participatory action research, critical pedagogy, and multi-ethnic coalition building. He is the 2004 recipient of the Richard E. Cone Award for Excellence and Leadership in Cultivating Community Partnerships in Higher Education and was honored by The United Farm Worker's Union for his life-long contributions to the farm worker movement. Lawrence Bobo, the W.E.B. Du Bois Professor of the Social Sciences at Harvard University, has published widely in the field of race and politics, most recently providing provocative ideas about the Obama candidacy.

The Role of Youth

The anchor plenary for the mini-symposium has two complementary Presidential Panels. The first, "A Defining Moment? Youth, Power and the Obama Phenomenon," will explore how Obama's presidential campaign demonstrated innovative approaches to organizing new political communities, most notably youth. In essence, by encouraging young people from heterogeneous backgrounds to participate in something bigger than themselves, the campaign simultaneously politicized youth and helped construct a political community of youth. This session uses the construct of youth as a "community" of people to investigate two questions: In what sense did youth bring a distinctive generational ethos to questions of power, change, and democratic

processes? And, in what sense have youth been empowered, changed, and engaging in new forms of civic participation in response to the Obama phenomenon?

The panel includes several esteemed panelists: Gurminder K. Bhambra, University of Warwick, whose works examine intersections of historical sociology and post-colonial theory, recently convened a British Sociological Association conference on "1968: Impact and Implications." Bhambra will discuss how global youth movements of 1968 might shed light on the contemporary Obama phenomena. Doug McAdam, Stanford University, brings considerable expertise from his theoretical and empirical work on civic participation, social movements, and social activism. Cathy J. Cohen, the David and Mary Winton Green Professor of Political Science at the University of Chicago, directs the "Black Youth and Empowerment: Sex, Politics, and Culture," a national project that examines how the attitudes, resources, and culture

“Martin Luther King’s “I Have a Dream” speech not only imagined a future of a democratic, inclusive national community, it also pointed out the ways in which social inequalities undermined America’s possibilities. For example, the American dream of self-renewal reflects beliefs in America as a nation of immigrants, opportunity, and freedom.”

of African American youth influence their decision-making, norms, and behavior in critical domains such as sex, health, and politics. Enid Lynette Logan, University of Minnesota, directs the "Youth Speak! Perspectives on Race and Gender in the 2008 Presidential Election" project. Drawing from this study, Logan will examine the significance of race and gender in the presidential election, focusing on the candidacy of Obama. Amanda Lewis, Emory University, is a respected scholar of youth, race, and education, will preside over the session and serve as discussant.

The American Dream

A second Presidential Panel, "Through the Lens of Gender, Race, Sexuality and Class: The Obama Family and the American Dream," will explore issues of democracy and social inequalities. Martin



Barack Obama speaking at the January 18 welcoming ceremony concert at the Lincoln Memorial in Washington, DC.

Luther King's "I Have a Dream" speech not only imagined a future of a democratic, inclusive national community, it also pointed out the ways in which social inequalities undermined America's possibilities. For example, the American dream of self-renewal reflects beliefs in America as a nation of immigrants, opportunity, and freedom. Yet,



A record-breaking crowd witnessed the historical inauguration of President Barack Obama.

African Americans, women, sexual minorities, and the poor have pointed to invisible glass ceilings that have limited their dreams of upward social mobility and self-renewal. Traditional ideas about faith and family underpin the American dream, while those whose family structures and religious traditions stray too far from tradition encounter barriers. In essence, the American dream constitutes a curious combination of ideals that are refracted through changing social relations of gender, race, sexuality, and class.

The panelists of this plenary session will examine how Barack Obama's election represents one historic moment in this core relationship between the American dream and ever-changing patterns of gender, race, sexuality, and class in the United States. Panelist Barrie Thorne, University of California-

Berkeley, will focus on the sociology of gender; feminist theory; the sociology of age relations, childhood, and families, topics for which she is widely recognized. Other panelists include Alford Young, University of Michigan-Ann Arbor, who studies how low-income, urban African American men conceive of the world of work in modern society, what they believe is the ideal fatherhood, and how they conceive of appropriate mentoring for younger relatives and associates; Charles Gallagher, Georgia State University, who studies racial and social inequality by examining the ways in which the media, the state, and popular culture construct, shape, and disseminate ideas of race; and Cheryl Gilkes, Colby College, who studies African American religious history, gender, and race. Elizabeth Higginbotham, University of Delaware, a leading scholar in the field of class, race, and gender studies, will preside over the session and serve as discussant.

Thematic Sessions

Several thematic sessions round out the featured sessions of the mini-symposium. These include "Understanding Democratic Renewal: The Movement to Elect Barack Obama," organized by Dana Fisher; "The Future of Community Organizing During the Obama Presidency," organized by James McCarty; and "Asian-American Movements, Identities, and Politics: A New Racial Project in the Obama Years?," organized by Michael Omi. The sessions provide a closer look at specific themes associated with the Obama phenomenon, such as community organizing, community service, and grassroots community activism. 

I encourage you to consult the "Meetings" webpage on the ASA website <www.asanet.org> for more detailed information on these featured sessions, for biographical material on invited panelists, and any additional events that may be planned as the meeting plans unfold. I look forward to seeing you in San Francisco!

Building Global Community for Online Students and Faculty

by Darlene A. Smucny and
Katherine Humber, University of Maryland
University College

Online education has become an important part of the undergraduate curriculum at many colleges and universities in the United States, particularly at institutions that serve non-traditional students (e.g., students who are full-time working adults, active military). While the online format offers students flexibility and convenience of access, instructors are faced with the challenges of promoting a community of learners at a distance (Ammendolia 2006). Online students and faculty may feel isolated from the greater university community; students and faculty in online programs may never even visit or attend classes at the physical university campus. To be academically successful, online students need to be technologically competent, they require instructor and classmates interaction, and they need strong social support to attain their educational goals (Dabbagh 2007, Liu 2007, Seckel 2007). Providing students and faculty with the opportunity for collegial and academic interchange of ideas outside of the classroom environment is an important part of the higher education experience—but how is this accomplished for online students and faculty?

University of Maryland University College

Our institution, University of Maryland University College (UMUC), serves non-traditional adult students. Most UMUC instructors are adjunct faculty. Students and faculty are globally distributed. In 2007, the UMUC student body consisted of more than 90,000 students, with about 75,000 undergraduate students. UMUC students are adult learners, often the first in their families to attend college. The average age is 32 years old, with 82% employed full time. UMUC does not have a traditional campus; our face-to-face classes are held at regional sites in Maryland and on U.S. military bases throughout the world.

The college has been a leader among state universities in distance and online education (graduate and undergraduate).

The Social Science Department includes four disciplines: anthropology, behavioral sciences, gerontology, and sociology. The department currently has about 500 undergraduate majors worldwide. In order to inform and involve our globally distributed social science majors and also invite interested students to the major, a special online classroom—the Online Student Club for the Social Sciences—was established. A number of online student clubs, all oriented toward specific undergraduate majors, were established through an initiative of the UMUC



University of Maryland University College

Office for Academic Success. Among adult learners, student retention is a concern, therefore the online undergraduate student clubs seek to improve communication with the university and provide a community to students in order to improve retention, academic success, and eventual degree completion. Students who are interested in joining the Online Student Clubs contact the UMUC Office for Academic Success and request to be rostered into a specific club classroom.


Social Sciences Online

In the Social Science Club, students, faculty, and invited guest speakers engage in online discussions about social science careers, research opportunities, student publishing opportunities, current events, and social issues (Miller 2007). In the first year of the online club, the faculty advisers determined the activities, discussion topics, and schedule. As more students enrolled in the club, leadership, organization, and direction of the club and its activities has been handed to the students. There are currently 272 student members, primarily social science, criminal justice, gerontology, and psychology majors. The club discussions, guest presentations, and online activities are asynchronous and held

within the online UMUC club website.

Faculty members are encouraged to be guest speakers in the club through presentations about their research. At UMUC, because most instructors are adjunct faculty, they provide perspectives on “real-world” applications of the social sciences (e.g., in government, research, and public service). Students also have served as guest speakers, as in a recent online student panel on volunteerism. Recent guest presentations have included: Exploring Your Career Options (UMUC Career Services), Caring for the Aging During Winter (Faculty), Explorations in the Sociology of Popular Culture (Faculty), Publishing Opportunities

to interpret the online “silence” in their classrooms (Zembylas & Vrasidas 2007), an examination of how to better connect with “lurkers” in an online student club is needed. How can we engage students to become a more active part of the social science community at UMUC? As a new academic year approaches, we will refresh the Student Club site and we look to new efforts to promote greater student and faculty involvement, including involving our honor society chapter more into the Student Club site and organizing an Online Social Science Research Festival in the club classroom. The latter follows the model of Online Science Festivals that have been successfully implemented in K-12 classrooms (Tubbs 2007).

Online education comprises an important part of higher education today, particularly for non-traditional adult learners. Through our Online Student Club for the Social Sciences, non-traditional students (who learn online) and adjunct faculty (who teach online) can feel more integral to the global UMUC Social Science Department. 

The authors would like to acknowledge Donna Maurer, faculty adviser to UMUC's online Social Science Club.

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The Use of FAD Funds: Expanding Experimental Investigations of Race/Ethnicity in Sociology

by Carla Goar, Northern Illinois
University and Jane Sell, Texas A&M
University

Last year, an ASA Fund for the Advancement of the Discipline Award (FAD) enabled me to organize a two-day conference at Texas A&M University for experimental sociologists to meet and consider how experimental investigations of race/ethnicity might be expanded. The March 1 conference was additionally funded by Texas A&M and Northern Illinois University. Participants from 14 different universities met to consider why there are relatively few experimental sociological studies directly addressing race/ethnicity and how that might be changed. The goals of the conference were to identify perceived incentives and barriers to studying aspects of race/ethnicity experimentally and to map out a set of topics, recognized as important by both micro- and macro-

sociologists, that can be investigated experimentally. Lastly, the organizers sought to foster collaborations between established experimenters and new experimenters to assist in developing designs and working through practical aspects of experimental studies on topics of race and ethnicity.


In the past, experimental sociology has contributed to important theoretical developments relevant to understanding race and ethnicity issues. These have included identity processes, trust and cooperation perceptions and behavior, issues related to emotion and affect, stereotyping and labeling, differential reward allocation, status expectations, and legitimacy. But there have been surprisingly few recent additions to the empirical literature on race and ethnicity and little direct reference to these theoretical additions in the race/ethnicity literature. To address this gap, each conference participant submitted a short

statement prior to the conference that addressed the following items: Why there is relatively little experimental research on race/ethnicity; and initial formulations of general or specific proposals for studies of race/ethnicity in the participant's area.

Conference Topics

The first morning session focused on the reasons that might explain why race/ethnicity has been investigated less often using experimental methods. Some reasons discussed included the incongruent meanings of race in group interactions, problems with experimental control, the demographic characteristics of subject pools, the underrepresentation of minority experimenters, and trust concerns between researchers and subjects. The afternoon session focused on brainstorming different approaches to studying race/ethnicity using experi-

ments. Ideas included the use of creative manipulations to denote race/ethnicity, the examination of status characteristic “clusters” as a means to understand race/ethnicity, and the use of photographs and images to create racial categories.

The second morning was spent discussing possible experimental designs and potential cooperation among researchers and laboratories. To date, two experimental laboratories are planning a parallel experiment that focuses on race and further cooperation is planned. We hope such collaborations will help strengthen professional relations among experimental sociologists and attract other sociologists (graduate students, in particular) and interest them in incorporating experimental design on race/ethnicity into their research agendas. 

For information on ASA's Fund for the Advancement of the Discipline, see the ASA Funding page at <www.asanet.org>.

Candidates for ASA Offices in 2009

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

CANDIDATES FOR PRESIDENT-ELECT

Randall Collins

Present Professional Position: Dorothy Swaine Thomas Professor of Sociology, University of Pennsylvania, 1997-present.



Former Professional Positions: Professor of Sociology, University of California Riverside, 1985-1997; Pitt Professor of American History and Institutions, University of Cambridge, 2000-2001; Professor of Sociology, University of Virginia, 1978-1982.

Education: PhD, University of California Berkeley, 1969; MA (psychology), Stanford University, 1964; BA, Harvard University, 1963.

Positions Held in Other Organizations: H. Paul Douglass Lecturer, Religious Research Association, 2007; President, Pacific Sociological Association, 1992-1993; Consulting Editor, *American Journal of Sociology*, 1976-1978, 1990-1992; Founding Editor, *Sociological Theory* 1980-1984; Founding Editor, *Theory and Society*, 1973-1975.

Positions Held in ASA: Council Member, 1987-1990; Committee on Publications, 1980-1985; Chair, Sociology of Education Section, 1982-1983; Committee on Nominations, 1981-1982; Distinguished Contribution to Scholarship Award Committee, 1981-1983.

Publications: Collins, Randall. 2008. *Violence: A Micro-Sociological Theory*. Princeton University Press; Collins, Randall. 2004. *Interaction Ritual Chains*. Princeton University Press; Collins, Randall. 1998. *The Sociology of Philosophies: A Global Theory of Intellectual Change*. Cambridge: Harvard University Press; Collins, Randall. 1995. "Prediction in Macro-sociology: the Case of the Soviet Collapse." *American Journal of Sociology* 100:1552-93; Collins, Randall. 1979. *The Credential Society: An Historical Sociology of Education and Stratification*. New York: Academic Press.

Personal Statement: From my many years on ASA committees, council, sections, and publications, I am very familiar with its local culture. I even chaired a report on ASA's organizational problems as a bureaucracy and as a collection of disparate sections (published in *Footnotes*, Sept. 1989). I strongly believe that you can apply sociology 24 hours a day, even to the meetings we sit through. The ASA president, like any such position, is enmeshed in factional politics and bureaucratic powers. The most important thing the office has freedom to do is to act as a symbolic exemplar of what the field is about: An intellectual enterprise we can be proud of, and an exciting adventure of exploring the world through research. There are plenty of crises ahead in the world, and, in my view, sociology is the best discipline to guide our way through them with our eyes open.

Viviana A. Zelizer

Present Professional Position:

Lloyd Cotsen '50 Professor of Sociology, Princeton University, 2002-present.

Former Professional Positions: Professor, Department of Sociology, Princeton University, 1988-2002, Chair, 1992-1996; Assistant to Professor of Sociology, Department of Sociology, Barnard College and Graduate Faculty of Columbia University, 1978-1988; Assistant Professor, Department of Sociology, Rutgers University, 1976-1978.

Education: PhD, Columbia University, 1977; MA, Columbia University, 1974; BA, Rutgers University, 1971.

Offices Held in Other Organizations: Advisory Board, Doctoral Program in Sociology, Instituto de Altos Estudios Sociales and Universidad Nacional de San Martín, Buenos Aires, Argentina, 2008-present; Member, Scientific Council, Paris School of Economics, 2006-present; Corresponding Editor, *Theory and Society*, 1988-2005; Editorial Board, *Contemporary Sociology*, 1991-1994; Chair, Eastern Sociological Society Merit Award Committee, 2002-2003.

Positions Held in ASA: Chair, Economic Sociology Section, 2001-2002; Member, Committee on Nominations, 1992-1993; Member, Council (1987-1989; 2001-2005); Prize Committee (1987), Section on Comparative Historical Sociology.

Publications: Zelizer, Viviana A. 2009. "Intimacy in Economic Organizations." In *Economic Sociology of Work*. Vol.19, *Research in the Sociology of Work*, edited by Nina Bandelj. Bingley, UK: Emerald, forthcoming; Zelizer, Viviana A. 2007. "Pasts and Futures of Economic Sociology." In Special Issue "Coming and Going in Economic Sociology." Edited by Nicole Woolsey Biggart *American Behavioral Scientist* 50:1056-69; Zelizer, Viviana A. 2006. "Money, Power, and Sex." *Yale Journal of Law and Feminism* 18:303; Zelizer, Viviana A. 2005. *The Purchase of Intimacy*, Princeton, N.J.: Princeton University Press; Zelizer, Viviana A. 1994. *The Social Meaning of Money*, New York: Basic Books.

Personal Statement: The worldwide 2008 economic debacle not only upset economic institutions and practices, but has radically undermined prevalent understandings of how the economy works as well. As our economic futures are being redesigned, sociologists face a unique challenge and opportunity. For years we have critiqued the dangerous fantasy of self-regulating free markets. We have shown repeatedly that—far from autonomous—markets are social, cultural, moral, and political constructions. It is now our task to communicate widely and clearly our alternative explanations of economic activity. For the past 30 years, that concern has inspired my research and teaching. I have paid special attention to the crucial economic significance of such activities as unpaid and paid



Viviana A. Zelizer

domestic work, caring labor, and consumption. As part of that effort, I have worked to increase dialogue with scholars in other countries, other disciplines, and among our own vibrant sections. I am honored and grateful to have been nominated for the ASA presidency. Our association has a long tradition of excellence in research and policy efforts on behalf of superior economic and social arrangements. I hope to build on that legacy.

CANDIDATES FOR VICE PRESIDENT-ELECT

Adam Gamoran

Present Professional Position: Professor of Sociology, University of Wisconsin-Madison, 1992-present.



Adam Gamoran

Former Professional Positions: Director, Wisconsin Center for Education Research, University of Wisconsin-Madison, 2004-present; Chair, Department of Sociology, University of Wisconsin-Madison, 2001-2004; Assistant to Associate Professor of Sociology, University of Wisconsin-Madison, 1984-1992.

Education: PhD, University of Chicago, 1984; AM, University of Chicago, 1979; AB, University of Chicago, 1979.

Offices Held in Other Organizations: Chair, Independent Advisory Panel of the National Assessment of Career and Technical Education, U.S. Department of Education, 2007-present; Co-Chair, Planning Committee for the Study of the Education Research Doctorate, National Academy of Education and American Educational Research Association, 2006-2007; Member, Board on Science Education, National Research Council, National Academy of Sciences, 2006-present; Member, Board on International Comparative Studies in Education, National Research Council, National Academy of Sciences, 1998-2003; Elected Member, National Academy of Education, 2001.

Positions Held in ASA: Co-Chair, Willard Waller Award Committee, Sociology of Education Section, 2006-2007; Chair, Graduate Student Paper Award Committee, Sociology of Education Section, 1996; Chair, Sociology of Education Section, 1993-1994; Chair, Nominating Committee, Sociology of Education Section, 1989; Council Member, Sociology of Education Section, 1986-89.

Selected Publications: Ayalon, Hanna, Eric S. Grodsky, Adam Gamoran, and Abraham Yogev. 2008. "Diversification and Inequality in Higher Education: A Comparison of Israel and the United States." *Sociology of Education* 81:211-241; Shavit, Yossi, Richard T. Arum, and Adam Gamoran, with Gila Menahem, eds. 2007. *Stratification in Higher Education: A Comparative Study*. Stanford, CA: Stanford University Press; Gamoran, Adam, ed. 2007. *Standards-Based Reform and the Poverty Gap: Lessons for No Child Left Behind*. Washington, DC:

Brookings Institution Press; Gamoran, Adam. 2001. "American Schooling and Educational Inequality: Forecast for the 21st Century." *Sociology of Education* 34 (Extra Issue):135-153; Gamoran, Adam. 1992. "The Variable Effects of High School Tracking." *American Sociological Review* 57:812-828.

Personal Statement: As Vice President, I would work vigorously with the President and Council to advance the goals of ASA. First, I would be an advocate for federal funding for sociological research. My leadership in research and my experience with federal agencies have positioned me well for this role, and new streams of scientific research funding make this a priority. Second, I would promote the public engagement of sociologists with the major issues of our time, including changing social institutions, immigration policy, environmental sustainability, and global relations. My experience as a sociologist who addresses policy issues in education would support my efforts to create new opportunities to enhance the salience of sociology in such deliberations. Third, I would press for further inclusiveness within our association and in the broader society so that we truly embrace diversity and recognize it as a strength of our community, our nation, and our increasingly interdependent world.

David A. Snow

Present Professional Position: Chancellor's Professor of Sociology, University of California, Irvine, 2001-present.



David Snow

Former Professional Positions: Professor of Sociology, University of Arizona, 1987-2001; Assistant to Associate Professor, University of Texas, 1976-1987; Instructor, Southern Methodist University, 1975-1976.

Education: PhD, University of California, Los Angeles, 1976; MA, University of California, Los Angeles, 1972; MA, Urban Studies, University of Akron, 1971.

Offices Held in Other Organizations: Board of Directors, 1990-2001, and Vice President, 1995-2001, Primavera Foundation, Tucson, AZ; Board of Directors, Society for the Study of Social Problems, 1997-2000; President, Pacific Sociological Association, 1997-1998; Vice President, Pacific Sociological Association, 1993-1994; President, Society for the Study of Symbolic Interaction, 1992-1993.

Positions Held in ASA: Chair, Community and Urban Sociology Section, 2008-2010; ASA Publications Committee, 2001-2003; ASA Council, 1995-1998; Chair, Collective Behavior and Social Movements Section, 1992-1993; ASA Editorial Boards: *American Sociological Review*, 1990-1992, and *Social Psychology Quarterly*, 1993-2000.

Publications: Snow, David A. and Sarah A. Soule. Forthcoming in 2009. *A Primer on Social Movements*. New York, NY: W.W. Norton; Snow, David A., Rens

Vliegenhart, and Catherine Corrigan-Brown. 2007. "Framing the French 'Riots': A Comparative Study of Frame Variation." *Social Forces*, 86:385-415; Lofland, John, David A. Snow, Leon Anderson, and Lyn H. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 4th ed. Belmont, CA: Wadsworth; Morrill, Calvin, David A. Snow, and Cindy White. 2005. *Together Alone: Personal Relationships in Public Places*. Berkeley, CA: University of California Press; Snow, David A., Sarah A. Soule, Hanspeter Kriesi, eds. 2004. *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

Personal Statement: Among the challenges confronting the discipline and the ASA, there are three especially critical ones. First, we need to continue to embrace and nurture the virtues of diversity and inclusivity in terms of membership, theoretical perspectives, methodological approaches, and substantive interests without generating a mix of disconnected interests and voices that renders what we do indecipherable to others and ourselves. Second, we need to vitalize a set of theoretical and methodological principles that undergird and connect our substantive pursuits—and that distinguish us from our sister disciplines in the social sciences—without undermining the diversity and openness generative of innovation and creativity. Lastly, we must understand more fully that the viability of our discipline and practice mandates that we engage pressing domestic and global issues publicly by conversing with the various politics and publics relevant to those issues. These are broad and complicated challenges, but they are fundamental to our enterprise and will thus receive my attention as an officer of the ASA.

CANDIDATES FOR SECRETARY

Catherine White Berheide

Present Professional Position: Assistant to Full Professor of Sociology, Skidmore College, 1979-present.

Former Professional Positions: American Sociological Association Congressional Fellowship, Washington, DC, 1992-1993; Visiting Fellowship, Center of the Study,

Education and Advancement of Women, University of California-Berkeley, 1981; Assistant Professor of Sociology, Indiana University Southeast, New Albany, IN, 1976-1979.

Education: PhD, Northwestern University, 1976; MA, Northwestern University, 1973; BA, Beloit College, 1972.

Offices Held in Other Organizations: Senator, Phi Beta Kappa Society, 2000-present; Chair, Nominations Committee, International Sociological Association Research Committee 32, 2001-2003; Vice-President, Eastern Sociological Society, 2001-2003; Treasurer, Eastern Sociological Society, 1996-1999; President, Sociologists for Women in Society, 1990-1991.

Positions Held in ASA: Council Member, American Sociological Association, 1998-2001; Associate Editor, *Teaching Sociology*, 1998-2000, 1988-1991; Chair, ASA Committee on Committees, 1995-1996; Chair, ASA Section on Undergraduate Education, 1993-1994; Chair, ASA Section on the Sociology of Sex and Gender, 1984-1985.

Publications: Berheide, Catherine White. 2007. "Doing Less Work, Collecting Better Data: Using Capstone Courses to Assess Learning." *Peer Review* 9(2):27-30; Berheide, Catherine White. 2005. "Searching for Structure: Creating Coherence in the Sociology Curriculum." *Teaching Sociology* 33(1):1-15; Chin, Jeffrey, Catherine White Berheide, and Dennis Rome, eds. 2002. *Included in Sociology: Learning Climates That Cultivate Racial and Ethnic Diversity*. Washington, DC: American Association for Higher Education; Berheide, Catherine White. 2001. "Using the Capstone Course for Assessment of Learning in the Sociology Major." Pp.164-176 in *Assessing Student Learning in Sociology*, edited by C. Hohm and W. Johnson. 2nd ed. Washington, DC: American Sociological Association. Chow, Esther and Catherine White Berheide, eds.



Catherine White Berheide

1994. *Women, Family, and Policy: A Global Perspective*. Albany, NY: SUNY Press

Personal Statement: As Secretary, I would promote the American Sociological Association's mission of advancing sociology as a scientific discipline and profession serving the public good by strengthening the public presence of sociology, the teaching and learning of sociology, and sociological research. My extensive experience within the ASA governance system over the past 30 years, including as a member of Council, has allowed me to see first hand the work the ASA does from the editorial boards, to the sections, to the annual meetings, to task forces and briefings on Capitol Hill. As chair of the Committee on the Executive Office and Budget, I would work with the Executive Officer to ensure that the ASA remains financially sound as it continues these important activities and broadens its outreach to the full range of sociologists from students to contingent faculty, from those working in non-academic settings and teaching colleges to those at research universities.

Dan Clawson

Present Professional Position: Professor of Sociology, University of Massachusetts-Amherst, 1990-present.

Former Professional Positions: Assistant Professor to Professor, University of Massachusetts Amherst, Amherst, MA, 1978-1990

Education: PhD, State University of New York at Stony Brook, 1978; MA, State University of New York at Stony Brook, 1975; BA, Washington University, 1970.

Offices Held in Other Organizations: Vice President, Research Council 44, International Sociological Association, 2006-present; President, Massachusetts Society of Professors, 2003-2006; Co-convenor, Labor and Childcare Conference and Initiative, 1999-2001; National Chair, Scholars, Artists, and



Dan Clawson

Writers for Social Justice, 1998-1999.

Positions Held in ASA: Chair, Labor and Labor Movements Section, 2004-2005; Co-editor, Rose Series in Sociology, 2000-2005; Member, Nominations Committee, 2000-2001; Editor, *Contemporary Sociology*, 1995-1997; Editorial Board, *American Sociological Review*, 1989-1992

Publications: Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas Anderton, and Michael Burawoy, eds. 2007. *Public Sociology: Fifteen Eminent Sociologists Debate Politics & the Profession in the Twenty-First Century*. Berkeley, CA: University of California Press; Morris, Aldon and Dan Clawson. 2005. "Lessons of the Civil Rights Movement for a Workers' Rights Movement." *WorkingUSA: Journal of Labor and Society* 8:685-706; Clawson, Dan. 2003. *The Next Upsurge: Labor and the New Social Movements*. Ithaca, NY: Cornell University Press; Clawson, Dan and Naomi Gerstel. 2002. "Caring for Our Young: Child Care in Europe and the United States." *Contexts*, 1:28-35; Clawson, Dan, Alan Neustadt, and James Bearden. 1986. "The Logic of Business Unity: Corporate Contributions to the 1980 Congressional Election." *American Sociological Review* 51:797-811.

Personal Statement: The Secretary is a trustee of the organization, elected to address behind-the-scenes issues. The Secretary is also a member of a wide range of committees and thus serves a bridging role, helping to connect members and committees to each other and to the ASA staff. I would identify three concerns, starting with our resources, including the web, which should be used in ways that facilitate member engagement with public sociology, making it possible for clusters of members to bring their work to larger audiences. Second, the ASA is, and should remain, a leader in modeling the practices we would like to see in the larger society, whether that be on gender, environmental, racial, or labor fronts. Lastly, as a professional association, we must be concerned with job markets in relation to the changing character of colleges and universities—and that is more than ever true in hard times. ☺

NIH

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to the important solutions . . . in terms of addressing disparities." But he cautioned that there are a number of obstacles. For example, according to his research with colleagues Manuela Costa, Adebola Odunlami, and Selina Mohammed, "there's a large racial gap in health, with African Americans and American Indians having higher death rates than Whites in the early years. Latinos have comparable death rates, though slightly higher at . . . younger ages." Gaps persist into midlife, with death rates in the two groups at almost twice or as much as twice as high as that of the White population. This pattern continues into late life, so, "from the cradle to the grave, we see large disparities," said Williams.

"We need to understand the patterns of disparities in the light of the contribution of immigration," Williams continued. His research reveals that immigrants of all racial and ethnic groups have better health trajectories than their native-born counterparts. "White immigrants have better health outcomes than Whites born in the United

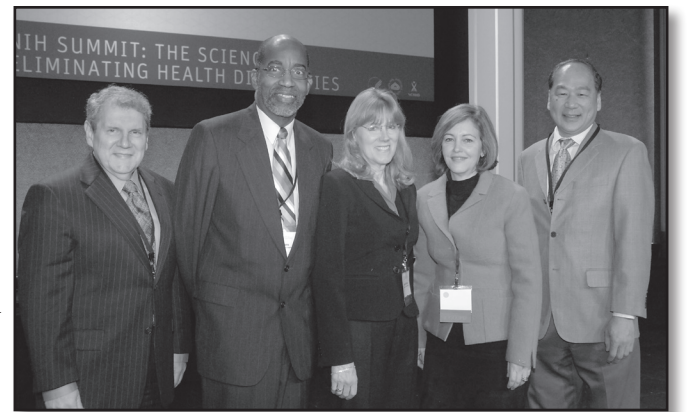
States. Black immigrants do better than Blacks born here. Latinos and Asians do the same and given the composition of Latino and Asian populations, their very good health profile must be understood in the context of these high levels of immigration."

Thus, a major challenge is to identify relevant factors that shape "this pronounced pattern of worsening health with increasing length of stay in the United States." In other words, "the American way of life appears to be dangerous for your health." Consequently, health interventions focused solely on individual health behaviors will be ineffective, Williams said. Using tobacco smoking as an example of where there has been success, Williams said this has required the "contribution of many organizations working through multiple intervention channels to inform the public through multiple mechanisms, to provide economic inducements to reduce tobacco smoking, and also laws and regulations." Williams emphasized that we need to "move upstream" toward the non-medical determinants of health.

Takeuchi described the role of conceptual boundaries in preventing better progress in health disparities. Adopting

concepts of sociologist Thomas Geyrn, Indiana University, who studied early American Society, Takeuchi said that socially constructed boundaries (e.g., academic versus applied, scientist versus non-scientist, science disciplinary boundaries) weaken our attack on disparities. Given their social origin, boundaries can be particularly rigid and easily morph into "etiological battles that don't tend to move the field forward," said Takeuchi. He discussed issues such as the stock of knowledge that legitimizes each of these boundaries and the values and work organization of boundaries. For example, "Scientists set up boundaries, both informally and formally, and thereby enlarge the material and symbolic resources" of disciplines or professions to protect professional authority, he explained.

Takeuchi discussed formal and informal ways that etiologies are used to maintain boundaries. First, "strain theory," devel-



NIH health disparities panel [left to right]: Stephen Katz, NIAMS; David Williams, Harvard University; Meredith Minkler, University of California-Berkeley; Margarita Alegria, Harvard Medical School; David Takeuchi, University of Washington.

oped by Talcott Parsons, "maintains that etiologies provide ways to integrate conflicting demands, competing expectations, and deals with the ambiguities in social life. This is a notion where things become a little unclear in life and scientists often want to distinguish themselves [formally] from practitioners." An excellent example, Takeuchi said, are the many economists who advocated for the policies that created

See NIH, page 12

The Golden Anniversary of Medical Sociology

The ASA Medical Sociology Section is celebrating the 50th anniversary of its founding. In his *The Word as Scalpel: A History of Medical Sociology*, Samuel W. Bloom recounts the establishment of the section on medical sociology, which seeks to examine the phenomena of health and illness, the social organization of health care delivery, and differential access to medical resources. The American Sociological Society (now the American Sociological Association) Council approved the formation of the Section on Medical Sociology in September 1959. This followed the formal creation of ASA's sections as they exist today, which were established "as a means for accommodating 'special interest' groups in the Society." Formerly their activities were primarily limited to organizing a session for the Annual Meeting.

By January 1960, the section had 407 members. A.B. Hollingshead was Chair, Odin Anderson served as Chair-Elect, and Samuel Bloom was Secretary-Treasurer. Everett Hughes, George Reeder (a physician), and Benjamin Paul (an anthropologist) were council members. From that

auspicious beginning, the section has swelled to 1,022 members (as of 2008), making it the fourth-largest section. The medical sociology field is concerned with basic sociological research and its implications for public policy and practice, including medical care, financing and health insurance, inequities in access to care, medical technology, bioethical concerns, the continuum of care, and comparative health policies.

Annual Meeting Activities

To celebrate the Golden Anniversary, Janet Hankin, Chair of the Medical Sociology Section (Wayne State University) has planned special sessions for the 2009 Annual Meetings that highlight a common theme, "Fifty Years of Medical Sociology: Contributions and New Directions." The sessions include the topics of Patients Meet Providers, Health and SES, Health Policy and Reform, and Fifty Years of Methods in Medical Sociology.

Special activities at the meetings include student roundtables, organized by our student council representatives, which will


feature famous medical sociologists who will share their expertise with the next generation of medical sociologists. We will recognize past chairs and Reeder Award winners at our reception. A special invited session will feature authors who are contributing to the Extra Issue of *Journal of Health and Social Behavior*: "What Do We Know? Key Findings from 50 Years of Medical Sociology" to be published in 2010.

Extra Issue of JHSB

Thanks to a grant from the Robert Wood Johnson Foundation to the ASA, the section is publishing an extra issue of *JHSB*. In the past half-century, medical sociologists have provided key insights and findings on social dimensions of health and health care ranging from causes and consequences of health disparities to the organization and financing of health care. Unfortunately, many policymakers, funding agencies, and health scholars outside sociology are unaware of the scope and breadth of these sociological contributions. This forthcoming issue seeks to remedy this.

The extra issue of *JHSB* will review key

findings on core topics from sociological studies of health, illness, and healing and suggest the policy implications of those findings. Leaders in each of the core topics will be invited to write short articles reviewing the key findings that have been produced in their subareas. The extra issue will seek to accomplish two specific goals. The first will be to provide a broad overview of the state of research on health, illness, and healing for sociologists and health scholars in other disciplines. This should also be accomplished through the scheduling of sessions at the 2009 and 2010 ASA Annual Meetings. The second goal will be to produce an executive summary highlighting three or four key findings for each topic. This executive summary will be written by a professional science writer and disseminated widely to policymakers, funding agencies, media outlets and other non-academic stakeholders.

The Guest Editors for the Extra Issue are Hankin and Eric Wright, Indiana University-Purdue University (Indianapolis). Eliza Pavalko, Indiana University, is the Editor of *JHSB*. 

Are Journal Accept Rates as Low as They Look?

Paula England, Stanford University, and former editor of *ASR* (1994–1996)

Authors aspiring to publish in a sociology journal typically understand that, in the best case, an article gets accepted only after an invitation to revise and to resubmit (an R&R). They often want to know the probability that an author sending an article to this journal will eventually get it accepted by this journal. But, oddly enough, this is not what ASA journals' "accept rates," previously published annually in *Footnotes* but now online, tell us.

Here is how ASA (and some other scholarly journals) compute their accept rates. The basic concept is to take acceptances during the year as a ratio of all decisions—positive and negative—made in the year. ASA puts all decisions in the denominator, including accepts, rejections, conditional accepts, and invitations to revise and resubmit. In effect, original submissions and revisions (after an R&R or conditional accept) count as separate manuscripts for purposes of the accept rate. A manuscript that ultimately gets accepted counts twice—as one accept and one nonaccept. If we want the accept rate to answer the question I posed above, a better procedure would be to only put *final* decisions in the denominator—accepts and rejects decided during the year. Thus, every paper would only enter the statistics once, counting as an acceptance regardless of how many revisions it went through or a reject if it was ultimately rejected, either originally or after a revision.

For Example

Consider the following hypothetical—a journal in which all papers submitted are eventually accepted, but every paper goes through one R&R

decision on the way. An author submitting would know her or his paper was sure to be accepted eventually, so calling the accept rate 100% makes sense in this scenario, and this is what we would get if only final decisions were in the denominator. However, the way ASA calculates their journals' accept rates, the rate is only 50% despite the fact that every paper is ultimately accepted. If every paper required one R&R and one conditional accept, the rate would drop to 33%. Thus, under the present way of calculating rates, differences across editors within a journal, between journals, or between disciplines may be affected by how many revisions editors typically require before acceptance.


Clearly accept rates would be higher if only final decisions were in the denominator (the numerator is the same under either system). How much difference would it really make if only final decisions were put in the denominator? To find out I asked the editors of two ASA journals and the journal of Sociologists for Women in Society to share their 2008 statistics with me so I could see what differences it makes to calculate accept rates with only final decisions included in the denominator. (Thanks to Randy Hodson and Vincent Roscigno, editors of the *American Sociological Review* (*ASR*); Gary Alan Fine, editor of *Social Psychology Quarterly*; and Dana Britton, editor of *Gender & Society*, for the data from which I calculated the numbers.) In 2008, *ASR*'s official rate was 8.25%, calculated using ASA's method, with a denominator including final accepts and rejects, as well as the intermediate decisions allowing revi-

sion. If the denominator had included only final decisions, the accept rate would have been 11.42%. The second rate is 38% higher than the first (the difference between the two over 8.25 is .38). Similar computations for *Social Psychology Quarterly* show that their official 2008 accept rate of 9.43% would be 15.96% if only final decisions were in the denominator, a 69% increase. If I apply the ASA method to *Gender & Society* statistics, their accept rate would be 9.67%; with only final decisions in the denominator, it is 11.88%, which is 23% higher.

Arguments For and Against

An argument sometimes made for the status quo is that, when trying to convince an interdisciplinary tenure and promotion committee that

a colleague has published in very selective journals, the lower the rate the more useful for the case. However, even the more realistic accept

rates that I calculated above using only final decisions as the base show that our journals are extremely selective. A downside of the current system is that it gives authors an unrealistically low idea of their chances that their paper will ultimately be accepted by a journal. Moreover, the rate as now calculated is reduced when editors increase the typical number of revisions required before papers are ultimately accepted, even if the probability of eventual acceptance doesn't change. I suggest that we change how ASA calculates accept rates, taking a given year's number of accepts as a percent of all *final* decisions made that year (accepts and rejects). 


“How much difference would it really make if only final decisions were put in the denominator?”

JHSB Research Gets Local Airtime Nationwide

Sociological research is now showing in a living room near you. As a result of ASA's partnership with the *Discoveries and Breakthroughs Inside Science* (DBIS) program, sociological research published in ASA's *Journal of Health and Social Behavior* (*JHSB*) was covered in a 90-second broadcast news segment distributed to more than 100 local television affiliates across the United States.

DBIS is a broadcast news service launched with a grant from the National Science Foundation (NSF) and supported by a coalition of science and engineering societies with the goal of bringing the latest science news to a general audience that is underserved with quality science reporting. DBIS provides its news reports to local television newscasts. Local television news is the medium by which about 40 percent of the American public gets its news, and 44 percent of American adults choose local television news as their top source of science and technology information, according to NSF's 2006 *Science and Engineering Indicators*.

In January, DBIS released its first segment reporting on research findings from the social sciences. The news report, available at <www.aip.org/dbis/stories/2009/19004.html>, covered the research of Purdue sociologists Markus Schafer and Kenneth Ferraro surrounding the connection between obesity and hospitalizations. The article, "Obesity and Hospitalization Over The Adult Life Course: Does Duration of Exposure Increase Use?," appeared in the December 2007 issue of *JHSB*.

ASA is continuing to work with DBIS to ensure that pertinent sociological research is covered by local broadcast media. Stay tuned! 

San Francisco

from page 1

“The Chaotic Society: Product of the Social Morphological Revolution.”

In advance of the 1969 meeting, sociologists elected as 59th president Arnold Rose, who had a long career at Minnesota. He was as much if not more of an “activist” in race relations, civil rights, school desegregation, and the labor movement as in academic affairs. Tragically, terminal cancer took his life before he could take office, but the ASA Council decreed that Rose should be taken as President. Accordingly, his already prepared presidential address, “Varieties of Sociological Imagination” was read in San Francisco by his wife, Caroline Rose (and published in the October 1969 issue of the *American Sociological Review*). On short notice, Ralph Turner became ASA President.

Social Context

Before the ASA Annual Meeting in September, 1969 saw tumultuous events taking place on college campuses, throughout the United States, and abroad. In January, Richard Nixon, hardly a favorite of academia, took office as the 37th U.S. President; and martial law was declared in Madrid and the university closed. In February, the radical Front de Libération du Québec bombed the Montreal Stock Exchange; in April members of the Students for Democratic Society (SDS) took over Harvard’s Administration Building, and Berkeley community members seized an empty lot owned by the university to start a “People’s Park.” In May, the National Guard dispersed and evicted young adults in North Dakota and used helicopters to spray anti-war protesters in California. At the start of the summer, the radical anarchist Weathermen faction took control of SDS, and the modern gay rights movement began with the Stonewall riots in New York City.

Directly preceding the ASA meeting in San Francisco, while Nixon had

announced a disengagement of the United States in Southeast Asia, the cultural scene was rocked in August by the Woodstock Festival in New York and by the sensational killings in California by the Manson Family cult. Lastly, the first week in September (when ASA met) saw news of the My Lai massacre with an American military charged with premeditated murder for the slaughter of 109 Vietnamese civilians, victims of “collateral damage.” This served as further fodder for the anti-war movement, which mobilized students across the United States (and elsewhere in Europe).

ASA in 1969 San Francisco

Perhaps reflecting the mood of the country, there was an “establishment” annual meeting and a “rump” meeting. The latter was organized by students who found a nearby church as a “sanctuary” from the official program of activities, the latter held at the comfortable Hilton Hotel. I signed in at the registration desk, and then wandered around looking at the various display tables, noting the diversity of professional and non-professional literature, advertisements, pamphlets. I noticed a flier announcing that students had organized a session in honor of Pitirim A. Sorokin that afternoon at a nearby community church. I had been his teaching assistant at Harvard, and had enjoyed a long friendship with him (despite his nemesis, Talcott Parsons, being my thesis advisor). Sorokin, like Arnold Rose, had taught at Minnesota, and also like Rose, had died of cancer in 1968. Leaving the Hilton and the more staid sessions in progress, I went to the student gathering. Dozens of students—perhaps hundreds—proudly displayed buttons, which I have kept to this day. The three buttons in greatest display proclaimed: “Sorokin Lives!,” “Sociology Liberation Movement,” and “Revolution not Counter-Insurgency.”

The last referred to the military use of social science research in ascertaining the appeal and strength of insurgents—actual

or potential—in other countries, most notably in Latin America, which had equally violent protest movements in the later 1960s. “Project Camelot” had been exposed in 1965 and together with the Vietnam War provided radical sociology students with an important target for anti-military feelings. But why would the “Sociology Liberation Movement” adopt Sorokin as their totemic figure?

Sorokin’s posthumous attraction for radical students was multifold: He himself had been a student sentenced to death for revolutionary activities in Tsarist Russia; he had been a maverick, anti-establishment figure during Parsons’ hegemonic years; in his later writings he condemned the power elite, yet still elected 55th President of ASA on the first write-in campaign in ASA history, and as a badge of honor, he had been bitterly opposed all along to the Vietnam War. For more details, see Barry Johnston’s excellent *Pitirim Sorokin, an Intellectual Biography*, 1995.

The students had taken the initiative to organize a panel session in his honor, with a distinguished panel speaking about different facets of Sorokin’s works and life. I listened and appreciated the testimonies about Sorokin, his commitment to sociology and social justice, nuclear disarmament, and other laudable causes. Then came the last speaker, perhaps the most imposing figure in sociological theory after Parsons at the time, Alvin Gouldner. Gouldner strode on the stage, and startled us all—faculty, students, and non-sociologists attending this event—by deriding and mocking Sorokin. To paraphrase, Gouldner said there have been only two radicals in the social sciences: Marx, who is now dead, and himself, who is alive. Gouldner’s ill-timed remarks brought consternation to the joyous gathering, and left a bad taste in the mouth of all, save perhaps his devotees. This may have been a



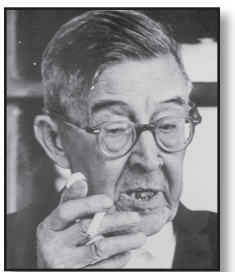
preview of his next target, Parsons, in *The Coming Crisis of Western Sociology*, which came out the following year. And, in 1970, with Reinhard Bendix as ASA President and with the United States entering a new policy toward Asia, the Annual Meeting (and the country) returned slowly to more normal conditions, although far from being drab.

As I reflect on San Francisco 1969, I like to think the tumult, conflicts, and challenges of the crisis of that period laid the foundation for this year’s ASA theme of “The New Politics of Community.” There was then, implicitly if not overtly, a searching for a new community with “a variety of contradictory meanings and around which diverse

social practices and understanding occur” (to quote from this year’s theme description).

The student grassroots “Sociology Liberation Movement” did well to seek the reconstruction of the sociology community, and in my opinion, did well to select Pitirim Sorokin as an icon (and we all would do well to read his presidential address, “Sociology of Yesterday, Today and Tomorrow,” published in *ASR*, December 1965). Yes, I plan to wear my 1969 buttons at our 2009 meetings! ☺

Edward A. Tiryakian can be reached at Durkham@soc.duke.edu



Pitirim A. Sorokin

ASA Forum



for public discussion and debate

Putting Theory First

I take issue with Sally Hillsman’s argument in the November 2008 *Footnotes* Executive Officer column. She stated that “there is strength in diversity,” and that “research suggests that tapping and nurturing a diversity of perspectives and talents in science increases complexity of thinking.” She looked to the work of our 44 sections as encouraging that complexity of thinking.

I share Hillsman’s concern for achieving “complexity of thinking,” given the enormous complexity of human behavior and social problems. I also share her conviction as to the possibilities of sections for advancing that complexity. Yet, such advancement depends on the degree to which members link those orientations to the full range of factors relevant to a given problem. In my *Beyond Sociology’s*

Tower of Babel (2001), I concluded that this requirement of our ideals for the scientific method is fulfilled only rarely, as evidenced by the very limited number of cross-references within the 400-odd articles in the *Encyclopedia of Sociology* (2000). This is also evidenced by the cherry-picking of social science ideas by policymakers.

I suggest that we look back to the theoretical breadth of the classical sociologists—Marx, Durkheim, Weber, and Simmel—for inspiration at this time of what I see as escalating problems throughout the world. We can also gain inspiration from several more contemporary sociologists, such as Mills, Gouldner, and Wallerstein. It is essential that we learn to penetrate human complexity if we expect to follow through on the promise of sociology for becoming a genuinely public sociology. Mills wrote in *The Sociological Imagination* that the failure of social scientists to confront our threatening social problems “is surely the greatest human default being committed by privileged men in our times” (176). Yet our discipline need not continue to fail society during its time of need.

Hillsman refers to the name change of the section on Sociological Practice to Sociological Practice and Public Sociology. I applaud that change, but I find it a species of lip service that is not backed up by the theoretical breadth of the papers in that section, granting that such a failure exists throughout the discipline. As a co-founder of that section, I was appalled by the theoretical narrowness of members and left as a result. Our physical and biological technologists, our engineers and physicians must follow the scientific ideal of exploring all relevant variables in order to be effective, granting they could do more cross-fertilization. The same is true for our educators, political leaders, journalists, social workers, business people, and psychotherapists. Yet we sociologists—like other social scientists—have failed to get our act together.

It was Mills and Gouldner who suggested the path to fulfill what Mills called “the promise of sociology.” His sociological imagination, although vague, points toward the breadth that each one of us—not simply the discipline—requires. And Mills’ idea of the importance of shuttling up and down

language’s ladder of abstraction points to the importance of general theory. Gouldner’s call for a “reflexive sociology” in *The Coming Crisis of Western Sociology* (1970) suggests that we look to the contradiction between our own ideals and practices, such as the violation of the scientific method by our specializations coupled with limited communication across specialized areas. His reference to the importance of the “background assumptions” behind theory suggests that we examine our metaphysical assumptions, just as Thomas Kuhn suggested that we look to the paradigms that shape scientific theories. This call for a focus on the “extraordinary language” of social science suggests that we work toward integrating our theories—combining concepts “to mediate between the deficient understandings of ordinary language and the different and liberating perspectives of the extraordinary languages of social theory.” This gives practitioners a solid basis on which to make progress on our humongous problems. ☺

Bernard Phillips, berniefpls@aol.com, www.sociological-imagination.org

NIH

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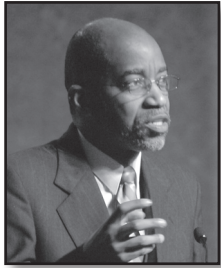
the current fiscal and monetary crises. They are now distancing themselves, saying, "Well, we didn't tell you how to implement them."

Second, Karl Marx's "conflict theory" addressed etiologies as social levers or weapons used by groups to further their political and economic interests for power and advantage, said Takeuchi. Boundaries emerging from such informal mechanisms wield powerful influence. "In sociology, those who focus on medical sociology are often called too applied. That is, we're not sociological enough. It creates this boundary about what is sociology." Takeuchi suggests blurring boundaries through incentives. For example, NIH's recent attempt to engage researchers and community organizations in community-academic research partnerships is excellent, he said.

Sociologists James S. Jackson, University of Michigan Institute for Social Research, and Amy Schulz, University of Michigan School of Public Health, participated as speakers in breakout sessions and/or thematic track sessions at the summit as well. Jackson spoke on the topic of disentangling race, immigration, culture and ethnicity effects on disparities in mental disorders.

New NIH Program

Discussing the effort to make the elimination of health disparities a priority across NIH, NCMHD director John Ruffin presided over a panel, introduced by Mary Woolley of Research!America. The panel also included NIH Acting Director Raynard Kington, former NIH Directors Harold Varmus and Bernadine Healey, as well as former HHS Secretary Louis Sullivan, former Surgeon General David Satcher, and NCMHD Deputy Director Joyce Hunter.



David R. Williams at the NIH summit

"This is the first time since the establishment of the National Center on Minority Health and Health Disparities that all of the NIH institutes and centers and their partners have come together to collectively showcase the breadth of our accomplishments in health disparities," explained Ruffin.

To much applause, Kington announced the newly approved enhancement and rejuvenation of the NCMHD's intramural research program on eliminating health disparities. The expanded NIH-campus-and-disparity-community program will be comprised of two major aspects: (1) a five-year health disparities career development element, and (2) a health disparities research intervention element, in which biological and behavioral aspects of health

disparities will be examined.

Kington referred to W.E.B. DuBois' *The Philadelphia Negro*, describing his chapter on health that included a discussion of the social factors that might account for the poor status of health among African Americans in the late 1800s' Philadelphia. DuBois was in charge of an annual conference to address the problems of the African American population in the country at the time, Kington said, which he steered increasingly toward science. "He had tremendous faith in the ability of science to solve the Negro problems, as they were called then, problems of disparities between Black and White populations that ranged from economics and education to morbidity and mortality," Kington stated.

"This was, however, a time not only of deep racism but also of growing scientific racism, the belief that such disparities were grounded almost exclusively in biology. Du Bois rejected such arguments and firmly held this conviction that progress could be made but that it could only be made by following scientific methods." Du Bois' argument "could serve as a charge for our efforts to integrate science and policy in practice in the elimination of health disparities today," Kington concluded.

Awards to Sociologists

Among the handful of awardees honored at the gala were sociologists David

Takeuchi and James S. Jackson, who received a Health Disparities Innovation Award for their work with colleague Margarita Alegría, on the National Survey of American Lives.

NCMHD is the focal point for leading the planning and coordination of minority health and health disparities research within NIH, which is part of the U.S. Department of Health and Human Services. The NCMHD is authorized to head the development and updating of the NIH health disparities research agenda. In 2002, NCMHD, in collaboration with NIH's 27 institutes and centers and the Office of the Director, developed the first comprehensive NIH health disparities strategic plan: *NIH Strategic Research Plan and Budget to Reduce and Ultimately Eliminate Health Disparities, Fiscal Years 2002-2006*. It was developed with involvement of academia, health care professionals, and representatives of affected communities to address the fact that large segments of populations in the United States and globally continue to suffer disproportionately from premature death, disability, and illness.

See more information, disparities facts, and video and audio archives of the meeting at <www.ncmhd.nih.gov/>. For research opportunities, see NCMHD's newly released *Request for Applications (RFA-MD-09-004)*. Visit grants.gov for more information. Letters of intent are due March 17, 2009, and applications are due April 17, 2009.

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Correction

In the article "Sociology Professors Awarded Grawemeyer Award" in the January 2009 *Footnotes*, the captions associated with the two photos of the award winners were incorrectly identified so that the picture of Lavin is labeled as Attewell and vice versa.

Call for Papers

Publications

Behavioral Sciences of Terrorism and Political Aggression. The Society for Terrorism Research announces the launch of the new flagship journal *Behavioral Sciences of Terrorism and Political Aggression*. Papers are being accepted on a rolling basis. Both the inaugural issue and instructions for authors may be found on the publisher's website at <www.informaworld.com/smpp/title~content=g907849793~db=all>. Contact: Samuel Justin Sinclair at JSinclair@Post.Harvard.Edu.

Contemporary Justice Review (CJR). The editors of invite scholars from all disciplines, activists, and practitioners of restorative justice to submit an essay title and abstract for a special issue on "Celebrating the 35th Birthday of Restorative Justice." Those with questions about the appropriateness of their work for this special issue of *CJR* should contact Dan Okada at dokada@csus.edu. Those interested in submitting work on these topics should send title/abstract to Diane Simmons Williams at dsw27@earthlink.net by June 15, 2009. For more information, visit <www.justicestudies.org>.

Criminology & Public Policy (CPP). The American Society of Criminology journal *CPP* is planning a special issue on "The Global Economy, Economic Crisis, and White-Collar Crime." The central objective of *CPP* is to strengthen the role of

research findings in the formulation of crime and justice policy by publishing empirically based, policy-focused articles. Authors are encouraged to submit papers that contribute to a more informed dialogue about policies and their empirical bases. Submission deadline: August 1, 2009. Submissions will be peer reviewed and must conform to the journal's guidelines, which are available at <cpp.fsu.edu>. Contact: Neal Shover at nshover@utk.edu.

Meetings

6th Annual Graduate Student Ethnography Conference, May 1, 2009, Stony Brook University-Manhattan Campus. Abstracts for presentations are welcome from graduate students using ethnographic methods, including field research and in-depth interviews. Papers of all topics are welcome, although preference will be given to research in advanced stages. A brief description of your work (1-2 pages) should be received by March 15, 2009. E-mail your project description, the title of your presentation, your university affiliation, and your contact information to sbethnographyconference@gmail.com. Specify in your e-mail what stage you expect your research to reach by the time of the conference and note whether there is any special equipment that you will need for your presentation.

XVII ISA World Congress of Sociology RC32 Program, July 11-17, 2010, Gothenburg, Sweden. For more information, view the final RC32 proposed program for 2010 with the session topics, short descriptions, names, and e-mails of session organizers at <www.isa-sociology.org/congress2010/rc/rc32.htm>. Submission deadline: October 1, 2009.

International and Interdisciplinary Conference, April 17-18 2009. Theme: "Human Rights, International Law & Collective Violence." Selected papers from the conference will be published, subject to editorial review. There is a small travel

fund available for organizers of panels. Deadline for abstracts: March 20, 2009. Contact: Chandana Chakrabarti at (304) 637-1293; Chakrabartic@DavisAndElkins.edu or Chandanachak@gmail.com.

Undocumented Hispanic Migration: On The Margins Of A Dream, October 16-18, 2009, Connecticut College, New London, CT. Includes presentations by immigrants, educators, social-service providers, attorneys who work with undocumented Hispanics, and border-enforcement officials. Preregistration is now open. Deadline for paper and panel proposals: April 1, 2009. Contact: Frank Graziano at fgraz@conncoll.edu. For more information, visit <www.conncoll.edu/AcademicsDocs/CC_HispStudies_Call_For_Papers.pdf>.

Meetings

April 1-4, 2009. 10th Annual Conference on White Privilege (WPC10), Hilton Memphis. Theme: "Understanding, Respecting, and Connecting." The Conference is a program of The Matrix Center for the Advancement of Social Equity and Inclusion at the University of Colorado at Colorado Springs. For more information, visit <www.uccs.edu/wpc>.

April 2-5, 2009. Midwest Sociological Society Annual Meeting, Des Moines Marriott Downtown, Des Moines, IA. Theme: "Teaching Sociological Scholarship." For more information, visit <www.TheMSS.org>.

April 17-18, 2009. Council on Contemporary Families 12th Annual Conference, University of Illinois-Chicago. Theme: "Relationships, Sexuality, and Equality." For more information, visit <www.contemporaryfamilies.org>.

April 17-18 2009. International and Interdisciplinary Conference. Theme: "Human Rights, International Law & Collective Violence." Contact: Chandana Chakrabarti at (304) 637-1293; Chakrabartic@

DavisAndElkins.edu or Chandanachak@gmail.com.

April 27-28, 2009. 9th Annual Jerry Lee Crime Prevention Symposium, University of Maryland Inn & Conference Center, Adelphi, MD, and the Hall of the States Building, Washington, DC. Contact: Cody Telep at (703) 993-4901; cebcp@gmu.edu or <gemini.gmu.edu/cebcp/JerryLee.html>.

May 1, 2009. 6th Annual Graduate Student Ethnography Conference, Stony Brook University-Manhattan Campus. Contact: sbethnographyconference@gmail.com.

June 27, 2009. Fifth Annual Academy Health Gender and Health Interest Group Meeting, Hilton Chicago, Chicago, IL. Join health services researchers, policy professionals, and practitioners to hear presentations and engage in discussions on related topics, including a panel session focused on health care reform and women's health. Contact: Chloe E. Bird, Senior Sociologist, RAND Corporation, 1776 Main Street, PO Box 2138, Santa Monica, CA 90407-2138; (310) 393-0411 ext 6260; <www.rand.org>.

June 28-30, 2009. AcademyHealth 2009 Annual Research Meeting, Chicago, IL. Sociologists interested in all aspects of healthcare institutions, practice, policy, and outcomes are welcome. For more information, visit <www.academyhealth.org/conferences/arm.htm>.

August 7, 2009. Carework Network Sixth International Carework Conference, San Francisco, CA. Theme: "Bridging Worlds of Care." For more information, visit <www.carework-network.org>.

October 16-18, 2009. Undocumented Hispanic Migration: On The Margins Of A Dream, Connecticut College, New London, CT. The conference includes presentations by immigrants, educators, social-service providers, attorneys who work with undocumented Hispanics,

and border-enforcement officials. Contact: Frank Graziano at fgraz@conncoll.edu. For more information, visit <www.conncoll.edu/AcademicsDocs/CC_HispStudies_Call_For_Papers.pdf>.

November 12-15, 2009. National Communication Association 2009 Annual Convention, Chicago, IL. Theme: "Discourses of Stability and Change." The 2009 convention will focus on celebrating our foundations and what binds us together, as well as on the growth and opportunities of the National Communication Association and our discipline into the future. For more information, visit <www.natcom.org>.

July 11-17, 2010. XVII ISA World Congress of Sociology RC32 Program, Gothenburg, Sweden. For more information, visit <www.isa-sociology.org/congress2010/rc/rc32.htm>.

Funding

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), Division of Special Populations, invites applications from eligible institutions to conduct health disparities-related workshops, meetings, and symposia with community organizations. The purpose of this project is for NICHD to assess the benefit of bringing community organizations and academic institutions/organizations together to identify opportunities for Community-Based Participatory Research (CBPR). They may include (but are not limited to) public schools, community-based organizations, faith-based organizations, and/or advocacy groups. The purposes of these partnerships (e.g., workshops/symposia/meetings) are to identify important community partners, establish community research priorities, and to develop a long-term CBPR agenda. It is expected that the academic community partnerships developed through this ini-

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tiative will lead to grant applications for the support of CBPR projects designed to meet identified community needs. These projects can focus on one or more of the following areas: infant mortality; SIDS; techniques for outreach and information dissemination; pediatric and maternal HIV/AIDS prevention; childhood, adolescent, and/or adult obesity; health literacy; uterine fibroid tumors; and violence prevention. For more information, visit grants.nih.gov/grants/guide/pa-files/PAR-09-092.html.

Request for Research Proposals: Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice. The William T. Grant Foundation supports research that can inform policy and practice. Our particular focus is on policies and practices that affect youth ages 8 to 25 in the United States. In this area there are significant gaps between research and policy and between research and practice. Researchers express frustration that policymakers and practitioners do not use or misuse research findings. Policymakers and practitioners suggest that research is often not relevant to their work or is not easily accessible or understood. Relatively little research attention has been devoted to understanding the user side—that is, studying what affects policymakers' and practitioners' acquisition, interpretation, and use of research evidence. For the next several years, we anticipate supporting research projects with award amounts ranging from \$100,000 to \$600,000, covering direct and indirect costs for two to three years of work. Our total estimated budget for these projects is \$1.5 million per year. The Foundation will consider applications for newly initiated studies and add-on studies to existing projects. We encourage interdisciplinary projects and welcome applications from researchers in various fields and disciplines. Letters of inquiry deadline: May 12, 2009. For more information, visit www.wtgrantfoundation.org.

Scholar Rescue Fund (SRF). Professors, established researchers and other senior academics from any country, field, or discipline may qualify. Applications from female scholars and under-represented groups are strongly encouraged. Fellowships are awarded for visiting academic positions ranging from three months to one calendar year. Awards are issued for up to \$25,000, plus health coverage. Fellowships are disbursed through host academic institutions for direct support of scholar-grantees. Deadlines: January, April, and October. Contact: SRF@iie.org; www.scholarrescuefund.org/pages/for-scholars.php.

University of Notre Dame is pleased to announce a \$3-million project on the Science of Generosity. Open invitations are now issued for letters of inquiry proposing research on generosity in the human and social sciences. Four to eight proposals for funding of between \$250,000 and \$500,000 will be awarded in this first wave of competition in 2009. Letters of inquiry are due April 1, 2009. Proposals may be either discipline specific or inter-disciplinary and may come from scholars with expertise in generosity research or those recently investing in researching generosity. For more information, visit generosity.research.nd.edu. Contact: Science of Generosity, University of Notre Dame, 936 Flanner Hall, Notre Dame, IN 46556; (574) 631-2173; generous@nd.edu.

Competitions

American Institute of Indian Studies 2009 Fellowship Competition. Applications are invited from scholars who wish to conduct their research in India. Junior fellowships are awarded to PhD candidates to conduct research for their dissertations in India for up to 11 months. Senior fellowships are awarded to scholars who hold a PhD degree for up to nine months of research in India. Application deadline: July 1, 2009. Contact: American Institute of

Indian Studies, 1130 E. 59th Street, Chicago, IL 60637; (773) 702-8638; aiis@uchicago.edu; www.indiastudies.org.

Fund for the Improvement of Post-secondary Education (FIPSE) FY 2009 European Union-United States Atlantis Program. FIPSE is pleased to announce the Atlantis Program competition for fiscal year 2009. The main focus of Atlantis is to support innovative institutional projects for cooperation in the higher education field, which are designed to develop and implement double or joint "transatlantic degrees" for students in the European Union and United States. The program may also support projects to promote other forms of EU-U.S. cooperation in higher education and vocational training, including academic mobility projects and policy studies. Atlantis is funded jointly by the European Commission's Directorate for Education and Culture and by the U.S. Department of Education's FIPSE. Total awards range from two to four years for up to \$460,000 and €428,000. Deadline: March 23, 2009. Contact: Frank Frankfort, U.S. Department of Education; (202) 502-7513; frank.frankfort@ed.gov; www.ed.gov/FIPSE.

Institute for Advanced Study School of Social Science Visiting Member Awards for 2010-2011. Visiting Members are expected to pursue their own research, but the school organizes a seminar on the year's focus and a weekly lunch at which members as well as invited guests present their ongoing work. The school welcomes applications in economics, political science, law, psychology, sociology, and anthropology. It encourages social scientific work with a historical and humanistic focus. Memberships are for the full academic year; we regret that we cannot consider applications for a single term. The group is interdisciplinary and international, with memberships awarded at both the junior and senior level. Applicants must possess a PhD or equivalent by November 1, 2009. The theme for 2010-11 is Secularism. Applications that do not fall within the parameters of the theme will still receive full consideration. Applications must be submitted through the Institute's online application system applications.ias.edu by November 1, 2009.

In the News

Alcohol and Dugs

Geoffrey Hunt, Institute for Scientific Analysis, **Karen Joe-Laidler**, University of Hong Kong, and **Molly Moloney**, Institute for Scientific Analysis, had their presentation from the Drugs and Culture Conference in Paris featured in a December 16 article in *Le Monde*.

Children and Youth

Karen Sternheimer, University of Southern California, was cited for her *Contexts* article about video games and aggressive behavior in children in a January 13 post on the CNet.com blog, "The Digital Home."

Stimulus Funds Available to Researchers

Introducing the NIH Challenge Grant RFA OD-09-003

NIH has received new funds as part of the American Recovery & Reinvestment Act of 2009. The NIH has designated at least \$200 million for a new initiative called the NIH Challenge Grants in Health and Science Research. This new program will support research that addresses specific scientific and health research challenges in biomedical and behavioral research that would benefit from significant 2-year jumpstart funds. The NIH identified 15 Challenge Areas (e.g., Health Disparities and Behavior, Behavioral Change, and Prevention) that focus on specific knowledge gaps, scientific opportunities, data generation, or research methods that would benefit from an influx of funds to quickly advance the area. NIH anticipates funding 200 or more grants, each of up to \$1 million in total costs. For more information, see grants.nih.gov/grants/funding/challenge_award/. The application deadline is April 27, 2009.

Collective Behavior/Social Movements

Clark McPhail, University of Illinois, was cited in a number of news articles regarding anticipated crowds in Washington, DC, during President Obama's inauguration. Coverage included a January 8 post in *The Wall Street Journal's* "The Numbers Guy" blog, *The Washington Examiner* (January 9), *The New Mexico Independent* (January 23), *The Los Angeles Times* (January 21), and on Swamppolitics.com, a part of the *Chicago Tribune*.

Communication and Information Technologies

Barry Glassner, University of Southern California, was quoted in a January 7 *Los Angeles Times* column in which he spoke about the media's tendency to exaggerate the danger of various phenomena.

Community and Urban Sociology

Andrew Beveridge, CUNY Graduate Center and Queens College, analyzed Census figures for a January 9 *New York Times* article about the demographics of New York City neighborhoods.

Brian Finch, San Diego State University, was quoted in a January 10 *San Diego Union-Tribune* article about the posturing of two cities in anticipation of a football rivalry. He said that cheering for a hometown sports team is a way of satisfying a need for identity.

Saskia Sassen, Columbia University, was quoted in a January 10 post on the *Chicago Tribune's* "The Skyline" blog about developing a knowledge economy in Chicago.

Michael Schudson, University of California-San Diego, was quoted in a January 14 *San Diego Union-Tribune* article about the city of Chula Vista being named to a list of boring cities.

Crime, Law, and Deviance

Benjamin Bowser, California State University-East Bay, was quoted in a January 9 Associated Press story in which he cited factors influencing anger over a police shooting in Oakland, CA. The article appeared in *The San Diego Union-Tribune*, *USA Today*, *The Washington Post*, and other newspapers around the country.

Martha K. Huggins, Tulane University, authored an opinion piece published in the January 9 *New Orleans Times-Picayune* about police violence and the shooting of a man by a New Orleans police officer.

Sociology of Culture

Dalton Conley, New York University, had his book, *Elsewhere, U.S.A.: How We Got from the Company Man, Family Dinners, and the Affluent Society to the Home Office, Blackberry Moms, and Economic Anxiety*, reviewed in the January 9 *Time* magazine. Conley and his book also were cited in a

number of news outlets across the country during the month of January.

Lee Clarke, Rutgers University, was quoted in the January 18 *New York Times* in an article about near-death experiences. Clarke is author of *Worst Cases: Terror and Catastrophe in the Popular Imagination*.

Brian Hinote, Middle Tennessee State University, was quoted in a January 13 *Tennessean* article about a new, "anti-energy" drink. He discussed society's search for the next quick fix.

Patricia Leavy, Stonehill College, was quoted in a CanWest News Service article about celebrities getting involved in architecture. The article, in which Leavy asserted that the phenomenon is another form of celebrity branding, appeared in the *National Post* on January 8.

Jennifer Lena, Vanderbilt University, was quoted in a January 25 *Chicago Tribune* article about youth culture and the Obama presidency.

Christopher J. Schneider, University of British Columbia-Okanagan, was quoted in a January 26 *Maclean's* magazine article about cell phone ring tones. He was interviewed on Kelowna's (British Columbia, Canada) AM1150's *Early Edition* on the *Maclean's* article. He was also recently a guest on the Canadian Broadcasting Corporation Radio's *Daybreak* discussing Blackberry and laptop computer use during city council meetings.

Gregory J. Snyder, Baruch College, had his book *Graffiti Lives* discussed in a January 21 *Wall Street Journal* article.

Jeremy Brooke Straughn, Purdue University, was quoted in a January 16 *New York*

Times op-ed about the inauguration of President Obama. He researches generational memory and spoke about the "street cred" of attending the inauguration.

Economic Sociology

Cindy Anderson, Ohio University, was quoted in a January 12 article about the impact of the economy on the working poor. The article was posted on the website for WCPO-TV, the ABC affiliate in Cincinnati, Ohio.

Charles Gallagher, La Salle University, was quoted in a January 19 Associated Press story about the legacy of Martin Luther King, Jr. Gallagher discussed the impact of a down economy on the impoverished. The article was published widely in print and online news outlets in the United States. He also was quoted on November 9 in the *New Orleans Times-Picayune* about the role of race and economy in the election of President Obama.

Donald B. Kraybill, Elizabethtown College, was quoted in article on Amish businesses which appeared in the January 7 *New York Times*.

Sociology of Education

Sandra L. Hanson, Catholic University, responded via e-mail to questions about her book *Swimming Against the Tide: African American Girls and Science Education* on Insidehighered.com on February 2.

Sociology of Family

Stephanie Coontz, Evergreen State College, wrote an op-ed in the *New York Times* on February 5 titled "Till Children Do Us Part."

Annual Meeting Housing Is Open

Stretch Your Travel Dollar

Companies are downsizing, budgets are being reduced, and travel requests are being highly scrutinized for their return on investment. The ASA understands those concerns and has partnered with the meeting hotels to offer you a competitive hotel rate and incentives that will help stretch your travel dollar.



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Booking a room in the ASA room blocks is an important way to support the Association and ultimately keep overall meeting costs as low as possible. Staying within the ASA block allows us to secure the space we need for our meeting.

Represent Your Discipline

We represent the face of our discipline in the city over the Annual Meeting dates. We are a discipline concerned with workers' rights and improved living standards. Show your support for the various hotel staff by staying in the Annual Meeting hotels. Your business supports their livelihood.

Be a Part of the Action

The 104th Annual Meeting will be an intellectual conversation that extends beyond the session rooms. Connect, learn, and share with each other during those informal moments in the hotel lobby, elevator, and corridors.

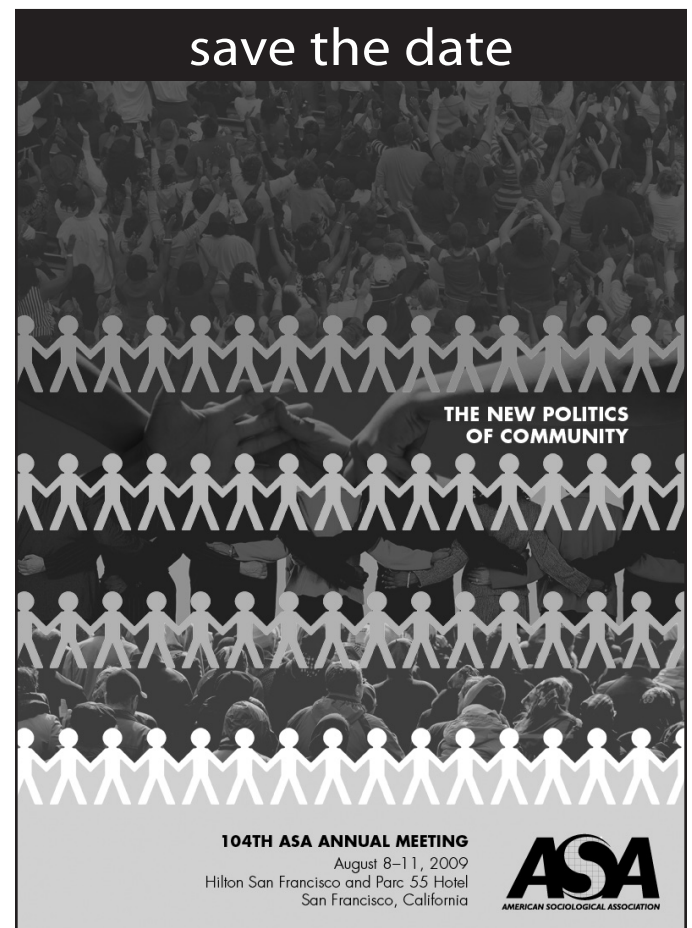
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Hotel rates at the ASA properties are some of the most competitive in the area and rooms sell out fast. **Housing blocks close July 1, 2009.** Don't be left out; book your room Today! For more information or to book your reservation, see the ASA website www.asanet.org.



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ASA Sections

ASA Sections are a means of increasing communication and interaction among persons of similar interests within the framework of larger organizations. While sections facilitate relationships and work among persons with a common interest, they also provide an opportunity for individuals to participate actively in the association. Only current ASA members can join ASA's special interest sections.

ASA's 48 sections include a wide range of interests, alphabetically from Aging and the Life Course to Theory; from the oldest section (Teaching and Learning) to the newest sections-in-formation (Sociology of the Body and Atruism and Social Solidarity). There are small but active sections such as Animals and Society, and Rationality and Society, to traditionally large sections such as Culture, Sex and Gender, and Medical Sociology. Sections publish newsletters, host websites and listservs, and sponsor sessions at the ASA Annual Meeting. Two sections, Community and Urban Sociology and Political Economy of the World-Systems, publish their own journals.

Through sections, ASA members can network, meet leaders in the field, learn of current research and grant opportunities, post book announcements, and more.

If you have questions about ASA Sections, contact the ASA Governance and Sections Office at (202) 383-9005, ext. 330 or e-mail sections@asanet.org. Current ASA members can add a section membership by logging into the online system at www.asanet.org or by contacting the ASA membership department at (202) 383-9005 x389.

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

Membership in ASA benefits you!

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funding

2009 Student Forum Travel Awards

ASA seeks applications for student travel to 2009 Annual Meeting

The ASA Student Forum is pleased to announce that Council is making funds available to support student travel awards to the ASA Annual Meeting. The Association 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. 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.

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

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