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Council Adopts New Diversity Statement and Recommendations from GLBT Status Committee

by Roberta Spalter-Roth, ASA Research Department, and Jean H. Shin, ASA Minority Affairs Program

At its February meeting, ASA Council voted to amend the ASA Diversity Statement—first approved in August 1995—by including gay, lesbian, bisexual, and transgendered persons. This action came in conjunction with Council's earlier review and approval of the 2009 final report of the ASA Status Committee on Gay, Lesbian, Bisexual, and Transgendered Persons in Sociology (GLBT), chaired by Betsy Lucal, Indiana University-South Bend.

The original 1995 Diversity Statement was one of principle

that also affirmed the importance of diversity to the vitality of the Association and was intended to guide the work of the Committee on Committees, Committee on Nominations, and the Council members-at-large in selecting candidates for elected office. However, the statement did not include a specific mention of gays, lesbians, bisexual, or transgendered individuals.

The new Diversity Statement, unanimously voted for by Council, reads:

Much of the vitality of ASA flows from its diverse membership. With this in mind, it is the policy of the ASA to include

people of color, women, gay, lesbian, bisexual, and transgendered persons, sociologists from smaller institutions or who work in government, business, or other applied settings, and international scholars in all of its programmatic activities and in the business of the Association.

According to ASA Executive Officer Sally T. Hillsman, the importance of the amended Diversity Statement is to “confirm that attending to diversity and inclusiveness, including GLBT persons and scholarship, is a normal

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SWS Votes Significant Gift to MFP Leadership Campaign

by Jean H. Shin, ASA Minority Affairs Program

At its winter meeting February 4-7, 2010, in Santa Barbara, CA, the members of Sociologists for Women in Society (SWS) approved an unprecedented gift of \$100,000 to the ASA Minority Fellowship Program (MFP) Leadership Campaign. According to Margaret L. Andersen, immediate Past-Vice President of the American Sociological Association (ASA) and chair of the Campaign, “The generosity of SWS will help ensure we can continue to provide minority scholars with the mentoring, networking, and other forms of support that we know are essential for furthering the intellectual diversity of sociological scholarship and teaching. I am personally most grateful for, and inspired by, the commitment of both SWS and the many individuals who are part of the MFP Leadership Campaign.”

Andersen worked with SWS President Denise A. Segura, SWS immediate Past-President Shirley

A. Hill, and SWS Executive Officer Jessica Holden Sherwood for several months to bring the idea of this contribution to the SWS membership for action. The \$100,000 gift is in addition to SWS's continuing annual support of MFP, which provides full stipend funding for an MFP fellow each year. Regarding the gift, Segura said, “On behalf of SWS, I am honored that we can provide \$100,000 toward the MFP Leadership Campaign. This gift is a testament to the importance SWS attaches to concretely supporting programs that work to enhance the diversity and excellence of the professoriate.”

SWS's gift moves MFP forward in its mission to bring the professional and financial resources of the larger sociological community to bear on mentoring and supporting talented minority doctoral candidates so they may complete their studies and establish productive and meaningful

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Sociological Lens Is Applied to Global Climate Change

by Lee Herring, ASA Public Affairs Office

The disciplines of the social and behavioral sciences are well-positioned to play a central role in helping to attenuate global climate changes' promised economic and physical threats to contemporary human societies. The technological innovations, easing of nuclear power and oil/gas drilling constraints, energy-saving machines and processes, and alternative fuel sources go only so far to ameliorate and counteract the ever-escalating man-made carbon emissions caused by fossil fuel usage around the globe. Rather, the behavior of millions of individuals in both rapidly developing and energy-hogging developed nations, as well as the structures of their social institutions—as they impact economic, political, legal, and governing policy—are far more important to

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from the executive officer

Social Science Speaks, “NIH Listens” and Acts

NIH Director publicly acknowledges social science priorities for the nation’s premiere basic research agency

The new director of the National Institutes of Health (NIH), world-renowned geneticist Francis S. Collins, has been making public statements in major national forums that communicate a positive view about the importance of basic social and behavioral science to improving the nation’s health. This has given ASA encouragement that our congratulatory letter regarding his appointment as the 16th director of the nation’s premiere medical and health research agency would be well received, and that we would find an attentive reader for forthcoming suggestions from ASA and our sister social science societies. This community greatly appreciates Collins’ informed views about our scientific contributions to the work of a politically and publicly popular agency providing \$30-billion in taxpayer money for basic health and wellness research. The question was only whether actions would follow.

Social scientists from NIH as well as from ASA’s leadership (e.g., see Sept./Oct. 2004 *Footnotes* “Profile of the ASA President,” p. 1) and staff have worked persistently and successfully over the years to cultivate in scientists such as Collins a growing appreciation of the value of social sciences to the NIH mission. When Collins headed NIH’s National Human Genome Research Institute (NHGRI), for example, he was receptive to the importance of the work of sociologist Troy Duster on DNA and race. As recently as this month, in a speech at the National Press Club, Collins expressed his pride that the only new program at the NHGRI in the last 10 years was devoted to social science—the Ethical, Legal and Social Implications (ELSI) Research Program.

At the end of Collins’ Press Club speech, which was filmed by C-Span and webcast, the host posed an ASA-submitted question: “Given that research shows that about 50 percent of premature deaths in the

United States are directly attributable to social and behavioral determinants (e.g., health-care disparities, personal life choices regarding exercise, tobacco smoking, alcohol use, environmental effects on obesity), what leverage points in NIH-supported basic social and behavioral research does Dr. Collins see using to reduce this percentage?”



Social Science Significance

Collins gave a welcome response. He acknowledged “very substantive” points of leverage for NIH-supported social and behavioral research for prevention and treatment. He referred to OppNet (see January 2010 *Footnotes* “Science Policy,” p. 3); the centrality of social and sociological questions in the new NIH Common Fund’s \$4-million “science of behavior change” research program; the ELSI program; the role of social and physical environments on obesity; and the work of the Office of Behavioral and Social Sciences Research (OBSSR), which reports directly to him.

Within a month of assuming the NIH directorship, Collins convened a first-ever town hall meeting with the stakeholder science and policy communities (e.g., scientific societies, healthcare associations, healthcare policymakers) on the NIH campus outside Washington, DC. Collins urged the 500 representatives from constituent organizations to send him comments directly through the new “NIH Listens” online comment submission system. ASA has used this channel to convey specific research ideas and general social science concerns. We also took the opportunity to hand deliver the ASA comments to him at the Press Club event.

Collins’ priorities for NIH include research on the rapid technological advances in genomics and computational biology to understand fundamental biological processes underlying disease; promoting

translational research (i.e., moving more quickly and efficiently from basic “bench” research to “bedside” applications); emphasizing global health; cultivating young scientists; informing health-care reform efforts with careful comparative effectiveness research; and tackling disparities in healthcare and health across racial and ethnic groups. His comments at the December announcement of NIH’s new program “Translating Basic Behavioral and Social Science Discoveries into Interventions to Reduce Obesity” reflect an understanding of the strategic importance of sociology.

Social Science Infrastructure at NIH

One of the most notable achievements to date of Collins’ directorship is the new Basic Behavioral and Social Science Opportunity Network (OppNet), a five-year \$120-million initiative. This trans-NIH initiative to expand Institutes’ and Centers’ funding of basic behavioral and social sciences research (b-BSSR) will undoubtedly advance health research for decades because it recognizes the centrality of social issues in combating illness and achieving health. Another significant early achievement was Collins’ decision to make additional embryonic stem cell lines available for federal research funding. ASA is vitally interested in interdisciplinary work that rests on genetics and social science.

The sociological research community has been highly supportive of OppNet since its earliest beginnings at OBSSR because it promises a system-wide, intellectually integrative approach for tapping the power of social and behavioral research at NIH. Some advocates



ASA Director of Public Affairs, Lee Herring (right), greets National Institutes of Health (NIH) director Francis S. Collins, congratulating him on the NIH directorship and thanking him for public statements supportive of social science as instrumental to meeting NIH goals relative to the health of Americans.

had instead proposed confining social and behavioral science within NIH’s National Institute of General Medical Sciences (NIGMS), but this was resisted successfully by others as potentially isolating these sciences from the growing capability of active integration with other scientific efforts within NIH. In contrast to weaker silo-like models of scientific disciplines, coordinating OppNet through OBSSR is a fresh approach that will undoubtedly benefit b-BSSR.

Because nature abhors disciplinary boundaries, so to speak, the wisdom of OppNet’s dynamic model of science reflects an intellectual leap forward toward disciplinary conciliation and effective integration of social science into NIH research portfolios. Social and behavioral processes, mechanisms, and systems can control, modulate, and/or mediate health and illness in complex and dynamic ways—as do genetic, cellular, molecular, and physical processes. Francis Collins’ comprehension of this complexity appears to be providing him with an early advantage in understanding the power of social science. 🌐



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

Looking forward to the 2010 Annual Meeting in Atlanta

Engaged Scholarship and Service Learning Initiatives at Metro-Atlanta Universities

by Elizabeth Griffiths, Emory University

"Service learning" and "engaged scholarship" are not simply the latest buzzwords in academic discourse. For nearly 30 years, sociology departments around the nation have been actively involved in building strong and collaborative partnerships between the academy and their local communities. Service learning initiatives traditionally take the form of internships that place undergraduates in nonprofit, corporate, or government organizations to work directly on projects at the site for a semester. These internship experiences are important for developing students' human, social, and cultural capital, as well as fostering a commitment to civic participation and community involvement. More recently, the service learning movement has expanded to incorporate various forms of action-oriented research or "engaged scholarship" programs that use and produce scientific knowledge in combination with programmatic, evaluative, and collaborative work alongside community partners.

Engaged scholarship blends

pure research in the academy and real-world experiential learning with the purpose of generating practical strategies for alleviating complex social problems. For example, Markese Bryant, a sociology major and Bonner Scholar at Morehouse College, currently works with the Green for All movement to promote environmental justice. Markese translates his knowledge of social and environmental issues into tangible social action by spearheading campus-wide recycling efforts and producing an educational rap video that highlights the devastating effects of pollution and poverty in his community. Likewise, at Emory University, teams of Community Building and Social Change fellows capitalize on their methodological skills by designing community surveys to assess local conditions and the potential for coalition-building in collaboration with various neighborhood organizations. In these and other ways, undergraduate students in Atlanta have been able to apply sociological methods and concepts learned in the classroom to build constructive community partnerships that promote positive social change throughout

the city. Due to space constraints, I highlight only a handful of the exciting and varied engaged scholarship initiatives offered by some metro-Atlanta schools below. Each of these programs is focused on building bridges between the university and the larger urban environment; facilitating understanding, empathy, and civic participation among youth; while validating the legitimacy of multiple spheres of knowledge that operate both in the academy and beyond.

A series of programs offered through the Office of Experiential Learning provide students at **Agnes Scott College** with a wide-range of opportunities for engaged scholarship. One such initiative is the Atlanta Semester Program, which "provides a theoretical and applied examination of women, leadership, and social change" for female undergraduates from local academic institutions. Students in this program are exposed to the research literature on women's participation in for-profit, non-profit, community, and governmental organizations. Their academic study is complimented with an experiential component

wherein students are connected to local female leaders who relay the various successes and challenges faced by women in leadership roles.

The **Atlanta University Center**, which is one of the largest consortiums of Historically Black Colleges and Universities, includes **Clark Atlanta University**, the **Interdenominational Theological Center**, **Morehouse College** and **School of Medicine**, and **Spelman College**. Jointly, these institutions provide extensive opportunities for community involvement and engaged scholarship. For example, the Bonner Office of Community Service at **Morehouse College** promotes a vibrant "culture of service" through volunteerism and community-based initiatives, such as the Bonner's Scholar program, the Adam's Scholar program, and the Community Scholar summer service program. Leadership skills and civic-mindedness are cultivated as scholars work collaboratively with local community partners, making these programs integral to the college's mission of "developing men with disciplined

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science policy

A new definition of poverty in America is announced

Since 1964, when the official poverty measure was first published, it has not been redefined, but on March 2 the Obama administration announced a new formula that will include a wider range of factors in defining who is poor. This Supplemental Poverty Measure (SPM), formed by an Interagency Technical Working Group and announced by the Commerce Department, should provide a more accurate count of the number of Americans struggling financially. Based on the recommendations of the National Academy of Sciences and informed by the last 15 years of research, the new definition, acknowledging that food has become a smaller share of poor families' costs, will also consider expenses such as housing, utilities, child care, and health care. In addition, it will take geographic location into

account. According to the working group's report, the SPM, to be used in a fall 2010 Census report, would not replace the official poverty measure and should be considered a work in progress. For more information, see <www.census.gov/hhes/www/poverty/SPM_TWGObservations.pdf>.

10 years, 10 key social and economic findings about the U.S. population

The Population Reference Bureau Bulletin, "U.S. Economic and Social Trends Since 2000," analyzes the last 10 years of economic and social trends in the United States. The 10 key findings about the last 10 years are summarized here: 1) There are wide-ranging effects of the recession; 2) some short-term trends are adaptations of recession; 3) fertility rates expected to decline; 4) education levels increase, especially among women; 5) if current gaps in school enrollment and completion rates


among blacks and Hispanics persist, the United States may not have the workforce it needs to succeed; 6) job losses and housing market declines have disproportionately affected blacks and Latinos; 7) there is a growing poverty gap between children and the elderly, but children without health insurance dropped sharply; 8) more people are delaying marriage; 9) fewer people are moving; 10) the largest concentration of out-migration occurs in rural communities. All materials are available at <www.prb.org/Publications/PopulationBulletins/2010/useconomic-socialtrends.aspx>.

The NIH Common Fund highlights emerging science and technology advancement, including behavior change

The National Institutes of Health Director Francis S. Collins

announced seven scientific initiatives. The research programs are supported through the NIH



Common Fund, which encourages collaborative research programs across the NIH institutes and centers (ICs) to accomplish work that no single IC could do alone. The programs are all scheduled to begin during fiscal year 2010. One of the programs, the Science of Behavior Change Program, examines how human biology, culture, and society together influence a person's ability to adopt healthy behaviors and maintain them over time. This initiative will address effective motivation strategies that might be developed to curb unhealthy behaviors. The research programs will distribute \$17.8 million in NIH Common Fund (<commonfund.nih.gov>) support in fiscal year 2010, and additional funds in future years. 



Looking forward to the 2010 Annual Meeting in Atlanta

Networking Opportunities at the ASA Annual Meeting

105th Annual Meeting • August 14-17, 2010 • Hilton Atlanta and Atlanta Marriott Marquis

Sociologists and other scholars from around the world will travel to the ASA's 105th Annual Meeting this August. Join your colleagues to hear top-notch speakers, network, and learn new research on current topics in the field. Choose from a wide selection of workshops and sessions. And see the largest exhibition of sociological products, publishers, and testing materials.

Attendees will notice a greater emphasis on networking at the Annual Meeting. The meeting properties—Hilton Atlanta and the Atlanta Marriott Marquis—feature many public spaces with ample space for gathering with colleagues. The properties have been renovated and feature various quick dining options.

Stay Connected!

Attendees will be able to take advantage of greater networking opportunities through expanded

technology support. The meeting hotels will feature an ASA Cybercafé (each with 5-10 computer stations). Also look for signs onsite that will identify ASA supported “hot-spots” for Wireless Internet (WiFi) Access. These WiFi areas will feature complimentary access to ASA meeting attendees.

Exhibit Hall

Attendees will be able to take advantage of greater networking opportunities at the Exhibit Hall in the Hilton Atlanta. The hall will feature an ASA Cybercafé; refreshment breaks; and the ASA Bookstore. These exhibit spaces will also bring a local flair to the Annual Meeting with the Atlanta Regional Marketplace, a gathering of local small businesses offering unique crafts and goods. The hall will have seating areas for gathering with colleagues.

Take Advantage of Annual Meeting Networking Opportunities

Welcome Reception

Date: Friday, August 13

Time: 9:00 PM–10:30 PM

Location: Hilton Atlanta

Fee: Included with convention registration

Refreshment Breaks

Dates: Saturday, August 14

and Monday, August 16

Times: 2:00 PM–4:00 PM. (Saturday and Monday)

Location: Galleria Exhibit Hall, Hilton Atlanta

Department Alumni Night

Date: Saturday, August 14

Time: 9:30 PM–11:00 PM

Location: Atlanta Marriott Marquis

Find a former classmate at the Department Alumni Night reception. Signs will identify tables for



Exhibitors and attendees networking at an ASA Annual Meeting

participating colleges and universities. Enjoy cash bars stationed throughout the room.

Honorary Reception

Date: Sunday, August 15

Time: 6:30 PM–7:30 PM

Location: Atlanta Marriott Marquis

After the conclusion of the 2010 Presidential Address, all meeting attendees are invited to attend the reception and express appreciation and congratulations to President Evelyn Nakano Glenn and the major ASA award recipients.

Atlanta

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minds who will lead lives of leadership, service, and self-realization.”

In addition to encouraging students to undertake an intensive internship during their senior year, **Spelman College's** Department of Sociology and Anthropology is home to the intellectually vigorous SASSAFRAS program (Sociological Anthropological Sisterhood: Scholar Activists for Reshaping Attitudes at Spelman). This initiative develops students' understanding of themselves as forces of positive change on campus and more broadly in their local and global communities. In the spirit of community engagement, SASSAFRAS does not “aim to build bridges, but rather to burn them down and learn how to fly across abysses that have separated the struggles of all people—to be truly one in our collective struggles to inhabit our lives with purpose and creativity.”

Emory University's Office of University-Community Partnerships

(OUCP) seeks to build strong and sustainable communities by blending teaching, research and service in education. One of the major undergraduate initiatives of the OUCP is the *Community Building and Social Change Fellowship*. This competitive program provides undergraduates with two semesters of instruction on community building and problem-solving, culminating in a summer-long collaborative project with local partners. The program serves as a “gateway” between the university and community organizations, and has generated continued and mutually beneficial relationships that span successive cohorts of fellows.

Students at the **Georgia Institute of Technology** have the opportunity to participate in one of the largest co-op programs in the country organized by the Division of Professional Practice. For example, sociology undergraduates at the School of History, Technology, and Society are eligible to apply for either a single-semester internship related to their field of study or a more intensive undergraduate co-op pro-

gram. Successful co-op applicants alternate semesters of academic study with semesters of full-time employment over five years, gaining real-world experience and building professional networks. The co-op program reinforces a commitment to engaged scholarship from the moment that students begin their program through the completion of their degrees.

At **Georgia State University**, a series of initiatives designed to encourage strong and successful collaboration between faculty, community partners, and undergraduate students are underway. Just one example is the Sociology Department's Urban Health Initiative, which enriches students' theoretical and practical understanding of their home communities. Funded in part by the National Science Foundation, the Urban Health Initiative documents the social and health outcomes of public housing resident relocation in metro-Atlanta. Using an innovative methodology, the program matches undergraduate interns to research projects in their home communities. Consequently, students are empow-

ered to contribute expertise based on their own lived experiences while also deepening their understanding of community through the lens of a social scientist.

These and many other community-oriented programs at Atlanta-based schools provide local students with access to valuable experiential learning opportunities. Such programs prepare undergraduates to deal with complex social problems and provide them with the skills and perspective necessary to translate their sociological knowledge into constructive, lasting, and progressive social change. In doing so, today's undergraduate students are better prepared to become the visionary leaders of tomorrow.

If you find Georgia State University's community partnership initiatives interesting, plan to attend the ASA's annual meeting session, GSU's International Initiatives and Local Community Partnerships: Blending Research and Service, being planned by the Regional Spotlight Committee. This session will highlight international, collaborative, and evaluation research opportunities for students and scholars.

Recipients of 2010 ASA Awards

The American Sociological Association proudly announces the recipients of the major awards for 2010. These outstanding scholars will be recognized at the 2010 Annual Meeting Awards Ceremony on Sunday, August 15, at 4:30 pm. The Awards Ceremony will immediately precede the formal address of the ASA President Evelyn Nakano Glenn. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Glenn and the award recipients.

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

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

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

Alejandro Portes (Princeton 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 Scholarly Publication Award

Philip Kasinitz (CUNY-Graduate

Center), John Mollenkopf (CUNY-Graduate Center), Mary Waters (Harvard University), Jennifer Holdaway (Social Science Research Council) for *Inheriting the City: The Children of Immigrants Come of Age*

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

Distinguished Career Award for the Practice of Sociology

Ross Koppel (University of Pennsylvania) and Jan Marie Fritz (University of Cincinnati)

This annual award honors outstanding contributions to sociological practice. The award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more

specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

Distinguished Contributions to Teaching Award

Keith Roberts (Hanover College)

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

Delores Aldridge (Emory 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.

Jessie Bernard Award

Harriet Presser (University of Maryland-College Park)

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.

Excellence in the Reporting of Social Issues Award

Sebastião Salgado

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.

Public Understanding of Sociology Award

Valerie Jenness (University of California-Irvine) and Doris Wilkinson (University of Kentucky)

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

Dissertation Award

To be announced at a later date. 

GLBT

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part of all ASA activities, ranging from the administration of the Executive Office in Washington, DC, and the ASA programs it oversees, to the Annual Meeting, governance activities including all elections, and the work of sections, task forces, and committees whether standing or temporary.”

The GLBT Report

In its 2009 report to Council, the Status Committee on GLBT Persons in the Discipline contained a series of recommendations. Council believes that many of these are covered by its amendment to

the ASA Diversity Statement (see <[www.asanet.org/about/Council_Statements/GLBT%20Status%20Cmte%20Rpt%20\(Aug%202009\).pdf](http://www.asanet.org/about/Council_Statements/GLBT%20Status%20Cmte%20Rpt%20(Aug%202009).pdf)> for the entire report). Some of these recommendations include:


- In selecting Program Committees and invited sessions for the Annual Meeting, ASA Presidents-elect should consider the participation of GLBT scholars and scholarship;
- In selecting editorial boards and submissions, ASA and section journal editors should consider the presence of GLBT scholars and scholarship;
- In considering future public statements, Council should con-

sider appropriate GLBT-related issues.

Council approved a related motion also recommended by the GLBT Status Committee report regarding the location of ASA meetings.

In locating its future meetings, ASA presumes that states or cities with legal restrictions on rights afforded recognized same-sex unions and partnerships create an unwelcoming environment for our members in locations where we might meet. We would notify authorities at all levels that these conditions make it difficult for us to site our meetings in these

locations. ASA would closely examine practices on a case-by-case basis in such locations to assess whether demonstrated positive local practices or other Association goals warrant holding our conferences there.

Hillsman also reported to Council that the Executive Office will require job postings in the ASA Job Bank to include whether the employing institution provides domestic partnership benefits to same-sex partners and/or whether the university includes sexual orientation and gender/identity in its non-discrimination policy. This will be implemented when the Job Bank is redesigned in the near future. 

Candidates for ASA Offices in 2010

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

Karen S. Cook

Present

Professional

Position: Ray Lyman Wilbur

Professor of Sociology, Stanford University, 1998-present.



Karen S. Cook

Former

Professional Positions: James

B. Duke Professor of Sociology, Duke University, 1995-1998;

Assistant, Associate and Full Professor of Sociology, University of Washington, 1972-95.

Education: PhD Stanford University, 1973; MA, Stanford University, 1971; BA, Stanford University, 1968.

Offices Held in Other

Organizations: Director, Institute for Research in the Social Sciences, Stanford University, 2004-present; President, Section K (Social, Political and Economic Sciences) AAAS, 2009-10; Vice-President, International Institute of Sociology, 1992-93; President, Pacific Sociological Association, 1990-91; Co-Editor, *Annual Review of Sociology*, 1998-present.

Positions Held in ASA: ASA Representative to ACLS, 2002-05; ASA Council Member, 1993-96; Vice-President, ASA, 1994-95; Editor, *Social Psychology Quarterly*, 1988-92; Chair, Social Psychology Section, 1989-90.

Publications: Cook, Karen S., Margaret Levi, and Russell Hardin (eds.) 2009. *Whom Can we Trust?: How Groups, Networks and Institutions Make Trust Possible*. New York: Russell Sage Foundation; Cook, Karen S., Toshio Yamagishi, Coye Cheshire, Robin Cooper, Masafumi Matsuda, and Rie Mashima. 2005. "Trust Building via Risk Taking: A Cross-Societal Experiment." *Social Psychology Quarterly*, 68:121-142; Cook, Karen

S. 2005. "Networks, Norms and Trust: The Social Psychology of Social Capital." *Social Psychology Quarterly*, 68:4-14; Cook, Karen S. Russell Hardin and Margaret Levi. 2005. *Cooperation without Trust?* New York: Russell Sage Foundation.

Professional Accomplishments:

Fellow, National Academy of Sciences, 2007; Fellow, American Association for the Advancement of Science, 2007; Fellow, Center for Advanced Study in the Behavioral Sciences, 1998; Fellow, American Academy of Arts and Sciences, 1996.

Personal Statement: The ASA serves as an important public face of the discipline. Increasingly, social science evidence is being used in policy making at various levels and it is imperative that the ASA facilitate the involvement of sociologists in this enterprise. At the same time it represents the professional needs and goals of sociologists nationwide. In this role it must continue to support the concerns of its members in the universities, colleges, and agencies in which we are employed. We must work hard to protect access to higher education and to provide employment opportunities for the generations of sociologists to follow. We must also help engage with the international sociological community by developing new mechanisms for collaboration, communication of scientific advances and shared educational strategies. Our engagement as scholars, citizens, and sociologists with the social, political, and economic problems of our time is essential. The ASA can support us in this effort.

Erik Olin Wright

Present Professional Position:

Vilas Distinguished Research Professor, University of Wisconsin-Madison, 1998-present.

Former Professional Positions:

Professor of Sociology, University of Wisconsin-Madison, 1983-98;

Associate Professor of Sociology, University of Wisconsin-Madison, 1980-83; Assistant Professor of Sociology, University of Wisconsin-1976-80.



Erik Olin Wright

Education: PhD, University of California-Berkeley, 1976; BA (History), Oxford University, 1970; BA (Social Studies), Harvard University, 1968.

Positions Held in ASA:

Committee on Publications, 2003-06; Editorial Board, *Contemporary Sociology*, 1998-2000.

Publications: Wright, Erik Olin. 2010. *Envisioning Real Utopias*.

London and New York: Verso Press; Wright, Erik Olin and Harry Brighouse. 2009. "Strong Gender Egalitarianism," in Janet C. Gornick and Marcia K. Meyers, *Gender Equality: Transforming Family Divisions of Labor*. Volume VI in *The Real Utopias Project* (edited by Erik Olin Wright). London and New York: Verso Press; Fung, Archon and Erik Olin Wright. 2003. *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance*. Volume IV in *The Real Utopias Project*. London and New York: Verso Press; Wright, Erik Olin. 2002. "The Shadow of Exploitation in Max Weber's Class Analysis," *American Sociological Review*, 67:832-653; Wright, Erik Olin. 1997. *Class Counts: Comparative Studies in Class Analysis*. Cambridge: Cambridge University Press.

Personal Statement: At the core of my work is the problem of developing a rigorous emancipatory social science. To call it *emancipatory* identifies its central moral purpose, its answer to the question of knowledge for what. To call it *social science*, rather than simply social criticism, recognizes the fundamental importance of systematic scientific knowledge for this task. And to call it *social* implies that human emancipation depends upon the transformation of the social world, not just the inner

life of individuals. Sociology is the natural disciplinary home for this endeavor, for sociology has always embraced scholars concerned about social justice. Emancipatory social science faces three basic tasks: Critically analyzing the social world as it exists; envisioning viable alternatives; and understanding processes of transformation. In my research on class and inequality, I have focused mainly on the first of these tasks. Increasingly, I have concentrated on the second and third through the study of what I call *real utopias*, exploring such topics as market socialism, unconditional basic income, participatory democracy, and gender equality. My hope is that this work will contribute not only to a sociology of the actual, but ultimately to the elaboration of a sociology of the possible.

Candidates for Vice President-Elect

Roberto M. Fernandez

Present

Professional

Position: William F. Pounds Professor of Management, MIT Sloan School of Management, 2000-present.



Roberto M. Fernandez

Former Professional Positions:

Professor, Organizational Behavior, Graduate School of Business, and Department of Sociology (by courtesy), Stanford University, 1994-2000; Associate Professor, Department of Sociology and Faculty Fellow, Center for Urban Affairs and Policy Research, Northwestern University, 1989-94; Instructor to Assistant Professor, Department of Sociology, University of Arizona, 1984-89.

Education: PhD, University of Chicago, 1985; MA, University of Chicago, 1980; BA, Harvard College, 1978.

Offices Held in Other

Organizations: Member of the Visiting Committee to Department of Sociology, Harvard University, 2009; Area Head, Behavioral and

Continued on next page

Candidates

from previous page

Policy Sciences, MIT Sloan School of Management, 2007-present; Co-Director, Economic Sociology Ph.D Program, MIT Sloan School of Management, 2006-present; Member of the Panel on the Definition and Measurement of Discrimination, National Research Council of the National Academy of Science [Final Report: Measuring Racial Discrimination. Washington, D.C.: National Academy of Science Press, 2004], 2001-2004; Member of the National Advisory Board for the Morehouse Research Institute, Morehouse College, Atlanta, Georgia (1991-1993).

Positions Held in ASA: Member of the Editorial Board, *American Sociological Review*, 2004-2007; Member of the council of the Economic Sociology section of the American Sociological Association, 2004-2007; Member of the council of the Organizations, Occupations and Work section of the American Sociological Association, 2003-2006; Founding Member of the Steering Committee of the Association of Latina/o Sociology (precursor to ASA Section on Latina/o Sociology), 1988.

Selected Publications: Fernandez, Roberto M. and M. Louise Mors. 2008. "Competing for Jobs: Labor Queues and Gender Sorting in the Hiring Process" *Social Science Research* 37:1061-80; Fernandez, Roberto M. and Isabel Fernandez-Mateo. 2006.

"Networks, Race and Hiring" *American Sociological Review* 71:42-71; Roberto M. Fernandez and M. Lourdes Sosa. 2005. "Gendering the Job: Networks and Recruitment at a Call Center." *American Journal of Sociology* 111:859-904; Fernandez, Roberto M.. 2001. "Skill-Biased Technological Change and Wage Inequality: Evidence From a Plant Retooling." *American Journal of Sociology* 107:273-320; Fernandez, Roberto M. , Emilio Castilla, and Paul Moore. 2000. "Social Capital at Work: Networks and Employment at a Phone Center." *American Journal of Sociology* 105:1288-1356.

Personal Statement: From the very beginning of my academic career, I have had the good fortune to have fallen in with a group of dedicated sociologists highly motivated to develop themselves, their discipline, and their students. As a fortunate recipient of this "pay-it-forward" system, I feel an obligation to do what I can to preserve, cultivate, and extend this system for future generations of scholars. For these reasons, if called, I will serve as Vice President of the ASA.

Edward E. Telles

Present Professional Position: Professor of Sociology, Princeton University, 2008-present; Professor of Sociology, University of California-Los Angeles, 1999-present; on leave.

Former Professional Positions: Program Officer in Human Rights, Ford Foundation, Rio de Janeiro, 1997-2000; Assistant to Associate Professor, University of California-

Los Angeles, 1988-99.

Education: PhD, University of Texas-Austin, 1988; MA (Urban Planning), UCLA, 1984; BA (Anthropology), Stanford University, 1978.

Offices Held in Other Organizations: Board of Directors, 1990-2001, and Vice President, 1995-2001, Primavera Foundation; Board of Directors, Society for the Study of Social Problems, 1997-2000; President, Pacific Sociological Association, 1997-98; Vice President, Pacific Sociological Association, 1993-94; President, Society for the Study of Symbolic Interaction, 1992-93.

Positions Held in ASA: Otis Dudley Duncan Award Committee, Population Section 2009-11; Chair, Latino Section, 2008-09; Program Committee, 2006 ASA Meetings, 2004-06; Task Force for the ASA Statement on Race, 2000-02; Editorial Board, *Sociology of Education*, 2007-present.

Publications: Telles, Edward E. and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation and Race*. New York: Russell Sage Foundation (2009 winner of Best Book Award from the Pacific Sociological Association, 2009 Otis Dudley Duncan Award for Best Book by the Population Section, 2009 Best Book Award by the Latino Section); Telles, Edward E. 2004. *Race in Another America: The Significance of Skin Color in Brazil*, Princeton University Press (2006 ASA Distinguished Publication Award, 2006 Oliver

Cromwell Cox Award for Best Book from the Racial and Ethnic Minorities Section, 2005 Otis Dudley



Edward E. Telles

Duncan Award for Best Book from the Population Section); Sue, Christina and Edward E. Telles. 2007. "Assimilation and Gender in Naming." *American Journal of Sociology* 112:1383-1415.

Personal Statement: I am honored to be nominated for the Vice Presidency of the ASA. If elected, I would expand the ASA's efforts at generating greater national and international inclusiveness with the goal of creating a fuller sociology of human interaction that is open to diverse points of view. Concretely, this would include continuing to expand the promotion of underrepresented perspectives in the ASA as well as seeking out collaborations with professional sociological associations in other countries. I have long been concerned about local and global inclusion through my own research, teaching and service. I also would seek to make sociology more relevant to public knowledge and social policy at all levels. This requires greater efforts by the ASA at synthesizing, translating, and disseminating knowledge gained from sociological research through more effective communications. Finally, I would like to work with the ASA membership to prioritize issues that the Association should address. 🌱

2010 ASA Annual Meeting Film Screening

The ASA Annual Meeting Program Committee is again setting aside space in which new films/videos will be screened during the Annual Meeting. Members and others who wish to propose a film for inclusion in the 2010 screening series may submit a copy of the film/video and a brief description of the work that notes its relevance to sociological instruction and research. Films that can be fit into a 50- or 80-minute course block are of particular interest.

Films will be judged on time sensitivity, relevance to the field

of sociology, and potential use in teaching. Those who submit films will be notified of screening decisions in June. Any submitted film will be returned after the conclusion of the Annual Meeting.

Send film/video nominations (in DVD format) by April 1, 2010, to:

Valerie Jiggetts,
Academic & Professional
Affairs Program
American Sociological Association
1430 K Street NW, Suite 600
Washington, DC 20005
apap@asanet.org 🌱

2010 Graduate Poster Session

The ASA Academic and Professional Affairs is now accepting reservations for the 2010 Graduate Poster Session to be held at the 105th ASA Annual Meeting in Atlanta. Spaces are limited! Departments will be assigned a spot based on the order that the reservations are received. There is no fee to participate in the conference but please note that the person who sets up the display *must* be registered for the Annual Meeting; badges are required for entry into the exhibit hall. Selection is on a first come, first served basis. If you would like to reserve a spot, e-mail apap@asanet.org. Remember to register for the Directors of Graduate Study Conference when you register for the Annual Meeting. 🌱



Task Force Issues Recommendations on Sociology and Criminology Programs

by Dennis MacDonald,
Saint Anselm College

Should sociology departments offer criminology or criminal justice majors, minors, or concentrations? Does the proliferation of stand-alone and interdisciplinary criminology and criminal justice programs threaten the viability of the sociology major? Are criminal justice programs too vocationally oriented and insufficiently grounded in the liberal arts and social sciences? Has sociology “given up” on criminology and criminal justice? Are resources and responsibilities equitably shared among sociology and criminology in joint departments? Are Separate programs better?

These are some of the many questions and issues that preoccupied the members of the *ASA Task Force of Sociology and Criminology Programs* since its establishment by the ASA Council in August 2006. The Task Force completed its work and has issued its report and recommendations. Although it was well beyond our scope to provide answers to all of the important questions and issues posed, the report and recommendations should be useful to sociology, criminology, and criminal justice faculty, as well as deans and other administrators as they attempt to answer such questions for themselves.

Past, Present, and Future Context

The report describes the historical context of both the collaboration and the conflict among sociology, criminology, and criminal justice. It also describes the types of sociology/criminology/criminal justice program arrangements common today and the extent to which problems and issues are experienced differently across those types. Based on broad consultation with stakeholders, a survey of department chairs, and review of existing data and literature, recommendations are offered to help departments make informed and intentional decisions about program arrangements, curriculum, and course content.

Although the report focuses extensively on the problems

and issues that have sometimes characterized the relationships of sociology, criminology, and criminal justice, our dominant theme is that the disciplines have much common ground and much to gain through greater collaboration. The Task Force recognizes the need to better understand the factors that shape crime and society’s response to it. While sociologists claim no monopoly on criminological knowledge, such understandings have long been the object of sociological investigation and insight. We recognize as well the need for educated and engaged professionals and the important role of academic institutions in preparing these professionals. Criminology and criminal justice programs (CCJ)—whether part of sociology departments or stand-alone—have much to contribute.

The Task Force offers 15 recommendations that we believe will lead to greater collaboration and more harmonious and effective relationships among sociology, criminology, and criminal justice. We also believe that sociology, criminology, and criminal justice programs will be strengthened by careful consideration of these recommendations:

Recommendations

1. Before creating, or separating, joint programs, consider fully the many issues that will arise. While the immediate gains of a programmatic change may be appealing, the long-term impacts should also be weighed carefully.
2. Be explicit about the nature of the program. Department names should accurately reflect the program(s) offered. This carries through to brochures, course descriptions, and even supporting photos. Part of the curriculum should teach students about the differences between program types. That said, look for ways to create a balance between liberal arts and vocational orientations.
3. Develop student learning goals for methodological, theoretical, and vocational outcomes at the department or college level that apply to students in sociology as well as criminology and/

or criminal justice. Begin this process by asking each disciplinary area to create independent learning goals, then come together to examine areas of similarity and difference.

4. When criminology or criminal justice is offered within a sociology department, continue to require all students to take the core sociology courses. The long term interests of the students and the university, as well as the discipline, will be served in doing so.
5. When criminology or criminal justice is offered in a department separate from sociology, consider how the examination of structural factors such as race, class, gender, social context and social process can become bridging points and promising areas for integration and collaboration that will lead to an increasing breadth of vocational preparation.
6. Strengthen the visible ties between the sociology major and employment opportunities. Encourage and facilitate internships for all sociology majors, not only those in criminology or criminal justice. Stress research and data analysis skills throughout the curriculum. Teach majors how to explain and market their skills. This may help reduce the disparity in number of majors between sociology and CCJ programs. At the same time, pursue the fundamental mission of the discipline and higher education in developing a critical perspective.
7. Track the careers of majors longitudinally. Use the data to measure program performance and to help the program remain vital in the midst of a changing labor market. Moreover, when contact is maintained with program alumni, they can become sources of internship opportunities and provide excellent employment advice for majors.
8. Advising loads should be fairly distributed across the department; disparities inevitably damage morale and have potentially negative impact on retention

and promotion of junior faculty. Neither sociology nor criminology or criminal justice faculty should be the only connection between students and real world employment advice. Consider using internship programs and vocational mentorships to foster connections between practitioners and students—for sociology, criminology and criminal justice programs.

9. Departments should weigh carefully the potential benefits and costs of applying for ACJS certification for their criminology or criminal justice programs. The ASA has not engaged in program certification largely because such processes would not respond to the range of accredited institutions of higher education and academic contexts in which sociology is taught. Given the constraints that ACJS certification requirements place on the autonomous decision making of departments and programs, there is a strong possibility that compliance with ACJS standards could erode the social science base of sociology and criminology, and undermine the potential benefits to the programs and students.
10. Promote an interdisciplinary culture. When hiring, be explicit about the interdisciplinary nature of the collaborations between sociology and criminology or criminal justice programs and express interest in research areas that complement both areas. Include faculty from both areas on search committees and include students from both areas as participants in the process.
11. When perceptions of inequity and faculty tensions are emerging, consider how structural conditions may contribute to the problem, or could help ameliorate it. Are there disparities in the distribution of resources or workloads? Are all parts of the department represented in department leadership and governance?
12. Recognize that criminology and criminal justice programs are sometimes seen as

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The Digital Library Gets a Name!

by Margaret Weigers Vitullo, ASA Academic and Professional Affairs Program

The culmination of two years of work is close to fruition, with the naming of the ASA Digital Library. It has been almost a year and a half years since the first call went out for name suggestions for the new digital library of teaching resources (see the December 2008 *Footnotes*). As we reviewed the 100+ submissions, our goal was to find names that were short, memorable, reflected the purpose of the digital library, and could easily be used in promotional materials. Based on those criteria a list of six “finalists” was sent to the ASA attorneys to make sure they could be trademarked.

Following the recommendations of the attorneys, two of the six names were discarded, leaving us a final list of four potential names. A brief survey was sent to 100 stakeholders, who were asked to rank the remaining names.

Drum Roll, Please!

And now after two long years, the digital library finally has a name. It will be called **TRAILS: Teaching Resources And Innovations**

Library for Sociology. In keeping with the pre-established criteria, TRAILS is short, memorable, and easily used in promotional materials. Other work

on the digital library is nearing completion, as the ASA Academic and Professional Affairs Program prepares to launch the digital library of sociological teaching materials. ASA members will soon be able to explore TRAILS for themselves. The graphic design “look and feel” for the library has been finalized and all the ASA paper syllabi sets have been digitized and modularized and metadata has been added to each resource (metadata are the “tags” used by search engines to locate resources). This means that from the first day of launch, TRAILS will include more than 2,700 sociological teaching resources.

By the second day, the number of resources in TRAILS is expected to be even larger. Thirty-three ASA members have been recruited to act as area editors responsible for reviewing new materials submit-


ted to TRAILS (see the November/December 2009 *Footnotes*). New submissions can include syllabi, class activities, lectures, assignments, assessment tools, power point presentations, video clips, images, website lists, and more.

The Copyright of Teaching

TRAILS has been designed with a commitment to the promotion of scholarly teaching and learning in sociology. When making other purchases on the Internet, you may skim (or skip) the “small print” of the legal statements on the site and just click “I agree.” Yet, the legal agreements for subscribers and submitters to TRAILS include some important innovations that are designed to support teachers and teaching in sociology. For example, when articles are published in traditional journals, the journal generally claims copyright. In contrast, authors of resources submitted to TRAILS will only license their

materials to the ASA, thus retaining copyright privileges that allow them to publish the materials in other forums as they choose. Once a new resource is accepted for publication, TRAILS will automatically generate a cover page that includes a suggested citation. In turn, subscribers to TRAILS will electronically sign an agreement stating that any TRAILS resources they use “either as provided on the Digital Library or as modified by you, will contain a clear and legible citation following the suggested citation provided to you on the Resource Cover Page.” In this way, TRAILS creates a new way to give and receive credit for the scholarship of teaching and learning.

The member price for a year’s subscription to TRAILS will be \$25, making it affordable while also supporting ongoing site maintenance and eventually off-setting a portion of the development costs.

The long wait for the ASA digital library of sociological teaching materials is almost over. Watch for the upcoming announcement of the launch of TRAILS—leading to great teaching in sociology! 

trails Teaching Resources and Innovations Library for Sociology

Task Force

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revenue-generating opportunities by administrators, especially when the programs are to be primarily staffed by adjuncts or individuals who have not completed a PhD for whom there are low research expectations. Sociology, criminology and criminal justice faculty should work together to educate administrators about the long-term needs of their students and their programs. Drawing on the principle of faculty governance and working with the faculty senate, they should insist that new programs be given adequate resources to maintain academic integrity.

13. Create structural opportunities for faculty to become more familiar with each others’

work. Sponsoring research and practice colloquia (and encouraging all faculty to attend) is one relatively simple, low-cost way to do this. Make sure that part-time and adjunct faculty are welcomed. Another approach involves establishing a department club that includes students and faculty from both programs.

14. Departments should consider ways to ensure research and publication requirements for full-time sociology and criminology or criminal justice faculty are equivalent. Departments should also work to ensure sociology and CCJ faculty have basic familiarity with the journals and their rankings in their own and their colleagues’ research areas at institutions where such rankings are factors in promo-

tion and tenure decisions. It is especially incumbent on those central to tenure and promotion decisions to gain an extensive familiarity with relevant journals and their impact factor scores and be prepared to defend the quality of publications in all departmental decisions to administrative bodies as needed. The ISI Web of Knowledge provides journal citation reports and is a place to start gaining the needed familiarity. Evaluation criteria should be clearly written to apply appropriately to both basic and applied scholarship in all fields.

15. Decisions regarding research resource distribution should be made on a fair and transparent basis to foster both individual scholarship and a synergistic community of scholars. 

New ASA Journal Editors

The American Sociological Association is pleased to announce that Karen Hegtvedt and Cathryn Johnson, both of Emory University, were selected as new editors of *Social Psychology Quarterly* and Debra Umberson, University of Texas-Austin, was selected as the new editor of the *Journal of Health and Social Behavior*. A future issue of *Footnotes* will have more details on where to submit manuscripts.

Climate Change

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the near-term future rate of change of our planet's relatively thin, life-supporting biosphere.

The clarity of this fact has generally not been obvious in most corporate and government proposals to address global climate change. But, as public consciousness and scientific discovery have pushed our political institutions, marketplaces, and national security leadership to often serious debate and some action, the social science community has an opportunity to become a more visible player in national and international efforts to attack this global threat to humans and other species.

New ASA Task Force

Recognizing the opportunity, the ASA Council in February approved a proposal by the ASA Environment and Technology Section to establish a Task Force on Sociology and

Global Climate Change. The Task Force is charged to produce a report applying sociological analysis

to the issue of climate change. The Task Force will make a series of public policy recommendations based on that analysis. Council approved Riley E. Dunlap, Oklahoma State University, as Task Force Chair, and John Logan, Brown University, as ASA Council Liaison to the Task Force. (See sidebar calling for nominations of volunteers to serve on this task force.)

Mapping a Research Roadmap

In its 2009 *Ecological Impacts of Climate Change* report, The National Academy of Sciences said, "Climate Change is one of the defining issues of the 21st century . . . Humans are challenged to find . . . policies, practices, and standards of behavior to provide long-term economic opportunities and improved quality of life around the world while maintaining sustainable climate and viable

eco-systems." The social sciences are key to meeting these challenges, and sociology is especially central to understanding the social structural dimensions of climate change and the necessary strategies for mitigating and adapting these factors.

Early this year, and perhaps evidence of the latest significant public engagement of sociology at the national level, the ASA and National Science Foundation (NSF) jointly published a summary of an important workshop on the issue of climate change research. It examines a critically important dimension of earth's climate variation: Basic research on social determinants affecting global climate change. This report, *Workshop on Sociological Perspectives on Global Climate Change*, focuses on human sociology and behavior as it relates to the precipitous changes in the chemical and physical consistency and stability of the earth's biosphere.

To advance research on global climate change, NSF convened faculty, graduate students, and policy experts at a two-day workshop to address two


questions: What do we know and what do we need to know about the social dimensions of global climate change? The workshop was the basis for this report, which serves as a roadmap to reduce gaps and produce a more empirically valid advancement of scientific information and knowledge for policymakers to focus on the key elements in climate change: Social determinants of human behavior and the human participant in climate change.

Geological, atmospheric, terrestrial, biological, oceanographic, and chemical processes come to mind with reflexive speed when the public contemplates the scientific fields pivotal in solving these problems. But as policymakers have explored our planet's faster-than-geologically-normal climate change, some have come to understand that a scientifically robust and complete approach requires research evidence on

social mechanisms underlying our society's institutional and individual behaviors, beliefs, and incentives regarding energy use and efficiency. Understanding the consequences of human sources of carbon emissions and environmental change are critical to designing and implementing sound policies and regulations to address adverse human impacts.

Sociology's Long Engagement in Climate

Sociologists have long taken special interest in being engaged in climate and environmental issues and *Footnotes* has documented much of this engagement over the years by

covering, for example, topics such as the Global Carbon Project (January 2005 and November 2005), global climate change (February 2008 and November 2007), green initiatives (April 2008), and environmental complexity (February 2003). This does not include work by disaster-focused sociologists such as Eric Klinenberg (author of the best-selling book *Heat Wave*) and others whose sociological research is directly relevant to myriad consequences of climate change such as local near-term destabilization of weather, including drought and disruption of food source species' habitats. 

call for nominations

ASA Seeks Volunteers for New Task Force on Climate Change


At its February 2010 meeting, the ASA Council approved a proposal by the ASA Environment and Technology Section to establish an ASA Task Force to produce a report applying a sociological analysis to the issue of climate change. The task force will also make a series of public policy recommendations based on that analysis. The Council approved Riley E. Dunlap, Oklahoma State University, as Task Force Chair and John Logan, Brown University, as ASA Council Liaison to the Task Force.

Nominations of volunteers to serve, including self-nominations, are sought for this new *Task Force on Sociology and Global Climate Change*. Task force members will serve for at least two years. The task force will report to Council on its progress prior to submitting a final report, and Council could extend the term of the Task Force, as needed. Council will act on the final report. This effort will involve a substantial time commitment by the volunteers. Their work is likely to be organized into three categories: A Core Writing Team, Contributors, and Consultants or Reviewers. A preliminary organizing committee will work with the ASA

Council to develop the task force, including the core writing teams for each issue area.

Nominations should include a statement of interest and a brief biographical sketch on relevant background and expertise. Send nominations and supporting materials to ASA electronically at governance@asanet.org or by postal mail to: American Sociological Association, Governance, 1430 K St. NW, Suite 600, Washington, DC 20005.

Nomination deadline: May 1.

A subcommittee of the ASA Council will review the nominations and select the members. Appointments will be made by June 2010. The Task Force on Climate Change will meet at the 2010 Annual Meeting in Atlanta as well as remotely periodically. Much of the vitality of ASA flows from its diverse membership. With this in mind, it is the policy of the ASA to include people of color, women, gay, lesbian, bisexual, and transgendered persons, sociologists from smaller institutions or who work in government, business, or other applied settings, and international scholars in all of its programmatic activities and in the business of the Association. 

Opportunities for Sociology Students in Undergraduate Research Journals

by Valerie Jiggetts, ASA Academic and Professional Affairs Program

Sociology faculty members, such as those at University of Texas-Austin, Boston College and Warwick University, are finding undergraduate research journals (URJs) to be increasingly valuable teaching tools. The inclusion of sociological perspective in these journals, which only publish undergraduate research, has taken student research to the next level, moving student interactions and sociological discourse outside of the classroom and into engaged conversations with a wider audience. The process of managing and editing these journals gives students exposure into peer review and the work of academic sociology, while providing them with practical collaborative, communication and organizational skills that will serve them well in the workplace while promoting a sociological perspective in undergraduate research.

Benefits of URJs

Throughout the year, students who have conducted research under faculty mentorship, independent studies, and summer programs submit research papers to journals that only publish undergraduate research. Deborah Piatelli, Boston College faculty advisor of *Socialeyes* says that, by having to set standards for their peers, students are learning how to set standards for their own writing. *Socialeyes*, which launched its inaugural issue this past February, is entirely student run with faculty members serving as advisors. As is the case with many URJs, students who

work for *Socialeyes* are trained by faculty and are responsible for outreach, collecting submissions, developing an editorial process and selecting the submissions for publication.

On the other end, students who submit to these journals are introduced to and endure peer-review. The select few who reach publication are a step closer to establishing themselves as researchers as part of the wider sociological community, “We hope that by showcasing high quality, diverse research outputs, students will experience being, and be recognized as, producers of meaningful knowledge, rather than ‘consumers’ of an education ‘product.’” said Catherine Lambert, Warwick University faculty member and sociology editor of *Reinvention*. Lambert continued, “Having their [students] research taken so seriously is very important. The process of getting reviewed is rigorous and can be daunting. Students describe a range of emotions, from fear to elation, but they really value the close attention paid to their work, the feedback and critical engagement of reviewers and editors, and the opportunity to rework material. Many talk of the pride of publication and some see it as a way to see if they want to carry on to do postgraduate work.”

For students who plan to advance their education beyond the bachelor’s degree, the benefits of participating in undergraduate research, especially peer review and publication, seem obvious. But, how does undergraduate research and publication appeal to students who have not made plans to attend graduate school?

Not Just for Grad School

Especially during the current economic downturn, departments must assist students who feel pressure to take a career-oriented perspective on their education (Spalter-Roth 2008; see also Teresa Sullivan video “The Social Context of Uncertain Times”). As ASA’s research shows, one of the major pathways to job satisfaction for undergraduate sociology students is learning sociological skills, communicating them to potential employers, and using them on the job (Spalter-Roth 2009). Being published in and being a staff member of an undergraduate research journal serves as an excellent resume booster. The ability to describe and translate the skills used to conduct and communicate the research or to run a journal will prove impressive not only on the resume but also in an interview.

Establishing a URJ

When considering the establishment of a URJ, faculty and departments are often concerned about sustainability of the project. It is primarily through the collaboration and commitment of students and faculty that URJs exist. The high level of student interest and faculty support shown in launching *SociologicalInsight* resulted in the publication becoming linked to a course taught by Christopher Ellison, University of Texas-Austin. This format encourages faculty and student investment in the project and reassures those with concerns about sustainability. While some URJs seek funding by chartering

themselves as a club or student organization on their campus, many of the journals are funded by their deans who realize the benefits of the investment.

Undergraduate Research Journals are presenting undergraduate students with remarkable opportunities. Many URJs, including all of the journals mentioned in this article, can be found online and accept submissions from students within and outside of their universities. The journals are an educational opportunity ripe with benefits for sociology students who participate. 

For more information about starting an undergraduate research journal, contact Academic and Professional Affairs at apap@asanet.org. For opportunities to submit to undergraduate research journals and other undergraduate research opportunities, visit the student resources page at www.asanet.org.

References


- Spalter-Roth, Roberta and Nicole Van Vooren. 2008. “Pathways to Job Satisfaction.” Washington, DC, American Sociological Association. (Available at www.asanet.org/images/research/docs/pdf/Pathways%20to%20Job%20Satisfaction.pdf.)
- Sullivan, Teresa. 2009. “The Social Context of Uncertain Times.” American Sociological Association Annual Meeting, August 7. Atlanta, GA. (Available at: www.asanet.org/teaching/apap/images_and_video.cfm.)
- Piatelli, Deborah, Faculty advisor, *Socialeyes*: www.bc.edu/schools/cas/sociology/SocialEyes1/socialeyes.html.
- SociologicalInsight*: www.utexas.edu/cola/depts/sociology/sociological-insight/overview.php.
- Catherine Lambert, *Reinvention*: www2.warwick.ac.uk/fac/soc/sociology/rsw/undergrad/cetl/ejournal/.

MFP

from Page 1

careers in sociology. To date, the MFP Leadership Campaign has raised \$427,000 in pledges toward its initial goal of \$500,000. MFP continues to receive regular organizational contributions from Alpha Kappa Delta, the Midwest Sociological Society, the Association of Black Sociologists, and the Southwestern Sociological Association.

According to Executive Officer Sally T. Hillsman, SWS’s pledge comes at a crucial time for MFP, which is undergoing a transition as its T-32 training grant support from the National Institute of Mental Health ends in 2010. ASA “has a long-standing and unwavering commitment to the training of sociologists in broad and inclusive ways that promote diversity in the discipline of sociology.” She added that “ASA’s training efforts during more than three decades have added scholars to the

ranks of sociologists who come from many ethnic and racial backgrounds, most of which remain underrepresented in the academy as a whole and in scientific disciplines.” 

For more information about participating in the MFP Leadership Campaign contact Margaret L. Andersen, Sally T. Hillsman, or Jean H. Shin through the ASA Minority Affairs Program at minority_affairs@asanet.org.

Check out the ASA Page on Facebook



<<http://www.facebook.com/pages/American-Sociological-Association/427333065164?v=wall>>

Correction

In the February 2010 edition of *Footnotes* the article "ASA Awards Grants for the Advancement of Sociology" lists Nina Bandelj as being at the University of California-Davis. She is at University of California-Irvine.

Call for Papers

Publications

The International Review of Comparative Sociology invites paper submissions. The biannual journal examines, through a comparative lens, the issues and problems confronting societies, or their distinct subpopulations, around the world with the goal of providing innovative solutions from a sociological perspective. Send manuscripts to Debarun Majumdar at dm28@txstate.edu. For more information, visit </www.soci.txstate.edu/IRCS/Journal.html>.

KronoScope: A Journal for the Study of Time invites continuous critical contributions from all disciplines. *KronoScope* is planning a special topics issue on the theme of "Slow Time\Fast Time." The journal is dedicated to the cross-fertilization of scholarly ideas from the humanities, fine arts, sciences, medical and social sciences, business and law, design and technology, and all other innovative and developing fields exploring the nature of time. Manuscripts of not more than 8,000 words using the *Chicago Manual of Style* and review articles and creative work are welcome. Send submissions to C. Clausius at cclausiu@uwo.ca. Submissions to the special issue are due April 15, 2010. For more information, visit <www.brill.nl/kron> or <www.studyoftime.org/>.

Sociological Studies of Children and Youth (SSCY), an annual volume, invites completed papers focused on children and youth. Papers that are timely and in need of critical examination in the areas of research, theory, and policy regarding children and youth are invited. The SSCY has a history of publishing work from diverse theoretical and methodological orientations and welcomes contributions by scholars from around the world. Deadline: June 1, 2010. Contact: Loretta Bass, 780 Van Vleet Oval, 331 KH, University of Oklahoma, Norman, OK 73019; Lbass@ou.edu.

Symbolic Interaction invites submissions for a special issue: "Interaction." The editors seek articles based on the research tradition of symbolic interactionism or combine the pragmatic tradition of symbolic interactionism with other approaches. Deadline: September 15, 2010. Contact: dirk.vom_lehn@kcl.ac.uk or w.gibson@ioe.ac.uk. For more information, visit <tinyurl.com/yd5vrn5>.

Meetings

Association for Humanist Sociology 2010 Annual Meeting, November 3-7,

2010, The Lodge at Santa Fe, Santa Fe, NM. Theme: "Meeting at the Crossroads: How Then Shall We Proceed?" We live in a distinct time—war in the midst of the call for peace, economic recession during unprecedented growth of corporate wealth, continued environmental devastation as oil dependency heightens, food insecurity amidst gluttony, and the entrenchment of institutionalized inequality when we seek justice. At this historical juncture, how then shall we proceed? Join us to examine this distinct time, to explore these crossroads, and to forge a way forward. Deadline: June 15, 2010. Direct submissions to: Steve McGuire, 2010 AHS Program Chair, Sociology, Muskingum University, 163 Stormont St., New Concord, OH 43725; (740) 826-8288; smcguire@muskingum.edu.

Meetings

March 25-27, 2010. 36th Annual Conference of the Eastern Community College Social Science Association, Raritan Valley Community College, NJ. Theme: "Cultivating Interdisciplinary Collaboration, Creativity and Innovation: A Leadership Role for the Social Sciences." Contact: Ellen Lindemann at elindema@raritanval.edu; <www.eccssa.org>.

March 31-April 3, 2010. Joint Annual Meeting of the Midwest Sociological Society and the North Central Sociological Association, Chicago Marriott Downtown Magnificent Mile, Chicago, IL. Theme: "Communities in an Age of Social Transformation." Contact: Peter J. Kivisto at PeterKivisto@augustana.edu or Debra H. Swanson at swansond@hope.edu.

April 7-8, 2010. VII Annual Social Theory Forum (STF), University of Massachusetts-Boston. Theme: "Critical Social Theory: Freud & Lacan for the 21st Century." The STF is an annual conference organized to creatively explore, promote, and publish cross-disciplinary social theory and to develop new, integrative, theoretical structures and practices. Contact: Social Theory Forum, Department of Sociology, University of Massachusetts-Boston, 100 Morrissey Blvd, Boston, MA 02125; SocialTheoryAbstracts@libraryofsocialscience.com; <www.umb.edu>.

April 7-10, 2010. 11th Annual White Privilege Conference, La Crosse, WI. The conference provides a forum for critical discussions about diversity, multi cultural education and leadership, social justice, race/racism, sexual orientation, gender relations, religion, and other systems of privilege/oppression. For more information, visit <www.uccs.edu/wpc>.

April 22-23, 2010. 8th Blending Conference, Albuquerque, NM. Theme: "The Blending Addiction Science and Practice: Evidence-Based Treatment and Prevention in Diverse Populations and Settings." The conference presents innovative, science-based approaches that have been proven to be effective in the prevention and treatment of drug abuse

and addiction. For more information, visit <www.seiservices.com/blendingalbuquerque/index.aspx>.

June 2-4, 2010. North American Housing and HIV/AIDS Research Summit, Courtyard Marriott Downtown, Toronto, Ontario. Theme: "Evidence into Action." The Housing and HIV/AIDS Research Summit series is an interdisciplinary, interactive forum for the presentation of research findings on the relationship of housing status and HIV prevention and care, coupled with dialogue on public policy implications and strategies. Contact: (202) 347-0333; nahc@nationalaidshousing.org; <www.nationalaidshousing.org>.

June 2-5, 2010. Knapsack Institute: Transforming Teaching & Learning, University of Colorado-Colorado Springs. A summer institute providing tools, knowledge, and support to create an inclusive and empowering educational setting and experience. For more information, visit <www.uccs.edu/matrix>.

June 2-6, 2010. 2010 Environmental Design Research Association (EDRA) Conference, Washington Court Hotel, Washington, DC. Theme: "Linking Insight to Action." Learn about new research findings and research tools, find out about recent design projects, and meet colleagues with similar interests. Contact: Sally Augustin at sallyaugustin@designwithscience.com; <www.edra41.org>.

June 3-4, 2010. The Social Determinants of Mental Health: From Awareness to Action, The Drake Hotel-Chicago. This conference will be the first in the United States to convene innovative thinkers from diverse disciplinary and professional backgrounds to address the social determinants of mental health. Contact: Institute on Social Exclusion, Adler School of Professional Psychology, 65 E. Wacker Place, Suite 2100, Chicago, IL 60601; (312) 201-5900 x311; ise@adler.edu; <www.adler.edu/about/2010annualconference.asp>.

November 3-7, 2010. Association for Humanist Sociology 2010 Annual Meeting, The Lodge at Santa Fe, Santa Fe, NM. Theme: "Meeting at the Crossroads: How Then Shall We Proceed?" Contact: Steve McGuire, 2010 AHS Program Chair, Sociology, Muskingum University, 163 Stormont St., New Concord, OH 43725; (740) 826-8288; smcguire@muskingum.edu.

Funding

The Fund for the Improvement of Postsecondary Education (FIPSE) FY 2010 Grant Competition for the Program for North American Mobility in Higher Education. The purpose of this program is to provide grants that promote academic student-centered cooperation between the United States, Mexico, and Canada for cross-national education and training opportunities. The Program is open to all disciplinary and professional fields, vocational pro-

grams, as well as cross-disciplinary studies, both at graduate and undergraduate levels. Funded projects add value to a field or profession by developing a tri-lateral North American approach. The program funds collaborative consortia of two academic institutions from each country. Applicants can include universities, colleges, businesses, community organizations, professional and trade associations, museums, and other non-profit organizations. For more information, visit <www.ed.gov/fipse>. Deadline: March 24, 2010.

The Fund for the Improvement of Postsecondary Education (FIPSE) FY 2010 U.S.-Brazil Program Competition. The U.S.-Brazil Program is designed to assist colleges and universities in the United States and Brazil by giving students a U.S.-Brazil perspective to education and training in a wide range of subject areas. The U.S.-Brazil program is funded jointly by the Ministry of Education in Brazil (CAPES) and by the U.S. Department of Education. Joint applications must be submitted by the U.S. applicant to FIPSE and by the Brazilian applicant to CAPES. U.S. applicants must apply as a consortium of institutions for projects in all disciplines. Deadline: March 25, 2010. Contact: Sarah T. Beaton, U.S. Department of Education, (202) 502-7521; sarah.beaton@ed.gov. For more information, visit <www.ed.gov/fipse>.

Robert Wood Johnson Foundation's Public Health Law Research Program (PHLR) call for proposals for studies that will examine the public health impacts of laws and legal practices, including innovative policy and legal approaches and laws and regulations developed at the city or county level. The Robert Wood Johnson Foundation (RWJF) seeks to build the evidence for and strengthen the use of regulatory, legal, and policy solutions to improve public health. RWJF is equally interested in identifying and ameliorating laws and legal practices that unintentionally harm health. Deadline: April 14, 2010. For more information, visit <www.publichealthlawresearch.org>.

Scientific Meetings for Creating Interdisciplinary Research Teams (R13). The National Institutes of Health encourages Research Conference Grant (R13) applications from institutions and organizations that propose to develop interdisciplinary research teams. Teams must include investigators from the social and/or behavioral sciences and may include the life and/or physical sciences. The goal is to broaden the scope of investigation into scientific problems, yield fresh and possibly unexpected insights, and increase the sophistication of theoretical, methodological, and analytical approaches by integrating the analytical strengths of two or more disparate scientific disciplines while addressing gaps in terminology, approach, and methodology. This program will allow investigators from multiple

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disciplines to hold meetings in order to provide the foundation for developing interdisciplinary research projects. For more information, visit <grants.nih.gov/grants/guide/pa-files/PA-10-106.html>.

Competitions

2010 Environment and Technology Section Award Nominations. *Marvin E. Olsen Student Paper Award.* This award is given annually to recognize an outstanding graduate student-authored paper accepted for presentation at the ASA Annual Meeting. Graduate students or advisors on their behalf are encouraged to submit papers to this competition. Deadline: April 1, 2010. Contact: Richard York at rfyork@uoregon.edu. *Outstanding Publication Award.* This award recognizes outstanding research in the sociology of the environment and technology. This year the committee will consider books published from January 1, 2007 through December 31, 2009. The committee will consider self-nominations and colleague nominations. Deadline: April 1, 2010. Send a nomination letter and three copies of the book to Richard York, Department of Sociology, University of Oregon, Eugene, OR 97403-1291, rfyork@uoregon.edu.

2010 U.S. Professors of the Year Awards. The Council for Advancement and Support of Education and The Carnegie Foundation for the Advancement of Teaching are seeking nominations for the 2010 U.S. Professors of the Year awards. The annual program honors a select group of U.S. professors who excel as educators and influence the lives and careers of their students. It is the only national initiative designed to recognize excellence in undergraduate teaching and mentoring. Deadline: April 16, 2010. Nomination material and information on the awards program are available at <www.usprofessorsoftheyear.org>. Contact: Pamela Russell, Council for Advancement and Support of Education, (202) 478-5680; russell@case.org.

Award for Best Paper in Positive Organizational Scholarship. The Center for Positive Organizational Scholarship is pleased to announce the 2010 biannual award for the best published scholarly article in positive organizational scholarship. The purpose of the award is to recognize outstanding scholarship in POS and to encourage research in this growing field. This award carries a \$5,000 prize plus paid expenses to the next Conference on Positive Organizational Scholarship to be held January 6-8, 2011, University of Michigan. The article must be published or accepted for publication in the two years prior to September 1, 2010. The main subject of the article must address key issues or themes in POS, but it may be based on any discipline. The article must be empirical in orientation, rather than solely theoretical or a review of the literature. Any research method

is acceptable. Deadline: September 1, 2010. Contact: positiveorg@umich.edu; <www.bus.umich.edu/Positive/CPOS/Activities/best-paper.html>.

In the News

David Altheide, Arizona State University, was interviewed in a January 18 *Scientific American* article about the effectiveness of misinformation campaigns on public opinion.

Andrew Cherlin, Johns Hopkins University, and **Kathleen Gerson**, New York University, were quoted in a January 19 *Washington Post* article about a Pew Research Center poll finding that more women are out-earning their spouses.

Martha Crowley, North Carolina State University, was interviewed by National Public Radio's "Marketplace" on January 21 and 22, 2010. The report focused on the findings from her co-authored research with **Dan Lichter**, Cornell University, which showed that large influxes of Latinos into rural areas between 1990 and 2000 resulted in few negative economic consequences.

Jessie Daniels, Hunter College, was included in a *Forbes*' list of "20 Inspiring Women to Follow on Twitter." She tweets at @JessieNYC. She was also interviewed by the leading German periodical, *Jungle*, about her new book, *Cyber Racism*.

Tom Dietz, Michigan State University, and **Paul Stern**, National Research Council, had their recent paper on reducing household CO2 emissions discussed on NPR's *All Things Considered*, Michigan Public Radio, the *Huffington Post*, *Legal Planet*, the *Edmonton Journal*, *The Calcutta Telegraph*, *ScienceNow* and *Energy and Environment Daily*.

Lance Erickson, Brigham Young University, had his paper "Informal Mentors and Education: Complementary or Compensatory Resources?" published in October 2009 *Sociology of Education* highlighted in *The Deseret News* (Salt Lake City, UT) and *The Daily Herald* (Utah County, UT), was the subject of the radio show *Thinking Aloud*, and featured in a story on sciencedaily.com.

Evelyn Nakano Glenn, University of California-Berkeley and President of ASA, was quoted in a January 16, 2010, *New York Times* article about skin-lightening creams.

Sally Hillsman, American Sociological Association, was quoted in *Science* magazine on December 18, 2009, about the Scott Demuth case.

Ho-Fung Hung, Indiana University-Bloomington, was interviewed and quoted by *The Guardian* (UK) on February 17, 2010, on China's selling of U.S. Treasuries.

Linda Kalof, Michigan State University, commented on human animal interactions and St. Francis of Assisi on the History Channel's "Wilderness Survival."

Michèle Lamont, Harvard University, was co-author of a December 3, 2009, article in the *Times Higher Education* about a system for the evaluation of academics at France's public universities.

Donald Light, University of Medicine and Dentistry of New Jersey, and his study on the myth of U.S. dominance in pharmaceutical research published in *Health Affairs*, were the subject of international news coverage, including the *Wall Street Journal* and a supporting editorial in *The Lancet*. *The Economist* published an economic analysis based on his study.

D. Michael Lindsay, Rice University, wrote an op-ed about the surprisingly nonpartisan nature of the White House Fellowship in the January 20 *Houston Chronicle*.

Val Moghadam, Purdue University, was interviewed about the Muslim niqab/burka for "Echo der Zeit," a Swiss national public radio program on January 29, 2010.

Torin Monahan, Vanderbilt University, was quoted in *The Tennessean* about his book *Schools Under Surveillance*, December 4, 2009. A story about *Schools Under Surveillance* also appeared on News Channel 5 for Tennessee, January 8, 2010.

Shannon M. Monnat, University of Nevada-Las Vegas, was interviewed on the Nevada Public Radio program "The State of Nevada" on February 2, 2010, about racial disparities in cancer screenings and was interviewed on January 25 on Newstalk 720 KDOWN about the gender wage gap in Nevada. She was also cited in a *New York Daily News* article on January 26 about the effects of the "mancecession" on working mothers.

Ann Morning, New York University, was quoted in a January 23, 2010, TIME.com article about U.S. Census questions about ethnic and racial identity.

Richard E. Ocejo, John Jay College of Criminal Justice-CUNY, was interviewed and quoted in a December 31, 2009, *New York Times* article about how the rise in popularity of home bar carts is attributable to a shifting culture of alcohol consumption among the urban middle class that reaches back to a more traditional and authentic past to craft meaning and specialty products today.

Mark Oromaner had a letter to the editor, "Not Much Differences between the Parties," appear in *amNew York*, February 8, 2010.

Craig Reinerman, University of California-Santa Cruz, was quoted in a January 20 *Time* magazine article about a dangerous cut of cocaine with levamisole.

John P. Robinson, University of Maryland-College Park, was quoted extensively in a January 17 *Washington Post Magazine* feature article about the leisure time of working moms.

David Segal, University of Maryland-College Park, was quoted in a February 5 NPR.org article and a February 4 AOL.com article on repealing the U.S.'s "Don't Ask, Don't Tell" policy regarding gays in the military.

Gregory D. Squires, George Washington University, had his op-ed "Congress Should Fast Track the Housing Fairness Act," published on HuffingtonPost.com on January 22, 2010.

Karen Sternheimer, University of Southern California, was quoted in a January 21 *USA Today* article about heavy media use among children and teens.

John "Rob" Warren, University of Minnesota, was quoted in a January 11 *New York Times* article about the affect of states easing standards on school exit exams.

Ron Weitzer, George Washington University, appeared in the documentary *Prostitution* on the National Geographic Channel, which first aired on January 17.

Matt Wray, Temple University, was quoted in a February 2 column in the *American Prospect* about the myths of a post-racial America. He was also quoted and his research was cited in a January 29 article in the *Nevada Appeal* regarding the suicide belt in the American West.

Awards

Scott R. Harris, Saint Louis University, received the 2010 Early Career Scholarship Award from the Midwest Sociological Society.

Carolina Bank Muñoz, Brooklyn College-CUNY, has been awarded a U.S. Fulbright Grant to study the impact of Walmart in Chile.

Christian Smith and **Patricia Snell**, both of the University of Notre Dame, won *Christianity Today's* 2010 Distinguished Book Award, Christianity & Culture category, for *Souls in Transition: The Religious Lives of Emerging Adults in America*.

Transitions

Rebecca G. Adams became the University of North Carolina-Greensboro's Associate Provost for Planning and Assessment as of August 1, 2009.

Kevin Lamarr James has accepted a tenure-track faculty position at Indiana University-South Bend as Assistant Professor of Sociology, Director of the Civil Rights Heritage Center, and Director of the Natatorium.

William Kandel has joined the Congressional Research Service of the Library of Congress as an analyst in immigration policy.

People

Yanjie Bian, University of Minnesota, was chosen to present the 2010 Sorokin

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Lecture at the University of Saskatchewan, Canada.

Jeffrey Broadbent, University of Minnesota, participated in the 2009 Copenhagen Climate Conference. He is Co-PI on two NSF grants on global climate change.

Toni Calasanti, Virginia Tech, was elected Vice President-elect of the Southern Sociological Society.

Katherine Chen, CUNY-City College, has been elected Secretary of the Eastern Sociological Society.

Adele E. Clarke, University of California-San Francisco, has become a Co-Editor of *BioSocieties: An Interdisciplinary Journal for Social Studies of Life Sciences*.

Nilda Flores-Gonzalez, **Maria Krysan**, **Pamela Popielarz**, **Andy Clarno**, **Xóchitl Bada**, and **Amalia Pallares**, all of the University of Illinois-Chicago, have received a \$420,000 National Science Foundation grant to study how local communities respond to immigration. The researchers will study individual attitudes and political outcomes related to immigration in four Chicago suburban communities selected based on their growth in the Latino population.

Samantha Friedman, SUNY-Albany, **Maria Krysan**, University of Illinois-Chicago, and **Gregory Squires**, George Washington University, were awarded a 2009-2010 National Institute of Health, R21 NICHD Administrative Supplement, "Cybersegregation: Is Neil a More Desirable Tenant than Tyrone or Jorge?"

Michèle Lamont, Harvard University, has been appointed to the second Haut Conseil de la Science et de la Technologie by French President Nicolas Sarkozy. She joins a distinguished team of academics and research directors to advise the French government on policy issues.

D. Michael Lindsay, Rice University, recently spoke at the White House about his current research on how leaders are formed and the White House Fellowship. Lindsay briefed the President's Commission on White House Fellowships, which annually selects Fellows for this highly competitive program, and he also spoke at the program's annual alumni meeting. His presentations were based on a survey Lindsay conducted with former White House Fellows and on interviews he conducted with the fellowship's most famous alumni.

Stephen J. Morewitz was appointed University Scholar Series presenter for the Spring 2010 Semester at San Jose State University.

Carolyn C. Perrucci, Purdue University, has been elected Vice President-elect of the Society for the Study of Social Problems.

Anne Roschelle, SUNY-New Paltz, has been elected Vice President of the Eastern Sociological Society.

Beth Rubin, University of North Carolina-Charlotte, was elected President-elect of the Southern Sociological Society.

Beth Schneider, University of California-Santa Barbara, was elected President of the Pacific Sociological Association.

Robert Zussman, University of Massachusetts-Amherst, has been elected President of the Eastern Sociological Society.

Members New Books

Kathy Charmaz, Sonoma State University, **Adele E. Clarke**, University of California-San Francisco, **Jan Morse**, **Phyllis N. Stern**, **Juliet Corbin**, and **Barbara Bowers**, *Developing Grounded Theory: The Second Generation* (Left Coast Press, 2009).

Dia Da Costa, Queen's University-Kingston, *Development Dramas: Reimagining Rural Political Action in Eastern India* (Routledge, 2010).

Thomas J. Espenshade and **Alexandria Walton Radford**, both of Princeton University, *No Longer Separate, Not Yet Equal, Race and Class in Elite College Admission and Campus Life* (Princeton University Press, 2009).

Joe Feagin, Texas A&M University, *Racist America: Roots, Current Realities, and Future Reparations*, 2nd edition (Routledge, 2010).

Kathleen Gerson, New York University, *The Unfinished Revolution: How a New Generation Is Reshaping Family, Work, and Gender in America* (Oxford University Press, 2009).

Scott R. Harris, Saint Louis University, *What Is Constructionism? Navigating Its Use in Sociology* (Lynne Rienner, 2010).

Carole Joffe, University of California-San Francisco, *Dispatches From the Abortion Wars: The Cost of Fanaticism to Doctors, Patients, and the Rest of Us* (Beacon Press, 2010).

George C. Klein, Oakland Community College, *Law and the Disordered: An Exploration in Mental Health, Law, and Politics* (University Press of America, 2009).

Barbara J. Risman, University of Illinois-Chicago, Ed., *Families as They Really Are* (W.W. Norton, 2010).

Eugene A. Rosa, Washington State University, **Andreas Diekmann**, ETH-Zurich, **Thomas Dietz**, Michigan State University, and **Carlo Jaeger**, Eds., *Human Footprints on the Global Environment: Threats to Sustainability* (MIT Press, 2009)

Rebecca Sager, Loyola Marymount University, *Faith, Politics, and Power: The Politics of Faith-Based Initiatives* (Oxford University Press, 2010).

Eve Shapiro, Westfield State College, *Gender Circuits: Bodies and Identities in a Technological Age* (Routledge, 2010).

Pete Simi, University of Nebraska-Omaha, and **Robert Futrell**, University of Nevada-Las Vegas, *American Swastika: Inside the White Power Movement's Hidden Spaces of Hate* (Rowman & Littlefield, 2010).

Steven Stack, Wayne State University, and **David Lester**, Stockton College, *Suicide and the Creative Arts* (Nova Science, 2009).

T.S. Sunil, University of Texas-San Antonio, and **Vijayan K. Pillai**, University of Texas-Arlington, *Women's Reproductive Health in Yemen* (Cambria, 2010).

Other Organizations

Call for Proposals to Add Questions to the 2012 General Social Survey (GSS). The GSS invites scholars to submit proposals to add questions to the 2012 survey. Proposals will be accepted on the basis of scientific quality and scholarly interest. Outside funding is not necessary. The General Social Survey (GSS) project expects to include some user-designed, project-funded items or topical modules when it collects data in its 2012 survey and invites proposals for such items or modules from users. Proposals submitted in response to this call need not be accompanied by funding. Proposals will be judged on their scientific merit. Proposals from groups of investigators as well as individual investigators are welcome. Deadline: April 2, 2010. GSS data are collected every two years and made available to the research community and the public as soon as possible after data collection is complete. Contact: Tom W. Smith, Principal Investigator and Director of the GSS at NORC, (773) 256-6288; smitht@norc.uchicago.edu; <www.norc.org/GSS+Website/>.

Deaths

Lucie Cheng, former director of the University of California-Los Angeles Asian American Studies Center and a Professor Emeritus of Sociology, died January 27 in Taipei, Taiwan, after battling cancer for several years. She was 70.

Harriette Pipes McAdoo, who was slated to retire from Michigan State University this year, passed away unexpectedly December 21, 2009, at the age of 69.

Earl Rubington, Professor Emeritus of Sociology at Northeastern University, died on January 16, 2010, at the age of 86.

Obituaries

James P. Jana
1930-2010

Following a long illness, James Jana passed away on February 15, 2010.

Jim was born in Berwyn, IL, on September 26, 1930. He received his BA from St. Ambrose College in 1952 and

briefly taught in the Chicago public school system before beginning his graduate studies at Loyola University of Chicago. Completing his master's thesis, *Four Approaches to the Study of Social Character and Personality* in 1958, Jim earned his MA and promptly began his first and only college teaching job at St. Procopius College in Lisle, IL. Jim was the first full-time lay faculty member at the institution, which underwent two name changes (currently the Benedictine University) and admitted women and non-Catholics as students and faculty during his 30 years of instruction. Like faculty at many small colleges, Jim was expected to shape the minds and character of students rather than conduct original research. This he did with real dedication, as his knowledge of the Chicago area led him to take students into the city and expose them to the complexities of urban life. Jim persuaded several of them to share the field he loved, with an exceptionally strong student (Chris Vanderpool) going on to chair the department of sociology at Michigan State University. His impact was not limited to students, while he encouraged colleagues to do their best in the classroom, he also showed genuine interest in their work and was always ready to suggest sources relevant to their research. Not surprisingly, in a unanimous vote from his colleagues after his retirement, he was awarded the title of professor emeritus.

Advanced to PhD candidacy in 1964, Jim never completed his doctorate, but that did not mean he lost touch with sociology. Committed to keeping up with his favorite discipline despite a heavy teaching load (faculty were expected to teach five courses per semester in his day), Jim attended meetings of the American Sociological Association, contributed a book review to the *American Catholic Sociological Review*, and participated in a seminar held at the University of Chicago, an institution he held in very high regard (and where he met graduate student Andrew Greeley).

A quiet and gentle man, Jim never married, devoting his attention both to his students (whom he preferred to describe as "our young scholars") and to his cousin's family. Keeping active and engaged well into his retirement, Jim continued to visit Chicago and to participate in community events.

There have been, and probably still are, thousands of Jims out there, sociology faculty whose lives of quiet, self-sacrificing service to their students, institutions, and discipline often prevented them from conducting and publishing much work of their own. I know it's late, Jim, but your contributions are now more broadly recognized as your name appears in an official publication of the American Sociological Association.

Jonathan F. Lewis, Benedictine University

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Joseph A. Kahl
1923-2010

Joseph A. Kahl, Professor Emeritus of Sociology at Cornell University, died on January 1, 2010. He was 86.

Kahl was born in 1923 to an affluent Chicago family, whose fortune would evaporate in the 1929 crash. In 1940, he entered the University of Chicago as a commuting student, but his undergraduate career was interrupted by military service in the South Pacific. After the fighting ended, "Sergeant Kahl" collaborated on what was to be his first substantial publication, a semi-official account of *The Deadeyes: The Story of the 96th Infantry Division*.

Back at the University of Chicago, supported by the GI bill, Kahl finished his undergraduate degree and earned an MA in sociology. He studied with Lewis Wirth, Herbert Blumer, Everett Hughes, Lloyd Warner, and William F. Whyte, and gained a strong introduction to street-level sociological field methods.

In the fall of 1948, Kahl entered the PhD program at Harvard, with continued support from the GI Bill. His Cambridge mentors—a remarkably gifted and diverse group—were theorists Talcott Parsons and George Homans, survey researcher Samuel Stauffer, and anthropologist Clyde Kluckhohn. Kahl's dissertation, summarized in an often reprinted article in the *Harvard Education Review* (1953), focused on working-class boys with high aspirations. Kahl finished his degree in 1951 and was given a three-year instructorship.

In a pioneering course, Kahl taught at Harvard with another young instructor, Peter Rossi. He drew invitation from Holt Rinehart to write the textbook *The American Class Structure* (1957). It would remain in print, unrevised, for over two decades and help define the emerging field of social stratification. The book earned this long run by presenting a lucid, critical synthesis of early research by the Lynds, Warner, Hollingshead and others. Kahl organized the material around a series of basic variables, which, he concluded, tended to converge into a six-class pattern. Kahl acknowledged that the classes he described were emergent tendencies, abstractions from social reality.

He finished writing the *The American Class Structure* in Mexico City, where, in the mid-1950s, an unemployed PhD could live cheaply. Kahl fell in love with Mexico. He was fascinated with the rapid pace of social change in this "backward" society, which became the focus of much of his subsequent work. The book was well received. It helped him secure a tenure track position at Washington University in Saint Louis. The royalties paid for a second home in Cuernavaca, a sunny town an hour south of Mexico City, which served as his retreat during winter breaks and summers. Many of his surviving friends, colleagues, and students will retain warm memories of their stays at Casa Kahl.

He would remain at Washington University for 13 years in a lively department that built a strong national reputation. But in the late-1960s, the sociology department was torn by internal strife and conflicts with the administration. Four tenured professors left, including Kahl who went to Cornell and his good friend Lee Rainwater who went to Harvard.

From 1969 until his retirement in 1983, he taught at Cornell where his most successful offerings were an undergraduate course comparing revolutions in Mexico and Cuba and an interdisciplinary graduate seminar on Latin American development. The latter, given with colleagues from Government and Economics, drew an eclectic and enthusiastic mix of American and Latin American students from across the university.

Kahl's last two major works were engaging books with ponderous titles: *The Measurement of Modernism: A Study of Values in Brazil and Mexico* (1968) and *Modernization, Exploitation, and Dependency: Germani, Gonzalez Casanova, and Cardoso* (1976). The former, based on Kahl's own survey research in the two countries defined a set of modern values, whose best predictors were higher socioeconomic and urban residence. National culture proved to be a weak predictor. In the second book, Kahl examined the work of three influential Latin American sociologists with the same care that he had dissected early stratification studies. Drawing on extended interviews with the three men, he placed their work in biographic and social context. In 1982, Kahl and a former graduate student, Dennis Gilbert, published *The American Class Structure: A New Synthesis*, an extensively revised version of the original text.

Kahl retired from the Cornell faculty at age 60, telling his colleagues, "As an opera lover, I have watched several great singers stay on too long, leaving memories of voices that had begun to fade, not voices in full bloom. I decided long ago to stop teaching before my voice gave out." He moved to Chapel Hill, NC, where he devoted himself to opera, bridge, and golf. Kahl traveled, kept up with developments in Latin America, and completed two more editions of *The American Class Structure* with Dennis Gilbert. Recent editions have been published by Gilbert, who dedicates the forthcoming eighth edition to "Joe Kahl, a fine teacher, a supportive colleague, and a good friend."

Dennis Gilbert, Hamilton College

Earl Rubington
1923-2010

Earl Rubington, Professor Emeritus of Sociology at Northeastern University, died January 16, 2010, at the age of 86. His extraordinary career included works on the many facets of deviance, social control, social problems, and the symbolic interactionist perspective.

Rubington earned his degrees from Yale University—his BA in 1947, an MA in 1949, and his PhD in 1955. He began his career as an assistant professor of sociology at Park College in Missouri, and in 1956 he became a research sociologist for the Connecticut Commission on Alcoholism while also teaching at the Yale Center for Alcohol Studies. From 1962 to 1969, Rubington was an associate professor of sociology at the famed Center of Alcohol Studies at Rutgers University. He then became professor of sociology at Northeastern University where he taught, wrote, and helped students for 30 years. He retired from Northeastern in 1999 yet continued working and writing until shortly before his death.

Rubington published his first professional journal article, "The Chronic Drunkenness Offender in Connecticut," in 1956. Over the course of his career Rubington published numerous articles on homeless alcoholics, halfway houses, alcoholism, and drug addiction as deviant careers, and college drinking. His article "Race Relations in a Psychiatric Hospital," published in *Human Organization* in 1969, is a strong example of the sensitivity and social relevance Rubington pursued in his empirical work.

Rubington's books have had a lasting impact on the field of sociology. In 1973, *Alcohol and Social Control* was published by Charles E. Merrill. *The Solution of Social Problems*, edited with Martin S. Weinberg and Sue K. Hammersmith, followed in 1981, published by Oxford University Press. His text *Deviance: The Interactionist Perspective*, edited with Martin S. Weinberg, was first published in 1968 and is currently in its tenth edition.

The Study of Social Problems: Seven Perspectives, also edited with Martin S. Weinberg, was first published in 1971, with the seventh edition due out in February 2010. In 2009, Rubington completed *Substance Use and Abuse: Exploring Alcohol and Drug Issues*, with Sylvia Mignon, Marjorie Marcoux Faiia, and Peter L. Myers, just months before his death. The fact that Rubington's books have seen so many editions is a testament to the importance and lasting quality of his work.

In 1995, Rubington won the lifetime achievement award from the International Coalition of Addiction Studies Education (INCASE). Caught by surprise, he quipped that he wasn't finished yet with his achievements! Fondly remembered for his sharp wit and ability to recall in uncanny detail or the most obscure reference (including page numbers), Rubington always loved a good story of how addicts and alcoholics recovered from their addictions and turned their lives around. Rubington's major contributions to the field of sociology will be appreciated for many years to come.

Sylvia I. Mignon, University of Massachusetts-Boston

Margaret (Margie) Zamudio
1964-2009

This past Christmas the Laramie, WY, community and the University of Wyoming lost a citizen and colleague who was in the prime of her career and life, Margie Zamudio, a product of barrios of Los Angeles, who through some fortuitous events, hard work and wise advice from mentors went on to obtain her BA, MA, and PhD at the University of California-Los Angeles. As a product of the underclass of Los Angeles, Margie focused her work on the underdog, with her dissertation examining the role of minorities in the hospitality industry (the back of the desk workers). Her early life experiences and education continued to inform Margie's research and teaching. Still in its infancy, her research and writing showed signs of extending the strong emphasis in sociology on class, work, gender, and ethnicity.

Margie arrived at the University of Wyoming (UW) in 2002, taking a one-year position. Based on her performance evaluations, Margie was given a full-time position. With the possibility of a tenure-based position in 2003, Margie began to realize her full intellectual potential as well as integrating herself within the academic community, and most importantly, the minority community within the city of Laramie and the UW community. Margie flourished at UW; who would have thought it—an Los Angeles offspring in cowboy Wyoming? A little rough around the edges, Margie's intellect was well trained and open to new avenues of inquiry, not always simply accepting the adages of luminaries in the field, but at the same time respectful and trying to blend the existing literature with new angles of inquiry. Unlike many academics Margie was always (and often to the extreme) willing to have her writing and teaching examined, evaluated, and "red-penciled." She had an "agenda" but respected new ideas, incorporating them almost spontaneously.

In her short time at Wyoming, Margie produced a co-authored book, had another book contract for a mostly completed manuscript, wrote numerous articles, and delivered a number of paper presentations. But these signs of academic success do not reflect her impact on the discipline, the University of Wyoming or the Laramie community.

As department chair, I had the opportunity to hire Margie. I also had the opportunity to read her writings, review her teaching, and observe her commitment to minority issues on UW and the state as well as her firm commitment to the discipline of sociology. I had the pleasure of seeing her mature into a citizen of the university and a tenured professor. Unfortunately, her early death deprived us not only of a lovely and loved colleague, but of a potential sociological notable. Margie died at the age of 45.

Audie Blevins, University of Wyoming

funding

2010 Student Forum Travel Awards

Apply for funding to travel to the 2010 Annual Meeting in Atlanta

The American Sociological Association Student Forum is pleased to announce that the ASA Council is making funds available to support student travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 30 travel awards in the amount of \$225 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2010 ASA Annual Meeting in Atlanta, GA. All applicants are encouraged to seek additional sources of funding to cover other expenses.

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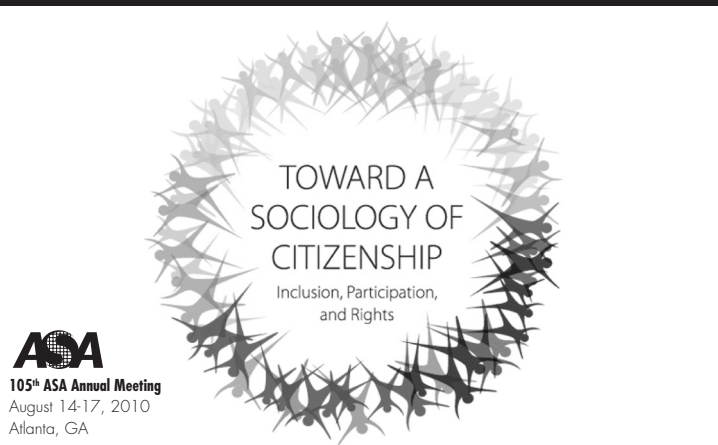
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