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**Just Announced:  
ASA to Hold 2011 Annual Meeting in Las Vegas**

The American Sociological Association (ASA) announced this month that it will hold its 106th Annual Meeting at Caesars Palace in Las Vegas from August 20-23. The 2011 Annual Meeting was originally to be held in Chicago, but the association announced in December that it was finding a new location in response to a protracted labor dispute involving hotels in that city, including the two that had been scheduled to host the meeting. The contracts between Chicago union hotels and UNITE HERE Local 1 expired August 31, 2009.

“We are excited about bringing our meeting to Las Vegas for the first time,” said Sally T. Hillsman, ASA’s Executive Officer. “Not only is Las Vegas vibrant and fascinating from a

sociological perspective, but it is also easily accessible for our members around the country.” While the dates and location have changed, the theme remains the same.

In addition, Caesars Palace affords ASA the unique opportunity to have all components of its Annual Meeting—including sessions, receptions, and housing—under one roof for the first time since 1990. That means attendees can fully participate in the meeting without going outside into the heat.

“When we decided to move our meeting from Chicago, we put an emphasis on finding an alternate location that offered optimum convenience for our members,” Hillsman said. “By selecting Las Vegas and Caesars Palace, we believe we have achieved that goal.”

“Without any sign of an imminent resolution, the ASA Council voted unanimously to move the Annual Meeting because ASA could not guarantee that the facilities and environment for a successful meeting would be available,” Hillsman said. “The decision to move the meeting has not been an easy one but, there was little alternative if we were to ensure the success of the meeting for all participants.” Caesars Palace is a unionized facility with union contracts that do not expire until 2012.

More than 5,000 people are expected to attend the meeting, which was originally scheduled to take place from Aug. 13-16. As scheduled, ASA still plans to hold its 2015 Annual Meeting in Chicago. 

**Should New PhDs Consider Non-Academic Careers?**

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

Should sociology graduate advisors be encouraging new PhDs to consider non-academic careers? The American Anthropology Association (AAA) has revamped its annual meetings and publications because roughly half its membership works outside the academy in government agencies, for-profits, and non-profit organizations, according to a recent article in the *Chronicle of Higher Education* (<http://chronicle.com/article/Nonacademic-Members-Push/125440/>). The AAA aims to promote alternative careers for graduate students, partly because of a tight job market for tenure-track jobs and partly because many soon-to-be PhDs want to pursue alternative careers. The *Chronicle* article also reports that some academic scholars in anthropology are unhappy with this shift.

Results from an ASA Research Department’s Job Bank Survey show that junior sociologists are also facing a tight job market (Spalter-Roth, Jacobs, and Scelza ([http://www.asanet.org/research/2010\\_Job\\_Bank\\_Brief.pdf](http://www.asanet.org/research/2010_Job_Bank_Brief.pdf))). But are there any signs of movement within the sociological community to encourage new sociology PhDs to consider and pursue professional sociological careers in research, practice, or policy outside the academy?

**Recent Activities by the ASA**

There have been recent efforts to increase information about of alternative careers in sociology as there were in the 1970s when higher education was under stress. The ASA Task Force on Institutionalizing Public Sociologies was created by Council in August 2004 and charged with: developing proposals for the recognition and validation of ongoing public sociology; develop-

*How To:*

**Grant Writing in the Discipline: What Makes for a Successful Proposal?**

*Jan E. Stets, University of California-Riverside*

I have been asked to share some thoughts regarding getting a proposal funded in the discipline. My reflections stem from my involvement with the National Science Foundation (NSF) for the past 12 years as a recipient of NSF grants, NSF reviewer, participant on NSF disciplinary and interdisciplinary panels, and NSF Sociology Program Director (2008-10). NSF funds basic science. Thus, what I discuss below applies more to researchers with this agenda.

**Proposal Preparation**

Every funding agency has different policies regarding what should be submitted, the way in which it

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from the executive officer

## Responding to Crises with Sociological Tools: Thoughts on the Anniversary of the Earthquake in Haiti

January 12<sup>th</sup> marked the one year anniversary of the earthquake in Haiti. On that day, in the words of Haitian-American author Edwidge Danticat, “the earth turned to water” and soil and rocks moved in waves for 35 world-altering seconds. It was the worst earthquake to hit the region in 200 years and killed between 200,000 and 300,000 people. A number of those who died were never identified; entire families perished and their corpses were hastily buried in mass graves.

Many of us who watched from afar felt at a loss about how to help. Our money and donations seemed insufficient in the face of so much suffering that was not going to end quickly. We recognized this feeling from the helplessness felt during and after Hurricane Katrina in 2005, and some of us, perhaps, in the aftermath of the shootings in Tucson this month

But as sociologists, we have a toolkit that includes scientific methods, theories, and knowledge that has provided vital assistance in responding to humanitarian crises. Tonya Golash-Boza was in Haiti shortly after the earthquake to provide assistance, and in a *Footnotes* article, titled “Bandits Going Wild in Haiti and Other Post-Quake Myths,” talked about the need for sociologists to bring critical discourse analysis to address false reporting based on racist conceptions; to “distinguish verifiable evidence from suppositions.”

### Examples of Sociologists and Their Tools

Promises of assistance and commitment to rebuilding communities are common in the immediate aftermath of disasters. Holding public officials accountable for those promises can be more effective when the extent of recovery (or lack thereof) is measured empirically. Steven Picou has been bringing sociological methods to the study of disaster for his entire career. In

addition to ongoing work on the impact of the 1989 Exxon Valdez oil spill and 2010 Deepwater BP oil spill in the Gulf, he is currently engaged in a longitudinal study of survivors of Hurricane

Katrina, with interviews conducted in 2008, 2010, and planned for 2013. This work is funded by the Rockefeller Foundation, the Bill and Melinda Gates Foundation, and is administered through the Social Science Research Council.

Kevin Bales is a sociologist who founded a non-profit organization called “Free the Slaves” that works to abolish modern-day slavery. In the 1990s, he was wary of media reports of contemporary slavery, concerned that the word “slavery” was being co-opted by overly zealous media reports. Bales’ definition of slavery includes three key criteria: forced to work without pay, living under continuous threat of violence, and unable to leave. Using sociological and statistical techniques, based on worldwide data he now estimates that 27 million people live in slavery worldwide. Free the Slaves works to identify people who are in bondage and provide them the means to escape their enslavement, along with the support necessary to establish an economic basis for self-support into the future. Bales’ blueprint for eliminating modern slavery was awarded the \$100,000 University of Louisville Grawemeyer Award for Ideas Improving World Order for 2011. He was also featured in a 2010 TEDtalk. TEDtalks are funded by the Sapling Foundation to spotlight “ideas worth spreading” in technology, entertainment and design. According to Bales, the effort to end human trafficking needs sociological tools to understand how processes of subversion and exploitation occur, how intra-familial dynamics and power can contribute to the problem, and how interventions can help victims overcome stigma and trauma.

### Opportunities for You

While these sociologists have devoted much of their careers as sociologists responding to humanitarian need and human rights violations, there are many ways sociologists can apply their sociological tools in the service of human need and social crisis without investing their entire career in this work. Opportunities exist throughout the ASA. To name only three—our members are working on the Task Force on Sociology and Global Climate Change; the Section-in-Formation on Human Rights includes among its goals “the forging of linkages and relationships with sociology of human rights scholars across the globe, including community activists, grounded movements, communities, and individual”; and ASA’s CARI program (Community Action Research Initiative) provides competitive small grants to help sociologists who are working at the community level. To apply for funding, visit <[www.asanet.org/funding/cari.cfm](http://www.asanet.org/funding/cari.cfm)>.

Outside of the ASA, the American Association for the Advancement of Science’s (AAAS) Program on Science and Human Rights has a “Scientists on Call” service that matches scientists with specific expertise to organizations seeking related skills and knowledge. Social scientists have been sought to assist on projects such as: evaluating data management systems for human rights projects; conducting cost-benefit analyses of a human rights-based health care system; analyzing data on the impact of extraction mining on children; analyzing pre- and post-tests of students’ knowledge of human rights. They are currently seeking a Spanish-speaking social scientist with expertise in survey design to assist in assessing compliance with the right to education.

In a January 2010 issue of the weblog *Resilience Science*, Garry Peterson of McGill University described the myriad ways ordinary

Haitians supported each other to survive in the aftermath of the earthquake. He explained what sociologists of disaster know, namely that, when crises occur, nearly without exception, community members use whatever resources they have at hand to help each other. Sociologists, as scholars and citizens of the global community, possess powerful resources to contribute.

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science policy

**Changes needed in how the United States tracks health trends and measures health outcomes**

Social and environmental factors are the most powerful shapers of life expectancy and health-related quality of life, yet the United States lacks a cohesive national strategy and appropriate measurement tools to track and respond to these critical influences, says a new report from the Institute of Medicine. In the first of three reports, "For the Public's Health: The Role of Measurement in Action and Accountability," the report found that deficiencies in the completeness, timeliness, and relevance of health information being collected and lack of agreement on the best indicators to measure progress are hindering efforts to improve the health of Americans, whose life expectancy ranks 49th among all nations. In this time of heated health care debate,



the analysis notes that the absence of a benchmark report on nonmedical care-related factors that influence health leaves the public in the dark about the true state of the nation's well-being and the types of efforts that are most likely to improve health outcomes. The report suggests that the U.S. Department of Health and Human Services (HHS) provide greater leadership, coordination, and guidance to the population health information and statistics system. It also recommends that the nation adopt a single summary measure of population health to serve as the GDP equivalent for the health sector and that HHS issue an annual report on the social and environmental factors that influence the population's health as a means of helping Americans better understand what shapes their well-being at the local, state, and national levels. The report—sponsored by the Robert

Wood Johnson Foundation—can be found at <[www.nap.edu/catalog.php?record\\_id=13005](http://www.nap.edu/catalog.php?record_id=13005)>.

**New data on Latinos in the United States are released**

A Population Reference Bureau report by sociologist Rogelio Saenz, Texas A&M University, details how Latinos are increasingly influencing the demographic makeup of the United States. An follow-up to the 1997 report "Generations of Diversity: Latinos in the United States," the document provides new data and analysis on the U.S. Latino population's diversity, socioeconomic status, and issues of identity. Between 2000 and 2009, the U.S. population grew by about 9 percent, rising from 281 million to 307 million. The Latino population increased by 37 percent—four times more rapidly than the United States overall—and accounted for slightly more than half of the nearly 26 million people added to the U.S. population in the past decade. During this time, the fastest

growth in the Latino population—people who originate from Spanish-speaking countries in Latin America, the Caribbean, and Spain—occurred in places located in the South, Midwest, and selected areas of the Northeast and West. Today, Latinos make up almost one-sixth of the U.S. population. A variety of demographic factors, including high levels of immigration and a combination of high fertility alongside low mortality, partly explain the brisk growth. But the major underlying factor is the young age structure of the Latino population coupled with a rapidly aging white population. In 2009, the median age of Latinos was 27, compared with 41 among whites. As such, the influence of the Latino population will only grow in coming decades, and mostly through natural increase, not immigration. For more information, see <[www.prb.org/Publications/PopulationBulletins/2010/latinosupdate1.aspx](http://www.prb.org/Publications/PopulationBulletins/2010/latinosupdate1.aspx)>.

**For-Profit Schools and Underserved Student Populations: Expanding Access or Exploiting Aspirations?**

Ashley Rondini,  
ASA Congressional Fellow\*

Low-income, first-generation, students of color, and veteran and/or active duty military populations are overrepresented at for-profit and "career" colleges. For-profit education sector advocates contend that these schools provide access to higher education for underserved groups to an extent that competitive admissions processes at conventional universities do not, through their relatively open admissions practices, flexible academic structures, and self-paced curricula. However, because tuition rates at for-profit institutions are often higher than those at public and private non-profit colleges and universities, students who enroll in these schools receive federal student aid funding and take on student loans at particularly steep rates. In addition, the students to whom educational opportunities at for-profit and career colleges are most heavily

marketed are also likely to be those with the least access to information and resources needed to make well-informed decisions regarding higher education and educational financing options.

**The "Gainful Employment" Debate**

Title IV of the Higher Education Act of 1965 stipulated that educational institutions and programs must demonstrate that they prepare students for "gainful employment in a recognized occupation" to be eligible for receipt of federal financial aid funding. Recently, the metric by which compliance with this requirement is assessed has become the subject of considerable political dispute.

Since the 2008 reauthorization of the Higher Education Act, the Department of Education (DOE) has worked to develop regulations that would measure institutional adherence to the gainful employment standard, using data on student outcome measures such

as incomes, debt loads, completion/graduation rates, job placement, and loan repayment. While these standards would be applicable to all higher education institutions, the issue has sparked a particularly controversial debate in relation to their possible impact on for-profit schools. Data from the Government Accountability Office (GAO) and the DOE revealed stark disparities in student outcomes from for-profit educational institutions. For-profit education lobbyists contend that the proposed gainful employment regulations will negatively impact the underserved student populations that comprise most of their enrollment, by further limiting the educational options to which they have access. The Association

**“Proponents of gainful employment regulations argue that a lack of oversight to this point has enabled “bad actors” within the for-profit sector to exploit students’ aspirations towards mobility by “cashing in” on their federal aid funding without providing them with an educational experience of commensurate value.”**

of Private Sector Colleges and Universities has launched an advocacy campaign that includes a petition to Congress opposing the proposed gainful employment rules, framing the ramifications of increased regulations as an unfair targeting of “minorities and working-class communities.” Within this framing, oversight is constructed as a threat to the capacity of these schools to provide opportunities to underserved populations.

*Continued on page 4*



**For-Profit**

from Page 3

Proponents of gainful employment regulations argue that a lack of oversight to this point has enabled “bad actors” within the for-profit sector to exploit students’ aspirations towards mobility by “cashing in” on their federal aid funding without providing them with an educational experience of commensurate value. Within this framing, the impediments to status quo operations of many for-profit schools posed by greater oversight will protect students who might otherwise be vulnerable to targeted exploitation through unscrupulous recruitment, enrollment, and student aid disbursement practices.

**Increasing Scrutiny: A Legislative History**

In August 2009, U.S. House Subcommittee on Higher Education, Lifelong Learning, and Competitiveness, chaired by Ruben Hinojosa (D-TX), convened a hearing in response to a GAO report titled “Proprietary Schools: Stronger Department of Education Oversight Needed to Help Ensure Only Eligible Students Receive Federal Student Aid.” The report raised concerns regarding the extent to which the DOE’s policies and procedures for monitoring eligibility for federal financial aid effectively protected students at for-profit schools receiving funding under Title IV of the Higher Education Act of 2007-08.

In the aftermath of the House Subcommittee hearing, a group of Democratic lawmakers, including House Education and Labor chair George Miller (D-CA), Subcommittee on Higher Education, Lifelong Learning, and Competitiveness chair Ruben Hinojosa (D-TX), Congressman Tim Bishop (D-NY), Senate Committee on Health, Education, Labor, and Pensions (HELP) Chair Tom Harkin (D-IA), and Assistant Senate Majority Leader Dick Durbin (D-IL), issued a request to the GAO for a thorough assessment of the educational quality and revenue sources of for-profit institutions.

In addition, the Senate HELP Committee convened a hearing in

June 2010 titled “Emerging Risk?: An Overview of Growth, Spending, Student Debt and Unanswered Questions in For-Profit Higher Education.” Harkin raised concerns that the duty of for-profit institutions to maximize revenue for their shareholders could pose a conflict of interest to the goal of the federal student aid program to provide increased access to a quality higher education.

Following an undercover investigation of marketing, recruitment, and admissions practices at 15 for-profit colleges, the GAO released a report in August 2010 titled “For-Profit Colleges: Undercover Testing Finds Colleges Encouraged Fraud and Engaged in Deceptive and Questionable Marketing Practices.” Recruiters and admissions counselors at all of these schools had made deceptive or “otherwise questionable” statements regarding admissions, financial aid eligibility, estimated program expenses, and/or future employment prospects to undercover investigators.

In September 2010, a HELP Committee report, titled “The Return on the Federal Investment in For-Profit Education: Debt Without a Diploma,” stated that more than half of the students at many for-profit schools withdraw prior to completion of their degree or certificate programs within two years of enrollment.

**The (Booming) Business of Educating Underserved Populations**

Despite recent economic downturns, the for-profit college sector has more than doubled its enrollment rates over the past decade, while also steadily expanding to overseas markets. According to the DOE, enrollment in U.S. higher education institutions increased overall by 31% between 1998 and 2008, while for-profit institutions increased their enrollment by 225%. (For more information on the growth of online education see December 2010 *Footnotes* article, p. 11 on online education.)

Because of the overrepresentation of low-income students, the majority of the revenue at for-profit schools is derived from need-based federal student aid programs. According to the DOE, for-profit schools currently receive an estimated 23 % of all Title

IV funding, despite enrolling only 10% of all higher education students. According to Secretary of Education Arne Duncan:

“While for-profit schools have profited and prospered thanks to federal dollars, some of their students have not. Far too many for-profit schools are saddling students with debt that they cannot afford in exchange for degrees and certificates that they cannot use. This is a disservice to students and taxpayers, and undermines the valuable work being done by the for-profit industry as a whole.”

The sector received \$4.3 billion in Pell grants and \$19.6 in federal loans for 2008-09, amounting to an average of 77% of the total revenues at for-profit schools. In August 2010, the DOE released nationwide data on federal student loan repayment rates, which indicated that loan repayment rates are currently at 54% for public colleges, 56% at private non-profit colleges, and only 36% at private for-profit colleges. Likening the student aid advising practices of the sector to that of predatory mortgage lenders, the Education Trust recently labeled for-profit college recruitment efforts as a marketing of “subprime opportunity.”

**Vulnerability of Low-Income Students**

Inequities in public secondary school quality often leave low-income, first-generation students at an academic disadvantage in comparison to their predominantly white peers from middle- and upper-class families with college-educated parents. In opposing the

“gainful employment” measures, for-profit sector lobbyists argue that their operations will be unduly hindered on the basis of their efforts to serve these populations. However, the aspirations of underserved students to achieve educational mobility are not realized on the basis of admission alone. According to the Pell Institute for the Study of Opportunity in Education, college graduation rates for low-income first generation students have lagged behind enrollment rates in the past several decades.

When higher attrition and student loan default rates at for-profit schools are framed as an inevitable consequence of expanding access to underserved students, the argument must be understood in the context of the federal student aid dollars that have fueled the sector’s explosive growth. It stands to reason that institutions that disproportionately profit from the enrollment of student populations facing higher attrition risks should be particularly accountable for the effective provision of efforts to support academic persistence. Instead, average attrition rates for these students are actually *higher* at for-profit schools. The argument for oversight takes into account the broader implications for social mobility of persistence, completion, debt, and relative earning potential rates that contextualize students’ experiences of education beyond their initial enrollment. **S**

*\*The views and analysis expressed in this article are those of the author’s and not necessarily those expressed by policymakers or the ASA.*

*New Item!*

**Ask the ASA Executive Officer**

**Q:** *Why doesn’t the ASA hold its Annual Meeting in New Orleans?*

**A:** Because the meeting is held during hurricane season, we cannot risk holding the meeting in New Orleans.

Do you have a question for the ASA that you would like to appear in *Footnotes*? Please e-mail it to **footnotes@asanet.org** with “Q & A” in the subject line. Note that sending a question does not guarantee that it will be published.

## Setting Up a Sociology Club on Your Campus

Karina Havrilla, ASA Minority Fellowship Program

Generating and sustaining student involvement in sociology departments is a vital part of maintaining interest in the discipline. In a sociology club, students learn to apply what they are studying in class to activities outside of the lecture hall and they develop a deeper appreciation for sociology. According to a study conducted by the ASA Research and Development Department, students who engage in extracurricular activities such as a sociology club or participate in Alpha Kappa Delta, the sociological honors society, are more likely to increase their social and cultural capital (Spalter-Roth, Van Vooren, and Senter 2009).

In an effort to promote the establishment of more sociology clubs on college campuses, the American Sociological Association (ASA) published a manual, titled *The Sociology Student Club Toolkit*, written by Stephen Steele in 1992. This manual included detailed descriptions of successful activities and examples of flyers used to promote the club and recruit participants throughout the year. This manual has been edited and republished a few times since the original publication in 1992. The most recent revision was published this past

summer and is titled *The Sociology Club Guide: Ideas for Generating Student Involvement in Departments of Sociology*. This edition builds on the strong content from previous issues, and adds ideas about how to use 21<sup>st</sup> century social networking technology and other communication tools to promote a sociology club and its activities. It also has updated examples of sociology club activities and initiatives from departments around the country.

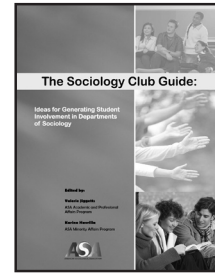
### The Benefits of a Sociology Club

A sociology club is beneficial not just for the students but also for the department. This club, like any extracurricular club and organization, provides faculty and staff alike an opportunity to identify leaders on campus and in their departments. A sociology club provides faculty the opportunity to recognize students who are committed to a cause and will most likely continue on in the sociological higher education pipeline. Being involved in such a club can increase the chances that a student will use the skills they obtained from the major when they start their careers.

Having a sociology club demonstrates to undergraduates how sociology can be applied in a real-world setting. Students can take the theories, concepts, and research

methods they learn in the classroom to see how sociology is everywhere! Earlier this year, ASA issued a call to various departments asking what activities the sociology clubs at their institutions were doing. A few departments reported encouraging their students to take field trips. Hanover College suggested going to a local mall or park to see how people interact in public spaces. Students at Jacksonville State University have organized trips to social service agencies to get a firsthand account of the social problems they study in the classroom.

Another popular activity that was suggested was a book discussion group. Since students and faculty are both busy with research, it is best to choose a book that addresses a social issue, but is not overly theoretical or academic and is a relatively quick read. At the end of the month, a student panel can lead a discussion about the book and have a professor who has expertise in the subject serve as the facilitator. Other activities that were suggested included career nights, departmental alumni nights, film screenings, colloquiums, talks, and lectures, community service events, and faculty and student socials.



### Don't Have a Sociology Club?

For students interested in starting a sociology club, the key ingredients are the support of your peers, the faculty, and the school administration as well as the drive and motivation to keep it going.

First, speak with the faculty in your department to see if there has ever been a sociology club, and, if so, what happened to it. Next, work with a faculty advisor to develop a mission statement to propose to the administration and student government. Once the school has approved a club, you will want to work with other students to develop a constitution for the club, elect officers, and create a proposal to receive funding from the school to get your club started. Many of these steps may depend on school policies. Finally, promote, promote, promote! Use flyers, start a Facebook group, send emails out through the department or schoolwide listservs, attend student club fairs, etc. If you need more details, ideas, or have more questions about sociology clubs, you can purchase the *The Sociology Club Guide* from the ASA bookstore! See [www.asanet.org/teaching/white\\_papers\\_and\\_web\\_links.cfm](http://www.asanet.org/teaching/white_papers_and_web_links.cfm).

## New PhD Program at the University of Louisville Focuses on Applied Sociology

Patricia Gagne, Graduate Coordinator, and Cynthia Negrey, Department Chair

The first cohort of PhD students in the Department of Sociology at the University of Louisville began their studies in the fall of 2010. The program prepares PhD students to conduct research in applied settings as well as more traditional academic careers, an unusual twist among doctoral programs in sociology.

Building upon master's-level training in classical theory, methods, and statistics, PhD sociology students at the University of Louisville are required to take a proseminar that orients them to the department and professional work in the discipline, theoretically-oriented

courses in contemporary theory and fundamental assumptions of sociology, as well as qualitative methods, advanced multivariate modeling, social policy, program evaluation and policy analysis, and electives in one or more substantive areas. After course work is completed in the first two years of the program (full-time), students are required to undertake a one-semester internship in a local setting by which students obtain applied research experience. Among this first cohort, students anticipate internships with a prison pre-release program, a school district office, a GLBT (gay, lesbian, bisexual, transgender) organization, and a police department. These are only a few

examples of the possibilities. After completing the applied research internship, students defend the research report about their internship before an academic committee and then present it to the client organization.

The department's goal is to maximize graduates' versatility in methods training as well as applied or academic career pursuits. Subsequent to the internship, students take comprehensive exams in three areas—methods, theory, and a substantive specialty area—and then enter candidacy to write and defend



the dissertation. The dissertation may be based on data gathered during the internship project or on other data.

### Supporting the Community

The applied focus of the PhD pro-

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## Grant Writing

from Page 1

should be submitted, the submission deadline, and the particular criteria for evaluating the submission. Read and follow these guidelines carefully. Neglecting to do so could result in a proposal being returned without review. Read prior proposals that have received funding and talk with individuals who have received funding. This can provide insight into what makes for a successful proposal. Discuss one's proposed project with colleagues. Feedback from colleagues may help identify critical weaknesses that may need to be addressed before the project is submitted. Also, consider piloting the proposed project or obtaining preliminary data. This provides useful feedback as to whether the project is feasible, and whether it will adequately address the research hypotheses that are posed. Assuming the pilot shows a sound project, this gives a funding agency confidence in supporting the research.

### Proposal Writing

There are four important components to a successful proposal: It

should be theoretically motivated, methodologically sound, makes an important contribution to the discipline, and evidences some benefit to society. The proposed project should be using or developing existing macro or micro sociological theory to explain a phenomenon under study. Take the proposal seriously; don't try to be clever in your titles when applying for a federal grant.

Whether the methodological approach is quantitative, qualitative, or a mixed method, the method should answer the theoretically-driven research hypotheses. The results should evidence some advance in understanding a social process as well as provide some insight into how it will improve society. The sociological advance need not be extraordinary, but it should be sufficient enough to warrant a financial investment from a funding agency.

More generally, when writing a proposal, the following issues should be kept in mind. Allocate enough time to writing and submitting the proposal. Waiting until the last minute will compromise the quality of the proposal and the

probability of it being funded. A proposal should be organized in its framework and logical in its development. Sufficient detail should be provided on all aspect of the project including the theory, hypotheses, method, data analysis, and timeline for the project. A proposal that lacks sufficient detail is a "trust me" proposal that is unlikely to get funded.


Budget items should logically follow from the research. They also should be consistent with the funding agency's guidelines. Asking for funds that exceed what is necessary to carry out a project runs the risk of looking greedy and may unwittingly affect the evaluation process in a negative way. On the other hand, not asking enough to complete the project also invites problems. Assess what is reasonably needed and then justify it. It is important to work closely with the sponsored research office at one's university when setting up the budget.

A researcher will want to demonstrate that he or she is well-qualified to carry out the proposed project. This may involve discussing or citing previous research that one has carried out that directly relates

to the proposed project. Reporting pilot work also helps demonstrate one's competency to conduct the proposed activity.

### Attitude

Be persistent despite rejection. Most researchers do not get their work funded at the outset. Reviewers may ask researchers to rethink their theory, research design, or analytic procedures. Alternatively, they may evaluate the project as overly ambitious and ask that it be scaled back. Or, they may find one aspect of the project stronger than another aspect, and thus ask that the weaker aspect be eliminated. Resubmitting a proposal is not uncommon. There is no guarantee that a resubmission will result in a funded project, but it is guaranteed that funding won't happen if one does not resubmit. Persevering increases the odds of success.

Always be open to criticisms and weaknesses that may be leveled against a proposed project. Working to improve the project not only increases the chances of getting funded, but it also increases the likelihood that the results will make an important contribution to the discipline. 

## Louisville

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gram in sociology at the University of Louisville was one of its main selling points in gaining support among upper administrators. It is consistent with the university's recently established Signature Partnership Initiative (SPI) and its mission of community engagement. The SPI provides a framework for collaborative, interdisciplinary scholarship and outreach in the Louisville metro area. In particular, the SPI engages corporate and business leaders, public sector officials, community leaders, and the university in a focused effort to improve the quality of life of residents in West Louisville, an area populated disproportionately by low-income African-Americans.

In addition to internship and data collection opportunities associated with this West Louisville focus, there are numerous other opportunities for community engagement

in the Louisville area. Louisville is situated in a county (Jefferson) with a population of almost 700,000. The area experienced deindustrialization, but the major employer today, UPS, has been the driving force in a transition over the last two decades to a regional economy based on distribution. Although West Louisville has been hit hard by foreclosures, the housing bubble inflated less in the region more generally compared to the nation, and the housing crisis has been less severe.

While African-Americans are the largest racial/ethnic minority, the Louisville area has become increasingly diverse over the last two decades, with immigrants of predominately Asian and Hispanic heritage concentrated in "the South End."

The University of Louisville Medical School is located at the downtown campus, where the Sociology Department is located. A couple members of the Sociology faculty have specialties in medical

sociology and health disparities. Other faculty specialties are in criminology, education, environmental, gender, race and ethnicity, sexualities, social movements, and work. In addition to qualitative and quantitative methods, students at Louisville can study visual sociological techniques.

The Urban Studies Institute on the Belknap Campus is home to the State Data Center, both rich sources of data and collaborative opportunities for those with interests in demography, urban sociology, and welfare, additional areas of faculty specialization. Louisville is near the Census Bureau National Processing Center in Jeffersonville, IN.

For more information about the new PhD program in the Sociology Department at the University of Louisville or about financial support, contact Patricia Gagne, Graduate Coordinator, or Jonetta Weber, Director of Academic Services. 

## Renew Today!

In order to vote in the 2011



ASA election and continue to receive your journals, ASA correspondence, and other member benefits, renew today online at [www.e-noah.net/ASA/login.asp](http://www.e-noah.net/ASA/login.asp).



# Teaching Social Statistics Online

Amy Guptill, *The College at Brockport, State University of New York*

The perils and promises of online learning have been prominent themes in recent discussions of ongoing change in higher education. On the one hand, new forms of communication offer new ways to lead students through an engaging learning process (Clark-Ibanez & Scott 2008). A recent meta-analysis has shown that online learning is at least as effective as face-to-face learning, in part because it can enhance time-on-task and intensive participation (Means et al 2009). On the other, the social distance that many intuitively associate with online communications raises concerns about institutional pressures that could lead to watered-down instruction and an even more marginalized position of faculty in higher education. Feeling both these enthusiasms and concerns, I was eager to explore online teaching for myself.

In spring 2010, I taught undergraduate social statistics online; my first foray into online instruction. My experience revealed some of the opportunities and limits of the online environment, but, overall, my experience increased my enthusiasm for online education.

## Why social statistics?

Statistics may seem like a poor candidate for online learning, given that it is a high-stakes course and, for many, a high-stress one as well. At Brockport, our social statistics course serves our own majors as well those from criminal justice, social work, and nursing. For the latter two, students must pass statistics before applying to the major. The pressure of a required course and the anxiety that many bring to statistics is compounded in those older students who balance college with work and family obligations. Those students are over-represented in both the sociology major and these allied professional majors and perhaps stand to benefit the most from regular face-to-face contact.

However, I found statistics to

be a good choice to offer online. For one, expanding scheduling options for such a widely required course can help busy students make faster progress through a degree program. Second, it is especially amenable to individual pacing. Like many instructors, I give students in-class practice exercises for each new procedure. Invariably in my face-to-face class, a few students are quickly finished and bored, a large middle group finishes en masse soon after, and a couple students take much longer. I am often forced to move on before the slowest two or three students can complete the entire exercise. An online mode, in contrast, enables all students to complete exercises at exactly their own pace.

## How did these students learn statistics online?

Developing the online course entailed translating resources I developed for face-to-face instruction. In both environments, students learn through these steps:

1. Read chapters in the course textbook (Frankfort Nachmias & Leon Guerrero, 2009).
2. Review a Powerpoint presentation with embedded audio narration.
3. Complete ungraded practice exercises as prompted by the Powerpoint presentation.
4. Complete graded lab homework assignments combining conceptual questions with problems.
5. Complete online practice exams.
6. Complete online graded exams.

In both courses, students complete the first four steps in each of the 10 learning modules that are made up of one reading assignment (one or two chapters), one narrated Powerpoint presentation, between two and five ungraded exercises, and one graded lab. Students take three exams, each addressing material from three or four modules.

Obviously, this approach entails a tremendous amount of prepared material. For the online course, I drew on Powerpoint presentations, exercises, labs, and collections of exam questions and problems I had developed in teaching prior

face-to-face sections. Nevertheless, translating paper resources into interactive online assessments and recording audio narrations for Powerpoint took a lot of time.

## Academic Integrity

Teaching online confronts instructors with some novel issues of academic integrity, especially in courses where students often demonstrate their knowledge through closed-ended exams and lab questions. Proponents of online education are quick to point out that the relative opacity of the online environment (who is really taking this exam?) is no different than large classes (who is really taking this exam?) or any take-home work (who really wrote this paper?). All the same, some cannot shake the feeling that an online environment might make cheating more rampant.

For this class, I preempted some concerns by making the exams explicitly open-book. I initially saw this decision as a sub-optimal compromise, but it turned out to be a positive move. For one, it nudged me to develop questions and problems that directly engage conceptual understanding and quantitative reasoning, which, in turn, prompted me to revise instructional materials to better prepare students for these challenges. Because the exams were timed, students still had to prepare in advance to succeed. I was pleasantly surprised to learn that exam performance for my online students was fully in line with prior face-to-face classes. The open-book strategy certainly does not resolve all integrity issues, but it invokes one oft-repeated claim that teaching online prompts educators to productively rethink their basic pedagogy.



**“Overall, this experience reinforced the principle that teaching is a craft constantly refined; exploring these online possibilities has re-energized the practice of my craft in face-to-face courses as well.”**

## Professor or Instructional Designer?

Many how-to articles about online teaching emphasize the importance of the instructor's visible, consistent presence (for example, Pelz, 2004). Thus, I focused on being more than the instructional designer. I frequently reminded students in both audio and writing that they should not hesitate to contact me, their professor, at any time. More generally, narrating the Powerpoint slides with my own voice also helped create a sense of human presence. Other online instructors I know use podcasts and short videos to achieve the same goal.

## What's next?

My first foray was a success. Grades and attrition were surprisingly similar to that of face-to-face students, and student reviews were positive. I am eager to offer online statistics again in order to refine my materials and approach. When I do, I plan to record narrations with higher audio quality and convert the Powerpoint presentations to formats that require less internet bandwidth such as Flash. Also, I plan to script the audio narrations in advance (something I did not do this time) because I could then build the text into the presentation, making these resources richer as well as immediately accessible to

*Continued on page 8*

**Non-Academic Careers**

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ing guidelines for evaluating public sociology as a scholarly enterprise; and proposing incentives and rewards for doing public sociology. The Task Force report was accepted by Council in 2007 and placed on the ASA website. Council did not endorse its recommendations

In 2007, the ASA Research and Development Department presented the results of “Beyond the Ivory Tower”—a survey of 600 PhD sociologists employed outside the academy who answered questions about their job characteristics, their use of sociological concepts and skills on the job, what they wished they had learned in graduate school, and their job satisfaction (<http://www.asanet.org/images/research/docs/ppt/ASA%20Beyond%20Ivory%20Tower%20Slideshow.PPT>). Also in 2007, a new joint section, the Sociological Practice and Public Sociology (<http://www.socprac-pubsub.net/>) was formed to support “enhancing the professional image of

sociological practitioners, expanding opportunities for the practical application of sociological principles and techniques, and furthering the production and critique of sociological knowledge by providing a dialogue among sociologists practicing in a wide variety of academic and non-academic settings.” A workshop on non-academic jobs was held at the 2010 Annual Meeting by the ASA Academic and Professional Affairs Program—which was by no means the first such informational workshop.

**NSF Career Data**

Despite activities such as these, the latest data from the National Science Foundation’s (NSF) Survey of Earned Doctorates do not suggest that new sociology PhDs are moving beyond the academic sector. The accompanying table shows the employment sector of new sociology PhDs who had secured a job commitment at the time of the surveys in 1989 and 2009. In 1989, nearly four out of five new sociology PhDs (78.8%) expected to work in academic positions. Twenty

years later the proportion was virtually unchanged. While there was an increase over the last two decades in the percentage of new doctorates in all social science fields who expected to become academics, sociology PhDs remained 20 percent more likely to expect to do so than other social scientists. (This gap would be wider if sociologists weren’t also included in the count of all social scientists.)

The industry and business sector is the next largest area where new social science PhDs expected to work at both points in time (17.0% and 14.9%); but less the case for sociologists (3.3% and 6.4%). While the percentage in industry remains small, it did double over two decades. The proportion of sociologists expecting employment in non-profits remained stable over this period (7.6 % and 8.1%), while decreasing for other social science fields, and the proportion of sociologists who expected government employment decreased (13.6% and 7.2%).

Overall, these data suggest that early-career sociologists have not expanded their professional purview to other sectors of the economy, despite the erosion of tenure-track positions, especially at public colleges and universities (<http://www.insidehighered.com/news/2009/05/12/workforce>). ASA Executive Officer Sally T. Hillsman called for “disciplinary self reflection” in her November

2010 *Footnotes* column. According to Hillsman, sociologists need to understand that the “growing social challenges” require that professional sociologists, “trained under the most rigorous academic standards” build on the discipline’s history of social practice and do sociology in a wider variety of settings. She further suggested that sociology faculty should not “undervalue” the work of non-academic sociologists or the applied work of their academic colleagues, but rather make a place for them with the wide scope of the discipline. One PhD sociologist employed in the federal government who responded to the ASA Research Department survey said:

“The discipline needs to reduce snobbery and acknowledge that careers outside the academy are not only personally fulfilling, but are crucial to the development of the field.”

To continue providing information about alternative sociological careers to current sociology graduate students, who may be unable to get sufficient information in the academy, the ASA Research and Development Department will distribute a second “Beyond the Ivory Tower” survey. It will start with a DC focus group in the spring of 2011 to discuss what issues and questions should be in the subsequent questionnaire. ASA members are also encouraged to send suggestions to [research@asanet.org](mailto:research@asanet.org).

**TABLE 1. Employment sector of doctorate recipients with definite post-graduation U.S. employment commitments, by field of study, in 1989 & in 2009**

Employment commitments and sector	Total	Social Sciences <sup>a</sup>	Sociology
<b>Academe</b>			
1989	51.3	49.4	78.8
2009	51.7	62.5	81.1
<b>Government</b>			
1989	10.1	14.3	9.2
2009	6.8	10.0	3.7
<b>Industry/business<sup>c</sup></b>			
1989	21.1	17.0	3.3
2009	25.6	14.9	6.4
<b>Nonprofit</b>			
1989	6.8	13.6	7.6
2009	4.8	7.2	8.1
<b>Other/unknown<sup>d</sup></b>			
1989	10.6	5.6	1.1
2009	11.2	5.4	0.7

<sup>a</sup> Includes psychology.  
<sup>b</sup> Percentages are based on number reporting definite employment commitments in the United States.  
<sup>c</sup> Includes doctorate recipients who indicated self-employment.  
<sup>d</sup> “Other” is mainly composed of elementary and secondary schools.  
 NOTE: Due to rounding, the sum of percentages may not equal to 100.  
 SOURCE: NSF/NIH/USED/USDA/NEH/NASA, 2009 Survey of Earned Doctorates.

**Statistics**

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the hearing-impaired.

I also look forward to developing an online course that centers on creating a robust learning community. An elective like the Sociology of Food, for example, would look entirely different from statistics, relying heavily on student-to-student interaction and prompting the kind of intensive participation that we all wish to see in our face-to-face classrooms. There are certainly opportunities to harness the power of learning communities for my statistics students as well. Overall, this experience reinforced the principle that teaching is a craft constantly refined; exploring these

online possibilities has re-energized the practice of my craft in face-to-face courses as well.

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## PUBLIC SOCIOLOGY

### *Sociology translates to public action*

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

## The Inside-Out Experience: The Training Ground for Future Scholars

Angela Harvey, Ohio State University-Newark, and Brian Chad Starks,  
University of Delaware

**T**he Inside-Out Prison Exchange Program serves to bridge the gap between theory and practice by creating an atmosphere of shared dialogue among perspectives of people in the academy and people in prison, with hopes of transforming ideas about crime and justice. The National Inside-Out Prison Exchange program was inspired by Paul, a man serving a life sentence in Pennsylvania, and created by Lori Pompa of Temple University in 1997 ([www.insideoutcenter.org](http://www.insideoutcenter.org)). Courses are held inside a prison with an equal number of university (outside) students and incarcerated (inside) students. It is the intent of the program to educate future criminal justice practitioners, educators, politicians, and citizens about the perspectives of incarcerated men and women as well as to assist inside students in identifying their skill set that will help them to excel in a college course. Inside-Out is self-empowering for everyone involved.

Inside-Out courses are not designed for outside students to study people who are incarcerated or presume some level of help is needed for inside students. Rather, Inside-Out is a college course in a unique context, where every participant is held to the same rigorous standards and active participation. Not only does the pedagogy of Inside-Out create an atmosphere of respect and equal voice for all participants (including instructor as facilitator), it is clear from participants that this unique experience elevates critical thinking, reading, and writing skills while breaking down barriers of “us” versus “them.” This is because the goal is to unleash everyone’s understanding of humanity; participants gain a deeper respect and understanding of themselves, others, the complexities of the criminal justice system, and the impact that mass incarceration has on communities beyond what we can expose them to through university-based courses.

The authors of this article—a graduate student and a sociology professor—participated in the intense one-week National Inside-Out Training Institute in 2009. The carefully developed training is modeled after the pedagogy of Inside-Out, where academic instructors become students and partner with members at the heart of Inside-Out—The Graterford Think Tank. Graterford provides critical expertise and guidance in the development of Inside-Out’s curriculum and trainings, acting as an advisory committee and assisting with training sessions for new Inside-Out instructors. Participants learned how to teach an Inside-Out course in his/her discipline within his/her local prison/university. Below we summarize our experiences with this amazing, non-traditional model of pedagogy.

### Brian’s Perspective

As a student of life, I have always had the idea that learning and gaining knowledge is an evolutionary process. As I evolve, what I believe is the best quality education must combine empiricism and literature. I consider this approach to learning as “having the best of both worlds.” If we are advocates of education, it makes sense to provide our students (and ourselves) with two perspectives: procedural—what is being written; and substantive—what is being done. This dualism forces us to step outside the comfort zone of the classroom into real-life experiences. Inside-Out brings these worlds together. Inside-Out seeks to level the playing field among the “teachers” and “doers” by providing different perspectives on issues that have plagued our criminal justice system since inception with hopes of creating change.

As a graduate student, my experiences with Inside-Out have been uniquely varied. For instance, I participated in the national training, not expecting to teach the course until I obtained a faculty position. After completing the training in 2009, I was invited to guest lecture and serve as a substitute instructor for two Inside-Out courses (Drugs and Criminal Justice and Criminology) offered by my university. I was anxious about going into the prison, particularly about saying the right thing. Inside-Out demands a high level of respect for all parties involved so we do not engage in traditional terminology related to the incarcerated or college students. For example, we do not use words such as “inmate” or “college kids” in our class; everyone is referred to as a student. My experiences were overwhelming and draining, yet filled with purpose. I walked out of substitute courses feeling both eager and nervous about how I would construct my own course if given the opportunity.

In the summer of 2010, I was asked to teach the first Inside-Out class offered by the University of Delaware at a female prison. I was apprehensive about my ability to relate to the women as I did the men, yet I was excited about the opportunity to evolve as a scholar and a man. I was surprised, but appreciative, that the University of Delaware trusted me (a graduate student) to teach the first class at a female institution.

My class focuses on the criminal court system and is very demanding. Meeting the challenge of covering the traditional curriculum-based criminal court topics, while also creating opportunities to build intellectual bonds is not an easy task. Teaching the class requires me to think about how to eradicate the stereotypes of both groups while creating an open, honest, and respectful environment that allow for tough issues to be critically discussed in a meaningful way. It is definitely an experience that I look forward to each week, it affords me an opportunity to learn as well as teach.

### Angela’s Perspective

Since I began teaching criminology courses, I have found it important to incorporate experiential learning in the form of “field trips” to local jails/prisons in order for students to gain a deeper understanding of the issues discussed in class. I have also taken great care to develop relationships with jail/prison administrators to ensure these visits are as non-intrusive and sensitive as possible to the people who reside and work there. So, when I read about the Inside-Out program, I knew I needed to get involved.

I taught my first Inside-Out course (Corrections) in fall 2009 with 10 outside and 10 inside students at the Southeastern Correctional Institution (a minimum-medium security prison for men in Lancaster, OH). Even with all of the additional work as a faculty member to prepare and teach an Inside-Out course, my first course held within the walls of the prison well exceeded my expectations. In the course, we critically evaluate the historical development and contemporary penal policies that resulted in the United States being a leader in mass incarceration. Students are assigned research that culminates in a group project aimed at detailing specific policy implications and recommendations for some element of the system. In turn, students realize their own potential as agents of social change. For example, my first class

*Continued on page 11*

## Same Book, Different Author: Any Similar Stories?

In the summer of 2010, I was elated to see the review of a book on *Beauty Bias* in the *New York Times* Sunday Book Review. I thought, “The *New York Times* has reviewed my book! Three years late, but still...!” Then I noticed that the titles are slightly different (my book title is *Beauty Bias: Discrimination and Social Power* whereas the 2010 book title is *The Beauty Bias: The Injustice of Life and Law*) and that the author’s name is not mine. I read the review and was stunned to discover that the topics discussed, the legal cases examined, and the conclusions reached were exactly the same as the ones of which I had written in my 2007 book,

My first thought and my remaining hope is that it must be a coincidence. After all, two writ-

ers, working on the same topic, are likely to be acquainted with the same literature, apply the same legal cases, and arrive at the same conclusions.


*Sociologica*, the European review journal, asked me to review the 2010 book because, they said, they noticed that the titles are so similar. They sent a copy, which I read and reviewed. Suffice it to say that the 2010 book covered 64 of the same topics that I had covered in my 2007 book, a number of the same legal cases were used, and about 50 of the same citations were cited. (Many of the citations are sociological, some new, some vintage; the other author is not a sociologist.) The conclusions and recommendations for the future are the same. There was nothing new in this 2010 edition that

would differentiate it from mine.

I have not referred to the 2010 book, which so closely resembles mine, as a plagiarized work. There is no instance in which the wording is identical even though the coverage, the citations, the legal cases, and conclusions are the same. And the author of the 2010 book does cite my work in the chapter notes even though my work does not appear in the index or the body of the text. However, I remain puzzled as to how it happens that, authors working independently, with the later-publishing author knowing of the first-publishing author’s work, can publish an almost-identical work as though the later-published work is original.

It would be helpful to all scientific disciplines to have this phenom-

enon better understood and information about it disseminated to academic audiences. To that end, I am asking the ASA membership to send me similar stories of their same-book/different-author experience. I hope to collect these stories, analyze them, and publish the findings in an academic outlet. (I am also making this same request of the American Society of Criminology membership.)

Please contact me with your experiences in this regard. Please share what happened, what you did about it, what the outcomes were, and, if you did nothing about it, why you chose not to pursue the matter. 

Bonnie Berry, Director of the Social Problems Research Group, [research@socialproblems.org](mailto:research@socialproblems.org)

### funding

## Spivack Program in Applied Social Research and Social Policy

### ASA Community Action Research Initiative (CARI) Grant Deadline: February 1

The ASA encourages applications for the Community Action Research Initiative (CARI). The purpose of this grant is to encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Funding will run for the duration of the project, whatever the time span might be.

Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but funding cannot be used to support dissertation research. While ASA membership is not a criterion for applying or being selected for this grant, if and when a grant award is made,

the recipient must be a current ASA member. ASA membership involves acceptance of and adherence to the ASA Code of Ethics, which is critical to the implementation of the grant project. Grantees must also provide documentation of pertinent IRB approval for the funded project.

For additional information and complete application materials, visit [www.asanet.org](http://www.asanet.org) and click on “Funding.” Direct questions or comments to [spivack@asanet.org](mailto:spivack@asanet.org) or (202) 383-9005 x322.

### ASA Congressional Fellowship Deadline: February 1


The ASA Congressional Fellowship brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee or in a congressional office, or as a member of a congressional agency. This intensive six- to eleven-month experience reveals the intricacies of the policy-making process to the sociological fellow and shows the usefulness of sociological data and concepts to policy issues. The fellowship stipend is \$20,000 for six months or \$30,000 for 11 months.

Each applicant should have a

general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. It is helpful to investigate some placement possibilities in advance or to suggest some in the letter of interest. The application should highlight the link between one’s sociological expertise and a current policy issue. Be sure to specify the time span available to do the fellowship placement.

ASA will join with other associations’ congressional fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA’s Spivack Program on Applied Social Research and Social Policy, with possibilities for congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

Applications can be obtained by downloading one off of the ASA website ([www.asanet.org](http://www.asanet.org) and click on “Funding”). Materials must be postmarked by February 1. Direct questions to:

ASA Congressional Fellowship  
1430 K Street, NW, Suite 600  
Washington, DC 20005, (202) 383-9005 x322, [spivack@asanet.org](mailto:spivack@asanet.org). 

## Call for Nominations

### 2011 ASA Student Forum Advisory Board

Deadline: March 1, 2011

The ASA Student Forum Advisory Board (SFAB) is seeking nominations for Graduate Student Board members and Undergraduate Student Board members. The term of commitment is two years beginning at the 2011 ASA Annual Meeting and continuing through the 2013 Annual Meeting. Nominees must be student members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the 2011, 2012, and 2013 Annual Meetings and attending SFAB-related events and meetings at each Meeting. Self nominations are welcomed. The Undergraduate Student Board Member will serve a one year term and must commit to attend the 2011 and 2012 meetings.

The nominations subcommittee of the SFAB will review nominations and oversee selection of candidates for the 2011 ASA Spring Election. To be considered, send your curriculum vitae and a brief statement of not more than 250 words indicating why you want to serve on the SFAB and a brief biographical sketch. Should you be selected to be on the ballot, this statement will accompany your name to give voters and idea of who you are and why you want to be on the SFAB. Additionally, indicate any web skills you have. Nominations will only be accepted by e-mail. Send nominations to Patrick O’Brien at [obrienpk@colorado.edu](mailto:obrienpk@colorado.edu)

## Inside-Out

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produced a report for U.S. Senator Jim Webb that used existing research to support and address the key issues he outlined in introducing the National Criminal Justice Commission Act in 2009. In addition to sending the report to Senator Webb's office, all local officials and citizens who participated in our public closing ceremony were provided with the report.

To illustrate the impact of Inside-


Out for students, it seems appropriate to share a couple of quotes from students written for my first public closing ceremony:

"Inside-Out has made me more open and accepting and aware. I learned just as much about myself as I did the criminal justice system. It was the one place where everyone was real and honest for a change. All of the social stigmas we hide behind were stripped away. We all found honesty and acceptance in the most unlikely place." (Outside Student)

"I will take with me a sense of purpose; an understanding that I have a responsibility to either become part of the solution or remain part of the problem." (Inside Student)

As I reflect on my brief tenure with Inside-Out, finish teaching my second course this past fall, and engage in research projects geared toward understanding the short- and long-term benefits of the program for participants, prisons, colleges, and communities, I cannot resist encouraging other universities to

consider the vast benefits of partnering with local prisons to offer this incomparable community-based learning opportunity.

A portion of our research has been funded by a 2010 ASA Carla B. Howery Teaching Enhancement Grant. 

Angela Harvey, an assistant professor in sociology at Ohio State University-Newark, holds a PhD in justice studies from Arizona State University. Brian Chad Starks is a PhD student in sociology and criminal justice at the University of Delaware.

## announcements

## Call for Papers

### Publications

**Research in Social Movements, Conflicts and Change**, a peer-reviewed volume, encourages submissions for volume 33 of the series. This volume will have both thematic and open-submission sections. For the open-submission/non-thematic section, submissions appropriate to any of the three broad foci reflected in the series title will be considered. The special section will focus on "new" and "old" media in social movements, conflicts, and change. We encourage submissions on the relationship between older media and social movements, conflicts or change, or between "new" media and social movements, conflicts or change. Deadline: May 16, 2011. Contact: Jennifer Earl at [jearl@soc.ucsb.edu](mailto:jearl@soc.ucsb.edu) and Dena Rohlinger at [drohling@fsu.edu](mailto:drohling@fsu.edu). For more information, visit [info.emeraldinsight.com/products/books/series.htm?PHPSESSID=ao67n2qdmb56lqa36v0k6mivb1&id=0163-786X](http://info.emeraldinsight.com/products/books/series.htm?PHPSESSID=ao67n2qdmb56lqa36v0k6mivb1&id=0163-786X).

### Meetings

**National Borders in the 21st Century 35th Annual PEWS Conference**, April 28-30, 2011, Stony Brook University-SUNY. Investigating ongoing transformations in the purpose and meaning of national borders in the world: state sovereignty and global governance, global inequality and transnational migration, citizenship and human rights, new global flows, transnational predicaments, and transnational activism. Deadline: December 19, 2010. Contact: Timothy P. Moran at [timothy.p.moran@stonybrook.edu](mailto:timothy.p.moran@stonybrook.edu).

**The 3rd Joint Conference of the German, Austrian, and Swiss Sociological Associations**, September 29, 2011-October 1, 2011, Innsbruck University, Austria, in German/English. Theme: "The New Structural Transformation of the Public Sphere." Abstract deadline: April 1, 2011. Contact: [frank.welz@uibk.ac.at](mailto:frank.welz@uibk.ac.at). For more information, visit [www.soziologie2011.eu](http://www.soziologie2011.eu).

**The York Deviancy Conference**, June 29-July 11, 2011, University of York. Theme: "Critical Perspectives on Crime, Deviance, Disorder and Social Harm." The conference theme is broadly conceived and we encourage papers from a variety of critical perspectives. We particularly encourage papers that are speculative, theoretically informed, and future oriented, as well as those straying outside the usual parameters of mainstream criminological thought. We seek papers that draw on diverse topic areas providing variously constructive, polemical, considered, and critical discussions of key elements of socially harmful and criminal behaviors. We are particularly keen to hear from those working around economic harms; globalized and networked forms of criminality and harm; environmental criminology; "invisible" problems of criminality and hurt; psycho-social assessments of, among other things, violence and abuse, and treatments that bring in spatial considerations. Deadline: January 31, 2011. Contact: Josine Opmeer at [josine.opmeer@york.ac.uk](mailto:josine.opmeer@york.ac.uk); [www.york.ac.uk/sociology/about/news-and-events/department/deviancy-conference](http://www.york.ac.uk/sociology/about/news-and-events/department/deviancy-conference).

## Meetings

**February 19, 2011. 32nd Hawaii Sociological Association Annual Meeting**, Kapiolani Community College, Honolulu, HI. Theme: "Making Sense of Conflict in a Changing World." Deadline for meeting registration: February 1, 2011. For more information, visit [hawaiiisoc.org/](http://hawaiiisoc.org/).

**February 3-6, 2011. Sociologists for Women in Society 40th Anniversary Winter Meeting**, El Tropicano Hotel, San Antonio, TX. For more information, visit: [www.socwomen.org](http://www.socwomen.org).

**February 15-25, 2011. XX International Conference on Addiction Problems**, Tioman Island of Malaysia. Theme: "Drug Addiction Prevention and Molding a Healthy and Sober Life Among Young People." Contact: tel./fax: +7 (831) 421 13 21 or 251 96 59; [mayurov@sandy.ru](mailto:mayurov@sandy.ru) or [mayurov@mail.ru](mailto:mayurov@mail.ru); [www.intacso.ru](http://www.intacso.ru) or [www.intacso.com](http://www.intacso.com).

**March 24-27, 2011. Midwest Sociological Society Annual Meeting**, St Louis, MO. Theme: "The Dynamics of Inequality." Contact: Mary Zimmerman or Pooya Naderi at [mss2011@ku.edu](mailto:mss2011@ku.edu); [www.theMSS.org](http://www.theMSS.org).

**March 31-April 2, 2011. Eastern Community College Social Science Association 37th Annual Conference**, Erie Community College-City Campus, Erie, PA. Theme: "The National and Global Impacts of Economic Collapse: Perspectives from the Social Sciences." For more information, visit [www.ecc.edu](http://www.ecc.edu).

**April 28-30, 2011. National Borders in the 21st Century 35th Annual PEWS Conference**, Stony Brook University-SUNY. Investigating ongoing transformations in the purpose and meaning of national borders in the world. Contact: Timothy P. Moran at [timothy.p.moran@stonybrook.edu](mailto:timothy.p.moran@stonybrook.edu).

**June 29-July 1, 2011. The York Deviancy Conference**, University of York. Theme: "Critical Perspectives on Crime, Deviance, Disorder and Social Harm." Contact: Josine Opmeer at [josine.opmeer@york.ac.uk](mailto:josine.opmeer@york.ac.uk); [www.york.ac.uk/sociology/about/news-and-events/department/deviancy-conference/](http://www.york.ac.uk/sociology/about/news-and-events/department/deviancy-conference/).

**September 29-October 1, 2011. The 3rd Joint Conference of the German, Austrian, and Swiss Sociological Associations**, Innsbruck University, Austria. Theme: "The New Structural Transformation of the Public Sphere." Contact: [frank.welz@uibk.ac.at](mailto:frank.welz@uibk.ac.at). For more information, visit [www.soziologie2011.eu](http://www.soziologie2011.eu).

## Funding

**2011 Wisconsin Longitudinal Study Pilot Grant Program**. The Center for Demography of Health and Aging (CDHA) at the University of Wisconsin-Madison will award two to three pilot grants to investigators using

the Wisconsin Longitudinal Study (WLS) data for scholarly research. The WLS provides an opportunity to study the life course, careers, retirement, intergenerational transfers and relationships, family functioning, physical and mental health and well being, morbidity and mortality, and gene-environment interactions from late adolescence to the retirement years. Selected recipients will receive \$5,000 to support their research, and a travel stipend to WLS training workshops. The training workshop will take place in Madison on August 11-12, 2011, while the research workshop will be held one year later. Deadline: May 27, 2011. Contact: Carol Roan at (608) 265-6196; [roan@ssc.wisc.edu](mailto:roan@ssc.wisc.edu); [www.ssc.wisc.edu/wlsresearch/pilot](http://www.ssc.wisc.edu/wlsresearch/pilot).

**Catalyzing New International Collaborations Program**. One component of the National Science Foundation's strategic plan is to increase the extent to which U.S. researchers engage with the international research and education community. It is the

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## announcements

Office of International Science and Engineering's (OSIE) aim to identify opportunities for international engagement that will enable transformative research, new modes of investigation and networking, and development of a diverse, globally engaged workforce. This solicitation offers support for the exploratory phase of an international collaboration with the strong expectation that the next phase will involve submission of a follow-up proposal for continued funding of the collaborative research. OISE supports the initial phases of a collaboration which then generates a competitive research proposal to an NSF disciplinary program. This solicitation offers the opportunity to experiment with new modalities for supporting international collaborations. OISE can support workshops that may immediately precede or follow a larger-scale conference when they add an international dimension that is focused on building research collaboration. For more information, visit <[www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=12815](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12815)>.

**The Dirksen Congressional Center** invites applications for grants to fund research on congressional leadership and the U.S. Congress. A total of up to \$35,000 will be available in 2011. Funds of up to \$3,500 will be awarded. Grants will normally extend for one year. The Center encourages graduate students who have successfully defended their dissertation prospectus to apply and awards a significant portion of the funds for dissertation research. Applicants must be U.S. citizens residing in the United States. Organizations are not eligible. Research teams of two or more individuals are eligible. No institutional overhead or indirect costs may be claimed against a Congressional Research Award. Deadline: March 1, 2011. Contact: Frank Mackaman at [fmackaman@dirksen-center.org](mailto:fmackaman@dirksen-center.org); <[www.dirksencenter.org/print\\_grants\\_CRAs.htm](http://www.dirksencenter.org/print_grants_CRAs.htm)>.

**National Institutes of Health Basic Behavioral and Social Science Opportunity Network (OppNet)** Short-

term Mentored Career Development Awards in the Basic Behavioral and Social Sciences for Mid-career and Senior Investigators (K18). This funding opportunity provides candidates with protected time to achieve a shift in the focus of their research direction in the basic behavioral and social sciences, or to substantially enrich current basic behavioral and social sciences research (b-BSSR) research programs through the introduction of tools, theories, or approaches from other disciplines or scientific areas; it is not a substitute for research project support. Two categories of candidates are targeted: (a) biomedical or clinical researchers with little experience in basic behavioral and social sciences research; and (b) investigators in the basic or applied behavioral and social sciences who wish to build new components or domains of basic-BSSR into their research programs. Deadline: January 24, 2011. For more information, visit <[opnet.nih.gov](http://opnet.nih.gov)>.

**The National Science Foundation (NSF) and Census Bureau Seek Proposals on Methodological Questions.** NSF and the U.S. Census Bureau invite teams of researchers to submit proposals for the conduct of long-term interdisciplinary research and educational activities on methodological questions of interest and significance to the broader research community and the Federal Statistical System, particularly the U.S. Census Bureau. The activities should advance both fundamental and applied knowledge, and contribute to the training of the next generation of researchers in research skills of relevance to the measurement of economic units, households, and persons. The two agencies will use the awards to create a Network of Nodes (NoN) with complementary research foci. NSF and the Census Bureau will define the research program to include the major measurement challenges of the social, behavioral, and economic sciences relevant to the U.S. Census Bureau. Nodes may conduct independent research activities and/or partner with existing Census Research Data Centers (RDCs). In FY 2011 NSF expects to make 8 to 12 awards with anticipated spending of \$18.5 million subject to the availability of funds. Deadline: February 11, 2011. Contact: Cheryl Eavey, (703) 292-7269; [ceavey@nsf.gov](mailto:ceavey@nsf.gov); <[www.nsf.gov/pubs/2010/nsf10621/nsf10621.htm](http://www.nsf.gov/pubs/2010/nsf10621/nsf10621.htm)>.

**The National Science Foundation-Census Research Network** will provide support for a set of research nodes, each of which will be staffed by a team of scientists conducting interdisciplinary research and educational activities on methodological questions of interest and significance to the broader research community and to the federal statistical system, particularly the U.S. Census Bureau. The activities will be expected to advance both fundamental and applied knowledge

as well as further the training of current and future generations of researchers in research skills of relevance to the measurement of economic units, households, and persons. Deadline: February 16, 2011. Contact: Cheryl L Eavey at (703) 292-7269; [ceavey@nsf.gov](mailto:ceavey@nsf.gov); <[www.nsf.gov/publications/pubsumm.jsp?ods\\_key=grantsgovguide](http://www.nsf.gov/publications/pubsumm.jsp?ods_key=grantsgovguide)>.

**The Robert Wood Johnson Foundation** is seeking applicants for the Investigator Awards in Health Policy Research program. This program provides one of the few funding opportunities for outstanding researchers throughout the stages of their careers to explore bold new ideas for improving the nation's health or health care system. Deadline: January 19, 2011, 3:00pm EST. For more information, visit <[www.rwjf.org/cfp/ia](http://www.rwjf.org/cfp/ia)>.

**Time-sharing Experiments for the Social Sciences (TESS)** is partnering with The Human Factors/Behavioral Sciences Division (HFD) of the Department of Homeland Security's Science and Technology Directorate to launch a special competition to fund survey experiments that will advance our understanding of questions central to HFD's mission. Surveys should allow for an in-depth, theoretically informed exploration of factors that may contribute to terrorism-related attitudes, beliefs, judgments, and behaviors. To fill this gap, HFD and TESS are partnering to sponsor a set of survey experiments. We invite researchers from multiple social and behavioral science disciplines to submit brief proposals (5 page maximum) describing an experiment to test theoretically derived hypotheses about the factors that affect individuals' attitudes, beliefs, judgments and/or behaviors related to (a) terrorism/extremist violence and/or (b) government policies and measures to counter terrorism/extremist violence. The deadline for this competition is January 21, 2011. For more information, visit <[tess.experimentcentral.org](http://tess.experimentcentral.org)>.

## Fellowships

**Beyster Fellowship.** Fellowships are available for the study of employee stock ownership, profit sharing, broad-based stock options, and broadened ownership of capital in the corporation/society. Fifteen \$25,000, \$12,500, or \$5000 fellowships will be offered by Rutgers University's School of Management and Labor Relations to doctoral candidates, recent PhD graduates, and scholars in the social sciences. Fellows may be in residence at their own university or visit Rutgers. Deadline: January 31, 2011. Contact: Joseph Blasi at [beysterfellowships@smlr.rutgers.edu](mailto:beysterfellowships@smlr.rutgers.edu); <[smlr.rutgers.edu/research-and-centers/beyster-fellowship-and-fellows-programs](http://smlr.rutgers.edu/research-and-centers/beyster-fellowship-and-fellows-programs)>.

**The College of Brockport Presidential Fellowships.** Women and Gender Stud-

ies at the College at Brockport welcomes applications for the next round of Presidential Fellowships. These non-tenure track, two-year term appointments are rooted in bringing diversity in knowledge and identity to the campus. Contact: Barbara LeSavoy, Director, Women and Gender Studies Program, 201E Dailey Hall, The College at Brockport-SUNY, 350 New Campus Drive Brockport, NY 14420; (585) 395-5799; fax (585) 395-5999; [blesavoy@brockport.edu](mailto:blesavoy@brockport.edu); <[www.insidehighered.com/career/seekers/posts/view/163048](http://www.insidehighered.com/career/seekers/posts/view/163048)>.

**The Dissertation Proposal Development Fellowship (DPDF)** supports early-stage graduate students in the humanities and social sciences in formulating competitive doctoral dissertation proposals. DPDF provides fellows with up to \$5,000 to support pre-dissertation research during the summer of 2011, as well as sponsors their required participation in two workshops framing the summer. Students apply to one of five research fields led by two research directors; twelve fellows are selected for each research field. Deadline: January 28, 2011. For more information, <[programs.ssrc.org/dpdf/](http://programs.ssrc.org/dpdf/)>.

## Competitions

**The Beth B. Hess Memorial Scholarship** will be awarded to an advanced sociology PhD student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited PhD program in sociology in the United States is eligible to apply if she or he studied at a U.S. two-year college either part-time or full-time for at least one full academic year. The Scholarship carries a stipend of \$3500 from Sociologists for Women in Society (SWS) and an additional \$300 from the Society for the Study of Social Problems (SSSP) to be used to support the pursuit of a PhD as well as a one-year membership in SWS and SSSP. To honor Hess's career, the committee will look for: Commitment to teaching, especially at a community college or other institution serving less-privileged students; research and activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive; service to the academic and/or local community, including mentoring and activism; and high-quality research and writing in the proposal and letter of application. Deadline: April 1, 2011. Contact: Denise Copelton, Department of Sociology, The College at Brockport-SUNY, 350 New Campus Dr., Brockport, NY 14420; [dcopelto@brockport.edu](mailto:dcopelto@brockport.edu).

## In the News

The *American Sociological Review* was mentioned in a November 29 *Springfield News-Leader* column about year-round education.

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announcements

**David L. Altheide**, Arizona State University, was quoted in the Spanish newspaper *La Vanguardia* on October 18.

**Wayne Baker**, University of Michigan, wrote blog posts for AnnArbor.com on December 1 and December 3 on religion and reproductive technology.

**Suzanne M. Bianchi**, University of California-Los Angeles, and **Barbara Schneider**, Michigan State University, were quoted in a December 1 *New York Times* "Economix" blog post, "Delayed Child Rearing, More Stressful Lives."

**Chloe Bird**, RAND, and her *Journal of Health and Social Behavior* article, were mentioned in a December 9 *Vancouver Sun* blog post about a Canadian conference on gender, sex, and health research.

**Hannah Brueckner**, Yale University, was mentioned in a December 6 *Hartford Courant* article about her study, which found that gay and bisexual adolescents are singled out for punishment. She was also mentioned in December 6 *Montreal Gazette* and *Bloomberg Businessweek* articles. The *Bloomberg Businessweek* article also quoted **Stephen T. Russell**, University of Arizona-Tucson.

**Nicholas Christakis**, Harvard University, co-wrote a November 16 CNN.com column, titled "Do Tweets Change Your Behavior?"

**Daniel Cook**, Rutgers University-Camden, was quoted in a December 5 *Christian Science Monitor* article, "Beyond the Scary Christmas List: The Full Parenting Price Tag," about the rising costs of raising children.

**Mathieu Deflem**, University of South Carolina-Columbia, was quoted in a November 16 Agence France-Presse (AFP) article about a course he is going to teach called "Lady Gaga and the Sociology of Fame."

**Thomas Dietz**, Michigan State University, was quoted in a November 9 *New York Times* article about the uncertainty gap in science and how it relates to climate change.

**Elaine Ecklund**, Rice University, was quoted in a November 21 *Times of Trenton* article about her research on what scientists really think about religion.

**Rick Eckstein**, Villanova University, was quoted in a December 1 *Philadelphia Inquirer* article about whether Villanova's football team should join the Big East conference.

**Amital Etzioni**, George Washington University, wrote a November 10 CNN.com column about how dieting gets people nowhere.

**James G. Ennis**, Tufts University, was quoted in a December 5 *New York Times* article, "Narcissism: The Malady of Me."

**Mike Epitropoulos**, University of Pittsburgh, was quoted in a November 29 *Pittsburgh Tribune-Review* article about three governors who grew up with blue-collar roots in Western Pennsylvania.

**Robert Fishman**, University of Notre Dame, was interviewed on December 3 on Chicago's public radio station, WEBZ, about Portugal and the European debt crisis.

**Kevin Fitzpatrick**, University of Arkansas, and **Mark LaGory**, University of Alabama-Birmingham, were quoted in a November 27 UPI.com article about their research, which found that where people live affects their health and how long they live.

**Kevin Fitzpatrick**, University of Arkansas, was mentioned in a November 13 *Northwest Arkansas Times* and a November 15 *Stuttgart Daily Leader* article centered around a survey he conducted, which found that, aside from the commute, northwest Arkansas is a good place to live.

**Catherine Hakim**, London School of Economics, was quoted in a December 6 *Pittsburgh Post-Gazette* article about attractive people profiting from their beauty.

**Steven A. Haas**, Arizona State University, was mentioned or quoted in a number of media outlets about his *Journal of Health and Social Behavior* study, co-authored with **Olga Kornienko** and **David R. Schaefer**, Arizona State University, which found that kids who are sick have fewer friends than they think. The media outlets include *Bloomberg Businessweek* on December 7, *The Times of India* on December 8, and the *Los Angeles Times* "Booster Shot" blog on December 10. *The Times of India* article also quoted **Robert Crosnoe**, University of Texas-Austin.

**Pamela Herd**, University of Wisconsin-Madison, was mentioned or quoted in a number of media outlets about her *Journal of Health and Social Behavior* study, which found that getting good grades in high school leads to better health. The media outlets include MSNBC.com on December 7, AOL Health and UPI.com on December 8, *Bloomberg Businessweek* and Time.com on December 9, and a variety of others.

**Nikki Jones**, University of California-Santa Barbara, was quoted in a December 5 *Santa Barbara Independent* article about her new book, *Fighting for Girls—New Perspectives on Gender and Violence*.

**Judi Kessler**, Monmouth College, was quoted in a November 29 *Register-Mail* article about rural homelessness.

**ChangHwan Kim**, University of Kansas, was mentioned or quoted in a number of media outlets about an *American Sociological Review* study he co-authored with **Arthur Sakamoto**, University of Texas-Austin, which exposed racial

discrimination against Asian American men in the job market. The media outlets include UPI.com and Reuters on December 7 and the *Lawrence Journal-World* on December 13.

**Eric Klinenberg**, New York University, was quoted and **Robert Putnam**, Harvard University, was mentioned in a November 10 *Boston Globe* column centered around Klinenberg's research on people living alone.

**Hugh Klein**, Morgan State University and Kensington Research Institute, was quoted in a November 17 *Medscape Medical News* online feature based on his research examining the factors associated with low perceptions of risk among men actively seeking unprotected sex online.

**James Loewen**, Catholic University, was quoted in a November 30 *New York Times* article about commemorating the Civil War and celebrating of the secession of the South.

**Chaeyoon Lim**, University of Wisconsin-Madison, and **Robert Putnam**, Harvard University, were mentioned or quoted in a number of media outlets about their *American Sociological Review* study, which revealed the "secret ingredient" in religion that makes people happier. They include MSNBC.com, CNN.com's "The Chart" blog, and *USA Today* on December 7. The *USA Today* article also quoted **Nancy Ammerman**, Boston University, and **Daniel Olson**, Purdue University. A variety of other outlets also wrote about the study including AOL Health on December 8, UPI.com on December 9, and *The Globe and Mail*, which also quoted Ammerman, on December 13.

**Jooyoung Lee**, University of Pennsylvania, was quoted in a December 13 *Philadelphia Inquirer* article about his research on the lives of Philadelphians who have been shot.

**Bernice A. Pescosolido**, Indiana University-Bloomington, was quoted in a November 24 *Bloomberg Businessweek* article about the stigma of mental illness.

**Steven Picou**, University of South Alabama, was interviewed December 1 on NPR's "Morning Edition" about the mental health effects of the BP Gulf oil spill.

**Brian Powell**, Indiana University, wrote a December 7 guest post titled, "Accepting Same-Sex Families," for the *Washington Post*'s "Political Bookworm" blog.

**Harriet Presser**, University of Maryland-College Park, was quoted in a November 24 *Wall Street Journal* article about holiday traditions undergoing an overhaul as American work hours are shifting during the recession.

**Josipa Roksa**, University of Virginia, commented about the Presidents' Alliance for Excellence in a November 16 *Chronicle of Higher Education* article.

**Gonzalo Santos**, California State University-Bakersfield, was quoted in a November 14 *Bakersfield Californian* column about a federal bill that would allow some undocumented students access to acquire state financial aid to attend college.

**Stephen J. Scanlan**, Ohio University, was quoted in a December 13 CNN.com article about food insecurity.

**Christopher Schneider**, University of British Columbia, was quoted in a November 11 *Winnipeg Free Press* article about how Canadian Remembrance Day tributes took place on social media sites.

**Scott Schieman**, University of Toronto, was quoted and **Marisa Young**, University of Toronto, was mentioned in a November 18 Time "Healthland" blog post, "Is Work Flexibility Good or Bad? It's Complicated," which was centered around their research.

**Susan Stewart**, Iowa State University, was quoted in a November 18 *New York Times* article about post-divorce living arrangements.

**Richard Sullivan**, Illinois State University, was quoted in a December 4 *Santa Cruz Sentinel* article regarding controversy within the University of California graduate student union.

**Stephen Sweet**, Ithaca College, was quoted in a November 24 *Inside Higher Ed* article about whether hazing can be stopped.

**Robb Willer**, University of California-Berkeley, was mentioned in a November 18 *New York Times* "Dot Earth" blog post, centered around his research on global warming skepticism. The post also quoted **Robert Brulle**, Drexel University. Willer's work was also mentioned in a variety of other media outlets including the *Washington Post* "Post Carbon" blog on November 16, the *Orange County Register* on November 18, and *Reuters* on November 19.

**Alford A. Young, Jr.**, University of Michigan, was quoted in a December 2 *Wall Street Journal* post on "The Juggle" blog centered around research he did on the means employees use to resolve work-family conflicts.

## Awards

**Kevin Bales**, Wilberforce Institute for the Study of Slavery and Emancipation, University of Hull, and President of Free the Slaves, won the \$100,000 University of Louisville Grawemeyer Award for Ideas Improving World Order for 2011 for his book *Ending Slavery: How We Free Today's Slaves*.

**John Laub**, National Institute of Justice and the University of Maryland, and **Robert Sampson**, Harvard University and the Russell Sage Foundation, have been announced as the 2011 winners of the Stockholm Prize in Criminology. Laub and Sampson are long-time collaborators on research that has



## announcements

resulted in two seminal works that examine the issue of desistance from crime.

**Patricia Leavy**, Stonehill College, was named the New England Sociologist of the Year by the New England Sociological Association on November 6, 2010, at their annual conference at the University of New Hampshire.

## Transitions

**Timothy J. Owens** has accepted a position as a full professor in the Department of Sociology at Kent State University. He also serves on the Graduate Faculty of the Graduate School at Purdue University.

**Catherine Richards Solomon** has been promoted to Associate Professor with tenure in the Department of Sociology at Quinnipiac University.

## People

**David L. Altheide**, Arizona State University, delivered the inaugural address for a new graduate program in Risk Communication developed in the School of Communication at the Universitat Rovira i Virgili in Tarragona, Spain.

**Daniel Cook**, Rutgers-Camden, delivered a keynote talk, "Examining the 'Culture' in Children's Commercial Culture," at the Children and Cultures conference of the Association for French Speaking Sociologists in Paris in December.

## New Books

**Paulo de Carvalho**, University Agostinho Neto, *A campanha eleitoral de 2008 na imprensa de Luanda* [The 2008 political campaign in press in Luanda], (Kilombelombe, 2010).

**David R. Heise**, Indiana University, *Surveying Cultures: Discovering Shared Conceptions and Sentiments* (Wiley Interscience, 2001).

**Neil J. MacKinnon**, University of Guelph, and **David R. Heise**, Indiana University, *Self, Identity, and Social Institutions* (Palgrave Macmillan, 2010).

**Harvey Molotch** and **Laura Noren**, both of New York University, Eds., *Toilet: Public Restrooms and the Politics of Sharing* (New York University Press, 2010).

**Kimberly D. Richman**, University of San Francisco, *Courting Change: Queer Parents, Judges, and the Transformation of American Family Law* (New York University Press, 2010).

## Other Organizations

**Demography**. The Population Association of America (PAA) released the supplemental issue of its journal *Demography*. The supplemental issue, funded by the National Institute on Aging (NIA), consists of 10 articles based on

presentations at the 2009 15th Anniversary Conference of the founding of the Demography and Economics of Aging Centers funded by the National Institute on Aging. Many of the journal articles are written by sociologists. *Demography*, a quarterly scientific journal, includes research conducted in several disciplines including the social sciences, geography, history, biology, statistics, business, epidemiology and public health.

**The Sociological Quarterly Editor Search**. The Midwest Sociological Society (MSS) seeks an individual with a distinguished scholarly record and editorial experience to be the next editor of *The Sociological Quarterly* (TSQ). Since 1960, the journal's contributors, peer reviewers, advisory editors, and readers have made it one of the leading generalist journals in the field. Editing TSQ is a unique, rewarding professional responsibility that brings visibility and distinction to a department and university. During his/her four-year appointment, the editor solicits, reviews, and makes decisions about all manuscript submissions. The editorial office employs an efficient, productive web-based submission and peer-review system. The new editor will be expected to open an editorial office by March 1, 2012, and will edit volumes published in 2013 through 2016. The review process begins February 1, 2011. Contact MSS at (608)787-8551; MidwestSS@centurytel.net; <www.TheMSS.org>.

## Contact

**Sociology of Consumers and Consumption**. Petitions are now being accepted in support of creating a Section on the Sociology of Consumers and Consumption. Contact Dan Cook at dtcook@camden.rutgers.edu or visit <csr.camden.rutgers.edu> for more information.

## Caught in the Web

**The Sociological Cinema** <www.thesociologicalcinema.com> is an online resource to help sociology instructors incorporate videos into their classes. The centerpiece of the site is a searchable database of video clips. Each clip is tagged with sociological themes, year, and includes a summary of the clip with suggestions of how to use it in the classroom. The focus of the site is on short video clips (less than 10 minutes), but videos may be up to one hour in length. The site also includes comment sections for all videos, a blog, assignments, video-related scholarship on teaching and learning, and a form to submit new video clips to the site.

## Summer Programs

**AERA Faculty Institute for the Teaching of Statistics with Large-Scale Data Sets**. The Faculty Institute's goal is to help faculty use large-scale federal

data sets in their courses. Especially important are data sets sponsored by the NCES, NSF, and other federal agencies. These data sets, often longitudinal and nationally representative, offer an excellent opportunity to conduct research and learn advanced quantitative methods with high-quality policy relevant data. This Institute aims to teach faculty to incorporate these data sets in their statistics and methodology courses, thereby preparing the next generation of researchers to take advantage of these rich data resources in their research. This Institute will be held June 15-17, 2011, at Stanford University. The Institute will cover participant expenses. Deadline: January 20, 2011. For more information, visit: <www.aera.net/grantsprogram/res\_training/stat\_institute/SIFacFly.html>.

### AERA Institute on Statistical Analysis for Education Policy: Transitions from High School to College

The Institute's goal is to build the capacity of the U.S. education research community to use large-scale national and international data sets supported by the National Center for Education Statistics, National Science Foundation, and other federal agencies. Hands-on training is provided in the application of large-scale data sets, with special emphasis on using them for policy-related research in education. The Institute will focus on using these data sets to address research questions related to student transitions from high school to college. The training will be held May 24-26, 2011, in Washington, DC. The Institute will cover participant expenses. Application deadline: January 20, 2011. For more information, visit: <www.aera.net/grantsprogram/res\_training/stat\_institute/SIFly.html>.

### Antwerp Summer University Summer School on Longitudinal and Life Course Research

July 4-8, 2011, Antwerp, Belgium. The Summer School on longitudinal and life course research is supported by relevant learned societies and research units. It aims to bring closer the social and biological sides of this research area and to build the early career capacity of a European research network. The Summer School is intended for PhD students, postdoctoral fellows, and (research) master students who are interested in exploring the potential of longitudinal and life course research or who want to develop further their existing skills. The course includes lectures and discussions led by experienced researchers. Computer lab sessions develop practical skills and small group project work develops scientific creativity, with final day presentations and roundtable discussions giving constructive feedback. Contact: Dimitri Mortelmans, Faculty of Social and Political Sciences, De Meerninne, Sint Jacobstraat 2, B - 2000 Antwerpen - Belgium; ++32 (0)3 275 55 35; fax: ++32 (0)3 275 57 93; dimitri.mortelmans@ua.ac.be or llcr@ua.ac.be.

**The Center for AIDS Prevention Studies' (CAPS) Training Program** for Scientists Conducting Research to Reduce HIV/STI Health Disparities at the University of California-San Francisco is accepting applications for participation in the 2011 summer program. CAPS is a leader in HIV-prevention research in minority communities. This program allows minority-focused investigators to use the technical assistance of a team of collaborators who are both successful researchers and knowledgeable about the issues of doing HIV-prevention research with minority communities. This program is designed to assist investigators already conducting HIV-prevention research with ethnic minority communities to improve their programs of research and obtain additional funding for their work. Program participants will spend six weeks in San Francisco for three summers, receive a monthly stipend for living expenses and roundtrip airfare, and receive up to \$25,000 to conduct preliminary research before the second summer to strengthen an investigator-initiated RO1 application. Deadline: January 18, 2011. Contact: Jackie Ramos at (415) 597-4976; Jackie.Ramos@ucsf.edu; <caps.ucsf.edu/CAPS/about/fellows/minorityindex.php>.

### University of Maryland (UMD) Summer Research Initiative to Increase Diversity

The goals of the program are to provide rising juniors and seniors an opportunity to increase their interest and learn about doctoral-level training and provide basic research skills that can be applied in the social, behavioral, and economic science fields. The program has an emphasis on population groups underrepresented in these fields. The eight-week program will be held on the University of Maryland-College Park campus May 31-July 22, 2011. Students will be provided a meaningful research experience by working with a faculty mentor. Their research experience will be supplemented with lectures, workshops, and networking opportunities. Students will be provided round-trip airfare, meals, room and board in on-campus housing, and a stipend of \$2,700. Deadline: February 15, 2011. Contact: Kim J. Nickerson at SRI@bsos.umd.edu; <www.bsos.umd.edu/diversity/summer-research-initiative.aspx>.

### The National Mentoring and Training Program of the Center for Population Research in LGBT Health at the Fenway Institute

The Center is seeking applications for its National Pre-Doctoral Mentoring Program, open to doctoral and advanced masters' students. The program connects trainees with expert faculty mentors in LGBT health research from the center's national network of participating scientists. Mentors are closely matched to students' research interests and assist students who are developing or working on a research project in the study of LGBT health or same-sex families/



announcements

households. An ideal candidate will have an interest in working with a mentor to better incorporate population health research methods and/or concerns in their projects. Deadline: February 15, 2011. Contact: Aimee Van Wagenen at mentoring@lgbtppocenter.org; <training.lgbtppocenter.org>.

Deaths

**C. Neil Bull**, University of Missouri-Kansas City, died on September 26, 2010, at the age of 70 after a brief illness.

**Kim R. Kihl**, Northern Virginia Community College, died of lung cancer on October 5. He was 60 years old.

**Lewis M. Killian**, University of Massachusetts-Amherst and the University of West Florida, passed away peacefully on November 20, 2010, at the age of 91.

**Janet Salaff**, University of Toronto, passed away on November 10.

Obituaries

**Katherine Ruth Jensen**  
1946-2010

Katherine Jensen, University of Wyoming, died after a short illness on October 12, 2010. She was a member of both the Sociology Department and the Women's Studies Program, and was an adjunct professor in the International Studies Program. Jensen was the first Director of Women's Studies and first Director of International Studies as well as involved with other independent, interdisciplinary programs at the University of Wyoming. She remained an active member of three faculties until her retirement in 2006.

Jensen joined the UW Sociology Department in 1977, was promoted to the rank of associate professor in 1991, full professor in 1997, and distinguished professor emerita upon retirement. She served as associate dean of the College of Arts and Sciences at the University of Wyoming (1988-1991) and held faculty positions at Australian National University (1985), the University of London (1995), Lingnan University, Hong Kong (2000), and taught annually for several years in the Republic of China (Taiwan). She had an outstanding career of scholarship, service, and teaching, mentoring many students who went on to professional careers in sociology, women's studies, and related fields. She brought her wide-ranging interests and professional skills into active service to the citizens and State of Wyoming.

Born and raised in western South Dakota where her family has ranches for three generations, Jensen began her professional career studying High Plains women. Among her first articles was "Mother Calls Herself a Housewife, but She Buys Bulls." A graduate of Carlton College (1968), she studied as an undergraduate in Japan. She

taught at Many Farms High School and Navajo Community College, Navajo Nation, before returning to school. She received her MA in sociology of education (1974) and her PhD in educational policy studies (1977) at the University of Wisconsin-Madison.

Co-author of *The Last Gamble: Betting on the Future in Four Rocky Mountain Mining Towns* (1998) with her husband of many years, Audie Blevins, Katherine Jensen's published scholarship began with Navajo schooling and women in higher education. Her love of oral history was prominently displayed in projects, articles, and chapters about rural women throughout the 1980s. These women became one of the subjects of her course, *Women and Work*, which she taught for many years.

In the 1990s she collaborated with Blevins on several projects, received an NIH award to study gambling and community transformation, and continued to pursue her interests in international, Native American, rural women's issues. She was a Fulbright Summer Seminar participant in Cairo in 1989 and later was involved in international development projects in Egypt and the Philippines. In the past decade she traveled widely and was a Fulbright Senior Research Scholar in Nepal in 2002-03, studying women and microfinance. She published on women in the globalizing economy and continued to teach "Woman and Third World Development." Her final projects, with Blevins, studied the social impacts of energy development and forest management.

Katherine Jensen, a second-wave feminist, was a role model and advocate for diversity in academia. She was instrumental in increasing both the number of women on the University of Wyoming faculty and the inclusion of women's contributions and issues in courses taught throughout the social sciences. She was a wonderful mentor for younger faculty and remained a life-long friend and advisor to many of her students. Kathy was good company, a hard worker, and an innovative teacher who never forgot her roots, even while living part of the past few years in Hawaii. She was a wonderful mother of a blended family of four children, a fabulous cook and welcoming hostess, hiker, gardener, lover of music, and avid reader. She will always be remembered for her hearty laugh, unstinting generosity, and strength of character.

*Garth Massey, Portland, Oregon*

**Nathan Joseph**  
1921-2009

Nathan Joseph, Associate Professor at Lehman College, City University of New York, died last November at the age of 88 after a long illness.

Nat was born and educated in New York; he ended his career teaching at one of New York's colleges. He was a graduate of Townsend Harris High

School (one of the city's four elite high schools), a Phi Beta Kappa graduate of City College, and received his doctorate from Columbia University. Upon graduation from City College in 1943 he was drafted during WWII and served in the Pacific in an Army stevedore outfit. Although slight of build and far from the stereotypical image of a longshoreman, he attributed his assignment to the fact that the Army thought a college graduate was especially qualified to keep track of all the paperwork of a stevedore company. He also liked to tell the story of how he "rode the hook" between the holds of ships and piers.

His professional career falls into two overlapping parts. In the early fifties, he was a study director at the Bureau of Social Science Research at American University in Washington, DC; a researcher at the Visiting Nurse Service of New York from 1956-1960. He was the co-author of the 1961 report of that research, "Educating Expectant Parents." In 1962 he was a consultant to the Research Department of IBM. Also in the early sixties he taught at Brooklyn College and Adelphi University. In 1967, he received an appointment at Hunter College. The following year, the Hunter College campus in the Bronx, which for years had been offering a full four-year curriculum, became Lehman College. Nat, like most of the Bronx faculty, elected to remain with the new independent college. He retired in 1989.

It was during his years at Lehman that Nat produced his two path-breaking research works. The first, published in the *American Journal of Sociology* in 1972, "Uniforms: A Study in Social Interaction," was co-authored with Nat as the lead author. The second was *Uniforms and Nonuniforms: Communication Through Clothing* (Greenwood 1986). Both are must reads for anyone interested in the sociology of clothing. A final work, "Flags: Anatomy and Dynamics," was on submission to a publisher at his death.

Nat was a quiet, modest man who was admired by his colleagues for his meticulous scholarship; a range of knowledge far beyond his own discipline; and, last but not least, his wit. During even the most heated departmental debates his quiet voice and sensible, witty comments more often than not carried the day.

He is survived by his wife of 55 years, Elaine Joseph.

*Murray Hausknecht, Lehman College, CUNY*

**Glen T. Nygreen**  
1918-2010

Glen Nygreen, a life-long educator and volunteer who headed many national organizations, died on February 16, 2010, at his home in Scarsdale, NY. He was 91.

Nygreen was retired as Senior Vice President and Professor emeritus of

Lehman College, City University of New York. He held earlier appointments with the University of Washington, Kent State University, Hunter College, and Columbia Teachers College.

During his long and distinguished career, he received many honors for his leadership in American higher education. He served as President of the National Association of Student Personnel Administrators, national President of the Sigma Alpha Epsilon fraternity, and President of the Alpha Phi Omega co-ed service organization. Locally, he was inducted into the Westchester Senior Hall of Fame in 2007.

He was also an active Rotarian, serving as District Governor for the district covering Manhattan, Bronx, Staten Island, Westchester, and Bermuda. He served Rotary International in a number of special assignments. His work on behalf of the Rotary Foundation (International) was recognized with Rotary's Certificate for Meritorious Service and the Distinguished Service Award.

Nygreen is a former Chairman of many other service organizations, including the World University Service, the Bronx Unit of the American Cancer Society, the Bronx Chamber of Commerce, and the Boy Scouts. During his career with Scouting, he served three years as President of the Bronx Borough Council (1974-77) and was given the Silver Beaver Award.

Nygreen had a long affiliation with the YMCA, starting as a student at the University of Washington. He served on the Board of the National Student YMCA for eight years, rose to become President of the Ohio-West Virginia Council of the YMCA, and most recently was a board member of the Bronx YMCA.

He had a similarly long affiliation with United Way, actively participating in United Way of Scarsdale-Edgemont until his 91st birthday. In 1991-92 he served as Board Chairman. In 2008, he was recognized by the United Way of Westchester and Putnam for his volunteer leadership.

Glen was married to Beverly Holiday (deceased in 2003) for 63 years. They were active members of the Scarsdale Congregational Church, where Glen twice served as Moderator (President). They are survived by one son, Ted Nygreen of White Plains, three grandchildren, and five great-grandchildren.

Born in Bellingham, WA, Nygreen received his BSc, MA, and PhD degrees from the University of Washington. In 1997, he was granted the honorary degree of Doctor of Humane Letters (DHL) by Lehman College of the City University of New York. Among other honors he received are the Lehman Leadership Award, the Susan A. Moskowitz Grand Award by the CUNY Student Personnel Conference, and the RAIN Humanitarian Award.

*Ted Nygreen*

call for nominations

## 2011 ASA Honors Program

The American Sociological Association seeks applications from exceptional undergraduate students who wish to be considered for the 2011 ASA Honors Program. Honors Program students come to the 2011 Annual Meeting and experience a laboratory on the profession. They participate actively in special sessions designed just for them, and develop valuable networks with their peers as well as meet prominent professionals in the discipline. Taking part in the ASA Honors Program provides a significant and meaningful early experience in the careers of the next generation of sociologists. Participation requires nomination and, later, sponsorship by sociology faculty member at your college or university. Interested students and prospective faculty sponsors should consult the ASA website at [www.asanet.org](http://www.asanet.org) (click on "Teaching and Learning" then "Student Resources") for additional information and an application form. Contact: Dennis M. Rome, Director, ASA Honors Program (dennis.rome@uwp.edu).

Application deadline: February 15, 2011 (postmarked).

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**106<sup>th</sup> ASA Annual Meeting**  
**August 20-23, 2011**  
**Caesars Palace Las Vegas**  
**Las Vegas, Nevada**




# footnotes

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