

inside

- 3 Sexual Assault on College Campuses**
While entrance into college at a higher rate may signal great gender equity, the threat of sexual assault on campus does not.
- 4 Danish Sociology Was a Late Bloomer**
A turbulent history contributed to the diverse and transdisciplinary sociology of today.
- 5 A Sociologist's Perspective of Rwanda**
A sociologist's Fulbright in Rwanda found a community seeking education as its key to future and a way to forget its past.
- 9 Making Sure Undergraduates Are Represented**
An assistant professor at a small college helps her "non-traditional" students to present original research papers at a conference.

From the Executive Officer.....	2
Science Policy.....	3
International Perspectives.....	4
ASA Forum.....	14
Announcements.....	16
Obituaries.....	18



Looking forward to the 2011 Annual Meeting in Las Vegas

From Chicago to Las Vegas

Michael Ian Borer,
University of Nevada, Las Vegas

Sociologists don't give much credence to the idea of fate. It's too metaphysical and too hard to quantify. So I won't use the term fate to describe the ASA Annual Meetings' move from Chicago to Las Vegas. Instead, I'll say it's fortuitous. The good fortune of the move lies in the fact that about 5,000 sociologists will come to Las Vegas, a city whose pop culture-fueled reputation precedes many persons' visits. The meetings will give attendees a chance to witness a city that might be more relevant for understanding today's most prominent social issues than Chicago.

When the famed early Chicago School ethnographers and ecologists were studying their city, presenting it as a barometer for investigating the trials and tribulations of American urbanism and urbanization, Chicago had experienced a tremendous population growth. Chicago's population skyrocketed from about 500,000 in 1880 to about 2 million in 1910. Las Vegas experienced a similar recent excessive growth spurt, also spanning a mere 30 years. The population in Clark County (comprised of Las Vegas proper and the surrounding areas in the Valley including the iconic Strip as well as the City of Henderson) grew from a little less than 500,000 in 1980 to about 2 million in 2010.

Approaching Chicago after its boom in order to investigate the "moral as well as physical organization" of the city, Robert Park and his astute colleagues created a platform on which urban sociology, specifically, and sociology, more generally, could stand and flourish (Park and Burgess 1925). In fact, Park, et al., justified sociology as an important and necessary science of human endeavors. It is somewhat ironic, then, that we—members of the Sociology Department at the University of Nevada-Las Vegas—find ourselves amidst a robust social laboratory, but are forced to justify the importance and necessity of our discipline to those who make

Continued on page 10

Welcome the New Contexts Editors: Jodi O'Brien and Arlene Stein

Peter M. Nardi,
Pitzer College/The Claremont Colleges

The American Sociological Association has found the perfect editors for *Contexts*, the quarterly magazine that "makes sociology interesting" for the lay reader and professional sociologist alike. But "interesting" is too weak a word to describe Arlene Stein and Jodi O'Brien. The *Contexts* website describes the publication as "a smartly written, thought-provoking take on modern life in our communities—it's an indispensable guide to understanding our dynamic society." There you have it: smart, thought-provoking, modern, indispensable, dynamic—adjectives that characterize the new editors perfectly.

Jodi O'Brien

Jodi O'Brien attended the University of Utah as an undergraduate and the University of Washington for her PhD. She

started her journal experience as a graduate student editorial assistant on *Social Psychology Quarterly*, and served on the editorial boards of *Teaching Sociology*, *Social Problems*, *Sociological Perspectives*, and *Sexualities*.

O'Brien further honed her skills as one of five members of the Editorial Board for ASA's *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*; as editor for the 50 social psychology entries of the Blackwell



Jodi O'Brien



Arlene Stein

Continued on page 8

Chicago or Las Vegas: Anticipate an Intellectual Event

Randall Collins, ASA President 2010-11

The theme for the ASA meeting this year is "Social Conflict: Multiple Dimensions and Arenas."

The topic of social conflict is distinctive to sociology (and largely ignored by most other social sciences), along with our related concerns with inequality, action, and social change. The Program Committee has put together a menu to represent the best of the intellectual action, as well as the real-world dramatics of social conflict.



Randall Collins

Continued on page 8

from the executive officer

ASA Council Weighs in on the NRC Doctorate Program Rankings Debate

At its February 2011 meeting, the Council of the American Sociological Association accepted the report of its *ad-hoc* committee on the 2010 National Research Council's (NRC) Assessment of Doctorate Programs. Last fall, ASA President Randall Collins had charged this committee chaired by Council-member-at-large Mario Small to review the NRC report and its methodology and to prepare a set of recommendations to Council on how the ASA should respond, especially given the many concerns being raised by ASA members and sociology departments since the report's release in September 2010. The ASA President and Council viewed it as important for the ASA to weigh in on behalf of the discipline, if consensus among current members could be reached about this matter of concern to sociology.

Background

The 2010 NRC rankings were preceded by the influential 1995 NRC rankings, which had been used for comparative purposes by students considering graduate programs, research funders, and administrators as well as by universities seeking to evaluate and improve the quality of their doctoral programs. While the 2010 NRC ranking were to replace the outdated 1995 rankings, there were significant funding issues and intellectual controversy within the NRC panel so that the report was released three years behind schedule, and the extensive information collected was already dated. Controversy has not subsided.

The 1995 NRC rankings were based on a reputational survey carried out in 1993. The National Survey of Graduate Faculty asked faculty at U.S. universities their views about their doctoral departments' overall scholarly reputations, educational effectiveness, and change in quality over the prior decade. (www.nap.edu/readingroom.php?book=researchdoc&page=summary.html). The study, however, did not collect other information about the doctoral programs to substantiate the reputational

judgments, such as the scholarly publication record of faculty.

Not surprisingly, the 1995 NRC rankings were criticized for their reliance on reputational data. Critics said that such an approach failed to effectively recognize strong departments in niche fields or smaller programs. They were also criticized for being unable to distinguish scholarly productivity from educational effectiveness, for undermining the value of programs that, while not producing a large number of books or articles, were nonetheless particularly effective in training future scholars. Finally, the 1995 rankings provided no measure of uncertainty regarding the rankings. Readers could not assess whether a difference of a few positions in either direction reflected an actual difference or one due to chance.

The 2010 NRC rankings

The 2010 NRC rankings (<http://www.nap.edu/rdp/>) were expected by many to avoid the problems of the 1995 rankings while adding the transparency missing from some other existing rankings (i.e., the Gourman Report). Perhaps not surprisingly, the new NRC report on rankings has received even more criticism than the 1995 report. Those criticisms again focus on a range of structural and methodological issues. Many sociology departments that appeared as "winners," as well as those less favorably ranked, voiced concern that the new methodologies used failed in significant ways to evaluate sociology effectively as a scholarly discipline. This was a concern for the ASA Council.¹

Ad-hoc Committee Recommendations

The *ad-hoc* committee recommended that the ASA Council issue a resolution "criticizing the 2010 NRC rankings for containing both operationalization and implementation problems; discouraging faculty, students, and university administrators from using any of the five 2010 NRC rankings to evaluate sociology programs; encouraging

faculty, students, and university administrators to be suspicious of the spreadsheet data produced by the report; and indicating that reputational surveys have their own sets of biases." Instead of issuing a separate statement, Council accepted the whole *ad-hoc* committee report and asked it to be circulated on behalf of the Association (see www.asanet.org/about/Council_Reports.cfm).

This was in response to the report's recommendation that "ASA should encourage prospective students, faculty, university administrators or others evaluating a given program to avoid blind reliance on rankings that claim explicitly or implicitly to list departments from best to worst." The diversity of the discipline suggests that department evaluators should first determine what characteristics they value in a program and then employ available sources of information to assess the program's performance.

The ASA Council requested that the Executive Office make the report public and available on the ASA homepage; provide copies to appropriate officials at the National Academies, the National Research Council, and the National Science Foundation as well as to Sociology Department Chairs, Directors of Graduate Education, and Graduate Deans; and circulate a summary of the report as appropriate.


Last month ASA staff sent the report to 14 high-ranking officials, including Ralph Cicerone, President of the National Academy of Sciences, and Cora Marrett, Senior Advisor at the National Science Foundation. The report was also sent to the *Chronicle of Higher Education* and to *Inside Higher Ed* and placed as a news item on the ASA homepage.

Council's Role

The implications of the NRC graduate department rankings for sociology departments are viewed seriously by Council, and when the ranking's flaws first became apparent Council responded. Council works deliberately and diligently to best represent the needs of the discipline by also being selective in which

issues to address. It felt the potential importance of use and misuse of the NRC rankings in sociology made a statement from the discipline's national association important. While there may be concerns about the rankings not addressed by the Council report, the key critiques provide a framework for understanding the rankings' limitations and maximizing useful interpretations of the data by individuals, departments, and universities. Council is also sponsoring an Open Forum on the NRC rankings report at the Annual Meeting in Las Vegas on Sunday, August 21, from 8:30 am to 10:10 am.

ASA is a membership association and governance sets the tone—internally and externally—for how the Association operates and is perceived. The willingness of Council as ASA's elected leadership to address publicly discipline-wide issues, including flaws in the NRC rankings, demonstrates a focused empowerment for our discipline, departments and scholars, and a context for discussion.

For more information, ASA members should check the "governance" section of the ASA website under "About ASA" www.asanet.org/about/governance.cfm. There is a wealth of information there, beyond the usual governing documents such as the ASA Constitution and Bylaws. Governance includes the Council Minutes; Council's Issue-focused Statements; Council-accepted Reports; Amicus Briefs; as well as the Association's History and Archives. And, of course, the ASA financial audits. 

References

1 These concerns also led some sociologists, such as Jonathan Cole in a *Chronicle of Higher Education* article, who resigned from the NRC committee rather than write a dissent, to argue that the \$4 million five-year study is a failure.



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science policy

Sociologist Selected as the President of the Population Reference Bureau

Wendy Baldwin, Vice President and Director of the Poverty, Gender, and Youth Program at the Population Council, has been selected as president and CEO of the Population Reference Bureau in Washington, DC. She will begin her duties on June 27. She succeeds William P. Butz as PRB's president. Butz resigned in February 2011 after seven years to join the International Institute for Applied Systems Analysis (IIASA) in Vienna, Austria.



Wendy Baldwin


"Wendy has a wealth of U.S. and international leadership experience," said Faith Mitchell, chairwoman of the board. "[She] will bring her talent, dedication, and energy to a strong and influential global organization in the field of population, health, and the environment." Baldwin has published dozens of research articles in journals and edited volumes on topics related to adolescent sexual health, adolescent contraceptive use, and women and HIV/AIDS. She



received her PhD in sociology and demography from the University of Kentucky.

As vice president and director of the Population Council's Poverty, Gender, and Youth Program, Baldwin worked with country directors and professional staff to implement research to improve the future of young people. Prior to joining the Population Council, Baldwin was executive vice president for research at the University of Kentucky, 2003-06; and deputy director for extramural research, Office of the Director, National Institutes of Health, 1994-2002. From 1973 to

1993, she worked at the National Institute of Child Health and Human Development, National Institutes of Health.

Baldwin has served on the boards of directors and advisory boards of a number of government agencies, professional associations, and other organizations including the National Academy of Sciences, National Science Foundation, Population Association of America, U.S. Department of Health and Human Services, World Health Organization, and the U.S. Agency for International Development. She has been a member of the Board of Trustees of PRB since 2006. 

Protection from Rape as a Civil Right: The Evolution of Policy Concerning Sexual Assault on College Campuses

Ashley C. Rondini,
ASA Congressional Fellow

In recent decades, women have outnumbered men in rates of college enrollment and graduation, across racial, ethnic, and socioeconomic groups. On the surface, this fact would seem to indicate progress towards gender equity in educational participation. However, when the persistent rates of sexual harassment and sexual violence experienced by the women on college campuses are taken into account, it becomes clear that equitable access to higher education alone cannot be read as evidence of comprehensive gender equality on college and university campuses.

The Scope of the Issue

U.S. Department of Justice (DOJ) and the Department of Education (ED) report that rape is the most common form of violent crime occurring within institutions of higher education (IHEs). In fact, the DOJ indicates that women who are in college experience higher rates of rape and sexual assault than women of the same age not in col-

lege. It is estimated by the National Institute of Justice that between 18% and 20% of college women will experience an attempted or actual sexual assault over the course of their undergraduate careers. This range is consistent with data collected through the Campus Sexual Assault Survey, cited by the National Criminal Justice Reference Service, which indicates that 19% of current female students and 2.5% of current male students reported experiencing a sexual assault since their matriculation.

It is important to note that men can be victims of sexual harassment and sexual violence, that women can be perpetrators, and that sexual harassment and sexual violence can occur in the context of same-sex interactions and relationships. In any of these scenarios, hegemonic assumptions surrounding gender role stereotypes may create unique and significant barriers for victims in reporting, accessing support, and seeking accountability for perpetrators. It is neither necessary nor appropriate to minimize the legitimate experiences of these

victims in order to bring clear attention to the gendered implications of women's vastly disproportionate rates of victimization by male assailants.

Research cited by the DOJ Community Oriented Policing Services (COPS) program, as well as the Office on Violence Against Women (OVW), indicates that fewer than 5% of actual or attempted rapes of college women are reported to the police. In many cases, this is because survivors are either fearful of reprisal from the rapist and/or fearful that the legal process itself will result in further emotional trauma or distress. If the 2,951 incidents reported through ED represented only 5% of the actual amount of forcible sexual offenses, these numbers would imply that as many as 51,820 sexual assaults occurred on college campuses in 2009 alone.

Campus Sexual Assault and Federal Law

When *The Student Right-to-Know and Campus Security Act of 1990* (20 U.S.C. Sec.1092) was signed into

federal law as an amendment to the Higher Education Act of 1965, it was intended to impose greater degrees of accountability and transparency for IHEs with regard to campus safety and security through the Department of Education. The law was later renamed *The Jeanne Clery College Crime and Statistics Disclosure Act* ("Clery Act") in 1998, in memory of 18-year-old Lehigh University student Jeanne Clery, who was raped and murdered in her dorm room in 1986. Under *Clery*, IHEs receiving federal student aid funding are required to publish and submit annual reports containing campus crime statistics from the previous three years, as well their campus safety and security policies. *The Campus Sexual Assault Victims' Bill of Rights* was added as an amendment to *Clery* in 1992, which required IHEs to develop and implement policies and procedures that effectively protect the rights of sexual assault survivors, as well as programs focused on sexual assault prevention. Subsequent amendments have been added to *Clery* over time, but the overarching

Continued on page 6

Danish Sociology: The Fall and Rise of a National Sociology

*Kristoffer Kropp, Doctoral fellow,
University of Copenhagen*

Danish sociology plays a very small part in the world of sociology, and yet its turbulent history still highlights some of the often problematic relations to non-academic institutions in Denmark under which sociology has been practiced. The history contains both a very late institutionalization of sociological research and teaching and a closing of the all sociological departments and educations in the 1980s. In this short overview of the history and contemporary condition, I will try to show how the turbulent history of Danish sociologies has contributed to the present conditions and how it relates to both other social science disciplines and important societal interests and institutions.

Institutionalisation of Danish Sociology

Danish sociology follows in many ways a very common history of sociological research until the closing of the sociology departments in the 1980s. Parallel to most other Western countries, sociology was institutionalised in Denmark for the first time following World War II. By the end of the 1960s, the country had four main institutions carrying out sociological research: two departments at the University of Copenhagen (sociology and cultural sociology); a department of Organization and Industrial Sociology at the Copenhagen Business School (CBS); and a governmental Institute of Social Research (SFI) concerned mainly with social statistics. These research institutions were closely connected to the Danish state. One way or another, they participated in the reforms and social planning of the welfare state throughout the 1960s.

Student Rebellion and Closing of Sociological Departments

With the advent of the 1970s, all of the above-mentioned institutions

were affected by student rebellion and Marxist radicalism. However, particularly for sociologists at the University of Copenhagen, change was quite dramatic. Conflicts were played out between an older generation of administration and faculty and a coalition of younger faculty members and students, adopting forms of Marxist theory and critical research agendas. Meanwhile, two new universities were founded in Denmark: Roskilde University (in 1972, RU) and Aalborg University (in 1974, AAU), both organized around transdisciplinary education (similar to the United States' interdisciplinary programs) and research principles. From platforms at the new universities, a number of young sociologists attempted to challenge the political intentions embedded in these institutions, of basically educating "welfare state bureaucrats."

These attempts to fundamentally challenge relations between sociological research and the Danish welfare state met with growing attention and, later on, with harsh political reactions. During the 1980s, three major departments of sociological

research were entirely dismantled, either through state intervention or through administrative restructuring. Hence, in 1983, the social worker education at RU was closed down, and, a few years later, both sociology departments at the University of Copenhagen were dismantled through direct political intervention. While hugely contested amongst sociologists themselves, then and now, this drastic measure by the Ministry of Education was officially justified mainly by citing a lack of research productivity at the two departments. Danish sociologists, we might say, were starting to experience, in a rather extreme way, some of the growing demands for economically and politically efficient research.

Re-Establishing Danish Sociology

Danish sociology and sociologists found themselves in a severe institutional and intellectual crisis around 1990, which they worked their way out through two main strategies. Both strategies were aimed at rebuilding relations and reputation. On the one hand a professional strategy focused on sociology's recognition within academia as a relevant and legitimate academic discipline. In this process sociologists focused on the theoretical legacy of sociology and classical sociological theory was institutionalized as the core of the discipline at the re-established department of sociology at University of Copenhagen. The tendency to promote classical sociological theory and alternatives to various Marxists traditions also showed in the themes of the annual meeting of the Danish Sociological Association, where the sociologists discussed the common core of sociology in 1992 and "forgotten" theoretical traditions in 1993.

This strategy of rebuilding academic reputation was in some ways a condition of the second strategy, which focused on rebuilding relations with non-academic interests and institutions. At the Department of Sociology at the University of Copenhagen researchers established relations with different governmental research institutions in the late 1990s; at the transdisciplinary department at RU and AAU sociological researchers worked together with third sector associations and local administrations in developing and evaluating social initiatives and programs. Through this type of cooperation with non-academic institutions and interests, sociologists not only produced social recognition, but also provided empirical material and funding.



Copenhagen, Denmark

Common to both sociological researchers at the discipline-oriented and the more transdisciplinary-oriented departments was utilizing the changes in order to finance research that was introduced through the 1980s and 1990s. In the 1980s the universities had faced severe cut backs. Through the 1990s the total spending on higher education and research again rose, but resources were now located through projects and pools with specific themes, and different kinds evaluations produced for ministries and local authorities. This means that Danish sociology today—to a very large degree—depends on insecure funding and that sociological research has to build social relations with different kinds of strong non-academic interests and institutions in order to secure the next project.

A Weak Discipline in Non-Disciplinary Institutions

Following the two strategies Danish sociological research has nonetheless grown since it re-institutionalization in the early 1990s. According to official statistics, the number of sociological researchers has grown from 168 full-time equivalents in 1997 to 387 in 2006 and today we find sociological research at most Danish universities.

At the University of Copenhagen we find the Department of Sociology, which offers one of the two programs in sociology. The research at the department is very diverse, ranging from research in social theory to cultural sociology, science studies to industrial relation, and political

Continued on page 7

Is Rwanda a Success Story? A Sociologist's View

Jeanne Ballantine, Wright State University

My Fulbright in Rwanda tasks were to teach university students, provide faculty development seminars and consult on curriculum design. Enrolled in my Global Social Issues class were students who had been in prison for 15 years as punishment for participating in the genocide and others who lost loved ones, even witnessing their killing. What they had in common was that they all wanted security and viewed education as their ticket to success in the new Rwanda. Most have only recently been able to pursue higher education because of the cost and interrupted high school educations. Of particular concern to these mostly Catholic students were population control, infant and maternal mortality rates, and the effect of globalization on Rwanda's future. Religious leaders have played a part in the recovery of the nation, with 65 percent of the population Catholic, 9 percent Protestant, and 1 percent Muslim.

On first entering the stark university classroom, I found 17 adult students laughing and chatting in Kinyarwandan, the language of Rwanda. All had lived through the genocide 17 years earlier, and everyone in this small country was affected—but the genocide was a taboo subject for class discussion and beyond. Rwandans have been ordered by the government to not discuss that nightmare lest they be deemed traitors to the new Rwanda, and live in peace with neighbors despite past atrocities.



Faculty at the Catholic University of Kabgayi

At least in public arenas Rwandans were obeying. So far, that tenuous peace is holding up and the country is moving ahead politically and economically. Whether the people are moving ahead psychologically and collectively remains to be seen, although they welcome the relative safety. The following paragraphs include some of my observations about Rwandan institutions, from education and health to politics and the economy.

Education in Rwanda

The typical teaching style is rote memorization, using exams to assess progress. The Catholic University of Kabgayi asked me to conduct seminars using alternative instructional strategies with new ideas for preparing students for a future Rwanda. The curriculum design was to reflect the future needs of students: a combination of political and global sociology, economics and business. My job was to evaluate the content and organization of the curriculum based on goals we discussed, and suggest additional courses such as race, class, and gender and conflict resolution. My students seemed to appreciate the chance to discuss issues and solutions to problems as part of learning; some of these students are likely to be in influential decision-making positions in the future.

Education of Rwandans is top priority at both the individual level and the national level. Initiatives to build new primary and secondary schools, especially in rural areas, have resulted in education reaching many remote hillsides. At some time in their lives, 97 percent of primary school-aged girls and 95 percent of boys had been enrolled in primary school, and 34 percent in secondary school (UNESCO 2008). Many secondary school students are boarders

because of the distances from their homes.

Only 6 percent of the population is college or technical-school educated. Tertiary-level education is not readily available but is expanding—there is an established national university in Butare (Huye); a teachers' college and technical schools in Kigali, the capital; and a Catholic university in Gitarama. With government help, some students also travel to South Africa or India where they receive higher education more cheaply than in Europe or the United States.

A Language Hurdle

Consider the *lingua franca*, symbolic of the change taking place since the genocide. Formally the language learned in schools was French, resulting from the time of Belgian colonial control. However, current President Paul Kagame declared in 2008 that French was out and English was in—overnight! English was the way of the future, and would provide links with the East African community (rather than the poorer surrounding French-speaking countries) as a means of securing that future. My adult French-speaking students were dutifully and diligently struggling to make English work for them. Occasionally I would resort to my rusty French, but the class ended up being as much about language as global issues. Accustomed to lecture and rote memorization in classes, discussion in English was challenging for them, but rewarding. The few books in the university library were in French. Students had no textbooks and little access to online materials. The English textbooks in basic subjects that I brought were prized possessions!

Rwanda is a country of 1,000 stunning green hills and plenti-



Jeanne Ballantine on a motorbike (the main means of transport!) in Rwanda.

ful rainfall, yet farm families are isolated in their small valley communities, and use hoes on small farm plots (www.historycentral.com/nationbynation/Rwanda/Human.html). With a rise in the more educated population, much is changing. In a country that is more than 85 percent subsistence agriculture, Rwandans push for universal education is inspiring.

A Changing Economic and Political Culture

What will happen to these students when they achieve more education and consequently have higher hopes for new opportunities? As the economy expands and diversifies, the need for college-educated workers in health and education seems to be expanding. In addition, the rapid growth of industries and high-tech companies, with help from international investors and donors, may increase employment opportunities, although some will be left behind. To the international business community, Rwanda is now a model African country for efficiency and lack of corruption. The philosophy of the government leaders elected after the genocide is that Rwanda needs to develop an educated population, infrastructure (electricity, sanitation, health care), and foreign investment, in part due to the lack of corruption in Rwanda. And they are doing it!

In order to keep the population and opportunities dispersed throughout the country, the government is putting limits on the number of people moving to the major cities. Since the

Continued on page 6

Protection

from Page 3

policy goal of maintaining institutional accountability for student safety has remained unchanged.

Federal measures germane to campus sexual assaults are not limited to *Clery*. In 1994, *The Violence Against Women Act* (VAWA), originally introduced by then-Senator Joe Biden, was enacted as Title IV of the *Violent Crime Control and Law Enforcement Act* (P.L. 103-322). The original VAWA represented a legislative landmark with regard to recognition of violence against women as an issue of national priority. Specific funding designations for grants to address the issue of campus sexual assaults were added in the later *Violence*

Against Women Act of 2000 (VAWA 2000; P.L. 106-386), and have remained attached to subsequent reauthorizations of the bill.

On April 4, 2011, Vice President Joe Biden spoke to a group of undergraduate students at the University of New Hampshire about the issue of sexual violence on college and university campuses. Biden's speech coincided with the release of a "Dear Colleague" letter from the Department of Education, in which the Office of Civil Rights (OCR) issued guidance to IHEs concerning their responsibilities under federal civil rights law to address issues of sexual violence. The letter outlines the obligations of educational institutions under Title IX of the 1972 Education Amendments (20 U.S.C. Sec. 1681), which prohibits any kind of discrimination on the basis of sex, including sexual harassment, in the context of any education program or activity receiving federal funding.

The OCR defines sexual harassment as "unwelcome conduct of a sexual nature, including sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual

nature, including all forms of sexual violence." IHEs are mandated under Title IX to appropriately address all reported incidents of sexual harassment, with particular attention to conduct that creates an environment sufficiently hostile as to prevent a student from being able to fully participate in, or benefit from, any aspect of a school's educational opportunities and programs. According to research conducted by the Centers for Disease Control, survivors of sexual assault confront increased risks for depression, post-traumatic stress disorder, alcohol and drug abuse, and suicidal ideation. In addition to obviously posing a threat to one's overall health and well-being, a struggle with any of these consequences of sexual violence

victimization could also easily derail one's educational pursuits.

The OCR has recently engaged in several investigations

of well-known universities concerning their compliance with *Clery* and Title IX, in response to allegations that school officials failed to address incidents that created a hostile learning environment for female students. When such claims are substantiated, and school officials are found to have acted with "deliberate indifference" to reported incidents of sexual misconduct, IHEs are subject to ED fines as well as private lawsuits.

Resources and Awareness

While there is still more progress to be made, the federal government has put IHEs on notice with regard to their institutional responsibility to greatly reduce sexual violence, transform the normative cultural conventions that sanction it, and develop best practices to support those who have been victimized on their campuses. The DOJ Office on Violence Against Women currently oversees the Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus

Program, through which IHEs can access funding for the development of comprehensive sexual violence prevention programs. The Senate Health, Education, Labor, and Pensions Committee (HELP) is currently considering the *Campus Sexual Violence Elimination Act* (Campus SaVE Act), introduced on April 14, 2011, by Senator Robert P. Casey (D-PA). The *Campus SaVE Act* would amend the Higher Education Act of 1965 to improve education, reporting, and prevention related to campus sexual violence, domestic violence, dating violence, and stalking, by expanding the requirements of *Clery*.

Recent efforts from the Department of Education, Congress, and the Obama Administration to increase awareness of institutional responsibility for addressing sexual harassment and sexual violence have come about in response to the observable failure of several IHEs to adequately abide by long-existing laws. The basic tenets of *Clery* have been in effect for 20 years, and Title IX was passed almost 30 years ago.

Moreover, the concept of freedom from sexual violence as a fundamental right has been championed by feminists concerned with women's safety, health, and bodily autonomy for decades. What makes recent events particularly notable, however, are the highly visible ways in which both the Vice President and the Department of Education have explicitly invoked the latter to assert the federal government's "official" interpretation and approach to enforcement of the former. The looming threat of Title IX and *Clery* violation investigations may push college and university officials to proactively seek out more comprehensive ways to address and prevent sexual violence within their institutional environments. Meanwhile, women's status on college and university campuses must be critically understood, not only in terms of control over their own educational trajectories as evidenced by their experiences of higher enrollment rates, but also in terms of control over their own bodies as evidenced by their freedom from experiences of sexual violence. ☺

“While there is still more progress to be made, the federal government has put IHEs on notice with regard to their institutional responsibility to greatly reduce sexual violence.”

Rwanda

from Page 5

genocide, women make up 70 percent of the population. The parliament—comprised of more than 56 percent women and with many women in top cabinet posts—has made education and health care a priority. Rwandans seem to be grateful for the stability, cleanliness, education, health care, and anticipated opportunities—and most with whom I spoke seemed optimistic about their futures.

Health care, too, is spreading to isolated areas of Rwanda. In rural hilltop villages reached only by rutted lanes, health clinics have sprung up. Outreach workers treat residents for disease, provide prenatal care, and medicate infections. There has been a decrease in malaria, in infant and maternal mortality, and in major health problems, with widespread use of mosquito nets and involvement of health clinics in mother and infant care.

Rwanda seems on the brink

of positive, significant change—rather like the transformation of some Asian tiger countries several decades ago.

Despite this relatively positive report, reflecting on my Fulbright experience, I am left with many questions: Can a country forget its past and move on in less than a generation? Does it take a crisis for a country to change its way of life and thought patterns? A genocide? An earthquake, volcanic eruption, or tsunami? A devastating war? A revolution? Is a benevolent dictator, albeit elected, necessary to move a country in shambles ahead? How does the recent cooperation and sharing of people interplay with underlying tensions, and still lead to social improvement? I was left with these and many other questions about this remarkable and beautiful country. ☺

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Sociologists Elected to the American Academy of Arts & Sciences

Two U.S.-based sociologists were among some of the world's most accomplished leaders from academia, business, public affairs, the humanities, and the arts who were elected members of the American Academy of Arts and Sciences. In late April, the Academy announced its selection of 212 member, including sociologists Claude S. Fischer and Nancy Foner, as part of its 2011 Class of Fellows. They are in a class with cancer researcher Clara Bloomfield; Anthony Bryk, President of the Carnegie Foundation for the Advancement of Teaching; Roberta Ramo, the first woman to serve as president of the American Bar Association; documentary filmmaker

Ken Burns; and singer-songwriter Paul Simon.

Fischer, Professor of Sociology at the University of California-Berkeley is the founding editor of ASA's *Contexts* magazine. He has conducted research on American social history, including a statistical study, with Michael Hout, of transformations in American society over the 20th century, *Century of Difference: How America Changed in the Last One Hundred Years* (2006) and *Made in America: A Social History of American Culture and Character* (2010), which analyzes social, cultural, and psychological developments since the colonial era. **Foner**,

Distinguished Professor of Sociology at Hunter College and the Graduate Center, CUNY, is an influential scholar of the American immigrant experience. The author or editor of 14 books, she has written widely on immigration to New York City and is particularly interested in the comparative study of immigration—comparing immigration today with earlier periods in the United States, the immigrant experience in various American gateway cities, and immigrant minorities in the United States and Europe. They will be inducted into the Academy on October 1, 2011, in Cambridge, MA.

Established in 1780 by John

Adams and other founders of the nation, the Academy undertakes studies of complex and emerging problems. Its membership of scholars and practitioners from many disciplines and professions gives it a unique capacity to conduct a wide range of interdisciplinary, long-term policy research. Current projects focus on science and technology; global security; social policy and American institutions; the humanities and culture; and education. 

For more information about the American Academy of Arts and Sciences' 2011 Class of Fellows and Foreign Honorary Members, visit <www.amacad.org/news/alphalist2011.pdf>.

Danish Sociology

from Page 4

sociology, as well as social policy and social work.

The second educational program in sociology is offered at the Aalborg University in the Department of Sociology and Social Work. The educational program has run since 1997. As the name of the department suggests, a large part of the research in the department is orientated towards social work and the master's degree it offers for social councillors. Since the establishment of the educational program in sociology, the department has gradually expanded its research into other sociological research areas and thus broadened its research agenda into classical sociological research topics.

At the transdisciplinary university RU there are a number of sociological-oriented research environments. One of the largest is associated with the education in


social science (established in 1994) and is oriented towards research in social work and social policy. This sociological environment has largely grown through an entrepreneurial strategy of establishing relations with various kinds of non-academic interests and institutions. Other sociological research environments at RU focus on industrial relations, work life, transportation and natural resource management, and sociology of education, all in transdisciplinary settings and often conducted by researchers with transdisciplinary educational background.

The Copenhagen Business School (CBS) is largest institution for social science research in Denmark and also contains one of the oldest still existing sociological-oriented departments, the Department of Organization. The sociological research conducted here and at other department at the CBS is often related to sociology of organizations, economic

sociology, sociology of management and sociology of work. The CBS offers a growing number of transdisciplinary business educations with a significant amount of sociological theory about organizations, management and sociological research methods.

Until lately there was not a common sociological environment at the second largest university in Denmark, Aarhus University. But since 2010 many small sociological-oriented research environments have gathered in a research centered on sociology (CESAU).

As this short overview of Danish sociology shows sociological research in Denmark is experiencing renewal

and growth. But the growth has taken place within transdisciplinary institutions or institutions of other social science disciplines and is, to a large degree, the consequence of an entrepreneurial approach from local sociology researchers. The challenge today is thus to establish and stabilize institutions within which sociological research and education can take place. 

This article draws on the author's doctoral thesis and on this journal article: Kropp, K. & Blok, A. 2011. "Mode-2 Social Science Knowledge Production? The case of Danish Sociology between Institutional Crisis and New Welfare Stabilizations" *Science & Public Policy* 38(3):213-224.

Twitter at the Annual Meeting

The American Sociological Association (@ASAnews) will be tweeting about activities



and research presented at the 2011 ASA Annual Meeting, and meeting attendees are encouraged to tweet from the meeting as well as to highlight noteworthy presentations or to share and discuss ideas. These Twitter (twitter.com) updates can be used to share proceedings with absent colleagues or connect virtually with other meeting attendees. Internet access will be available at the ASA Cybercafé. Please use the hashtag #ASA2011. Hashtags signal that a tweet relates to that particular topic and make it easier for users to search for popular topics.

Submit Ideas for the International Perspectives Column

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

Sessions

from Page 1

One of our three plenary sessions (Monday, August 22) will be devoted to “Fifty Years of Advances in Social Movement Research.” Social movements has been the major area for studying how collective conflict (aka, contentious politics) is organized, mobilized, interpreted, and won and lost. It is one of the success stories of contemporary sociology and one of sociology’s best examples of integrating theory and research. Leading researchers from several generations will discuss what has been accomplished.

Another Plenary session (Saturday, August 20), organized by Elizabeth Bernstein, Columbia University, will survey the politics of sexualities. Sexual revolutions of one kind or another have been going on for over 40 years, together with their counter-mobilizations, making sexual politics a major site of contention, today—the age of Obama—as well as in what pre-

ceded and what will follow.


Major thematic sessions will include the collapse of the USSR 20 years later—the major geopolitical break in most of our lifetimes. Another special session will view the Middle-East revolts and revolutions of 2011. (The years 1848-49, 1989-91, and 2011 have shown a pattern of chain-linked revolts, whose mechanisms are just beginning to be studied.) Another panel will address the future of capitalism: taking this as a real question, how far will capitalism survive in the long run and what will its medium run conflicts be? There will be a session providing an overview of the intellectual career of Immanuel Wallerstein, especially appropriate in light of the upcoming publication of volume 4 of *The Modern World-System*. Another session will be devoted to comparative mafias and other forms of organized crime. (No, we did not create this just for Las Vegas, but it doesn’t hurt.)

Still Thinking of Chicago

As you know, the shift in our meeting site from Chicago to Las Vegas was the result of a conflict—an unsettled labor union action against Chicago hotels, that many ASA members felt was important to honor. In spite of the move from Chicago, we have preserved most of the work of Steve Warner’s local arrangements committee. In effect we are running a series of “Chicago in Las Vegas” sessions, including a panel on the Grant Park riot of 1968, with participation from some of the original Chicago Seven. On the Las Vegas side, Dmitri Shalin and a fast-moving new local arrangements committee have produced a series of sessions of this archetypal city of the new bubble economy, including its nation-leading collapse of the housing market. Another session, planned by Elijah Anderson (Yale University) and others, honors the Chicago tradition of ethnographies; this will take place in Vegas as a series of linked sessions or “mini-conference”

including the politics of representation in field research, and the new frontier of visual ethnography.

There will be an opening Plenary on Friday evening August 19. This had originally been planned as a lead-in to the Chicago theme (Chicago as the birthplace and an ongoing leader of American sociology). Now it will lead off the Las Vegas meeting, with the panel organized by Andrew Abbott (University of Chicago), comparing the major schools of sociology whose innovations and rivalries have moved us through where we are today.

And of course a lot more. This ASA meeting has all the makings of a great intellectual event. I urge you to come early and stay for as many sessions as you can. Vegas is scorching hot in August, but we’ll be indoors and air conditioned. If you go outside, you will be in the strangest city in America. This should be a meeting worthy of being a sociologist, in every dimension of our interesting lives. 

Contexts

from Page 1

Encyclopedia of Sociology; as editor of a special issue of *Journal of Contemporary Ethnography*; as co-editor of a Routledge book series “Contemporary Sociological Perspectives;” and as editorial board member for the first edition of the *Contexts Reader*.

O’Brien’s most ambitious project as editor has been the two-volume *Encyclopedia of Gender and Society*, recipient of three national book awards. This enterprise involved coordinating 370 authors expected to write 558 entries in a lively, non-jargon style as well as organize an editorial team (of which I was fortunate enough to be a member and to witness for myself her incredible energy and commitment).

Smart, indispensable, modern. I could go on, so I will: five editions of a social psychology text, *The Production of Reality: Essays and Readings on Social Interaction*; eight editions of *Sociology: Exploring the Architecture of Everyday Life Reading*. She accom-

plished all this while serving at various time periods as Director of the Women’s Studies Program at Seattle University, currently chair of the sociology and anthropology department at Seattle University, past President of the Pacific Sociological Association, and almost a dean at a large Midwestern university (Don’t ask. Actually, do, for a very insightful and provocative conversation over a cappuccino or, better yet, a glass of wine.)

So who in her right mind want to take on yet another editing task? Maybe someone with the thought-provoking energy that is Jodi. I knew right away when I first met her—about 18 years ago—that we would hit it off and become lasting friends.

Arlene Stein


Arlene Stein is the other part of this dynamic duo. Stein’s first editing gig was when she served as editor-in-chief of the Bronx High School of Science newspaper (“Science Survey”—how’s that for a catchy name for a school paper?!).

Attending Amherst College as an undergraduate, she went on to receive her PhD from University of California-Berkeley where she became dedicated to the concept of “public sociology” before it even had a name. She taught for many years at the University of Oregon and is now at Rutgers University focusing on sexuality, social movements, and culture.

Stein served on the editorial board of a short-lived but highly influential magazine about sexual politics, *Out/Look*. She honed her skills in communicating sociological research to a general audience through numerous op-eds and additional journalistic writing for *Newsday*, *The Oregonian*, and *The Nation*, among other publications. She is the author of *Sex and Sensibility: Stories of a Lesbian Generation*; *The Stranger Next Door* (which received anthropology’s Ruth Benedict Award and an Honor Award from the American Library Association); and *Shameless: Sexual Dissidence in American Culture*. All of this

research was recognized with the ASA Section on Sexualities Simon and Gagnon Award for career contributions to sexuality studies. Stein produces smart, modern, and dynamic writing about provocative and important issues.

In addition to authoring books Arlene has also served as culture editor of *Sociology Compass* and participated on the editorial boards of *Social Problems*, *SIGNS*, and *Sexualities*. With her editing skills, journalism background, scholarly writing, and ability to communicate complex ideas to a general audience, Arlene Stein will form a powerful team with Jodi O’Brien in bringing *Contexts* to a diverse audience. In their words: “We are excited about co-editing *Contexts*, which we believe is an indispensable outlet for making sociology engaging, and translating sociological ideas to diverse publics.”

Dynamic, smart, thought-provoking. Welcome Jodi O’Brien and Arlene Stein, the new editors of *Contexts*. 

Making our Students Count: Fostering Undergraduate Research

Jeneve R. Brooks, Troy University

The scenario seemed an unlikely one. Three of my undergraduate students presented full academic papers of original research at a regional sociology conference this February. Their presence was notable because most of the full papers presented at this conference were given by tenure-track professors and graduate students. In addition, only a handful of undergraduates from other institutions actively participated in the conference. Yet, my undergraduate students, hailing from our predominantly teaching-oriented institution (Troy University in Dothan, AL), demonstrated that they, indeed, had what it took to engage in high-quality research and to deliver well-developed research papers. And I am proud that I overcame some initial resistance to provide these students with this challenging, yet ultimately rewarding experience. This essay reflects on some of what transpired in my mentoring journey of undergraduate research and the lessons I learned.

When I originally expressed my desire with colleagues to attend the Alabama/Mississippi Sociological Association (AMSA) conference and to organize a panel of student papers, I encountered a variety of naysayers. Although supportive of my enthusiasm and while they liked the idea, my colleagues had reservations. Some professors said that as a new assistant professor I might be expecting too much from our student body at this non-residential campus. They argued that the cards were stacked against our undergraduates who are non-traditional (i.e., generally older than the stereotypical 18-23-year-old college students), typically lower income, and often saddled with familial demands that preclude them from fully applying themselves to their studies. It was also explained to me that many of the students were ex-military and that they were mainly using their GI education benefits to attain a college degree. The implicit message was clear: our students were generally not the kind of the students that would consider going

on to graduate school and were thus not interested in pursuing rigorous research.

Furthermore, I was warned that it was just too much of a time eater to mentor undergraduate students in serious research. After all, we have to teach four courses each semester as well as fulfill time-consuming administrative duties. We also now have to factor in more publishing requirements to achieve tenure than was required a decade ago.

Institutionally I found resistance when I asked what funds were available for my students to participate in the AMSA conference. The Interim Chair of my department informed me that there was no money available for reimbursing the students' lodging and travel costs.

In facing this variety of pushback, I was initially—and understandably—a bit discouraged. But I still strongly believed that providing undergraduate students with an opportunity to engage in real research was important, and so I decided to proceed with organizing the panel of student papers for the AMSA conference, even if I had to dip into my own pocket. Here are the three main lessons I learned from this mentoring journey:

1. Do Not Underestimate Undergraduate Students – Including Those Who are “Non-Traditional”

The first lesson that I learned is that it is vitally important to not reify the elitism that is seemingly inherent in academia (i.e., the notion that “real” research is only accomplished with other faculty or with graduate students). We should strive to provide opportunities for research collaboration to promising undergraduate students as well. In short, we need to make our undergraduate students count.

Certainly, it is important to choose your students well, and as a professor, one usually has a “sixth sense” about which students are hard workers and would be most appropriate for a research project. However, I was amazed that the three undergraduate students I worked with were even more engaged than I had anticipated.

They actually were more reliable as research partners than some PhDs I have worked with as well as graduate students. And this was evident even among the two undergraduate students I would classify as non-traditional (i.e., older women who returned to college after time off for work and family commitments). And interestingly enough, all of the students expressed interest in doing future graduate work.

2. Choose Manageable, Collaborative Projects that Do Not Require IRB Approval and that You Can Move Toward Publication

The second lesson I learned is that you need to save yourself time by choosing manageable, collaborative projects that do not require Institutional Review Board approval. I focus here on manageable projects, because—as my colleagues rightfully warned—American professors are operating at a severe time deficit in today's academic climate. Our research projects with undergraduates need to be circumscribed enough in their scope so that we can accomplish them within a few weeks. This means that it would be best to choose research projects that do not use human subjects, as gaining IRB approval usually takes a few weeks.

Ideally, the projects should be collaborative so that you can move your personal research agenda forward (i.e., towards publishable papers especially if you are pre-tenure) while helping undergraduate students with a possible publication if you make them your co-authors. This will certainly enhance their chances for graduate school admission. Although using undergraduate students as co-authors on papers in




Alabama/Mississippi Sociological Association Conference on Feb. 17th in Montgomery, AL. (Left to Right): Jeneve Brooks (Troy University-Dothan), Kady Smith (University of Mississippi), Alex Durham (Troy University-Dothan), Helen Lee (Troy University-Dothan), Stacy Amos (Troy University-Dothan)

the social sciences is not as common practice as it is in the natural sciences, I believe that as sociologists we need to challenge exclusionary practices that keep up-and-coming researchers from the academic table.

3. Seek More Institutional Support

The final lesson that I learned is that it is important to advocate for our institutions to support undergraduate research. April 11, 2011 marked the Inaugural National Undergraduate Research Week, based on the U.S. House of Representatives' Resolution 1654 that passed on November 16, 2010. This resolution focuses on the importance of undergraduate research but also asks institutions of higher education to support undergraduate researchers.

I leave in an hour or so to attend a kick-off event to celebrate this first National Undergraduate Research Week. And through a quick Google search, I found that similar events are going on at other college and universities all across the country. Increasingly, our administrators are accepting the call of H.Res. 1654 to make our students count and to foster undergraduate research. I may not get the couple of hundred bucks back that I spent taking my students to the AMSA Conference this year. But I am certainly going to ask for funding next year and you should too. 

Jeneve R. Brooks invites you to e-mail her and continue the dialogue about fostering undergraduate research at jrbrooks@troy.edu.

Vegas

from Page 1

decisions about budgets cuts. And it is our hope that with the help of fellow sociologists, not only can our department survive and thrive, but so can our city. Las Vegas is to the hypermodern post-industrial metropolis what Chicago was to the modern industrial city.

I will not expound too much on the gory details of the lean economic and mean political times we live in that have affected us as much as they have affected many of you. Rather, I will present a picture of Las Vegas that is often glossed over by Hollywood, tourists, and fly-by-night critics. This is intended to help you navigate your surroundings while you are here, regardless of whether you divert from the scripted route from the airport to Caesars Palace.

Stimuli Overload

Most of you will fly into Las Vegas. Regardless of the time of your arrival, you will immediately hear the beeps, blips, and rings of slot machines that will follow you like electronic gnats buzzing in your ear. When I moved here three years ago, I wondered how long it would take for those sounds to become blasé. The answer is three years.

If you leave the conference rooms, you will pass by “Roman” centurions, vestals, and statues (including Michelangelo’s David). Once past Cleopatra’s barge and outside, the options might seem endless, though the 110 degree heat during the day may deter some from venturing out. The climate in Las Vegas is extreme, but perhaps not as much as the haphazard pastiche of architectural styles and historical references. To the north, you’ll see Venice (gondolas and all) and to the south you’ll see Paris (via an Eiffel Tower that looks as if it juts through its casino floor). You are no longer in a sleepy, wild west, mining town nor are you in a space defined by Venturi’s “decorated shed” (1977). This is Las

Vegas after the boom, filled with hybrid-amusement park megaresorts that attempt to provide dramatic sets and scripts for family vacations and adult debaucheries (Gottdiener, Collins, and Dickens 1999). Once you see the mobile billboards (trucks meant for advertising rather than transportation) plastered with scantily clad women or hear the “thump” from the predominantly Latino men seeking tourists’ attention to hand out laminated business cards with girls and phone numbers on them, you’ll quickly realize which demographic matters most: young—and not-so-young—men drunk on booze and privilege.

The sensorial stimuli on the Strip can be overwhelming for the first-time visitor. I often wonder what Simmel would make of this type of overstimulation; perhaps his central nervous system would explode.

Visitors are thrust into a public realm where gawking is the norm. Individuals become both performers and audience members on the sidewalks of the Strip

where spectacles abound. If you head southward from Caesars, you might catch a glimpse of the Bellagio fountains. The synchronized sprays are set to recorded music by the London Symphony Orchestra, Frank Sinatra, and Celine Dion, among others.

Beyond the Strip

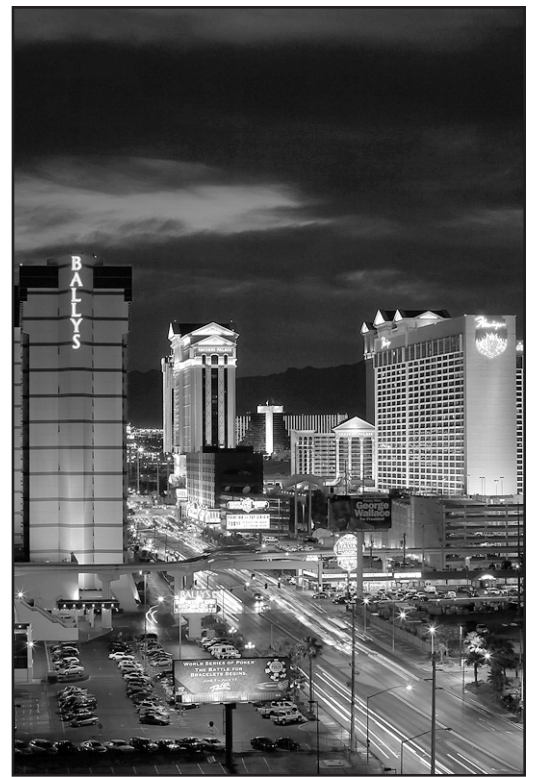
For those seeking some “high culture,” the Bellagio, an opulent Steve Wynn resort, provides some respite from the continual flow of kitsch. A 40,000 pound sculpture comprised of approximately 1,000 colored blown glass flowers by Dale Chihuly hangs above the hotel lobby. Nearby is the intricately designed garden that you can walk through on your way to the Gallery of Fine Art.

Unlike most cities, the arts and other cultural amenities have been primarily relegated to the private sector. A lack of funding for Las Vegas and Clark County has pushed the typical civic responsibilities of most municipalities—roads, educa-

tion, and the arts—into the hands of entrepreneurial business leaders and out of range of control by the general public. The prevailing idea that locals, rather than tourists, are strangers in this city has led to public policies, including a regressive tax structure, that threaten the quality of life of those who call Las Vegas home.


If you can get away from the Strip, in any direction, you will quickly enter a social experiment buttressed by neon on one side and towering mountain ranges on the other. Getting away is bit difficult. Despite the efforts of the civic-minded and environmentally aware, Las Vegas does not have a light rail system that goes beyond the Strip. Much of Las Vegas is not bike-friendly; even in places where there are bike lanes they either tend to begin and end sporadically or are treated like turn lanes by drivers. If you can find a way out, you can see the mid-modern homes in the Huntridge neighborhoods on the east or the Scotch 80s on the west. Into the west is Summerlin, the largest master-planned community in the United States.

Wandering in and out of the often over-designed neighborhoods, two questions might come to mind: Is this Phoenix? And, where are the people who live in these houses? These seemingly simple questions reveal some of the important complex social problems that face residents of Las Vegas. While not Phoenix, developers seem to have thought it might be, but without light rail and professional sports teams. As for the people, well, a lot of those houses are empty. The Entertainment Capital of the World is now also the Foreclosure Capital. With too much attention given to the Strip and not enough on plan-



Las Vegas at Night

ning, a lack of oversight led to vast urban/suburban sprawl and overdevelopment during the boom years. Not far from the simulated ruins of Egypt at the Luxor, exists the “newly built ruins” that surround it.

The social laboratory that is Las Vegas has afforded sociologists a wealth of opportunities to study some of the most pressing social and cultural issues: environmental sustainability, gambling, sex work, community-building, interaction, aging, immigration, race and ethnic relations, mental and physical health, crime, consumerism, etc. While these issues have local relevance, they are also common subjects that sociologists investigate within and outside of most cities. As such, it’s important to remember that what happens in Vegas . . . happens elsewhere. 

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UMD Graduate Students Go Beyond the Traditional in a Conference on Theorizing the Web

Nathan Jurgenson and PJ Rey, University of Maryland

Theorizing the web is not a new project, but critical theories of the web and of new technologies have been too few and under-represented at academic conferences. So we (two sociology graduate students at the University of Maryland) with the assistance of a small committee decided to throw a conference of our own.

The graduate-student-organized “Theorizing the Web 2011” conference took place April 9 on the University of Maryland campus. The program consisted of 14 panels, two workshops, two symposia (one on social media’s role in the Arab revolutions, the other, a conversation with Martin Irvine, Director of the Irvine Contemporary Gallery, on social media and street art), two plenaries (by Saskia Sassen on “Digital Formations of the Powerful and the Powerless” and George Ritzer on “Why the Web Needs Post-Modern Theory”), and a keynote by Danah Boyd, Microsoft Research, on “Privacy, Publicity Intertwined.” Presenters travelled from around the world (including Hong Kong and New Zealand). The day-long conference pushed the capacity limits of the venue with more than 200 people in attendance throughout the day. Events ran from registration at 8 am and ended with an after-party

that wound down after 11 pm. The program was packed with as many as five concurrent panels.

According to attendees, this conference differed from traditional academic gatherings, which tend to be discipline-specific, promote the presentation of data instead of critical interpretation, and debate over what has already been observed; moreover, they tend to feature panels that are organized around themes that are too loose to foster more than superficial discussion between panelists. In contrast, we put this conference together with the idea that theoretical insights, even at their most difficult and complex, can be made publicly accessible and comprehensible. Moreover, we integrated art and multimedia; registration was pay-what-you-want; we kicked things off at a gallery and concluded with a band. The event was interdisciplinary, and even non-disciplinary given the presence of non-academic attendees interested in the topic. What we built the conference around is the question *what should public gatherings to exchange ideas look like?* Theorizing the Web was our first attempt as graduate students to shape the academic climate we will be moving into.

In addition to a unique model for an academic conference, what emerged were many interesting new

theoretical perspectives on new technologies.

Most important was the discussion of the relationship between the physical and the digital. Internet research in the 20th Century was defined by an assumption of *digital dualism*—that is, the view that the physical and the digital were separate and distinct spheres of life (think of the movie *The Matrix*). The physical was something “real” and the digital was “virtual.” Developments in the 21st Century, however, have forced us to reconsider this dualism and, instead, look at how the digital is increasingly embodied, located and thus “real,” and how the physical world offline is increasingly influenced by the digital. The physical and the digital have imploded, atoms and bits have blurred into an “augmented reality”—what we believe is the new and proper unit of analysis. This concept of augmented reality and the cyborg subjects that inhabit it became a predominant theme of the conference (though, certainly, there continue to be significant semantic debates). A relative consensus emerged that future research ought to be informed by the assumption that the online and offline world are connected one another.

Indeed, the conference itself became an example of our augmented reality because of the physical and digital layers of discussion during the day. Roughly 2,000 tweets using the #ttw2011 hashtag augmented the face-to-face meeting. The digital and physical conversations influenced each other, creating an augmented conference experience for attendees.

In the end, we tried to organize



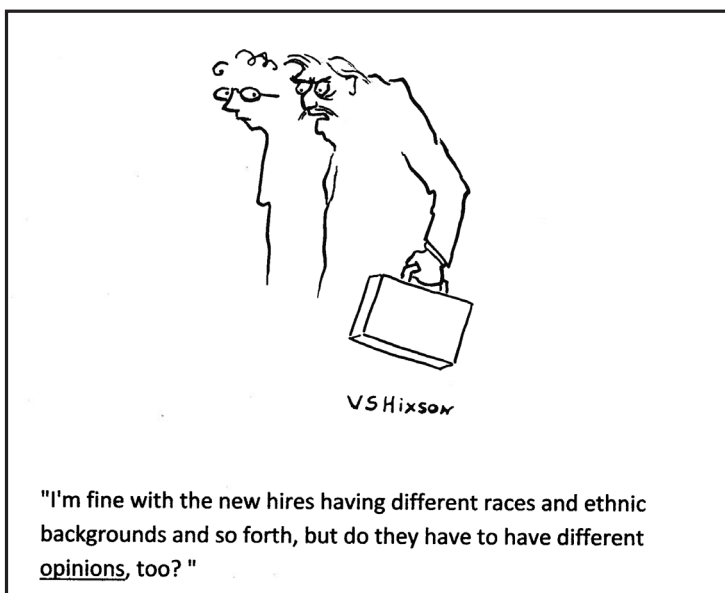
Conference Co-Chairs Nathan Jurgenson and PJ Rey deliver opening remarks

a conference that we would want to attend. And all those in attendance that day helped to create an atmosphere of exciting, fun, smart and important theorizing about new social realities. We would like to thank everyone who attended, presented and helped us organize this event (special thanks to our organizing committee, Tyler Crabb, Sarah Wanenchak, William Yagatch, Dave Strohecker, Ned Drummond, and Sean Gray). We look forward to continuing to engage in this ongoing task of innovating how critical theories about society can be disseminated publicly.

An archive of the conference can be found at <www.cyborgology.org/theorizingtheweb/>

Finally, the conversations about the “enmeshment” of society and technology that started at the conference continue on the Cyborgology blog: <thesocietypages.com/cyborgology/>

Nathan Jurgenson and PJ Rey are graduate students in sociology working with George Ritzer at the University of Maryland



Cartoon by sociologist Vivian S. Hixson at Michigan State University

Core and Diversity in Sociology Section Membership in 2010

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

The American Sociological Association sections provide for members to interact with those who have with the same specialized interests in specified areas of sociology. In 2010, 69 percent of ASAs 13,708 members belonged to at least one of the 49 established sections (see <www.asanet.org/sections/list/cfm> for a list of sections).

Joining sections is a major way that sociologists become engaged with the discipline and with the ASA. Sections are a means of increasing communication and interaction among persons of similar interests within the framework of the larger Association. The growing diversity of ASA members and their intellectual interests resulting from greater specialization within the discipline and has led to new

sections. Looking at 2010 section membership, the largest share of all members joined the Culture section (8.3 percent), closely followed by the Sex and Gender section (8.2 percent). Figure 1 shows that medical sociology; organizations, occupations, and work; race, gender, and class; economic sociology; theory; sociology of education; and sociology of the family are among the top section choices.

Although sociology appears to have a common core of interest across membership types, there are differences in section choices between regular members (the great majority of whom are sociology faculty members) and student members. There are even greater differences between male and female members (fig. 2). As students complete their degrees and become regular members, and as the regular membership becomes increasingly female (53 percent of the total membership in 2010), section choices may change. This article compares the 10 most popular sections of regular and student members and male and female members in 2010 (see www.asanet.org/images/research/docs/pdf/Profile%20of%202005%20Membership.pdf for the 10 most popular sections in 2001 and 2005).

Regular and Student Members

About 72 percent of the 7,337 regular members and 68 percent of the 4,511 student members joined one or more sections in 2010. There is considerable overlap between the top 10 section choices between these two groups, although rankings vary. The Culture section drew the largest share of student members (9.4 percent), while the Sex and Gender drew the largest share of regular members (8.9 percent). Along with these two sections, common choices include Medical Sociology; Organizations, Occupations, and Work; Racial and Ethnic Minorities; and Economic Sociology. The tenth largest share of members in both groups belonged to the Collective Behavior and Social Movements section. The Section on Teaching and Learning in Sociology, number five among regular members, is not currently a top choice among students (it ranks as number 18), but this may change for individuals as students become faculty members, at least among women. Sociology of the Family and Theory are not among the top 10 student choices (although Theory is number 11). Intersectionality appears to be of more interest to student than to regular members with the Race, Gender, and Class

Continued on next page

Figure 1. Top 10 Section Membership in 2010 by Membership Status

Rank and Percent of Group

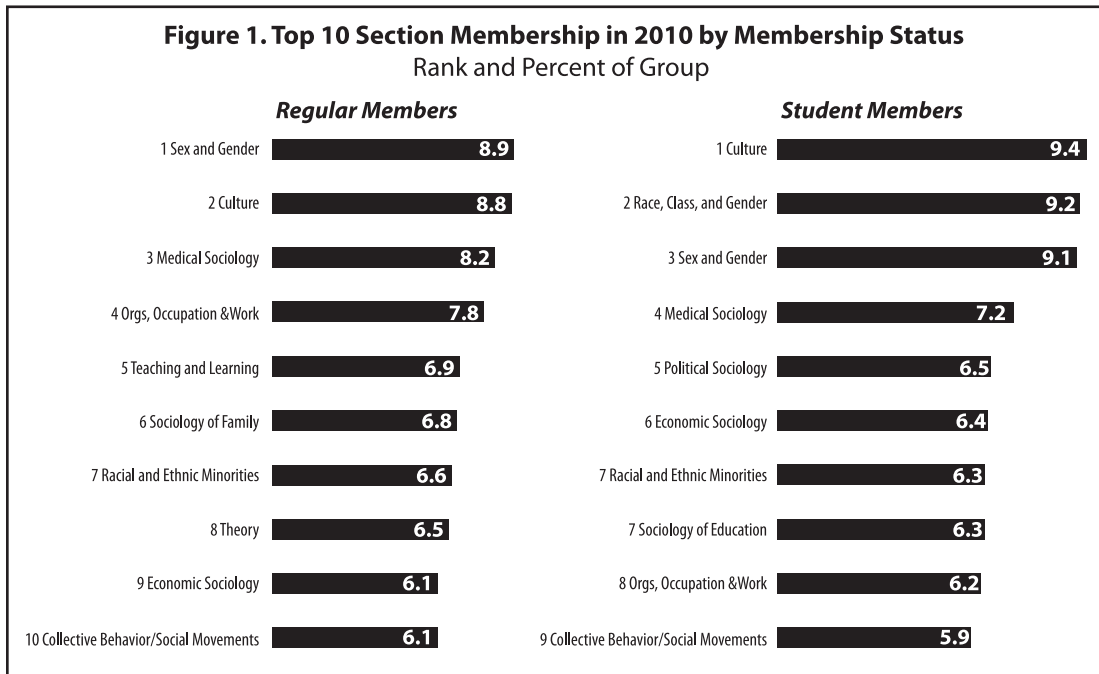
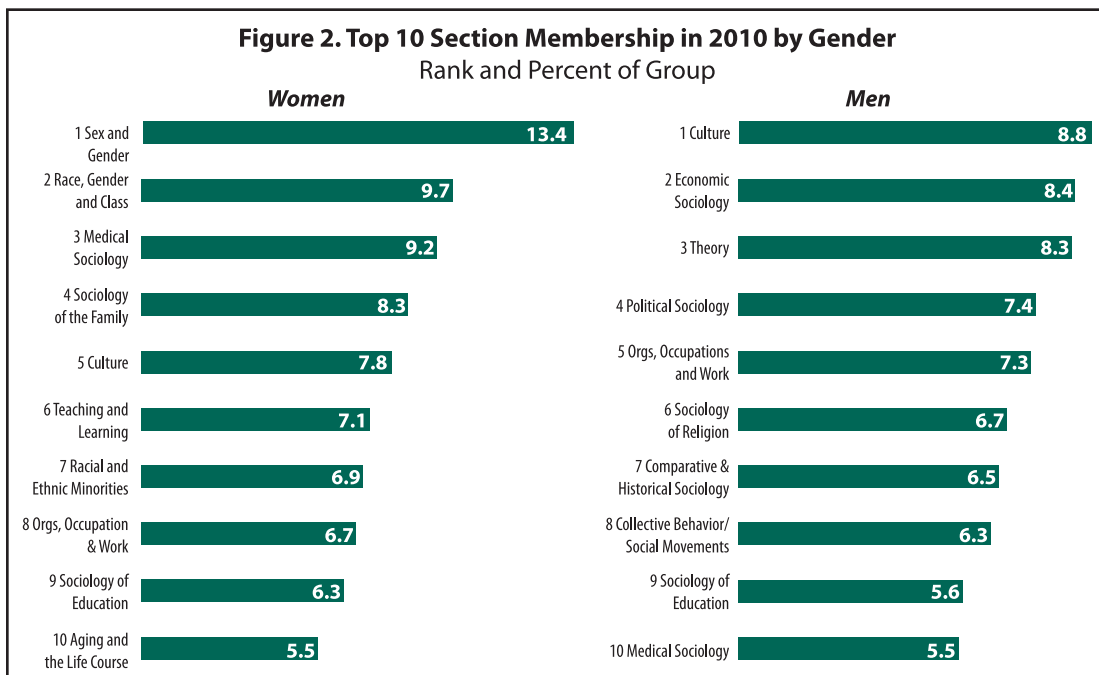


Figure 2. Top 10 Section Membership in 2010 by Gender

Rank and Percent of Group



Sociologists Elected as AAAS Fellows

In December 2010, the American Association for the Advancement of Science (AAAS) Council elected four sociologists among its newly elected 503 members. The new AAAS Fellows were recognized for their contributions to science and technology at the Fellows Forum on February 19, 2011, during the AAAS Annual Meeting in Washington, DC. These individuals will receive a certificate and a blue and gold rosette as a symbol of their distinguished accomplishments. The four sociologist members of the class of 2010 AAAS Fellows are in the Section on Social, Economic, and Political Sciences. The sociologist Fellows are:

Richard P. Appelbaum is the MacArthur Chair in Global and International Studies and Sociology at the University of California-Santa Barbara (UCSB), where he also serves as Director of the Institute for Social, Behavioral, and Economic Research (ISBER), and as Co-Director of ISBER's Center for Global Studies. He has previously served as chair of the Sociology Department. With research interests in world-system theory; global production and labor; science, technology, and society, Appelbaum has received numerous awards and commendations

for excellence in teaching, including the UCSB Academic Senate Distinguished Teaching Award in the Social Sciences. His most recent publication is *Towards a Critical Globalization Studies* (co-edited with William I. Robinson).


Virginia Cain, a Health Scientist at the National Center for Health Statistics, Centers for Disease Control and Prevention, has had a long history working for government agencies including as Deputy Director in the Office of Behavioral and Social Sciences Research, National Institutes of Health (NIH). She also worked within the NIH's Office of Research on Women's Health and within the Demographic and Behavioral Sciences Branch, National Institute of Child Health and Human Development. In addition, she has published articles in a variety of journals such as the *Journal of Sex Research*, *American Journal of Public Health*, and *Journal of Marriage and Family* on topics that include racial/ethnic bias in health outcomes and health disparities through surveys.

Nicholas A Christakis, Harvard University, is an MD with a PhD, an internist and social scientist who conducts research on social factors that affect health, health care, and longevity. He is a Professor

of Sociology in the Department of Sociology; Professor of Medical Sociology in the Department of Health Care Policy at Harvard Medical School, and Professor of Medicine in the Department of Medicine. His current work is principally concerned with health and social networks. This work involves the application of network science and mathematical models to understand the dynamics of health in longitudinally evolving networks. He is the co-author (with James H. Fowler) of *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*.

Eileen M. Crimmins, a demographer, is the AARP Professor of Gerontology at the University of Southern California. In 1982, she joined the faculty at USC, being promoted to full professor in 1992 and being named director of the USC/UCLA Center on Biodemography and Population Health in 1999. Known for her work on trends in mortality and morbidity, Crimmins has contributed to the development of the literature on active life expectancy, shedding light on topics such as socioeconomic factors in health outcomes. Her current research includes a project examining how markers of bio-

logical risk can be used to explain poorer health outcomes among older people with less education and lower incomes.

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

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Core and Diversity

from previous page

section, the second choice among students, but not on the top 10 among regular members.

Gender

There are clear differences between women's and men's choices of sections in 2010, although these disparities are partly an artifact of the ranking system. Culture; Medical Sociology; Organizations, Occupations, and Work; and the Sociology of Education were the sections common to the top 10 sections of both males and females. Outside of these, there was little comparability; the top sections of each group ranked much lower among the other.

The remaining top 10 sections of

female members included sections that focused on structural, demographic, and identity issues. These sections included Sex and Gender; Race, Gender, and Class; Race and Ethnicity; Sociology of the Family; and Aging and the Life Course. For male sociologists, these sections were not among their top 10 choices. Almost all of these ranked 19 or lower among male members.

The Sex and Gender section not only represented the largest share of female membership (13.4 percent), but also the largest share of members in any other group (the highest-ranked sections typically drew between 8 and 9 percent of members). About 2.3 percent of males joined this section and it ranked number 30. The largest share of male members belonged to the Culture section in 2010 (8.4


percent).

Outside of the top 10 sections shared with women, sections that were most popular among men included Economic Sociology; Theory; Political Sociology; Sociology of Religion; Comparative and Historical Sociology; and Collective Behavior and Social Movements. These sections fell just outside women's top 10, ranking 11 (economic sociology), 12 (collective behavior and social movements), 13 (religion) and 14 (political sociology). Theory was the only section not among women's top 20.

Currently, there is less variation in the top 10 choices of sections between regular and student members than between male and female members. If the trends described here continue, we may expect that issues of structure and intersec-

tionality such as Race, Gender, and Class may become a more central part of the sociological core, differences between men and women may decline, and perhaps medical sociology will continue as a top section with the growth of health care as an issue and an industry.

Additional Data

Visit the Trends Data section of the Research on Sociology webpage at <www.asanet.org/research/statistical_information.cfm> to see the entire table of distribution of section membership among regular and student members and male and female members in 2010. Also, download the new research brief, *Decade of Change: ASA Membership, 2000 -2010* at <www.asanet.org/images/research/docs/pdf/2010_asa_membership_brief.pdf>. 

2011 CARI Winners Announced

The ASA's Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2011 Community Action Research Initiative (CARI) awards. This small grants program encourages and supports sociologists in bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. In their proposals, each applicant proposed a project of pro bono work with a community organization or local public interest group, the group's request for collaboration, and the intended outcomes. CARI provides up to \$3,000 for each project to cover direct costs associated with the community action research. The principle investigators are listed below along with a description of their approved proposals.

Beth Tarasawa, St. Norbert College, will work with The Giving Tree Pantry of Green Bay, WI. The Giving Tree works to serve families facing economic challenges with the support of the Howard-Suamico School District. Established in 2008, the organization offers food, personal care items, school supplies, and winter apparel, in addition to assisting families with summer school and transportation fees. The Giving Tree works to provide their students with the confidence to excel academically and to assist them in becoming productive citizens of the community. With the help of Tarasawa, the school district hopes to assess how funded students perform compared to their non-funded peers. Working with Tarasawa, the Howard-Suamico School District will provide her with de-identified student demographic data matched with test performance measures for the spring 2009 and fall 2010 semesters. She will then use these data to study pantry-funded students who attend summer school to similar socioeconomic students who did not; socioeconomic advantaged students who attended summer school to those who did not. The Howard-Suamico School District hopes, with the outcome of this study, to connect with community businesses and foundations for additional support and funding for their programs.


Christopher Stapel, University of Kentucky, will be working with his home state through collaboration with the Chicago-based organization, Illinois Safe Schools Alliance in a project titled the

"Rural LGBTQ Youth Project." The project's aim is to assist youth and their advocates in creating safe environments for rural gay youth. The Alliance is the only organization of its kind serving Illinois and its mission is to "promote safety, support and healthy development for lesbian, gay, bisexual, transgendered and questioning youth (LGBTQ), in Illinois schools and communities, through advocacy, education, youth organizing and research." Stapel will be conducting a research-based project that will serve the advocacy, education, and organizing functions of the Illinois Safe School Alliance by updating a previous manual he had written, *No Longer Alone*, which will provide rural-specific information and practices as well as establishing a website that will be available as an additional resource to a larger LGBTQ youth population.

Lillian Brislen, University of Kentucky, will work with the Community Farm Alliance (CFA) and a team of graduate students in Rural Sociology and undergraduate students in Sustainable Agriculture (SAG) programs. The team will be conducting a needs assessment project for young and beginning farmers in Kentucky. CFA was founded during the farm crisis of the 1980s, developing into a 1,500 member, statewide non-profit organization. Their mission is to "organize and encourage cooperation among farmers, rural, and urban citizens through leadership development and grassroots democratic processes; to ensure an essential, prosperous place for family-scale agriculture in our economies and communities." Brislen's research will

consist of a web-based survey and four listening sessions in different locations around the state. From these components, the team will collect a variety of demographic data as well as other information regarding farming practices and perceived needs and obstacles. Brislen's research will directly support the development of the Agriculture Legacy Initiative, a program recently begun by CFA to bring together CFA's experience, leadership, and organizational networks to ensure that programs and policies are informed by sound data and a broad range of community input.

Stephanie Hartwell, University of Massachusetts-Boston, will work with the Louis D. Brown Peace Institute (LDBPI), a community-based organization in Boston. LDBPI was established in 1994 responding to the 1993 murder of teenager Louis D. Brown who was a victim of a gang related shooting on his way to a Teens Against

Gang Violence meeting. Since the establishment of LDBPI, the organization has been dedicated to peaceful restorative justice and building sustainable peace in the community. It is largely staffed by the family members of homicide victims. LDBPI is the primary resource in the Boston area helping the families of homicides, serving 98% of the 50-90 murders that occur annually. Hartwell's project involves the dissemination of the LDBPI's "Burial and Resource Guide" and a corresponding evaluation. The burial guide is a resource for those affected by the victims' untimely death. Hartwell's goal is to employ sociological expertise and technical assistance in the dissemination and implementation of the burial guide through training and a comprehensive and iterative evaluation. 

The deadline for the 2012 CARI Award is February 1, 2012. For more information, visit the ASA website and click on "Funding."

ASA Forum




for public discussion and debate

Help Wanted: The Government Needs Sociologists Too

I would like to compliment the association on being interested in forging new opportunities for positions outside academia, along with the author of the April article "Forging a Career Outside the Tenure Track." I thought her way of finding an "outside" job was excellent.

My path was in the opposite direction. I returned to graduate school from a wonderful position as foreign area analyst for the U.S. Army. Believe it or not, we analysts had total academic freedom as well as access to professional-level resources. We all were academically trained, qualified, and operated on the professional level. Those years contributed directly to my graduate studies as my dissertation was an extension of the study and thinking I had done while employed

by the army. I had every intention of returning to a government job, but after a decade in the hallowed halls, I had lost my contacts and the methods of finding openings had changed. I found that academia does not know how to find other types of jobs. As a result, I now find myself in academia teaching in a community college in Appalachia, which I love as much as I loved my government job.

For those on the job hunt, I recommend applying for federal, state, and local government jobs. In spite of frozen budgets, it's a vast and fascinating world all its own. Academic career centers wishing to help those in sociology and other fields need to learn how to navigate the government trails. The key website for federal government is USAjobs.gov. As the author of "Forging a Career" says, it's a very different world. The ways of locating positions and self presentation within the government are quite different from methods and self presentation in academia. Good hunting to all of us. 

Phyllis Puffer, Big Sandy Community and Technical College (Prestonsburg, KY)

Moving Forward with High School Sociology: Efforts to Strengthen and Support Teachers

Hayley Lotspeich, Founding Member of CAST (Chicago Area Sociology Teachers) and ASA High School Program Planning Director

In a 2002 *Teaching Sociology* article, Michael DeCesare noted that the “most effective way to enhance the quality of high school sociology is to improve the training of those who teach it.” It has been my experience that high school teachers understand that this is true and, as such, are willing to pursue professional development, often without compensation or even reimbursement for their efforts. However, as DeCesare made clear in his article, the motivation of individual teachers is not enough to create the change we need.

High school sociology teachers confront structural challenges that differ from those faced by teachers in most other disciplines in high school social studies departments. For sociologists teaching in high schools, there is no option for College Board-endorsed Advanced Placement courses for our accelerated learners. We have no national or state standards. DeCesare’s 2008 study suggests that only around 40 percent of high schools in the United States have a course in sociology. When it is offered at all, there is often only one sociologist working in each school.

A Grassroots Movement

Because of the need for professional development and the passion for our subject, a few colleagues and I formed the Chicago Area Sociology Teachers (CAST) six years ago. Since that time, we have held six annual conferences. One of the most important functions of the CAST group is sharing and discussing controversial and complex teaching issues through our listserv. Together, we consider how to best serve our high school students with challenging, relevant materials. The success of the group can be measured in its growth. Initially the organization had 30 members; while still small, in four years CAST has more than quadrupled in size, with

the a current number of 143 members participating in our listserv.

The ASA has supported the work of CAST, and in November of 2009, the ASA sponsored a session at the National Council of the Social Studies (NCSS) in Atlanta. The NCSS is the largest single organization of K-12 social studies teachers in the country. The ASA-sponsored teachers who presented at the meeting were able to widen their circle of teachers participating in the listserv, as well as present a synthesis of the best of what the CAST group had to offer—simulations, readings, and activities that require high-level thinking, and use of the sociological imagination.

Moving to the National Level

While CAST fills a vital need for sociology teachers in the Chicago area, working for structural change requires a larger platform. For that reason I am excited to have accepted a two-year position as the ASA High School Program Planning Director. In this capacity, I am working closely with Jean Shin, ASA Director of Minority Affairs, and Margaret Weigers Vitullo, ASA Director of Academic and Professional Affairs. Together, we have already begun to move forward on concrete initiatives to help high school teachers of sociology.

High School Teachers Can Join ASA!


High school teachers can benefit from ASA resources by joining ASA at a special discounted rate of \$60 for 2011. As ASA members, high school teachers receive all of the regular benefits of ASA membership, plus they automatically receive a personal subscription to *Contexts* and a free subscription to TRAILS, the ASA’s new digital library of teaching resources, which was launched in May of 2010. Through TRAILS, High school teachers now have access to thousands of instructional resources that were previously unavailable to them. In addition, membership benefits have been expanded to include a new ASA High School Teachers

discussion listserv, and a quarterly newsletter just for high school teachers of sociology. For more information on joining ASA as a high school teacher member, visit www.asanet.org and click on “Teaching & Learning” then “High School Sociology.”

At the 2011 ASA Annual Meeting

This August, the 106th ASA Annual Meeting will include a special conference for high school teachers. Teachers are encouraged to come to Las Vegas on Friday, August 19 in time for the evening’s Opening Plenary and Welcome Reception and then meet on Saturday, August 20 from 8:00 am until 12:15 pm. This will leave time for teachers to also attend regular sessions in the afternoon on the 20th. The High School Teachers of Sociology Conference keynote speaker will be Dr. Barbara Petzen, the Outreach Director at Harvard University’s Center for Middle Eastern Studies. Petzen will be speaking on “The Realities and Stereotypes of Teaching Minority Cultures.” The High School Sociology Teachers of Sociology Conference will also include a panel

discussion on “Preparing Students for the Successful Transition to College Sociology Courses” that will focus on the core understandings students should have before enrolling in college sociology classes. These presentations will be followed by concurrent roundtables with topics including an introduction to TRAILS—ASA’s teaching resource digital library, networking options for high school sociology, effective lesson plans and readings, and innovative technological resources for high school sociology classes. Teachers will also be invited to attend all of the other sessions of the ASA Annual Meeting, allowing them to hone their teaching skills and update their content knowledge.

There are many reasons to be optimistic about the future of high school sociology instruction. While starting a regional grassroots group of concerned teachers was an attainable goal, real reform cannot happen without national leadership. Although still in the primary stages, multiple frameworks now exist for professional exchange and curricular development to occur at the national level. 

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Call for Papers

Publications

Taking Risks: Feminists, Activism, and Activist Research in the Americas, edited by Julie Shayne. This interdisciplinary collection will foreground the challenges of researching and representing activism in Latin America, the Caribbean, and the diaspora. While providing a theoretically and empirically original case study of a historical or contemporary social justice movement, contributors will be asked to address several topics in their essays: (1) How does a feminist ideology or methodology influence your research agenda and position; (2) what sort of tensions have you encountered in your research; (3) how/have those tensions altered your research agenda, and (4) how have you chosen to navigate those tensions? Proposals should clearly explain your research and how you imagine writing a chapter that both presents your research and the tensions inherent in it in a methodologically and theoretically compelling way. E-mail a proposal of no more than 900 words, a 150-word abstract, and a two-page CV to Julie Shayne at jshayne@u.washington.edu. Deadline: June 13, 2011.

Research in the Sociology of Work: Networks, Employment, and Inequality solicits submissions for the 24th volume in the series. A broad range of research that examines social network connections among and between workers, firms, and subsets of firms are encouraged. Of particular interest are studies that explore the role of networks in generating, sustaining, and ameliorating social inequalities. Submissions may be quantitative, qualitative, or mixed methods. Submit an extended abstract to steve_mcdonald@ncsu.edu. Deadline: July 31, 2011. For more information, visit www4.ncsu.edu/~sjmcdona/rsw_volume.html.

Research in Social Movements, Conflicts and Change, a peer-reviewed volume, encourages submissions for volume 34 of the series. This volume will have a thematic focus on non-violent civil resistance. We encourage submissions on the following topics: variations of nonviolent strategies, the effects of repression on nonviolent movements, reasons for the recent rise of nonviolent revolutions, factors shaping the outcome of nonviolent struggles, and the international diffusion of nonviolent methods. Send submissions to Lester Kurtz at lkurtz@gmu.edu and Sharon Erickson Nepstad at nepstad@unm.edu. Deadline: October 1, 2011. For more information, visit www.emeraldinsight.com/products/books/series.htm?id=0163-786X.

Notions of Family: Intersectional Perspectives. Submissions are invited for an edited volume in the *Advance*

in *Gender Research* series focused on intersectionality within studies focused on gender and the family. The purpose of this edited volume is to draw attention to the way in which intersectional analyses have been used to articulate gendered experiences of family and to understand the ways in which the institution of family has been, and remains, deeply gendered. We seek original manuscripts that pursue meaningful inquiries emphasizing intersectional analyses of the family in studies of courtship, marriage, intimacy, sexuality, parenting, child-rearing, etc., as each relate to the institution and experiences of the family. We also seek manuscripts that explore this dynamic from the perspectives of social policy and law. Despite the long tradition of scholarly research using this framework of analysis, questions remain regarding how we operationalize race, class, gender, etc. to do research that speaks to our social identities and lived experiences. We seek original research submissions utilizing either, or both, quantitative and qualitative methods of analyses. Abstracts deadline: May 20, 2011. Contact: Marla Kohlman at kohlmanm@kenyon.edu. Identify submissions with keywords Gender and Family Intersections.

The Rutgers Journal of Sociology (RJS): Emerging Areas in Sociological Inquiry provides a forum for graduate students and junior scholars to present well-researched and theoretically compelling review articles on an annual topic in sociology. Each volume features comprehensive commentary on emerging areas of sociological interest. These are critical evaluations of current research synthesized into cohesive articles about the state of the art in the discipline. Works that highlight the cutting-edge of the field, in terms of theoretical, methodological, or topical areas, are privileged. RJS invites submissions for its second annual edition, which will focus on Knowledge in Contention. We accept original reviews of relevant research, but not empirical research papers. Reviews must not be under review or elsewhere published at the time of submission and should be no more than 10,000 words, including references, notes, tables, figures, acknowledgements and cover pages. Deadline: September 15, 2011. For more information, visit sociology.rutgers.edu/RJS.html.

The International Review of Sociology (IRS) is a channel to spread up-to-date results of interdisciplinary research and analysis across continents and cultures. It is published three times a year in English, French, German, and Spanish, and is subject to the peer-review process. IRS welcomes scientific articles, research results, and self-candidature as guest-editors of the monographic section of the IRS. Contact: Giovanni B. Sgritta, Sapienza Università di Roma, Editor, *International Review of*

Sociology; +39-06-49910645; sgritta@uniroma1.it.

Meetings

2011 Annual Meeting of the Southern Demographic Association, October 19-21, 2011, Doubletree Hotel, Tallahassee, FL. Abstracts for posters and papers are invited as well as suggestions of topics for panels and poster sessions. Presentations of research in both applied and academic sociology are welcome as are related topics in sociology, political science, public health, epidemiology, and psychology. The structure of presentations is flexible; potential contributors are encouraged to not only send abstracts for individual research papers, but also for posters, complete sessions, thematic sessions, panel discussions, software demonstrations and more. Deadline: June 15, 2011. Contact: Bob Freymeyer at rhfrey@presby.edu. For more information, visit sda-demography.org/.

2011 Summer Meeting of the Research Committee on Social Stratification and Mobility of the International Sociological Association (RC28), August 8-12, 2011, Iowa City, IA. Theme: "Opportunity, Meritocracy, and Changing Patterns of Social Inequality." We are interested in all topics relevant to social stratification and mobility. In addition to regular paper sessions, we plan to host a poster session. We seek papers that address the connections between social stratification and demography. The best of these papers will be peer reviewed for possible publication in a special issue of *Population Review*. Paper and poster submissions should consist of an abstract of 300 words maximum. Deadline: June 15, 2011. Contact: RC28-Abstracts@uiowa.edu

Meetings

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October 19-21, 2011. *2011 Annual Meeting of the Southern Demographic Association*, Doubletree Hotel, Tallahassee, FL. Contact: Bob Freymeyer at rhfrey@presby.edu. For more information, visit sda-demography.org/.

November 29-December 1, 2011. *2011 TASA Conference*, University of Newcastle. Theme: "Local Lives/Global Networks." For more information, visit www.tasa.org.au/tasa-conference/2011-tasa-conference/.

Funding

Peter F. McManus Charitable Trust offers research grants to non-profit organizations for research into the causes

of alcoholism or substance abuse. Basic, clinical, and social-environmental proposals will all be considered. The Trust expects to grant approximately \$150,000 this year and will consider requests for up to \$50,000. Send a brief summary proposal (2-3 pages) and proposed budget along with a copy of the institution's (501)(c)(3) letter and investigator's bio-sketch. No more than 10% of amount granted may be used for indirect costs. Deadline: August 31, 2011. Send application materials to Katharine G. Lidz, 31 Independence Court, Wayne, PA 19087; (610) 647-4974; fax (610) 647-8316.

Competitions

The Pacific Association of Public Opinion Research (PAPOR) invites submissions to its annual Student Paper Competition. Topics sought include: substantive findings about public opinion, statistical techniques, methodological issues, new technologies or methodologies, or theoretical issues in the formation, change or measurement of public opinion. Entries may be from any field that employs survey and opinion research. Eligible papers will be authored by graduate or undergraduate students, currently attending colleges and universities in PAPOR's geographic region. First- and second-place winners receive a cash award, travel expenses to the annual conference in San Francisco, and other recognitions. Maximum 30 pages. Deadline: October 15, 2011. Contact: Kelly Patterson at studentpaper@papor.org. For more information, visit www.papor.org.

Southern Demographic Association (SDA) Awards. Everett S. Lee Outstanding Graduate Student Paper Award sdademography.org/sda_lee_award.php and the award for the outstanding undergraduate paper sdademography.org/sda_undergrad_award.php. The Walt Terrie Award is given to recognize the best paper presented at the SDA Annual Meeting on an applied topic, especially one relating to state and local demography sda-demography.org/.

In the News

The **American Sociological Association** was mentioned in a March 21 *Inside Higher Ed* article, "Sociologists Blast Doctoral Rankings" and in the April 18 article, "Substantive Errors in Grad Rankings."

An **American Sociological Review** study was mentioned in a March 14 *Pittsburgh Tribune-Review* article about how fewer school construction projects are being awarded to minority contractors. An **American Sociological Review** study was also mentioned on NPR's "Tell Me More" on April 7 during an interview with NAACP head Benjamin Jealous.

announcements

Elijah Anderson, Yale University, was interviewed on NPR's "Talk of the Nation" on April 4 and was the subject of an NPR.com article about bridging racial divides in "Cosmopolitan Canopies."

Kevin Anderson, University of California-Santa Barbara, was interviewed on April 22 on KPFK-FM (Pacifica), Los Angeles "Beneath the Surface" with Suzi Weissman about his book *Marx at the Margins* and on the Arab Spring.

Peter Bearman, Columbia University, and **Marissa King**, Yale University, were quoted in an April 6 *U.S. News and World Report* article about their *American Sociological Review* study, which found that socioeconomic status is playing a reduced role in autism diagnoses. The study was also the subject of articles in a number of other media outlets including Yahoo!News, UPI.com, and *Bloomberg Businessweek* on April 6.

Andrew A. Beveridge, Queens College, City University of New York, **William H. Frey**, Brookings Institution, and **John R. Logan**, Brown University, were quoted in a March 28 *New York Times* article about how non-Hispanic whites are now a minority in the 23-county New York region.

William T. Bielby, University of Illinois-Chicago, and **Laura Beth Nielsen**, Northwestern University, were quoted and the **American Sociological Association** was mentioned in a March 28 *New York Times* article about an employment discrimination suit against Wal-Mart. Bielby was also mentioned in March 29 *Chicago Sun-Times* and *Slate.com* articles related to the case.

David Blouin, Indiana University-South Bend, and **Elizabeth Terrien**, University of Chicago, were quoted in a March 15 *New York Times* article about human-pet relationships.

Casey Borch, University of Alabama-Birmingham, and **Thomas R. Hochschild Jr.**, Valdosta State University, were mentioned in an April 17 *Boston Globe* article about their study, "About Face: The Association Between Facial Appearance and Status Attainment among Military Personnel."

Andrea Borella, University of Turin-Italy, was quoted in a February 12 *La Repubblica* article about her doctoral research on the Amish. She was also interviewed on March 19 on Rai 2's television program TG2-Storie about her book and research on the Amish of Lancaster County, Pennsylvania.

Mariko Chang, Harvard University, wrote an April 10 *Washington Post* op-ed on "Five Myths About Why Women Earn Less than Men."

Mounira M. Charrad, University of Texas-Austin, was interviewed on March 18 by BBC World Service, African News and Current Affairs, about the dynamics and possible consequences of the Tunisian Revolution of January 2011.

Mark Chaves, Duke University, and **Paul Froese**, Baylor University, were quoted in an April 2 *Huffington Post* article about whether religion in America is in decline.

Marie Cornwall, Brigham Young University, was quoted in an April 21 *USA Today* article, "Mormon Guys Delay Marriage in Paralyzing Hunt for Perfect Wife."

Yanyi Djamba, Auburn University-Montgomery, was mentioned in a March 23 *Montgomery Advertiser* editorial about Alabama's aging population, wrote an April 12 *Montgomery Advertiser* op-ed about the Census and redistricting in Alabama, and was quoted in a March 28 *Montgomery Advertiser* article about how Alabama's population growth causes concern for the future. The Associated Press picked up the article, and it subsequently appeared in media outlets including *USA Today*, the *San Antonio Express-News*, and the *Anniston Star*.

Teresa Downing-Matibag, Iowa State University, **Paula England**, Stanford University, and **Mark Regnerus**, University of Texas-Austin, were quoted and **Wendy Brynildsen**, Duke University, was mentioned in a March 30 *USA Today* article, "More College 'Hookups,' but More Virgins, Too." The *USA Today* article, Downing-Matibag, and England were also referenced in a March 31 post on NPR's "The Two-Way" blog.

Peter Dreier, Occidental College, wrote a March 31 column for the *Huffington Post*, "Battle Over Censorship of Maine Murals Part of a Larger Struggle for Basic Rights and Justice."

Patricia Drentea, University of Alabama-Birmingham, was interviewed on BBC Radio 4's "Thinking Allowed" on March 2 about her research on the concept "ethical capital."

Laurie Essig, Middlebury College, authored a March 28 post on *The Chronicle of Higher Education*'s "Brainstorm" blog about "right-wing intimidation" of the sort she says University of Wisconsin history professor and incoming president of the American Historical Association William Cronon is facing.

Amitai Etzioni, George Washington University, wrote an April 13 column for CNN.com criticizing U.S. Rep. Paul Ryan's plan to address the deficit.

Claude Fischer, University of California-Berkeley, was quoted in a March 20 *New York Times* article about the decrease in telephone calls.

William H. Frey, Brookings Institution, and **Matthew Snipp**, Stanford University, were quoted in a March 20 *New York Times* article, "Black and White Married in the Deep South: A Shifting Image."

Charles Gallagher, La Salle University, **Robert Putnam**, Harvard University,

and **Matt Wray**, Temple University, were quoted in a March 4 CNN.com article about white racial anxiety.

Duane Gill, Oklahoma State University, and **J. Steven Picou**, University of South Alabama, were mentioned in an April 20 *Time.com* article, "The Biggest Casualty of the Oil Spill: Mental Health."

Ho-fung Hung, Indiana University-Bloomington, was mentioned in an April 11 *Wall Street Journal* article about the recent wave of protests in Hong Kong and his article on China's export-oriented developmental model was cited in an April *New Internationalist* magazine story about Chinese workers and the Chinese economic miracle.

Carole Joffe, University of California-San Francisco, was quoted in an April 15 *Washington Post* column about abortion, Planned Parenthood, and the threatened government shutdown.

Antwan Jones, George Washington University, and **Ronald Mize**, Cornell University, were quoted and **Alicia Swords**, Ithaca College, was mentioned in an April 10 *Times Daily* article centered around Census data, which showed that Franklin County has the highest proportion of Hispanic residents of any county in Alabama.

Philip Kasinitz and **Peter Kwong**, Graduate Center, City University of New York, were quoted in a March 20 *New York Times* article about ethnic niches in business.

Erin L. Kelly, University of Minnesota, was quoted and **Phyllis Moen**, University of Minnesota, was mentioned in an April 6 *Star Tribune* article about their *American Sociological Review* study, which found that flexible schedules and results-oriented workplaces reduce work-family conflict and turnover. The study, co-authored with **Eric Tranby**, University of Delaware, was all the subject of articles in a number of media outlets including *Minneapolis-*

St. Paul Business Journal on April 6, Yahoo!News (India) on April 7, and the *New York Post* on April 10.

Stephen Klineberg, Rice University, was quoted in an April 21 *Houston Chronicle* article, "Survey Stresses How Education Will Shape Houston's Future."

D. Michael Lindsay, Rice University, was quoted in a March 29 *Boston Globe* article about how he was chosen to become president of Gordon College in Wenham, Massachusetts.

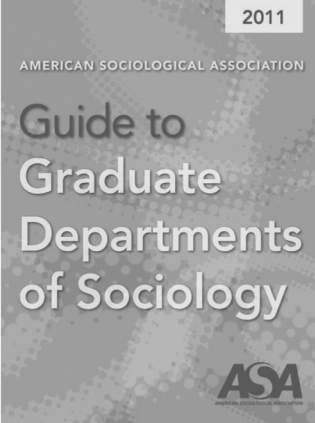
Aaron McCright, Michigan State University, was quoted in an April 19 UPI.com article about his study, which found that Americans have become increasingly polarized on the global warming issue. The study was also the subject of an April 19 post on *The Hill's "E² Wire"* blog.

Melissa A. Milkie, University of Maryland-College Park, was quoted in a March 9 *U.S. News and World Report* article about her *Journal of Health and Social Behavior* study, which found that a negative classroom environment adversely affects children's mental health. The study, co-authored with **Catharine Warner**, University of Maryland, was also the subject of articles in outlets including Yahoo!News, UPI.com, and *Education Week* on March 9.

Alondra Nelson, Columbia University, was quoted in a February 20 *Guardian* (London) article about representations of black women in popular culture.

J. Steven Picou, University of South Alabama, was quoted in a March 19 *New York Times* article about issues of disaster recovery faced by survivors of the recent Japanese earthquake and tsunami.

Anthony J. Pogorelc, The Catholic University of America, was quoted in an April 2 *Tablet* article in which he discussed the effects of the growing population of Latinos in the Catholic Church in the United States. He was



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also interviewed and took questions from the radio audience of Relevant Radio's "The Drew Mariani Show" on April 4 about the consequences of the Florida minister's burning of a Quran.

Harriet Presser, University of Maryland, was quoted in an April 18 post on the *New York Times* "Motherlode" blog about women working at night.

Fabio Rojas, Indiana University-Bloomington, was mentioned in an April 13 ABC.com column, which explores whether ware protestors have been betrayed by President Obama.

Jake Rosenfeld, University of Washington, was mentioned and **Bruce Western**, Harvard University, was quoted in a March 21 *Miller-McCune* article, "Unions, Wages and the 'Moral Economy.'"

Ruben Rumbaut, University of California-Irvine, was interviewed on NPR's "All Things Considered" on March 30 about rational and ethnic designations in the 2010 Census.

Markus H. Schafer, Purdue University, was quoted in a March 3 CNN.com article about his *Social Psychology Quarterly* study, which found that the discrimination obese people feel may have a direct impact on their physical health. The study, which Schafer co-authored with **Kenneth Ferraro**, Purdue University, was also the subject of articles in a number of other media outlets including *Bloomberg Businessweek* and UPI.com on March 3, and the *Los Angeles Times*, the *Chicago Tribune*, Yahoo!News, and MSNBC.com on March 4.

Scott Schieman, University of Toronto, was quoted in a March 8 *Globe and Mail* article about his *Journal of Health and Social Behavior* study, which found that receiving work-related communication at home takes a greater toll on women. The study, which Schieman co-authored with **Paul Glavin** and **Sarah Reid**, University of Toronto, was also the subject of articles in a number of other media outlets including the *Los Angeles Times*, the *Washington Post's*

"The Checkup" blog, Time.com, and Reuters.com on March 9, *USA Today* on March 10, and the *Wall Street Journal's* "The Juggle" blog on April 13.

Eran Shor, McGill University, was quoted in an April 4 UPI.com article about his study, which found that unemployment increases the risk of premature death. The study was also mentioned in a number of other media outlets including the *Daily Mail* and the *Times of India* on April 5 and NBCNewYork.com and the *Toronto Sun* on April 6.

Gregory D. Squires, George Washington University, wrote a March 28 column for *Huffington Post*, "Contexts: The More Challenging and Troubling Missing Pieces of the Financial Reform Debate." The column mentions a recent *American Sociological Review* study by **Bruce Western**, Princeton University.

Marta Tienda, Princeton University, was interviewed on March 31 on NPR's "All Things Considered" about racial and ethnic designations in the U.S. Census, interracial marriage, and related immigration issues.

Duncan Watts, Yahoo!Research, was the subject of a March 29 *Scientific American* Q&A centered around his new book, *Everything Is Obvious*: *Once You Know the Answer.*

Ronald Weitzer, George Washington University, was quoted in an April 8 *Newsday* column about legalizing prostitution. The column also appeared in the *Boston Herald* on April 14.

Bradley Wright, University of Connecticut, was quoted in a March 19 *Washington Post* article, "Can Being Christian Save Your Marriage?"

Awards

Rodney F. Ganey, Press Ganey Associates, was honored with a 2011 Distinguished Alumni Award from Iowa State University, which honors ISU alumni who are nationally recognized for preeminent contributions to their professions or life's work.

Shaul Kelner, Vanderbilt University, received the Association for Jewish Studies' 2010 Jordan Schnitzer Book Award in Social Science, Anthropology and Folklore for his book *Tours That Bind: Diaspora, Pilgrimage and Israeli Birthright Tourism.*

Transitions

Ester Chow, American University, has announced her retirement. Chow will continue to mentor doctoral candidates and publish.

Davita Silfen Glasberg has been appointed Associate Dean of Social Sciences in the College of Liberal Arts and Sciences of the University of Connecticut.

Salvador Vidal-Ortiz was granted tenure and promoted to associate professor in the Department of Sociology at

American University this spring while completing his Fulbright award on research with displaced LGBT people in Bogotá, Colombia.

People

William F. Danaher, College of Charleston, has been elected Vice President-elect of the Southern Sociological Society.

Tyrone Forman, Emory University, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic year.

Kathleen Gerson, New York University, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic years.

Michael Hechter, Arizona State University, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic year.

Michael Macy, Cornell University, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic year.

Scott Melzer, Albion College, appeared in the HBO documentary, *Gun Fight*, which premiered on April 13. Melzer discussed the National Rifle Association in the context of gun politics and culture wars.

Dina Okamoto, University of California-Davis, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic year.

William Roy, University of California-Los Angeles, has been selected as a Fellow at The Center for Advanced Study in the Behavioral Sciences at Stanford University during the 2011-2012 academic year.

Donald Tomaskovic-Devey, University of Massachusetts, has been elected President-elect of the Southern Sociological Society.

New Books

Berch Berberoglu, University of Nevada-Reno, *Globalization in the 21st Century: Labor, Capital, and the State on a World Scale* (Palgrave Macmillan, 2010).

Dana M. Britton, Kansas State University, *The Gender of Crime* (Rowman & Littlefield, 2011).

Wade M. Cole, University of Utah, *Uncommon Schools: The Global Rise of Postsecondary Institutions for Indigenous Peoples* (Stanford University Press, 2011).

Elena Ermolaeva and **Jessica Ross**, both of Marshall University, *Unintended Consequences of Human Actions* (University Press of America, 2011).

Nina Eliasoph, University of Southern California, *Making Volunteers: Civic Life after Welfare's End* (Princeton University Press, 2011).

Christian Fleck, *A Transatlantic History of the Social Sciences: Robber Barons, the Third Reich and the Invention of Empirical Social Research* (Bloomsbury Academic, 2011).

Christian Fleck and **Nico Stehr**, Eds., *Paul F. Lazarsfeld: An Empirical Theory of Social Action - Collected Writings* (Bardwell Press, 2011).

Anton K. Jacobs, Kansas City Art Institute, *Religion and the Critical Mind: A Journey for Seekers, Doubters and the Curious* (Rowman & Littlefield, 2010).

Cardell K. Jacobson, Brigham Young University, and **Lara Burton**, Eds., *Modern Polygamy in the United States: Historical, Cultural, and Legal Issues* (Oxford University Press, 2011).

Olaf F. Larson, University of Wisconsin, *When Horses Pulled the Plow: Life of a Wisconsin Farm Boy, 1910-1929* (University of Wisconsin Press, 2011).

Jonathan Markovitz, University of California-San Francisco, *Racial Spectacles: Explorations in Media, Race, and Justice* (Routledge, 2011).

Cecilia Menjivar, Arizona State University, *Enduring Violence: Latina Women's Lives in Guatemala* (University of California Press, 2011).

Philip R. Newman and **Barbara M. Newman**, both of the University of Rhode Island, *Development Through Life: A Psychosocial Approach*, 11th ed. (Cengage/Wadsworth, 2011).

Thomas F. Pettigrew, University of California-Santa Cruz, and **Linda R. Tropp**, University of Massachusetts-Amherst, *When Groups Meet: The Dynamics of Intergroup Contact* (Psychology Press, 2011).

Richard Quinney, Northern Illinois University, *Once Upon an Island: Photographs of New York City and the Construction of the World Trade Center* (Borderland Books/University of Wisconsin Press, 2011).

Joel Nathan Rosen, Moravian College, *From New Lanark to Mound Bayou: Owenism in the Mississippi Delta* (Carolina Academic Press, 2011).

Mark L. Goldstein and **Stephen J. Morewitz**, *Chronic Disorders in Children and Adolescents* (Springer, 2011).

Yvonne Zylan, Hamilton College, *States of Passion: Law, Identity, and Social Construction of Desire* (Oxford University Press, 2011).

Other Organizations

International Conferences on Public Policy and Management. The Association for Public Policy Analysis and Management (APPAM) and the Univer-

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sity of Maryland School of Public Policy invite proposals to host one of three independent international public policy and management conferences in calendar years 2012, 2013, and 2014. The conferences could focus on a specific topic in public policy and management, or span multiple topics. Relevance to current issues is encouraged. The conference should be designed to attract an international audience, including academics and professionals. It should include several plenary speakers, however, the bulk of each meeting should involve the presentation of traditional academic papers, usually in panels of three or four presentations. The conference should occupy at least two days of meetings in a non-U.S. location. The local partners provide substantial staff and financial support to the conferences. Applicants must be institutional members of APPAM. Deadline: September 10, 2011. Contact: Teyanna Munyan, (301) 405-4767; tmunyan@umd.edu; <www.umdcipe.org>.

Summer Programs

2011 Summer Institute in Mental Health Research, June 13-23, 2011. The summer institute, offered by The Johns Hopkins Bloomberg School of Public Health Department of Mental Health, focuses on methodological and substantive topics of importance in mental health and substance use research and services from a public health framework. It is intended for working professionals or students engaged in research, clinical practice, and/or services administration. Courses cover a range of topics including the epidemiology and genetics of mental health and substance use disorders, the implementation and evaluation of mental health services and interventions, and/or the methodological issues encountered in mental health research in the population. For more information, visit <www.jhsph.edu/dept/mh/summer_institute>. For disability access information or listening devices, contact the Office of Support Services at (410) 955-1197; <www.jhsph.edu/SupportServices>.

Database Training Seminar: Using the new High School Longitudinal Study of 2009 For Research and Policy Analysis. The National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education, will sponsor a two-and-a-half day advanced studies seminar on the use of longitudinal data for research and policy analysis on July 19-21, 2011. This new dataset captures the coursework, experiences, activities, plans, motivations, and performance in algebra of a nationally representative sample of ninth graders, as well as the influences of schools, teachers, friends, and family in students' decision-making about courses, college, and careers. The overall goal of this seminar is to provide researchers with opportunities to use the new HSL:09 data in substantive research. Participants

attending the seminar should have a solid understanding of statistical methods and be proficient in the use of SPSS, Stata, or SAS. This seminar is open to researchers, education practitioners, and policy analysts from state and local education agencies and professional associations, as well as advanced graduate students and faculty members from colleges and universities nationwide. There is no fee to attend the seminar. NCES will provide training materials as well as computers for hands-on practice. NCES will also pay for transportation, hotel accommodations, and a fixed per diem for meals and incidental expenses during the training seminar. Contacts: Gordana Vukovic, Synergy Enterprises, Inc., (240) 485-1700.

Knapsack Institute: Transforming Teaching & Learning, June 1-4, 2011. The Knapsack Institute supports educators across the nation as they create curriculum and pedagogy to build inclusive classrooms and organizations. The Institute is a program of The Matrix Center for the Advancement of Social Equity and Inclusion, the home of the White Privilege Conference. The Knapsack Institute provides participants with a framework for teaching about the matrix of privilege and oppression and welcomes all educators (K-12, higher education, diversity trainers, non-profit staff, etc.). Participants spend three days with a team of highly trained and skilled facilitators. For more information, visit <www.uccs.edu/~knapsack/>.

Deaths

Harold Garfinkel, University of California-Los Angeles, died on April 21, 2011. He is known for establishing and developing ethnomethodology as a field of inquiry in sociology.

Warren Kubitschek, Center for Research and Educational Opportunity at the University of Notre Dame, passed away on Sunday, April 3, 2011, due to an inoperable brain tumor.

John Francis Michael, a long-time member of the ASA and Professor Emeritus of Business at John Carroll University, died on December 30, 2010.

Obituaries

Igor Semenovich Kon
1928-2011

Igor Semenovich Kon, a Soviet/Russian sociologist whose long and varied career spanned different sociological and social psychological subject matters and whose excellent language skills, intellectual curiosity, and courage allowed him to be an important window on the social sciences in the West during the Cold War, died in Moscow, on April 27, 2010.

Kon was born on May 25, 1928, and grew up in Leningrad (now St. Petersburg), until he was evacuated during the German siege of the city during the Second World War. Returning to

Leningrad, he received his BA in history in 1947 and became *kandidate nauk* in both History and Philosophy in 1950 at the Leningrad Herzen Pedagogical Institute. He received the doctor nauk degree (equivalent to a PhD) in 1959. He began his career in history and philosophy departments, but by 1967 he was head of the sociology department at the Institute of Sociological Research at the Academy of Sciences. In 1972 he became Professor at the Institute of Social Sciences in Moscow and after 1974 he became the chief researcher at the Institute of Ethnology and Anthropology at the Russian Academy of Sciences.

Kon's early work in sociology and psychology was more philosophical and theoretical and often brought information about American and European social science to Russian audiences. He also wrote about the self in the tradition of Mead and the Chicago school of symbolic interactionism. He also became better known to Western sociologists and psychologists, some of whom, e.g., Uri Bronfenbrenner, had intellectual interests in social conditions in the Soviet Union and supplied him with the hard to get important works in sociology and psychology, which he read and analyzed with great care. During the 1970s Kon became interested in and write about the intertwined issues of adolescent friendship formation, "the problems of youth" and the emergence of the self. He published a series of books on adolescence centering on these issues, with a strongly sociological perspective.

Like all Soviet scholars, Kon's life was heavily influenced by the political and material conditions of an academic life and publication in the Soviet Union (e.g., the numbers of books to be published was determined in advance and plates were often broken up for books even though there was demand for future editions and there was need to balance citations between work done in the West and in the Soviet bloc.) There were always constraints on overseas travel and contacts with foreigners based on Soviet fears of the twin dangers of defection and infection by foreign ideology. Kon's own overseas travel was heavily restricted after his visit to Sweden for the International Sociological Association meetings of 1978. His own interests in emigrating were limited by being sole caretaker for an aged mother as well as his deep attachments to St. Petersburg and his colleagues and students.

Kon's interests in the study of sexuality were motivated by his concerns with the conditions of sexual ignorance among Soviet youth. In 1979 he became a member of the International Academy of Sex Research and published his first work on sexuality in Hungarian in 1981. Kon continued his scholarly role of making the works on sexuality by social scientists in the West available to an audience in the East. As a consequence of this interest and the multiple levels of censorship

in the Soviet Union during this period, many of his works later published in the Soviet Union were first published in East Bloc countries or in West Germany. By the time of the fall of the Berlin Wall he had published some 30 books not including papers or edited volumes. During the period of perestroika when censorship was weakening he published important works on sexuality including an introduction to sexology.

During the thaw and after the collapse of the Soviet Union, Kon was able to travel to the West with visiting appointments at the University of Surrey, the Harvard Russian Research Institute, at Cornell University as the A.D. White Professor, at Wellesley College, and at University of Southern California. What was remarkable about these sojourns was his continuing intellectual productivity. It was during this period that he and his work became better known to members of the ASA Section on Sexuality as well as to scholars in history and area studies though the publication in English of *The Sexual Revolution in Russia* (1995) and the edited volume with James Riordan, *Sex and Russian Society* (1993). As part of his concern with the rights of sexual minorities in Russia, he both published academic work and spoke out about the repression of gay men and lesbians in Russian life. In the last decade of his life Kon was one of the most important spokespersons for the rights of sexual minorities and as a result was the target of xenophobic and nationalist elements in Russian society.

Kon, in addition to being a prodigious and scrupulous scholar (his last vitae lists some 60 books), was a master ironist and often used proverbs and jokes to express a dark humor about the human condition. At the collapse of the Soviet Union he once commented to a colleague from the United States, "Just because we have lost does not mean that you have won." His own memoir, which has been published but not translated, is titled *Eighty Years of Solitude*.

John H. Gagnon, Stony Brook University

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Contexts:

As of August 1, 2011, new proposals and submissions should be sent to the new editors, Jodi O'Brien and Arlene Stein via e-mail: editors@contexts.org. Correspondence regarding revisions of manuscripts under review will continue to be received until August 15, 2011, by the outgoing editors: Douglas Hartmann and Christopher Uggen, The University of Minnesota, Department of Sociology, 267 19th Avenue South, Room 909, Minneapolis, MN 55455; (612) 624-4300; e-mail editors@contexts.org.

Rose Series in Sociology:

As of August 1, 2011, all correspondence concerning new manuscripts should be sent to the new editors: Lee Clarke, Judith Gerson, Lauren Krivo, Paul McLean, and Patricia Roos, Department of Sociology, Rutgers University, Davison Hall, 26 Nichol Avenue, New Brunswick, NJ 08901-2882; e-mail rose.series@sociology.rutgers.edu. Correspondence regarding revisions of manuscripts already under contract will continue to be received by the outgoing editors: Diane Barthel-Bouchier, Cynthia J. Bogard, Michael Kimmel, Daniel Levy, Timothy Moran, Naomi Rosenthal, Michael Schwartz, and Gilda Zwerman, Department of Sociology, Stony Brook University, Stony Brook, NY 11794-4356; e-mail Sociology_Rose_Series@notes.cc.sunysb.edu. Although the formal editorial transition will take place at the end of December 2011, to facilitate publication, the outgoing editorial group will maintain contact with authors whose projects were contracted during their term.

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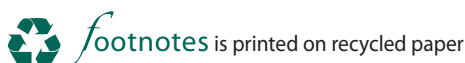
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