

inside

- 3 Sociologist Heads NRC STEM Education Report**  
Report suggests policy recommendations to help students become scientifically literate.
  - 4 Thinking About “Interrogating Inequality” in 2013**  
Invited session proposals are solicited for the 108th Annual Meeting program.
  - 5 Conference Challenges Constraints on Women**  
The triennial Women’s World Conference celebrates diversity.
  - 7 Learning to See the Other Side’s Perspective**  
A sociologist working in the area of reproductive justice discusses her lessons learned when you listen to those with whom you disagree.
- From the Executive Officer.....2  
 Science Policy.....3  
 ASA Forum.....12  
 Announcements.....13  
 Obituaries.....18



**103<sup>rd</sup> ASA President Erik Olin Wright: Reinventing Sociology**

*Michael Burawoy, University of California-Berkeley*

**E**rik Wright, the 2012 President of the ASA, was born in Berkeley, CA, grew up in Kansas, was educated at Harvard, Oxford, and Berkeley and has spent the last 35 years teaching at the University of Wisconsin-Madison. He is not only one of the most prominent sociologists on the planet, but one who manages to be both a local and a cosmopolitan.

A few months ago he could be found among the thousands of Madison citizens in their 17-day occupation of the capitol building, protesting Governor Walker’s offensive against public sector unions and state spending, and

lining up with hundreds of others to give testimony that would prolong the encampment. He then took off for Germany to explain Madison’s “Cairo” to scholars at the Rosa Luxemburg Foundation. This is typical, developing projects in Madison and then lecturing about them to audiences all over the world.

Wright brings the local to the global, but he also brings the global to the local. For 28 years he has headed the Havens Center at the University of Wisconsin, inviting leading intellectuals from all corners of the world to Madison, where they are treated to an intense questioning and have the privilege of working



Erik Olin Wright

with his animated graduate students. Wherever he goes, wherever he stays, Wright stirs up intellectual ferment. And so he will over the next year as he prepares us for the 2012 ASA Annual Meeting in Denver.

**The Birth of a Sociological Career**

I am unable to pinpoint where his sociological career began. Maybe it was at the childhood dinner table where each member of the Wright family had to give an account of their day’s activities or as a Harvard undergraduate where he became aware of structural functionalism

*Continued on Page 8*



**Sociologists Explore Conflict at ASA Annual Meeting in Las Vegas**

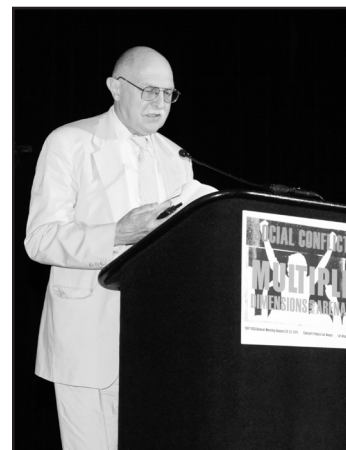
*Daniel Fowler, ASA Media Relations and Public Affairs*

**W**hat happens in Vegas when more than 5,000 sociologists descend on a city known for its bright lights, grand hotels, great restaurants, celebrities, and casinos? Given that it had never happened before, nobody was quite sure.

As it turns out, the result was a highly successful 106<sup>th</sup> Annual Meeting of the American Sociological Association.

Originally scheduled for Chicago, the Association decided to move its Annual Meeting to Las Vegas for first time in ASA history in response to a protracted labor dispute involving hotels in the Windy City, including the two that had been scheduled to host the meeting.

“The shift in our meeting site from Chicago to Las Vegas was the result of a conflict—an unsettled



Randall Collins presented his Presidential Address following the ASA Awards Ceremony.

labor union action against Chicago hotels, that many ASA members felt was important to honor,” said ASA President Randall Collins, University of Pennsylvania.

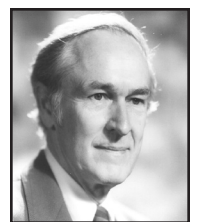
*Continued on Page 6*

*J. Milton Yinger (1916-2011)*

**A Towering Sociological Figure from a Small College**

*Stephen J. Cutler, University of Vermont*

**S**ociology lost one of its most active and influential figures with the death of J. Milton Yinger, the 68th President of



J. Milton Yinger

the American Sociological Association, on July 28, 2011, at the age of 95 in Oberlin, Ohio. Always ahead of the curve, Milt espoused interdisciplinarity long before it became fashionable, he championed social justice well before efforts to eradicate inequality came to be branded in this particular way, and he was the consummate mentor of students and colleagues

*Continued on Page 10*

from the executive officer

## Promoting Transparency and Accountability at the ASA

For non-profits, transparency in organizational management has been linked to increased trust, loyalty, and engagement by those who have a stake in their missions and activities. But what is organizational transparency and how is it measured? Brad Rawlins (2008) focuses on *information sharing* (positive and negative) that is extensive, accurate, timely, balanced, and unequivocal. The purpose of sharing such information, he says, is to enhance the ability of stakeholders to make reasoned judgments about their organizations and hold them accountable, thereby supporting stakeholders' trust, loyalty and engagement. The success of transparency can be measured by whether information is truthful, substantial and useful; if stakeholders can participate in identifying what information they want; and if the reporting is balanced.

At this summer's Annual Meeting, the ASA released its first published "Annual Report." I hope you picked up a copy at registration, the ASA Bookstore, the Business Meeting or at various other venues. But, if not, the 2010 Annual Report is now posted as an interactive PDF file on our website (see [www.asanet.org/about/annualreport.cfm](http://www.asanet.org/about/annualreport.cfm)). The ASA is happy to mail a hard copy to any member who requests it, as long as supplies last.

This Annual Report represents another step forward in promoting and maintaining transparency at the ASA. The report consolidates in one place various types of information

about the ASA which we hope lay out clearly and comprehensively all the important aspects of the Association's governance, activities, and finances to help members and prospective members assess ASA's successes and challenges. For many years, the state of the Association has been communicated annually to members and other interested audiences through a variety of separate activities: oral reports from officers at the Association's annual business meeting; print copies of ASA Council minutes and the ASA Audit in our Association newsletter, *Footnotes*, and its predecessors; and substantive reports and articles in

*Footnotes*. These important documents were moved online during the last decade with the intent of expanding and improving their accessibility.

The Association website has also given us a venue for quickly placing new, timely and time-sensitive information online about Association deadlines, programs, and important professional and disciplinary news ([www.asanet.org](http://www.asanet.org)).

### The Challenge of New Communications Technology

The continued evolution of sophisticated communication tools has made possible widespread digitization, rapid search functions, and Web 2.0 technology. Digital storage is no longer an issue and the volume of information made available (and maintained) by the ASA (and others) has increased cor-

respondingly. The activities of the ASA have also expanded over time. Together, these changes pose a new challenge to communication—namely, information overload. How do we provide, at least once a year, comprehensive information about the work and organizational well-being of the ASA to our members and other audiences so that it is in one place, not too long, and provides links to the electronic location of more detailed information?

This new ASA Annual Report is our first attempt at producing such a comprehensive print and electronic document that, we hope, increases transparency of our vibrant and complex scholarly organization. The data cover 2010; the financial information is for calendar/FY 2009, which was the last year for which audited data were available before going to press. (After Council reviewed and approved the FY 2010 audit during the recent Annual Meeting, it was made available on the ASA website. Go to [www.asanet.org](http://www.asanet.org) — click on "About ASA," then "Governance," and then "Audits of Financial Records.")

While you might not immediately think of an Annual Report as fascinating reading, the ASA Annual Report provides succinct answers to many questions that you and other members might have asked about the Association. For example,

- ASA is a membership organization, but to what extent do members really participate? How is the ASA organized? What are all those ASA committees and to whom do they report? (see pp. 33-34)
- How many people belong to the ASA? How has membership changed over time? (see p. 35)
- What led to the recent dues restructuring, and is the ASA financially healthy? (see pp. 4-5, 39-41)
- What information does ASA have about the health of the

- discipline as a whole? (see pp. 23-25)
- What is the ASA doing to raise awareness of sociology and increase coverage of sociological findings in the media? (see p. 30)
- Which articles were downloaded the most in 2010 for each of the association's five journals? (see p. 7)
- How does the Association support departments of sociology? (see p. 13-14).

### Feedback

We will assess the results of releasing this report in order to decide how to structure a 2011 Annual Report. We are in an exploratory mode, and we have chosen to err on the side of providing more information in the 2010 report than in typical corporate annual reports. We hope that you will find the content interesting, as well as accurate, substantial, useful, and balanced. Ultimately, the Association is accountable to each of its members for its actions and policies. We invite you to read the report and think about the three parts of the ASA mission: to serve sociologists in their work; to advance sociology as a science and a profession; and to promote the contributions and use of sociology to society. Based on what you read, do you see the ASA's activities and policies advancing our mission? Do you think the Annual Report contains the information you need? Please let me know what you think. You can email me at [executive.office@asanet.org](mailto:executive.office@asanet.org).

### Reference

Rawlins, Brad L. 2008. "Measuring the relationship between organizational transparency and employee trust." *Public Relations Journal* 2(2):1-21.



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



**“While you might not immediately think of an Annual Report as fascinating reading, the ASA Annual Report provides succinct answers to many questions that you and other members might have asked about the Association.”**

## The Importance of STEM Education Highlighted in NRC Report

According to a just-released report issued by the National Research Council (NRC), *Successful K-12 STEM Education*, the primary drivers of future economic growth and job creation will be innovations largely derived from advances in science and engineering. The report, authored by the NRC Committee on Highly Successful Schools or Programs in K-12 STEM Education, states that “the stakes are high.”

“A growing number of jobs—not just those in professional science—require knowledge of STEM fields,” said Adam Gamoran, Chair of the committee that wrote the report and professor of sociology and educational policy studies at the University of Wisconsin-Madison. “The goal isn’t only to have a capable and competitive work force. We need to help all students become scientifically literate because citizens are increasingly facing decisions related to science and technology—whether it’s understanding a medical diagnosis or weighing competing claims about the environment.”

An Organization for Economic Cooperation and Development (OECD) study of students’ STEM (science, technology, engineering, and mathematics) and literacy performance on international assessments makes the case that, if the United States could significantly increase students’ skills, an estimated \$100 trillion would be added to the U.S. economy over the next 80 years.

*Successful K-12 STEM Education* focuses on the science and mathematics parts of STEM and on criteria for identifying effective STEM schools and practices. It gives an overview of the landscape of K-12 STEM education by considering different school models, highlighting research on effective STEM education practices, and identifying some conditions that promote and limit school- and student-level success in STEM.

The report identifies key elements of high-quality STEM education to which policymakers at the state and national level as well as schools, and districts could target improvements. The report suggests that policymakers in states and national organizations need to develop assessments that are aligned with the next generation of science standards and that emphasize science practices rather than mere factual recall.

The report was prepared with funding from the National Science Foundation and was requested by Congressman Frank Wolf (R-VA), chairman of the House Appropriations Subcommittee on Commerce, Justice, Science, and related agencies.

### Beyond the Report

To focus national attention on the NRC report, on September 19 at Drexel University in Philadelphia, a convocation of members of Congress, government leaders, and educators shared lessons learned based on the NRC study of successful K-12 STEM education, with an

audience of 350 educators and business professionals—a standing room-only crowd.

This event brought together STEM educators to put the ideas from the report into action. A full day of events promoted a rich discussion of the role of common standards, STEM learning outside of school, equal access, and other topics.

The recently appointed Deputy Director of the NSF, and sociologist Cora Marrett, spoke about “Inspiring Quality STEM Education: A View From the National Science Foundation” The goals and findings of the report were presented by Gamoran in a session titled “What Everyone Ought to Know About the Successful K-12 STEM Education Report.” Some of the takeaways of the report for policy makers include: Elevate science to the same level of importance as reading and mathematics, develop science assessments aligned with standards and emphasize science practices, and support research that addresses key gaps in current knowledge. The full agenda and Gamoran’s



Photo courtesy of the National Science Foundation  
Presenters at the STEM Education Report event included NSF Deputy Director Cora Marrett (left) and Chair of the report, Adam Gamoran (right). Also in attendance was sociologist Robert Hauser (center) National Research Council.

PowerPoint can be found at <[successfulstemeducation.org/content/agenda](http://successfulstemeducation.org/content/agenda)>.

In addition to the attendees, there were 32 exhibitors of high-tech, hands-on interactive science and engineering research projects designed to both be effective in learning contexts and appeal to K-12 students. The Mayor of Philadelphia, Michael A. Nutter, the President of Drexel, John A. Fry, and U.S. Congressman Chaka Fattah of Pennsylvania’s 2nd district helped kick off the event in the morning.

The NSF is working on setting up regional events aimed at further dissemination of the report, “Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics.” For a copy of the report, see <[books.nap.edu/catalog.php?record\\_id=13158](http://books.nap.edu/catalog.php?record_id=13158)>.

### science policy

#### National Children’s Study Is Upgrading its Data Gathering, Analysis

The National Children’s Study is a multi-site research study examining the effects of environment and genetics on the growth, development and health of children across the United States, from pre-conception to age 21. The study is changing its approach to informatics—the science of classifying, cataloging, storing, analyzing, and retrieving information, study officials announced today. The new approach, termed facilitated decentralization, seeks to test a variety of

different yet compatible information systems to identify those that will best meet the needs of the study. Study officials invite interested researchers in the federal government and in research institutions to collaborate on new informatics components to be integrated into the study’s main informatics system. Because of its size, length, and complexity, the study will be conducted as two separate but related studies: a vanguard, or pilot study and a main study. The vanguard study seeks to evaluate the ease, acceptability, and costs involved in the methods needed to conduct

the main study. For more information, visit <[www.nationalchildrens-study.gov/Pages/default.aspx](http://www.nationalchildrens-study.gov/Pages/default.aspx)>

#### The Release of the 2010 ACS One-year Estimates

The U. S. Census Bureau announced the release of the 2010 ACS one-year estimates as of September 22, 2011. The 2010 ACS one-year estimates are available for the nation, all states, the District of Columbia, Puerto Rico, every congressional district, every metropoli-



tan area, and all counties and places with populations of 65,000 or more. It contains data on who Americans are, where they live, how much

money they make, and how they get around. Data products as part of this release include: data profiles, comparison profiles, selected population profiles, and ranking tables. For the complete ACS data release schedule, visit the 2010 Release Schedule <[www.census.gov/acs/www/data\\_documentation/2010\\_release\\_schedule/](http://www.census.gov/acs/www/data_documentation/2010_release_schedule/)>.



## Think Ahead to 2013!

*Invited Session Proposals Are Solicited for the 108<sup>th</sup> Annual Meeting Program!*

The substantive program for the 2013 Annual Meeting is now taking shape under the leadership of President-elect Cecilia Ridgeway and the 2013 Program Committee. The theme of “Interrogating Inequality: Linking Micro and Macro” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats.

The spectrum of sessions on the Annual Meeting program reflects the ASA's commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences.

At this time members are encouraged to submit session proposals for the components of the program where participation is by invitation only. That is, proposals should include both the topic for this session and the name of individuals who will be invited to speak at the session. Those who wish to volunteer to serve as organizers for Regular Session topics, which are open to paper submissions, should watch for an announcement in mid-December 2011.

The ASA meeting is a program of the members, by the members, for the members. But a meeting of this size and scope requires advance planning. Think ahead and propose session topics and organizers *now*. With the collective input of ASA members, the 2013 Annual Meeting program will achieve a high mark of excellence.

There are six different types of invited sessions:

**Thematic Sessions** examine the meeting theme. These sessions are broad in scope and endeavor to make the theme of the meeting come alive. Ideas for Thematic Sessions are due by **November 11, 2011**. The ASA Program Committee works actively on these sessions, but proposals from members are welcome.

**Special Sessions** focus on new areas of sociological work or other

timely topics which may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of interest beyond. Proposals for sessions co-sponsored with sister sociological associations are usually accommodated under this component.

**Regional Spotlight Sessions** provide opportunities to look at issues pertinent to the host site for the Annual Meeting. With New York City as the site of the 2013 Annual Meeting, there are many opportunities to develop interesting session topics with invited panelists, as well as ideas for local tours and site visits.

**Author Meets Critic Sessions** are designed to bring authors of recent books deemed to be important contributions to the discipline together with discussants chosen to provide different viewpoints. Books published between 2010-2012 are eligible for nomination. Only ASA members may submit nominations; self-nominations are not accepted.

**Workshops** provide practical advice or instruction to sociologists at every professional level. Workshop proposals should address one of four broad categories: departmental management and leadership; professional development; research and policy; and teaching workshops. If you have insights on faculty policies or curriculum development, have insightful career advice, have expertise in grant writing or a large data set to share, or have tried a pedagogical approach that has been effective, please submit a proposal for a workshop. Workshops are open to all attendees; no fees are involved.

**Pre-convention Courses** take place on the day prior to the official start of the Annual Meeting. They provide a unique opportunity for an extended (4 to 6 hour) examination of a special topic or method within the field of sociology in a format akin to an advanced graduate seminar. Course attendance is limited and

requires pre-registration and a small fee.

If you have cutting-edge methodological or theoretical knowledge in an important area please submit a proposal for a pre-conference course. Course leaders receive reimbursement for one night of lodging at any ASA conference hotel. Serving as a course leader does not count as one of the two allowed program participations.

### Guidelines for Session Proposals

**Thematic Session, Special Session, and Regional Spotlight Session** proposals must include:

- Designation of the session type: Thematic Session; Special Session; or Regional Spotlight Session;
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2013 program;
- Recommendation(s) for session organizer, including address, telephone, and e-mail information; and
- A list of potential participants.

**Author Meets Critics** Session proposals must include:

- Name and affiliation of book author(s);
- Complete title of the book;
- Publication date and name of publisher;
- Brief statement about the book's importance to the discipline of sociology;
- Rationale for inclusion on the 2013 program; and
- Suggestions for critics and session organizer.

**Workshop** proposals must include:

- Working title for the session;
- Brief description of the focus,



New York City.

goals, and intended audience for the workshop;

- Rationale for inclusion of the topic on the 2013 program;
- Recommendation for workshop organizer/leader, including address, telephone, and e-mail information; and
- A list of potential co-leaders or panelists, if desired.

**Pre-convention course** proposals must include:

- Working title for the course;
- Brief description of the focus, content, and learning goals;
- Rationale for requiring attendees to preregister and pay a small fee;
- Rationale for inclusion of the topic on the 2013 program; and
- Recommendation for course instructor, including address, telephone, and e-mail information.

**Organizer Eligibility.** All session organizers must be members of ASA. Students are not eligible to serve as sole organizers of invited sessions.

**Deadlines.** Proposals for Thematic Sessions are due by *November 11, 2011*. Proposals for all other invited sessions are due by *February 3, 2012*.

**Submission.** Proposals should be submitted through the e-mail link located on the 2013 Annual Meeting website. This will ensure the proper transmission of proposals to the Program Committee. Do NOT mail or e-mail proposals directly to Program Committee members. ☺

2013 Annual Meeting Theme

## Interrogating Inequality: Linking Micro and Macro

108<sup>th</sup> ASA Annual Meeting • August 10-13, 2013 • New York, NY

No set of questions is more fundamental to sociology than those about inequality—what is it, why is it, how does it come about, and what can we do to change it? The theme for the 2013 meetings represents a promising new effort to address these core questions of our discipline. We will focus on coming to grips with how inequality, in all its multi-dimensional complexity, is produced in contemporary societies. To do so, we will focus in particular on linking micro and macro processes and perspectives on inequality.


The first part of this task is to collectively interrogate the diverse range of inequality processes that characterize contemporary societies. These include the familiar processes of socioeconomic inequality but also

the cross-cutting inequalities based on significant group identities, such as gender, race, ethnicity, or sexuality. They include culturally and interpersonally based forms of inequality such as social status in addition to material forms of inequality based on positions of power and resources.

We need to ask, what are the mechanisms by which each of these types of inequality is produced? Are the mechanisms that produce one type of inequality similar or different than those that create other types of inequality? Are the mechanisms that initially create a form of inequality different from those that sustain it? And, most importantly, how do these different types of inequality and ways of making inequality interpenetrate and affect

one another to shape the social organization of society and life chances within it? Social status, for instance, is a form of social inequality based on shared cultural beliefs but that interpenetrates material systems of inequality and plays an important role in group identity based inequalities like gender and race. Through what processes does this work? How can we intervene in those processes? How do these processes interact to create the intersectionality that people experience in their everyday lives?

The search for mechanisms by which different types of inequality are “made” leads to my second and major goal for the program—to alert us to the need to look across micro and macro levels of analysis

to find answers to essential questions about the mechanisms that create, that reproduce, or that potentially could change multiple forms of inequality. Processes at multiple levels of analysis typically work together to support or undermine durable patterns of inequality between individuals and between social groups. Institutional and organizational processes, for instance, shape, but also are shaped by, key interpersonal encounters within them. These in turn jointly shape, and are shaped by, individual selves and choices. Our task at these meetings is to locate the key junctures among these multi-level processes that provide the levers by which different sorts of inequalities among people and groups are systematically made or unmade in the contemporary context. This is the essential first step towards changing those inequalities. 

—Cecelia Ridgeway, 2013 ASA President

## International Diversity at the Women’s Worlds Conference

Ann Denis, University of Ottawa

Women’s Worlds is an international interdisciplinary conference on women, held every three years. This year it was held in the Ottawa-Gatineau (Canada) metropolitan area, co-hosted by two universities—Carleton University and the University of Ottawa/Université d’Ottawa, with the support of two others, Université du Québec en Outaouais and St. Paul University. Held July 3-7, with participation from 92 countries, the international breadth of the conference was clear, with 2,000 attendees and some 800 presenters including scholars and community members from widely diverse disciplinary and interest backgrounds.

The theme this year of trilingual (English, French and Spanish) conference was “Connect, Converse. Inclusions, Exclusions, Seclusions: Living in a Globalized World.” Thus diversity and the international were in the fore-ground. There was one theme each day: breaking cycles, breaking ceilings, breaking barriers, and breaking ground. The theme challenged constraints on women and encouraged innovations for a

more inclusive and equitable future. By having the four “breaking” themes, the organizers had envisioned an innovative and dynamic approach to the conference. But, there were two (perhaps unanticipated) challenges to this goal: for some it was difficult to decide how to structure their proposal, so that, as required, they could associate it with one of the breaking themes, especially if they felt (as many did) that their work cut across themes. The other challenge was that sessions that might interest the same participants tended to be clumped during the same day. With a choice of more than two dozen concurrent sessions at any time, some frustration was inevitable, but the program format probably exacerbated it.

This was, however, a rich opportunity to dialogue and learn from each other, both in the formal sessions and more informally.

Within each of the broad themes, sessions focused on such substantive areas as socioeconomic development, women and power, HIV-AIDS, women and the arts, and many more. The plenaries offered all a directed conversational reflec-

tion by scholars and activists on selected aspects of that theme and how it could be applied within their personal context (scholarly and/or personal). This was complemented by a plethora of concurrent sessions, in which the community and the academy were often in dialogue. In some sessions, traditional conference papers were presented; in oth-

ers, there were conversations among presenters on a structured series of themes; and in others the organizer led a focused discussion/reflection with those in attendance. Some sessions reported initiatives aimed at greater autonomy or participation by women. Participants had diverse understandings about feminism

*Continued on Page 9*

### Looking Ahead to 2012: Changes in ASA Membership

In 2013, there will be a new dues structure, as approved in the recent member referendum. Two smaller changes, however, will go into effect a year early in 2012:

- **New category for unemployed members:** ASA members who are not employed can join or renew for dues of \$20. In addition, members in this category will receive significantly reduced journal subscription rates.
- **New benefits for emeritus/retired members:** Any member who has retired can now change to emeritus status, eliminating the previous 10-year full membership requirement. In addition, emeritus membership will now include online access to all ASA journals at no charge.

Questions about these changes or any aspect of ASA membership can be sent via e-mail to [membership@asanet.org](mailto:membership@asanet.org), or call (202) 383-9005 x389.

## Annual Meeting

from Page 1

And thus, although unplanned, the relocation to Caesars Palace in Las Vegas tied together nicely with the meeting theme: “Social Conflict: Multiple Dimensions and Arenas of Social Conflict.”

“While we would have preferred that the labor situation in Chicago didn’t necessitate the move to Las Vegas, it reinforced the fact that social conflict is happening all the time,” said ASA Executive Officer Sally T. Hillsman. “Las Vegas proved to be an exciting and dynamic host city for practitioners of sociology—there was sociology in action literally around every corner—and we think meeting attendance reflected that.”

Despite the change in location, 5,225 sociologists attended the 2011 Annual Meeting, an increase of more than 600 from 2010 when the meeting was in Atlanta.

### Meeting Highlights

Attendance wasn’t the only thing that grew in Las Vegas. The meeting featured 563 sessions and 3,462 presentations—both numbers were increases from 2010 when there were 546 sessions and 3,194 presentations.

Among the sessions were three plenaries focusing on sociological traditions, the changing landscape of sexual politics, and advancement in social movement research. The three presidential panels explored the collapse of the Soviet Union 20 years later, mafias, and the future of capitalism. Other sessions and papers covered such



Attendees socializing at the ASA Annual Meeting

timely topics as same-sex marriage, the recession, war, religion, immigration, race, bullying, crime, families, politics, relationships, technology, poverty, health and healthcare, education, and many others.

On August 21, following the ASA Awards Ceremony, Collins gave his Presidential Address on the time-dynamics of conflict. Attendees had an opportunity to congratulate Collins and the award winners at the Honorary Reception that followed.

Perhaps not surprisingly, it wasn’t strictly business in Las Vegas. At the Welcoming Reception, ASA members were treated to performances by Sammy Davis, Jr., and Frank Sinatra (OK, maybe they were Davis and Sinatra impersonators). And, in what might be an ASA first, two sociologists allegedly tied the knot at the meeting’s conclusion.

### Sociologists Make News

Sociologists were not the only people who came to the Annual Meeting. Twelve members of the media—including reporters from the Las Vegas NPR affiliate, *The Chronicle of Higher Education*, *Inside Higher Ed*, and *Science News*—attended this year’s meeting.

Even more impressive were the hundreds of media outlets that ran stories about research presented at the meeting. A study by Dmitry Tumin and Zhenchao Qian, both of Ohio State University, was the subject of more than 345 news articles, according to a Google News search. Their study, which was featured in an ASA press release, found that large weight gains are most likely for men after divorce and for women after marriage.

Among those sociologists whose studies received substantial media coverage were Katrina Leupp, University of Washington; Lisa M. Williams, Ohio State University, and Anthony A. Peguero, Virginia Tech; W. Bradford Wilcox, University of Virginia, and Andrew Cherlin, Johns Hopkins University; Andrew Perrin, University of North Carolina; and Ilana Demantas, University of Kansas, and Kristen Myers, Northern Illinois University.

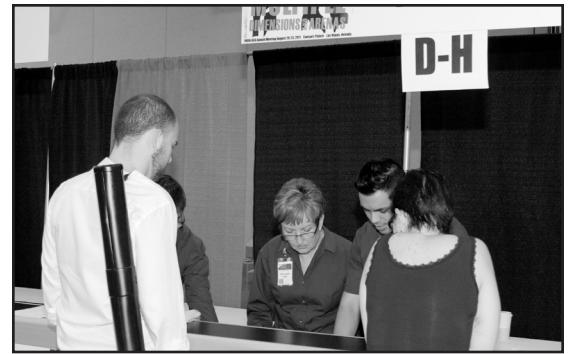
Leupp found that working mothers who expressed a super-

mom attitude that work and home lives can be blended with relative ease showed higher levels of depression than working moms who expected to forego some aspects of their career or parenting to achieve a work-life balance. Williams and Peguero found that bullying victims often suffer academically, particularly high achieving blacks and Latinos. Wilcox and Cherlin found that less-educated Americans are turning their backs on religion. Perrin found that American voters sympathetic to the Tea Party movement reflect four primary cultural and political beliefs. And, Demantas and Myers found shifting domestic roles for men who lost jobs in the current recession.

The ASA Public Information Department oversaw the production and distribution of 13 press releases about research presented at the Annual Meeting—an increase from eight in 2010—and responded to dozens of media inquiries.

In addition to *The Chronicle of Higher Education*, *Inside Higher Ed*, and *Science News*, articles tied to the meeting appeared in media outlets including: the *Wall Street Journal*, *USA Today*, the *Los Angeles Times*, the *Boston Globe*, the Associated Press, MSNBC.com, CNN.com, Time.com, the *Huffington Post*, the *New York Daily News*, the *New York Post*, Yahoo!News, ABCNews.com, the *Houston Chronicle*, the *Chicago Tribune*, the *Boston Herald*, the *Orlando Sentinel*, WebMD, *U.S. News and World Report*, FoxNews.com, the *Seattle Post-Intelligencer*, the *Providence Journal*, the *Las Vegas Sun*, the *Milwaukee Journal Sentinel*, the *Chicago Sun-Times*, and many others.

Interest in studies presented at the Annual Meeting wasn’t limited to the American press either. International media outlets



Attendees pick up their registration material.

including the United Kingdom’s BBC, *Daily Mail*, *Telegraph*, *Guardian*, Press Association, and *Daily Mirror*; Canada’s *Globe and Mail*, *Calgary Sun*, *Toronto Sun*, (Montreal) *Gazette*, and *Vancouver Sun*; India’s *The Times of India* and *Indian Express*; New Zealand’s *New Zealand Herald*; and Ecuador’s *El Telegrafo* all published stories on research presented at the meeting.

### Building Community and Looking Ahead

Through the use of social media, especially Twitter (twitter.com), the ASA (@ASANews), attendees, and even those unable to attend the meeting, built a real-time online community. According to Nathan Jurgenson, University of Maryland, there were 559 tweeters using the hashtag #ASA2011 and 3,475 total tweets. Twitter users posted their session notes, general observations about the conference, photos from the conference, meet-ups, and other short remarks using the meeting hashtag.

While the 2011 meeting concluded only weeks ago, planning for the 2012 Annual Meeting, from August 17-20, in Denver is already well underway. Erik Olin Wright, who officially succeeded Randall Collins as ASA president at the end of the 2011 meeting, and members of the 2012 Program Committee are busy developing an exciting program around the theme, “Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures.” ASA will post the call for papers on the Association website (www.asanet.org) on October 28, and will launch the online paper submission tool on December 8. See you in Denver! 



# On Reproductive Justice and the Importance of Listening to People with Whom We Disagree

Jeanne Flavin, Fordham University

I am a professor of sociology at Fordham, a Catholic university. I also am president of the board of directors for National Advocates for Pregnant Women (NAPW), a non-profit organization devoted to reproductive justice using strategies of national and community organizing, public education, and legal advocacy. I am equally proud of both affiliations.

Teaching at a Catholic institution, I encounter many students who oppose abortion. Fordham is a university in the Jesuit tradition, and as such, emphasizes progressive ideals such as social justice, a preferential option for the poor, and respect for the dignity of the whole person, all of which are very much consistent with the values of NAPW.

Working in these two settings, I have become acutely aware of the divisiveness of the rhetoric defining much of the abortion debate. The rhetoric obscures the reality that most women who have abortions are—or go on to become—mothers. Many people concerned about the health and well-being of pregnant women do not speak to one another, much less work together on shared concerns. There is a lack of awareness that efforts to legally separate the fetus from the pregnant woman have consequences not only for women who seek to terminate a pregnancy, but also for many women who continue their pregnancies to term.

This is where NAPW comes in. NAPW defends the humanity and dignity of all women, especially pregnant women who are poor, addicted to drugs, mentally ill, or who hold certain religious beliefs. These women are particularly vulnerable to state intervention e.g., arrests, detentions, prosecutions, child welfare involvement, and/or forced medical interventions based on junk science, as well as stereotypes about pregnancy, drug use and mental illness rather than empirical evidence. Many of these women have been branded as criminals. They have been subjected to gross violations of privacy and bodily integrity, and have lost years of their lives to incarceration. What follows are some lessons I've learned

about the importance of listening to people, including and especially those with whom we disagree, and the conversations that are possible when we do.

**Find points of agreement and shared concern.** Not long ago, Serrin Foster of Feminists for Life of America (FFLA) spoke at Fordham on “the feminist case against abortion.” Among other things, she emphasized that universities should better support pregnant and parenting students, thus obviating their need for abortions. Her appearance reminded me that while much about FFLA can be, and should be, subject to critique, FFLA advocates share concerns about the lack of social and economic supports for young women who carry their pregnancies to term. Perhaps it would do well for me – and my blood pressure – to focus on these.

With some noteworthy exceptions (e.g., organizations or individuals who espouse violence and hate), it is nearly always worth the effort to seek and find points of agreement. People across a spectrum of beliefs often recognize the unreasonableness of expecting a woman to overcome an addiction during the relatively short term of a pregnancy when, as a society, we do not offer her drug treatment or guarantee safe and healthy conditions for her or her unborn child. And people of all political stripes recognize the shortcomings of policies that deter pregnant women from seeking prenatal care or press them to seek an abortion to avoid risking arrest. Common ground exists if we look for it.

**Respect the experiences, the intelligence, and the range of opinions of those who differ from us.** The characterization of abortion providers and pregnant women who are addicted to illegal drugs or who refuse a cesarean section as “depraved” or “murderers” troubles me. I grew up on a farm in rural Kansas approximately 130 miles from where Dr. George Tiller, a late-term abortion provider, was murdered. I respect the need for the services he and his colleagues compassionately provided, as well as the gap in services left by his death and the closing of his clinic. My position is at odds with that of many people,

including members of my family and people with whom I grew up.

Living in the “liberal Northeast,” I also sometimes feel like an outsider. I find it galling that in many circles, it is still acceptable to deride the accents, lifestyles, and values of people from rural areas. As Carol Mason, a fellow NAPW board member, and I noted in a recent essay, mentioning a southern state or rural area all too often calls up under-examined dynamics of racism, poverty, and patriarchy. Such places are written off by many scholars and activists as being too entrenched in conservatism to teach or live there, much less address reproductive injustices that exist there (and elsewhere). No one is served well by biased assumptions and stereotypes; they distract us from the effective advocacy that does take place.

Consider Oklahoma. Like many other states, Oklahoma features a lack of access to prenatal care and drug treatment, coerced sterilizations, tightly restricted access to abortion, bans on comprehensive sexuality education, and the

prosecutions of pregnant women based on radical expansions of child endangerment and drug trafficking laws. Many arrests and prosecutions of pregnant women involve exaggerated claims about fetal harm. Part of NAPW’s work involves educating the public about the facts and social reality of drug use, pregnancy, and parenting. In 2007 and 2008, Oklahoma allies and NAPW joined forces with local sponsors to organize two public education forums in an attempt to shape and shift the conversation from one about murderous and indifferent mothers to one about the pressing need to create greater access to appropriate health care (including drug treatment) for pregnant women. This public education was instrumental in helping secure the release from prison of Theresa Hernandez, charged with murder in the wake of a stillbirth. These and other, ongoing grassroots efforts also put a stop to new arrests on similar grounds and supported local leaders in advocating for treat-

*Continued on Page 12*

## call for submissions

### Carla B. Hovery Teaching Enhancement Grants Program

**Deadline: February 1, 2012**

Applications are being accepted for the Carla B. Hovery Teaching Enhancement Grants Program. This small grants program supports teaching projects that advance the Scholarship of Teaching and Learning (SoTL) within the discipline of sociology.

Carla B. Hovery Teaching Enhancement grants can support an individual, a program, a department, or a committee of a state or regional association. ASA will award up to two grants, of up to \$2,000 each. Competitive proposals describe projects that will advance the teaching and learning of sociology, will continue to have an impact over time, and optimally, will lead to systemic change. The criteria are intentionally flexible in order to accommodate innovative proposals.

Applications should consist of a project description, CVs for all project leaders, and IRB documentation where appropriate. The project description is limited to a maximum of

five pages and should: (a) include an overview of the project, describing the problem it addresses, the approach to addressing the problem, and the empirical basis for evaluating that approach; (b) briefly locate the project in the Scholarship of Teaching and Learning literature as well as other relevant literature; (c) describe the expected benefits of the project, including systemic impacts; (d) provide a detailed budget; and (e) indicate whether, in the event the project is funded, a check should be made payable directly to the project leader or to an affiliated institution.

Applications should be sent as a PDF file to [apap@asanet.org](mailto:apap@asanet.org). Only electronic submissions will be accepted. Notification of awards will be sent out in early April 2012. For more information about the Carla B. Hovery Teaching Enhancement Grants Program and required application materials, visit the funding page at [www.asanet.org](http://www.asanet.org) or e-mail [apap@asanet.org](mailto:apap@asanet.org).

**Wright**

from Page 1

at the tail end of Talcott Parsons' luminous career. Perhaps it was at Oxford where he was inspired by the great Marxist historian Christopher Hill and learned from the sociologist and political theorist Steven Lukes. Then again, maybe it was when he entered a Unitarian-Universalist seminary in Berkeley and worked at San Quentin as a student chaplain to avoid the draft and joined an activist organization devoted to reforming prison conditions. At the seminary, he organized his first seminars on utopian thinking and soon after wrote his first book, *Politics of Punishment*, co-authored with some of the San Quentin prisoners and prison-rights activists.

Perhaps the most formative of his early experiences was as a graduate student at Berkeley in the early 1970s. In those heady days, students were more concerned about changing the world than about their future careers. Faculty were still in a state of shock at the disturbances on campus, which opened up space for graduate students to teach their own courses. Wright and his fellow students conspired to put together a course on *Controversies in Marxist Social Science*, whose descendant Wright still teaches today at Madison.

In his own work, Wright's dissertation challenged mainstream sociology not on ideological grounds but on scientific grounds, demonstrating that a reconstructed Marxist definition of class could better explain income disparities than existing models of stratification and human capital theory. What he added to Marxism was the notion of contradictory class locations of which there were three: Small employers between the petty bourgeoisie and large scale capital, supervisors and managers between capital and labor, and semi-autonomous employees (professionals) between labor and the petty bourgeoisie. This breakthrough soon led to conducting social surveys designed to map class structures and their material and experiential correlates—first in the United States and then replicated in a dozen other countries—providing a global platform for his scientific Marxism.

**Developing his Theoretical Foundations**

Wright's empirical analysis of capitol and labor sparked many invigorating debates about the meaning of class. Wright was always willing to shift his framework as others made compelling criticisms. If there is one feature that threads through his scholarly work—and indeed through his life—it is his determination to get things right. This meant not only developing as close a correspondence as possible between theoretical elaboration and empirical research, thereby confronting and resolving anomalies, but also working exhaustively on the internal logic of his theoretical framework. The result was a series of books with various permutations on the word “class:” *Class, Crisis and the State* (1978), *Class Structure and Income Determination* (1979), *Classes* (1985), *The Debate on Classes* (1989), *Class Counts* (1997), *Approaches to Class Analysis* (2005).

In 1981, Wright joined a group of brilliant social scientists and philosophers among whom he was most influenced by philosophers G.A. Cohen and Philippe van Parijs and the economist John Roemer. Through the 1980s and into the 1990s they pioneered what they called analytical Marxism, or more colloquially “no bullshit Marxism,” clarifying the foundations of Marxism in a no-holds barred London grilling of each other's work. This group became a second intellectual home for Wright and one inspiration for his subsequent turn to the moral foundations of Marxism.

The second inspiration has to do with the intersection of history and biography. Even before the collapse of Soviet communism, the Marxist resurgence within academia had begun to decline. As Wright's theories of class became part of mainstream orthodoxy, standard items on prelim reading lists, they now attracted a bevy of critics who announced the end of class, and the plurality of identities. Sociology was taking its neo-institutional and cultural turn, and in so doing lost sight of alternatives to capitalism. In response, Wright redirected his energies toward imagining such alternatives, directly challenging the metaphysical pathos of the new conservatism.

**Reflecting on Real Utopias**


His new project began in 1991 with the inauguration of a series of conferences on “real utopias” designed to discuss specific proposals for an alternative world, yet the proposals had roots in the actually existing world. Held at the Havens Center at Madison, each conference assembled scholars from various disciplines to respond to a specific “real utopia” proposal. Over the years, conference topics have included associative democracy, market socialism, participatory democracy, universal income grants, and gender equality. The conference papers were published in a book series culminating in one authored by Wright himself, *Envisioning Real Utopias* (2009), which reconstructs Marxist theory to accommodate real utopias.

Building on these conferences, the theme of the 2012 ASA Annual Meeting is “Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures.” Real utopias have no special affiliation with Marxism. Rather, they return to the abiding themes of classical sociology. Taking value commitments as a point of departure—always central concerns for Marx, Weber, Durkheim, De Tocqueville and others—Wright continually enquires into the institutional possibilities for realizing them. What would such institutions look like? What are the conditions of their reproduction and dissemination? What are their internal contradictions and dynamics? He scours the earth in search of embryonic real utopias, putting them under his analytical microscope and elaborating more general designs. His favorite examples include participatory budgeting in Porto Alegre, Brazil; the production cooperatives of Mondragon, Spain; and even the collective self-organization of Wikipedia. The next meetings of the ASA in Denver will be awash with real utopias, featuring 20 panels, each devoted to a specific real utopia proposal, some 50 thematic panels on broad topics connected to real utopias and social justice, as well as three plenaries focused on real utopias in the areas of environment, equality, and democracy.

This is nothing short of reinventing sociology. Insecure about its

standing among the disciplines, classical sociology often covered its value foundations under a mask of scientific virtuousness and virtuosity, whereas Wright—far more confident about the scientific foundations of sociology—inverts the balance by explicitly formulating values and then deploying science to work out the means for their realization. Wright's sociology does not sideline but instead explicitly foregrounds questions of social justice—questions that motivate many to enter our discipline, only to later discover their marginalization. With Wright at our side we have no need to be embarrassed by our devotion to this risky, relatively low-status discipline. He shows us how sociology's abiding concerns, as well as its theories and its methods, can have immediate relevance to an expanding world of concatenating crises.

Wright has been practicing real utopias most of his life. For starters, he is a superb teacher. I know no more lucid expounder of complex ideas, no one more open to exploring alternatives to his own views. He can be unsparing in pursuit of nonsense within sense, but is also adept at finding sense in nonsense. Legions of graduate students have passed through his courses on Marxist social science, theories of the state and economic sociology. Whether they agreed or disagreed with what he had to say, they received an unforgettable education in thinking, writing, and reading that they carried with them to universities all over the globe. For some students, Wright can be intimidating, but he can also be the gentlest, kindest, and most generous of teachers.

Despite all evidence to the contrary, Wright is an inveterate optimist about the capacity of human beings to come to rational consensus about the state of the world and what should be done about it. That is what drives his passion for social science, as well as his organizing energy for innumerable workshops and conferences. Obviously, such enthusiasm for rational deliberation privileges the intellectual over other dimensions of social life. All real utopias have their limitations, but that never stopped Erik Wright from trying to realize their possibilities. 



# Not Everyone is Your “Friend” in an Online World

Michelle Dupray, *ASA Information Services Department*

LinkedIn. Facebook. Twitter. Listservs. Google Plus. YouTube. In all its forms, social networks help their members get jobs, increase their professional network, and stay connected to family, friends, and students. Social networks also have blurred the once solid separation of a personal and professional life, leading students and professors to know details about each that were previously unacceptable. Despite this negative consequence, social networks have the ability to increase student engagement, help numerous professionals get jobs, and are integrated into most Americans’ professional and personal lives. With some forethought, social network users can minimize the negative consequences of social networking while engaging

in its benefits.


When you become a member of any social network, you are submitting your personal information to a database to which you do not have proprietary rights. Before you sign up for any social network, think about what information you would want to share with a stranger. It is usually a bad idea to submit your address or phone number because your social network page, including your resume listing in a job board, can be indexed by Google. If you are uncomfortable with a stranger having access to this information, it shouldn’t be shared in an electronic format.

When you set up a personal account in a social network, look at the URL in the browser. It should begin with https://; the “s” means it is on a secure server. If it is not, don’t proceed as there is a risk that your

personal information could be stored improperly. This is also important to note when you are purchasing something online. The browser should have https:// in the URL as an indication the transaction will be secure.

Choose what you post to a social network carefully and assume that what you post is seen by everyone, despite privacy settings. If it is something you wouldn’t share with your pastor, parent or boss, it shouldn’t be on a social network. If you choose to delete any photo or comment you submitted, it may have been deleted on the screen, but not in the social network’s database. In one social network, it can take up to several months for a photo to be deleted from its server. If you are uncomfortable this lack of control over how something is shared, you should think twice before posting.

To help separate your personal/professional life in the social media world, ask yourself what are you going to use your account for before you set it up and stick to it. Do you want to engage your students in an extension of your classroom lecture? Then, you should try to keep pictures of your spouse, children, or grandkids off the account. Have separate accounts or profiles for your professional life and personal interests.

As social networks evolve and new ones emerge, the technology will become more ingrained in our culture and way of life. Whether a teacher or a student, everyone should take full advantage the benefits of social media, with the precaution of only posting content you feel comfortable sharing with everyone. If it is not something you would want your parent/child or employer to see, think twice before updating, blogging, tweeting, uploading, or posting. 

## Women’s Conference

from Page 5

and the inclusion of women (or its absence), which provoked lively debate amongst attendees.

### Themes within Sessions


Let me give a bit of a flavor of the conference by touching on themes in a few of the sessions. In one session two presenters discussed analyses of intersectionality and their application to violence against women, while the third speaker shared her grassroots experience about how this intersectionality was played out in her work within a shelter for women and their children who had experienced partner abuse. Another session, with simultaneous interpretation (in the conference’s three official languages), explored how silence can be a form of agency and empowerment for women, especially in situations that are dangerous for them. While the speakers concentrated on the economic South, the reflections did not need to have been limited to that part of the world. In another session, there was an analysis of how feminism is addressed by immigrant and racialized women, now residing in Québec, within a globalizing world. Women who

are leaders in the international disability community were featured in another session, which included reflections about the extent to which Women’s Worlds 2011 might serve as a model of conference accessibility and inclusion.

In fact, this conference afforded particular attention to groups that are often marginalized, both in its organization and in the selection of themes and participants. The inclusiveness and richness facilitated by consultation with advisory groups from the communities of disabled women, young women, and aboriginal women were evident throughout. There was the entertainment by aboriginal performers on the opening night, a session by aboriginals about the work and impact of the Canadian Truth and Reconciliation Commission, sessions about the organizations and activities of young feminist women, sessions about women and disability—as well as the integrated participation of women who shared one or more of these often marginalizing social locations in sessions on other topics. Furthermore, this was a conference considered disability/accessibility (i.e., sign language in sessions and wheelchair accessibility). Finally, this was a very international conference of participation by, and dialogue between, the academy and the community.

In addition to the conference sessions, Women’s Worlds 2011 participants joined with the Canadian aboriginal community to participate in a Solidarity March from the conference venue to the Canadian Houses of Parliament in Support of Missing & Murdered Aboriginal Women. They were also invited to the 35<sup>th</sup> anniversary celebration of the Canadian Research Institute for the Advancement of Women (CRIA-WICREF), a bilingual national feminist research institute without walls. Popular theatre, music, and art presentations were all integral to communicating the messages of the conference. Following the conference, participants also had the opportunity to see Ottawa through women’s eyes during open

house visits to selected local groups and programs that serve women and support women’s equality.

For more information about Women’s Worlds, including video clips and a discussion forum, and the full program, which give a more comprehensive taste of the range of speakers and topics, visit <www.womensworlds.ca>. The next Women’s Worlds conference will be in 2014. Like the four I have attended, it is sure to be thought-provoking and energizing. 

*Ann Denis is the President of RC05, Research Committee on Racism at the International Sociological Association (ISA), Nationalism and Ethnicity (2010-14), Vice-President Research, ISA (2002-6), and was a Member of the Executive Committee, ISA (2006-10).*



**DEMONSTRATE YOUR TEACHING EXCELLENCE!**

- 1,000s of teaching resources
- Immediate downloads
- Fully searchable
- Online submissions

<http://trails.asanet.org>

## J. Milton Yinger

from Page 1

far in advance of mentorship being a topic of explicit interest.

Born in Michigan in 1916, both of Milt's parents were Methodist ministers. He grew up with five brothers and two sisters and, under the direction of his father, he and his siblings sang in scores of concerts throughout the Midwest as the Yinger Singers.

Milt entered DePauw University in 1933, where he studied sociology and economics. A member of DePauw's track team, he once raced against Jesse Owens, a contact Milt fondly described as lasting all of 6.2 seconds. He received a master's degree in sociology from Louisiana State University in 1939, where he studied with T. Lynne Smith and Rudolph Heberle, and earned a doctorate in sociology from the University of Wisconsin in 1943. A student of Hans Gerth, Howard Becker, and John Commons, among others, he was a member of a cohort of graduate students that included C. Wright Mills. Milt began his professorial career at Ohio Wesleyan University in 1941, and then moved to Oberlin College in 1947 where he remained until retiring in 1987.

### A Career of Scholarly and Educational Contributions

Milt's scholarly contributions would be considered outstanding by any standard. That he was as productive and influential a scholar as he was, while spending his entire academic career at liberal arts colleges, is all the more remarkable.

Coming from a family of ministers—and named for the poet John Milton—it is not surprising that a major theme of Milt's scholarly work was the sociological study of religion. His doctoral dissertation examined the historical and contemporary involvement of religion and churches in economic and political struggles. Subsequently published as *Religion in the Study of Power* (1946), it was followed by *Religion, Society, and the Individual* (1957); *Sociology Looks at Religion* (1963), and *The Scientific Study of Religion* (1970). In 1978, on the occasion of a symposium dedi-

cated to Milt's work, the *Journal for the Scientific Study of Religion* described him as a towering figure and a seminal contributor.

Although Milt's interest in race and minorities predated his arrival at Oberlin, it's fitting that his textbook, *Racial and Cultural Minorities* (5<sup>th</sup> ed, 1985), co-authored with Oberlin colleague George E. Simpson, was written at the first American college to admit students without regard to race. The book won the 1959 Anisfield-Wolf award for the best scholarly work on race relations. (Milt noted with quiet pride that he and George shared this award with another author, Martin Luther King Jr.) One sociologist has spoken of how "frustrating" *Racial and Cultural Minorities* was because it contained so many good ideas that it was difficult to come up with anything new to say! Milt's interest in race and ethnicity ultimately led to another widely cited book, *Ethnicity: Source of Strength? Source of Conflict?* (1994).

In 1960, Milt published an *American Sociological Review* article in which he introduced the concept of a "contraculture." Later, he slightly altered the label he used to describe a subcultural group for whom resisting specific aspects of the dominant culture was a motivating force, and the term "countercultures" entered the sociological lexicon. Milt's work on this topic culminated in his ASA presidential address, "Countercultures and Social Change" and in *Countercultures: The Promise and Peril of a World Turned Upside Down* (1982), which one reviewer described as a book "of immense range, erudition, and sophistication."

Sociologists are coming to recognize that advances in knowledge often take place at the intersection of disciplines rather than solely within them. But Milt was well ahead of his time in arguing for interdisciplinarity. *Toward a Field Theory of Behavior: Personality and Social Structure*, published in 1965, makes the case for multi-level analyses bringing together the perspectives of sociology, anthropology, and psychology. This co-mingling of theoretical, conceptual, and analytical approaches from a variety of disciplines was

a hallmark of Milt's scholarship. Generations of Oberlin students will recall the embodiment of this emphasis in "Society, Culture, and Personality," a course popularly known as "SCAP" and co-taught by Milt with his psychology colleague, Ralph Turner.

Not content just to examine society, Milt also was a quiet advocate for social change. A conscientious objector in WWII, his concern with social justice and societal well-being were consistent engines driving his teaching and scholarship. As recently as 1996, in a lecture presented to the Friends of the Oberlin Library, he identified what he considered to be the world's three leading problems: "1) how to increase justice among societies, ethnic groups, races, classes, ages, sexes; 2) how to attain peace, the elimination of the use of organized and official violence as the way to attempt to settle disputes; and 3) how to protect the environment from over-crowding, the depletion of irreplaceable resources, and pollution." But in Milt's view, merely identifying these problems was insufficient. He said, "Values without knowledge are blind; knowledge without values is empty; both without policies are futile."

Milt, along with George Simpson, Dick Myers, and later Kiyoshi Ikeda and Al McQueen, formed the core of the Department of Sociology-Anthropology at Oberlin College that was unmatched in the numbers and prominence of the social scientists it spawned. A gifted teacher and lecturer, Milt's four decades at Oberlin correspond to the times when the college was unsurpassed in the number of students who went on to receive sociology PhDs.

### Awards


In recognition of his distinguished contributions, Milt was elected to serve as President of the North Central Sociological Association (NCSA) in 1950-51, Secretary of ASA in 1971-74, and President of ASA in 1976-77. This last honor is all the more notable given that Milt is the only ASA President to have spent his entire teaching career at undergraduate liberal arts colleges. He received honorary degrees from DePauw

and Syracuse Universities and he was a Guggenheim Fellow, a Fellow of the National Endowment for the Humanities, and a Fellow of Clare Hall at Cambridge University. In 2007, NCSA established the J. Milton Yinger Distinguished Career Award and, fittingly, Milt was the first recipient.

### Colleague and Friend

These professional achievements, albeit important, provide only a partial glimpse of the man. I suspect if he were asked how he would like to be remembered, his scholarship would surely be high on the list. But he'd also want to be remembered for the kindness he and his wife, Winnie offered friends and acquaintances, and for his generous support of colleagues. My family and I benefitted from this kindness and support throughout the 15 years I taught at Oberlin.

Those who knew him will recall his wit and love of puns. On the occasion of George Simpson's retirement, Milt told a variant of the tale of the African king who kept his throne in the attic, only to have it crash down on him during a violent storm. The moral: People who live in grass houses shouldn't stow thrones. Or patiently listening and then appreciatively and uproariously responding to my 12-year-old daughter's very long joke ending in "Oh, no, I left my harp in Sam Clam's disco." And, of course, Milt would want to be remembered as a darn good tennis player!

Milt's wife of 61 years and best friend, Winnie McHenry Yinger, died in 2002. He is survived by daughters Susan Johnson of Oberlin, and Nancy Yinger of Oakton, VA; son, John Yinger of Fayetteville, NY; and five grandchildren and four great-grandchildren. Milt also is survived by a legacy of major sociological contributions and by generations of students who learned how to view and understand society through a sociological lens thanks to Milt's teaching and writing. 

*If you would like to make a memorial donation, a small scholarship fund is being established to support Oberlin sociology students' term projects. Please send a Memorial Contribution to Oberlin College, 50 W Lorain St, Oberlin, OH 44074, with "In memory of J. Milton Yinger" in the memo line.*

# Memories of J. Milton Yinger

*Friends, colleagues, and family share their reflections*

I once mentioned to Milt Yinger that I thought his decisions had been important for the development of the discipline. He looked puzzled so I had to explain what I meant. First, he spent almost his entire career at Oberlin. His involvement insured that sociology was an integral part of the undergraduate curriculum that was widely admired and copied by other institutions. Second, his own intellectual interests tended to focus on “neglected” areas. Neglect is in the eye of the beholder and time based, but sociology can often be subject to fads. So his work on racial and ethnic minorities and in the sociology of religion, had been critical in encouraging others to study these areas. Religious behavior had been slighted, perhaps in our quest for respectability. His work tied us back to our European ancestors, such as Weber and Durkheim. Milt’s work showed that knowledge insures respectability.

Milt also accepted responsibility in disciplinary organizations, even in difficult times. He was President of ASA 1976-77 at the same time that I was the ASA Executive Officer. He was able to combine openness with a focus on resolving the issues of the time. We all benefited from his skill. He was a valued colleague. I’m glad I had the opportunity to tell him so.

*Russell R. Dynes, University of Delaware*

Professor J. Milton Yinger began teaching in Oberlin College in 1947, the same year Joann Finley and I enrolled as freshmen. Before Joann and I graduated four years later, both of us had taken several of Yinger’s classes, been in his and Winnie’s home, met their kids, Susan, John, and Nancy, and decided to major in Sociology.

Two years later Joann Finley, now my wife, and I were back in Oberlin after teaching in high schools in India under the Oberlin Shansi Memorial Association. Both of us had gathered data in India that Milt Yinger helped us convert into our master’s theses. Milt convinced us that we needed to keep a file card on everything we read.

Five years later I was Milt Yinger’s colleague in the Oberlin

College Department of Sociology and Anthropology. On the first day of a class we team-taught, Milt announced, “This class will be taught by Professors Yinger and Elder. This may be confusing because Professor Elder is younger than Professor Yinger while Professor Yinger is older than Professor Elder” (followed by a collective groan from the class).

At the ASA meetings in 1976 I had the pleasure of introducing Milt Yinger as he became the new president of the American Sociological Association. In my introduction I stressed Milt’s view of a world full of conceptual continua that required one to be cautious about even data-based generalizations.

Twenty years later Joann and I enjoyed welcoming Milt to his PhD alma mater, the University of Wisconsin-Madison.

Milt returned to deliver a Distinguished Speakers lecture.

Joann, as the Sociology-undergraduate advisor, became his hostess. Milt took us on

a tour past the apartment where he had lived as a graduate student in the 1930s and to the Memorial Union where he had courted (and won) his wife Winnie McHenry.

After Milt retired from his teaching career in Oberlin, his apartment in Kendal at Oberlin became a visitors’ center for four decades of Oberlin’s sociology majors between 1947 and 1987 that included Joann and me. We will long remember Milt Yinger for the continuing interest he took in the two of us, for his friendship, and for his models of sociological imagination and sociological rigor.

*Joseph W. Elder, University of Wisconsin-Madison*

Professor John Milton Yinger, prior to and during his Presidency of the American Sociological

Association, is noted for the following: At Oberlin College, Milton served as a major force as a member of the collegial faculty in demanding and promoting as a colleague leader to work with the administration, the president, and the Board of Trustees to find mutually acceptable policies and practices in maintaining a productive environment. I shared teaching and co-teaching with Milt and social psychologists in psychology and learned to appreciate what a deep and well-rounded experience interdisciplinary teaching can be for myself and the students.

Milton developed and maintained student instruction, both within and outside of the classroom, to stimulate



J. Milton Yinger

the students to work to their best ability. He encouraged them to enjoy their strengths and their residential college, to partake of equality and equity in gender and color relationships. His contribu-

tion was to understand the social and cultural environment that affects the social psychology of individuals and collections of groups and communities within their history and lives. Many of these students continue their interests as graduates and as participants in their future lives.

His work on religion and society led to supportive colleagues and election to state and regional societies. Combined with his major writing and thoughts and the individual in societies and cultures, election moved to the Presidency of the American Sociological Association. Milt enjoyed the Presidency and shared his thoughts and sentiments as President.

*Kiyosh Ikeda, University of Hawaii at Manoa*

My dad met my mother while they were both graduate students at the

University of Wisconsin. They were married for 61 years, until she passed away in 2002. So far as my sisters and I could tell, their love and devotion to each other only increased over the years. He was also a devoted father, with plenty of time for family summer

vacations to all parts of the country, games of catch in the side yard, and answers to the endless questions that his children asked him. He had a professorial habit of rubbing his chin and looking up when he answered our questions, so one time my sisters and I pasted a lot of stock answers on the ceiling to tease him. You know, stuff like, IIR2, 250 million, 1941, and aluminum. He didn’t need our help of course, as his knowledge and wisdom far exceeded our own, but he laughed as hard as anyone at the joke.

My father was the kindest man I have ever known. I don’t think I ever heard him say a bad word about anyone—just like I never saw him make a bad call on the tennis court. As many of you know, he was by no means a milquetoast, and he would vigorously defend his point of view (and vigorously compete on the tennis court). But his arguments never became personal, and he went out of his way to be kind and respectful to his opponents—while demolishing their arguments or their serves. I know these things from personal experience.

My father was also a profound and prolific scholar. I have a box in my office that used to sit on my father’s desk. He typed out and taped to this box a quotation from the poet John Milton, after whom he was named, which seems to me sum up the way he thought about his scholarship. The quote is, “By labour and intent study (which I take to be my portion in this life), joined with the strong propensity of nature, I might perhaps leave something so written to after times as they should not willingly let it die.” As it turns out, I think my father’s scholarly work will be around for a long time. ☺

*John Yinger, extracted from his eulogy delivered at First Church in Oberlin, August 3, 2011*

**“My father was the kindest man I have ever known. I don’t think I ever heard him say a bad word about anyone—just like I never saw him make a bad call on the tennis court.”**

**—John Yinger**



# ASA Forum



## Another Look at Rwanda:

In the May/June 2011 issue of *Footnotes*, Jeanne Ballantine reflected on her experiences in Rwanda, asking “Is Rwanda a success story?” She described a sociologist’s view on time spent in the country. I would like to offer a different picture, also based on my time in Rwanda and my research on race, politics, and genocide in the Great Lakes region of Africa.

In Rwanda, ethnicity remains deeply politicized and ethnic conflict is very much in living memory. Survivors and perpetrators of the 1994 genocide comprise the majority of the population, and they are struggling to come to terms with the past. Ballantine writes that “Rwandans have been ordered by the government to not discuss that nightmare lest they be deemed traitors to the country.” However, the Rwandan government, under the leadership of Paul Kagame and the RPF, controls most state institutions and use laws against “divisionism” and “genocide ideology” to maintain control over politics, education, and the burgeoning economic sector of Rwanda. Those who criticize or question the government’s policies are arrested, killed, or disappeared.

Ballantine compliments Rwanda’s transition from French to English—a move that President Kagame asserts will further aid

Rwanda’s economic ambitions. She does not explain that English is the dominant language of the elite RPF and Tutsi Ugandans in Rwanda, helping secure their access to the benefits of Rwanda’s economic development. This leaves French-speaking Hutus as well as Tutsis who survived the genocide behind. It is a form of symbolic violence that further disenfranchises those not connected to the regime.

Moreover, Dr. Ballantine suggests that Rwanda is progressing politically and asks whether President Kagame, as a benevolent dictator, is necessary for the country to move ahead. Yet evidence indicates that Kagame’s stronghold is beginning to crumble. Last summer, in the lead-up to Rwanda’s first presidential election since the law against divisionism was passed, the government charged opposition candidate, Victoire Ingabire, with genocide ideology, imprisoning her and banning her candidacy. Green Party candidate Andre Kagwa Rwisereka was decapitated in South Rwanda, his body dumped on the side of the road. In South Africa, there was an attempted assassination of Lt General Nyamwasa who, along with several other senior military officials, fled Rwanda after disagreements with President Kagame. The newspaper editor who requested an investigation in to the General’s death was gunned down in front of his home in Kigali. Nyamwasa’s colleague, General Patrick Karegeya, has been calling for a violent overthrow of Kagame’s regime ever since.

Finally, according to a recent United Nations Human Rights report, Rwanda’s government has been engaged in a sort of “retaliatory genocide” in East Congo, raping women and children and massacring Hutu civilians *en masse* ([www.ohchr.org/EN/Countries/AfricaRegion/Pages/RDCProjMapping.aspx](http://www.ohchr.org/EN/Countries/AfricaRegion/Pages/RDCProjMapping.aspx)). In one section of the U.N. document, 460 Banyarwanda Hutu are reported bludgeoned to death with hammer blows after being bound together by Kagame’s troops. Is this progress?

Recent articles and books<sup>1</sup> point to renewed conflict and ongoing struggles between Rwanda’s RPF elite and those who continue to suffer from various forms of domination: economic, political, symbolic, and physical. It is a stretch to say that “Rwanda is on the brink of positive, significant change.” Instead, I encourage sociologists interested in the Great Lakes region of Africa to investigate this subject further.

Aliza Luft, *University of Wisconsin-Madison*

1 See *Remaking Rwanda: State Building and Human Rights after Mass Violence*, edited by Scott Straus and Lars Waldorf (2011), for an excellent review.

## Sociology in Secondary Schools

Some of us, including myself, have long been concerned about the state of sociology in American secondary schools. More than a half-century ago Paul Lazarsfeld, as president of the ASA (1960), surveyed the situation and took steps that resulted, ultimately, in ASA

receiving a generous grant from the National Science Foundation to develop sociologically oriented curriculum materials for use in high school social studies courses. From 1966 to 1969, I was employed by the project funded by that grant. Under the leadership of Robert Angell, Sociological Resources for the Social Studies (SRSS), as it was called, developed a number of two-week episodes and a one-term textbook. It is my recollection that the materials were generally well received, but that the grant expired just when the materials were becoming available and there was never enough effort expended to promote their use. This, coupled with the fact that virtually no provision has never been made to train and hire high school teachers who are qualified to teach our subject matter, resulted in resumed inattention to the matter.

Toward the end of the 20th century there seems to have been a revived attempt to this situation and, among other things, I served from 1989 to 1993 on ASA’s Committee on Sociology in Elementary and Secondary Schools. However, in 1994 I became caught up in other important issues and lost track of this issue. I am encouraged by the report by Hayley Lotspeich in the May/June *Footnotes*, and I hope that this time there continues to be steady progress toward what I see as an important goal – namely, providing high school students with adequate insight into society and its organization. 📍

F Lincoln Grahls,  
Flg17@columbia.edu

## Disagree

from Page 7

ment rather than punishment.

**Be patient with people’s mistakes. We are all works in progress.** It is not only journalists, lawmakers, social workers, and health care workers who need to rethink using language like “crack babies” or appreciate the differences between drug use with addiction, but also our putative allies. The work of NAPW requires us to be tolerant of others’ learning curves, especially if they involve people who have less power or—as is sometimes the case with defense counsel and

prosecutors alike—less experience or less knowledge than us. People need room to reconsider; it’s hard to reconsider if you’re being shouted at or shamed.

We also need to learn *how* to discuss hot button issues. To that end, I recently organized an event at Fordham, titled “Pro-Life or Pro-Lives: What the Difference Means for Pregnant Women and their Families.” Lynn Paltrow, Executive Director of NAPW, was the featured speaker. Her respondent was from the philosophy department and the moderator directs Fordham’s Center for American Catholic Studies. I wanted to signal that everyone was

invited into the conversation. Our efforts were rewarded with a standing room-only crowd of over 115 students, staff, and faculty. In addition to being a thoroughly thought-provoking educational experience, the event modeled for students the kind of constructive dialogues on emotionally charged subjects that are possible.

Mind you, while I have come a long way, I still shout too much and get annoyed too easily. I am not always the person I want to be. For instance, when my niece’s Facebook profile photo featured her standing proudly with one of the architects of the invasion of Iraq

and the abuse of detainees at Abu Ghraib, I promptly de-friended her. (Way to be mature, Aunt Jeanne). But the more we practice principles of respect, flexibility, and inclusiveness, the easier it gets.

Achieving reproductive justice requires us to recognize that everyone is a work in progress and that we share a stake in ensuring the health and well-being of women and girls.


I like to think that these are principles upon which we can all agree. 📍

Jeanne Flavin, *Fordham University*. also is president of the board of directors for *National Advocates for Pregnant Women*.

## ASA Member-Get-A-Member Campaign a Success

The 2011 ASA Member-Get-A-Member campaign concluded on July 22. Seventy-eight current ASA members (see list below) sponsored 90 new members for 2011.

For every new non-student member sponsored during the campaign, sponsors will receive a \$10 discount on their 2012 member dues. In addition, every member who sponsored a new member (student or non-student) was entered into a drawing to win a new Amazon Kindle 3G+ Wi-Fi, plus a \$50 Kindle gift certificate. Congratulations to this year's winner, Marybeth Mattingly (University of New Hampshire).

The ASA extends its gratitude to all participating sponsors in the 2011 Member-Get-A-Member campaign and throughout the year. 

Kevin B. Anderson  
Pamela J. Aronson  
Mikael Bask  
Janeen H. Baxter  
Anna Bellatorre  
Margareta Bertilsson  
Miriam W. Boeri  
John Boli  
David E. Boyns  
Tony N. Brown  
David L. Brunσμα  
Martin Bulmer  
Phillip Arnold Carey, Jr

Daniel Thomas Cook  
Teresa M. Cooney  
Martha Copp  
Heather E. Dillaway  
Jo M. Dohoney  
Michael O. Emerson  
Eugene P. Ericksen  
James A. Evans  
Peter B. Evans  
Dana R. Fisher  
Mark Frezzo  
Janet Zollinger Giele  
Andrew Golub

Elizabeth Grauerholz  
Twyla J. Hill  
Sally T. Hillsman  
James A. Holstein  
Shirley A. Jackson  
Paul A. Jargowsky  
Vincent Jeffries  
Karen M. Jennison  
Tamara Kay  
Verna M. Keith  
Erin Kelly  
Pavel Krotov  
Michele Lamont  
Erin Leahey  
Matthew T. Lee  
J. Scott Lewis  
Nolan J. Malone  
Marybeth J. Mattingly  
John Bryce Merrill  
Roslyn A. Mickelson  
Michael Micklin  
Mairead Eastin Moloney  
Veronica Montes  
Matthew D. Moore  
Matt G. Mutchler  
Adina Nack  
Kumiko Nemoto  
Hyeyoung Oh

Kristin Park  
Robert Nash Parker  
Daniel H. Poole  
Gordana Rabrenovic  
Mindy J Rhindress  
Keith A. Roberts  
Evren Savci  
John J. Schneider  
April M. Schueths  
Randa Bassem Serhan  
Mark A. Shibley  
Jean H. Shin  
Katherine Stovel  
Victoria Strelnikova  
Maryanne Theobald  
Melissa Thompson  
Chris Tilly  
Steven A. Tuch  
Jeremy E. Uecker  
Margaret Weigers Vitullo  
Edward T. Walker  
Lillian Marie Wallace  
Beth Williford  
Fletcher Winston  
Jason Wollschleger  
James D. Wright  
Min Zhou

### announcements

## Call for Papers

### Publications

**The Contemporary Justice Review** is seeking papers on "The Religious and Philosophical Foundations of Justice: Personal Narratives." Papers are invited where scholars and activists explore the religious and/or philosophical foundations of their own personal view of justice, explicating in detail how the particular religious or philosophical "belief system" they grew up with or adopted has influenced their thinking about what is just. All writers are encouraged to explore how their developed view of justice has influenced and continues to influence the way they live their daily lives. Essays may be no longer than 35 double-spaced pages with references in APA format. Due to the narrative quality of the work, it is not necessary to "document" one's life with extensive referencing. Deadline: October 15, 2011. Send a title and abstract (fewer than 300 words) to Dan Okada at dokada@csus.edu.

**International Journal of Law, Crime and Justice (IJLCJ).** Submissions are invited for a special issue of the IJLCJ

dedicated to "pure sociology," the groundbreaking theoretical paradigm developed by Donald Black. The tentative title of the special issue is "The Pure Sociology of Right and Wrong." Papers can address crime, law, or related topics, and should use pure sociology as an explanatory strategy. Deadline: January 15, 2011. Contact: James Tucker at jetucker@unh.edu.

**Poverty in America: Health and Well-Being among the Vulnerable.** This three-volume interdisciplinary collection will explore the challenges and solutions in addressing the public health crisis among America's poor. While providing both theoretical and empirical insights, contributors will be asked to prepare manuscripts for one of the three volumes. The first volume explores the general challenges of health and health care among the low- and no-income population; a second volume is devoted exclusively to health and health care issues among the homeless; and a third volume focuses on the link between health and place and its impact on America's poor. Potential contributors are asked to propose a chapter for one of these volumes.

Send a proposal of no more than 900 words and a two-page CV to Kevin Fitzpatrick at kfitzpa@uark.edu. For more information, visit <sociology.uark.edu/3550.php>.

**Relational Sociology: From Project to Paradigm.** Networks, fields, figurations, discursive formations: These and other relational ideas have gained widespread currency in contemporary sociology, and a distinct relational sociology has been on the rise over the past decade and a half. To develop a more comprehensive relational sociology, we solicit papers on principles, concepts, methods, advantages, and limits of relational sociology. Submissions may address such topics as self-reflexivity, transactions, agency, interdependency, relational methodologies, and relational social structures or mechanisms or processes, interdisciplinary connections, and the implications of relational thinking for critical theory, amongst other possibilities. Submissions may engage with previous work on relational sociology but could also engage with relational ideas. Submissions that help to define what relational sociology is or should be are more than welcome.

Submissions should be limited to 20 pages, including works cited. Deadline: November 6, 2011. Contact: Francois Dépelteau at fdepelteau@laurentian.ca or Christopher Powell at chris\_powell@umanitoba.ca.

**W. End Ave.: An E-Journal of Culture and Politics.** Editors of *W. End Ave.: An E-Journal of Culture and Politics* seek contributions to three thematic issues of the e-journal. Articles will provide contemporary assessments and applications of Erving Goffman's concept of "stigma." Authors can apply the concept to analyze disability, ethnicity, race or gender, or any other social grouping where there is an actual or potential "spoiled identity." Authors will be limited to one posting. Contact: Arnold Birenbaum at arnold.birenbaum@einstein.yu.edu and Martin Wenglinsky at martin@westendjournal.com; <www.westendjournal.com/index.php?action=article&news\_id=516>.

### Meetings

**20th Annual Women's Studies Conference,** April 20-21, 2012, Southern Connecticut State University. Theme: "Women and Labor: At Home, at Work, Around the Globe." The conference

## announcements

addresses one perennial struggle in women's movements across the globe—labor. All disciplines and fields are invited to submit proposals for individual papers, complete sessions, panels, or roundtables. Poster sessions, performance pieces, video recordings, and other creative works are also encouraged. Conference sessions will juxtapose e-cultural, generational, and geopolitical perspectives for the collective re-examination of narratives on women and labor. Deadline: Postmarked by December 1, 2011. Contact: Women's Studies Conference Committee, Women's Studies Program, EN B 229, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515; (203) 392-6133; womenstudies@southernct.edu, Attention: Conference Committee.

**33rd Annual Meeting of the Hawaii Sociological Association**, February 12, 2012, Kapiolani Community College, Honolulu, HI. Theme: "Pacific Intersectionalities: Revisiting Race, Class, and Gender." Abstracts (maximum 300 words) are invited on topics that broadly fit the theme. Deadline: October 14, 2011. Contact: Fumiko Takasugi at takasugi@hawaii.edu. For more information, visit <hawaiioc.org/>.

**72nd Meeting of the Society for Applied Anthropology (SfAA)**, March 27-31, 2012, Baltimore, MD. Theme: "Bays, Boundaries, and Borders." Abstracts are invited for sessions, papers, and posters. The Society is a multi-disciplinary association that focuses on problem definition and resolution. Submissions are welcome from all disciplines. Deadline: October 15, 2011. For more

information, visit <www.sfaa.net/sfaa2012.html>.

**2013 Organization of American Historians Annual Meeting**, April 11-14, 2013, Hilton San Francisco, San Francisco, CA. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." The history of the United States is one of entanglement. The theme for the 2013 conference seeks to examine and complicate a broad range of "entanglements" in U.S. history, especially the possibilities as well as the limitations of these interactions. The 2013 Organization of American Historians Program Committee seeks a wide-ranging program that will cover the full chronological sweep of the American past and the rich thematic diversity that has come to characterize contemporary American history writing and teaching. The program committee invites the submission of panels, presentations, teaching sessions, roundtables, and workshops. Proposals should be submitted to the OAH Proposal System beginning October 1, 2011. Deadline: February 15, 2012. For more information, visit <meetings.oah.org>.

**XXXVI Annual Conference on the Political Economy of the World System**, April 19-21, 2012, Clark University, Worcester, MA. Theme: "Labor, Democracy and Global Capital." Crisis and stagnation, growth and industrialization; upward mobility among the hierarchy of nations and growing inequality within nations: all these are part of the world scene. In the core nations of the world system laborers and the labor movement were able to attain a modicum of social inclusion during the middle of the 20th century. This conference will focus on labor and democracy for the coming era. Deadline: December 23, 2011. Send submissions to pewsconference36@clarku.edu. Contact: Robert J.S. Ross at rjross@clarku.edu.

**Association of American Geographers Annual Meeting Session**, February 24-28, 2012, New York, NY. Session Title: "Dis/articulations: Commodity Circuits and the Uneven Geographies of Capitalism." This panel builds on the critical concept of disarticulations to interrogate the processes that engender the forging and breaking of links within and between global circuits of commodity production, people, and places. We encourage empirical and/or theoretical contributions that focus on the constructions, materialities, socialities and real effects of dis/articulation processes. We also encourage papers that bring contemporary perspectives on commodification into conversation with one another. Deadline: September 14, 2011. Contact: Jennifer Bair at Jennifer.Bair@Colorado.edu, Christian Berndt at christian.berndt@geo.uzh.ch, Marc Boeckler at boeckler@uni-frankfurt.de, or Marion Werner at werner@buffalo.edu.

**Pacific Sociological Association 2012 Meeting, Sociology of Memory Session**, March 22-25, 2012, Sheraton Hotel, Harbor Island, San Diego, CA. Theme: "Sociology of Memory: New and Classical Conceptualizations of Memory, Personal or Commodity, Public or Private?" Seeking papers on collective memory; personal memory; narrative; new and classical sociological theories and conceptualizations of memory; sociological, psychological, historical, or legal conceptualizations pertaining to personal, trauma, repressed, body memory; socio-political issues pertaining to commodity memory; drug technology to improve or repress memory; and closely related topics. Deadline: October 15, 2011. Contact: Noel Packard at packardn@prodigy.net. For more information, visit <www.pacificsoc.org>.

**Research Committee on Language and Society, RC25**, August 1-4, 2012, Buenos Aires, Argentina. Theme: "The Language of Justice." The Research Committee on Language and Society, RC25, of the International Sociological Association is calling for proposals for panel sessions, both for the RC and joint-session proposals. Deadline: December 15, 2011. For more information, visit <www.isa-sociology.org/buenos-aires-2012/rc/rc.php?n=RC25>.

## Meetings

**October 28-29, 2011. Michigan Sociological Association 2011 Annual Meeting**, Grand Valley State University, Grand Rapids, MI. Theme: "Navigating Intersectionality." Contact: aghill@delta.edu. For more information, visit <www.misocass.org>.

**February 18, 2012. 33rd Annual Meeting of the Hawaii Sociological Association**, Kapiolani Community College, Honolulu, HI. Theme: "Pacific Intersectionalities: Revisiting Race, Class, and Gender." Contact: Fumiko Takasugi at takasugi@hawaii.edu. For more information, visit <hawaiioc.org/>.

**February 24-28, 2012. Association of American Geographers Annual Meeting** New York, NY. For more information, visit <www.aag.org/cs/annualmeeting>.

**March 8-10, 2012. 14th Society for Research on Adolescents Biennial Meeting**, Vancouver, BC. For more information, visit <www.s-r-a.org/biennialmeeting>.

**March 22-25, 2012. Pacific Sociological Association 2012 Meeting**, Sheraton Hotel, Harbor Island, San Diego, CA. Theme: "Intersectionalities and Inequalities: Knowledge and Power for the 21st Century." For more information, visit <www.pacificsoc.org>.

**March 27-31, 2012. 72nd Meeting of the Society for Applied Anthropology (SfAA)**, Baltimore, MD. Theme: "Bays, Boundaries, and Borders." The Society is a multi-disciplinary association that

focuses on problem definition and resolution. For more information, visit <www.sfaa.net/sfaa2012.html>.

**March 29-April 1, 2012. Midwest Sociological Society Annual Meeting**, Minneapolis, MN. Theme: "Sociological Understandings of the Global Transformation." Contact: Linda Lindsey and Priya Dua at mss2012@maryville.edu. For more information, visit <www.theMSS.org>.

**April 19-21, 2012. XXXVI Annual Conference on the Political Economy of the World System**, Clark University, Worcester, MA. Theme: "Labor, Democracy and Global Capital." This conference will focus on Labor and Democracy for the coming era. Contact: Robert J.S. Ross at rjross@clarku.edu.

**April 20-21, 2012. 20th Annual Women's Studies Conference**, Southern Connecticut State University. Theme: "Women and Labor: At Home, At Work, Around the Globe." Contact: Women's Studies Conference Committee, Women's Studies Program, EN B 229, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515; (203) 392-6133; womenstudies@southernct.edu, Attention: Conference Committee.

**June 6-9, 2012. John Jay College of Criminal Justice 2012 International Conference**, CUNY, New York, NY. Theme: "Global Perspectives on Justice, Security and Human Rights." For more information, visit <www.jjay.cuny.edu/>.

**August 1-4, 2012. The Second ISA Forum of Sociology**, Buenos Aires, Argentina. Theme: "Social Justice and Democratization." For more information, visit <www.isa-sociology.org/buenos-aires-2012/>.

**April 11-14, 2013. 2013 Organization of American Historians Annual Meeting**, Hilton San Francisco. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." For more information, visit <meetings.oah.org>.

## Funding

**The Berlin Program for Advanced German and European Studies** offers up to one year of research support at the Freie Universität Berlin. It is open to scholars in all social science and humanities disciplines. The program accepts applications from U.S. and Canadian nationals or permanent residents. Applicants for a dissertation fellowship must be full-time graduate students enrolled at a North American university who have achieved ABD status by the time the proposed research stay in Berlin begins. Also eligible are U.S. and Canadian PhDs who have received their doctorates within the past two calendar years. The Berlin Program is based at, funded, and administered by the Freie Universität Berlin. The program's selection

### The Department Resources Group

## D•R•G

### Here to Help with Program Review, Assessment, and Curriculum Development

Now offering off-site consulting and a mentors program for new department chairs, directors of graduate studies programs, assessment coordinators & others with key roles in the department.

Contact: ASA Academic and Professional Affairs Program  
(202) 383-9005 x323 or  
apap@asanet.org



announcements

process is organized in cooperation with the German Studies Association. Deadline: December 1, 2011. Contact: bprogram@zedat.fu-berlin.de; <www.fu-berlin.de/bprogram>.

**The National Institutes of Health (NIH)** is seeking grant applications that propose to study the ethical, legal, and social implications (ELSI) of human genome research. Participating institutes and centers include the Cancer, Aging, Child Health and Human Development, Deafness and Other Communication Disorder, Environmental Health Sciences, and Neurological Disorders and Stroke, and the Human Genome Research. The Funding Opportunity Announcements (FOAs), Ethical, Legal, and Social (ELSI) Implications of Genomic Research (PA-11-250, PA-11-251, and PA-11-249) encourages multidisciplinary research applications that identify, examine and address the ELSI of advances in genomic research and technology for individuals, families, communities and society more broadly. The National Human Genome Research Institute (NHGRI) has identified four broad research priorities: genomic research, genomic health care, broader societal issues, and legal, regulatory and public policy issues. For more information, visit <grants.nih.gov/grants/guide/search\_results.htm?year=active&scope=pa>.

**National Institutes of Health (NIH) Director's Pioneer and New Innovator Awards Program.** NIH welcomes proposals for 2012 NIH Director's Pioneer Awards and New Innovator Awards for innovative approaches to major challenges in biomedical or behavioral research. Pioneer Awards are open to scientists at any career stage and support \$2.5 million in direct costs over five years. New Innovator Awards are for early career stage investigators, defined as those who have not received an NIH R01 or similar grant and are within 10 years of completing their terminal research degree or medical residency and support up to \$1.5 million in direct costs over five years. NIH expects to make at least seven Pioneer Awards and at least 33 New Innovator Awards in summer 2012. To continue its strong record of diversity in these programs, NIH especially encourages women and members of groups that are underrepresented in NIH research to apply. Pioneer Awards deadline: October 7, 2011. Contact: pioneer@nih.gov. For more information, visit <grants.nih.gov/grants/guide/rfa-files/RFA-RM-11-004.html>. New Innovator Award deadline: October 14, 2011. Contact: newinnovator@nih.gov. For more information, visit <grants.nih.gov/grants/guide/rfa-files/RFA-RM-11-005.html>. The NIH Common Fund encourages collaboration and supports a series of exceptionally high impact, trans-NIH programs. These programs are supported by the Common Fund, and managed by the NIH

Office of the Director in partnership with the various NIH Institutes, Centers and Offices. For more information, visit <commonfund.nih.gov>.

**Fellowships**

**American Philosophical Society Research Programs.** The Society makes no grants for academic study or classroom presentation, for travel to conferences, for non-scholarly projects, for assistance with translation, or for the preparation of materials for use by students. *Franklin Research Grants.* This program of small grants to scholars is intended to support the cost of research leading to publication in all areas of knowledge. The Franklin program is particularly designed to help meet the cost of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies, or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses. PhD candidates are not eligible to apply, but the Society is especially interested in supporting the work of young scholars who have recently received doctorate. Award: From \$1,000 to \$6,000. Deadlines: October 1 and December 1. *Lewis and Clark Fund for Exploration and Field Research.* The Lewis and Clark Fund encourages exploratory field studies for the collection of specimens and data and to provide the imaginative stimulus that accompanies direct observation. Applications are invited from disciplines with a large dependence on field studies. Grants will be available to doctoral students who wish to participate in field studies for their dissertations or for other purposes. Grants will depend on travel costs but will ordinarily be in the range of several hundred dollars to about \$5,000. Deadline: February 1. Contact: Linda Musumeci, (215) 440-3429; LMusumeci@amphilsoc.org; <www.amphilsoc.org>.

**Foundation for Child Development Young Scholars Program for 2012.** The goals for the program are to stimulate basic and policy-relevant research about the early education, health and well-being of immigrant children from birth to age 10, particularly those who are living in low-income families and support the career development of young investigators to attain tenure or who have received tenure in the last four years from a college or university in the United States. Eligible researchers will have earned their doctoral degrees within the last 15 years and be full-time, faculty members of a U.S. institution. Applicants must hold a PhD or its equivalent in one of the behavioral and social sciences or in an allied professional field. Three to four fellowships of up to \$150,000 for use over one to three years (and in rare cases, up to five years) will be awarded. Tenure equivalent positions are not eligible for the fellowship. Deadline:

November 2, 2011. Contact: ysp@fcd-us.org. For more information, <fcd-us.org/our-work/new-american-children/apply-ysp>.

**Police Foundation Research Fellow.** Founded in 1970, the Police Foundation is an independent, nonprofit organization dedicated to improving police service through the delivery of high-quality scientific research. The Police Foundation is seeking Research Fellows to work with Foundation staff and advisors in developing innovative research on policing. This position is open only to full-time faculty at research universities, and it is meant to provide research funds to free up faculty time for participation in key research programs on policing. Fellows will have access to a number of scholars and practitioners who serve as part of our Research Advisory Committee as well as consultants who work with us on research and evaluation. The fellow will be provided with analytical support in-house, an office, administrative support, and an undergraduate student intern. The major responsibilities of the fellow will include (but are not limited to): Developing a research program and applying for and acquiring funding in his/her area of expertise within foundation guidelines (alone or in collaboration with advisory committee members or other staff), conducting research, and creating reports/papers that can be published by the foundation as well as submitted to research journals or other publications. Contact: Karen L. Amendola, Division of Research, Evaluation, and Professional Services, 1201 Connecticut Ave., NW, Suite 200, Washington, DC 20036; fax (202) 296-2012; kamendola@policefoundation.org. For more information, visit <www.policefoundation.org>.

**UCLA Career Development Program in Cancer Prevention and Control Research.** This NIH/NCI-funded (R25) postdoctoral fellowship at UCLA provides a stipend of \$60,000 annually with benefits and support for research expenses. It is open to all persons holding a doctoral-level degree who are U.S. citizens or permanent resident aliens. Applications are also welcome from candidates who have recently completed doctoral-level studies and mid-career applicants. The University of California is an Equal Opportunity Employer and we strongly encourage applications from minority individuals. Deadline: January 17, 2012. Contact: Dr. Berman, (310) 794-9283; bberman@ucla.edu; <www.ph.ucla.edu/cancer-preventiontraining>.

**The Woodrow Wilson International Center for Scholars 2012-2013 Fellowship Competition.** The center awards approximately 20-25 academic year residential fellowships to individuals from any country with outstanding project proposals on national and/or international issues. The center accepts non-advocacy, policy-relevant,

fellowship proposals that address key challenges of past, present, and future issues confronting the United States and the world. Applicants must hold a doctorate or have equivalent professional experience. The center also supports projects that intersect with contemporary policy issues and provide the historical and/or cultural context for some of today's significant public policy issues. Fellows are provided stipends, private offices, personal computers, loan privileges with the Library of Congress, and part-time research assistants. Deadline: October 1, 2011. Contact: (202) 691-4170; fax (202) 691-4001; fellowships@wilsoncenter.org. For more information, visit <www.wilsoncenter.org/fellowshipapplication/>.

**In the News**

An *American Sociological Review* study was mentioned in a July 1 *Chicago Tribune* article, "Octomom May Reveal She Doesn't Like Her Kids: Could It Be a Symptom of Single Mom Stress?"

The *American Sociological Review* (ASR) was mentioned in a July 12 *Chicago Tribune* article, "No Shopping District Nearby? You May Be More at Risk of Dying In a Heat Wave." ASR was also mentioned in an August 15 *Forbes.com* article about the riots in the United Kingdom.

**Elijah Anderson**, Yale University, was quoted in an August 3 *Philadelphia Daily News* article, "Beer-garden Session Fosters Racial Dialogue" and an August 4 *New York Times* article about New York Mayor Michael R. Bloomberg's plan to use some of his own money to improve the circumstances of young black and Latino men.

**Bonnie Berry**, Social Problems Research Group, was recently interviewed by *Inspire* magazine on the topic of appearance bias.

**Margaret Chin**, CUNY Graduate Center and Hunter College, was quoted in a June 24 *New York Times* article about rising Asian American political power.

**William D'Antonio**, Catholic University of America, was mentioned in a May 6 *National Catholic Reporter* article, "Poll: Phoenix Catholics Side with Hospital."

**Elaine Draper**, California State University-Los Angeles, was quoted in a July 3 *Los Angeles Times* article, "More Employers Are Offering On-Site Medical Clinics."

**Peter Dreier**, Occidental College, wrote a June 21 *Huffington Post* column, "Mayors to Obama: Bring War Dollars Home."

**Troy Duster**, New York University, was quoted in an August 1 *New York Times* article about race and "personalized medicine."

**Amitai Etzioni**, Institute for Communitarian Policy Studies at George

## announcements

Washington University, wrote a July 19 article in *The National Interest*, "Throwing Pakistan into the Arms of China."

**Nancy Foner**, Hunter College and Graduate Center CUNY, was quoted in a June 18 *Washington Post* article about children left behind in their native countries and later reunited with immigrant parents in the United States.

**Roberto Gonzales**, University of Chicago, was mentioned in a July 26 *Inside Higher Ed* article about his *American Sociological Review* study, which found that education doesn't yield better jobs for undocumented youth. He was also interviewed on August 1 on KUOW 94.9 in Washington about the study.

**Thomas M. Guterbock**, University of Virginia, was quoted in a July 22 *Science* magazine article about separating knowledge and belief questions in surveys.

**Roderick Harrison**, Howard University, and **John Logan**, Brown University, were quoted in an August 2 *USA Today* article about how the most successful blacks and Hispanics are more likely to have poor neighbors than are whites.

A *Journal of Health and Social Behavior* study was mentioned in a June 19 Madison.com article about demographic characteristics and lifestyle factors that lead to good health.

**Mark Juergensmeyer**, University of California-Santa Barbara, was mentioned in a July 31 Associated Press article, "Christian Terrorist? Norway Case Strikes Debate."

**Satoshi Kanazawa**, London School of Economics, was mentioned in a June 16 post on the *New Statesman's* "The Stagers" blog about his *Social Psychology Quarterly* study, which reported a link between atheism and social liberalism.

**Samantha Kwan**, University of Houston, and **Mary Nell Trautner**, University at Buffalo-SUNY, were quoted in a July 12 post on the *New York Times's* "Arts Beat" blog about their *Contexts* article on discrimination against those who are overweight.

**Jerry M. Lewis**, Kent State University, did several Canadian press and radio interviews, including being a featured guest on the CBC's "Cross Country Checkup." The interviews dealt with the sociological aspects of fan violence in the Vancouver hockey riot.

**John Logan**, Brown University, was quoted in an August 1 *Washington Post* article about racial segregation patterns in housing being unrelated to income.

**Alair Maclean**, Washington State University-Vancouver, was quoted in a July 24 *Columbian* article about how the middle class in Clark County, WA, is feeling squeezed.

**Fred Markowitz**, Northern Illinois University, was quoted in a June 9

*U.S. News and World Report* article about his *Social Psychology Quarterly* study, which found that mothers who held negative attitudes toward their mentally ill children could impede the recovery of their children.

**Douglas S. Massey**, Princeton University, wrote an August 5 *New York Times* op-ed about the decline in wealth among Latino populations.

**Janice McCabe**, Florida State University, was quoted in the August issue of *Glamour* magazine about the disparate number of male animals compared with female animals in children's books throughout the 20th century, a finding from her recent study in *Gender and Society*.

**David S. Meyer**, University of California-Irvine, wrote an August 12 *Washington Post* op-ed, "Americans Are Angry. Why Aren't They Protesting?" His op-ed was mentioned in an August 14 *Huffington Post* article.

**Christine Morton**, California Maternal Quality Care Collaborative /Stanford University, was quoted in a June 12 *Daily Beast* article about the rising maternal mortality rate in California and the finding from the recent California Department of Health report that cardiovascular disease was a leading cause of pregnancy-related death. The report, which she contributed to, was also the subject of articles in a number of other media outlets after its release in April, including PBS, *Mother Jones*, and the Associated Press.

**Zachary Neal**, Michigan State University, was quoted in the *State News* about the East Lansing, Michigan City Council's approval of a downtown mixed-use development.

**Sandi Kawecka Nenga**, Southwestern University, was quoted in a June 26 *Boston Globe* article about her summer camp research.

**Aaron Pallas**, Teachers College-Columbia University, wrote a July 22 *New York Times* letter to the editor about the Atlanta school system cheating scandal.

**Dudley L. Poston, Jr.**, Texas A&M University, wrote a July 11 *Houston Chronicle* op-ed, "Puerto Rico Gain as a State Could Be Loss for Texas: An Addition Would Lead to Subtraction." He was also quoted in a July 5 *Puerto Rico Daily Sun* article, "PR Statehood Would Reduce Other States' Representation."

**Jake Rosenfeld**, University of Washington, and **Bruce Western**, Harvard University, were quoted in an August 2 Salon.com article about their *American Sociological Review* study on unions. Their study was also mentioned in an August 5 *Mother Jones* article.

**Victor Roudometof**, University of Cyprus, was quoted in an August 6 *New York Times* article about the Republic of Cyprus' cabinet reshuffle.

**Rogelio Saenz**, University of Texas-San Antonio, wrote a July 11 *San Antonio Express-News* op-ed criticizing the Texas legislature for massive cuts to the public K-12 system.

**Abigail Saguy**, UCLA, was quoted in a May 19 *Libération* article, May 20 articles on the French news site MediaPart and in the *Ottawa Citizen*, and a May 26 article in the French magazine *Politis* about differences in French and U.S. approaches to sexual harassment, in light of the scandal involving Dominique Strauss-Kahn (DSK). She also participated in a May 24 televised debate about the DSK scandal, titled "Deux Justices?," part of the news series "Toutes les Frances," on France O and was interviewed in a June 16 Swiss news report on French female politicians' response to the DSK scandal.

**Saskia Sassen**, Columbia University, and **Richard Sennett**, London School of Economics and New York University, wrote an August 11 *New York Times* op-ed about the cause of the riots in London.

**Amy Schalet**, University of Massachusetts-Amherst, wrote a July 24 *New York Times* op-ed about parental involvement in the sex lives of teenagers.

**Christopher J. Schneider**, University of British Columbia-Okanagan, was quoted in a June 16 *New York Times* article about the hockey riot in Vancouver, British Columbia. His remarks about the riot were featured in dozens of print, radio, and television news outlets across Canada, including both *The Globe and Mail* and the *National Post*, Canadian Broadcast Corporation's *The National*, and in a nationally televised live interview on CTV National Headline News.

**Kim Scipes**, Purdue University North Central, was interviewed on June 7 about Iraq, Afghanistan, and U.S. Foreign Policy on "Veterans Unplugged," WIMS, AM-1420, Michigan City, IN.

**Kristin Springer**, Rutgers University, was quoted in a June 24 *Vancouver Sun* article about her *Journal of Health and Social Behavior* study, which found that older men with stereotypically masculine attitudes are less likely than their peers to seek preventive health care. Springer's study was also the subject of articles in a number of other media outlets, including the *Montreal Gazette* on June 24 and the *Ottawa Citizen* on June 26.

**Peggy A. Thoits**, Indiana University, was quoted in a June 19 post on *Huffington Post's* "AOL Healthy Living" blog about her *Journal of Health and Social Behavior* article, which examined four decades of sociological stress research.

## Awards

**Maria Akhurin**, University of Chicago, for her paper "Constructing the Rights of Nature: Environmentalism, Indig-

enous Politics, and Legal Mobilization in Ecuador, 1970-2008," and **Cristina Lucier**, Boston College, for her paper, "Obstacles to Precaution and Equity in Global Environmental Governance: Applications to the Basel Convention," were co-winners of the ASA Section on Environment & Technology Marvin E. Olsen Student Paper Award.

**Carol J. Auster**, Franklin and Marshall College, received the 2011 Christian R. and Mary F. Lindback Foundation Award for distinguished teaching.

**Steve Carlton-Ford**, University of Cincinnati, and **Morten Ender**, West Point Military Academy, received the Outstanding Book of the Year award by the Peace, War, and Social Conflict section of the American Sociological Association for their book, *The Routledge Handbook of War and Society*.

**Andrew Cherlin**, Johns Hopkins University, was named the 2011 Ernest Burgess Fellow by the American Academy of Political and Social Science.

**Stephen J. Cutler**, University of Vermont, received a Fulbright Award for the 2011-2012 academic year. He will be affiliated with the Faculty of Sociology and Social Work at the University of Bucharest in Romania.

**Allen Fremont**, RAND Corporation, received a Bronze medal award from RAND for his leadership in the development and success of the Right Care Initiative (RCI), an innovative public-private partnership to improve the health of Californians.

**Jan Marie Fritz**, University of Cincinnati, is the recipient of the Fulbright Distinguished Chair in Human Rights and International Studies. She will be at the Institute for Human Rights in Copenhagen, Denmark. Fritz also received the Ohio Mediation Association's 2011 Better World Award.

**Teresa Gowan**, University of Minnesota, received the Community and Urban Sociology Section Robert E. Park Book Award for her book, *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*.

**Kevan Harris**, Johns Hopkins University, received the US Institute of Peace Jennings Randolph Peace Scholarship for 2011-2012.

**Scott R. Harris**, Saint Louis University, received the 2011 Cooley Award from the Society for the Study of Symbolic Interaction, for his book, *What Is Constructionism?*

**Gary T. Marx**, Massachusetts Institute of Technology, received the Lifetime Achievement Award from the Society for the Study of Social Problems.

**Laura Miller** and **Rajeev Ramchand**, both of RAND Corporation, received a Gold medal award from RAND for their in-depth investigation of increased civilian suicides at certain air logistics centers.



announcements

**Andrew V. Papachristos**, University of Massachusetts-Amherst, received the Community and Urban Sociology Section Jane Addams Best Paper Award for his paper, "Murder by Structure: Dominance Relations and the Social Structure of Gang Homicide."

**Brian Powell**, Indiana University, **Catherine Bolzendahl**, University of California-Irvine, **Claudia Geist**, University of Utah, and **Lala Carr Steelman**, University of South Carolina, received the 2011 Midwest Sociological Society Distinguished Book Award.

**Christopher J. Schneider**, University of British Columbia-Okanagan, was chosen as the recipient of the 2010/2011 university-wide Award for Teaching Excellence and Innovation Award—Junior Faculty.

**Gregory Squires**, George Washington University, received the Lynd Lifetime Achievement Award from the Community and Urban Sociology section.

**Van C. Tran**, Harvard University, received the Best Student Paper Award from the Community and Urban Sociology Section for the paper "Spatial Assimilation or Spatial Inequality? Second-Generation Neighborhood Attainment and Mobility Trajectories in Young Adulthood."

Transitions

**Michael DeCesare** was awarded tenure and promoted to associate professor in the Department of Sociology & Criminology at Merrimack College

**Riley E. Dunlap** has been appointed the Laurence L. and Georgina Ina Dresser Professor at Oklahoma State University.

**Davita Silfen Glasberg** has been named Associate Dean for the Social Sciences at the University of Connecticut.

**Charis E. Kubrin** is joining the Department of Criminology, Law and Society at the University of California-Irvine.

**D. Michael Lindsay** has been named President and Professor of Sociology at Gordon College.

**Kari Marie Norgaard** joined the Department of Sociology at the University of Oregon.

**Mari Plikuhn** joined the Department of Law, Politics, and Society at the University of Evansville as an Assistant Professor of Sociology.

**Victor M. Rios**, University of California-Santa Barbara, was promoted to Associate Professor.

**Eugene (Gene) A. Rosa** has been selected as the Boeing Distinguished Professorship in Environmental Sociology at Washington State University. He simultaneously holds the Edward R. Meyer Professorship in Natural Resource and Environmental Policy in the Thomas S. Foley Institute for

Public Policy and Public Service, also at Washington State University, and is concurrently a Visiting Scholar at the Woods Institute for the Environment at Stanford University.

**Kim Scipes**, Purdue University North Central, was promoted to Associate Professor and granted tenure by the Purdue University Board of Trustees.

**Jackie Smith** has moved to take a position as Professor of Sociology at the University of Pittsburgh.

**'Dimeji Togunde** has joined Spelman College in Atlanta, GA, as the Gordon-Zeto Dean of Global Education and a tenured Professor of International Studies.

People

**Wendell Bell**, Yale University, was the subject of a special issue of the August 2011 *Futures*. The issue deals with some of his seminal work on nationhood and democratic changes in the West Indies, his contributions to the foundational principles of the new field of futures studies, and some of his consulting work on the sociology of the future.

**Japonica Brown-Saracino**, Boston University, was elected Secretary-Treasurer of ASA's Community and Urban Sociology Section.

**Tracy L. Dietz**, University of North Texas, was voted Vice President-Elect of the Society for the Study of Social Problems.

**Jeanne Fleming** and **Leonard Schwarz** are the authors of *Money Manners*, a syndicated newspaper column that King Features began distributing in April. The column appears in papers in the United States and Canada, including the *Toronto Star*, the *Denver Post*, the *Kansas City Star* and the *Sacramento Bee*.

**Philip Kasinitz**, CUNY-Graduate Center, was elected Chair-Elect of the ASA Community and Urban Sociology Section.

**Barbara R. Keating**, Minnesota State University-Mankato, was elected the 75th President of the Midwest Sociological Society.

New Books

**Patricia A. Adler**, University of Colorado, and **Peter Adler**, University of Denver, *The Tender Cut: Inside the Hidden World of Self-Injury* (New York University Press, 2011).

**Peter L. Berger**, Boston University, *Adventures of an Accidental Sociologist: How to Explain the World without Becoming a Bore* (Prometheus Books, 2011).

**Steven M. Buechler**, Minnesota State University-Mankato, *Understanding Social Movements: Theories from the Classical Era to the Present* (Paradigm, 2011).

**Melanie E. L. Bush**, *Everyday Forms of Whiteness: Understanding Race in a "Post-Racial" World*, 2<sup>nd</sup> ed. (Rowman & Littlefield, 2011).

**Samuel Bowles** and **Herbert Gintis**, Santa Fe Institute, *A Cooperative Species: Human Reciprocity and Its Evolution* (Princeton University Press, 2011).

**Francesco Duina**, Bates College, *Institutions and the Economy* (Polity Press, 2011).

**Jennifer Earl**, University of California-Santa Barbara, **Katrina Kimport**, University of California-San Francisco, *Digitally Enabled Social Change: Activism in the Internet Age* (MIT Press, 2011).

**Daniel E. Hood**, SUNY-Farmingdale, *Addiction Treatment: Comparing Religion and Science in Application* (Transaction, 2011) and *Redemption and Recovery: Further Parallels of Religion and Science in Addiction Treatment* (Transaction, 2011).

**Emma L. Jeanes**, University of Exeter, **David Knights**, University of West England, and **Patricia Yancey Martin**, Florida State University, *Handbook of Gender, Work, & Organization* (Wiley, 2011).

**Lane Kenworthy**, *Progress for the Poor* (Oxford University Press, 2011).

**Ralph LaRossa**, Georgia State University, *Of War and Men: World War II in the Lives of Fathers and Their Families* (University of Chicago Press, 2011).

**PJ McGann** and **David J. Hutson**, both of University of Michigan, Eds., *Advances in Medical Sociology, Vol 12: Sociology of Diagnosis* (Emerald, 2011).

**Timothy McGettigan**, Colorado State University-Pueblo, *Good Science: The Pursuit of Truth and the Evolution of Reality* (Lexington Books, 2011).

**Sharon Erickson Nepstad**, University of New Mexico, *Nonviolent Revolutions: Civil Resistance in the Late 20th Century*

(Oxford University Press, 2011).

**Kari Marie Norgaard**, University of Oregon, *Living in Denial: Climate Change, Emotions and Everyday Life* (Cambridge, MIT Press, 2011).

**Victor M. Rios**, University of California-Santa Barbara, *Punished: Policing the Lives of Black and Latino Boys* (New York University Press, 2011).

**Zakia Salime**, Rutgers University, *Between Feminism and Islam: Human Rights and Sharia Law in Morocco* (University of Minnesota Press, 2011).

**Robert B. Smith**, Social Structural Research Inc., *Social Structural Research, Multilevel Modeling of Social Problems: A Causal Perspective* (Springer, 2011).

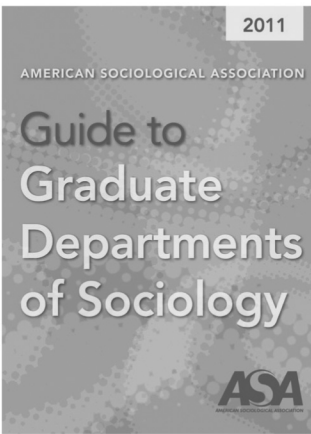
**Steven Stack**, Wayne State University & Center for Suicide Research, and **Barbara Bowman**, Center for Suicide Research, *Suicide Movies: Social Patterns, 1900-2009* (Hogrefe, 2011).

**Javier Treviño**, Wheaton College, *The Social Thought of C. Wright Mills* (Pine Forge Press, 2011).

**Ieva Zake**, Rowan University, and **Michael DeCesare**, Merrimack College, *New Directions in Sociology: Essays on Theory and Methodology in the 21st Century* (McFarland, 2011).

New Publications

**Secularism and Nonreligion.** The world's first journal dedicated to the exploration of secularism and nonreligion will begin publication in January 2012. The new journal is a partnership of the Institute for the Study of Secularism in Society and Culture (ISSSC) and the Non-religion and Secularity Research Network (NSRN). The scope of the international academic journal will be interdisciplinary. Its aim is to advance research regarding all of the various aspects of "the secular" across societies and cultures. Articles published in the new journal will focus



The 2011  
Guide to  
Graduate  
Departments is  
here!

Buy your copy today at the ASA Bookstore  
[www.asanet.org/bookstore](http://www.asanet.org/bookstore)



## announcements

on the secular at one of three levels: the micro or individual level, the meso or institutional level, or the macro or national and international level. Submissions should explore all aspects of what it means to be secular at any of the above-cited levels, what the lives of nonreligious individuals are like, and the interaction between secularity, nonreligion and other aspects of the world. Articles will explore the ideology and philosophy of the secular, secularism, nonreligion, and atheism. Although *Secularism and Nonreligion* will adhere to a traditional blind, peer-review referee process, it will be an open-access journal. Article will be freely available and will be downloadable from the journal's website. For more information, visit <[www.secularismandnonreligion.org](http://www.secularismandnonreligion.org)>.

## Caught in the Web

**The Deviance Society.** Patricia A. Adler, University of Colorado, and Peter Adler, University of Denver, are the authors of a blog for *Psychology Today* called "The Deviance Society." The blog can be found at <[www.psychologytoday.com/blog/the-deviance-society](http://www.psychologytoday.com/blog/the-deviance-society)>.

**The International Sociological Association** has begun a series of exciting new digital projects. A newsletter, *Global Dialogue*, will appear in nine languages. *Universities in Crisis* is a new blog developed to create an account of the specific challenges faced by universities around the world. *Global Sociology, Live!* is an experimental course in pursuit of the idea of a global sociology. It involves conversations between sociology students at the University of California-Berkeley and scholars from around the world. Each week the conversation is recorded and then made available to a global audience through the International Sociological Association website. *Sociotube* features videos and films on the everyday lives of sociologists from around the world. For more information, visit <[www.isa-sociology.org](http://www.isa-sociology.org)>. Follow the ISA on Facebook at <[www.facebook.com/InternationalSociologicalAssociation-ISA/](http://www.facebook.com/InternationalSociologicalAssociation-ISA/)>.

## Deaths

**Leon F. Bouvier**, Old Dominion University, passed away on January 26, 2011.

**Ronald C. Wimberley**, North Carolina State University, passed away on July 26, at the age of 68. He served as the 2006-2007 President of the Southern Sociological Society.

## Obituaries

**Harold Garfinkel**  
1917-2011

Harold Garfinkel died on April 21 at his home in Los Angeles, CA. He was 93. With his death, social science

has lost one of the great originals of American social theory in the twentieth century. His perspective, expressed in language of radical originality and singular power, has had immense influence across the social sciences and has been widely absorbed into the fabric of sociological theory.

Born into a large Jewish community in Newark, NJ, Garfinkel studied business and accounting at the University of Newark before a burgeoning interest in sociology took him, in 1939, to Howard Odum's Department at the University of North Carolina-Chapel Hill. There he worked on a study of intra- and interracial homicide trials for a Master's thesis. The study, later published in *Social Forces*, showed quite distinctive patterns of trial proceedings for Black-on-White homicides relative to other racial combinations, sharply illuminating the institutionalized racism of South Carolina courts. During the same period, Garfinkel published a short story, "Color Trouble" that described the racial victimization of a woman who refused to move to the back of a Virginia bus. Subsequently anthologized into *The Best Short Stories of 1941* (together with literary luminaries Richard Wright, Sherwood Anderson, Graham Greene, and William Faulkner), the story belies Garfinkel's subsequent reputation as abstruse and obscurantist.

After military service during World War II, Garfinkel entered Harvard on the GI Bill of Rights in 1946 and studied with Parsons in Harvard's newly formed Department of Social Relations. He was one of several individuals later named by Parsons as part of a "golden age of graduate studies" at the university. His dissertation focused on topics in the theory of action and, in particular, on the understanding and reasoning that inform its construction. This was difficult terrain in 1946. Behaviorist orthodoxy had declared the thoughts and feelings of actors out of bounds to scientific inquiry, and even Parsons, the leading theorist of the "action frame of reference" in 1937, had by 1951 moved to a more systems-oriented approach. However, Garfinkel was inspired by Alfred Schütz's vision of reasoned action undertaken under conditions of imperfect knowledge, as well as the incongruity procedures pioneered at Harvard in the late 1940s by Bruner and Postman. The latter would form the basis for the first of many "breaching" experiments for which Garfinkel became famous that were designed to expose the forms of reasoning indigenous to the actors' point of view and implicated in their conduct.

In 1954, Garfinkel was hired by Leonard Broom to the faculty at UCLA. During an interim appointment, he worked with Fred Strodbeck and Saul Mendlovitz on jury deliberations recorded in Wichita, KS. Here was a domain in which reasoning and

the giving of reasons as grounds for judgments was a paramount activity, and Garfinkel coined the term "ethnomethodology" to capture the ways in which the jurors' reasoning about motives and circumstances was shared, commonsensical, and yet methodical. This ethnomethodological reasoning would be the focus of the large bulk of his research career at UCLA. It was in these years that, with the help of UCLA undergraduates from his classes, he deployed the quasi-experimental breaching procedures that were a prominent feature of his published research.

Studies in ethnomethodology emerged during a time of turmoil and change in the academic social sciences and American society at large. By 1960, cognitive approaches, greatly assisted by advances in computer science, were finally overcoming behaviorist orthodoxy in psychology and beyond. In anthropology, "emic" approaches to indigenous cultural classification were yielding sub-disciplines such as ethnobotany to which, indeed, Garfinkel analogized his own enterprise. At the same time, the "cognitive revolution" was mired in difficulty. Contemporary philosophical debates included powerful arguments against the idea that rule-based systems could be determinative of meaning in language or of the production of action, citing difficulties arising out of the context-based or indexical character of the algorithms driving human reasoning and behavior.

These themes resonated powerfully with the gestalt phenomenology to which Garfinkel had been exposed, first in North Carolina and subsequently in Cambridge. By conjoining them with deceptively simple demonstrations of their consequences in ordinary social life, Garfinkel fashioned a devastating critique of contemporary sociological theory. The indexical nature of reasoning and action, he argued, meant that regardless of whether or not they were "over-socialized" the actors' behaviors could no longer be credibly viewed as the product of normative determinism. In its place, Garfinkel substituted a vastly more complex process of commonsense reasoning, which he documented with his experimental procedures, as well as an ethnographic study of coroners' procedures. These studies, taken together, embodied a powerful critique of official statistics and of sociological research methods that relied on administrative data. They also became a core impetus for the constructivist movement in the study of deviance, gender, and other sociocultural phenomena that ultimately reached into the study of organizations and other forms of macrosociology.

In addition to his contributions to the theory of action, and his own subsequent investigations of technical

knowledge in the sciences and professions, Garfinkel's initiatives stimulated wide-ranging empirical work in the sociology of science and, through conversation analysis, the sociology of interaction. Perhaps inevitably, this colossus of practical reasoning could be endearingly impractical. "Oh, is that how it works," said in tones of wonderment about a commonplace gadget, was a not uncommon response encountered by friends and colleagues. But behind his long struggle to bring practical reasoning under descriptive control was a well-concealed humanistic impulse that, in resisting the possibility of exhaustive description, resisted too the subordination of human initiative to the hegemony of causal explanation. In the course of this struggle, Garfinkel made an imperishable mark on American sociology.

*John Heritage, University of California, Los Angeles*

**Allen Day Grimshaw**  
1929-2011

Allen Day Grimshaw, Professor of Sociology Emeritus at Indiana University-Bloomington, died June 15, 2011, at his home, surrounded by family and friends, after a long illness. He was born December 16, 1929, in New York City. He attended high school in Auburn, IN, and began his undergraduate studies in engineering at Purdue University. He completed the AB degree in anthropology and sociology in 1950 at the University of Missouri and was elected to Phi Beta Kappa. After service in the Air Force, Allen took his PhD at the University in Pennsylvania in 1959 with a dissertation on urban race riots. He joined the faculty at Indiana University-Bloomington in 1959 as Instructor and retired as Professor of Sociology in 1994.

Allen was a prolific writer, authoring or editing eight books and publishing more than 90 scholarly articles, anchored by the broad themes of peace and justice. Early in his career, Allen's research centered on social conflict and violence, leading to the volume *Racial Violence in the United States* (Aldine, 1969). His work later took a cross-cultural turn after fieldwork in India, culminating in a co-edited book, *Comparative Social Research* (Wiley, 1973).

Allen's international fieldwork experiences were the genesis of his keen appreciation of the importance of language for social life—and thus for social research. As co-chair of the Social Science Research Council's Committee on Sociolinguistics, he took on the challenge of educating sociologists, linguists, and linguistic anthropologists about what they could learn from each other. Allen saw language as a critical but often taken-for-granted resource for studies of inequality, conflict resolution, and social interaction. His papers

announcements

on these subjects were published in *Language as Social Resource* (Stanford, 1981). Allen combined his interests in social conflict and language in his widely cited, edited volume *Conflict Talk* (Cambridge, 1990).

Later, Allen turned his attention to professional discourse, and embarked on an influential research project where scholars from different disciplines were asked to analyze the same transcript of a doctoral dissertation defense. The result was publication of the monograph *Collegial Discourse: Professional Conversation Among Peers* (Ablex, 1989) and the edited volume *What's Going on Here? Complementary Studies of Professional Talk* (Ablex, 1994), which continue to be major contributions to the field of sociolinguistics.

Allen taught undergraduate or graduate courses on language, social conflict, social psychology, cross-cultural research methods, the city in India, and war as a social problem. He was named a Lilly Foundation Teaching Fellow in 1983-84. Katherine O'Donnell, whose PhD thesis was directed by Allen, noted, "Allen was an exacting but supportive mentor to graduate students. He was a real ally. He loved hearing our tales from the field and regaled us with his stories, holding court at the ASA and AAA conferences. His disdain for injustice and fascination with language and culture were palpable."

Allen was deeply involved in building the Department of Sociology at Indiana University to one of the best in the country. He took very seriously the cultivation and evaluation of junior faculty. His deep and imposing voice brought faculty meetings to order and he was usually the first to ask penetrating and challenging questions to job candidates and visiting speakers. Allen was an avid raconteur with a rapier wit that was best appreciated when it was not aimed in your direction.

Allen and his wife, Polly, were generous in their support of Indiana's Department of Sociology, providing the means to create an endowed professorship and a lecture series that bear their names. Allen was also extremely generous in providing service to Indiana University and to his profession. He chaired numerous committees of the American Sociological Association and served as editor of the *American Sociologist* and as associate editor of the *American Sociological Review* and *Sociometry*.

Allen had to overcome the tragic loss of his daughter Gail in the prime of her life. He supported steadfastly his dearly loved wife, Polly Swift Grimshaw, as she battled and succumbed to a long and painful illness. Allen was also preceded in death by his parents, Austin and Elizabeth Grimshaw, and his sister, Anne Kempers. He is survived by sons, Adam and Andrew, their wives, Ali and Laurie, and his four grandsons.

*William A. Corsaro, Indiana University-Bloomington, with help from Katherine O'Donnell, Hartwick College*

**Warren N. Kubitschek**  
1954-2011

It is with deep sorrow that the faculty and students in the Center for Educational Opportunity (CREO) and the Sociology Department mourn the loss of our friend and colleague, Warren Kubitschek, who died on April 3, 2011. Warren's illness was untimely and brief, leaving us little chance to prepare for missing of an outstanding colleague, wise mentor, expert statistical consultant, knowledgeable data analyst, and quintessential sociologist. But more than that, Warren was a loyal and trusted friend. His gentle, respectful, and humble personality made him beloved by all.

Warren was born in Chicago, received his BA in Sociology from Grinnell College, his MA in Sociology from the University of Akron, and worked toward a PhD in Sociology at the University of Wisconsin-Madison. He began his professional career as an Assistant Professional Specialist at the University of Notre Dame in 1985 and later was promoted to an Associate Professional Specialist. He remained at Notre Dame for the rest of his life.

Warren published several papers in leading sociology journals. Much of his recent work involved collaborative analyses of achievement data that he and Maureen Hallinan collected in the Chicago Catholic schools. This study, funded by the U.S. Department of Education, examined achievement gains in the Chicago Catholic schools. In addition, with data generously provided by Tony Bryk, the Catholic school gains were compared to growth in achievement in the public schools to determine whether the "Catholic school advantage" continues to characterize Catholic schools. In addition to this study, Warren served as project manager and statistical advisor for a set of analyses examining ability group effects on student friendship and achievement.

Warren's work mentoring graduate students provided a sterling example of his high academic standards. He patiently explained advanced statistical techniques to students while gently insisting that they ask interesting sociological questions as they undertook their master's and dissertation theses. He was equally helpful to faculty to the point where everyone in CREO benefited from Warren's statistical and computer expertise at some point in their research projects.

In addition to his professional career, Warren was a musician. He played the trombone in high school, learned the accordion and assorted other ethnic instruments over the years, and led a folk dance band in South Bend. Warren

was a lifelong aficionado of folk dance and taught at the Door County Folk Festival for many years.

Warren is survived by his spouse, Catherine Kubitschek, his mother, Jenny Kubitschek, two sisters, Carolyn Kubitschek and Wendy Culp, and a brother, Craig Kubitschek. A memorial celebrating Warren's life was held at the University of Notre Dame on July 16, 2011.

*Maureen Hallinan, University of Notre Dame*

**Roger W. Nett**  
1921-2011

Upon learning of Roger Nett's death on May 9, 2011, I was reminded that we were among the first four doctoral students of the Department of Sociology at Washington State University, having graduated together in 1949.

At WSU, Roger and I spent countless hours in the student union talking about our sociological endeavors, the courses we were taking, and so forth. A memorable feature of our conversations (my wife often being present) was listening to Roger discuss the children's story he was writing. One of the more memorable characters was Aardvark, who inhabited the Palouse Hills around Pullman. I never imagined that Roger would have his book, and yet *Thorntree Meadows* appeared in 1957 under the imprimatur of a major publisher. Roger was very talented in a number of ways.

After leaving Pullman, Roger first taught at Oklahoma State University in Stillwater, then the University of Pittsburgh, and after that the University of Houston. There were a number of side journeys along the way.

Roger Nett was above all a creative sociologist. In 1959 Roger and Stanley A. Hetzler, co-authored *An Introduction to Electronic Data Processing*—a book that peered well into the future. Nett and Hetzler were the first sociologists, to my knowledge, to write a monograph about this major technological innovation. It was a path-breaking accomplishment. A Spanish translation appeared in 1961.

Among other items, Roger authored two cutting-edge essays that were published in the journal *Ethics*. The first (in 1953) was titled "Conformity-Deviation and the Social Control Concept," which was reprinted in W. Buckley's edited volume, *Modern Systems Research for the Behavioral Scientist* (1968). The second (in 1971) was titled "A Civil Right We Are Not Ready For: The Right of Freedom of Movement of People on the Face of the Earth." This essay addresses a deep-seated political, economic, and moral issue in the modern world.

Additionally, we co-authored a monograph-text, "A Methodology for Social Research" (1968). This work radi-

cally reinterprets Mannheim, moving the sociology of knowledge sharply away from, for instance, phenomenology and toward a more Mead/Dewey view of human nature. The book was intent upon explicating how and why sociologists (and other social scientists) should and do create more "objective knowledge" (a phrase employed in the book). Certain objective social science knowledge is essential in advanced industrial-urban orders. To achieve this goal sociologists must come to terms with the complex interplay among theory, methods, and data, while taking account of the social context in which they carry out their activities.

This book's framework comes into sharper focus if one examines specific social research issues that confront modern industrial-urban orders. Consider Rating Agencies. As a result of the severe economic depression of 2007 or 2008 and onwards we learned that the "objective evaluation" of major financial instruments by Rating Agencies was severely flawed. Certain groups have thus called for a fundamental restructuring of how the data utilized by these Agencies are collected and analyzed. Second, consider the current rethinking of how and why the GDP should be reconstructed. A commission was established by the French government to do just that. The work of the commission was spearheaded by such luminaries as the economists Joseph Stiglitz and Amartya Sen. Third, consider Fukushima. Social scientists collecting data on this nuclear disaster will almost surely encounter major ethical and political pressures to shape their findings so as to support particular interests. Addressing these kinds of foundational issues is an essential feature of the methodology book that Roger Nett and I co-authored. The book was translated into Spanish (1980), and it was reissued (with a new introduction) in 1997.

During his later academic years Roger wrote a manuscript on social control, but this was unfortunately not published. He also spent a great deal of time in Latin America. In the 1960s he taught at the Universidad Central del Ecuador and the Universidad Catolica de Chile. He retired from the University of Houston as professor emeritus in 1986 and moved to Salem, OR, in the Northwest, a region he viewed as home.

Nancy, Roger's third spouse, survives him. So does his second spouse, Emily Nett. All six of his children survive him: John Nett, George Nett, Chewel Nett Fritchman, Erika Morin-Nett, Cristabel Nett, and Alejandra Nett Taylor. He had eight grandchildren and three great-grandchildren. His children and their offspring provided him with enormous meaning in life.

*Gideon Sjoberg, University of Texas-Austin*

funding

## 2011 MFP Call for Applications



The ASA Minority Fellowship Program (MFP) has existed since 1974 and celebrated its 35th anniversary year in 2008-09 with special events in both Boston and San Francisco. For the 2012-13 MFP Fellowship award year, MFP is supported by significant annual contributions from Sociologists for Women in Society, Alpha Kappa Delta, and the Midwest Sociological Society, along with the Association of Black Sociologists, the Southwestern Sociological Association, and numerous individual ASA members.

MFP applicants can be new or continuing graduate students in sociology, who are enrolled in a program that grants the PhD. All MFP applicants must be members of an underrepresented racial/ethnic minority group in the United States (e.g. Blacks/African-Americans, Hispanics/Latinos, Asians or Pacific Islanders, or American Indians/Alaska Natives). Applicants must also be U.S. citizens, non-citizen nationals of the U.S., or have been lawfully admitted to the U.S. for permanent residence. The application deadline is January 31; notifications are made by April 30. The Fellowship is awarded for 12 months and may be renewable. Tuition and fees are arranged with the home department.

MFP Fellows are selected each year by the MFP Advisory Panel, a rotating, appointed group of senior scholars in sociology. Fellows can be involved in any area of sociological research. For more information or an application, visit the ASA website and click on "Funding," or contact the ASA Minority Affairs Program at [minority.affairs@asanet.org](mailto:minority.affairs@asanet.org).

### For Members Only

## ASA Journals

With nine association journals and three section journals, the ASA publishes a broad range of outstanding scholarship within sociology and its specialty areas. In mid-October, the membership renewal and application site will open for 2012. All members (except for emeritus members) are required to subscribe to at least one association journal. Your ASA journal selections are:

- *American Sociological Review*
- *Contemporary Sociology*
- *Contexts*
- *Journal of Health and Social Behavior*
- *Social Psychology Quarterly*
- *Sociological Methodology*
- *Sociological Theory*
- *Sociology of Education*
- *Teaching Sociology*

When you subscribe to an ASA journal, you receive online access to the current volume as well as any back volumes available through ASA's publishing partners. Subscribe to at least two journals and you will receive online access to ALL ASA journals at no additional charge.

The online journal platform is user-friendly. Members can access journal articles by logging into their ASA account and clicking on the journal links. Articles can be searched from January 2004 to the current subscription year.

In addition to these ASA-wide journals, there are three other journals published by ASA sections available with section membership. They are:

- *City & Community* (from the Community and Urban Sociology Section)
- *Journal of World Systems Research* (an online journal from the Political Economy of the World-System)
- *Society and Mental Health* (new in 2011 from the Sociology of Mental Health Section)

For additional information on these journals, visit [www.asanet.org/journals/journals.cfm](http://www.asanet.org/journals/journals.cfm) or send e-mail to [publications@asanet.org](mailto:publications@asanet.org).

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

## ASA footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Mailed electronically to all ASA members.

Editor: *Sally T. Hillsman*  
 Associate Editor: *Margaret Weigers Vitullo*  
 Managing Editor: *Johanna Olexy*  
 Secretary: *Catherine White Berheide*

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

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

Copyright © 2011, American Sociological Association.



### save the date



**107<sup>th</sup> ASA Annual Meeting**  
**August 17-20, 2012**  
**Denver, Colorado**  
**Colorado Convention**  
**Center and Hyatt Regency**



Emancipatory Projects, Institutional Designs, Possible Futures

## ASA footnotes

Volume 39 • Number 7 • September/October 2011