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## Local Flavor: Clean Tech and Renewable Energy Clusters in Colorado

*Elizabeth Stephan, Colorado College-Colorado Springs*

As anthropogenic global warming continues to swiftly progress, clean technology, innovation, and diffusion of renewable energy technologies are needed more than ever nationwide. Colorado is a leader in the clean tech industry. According to a 2009 report by Pew Charitable Trusts, Colorado is one of the top three states with large and fast-growing clean energy economies. The Metro Denver Economic Development Corporation's (MDEDC 2011) "Colorado Industry Cluster Profile on Energy" reported that Colorado



ranked fourth out of the 50 states in clean tech employment concentration in 2010, and its clean tech "sub-cluster" ranked eleventh in absolute employment. MDEDC also reported that Colorado has 19,420 direct jobs in clean tech, and that direct employment had grown 8.9 percent since 2009. Colorado also ranked third in the Milken Institute's 2010 State Technology and Science Index, which accounts for research and development inputs, risk capital and entrepreneurial infrastructure, human capital capacity, technology and science workforce, and technology concentration and dynamism. The renewable energy sector in Colorado is buttressed by a number

of supporting institutions and policies. The state is home to the Department of Energy's National Renewable Energy Lab and several major public research universities involved in renewable energy research, including, but not limited to, Colorado State University, the Colorado School of Mines, and the University of Colorado-Boulder. The state itself is actively working to create a favorable climate for renewable energy business, research, and development. In 2010, then Governor Bill Ritter signed two executive orders meant to boost venture capital investment in clean tech startups. Additionally,

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## Snippets from the Travels with Erik Blog

Below are brief pieces from the *Travels with Erik* blog, which follows Erik Olin Wright, 2012 ASA President, and Jean Shin, ASA Minority Affairs Program Director, on their visits to colleges and universities in the south and southwest in late March. Their goal is to connect with students and faculty from underrepresented groups and highlight the importance of sociology and the opportunities available to those who study it. To read the blog in its entirety, see [www.speak4sociology.org/TravelsWithErik](http://www.speak4sociology.org/TravelsWithErik).



### Day 1 — En Route to San Antonio, March 19, 2012

Usually when I embark on an academic trip I have a very clear set of expectations: giving talks to students and academics in universities, or visiting real utopia sites, or meeting with community and activist groups to share my ideas. Often, of course, unexpected things happen, and these add much to the value for me of such trips, but mostly I have a pretty clear sense in advance of what to expect and what the "rules of the game" will be.... Still, on this trip I don't know what is *really* going to happen. I will be visiting four academic institutions that serve Hispanics or Native Americans— three in Texas and one

in Arizona. I will be meeting with faculty and students, and administrators. I will give talks and have informal discussions. Jean Shin, the ASA Director of Minority Affairs, will be traveling with me and will lead professional workshops about the ASA and its various programs for students and departments. What I don't have a good sense of is how this will actually play out. I'm not anxious about it—I think it will be exciting. But I don't know exactly what to expect.

### Day 2 — Laredo, March 20

The highlight today, for me, was the talk at the suburban campus of University of Texas-San Antonio (UTSA). It was very far from the

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## New Task Force on Community College Sociologists

*Margaret Weigers Vitullo, Academic and Professional Affairs Program*

At its February 2012 meeting, ASA Council approved the development of a three-year task force on community college faculty. Although there are more than 400,000 full- and part-time community college faculty in the United States, making up more than 40 percent of all faculty members nationwide, they receive relatively little attention from researchers. Townsend and Twombly (2007) examined the scholarly literature on community college faculty and found that between 1990 and 2003, eight percent of articles in the five major higher education journals examined community college issues. "What is intriguing about

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science policy

**The U.S. Census Releases Data from the 1940 Census**

In August 1939, Congress authorized the director of the census to conduct a national census of housing “in each state, the District of Columbia, Hawaii, Puerto Rico, the Virgin Islands, and Alaska, in the year 1940 in conjunction with, and at the same time, and as part of the population inquiry of the sixteenth decennial census.” The census was “to provide information concerning the number, characteristics (including utilities and equipment), and geographic distribution of dwelling structures and dwelling units in the United States.” Now, 72 years later, upon release of the 1940 Census forms by the National Archives, we look back and see just how much America changed. As of April 2, the National Archives and Records Administration made individual records from the 1940 Census available to the public for the first time (see [www.census.gov/1940census/index.html](http://www.census.gov/1940census/index.html)). The Census website allows visitors to explore and discover how America has changed since the 1940s. The site uses compelling links, infographics, and photos to compare the 1940 Census with corresponding information about the 2010 Census. Questions new to the census in 1940 included residence

five years earlier, income, highest level of school completed and new, detailed questions on unemployment history. Many of these questions were added to measure the effects of the Great Depression. Additionally, check out the Facts for Features to learn about some of the major innovations in development for the 2020 Census that will control costs and improve efficiency. The 1940 Census came at a momentous time in our Nation’s history as the country recovered from the Great Depression and was not long before the United States entry into World War II. It was also the first Census that looked deeper into the details of much of American life. Other news from the sentence includes a new research site launched on [Census.gov](http://www.census.gov). Visit the site to learn about innovations to measure and understand America through improved statistics, statistical products, and analysis. Also, a new blog—“Research Matters”—features the work of researchers from all areas of the Census Bureau. <<http://www.census.gov/research>>

**ACE Launches Online Toolkit for Creating Veteran-friendly Services at Colleges and Universities**

The American Council on Education (ACE) launched a “Toolkit for Veteran-Friendly Institutions,” an

interactive online resource to help colleges and universities build effective programs for student veterans. The site, [www.vetfriendlytoolkit.org](http://www.vetfriendlytoolkit.org), highlights a variety of best practices including veteran-specific orientation offerings, on-campus veterans service centers, prospective student outreach efforts, faculty training, and counseling and psychological services for student veterans. It also includes video clips, profiles of student veterans programs across the United States and a searchable database of tools and resources. Supported by The Kresge Foundation, the toolkit allows colleges and universities to create profiles that highlight services available on campus and to share information with peer institutions. The Toolkit for Veteran Friendly Institutions is part of ACE’s *Serving Those Who Serve: Higher Education and America’s Veterans*, a broad-based initiative designed to promote access to and success in higher education for more than 2 million service members and their families who are eligible for expanded benefits under the Post-9/11 Veterans Educational Assistance Act of 2008.

**Environmental Change, Migration, and Gender**

Men and women experience migration differently. The pressures to migrate, destination choices,

employment prospects, and implications for social relations back home



all vary by gender. According to an article from the Population Reference Bureau sociologist Lori Hunter (University of Colorado-Boulder), when considering climate change’s potential impacts on human migration, gender is critically relevant. But most of the policy, public, and academic dialogue surrounding climate change and migration implications remains gender-neutral. Migration represents a common livelihood strategy for millions of rural households in less developed countries. In many regions, some members of a household move with the ambition of earning income elsewhere, often to send a portion of their earnings back home as remittances. Overlay climate change on these scenarios of gender-based migration and it’s easy to see how climate change portends important impacts on men and women’s lives—especially within the millions of rural households that depend on agriculture and local natural resources for subsistence and income. For the full article, see <[www.prb.org/Articles/2012/environment-gender.aspx](http://www.prb.org/Articles/2012/environment-gender.aspx)>. ●

**Federal Investments in R&D Pays Off**

Nine national scientific and engineering societies, including the American Sociological Association, hosted a congressional briefing on March 16 in Washington, DC. Titled *Research that Pays Off: The Economic Benefits of Federally Funded R&D*, the briefing featured sociologist Fred Block, University of California-Davis. Other panelists were Vijay Vaitheeswaran, *The Economist*, Dr. Katie Hunt, The Dow Chemical Company, and Simon Tripp, Battelle Memorial Institute. Block’s recent work has focused on documenting the substantial role that the U.S. government plays in technology development across the civilian economy.

At the briefing, the panel discussed the critical contributions

that federal research and development (R&D) funding has made to American industry in recent decades, how federally-funded R&D could continue to return dividends, and what effect this investment could have on long-term economic prosperity. As stated in the briefing, many of the great economic engines of recent times had their start as federally funded initiatives, for instance Google, the MRI, the iPod, etc. ●



Fred Block

A video of the briefing is available at [www.speak4sociology.org/?p=502](http://www.speak4sociology.org/?p=502).

**Time to Vote!**



The 2012 election will be underway as of April 23. All members with valid e-mail addresses will receive instructions on how to access candidate statements and how to cast their votes online. Visit **www.asanet.org** to cast your vote. The election will be open for voting through June 1.

**Slate of candidates**

For more information on the president and vice-president candidates, see the March 2012 issue of *Footnotes* at [www.asanet.org/footnotes/mar12/candidates\\_0312.html](http://www.asanet.org/footnotes/mar12/candidates_0312.html). In addition, the candidates for ASA Secretary are:

- **Rebecca Adams**, University of North Carolina-Greensboro
- **Mary Romero**, Arizona State University



## Travels with Erik

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downtown...

[Following the speech] I met with faculty for a relaxed discussion of various matters connected to sociology, graduate schools, and real utopias. I was very impressed with the thoughtfulness and seriousness of the faculty. They seem very engaged with their students and eager to help those that are interested find a way into sociology as a career, but it can be very difficult.

One person asked me how I incorporated real utopia into my teaching, not as a topic but as a way of teaching. That was a nice question – I haven't actually thought explicitly about my own way of teaching as a real utopia, but I do try to bring my values to bear on my teaching, and I mentioned a number of things:

- Co-mentoring between graduate and undergraduate students in one of my courses that is pretty evenly balanced between the two.
- The Wikipedia writing assignment in a seminar.
- The end of semester weekend retreat for seminars in which grad students present their term projects in the form of an academic panel.
- The three-minute breathing meditation at the beginning of classes to create a stillness and separation of the class from the outside world.

### Day 3-Driving South on Highway 83 between Laredo and McAllen, March 21

In the morning en route to Texas A&M International University (TAMIU) I had an interesting conversation with David Rangel about HSIs (Hispanic-Serving Institutions). Most HSIs, including the University of Texas San Antonio, were not built to serve Hispanics in the sense that HBCUs, tribal, and Gallaudet were built to serve a specific constituency. The HSI designation is a formal Federal designation for administrative and political purposes. University administrators use the designation for purposes of getting grants and other kinds of special services. UTSA is especially ambiguous in terms of the designation. It was originally built on the outskirts of the city, really in the countryside away from the

concentrations of Hispanics and closest to relatively wealthy white areas. Today, many students would not even know that it was officially an HSI. At Texas A&M International University, over 90% of the students are Hispanic and it is clearly part of the de facto mission of the institution to serve their needs, even if formally the university was established simply as a regional campus of the Texas A&M system. Certainly the faculty we met saw this as central to their roles...

After talking a while about these substantive sociological issues [at TAMIU], the student who had done the research asked what she might do about her self-confidence. I love this work, she said, but I really don't feel confident about it. I told her that there is a secret most people don't know: very few people are really self-confident about their ideas and intellectual capacities. Grad students in seminars are constantly trying to avoid looking naive or ignorant. People differ much more in their ability to seem self-confident than in the real, internal sense of confidence in their ability. I told her that on the basis of our conversation and her description of her work, she should definitely feel confident that she can do sociology in a serious way.

### Day 4 – McAllen, Texas, March 22. University of Texas Pan American (UTPA)

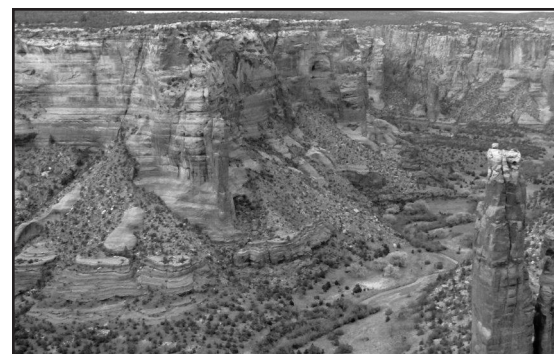
... Next was my lecture on Real Utopias – the same basic structure and themes of the previous two. There were a couple of new little twists. I talked about the difference between a diagnosis and critique which identifies the precise mechanisms responsible for the “foundational empirical claim” (the claim that much human suffering and deficits in human flourishing are the result of existing institutions and social structures) and the problem of solutions to those harms. I explained that it does not logically follow that transforming those institutions is needed to remove the harms. Just as an aspirin can eliminate a headache without knowing what the cause is or even affecting the cause, it could be possible to remedy the harms of capitalism without really transforming capitalism, and certainly without eliminating it. Thus, the arguments about alternatives require indepen-

dent development. I also spent a bit of time explaining the contrast between policy analysis and real utopia analysis even though both imply improvements in the conditions humans face.

The difference is that real utopia analysis points towards a destination – that is the utopia part – and asks if an institutional design moves us in the right direction, whereas policy analysis just asks if we improve things.

### Day 4 Afternoon (part 2)

Today we learned more about the economic situation here. The Rio Grande Valley is, apparently, one of the fastest growing areas in the whole U.S., and this rapid growth is concentrated especially in McAllen. As we looked around it wasn't obvious what the basis of this apparent dynamism was. It turns out, we were told, that this growth is fueled by wealthy Mexicans. They come to McAllen to shop. They have opened businesses and even moved businesses from Mexico to McAllen. The city has underwritten the creation of an extensive Arts district and entertainment district to attract more commercial activity. Wealthy Mexican nationals buy houses here and send their kids to local public schools. There is a suburban development called Sharyville, which has a recently built international bridge to Mexico (apparently built through lobbying by the developer) in which more than half of the students in the high school, we were told, were Mexican nationals. This is not a matter of undocumented migrants, but of rich Mexicans having homes in the development and sending their kids to the school. Part of this flow of Mexican wealth and activity is connected to security and violence issues, but not all of it. We were also told that the money involved in this retail- and construction-driven boom contains both clean and drug money in some unknown mix. All of this is part of the peculiar economic



Spider Rock in Canyon de Chelly in northeastern Arizona on the drive to Dine College

reality of “borders” — dynamics that depend upon special kinds of complementarities generated by the ways international borders intersect demographic and economic processes.

### Day 6 & 7– New Mexico and Arizona, March 24-25

On the drive [to Tsale, AZ, which serves the residents of the 26,000 square-mile Navajo], we had an interesting discussion about the use of the term “Native American” and “American Indian”. I wanted to be sure that there were no sensitive issues around usage that I needed to know about. Kimberly [Huyser, University of New Mexico] said that both terms are used among Native Americans, but that there is some regional variation in which one of these is the main expressions for self-designation. In the Navajo she felt that “Native American” was preferred because it corresponded more closely to the self-designation in the Navajo language, which basically means the people of this place. Native is a rough approximation of that. In her own linguistic practice, she uses Native American whenever talking about official classifications, government programs, census data, and so on. She uses American Indian when the context is more political or cultural. Native American is a classification that amalgamates the category with other hyphenated Americans—Irish-American, Italian-American, Asian-American, African-American, etc. American Indian, on other hand, modifies the category “Indian” with the adjective American. It suggests the primary identity as an indigenous person of the continent, and then modifies it to indicate where. (I know that

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## Lessons Learned from Media Coverage

Johanna Olexy,  
ASA Public Information Office

The American Sociological Association Public Information Office helps to facilitate conversations between journalists and sociologists. The staff works both to respond to media inquiries quickly and to proactively publicize the important work of sociologists, such as writing and distributing press releases on the research articles in ASA's journals or answering press requests for experts. We recently followed up with a few members to learn more about their media experience and to find out what positive or negative lessons they may have learned.

### A Little Stressful and Overwhelming

"My ASR article with Diane Felmlee was covered by about 200 media outlets," reported Robert Faris, University of California-Davis, who received significant media attention for his February 2011 *American Sociological Review* article, which found that popular kids—but not the most popular ones—are more likely to torment their peers. "At the time, I was doing radio and newspaper interviews every 15 minutes and it was all a little stressful and overwhelming, but there were a number of positive consequences. First and foremost, it drew the attention of the producers of Anderson Cooper's CNN show, which led to a great collaboration and replication of the original study... Sitting across from Anderson Cooper and Dr. Phil was a surreal experience to say the least."

Similarly, Jennifer Van Hook, Director, Population Research Institute at Pennsylvania State University, said, "Responding to media inquiries about my research on competitive food sales in school and child obesity took a lot of time and careful attention to the message." Her January 2012 *Sociology of Education* article found that—at least for middle school students—weight gain has nothing to do with the junk food and soda they can purchase at school. "My co-author and I spent a lot of time talking

with reporters. I tried to respond to everyone's questions because I wanted to ensure that their stories accurately represented the research."

### Appealing to a Broader Community

Van Hook found that media coverage of her research was wide-ranging. "[M]edia attention tends to increase my visibility as a scholar to a broader community. Some prospective graduate students who have since contacted me knew of my research because of its appearance in the news. Additionally, the media attention to my research helped initiate conversations with other scholars around the world who had found similar (and sometimes different) things in their own research."

"My recent media exposure forces me to ensure that my research is accessible to a wide audience," said Kris Marsh, an Assistant Professor at the University of Maryland. Marsh has received a good deal of media attention and has been referred to the media by the ASA for her expertise on the black middle class and demography. "It is refreshing when non-academics contact me, requesting to read more of my work and other sociological literature. I am now more cognizant than ever that various people are engaging with my research. I try to satisfy my various audiences with language that can be understood by the public."


### Unexpected Consequences

Being interviewed by the media was not the end of the story for Faris and Van Hook. "I think there was also an equally significant consequence, which was that I learned very directly what people really care about," said Faris. "I know that for millions of Americans, bullying events are not data to be analyzed but painful times they or their kids or their friends experience, but it takes on a new meaning when you are inundated with letters and e-mails from strangers whose children are tormented in some cases, to the point of suicide. Many said that our research helped them understand the underlying

ing processes that led to such tragedies."

"I found the experience to be incredibly helpful for thinking through the meaning and limitations of our research findings," said Van Hook, who discovered that despite trying to clearly state the facts of the research, things could easily be misconstrued. "I found it very important to try to control the message; however, I noticed the appearance of headlines all over the web that suggested my study found that junk food doesn't lead to child obesity. This was misleading because

we did not examine children's food consumption. Rather, we found that attending a school that sold competitive foods was not associated with increases in obesity."

In the end, these sociologists felt that it is important to try to get the message to the public. "In our case, the media came to us after the ASA did a press release, but I hope researchers do not wait for journalists to find them and are instead proactive about getting their research out there," said Faris, "because it's important to educate the public about what we do." 

## New Member Benefit for 2012! Register as a Sociological Expert in the ASA Experts Database

ASA membership is a path to media recognition. When you see sociologists quoted in mainstream news stories or interviewed on camera or radio, or when you see sociology mentioned prominently in significant news magazines, newspapers, and occasionally on primetime TV shows, there is a good chance that ASA's media relations program had something to do with that to happen. In January of this year, for example, the media covered ASA and its journal authors so extensively that a potential 315 million people could have learned about the scholarship being done by sociologists like you. This visibility for our discipline's research was directly the result of ASA media efforts.

In an effort to more efficiently connect journalists with sociolo-

gists and to better promote and disseminate sociological scholarship to the public, the Association is launching a campaign to expand its database of sociologists who are subject-matter experts.

Members can join the ASA Experts Database by going to [www.asanet.org/asaexperts](http://www.asanet.org/asaexperts). By registering, members agree that ASA staff may proactively and reactively make their contact, biographic, and expertise information available to journalists on a case-by-case basis. Only current ASA members in this experts database will be referred to media by the ASA public information staff. For additional information on the new experts database, contact Dan Fowler in the ASA Public Information Office at (202) 383-9005 x885 or send email to [pubinfo@asanet.org](mailto:pubinfo@asanet.org).

**For complete information on this and other ASA member benefits, visit [www.asanet.org/members/benefits](http://www.asanet.org/members/benefits).**

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## 2011 Editors' Annual Reports

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## Task Force

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the neglect of community college faculty members in the research literature and the lack of respect they often receive is that their numbers alone suggest they should at least merit attention” (Twombly and Townsend 2008).

### Disciplinary Associations Taking Action

Over the past five years, a broad range of disciplinary associations—including biology, chemistry, engineering, English, geosciences, history, math, physics, and psychology—have begun to take action to support community college faculty and students. Some associations have sponsored “two-year curriculum discussions,” others have developed Community College Sections, and still others are offering special workshops or conferences on community college teaching.

The National Science Foundation has expressed interest in the disciplinary movement to support community college faculty as well. Katherine R. Rowell, co-winner of the 2012 ASA Distinguished Contributions to Teaching Award and Director of the Sinclair Community College Center on Teaching and Learning, has been working with Mark Maier, Glendale Community College (CA) and Cathryn Manduca, Science Education Resource Center at Carleton College (MN), on an NSF-funded initiative to promote the use of innovative economic education resources by community college faculty.

Rowell was also the 2010 President of the North Central Sociological Association. In her Presidential Address, “The Community College Conundrum: Pitfalls and Possibilities of Professional Sociological Associations,” she discussed reasons community college faculty merit scholarly and professional attention within the discipline of sociology. She points out that, in addition to the new national level of attention on community colleges produced by President Obama’s initiatives, community college faculty have the oppor-

tunity to introduce sociology to more than 40 percent of the nation’s first-time freshman. Furthermore, among all 2008 doctoral recipients, 20 percent attended a community college for some part of their studies. Rowell argued that because community colleges disproportionately serve students of color and students from less privileged backgrounds, increasing focus on sociology faculty and students in community colleges is central to the discipline’s social justice goals.

As Townsend and Twombly (2007, 2008) discuss in general terms and Rowell (2010) expands upon for sociology, we have surprisingly little information about the characteristics, needs, and interests of sociologists and their students in community colleges, information that is essential in determining how professional disciplinary associations in general, and the American Sociological Association in particular, could best support community college faculty at this important juncture in the evolution of American higher education.

### ASA’s Actions Regarding Community College Faculty

This task force proposal is an extension of community college related efforts previously undertaken by ASA.


- The ASA Teaching Resources Center published a volume titled *Teaching Sociology in a Community College* in 2000.
- In 2003 Council accepted the final report of an ASA Task Force on “Articulation of Sociology in Two- and Four-Year Colleges” that examined existing literature and policy on transfer credits.
- The 2005 report of the ASA Task Force on the Undergraduate Major, “Liberal Learning and the Sociology Major Updated,” included a section on “Achieving Study in Depth for Transfer Students,” discussing the needs of students transferring from community colleges.
- Since about 1998, ASA has hosted a Community College Faculty Breakfast at our Annual Meeting. The 2011 early

morning event in Las Vegas was attended by 27 community college faculty who voted unanimously to request that ASA Council establish a Task Force on Community College Faculty.

- At the close of 2011, 762 ASA members listed their work sector as “Community/Junior College.” As of late March, the number of community college faculty who have renewed their ASA membership for 2012 is more than sufficient to start a Section in Formation.

### Charge to the Task Force

Given the increasing reliance on community colleges in our nation’s system of higher education and the dearth of information on community college faculty in the discipline of sociology, the task force is charged with gathering empirical data on faculty teaching sociology at community colleges. They will collect information on both ASA members and non-members at

community colleges in order to better understand their characteristics, credentials, professional identity, professional goals, and professional development needs, as well as working conditions and structural arrangements that impact sociological curricula and its implementation in their institutions. Based on those findings, the Task Force will then develop a series of recommendations to Council regarding appropriate and effective strategies for supporting sociology faculty in community colleges. 

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## Interested in Volunteering for the ASA Task Force on Community College Faculty?

**S**ociologists interested in becoming members of the new Task Force on Community College Faculty in



Sociology should contact Sally T. Hillsman, ASA Executive Officer, at hillsman@asanet.org, or Margaret Weigers Vitullo, Director of Academic and Professional Affairs, at mvitullo@asanet.org. Community college faculty in sociology as well as faculty in four-year institutions who have research interests or working relationships with community college sociologists (through articulation agreements or dual credit arrangements, for example) are encouraged to apply.



# Latest Data on Social Science Jobs for New PhDs

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

A recent examination of the jobs advertised in disciplinary job banks and targeting new PhDs suggests that there is some reason for optimism. Many of the social science disciplines appear to be emerging from the abyss caused by the recent recession. The number of positions advertised in several disciplinary job banks fell for at least one or two of the years since the recession of 2008 causing increased anxiety on the part of graduate students, graduate advisors, dissertation chairs, and department chairs.

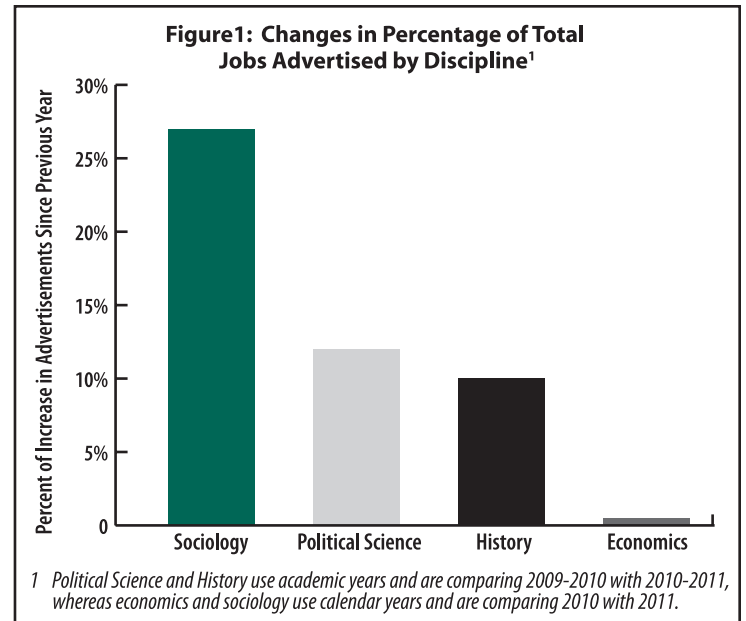
By 2010-11 or 2011 (depending on the time frame for data collection), there was a rise in the number of jobs available for historians, political scientists, and sociologists. The American Historical Association, the American Political Science Association, and the American Sociological Association reported 10 percent, 12 percent, and 28 percent increases in job advertisements, respectively. In contrast, the American Economic Association reported that the number of jobs advertised remained flat, although there was a 21 percent increase over 2009 (see Figure). Moreover, these advertisements do not account for all job openings in the disciplines. For example, some small schools hire locally and do not advertise in national job banks and some non-academic employers have alternative means of disseminating job notices.

In 2010 (the last year for which data is available for the number of

new doctorates), there were 638 new PhDs in sociology, 728 in political science, 1,009 in history, and 1,038 in economics, according to the National Science Foundation's Survey of Earned Doctorates. How does the number of new PhDs compare to the number of full-time, tenure-track positions available to them? Although social science disciplines are emerging from the recession, all of the disciplines discussed, with the exception of economics, appear to have more new PhDs than vacant assistant professor positions in the most recent calendar or academic year.

This academic oversupply decreased however compared to previous years. In the latest year of data the ratio of new PhDs to available tenure-track jobs is 1.1 new PhDs per job. In sociology it's 1.3 new PhDs per job and in history its 2.1 per job. New PhDs in economics appear in the best position for obtaining jobs as assistant professors with .7 new PhDs for each job (an oversupply of academic jobs).

Readers should be aware that calculating the ratio of new PhDs to jobs for assistant professors is an oversimplification of the relationship. The ratio does not take into account the unplaced or under-placed scholars from previous PhD cohorts who are likely continue to make the academic job market challenging for newly minted PhDs for several years to come. Another important qualifier is the relationship between the number of jobs available in particular disciplinary



subfields and the number of new PhDs prepared to teach and do research in those subfields.

While social science disciplines have typically pushed their students toward academic careers, that is beginning to change. For example, officers of the American Historical Association and the American (AHA) Political Science Association have begun in public statements to counsel graduate students to be flexible and to prepare for positions outside of the academy. And, in September 2011, the AHA President and the Executive Director called on history departments to stop referring to non-academic jobs as “alternative” and to view them as equal options. It should come as no surprise that

addressing the gap between available tenure-track jobs and new PhDs is the impetus for the more positive attitude social science disciplines have begun to take toward non-academic careers for PhDs in political science and history. Sociology has seen an increased awareness of “public sociology” positions, and economics has always had close to half of its PhDs finding jobs outside of the academy (see the *Vantage Point* column on “Sociological Careers –Can Graduate Training Meet the Challenge?” in the November 2010 *Footnotes*.)

For more information see the full research brief with the same title at [www.asanet.org/images/research/docs/pdf/Jobs\\_for\\_Social\\_Science\\_PhDs\\_Feb\\_2012.pdf](http://www.asanet.org/images/research/docs/pdf/Jobs_for_Social_Science_PhDs_Feb_2012.pdf).

## Travels with Erik

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“Indian” has this peculiar historical derivation from Columbus’ mistaken belief that he had reached the Indies, but I think Kimberly’s point doesn’t hinge on that.) I thought this was pretty interesting—I hadn’t seen the contrast in those terms.

### Day 8 – Diné College, Tsaile, Navajo Nation, March 26

Daryl Begay added some interesting observations about the role of the two-year program at Diné. If Diné had a four-year BA program,

most students who wanted a BA would stay, but there is an intrinsic value of going off the “rez” for the BA and getting a larger world experience. The pitfall is that the Navajo Nation loses students who go elsewhere and decide not to come back.

...At the end of the morning discussion a student at Diné spoke to us to give her perspective on being a student here and talk about the issue of Navajo identity. Here is the gist of what she said:

I took Navajo language immersion in elementary school. When I was growing up I competed in

language competition and did really well. But In 2005 I was ready to leave the reservation. I didn’t really have any career objective, but it was time to leave. I wandered around aimlessly in Albuquerque for a while. In some ways it was a good experience, learned to socialize with non-Diné, with people who didn’t know my family and clan. Eventually I went to school at UNM for teacher education, but returned here for family reasons with the plan of eventually going back to UNM. When I returned to Navajo I saw that things had deteriorated terribly. I experienced more violence

here in a month than in six years in Albuquerque. Infrastructure had disintegrated, there were more gangs, the high school was totally torn up and vandalized by students. Why had it gotten so bad? I went to the Navajo Fair and saw the Navajo president talking up the importance of coal and how we needed to develop it. I was completely shocked. So, I decided to stay and help the community. I learned about the Diné program for teacher-ed, so came here for that. I’m taking courses in Diné culture and refreshing my language with beginning course again.

## Renewable Resources

from Page 1

Colorado adopted a Renewable Portfolio Standard (RPS) in 2010 that will require the state to acquire 30 percent of its energy from renewable sources by 2020. The RPS was an increase over two smaller RPSs that the state had adopted in 2004 and 2007. This RPS is key to the development and expansion of the renewable energy sector in Colorado. Businesses, it seems, are taking note of Colorado's leadership: Metro Denver Economic Development's report points to at least seven companies that have relocated to or are opening their first U.S.-based branches in Colorado.

### Clean Tech Clusters

The state appears to be home to a renewable energy cluster economy, with 70 percent of its clean technology jobs located in Jefferson, Boulder, Larimer, and Denver counties. Whether that 70 percent constitutes a cohesive whole or a string of separate industries is unclear; collaboration, for example, does not necessarily follow from geographical proximity and/or clustering. In my research of 49 support organizations, including nonprofits, local, state, and federal government agencies, industry associations, economic development organizations, advocacy organizations, universities, utilities, and research labs, I found that there was considerable segmentation in the clean tech industry in Colorado.

A network analysis of inter-organizational ties found seven structurally equivalent blocks with greater and lesser degrees of connection among them. One of the most important of these blocks is a Northern Colorado-specific group that is extraordinarily internally cohesive. All the organizations in this node are located in Larimer County, approximately one hour north of Denver. What accounts for the internal cohesiveness of this group of organizations? Event attendance seems to play a large role in keeping organizations in touch in Northern Colorado. Organizations attend each other's events, renewable energy-specific events organized by the city of Fort

Collins, and networking events. Several organization members also sit on other organizations' advisory boards as another method through which they stay connected.

### Forging Partnerships at the University level

Colorado State University (CSU) is also involved in the city and community through more specific outlets that forge partnerships not only between the city and the university, but also between public and private organizations. These joint efforts likely contribute to the cohesion of the region. FortZED, for example, is a project of the UniverCITY Connections group. FortZED aims to transform the downtown area and the main campus of CSU into a net Zero Energy District through conservation, efficiency, renewable sources and smart technologies. Described as a collaborative effort that brings together diverse partners, the initiative involves public, private, and grassroots organizations. City-university partnerships are mutually beneficial. One of my interviewees noted that "the city sees the university as a way to really bolster their clean energy mission...and the university sees it [the city] as...kind of a test bed to do research on green energy and smart grids and new techniques for dealing with urban problems."

While internal cohesion is important and beneficial for the Northern Colorado group, connecting to the rest of the state is not as easy. Although the Interstate 25 corridor (which is the main artery running the length of the state from north to south along the front range of the Rockies) would facilitate north-south collaborations, the distances between the major cities mean that there is still considerable geographic isolation. For example, the distance between Colorado State University in Fort Collins and National Renewable Energy Laboratory's (NREL) facilities in Golden complicates partnering with NREL—a national laboratory solely dedicated to advancing renewable energy and energy efficiency technologies. "Our students," a member of CSU's Supercluster explained, "would have to rent an apartment down there if they were going to spend a sig-




Denver, Colorado.

nificant amount of time" in NREL's labs. Though, he said, while they are actively working to strengthen this partnership, the geographic strain on the relationship for at least CSU and NREL was clear.

### Hurdles Remain

The Colorado renewable energy sector overall does not appear to be a fully cohesive whole, but rather a loosely connected agglomeration of organizations complicated in part by geography. The Northern Colorado area has the vision, supportive policies, incubation capabilities, and some of the grant money that is needed to create an innovative cluster, but their small size heightens the importance of overcoming geographical barriers to collaboration with organizations in Denver, Boulder, and

elsewhere in Colorado. Northern Colorado seems poised for success based on these characteristics, but its contributions will be limited if it cannot effectively plug into the rest of Colorado's renewable energy sector.

If we are to develop the capacity to transition into a new energy economy, we will need several vibrant renewable energy clusters that can rapidly improve the efficiencies of renewable energy technologies and swiftly commercialize those improvements. Individuals and departments in the public, private, and nonprofit sectors can contribute to the creation of those clusters, take proactive steps to enhance industry operations, and ensure the presence of fertile soil in which ideas can take root and grow. 

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emerita profile

## Essie Rutledge: Blazing a Trail in African American Studies

Craig Scharf, ASA Membership Department

Essie Rutledge is a pioneer in the fields of sociology and African American studies. She was born in Alabama in 1934 during the height of The Great Depression. Her father was a farmer and her mother worked as a domestic.

When Rutledge's parents divorced she moved with her mother to St. Petersburg, FL, in 1946. During the late 1940s and early 1950s, the St. Petersburg public school system was segregated racially so Rutledge attended all black schools through high school. Barriers to educational integration continued even after the *Brown v. Board of Education* Supreme Court decision in 1954 when Rutledge's brother was denied access to public universities despite being class valedictorian at his high school.

When Rutledge completed her high school education, she earned a scholarship

for nursing school in Atlanta; however, the scholarship did not cover living expenses and she was unable to complete her schooling. Rutledge was later admitted to Florida A&M University under a work scholarship program that required full-time students to devote a certain number of hours to working jobs on campus. She was initially interested in a social work career, but she later learned that African Americans were excluded from social work jobs in Florida. She then decided to major in sociology. As an undergraduate at Florida A&M., Rutledge became a member of the American Sociological Association.

### Roadblocks and Discrimination

After she earned her bachelor's degree, Rutledge was offered a teaching position at a junior college in Florida, but she first had to complete a master's degree to teach at the institution. Again, she encountered discrimination. According to Rutledge, when she applied to the University of Florida, the school made an interesting offer. "Florida paid my tuition to go out of state because they would not admit me to the school." Florida's loss was the University of Wisconsin-Madison's gain.

Rutledge earned her MA in sociology at Madison in 1964 and went on to a full-time teaching career at Gibbs Junior College in St. Petersburg, FL. Unfortunately, during this period, Gibbs Junior

College (a predominantly black school) was merged with St. Petersburg College (a predominantly white school), and several teachers

from Gibbs were not retained during the merger. In 1967, Rutledge and other black faculty members who lost their jobs filed a lawsuit against the school district alleging racial bias in the personnel decisions. The case went all the way to the U.S. Supreme Court. During this time, the National Education Association offered a stipend to the fired teachers, and with the help of a colleague, Rutledge was able to find a tenure-track position at Macomb County Community College in suburban Detroit, MI.

In 1971, Rutledge enrolled in the PhD program at the University of Michigan, finishing her doctorate studies in 1974. She later discov-

ered that she was the first African American woman to earn a doctorate in sociology at Michigan.

### Few Women and Minorities

In the early 70s, when Rutledge was a doctoral student, there were few women or minorities in sociology. Her first sociology class had five black students and there was only one tenured black professor in the graduate program. "We were challenging things in the sociology department and we were challenging stuff that did not represent equality, so [the university] made some changes," said Rutledge. At the regional and national level, there were also few black scholars participating at sociology meetings. Rutledge recalled that when she attended an ASA meeting during the 1970s, "I could easily count how many black women were at the sociology meetings. The lack of financial aid hindered opportunities for young black scholars to continue their education."

After completing her doctorate, she was offered a one-year position at the University of Michigan-Flint campus. The director of the African American Studies program at UM-Flint encouraged Rutledge to apply for a chair position within the African American Studies Department at Western Illinois University. She was chair of that department for eight and a half years. Western Illinois would later change the African American Studies Department into a program as part of a university-wide reorganization. Rutledge declined the offer to serve as the director of the program and transferred to the sociology department.




Essie Rutledge

During her second year in the sociology department, Rutledge participated in a committee to develop a master's degree program in gerontology. She earned tenure within three years

after her switch to the sociology department. She was the first tenured black female professor at Western Illinois University.

Rutledge was involved in the Black Caucus in Sociology group within the ASA during the early 1970s. Later, she and other members of the caucus formed an independent organization, the Association of Black Sociologists (ABS). She served as president of the ABS, volunteered for association committees, and continues to participate at ABS annual meetings.

"Over the years and continuing today, Essie gives of her time and experiences unselfishly," said BarBara M. Scott, Professor Emerita of Sociology and African American Studies at Northeastern Illinois University. "She actively mentors, networks, and supports not only graduate students—many of whom continue to keep in touch with her for years after meeting her—but also junior and senior faculty."

Rutledge retired from teaching at Western Illinois University in 2006 but, she remains active in local organizations such as the Equal Opportunity & Fair Housing Commission in Macomb, IL, and maintains her involvement with the National Association for Advancement of Colored People (NAACP) and the Lions Club. Rutledge is occasionally invited by social justice organizations to give presentations. 

**“I could easily count how many black women were at the sociology meetings. The lack of financial aid was hindering opportunities for young black scholars to continue their education.”**

## In Favor of Relevance: When Religion Studies Matter

I respect much of Christian Smith's published work. But I have to admit to being somewhat embarrassed by his piece in the ASA Forum in the March 2012 issue of *Footnotes*. I, too, am a sociologist who specializes in religion. I believe religion is, like most social institutions, of some importance; I wouldn't spend my time doing research in this area if I didn't. However, Smith does not speak for all sociologists of religion.

Smith's approach to gain respect or increase the odds that religion will be taken seriously is rather ill-conceived. He begins his essay by mocking critics of religion who have sold millions of books and calling sociologists who find religion disagreeable "ignorant" and "bigoted."

A better way to convince other sociologists to take religion seriously is to make the case that religion matters. Sociologists of religion have

tried to do just that, but much of the research in the sociology of religion suggests religion is not all that important to many aspects of social life. There are 52 ASA Sections, one of which is the religion section. Of



the remaining 51, there are some areas that can pretty safely ignore religion. For instance, religion has very little effect on health or criminal behavior. If religion plays any significant role in societal development, it's as a small impediment. And religion has, at best, a marginal influence on migration patterns, communication technologies, consumption, and the economy.

So where should other sociologists consider religion in their research? The area where it is most important is related to politics. For instance, knowing someone's religion significantly improves our ability to predict how he/she will vote. Religiosity also exhibits a strong

negative relationship with attitudes toward evolution, science, abortion, gender equality, and education and should be included in any analyses of these topics. Religions do occasionally work toward things like human rights, as some did during the Civil Rights Movement. But they can also work against human rights, as they have for homosexuals, women, and atheists. In short, religion matters... sometimes. The best sociologists of religion can and should hope for is that, where we show religion matters, other sociologists take it into account. But if religion explains marginal amounts of the variation in a variety of areas, I fail to see how we can fault other sociologists for not caring about it.

I have heard the sociology of religion described as "sociology's ghetto." I don't think that is true. But I can also see why it could be. Religion is growing increasingly marginalized—despite what some sociologists say and the occasional violent outbursts from the religious

(or what I like to call 'religion's death throes'). If religion's influence on society and people declines, it is conceivable that the study of religion will be marginalized.

Finally, the history of religions includes all of the things Smith criticizes the book reviewer for noting: violence, misogyny, racism, terrorism, etc. Religions have skeletons in their closets, and we're still discovering them (e.g., priest pedophilia scandals are ongoing). I'm not all that surprised that the author of titles like *Why Christianity Works* and *Passing the Plate: Why American Christians Don't Give Away More Money* would prefer to describe religions' problems as "complicated" and "challenging" and discourage sociologists from focusing on these aspects of religion. But these are current problems with religion. Calling those who point out the problems "ignorant" or "illiterate" doesn't seem "beyond dogma" to me.

Ryan T. Cragun, University of Tampa

## Call for a New Task Force on the Post-Doctorate in Sociology

At its last meeting in February 2012, ASA Council approved the immediate appointment of members to a new Task Force on the role of the postdoctorate in sociology that will begin work in 2012. An important question for the Task Force is whether sociology should follow the natural science model and, if so, why and for whom? For sociologists, does being awarded a postdoctorate position, especially during a tight labor market, improve the careers of those who receive these positions compared to matched groups of those who do not? Are there particular subareas of sociology that are important for postdoctoral training? Are resources available to add this rung to the academic ladder for broader groups? These are the types of research and policy questions that the Task Force will be expected to answer. A task force of sociologists with higher education research experience can aid ASA to confront impor-

tant questions about the current and future status of postdoctorate programs in sociology. The ASA Research Department is currently doing research on aspects of this issue and will aid the Task Force.

### Mission of the New Task Force

The mission of the Task Force on the Postdoctorate in Sociology is as follows:

1. Work with staff from the ASA Executive Office to do research comparing findings in sociology and other disciplines, both within and outside the social and behavioral sciences; work with other professional societies, as appropriate, as well as the National Postdoctoral Association, of which ASA is an institutional member.
2. Investigate research and policy concerns in science and higher education about the postdoctorate across disciplines, and provide directions for future

research on postdoctorates and career-related issues, funding, and the workforce.

3. Weigh what aspects of the biomedical and natural science model sociology might follow and what potential problems and issues need to be addressed.
4. Identify recommendations for new and existing postdoctorate programs in sociology with regard to mentoring and training, and develop a network of research universities and programs that house postdoctorates in sociology to increase potential dialogue and cooperation.

Sociologists interested in participating in the new Task Force should contact Sally T. Hillsman, ASA Executive Officer, at hillsman@asanet.org, Roberta Spalter-Roth, ASA Director of Research, at spalter-roth@asanet.org, or Jean H. Shin, ASA Director of Minority Affairs, at shin@asanet.org.

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announcements

Call for Papers

Publications

**Frontiers: A Journal of Women's Studies** invites submissions for a special issue on reproductive technologies and reproductive justice. We welcome scholarly and creative works that analyze the contested terrains of reproduction in local, national, or transnational contexts. We are especially interested in the intersections between varied technologies to regulate, manage, or facilitate reproduction, and claims for reproductive justice. We encourage submissions that conceptualize reproductive issues in broad terms and that further the journal's commitment to scholarship on women of color, third world and transnational women's movements, and gender and race. *Frontiers* welcomes submissions of creative works such as art, fiction, and poetry, as well as scholarly papers. Deadline: June 15, 2012. Contact: frontiers@osu.edu; <www.nebraskapress.unl.edu/product/Frontiers,673226.aspx>.

**The Journal of Contemporary Ethnography** (JCE) solicits papers for a special edition on Global Ethnography and Transnationalism, building on the work that explores global connections in today's society. Papers should examine the lived experiences of local peoples directly affected by globalization. We welcome papers that use global ethnography to examine processes that encompass the entire globe and how these affect local societies. Papers focused on transnationalism are expected to examine cross-border social processes and connections between two nation-states and how they affect both societies simultaneously. We welcome the use of a variety of levels of analysis and different methodologies, including multi-sited and bifocal research approaches from all social science disciplines. Articles will be selected for publication based on topical relevance, clarity of argument, ethnographic quality, and significance for an interdisciplinary audience with a broad interest in global ethnography and transnationalism. Deadline: July 1, 2012. <jce.sagepub.com/>.

**The Michigan Sociological Review (MSR)** encourages submissions for its fall 2012 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. All manuscripts are to be in ASA format and free of author self-references for review. Deadline: June 20, 2012. Contact: Lisa Hickman at hickmanl@gvsu.edu. For more information, visit www.gvsu.edu/msr/submit-a-manuscript-7.htm.

Meetings

**Improving Education through Accountability and Evaluation: Lessons from Around the World**, Octo-

ber 3-5, 2012, Rome, Italy. Around the world, school teachers and administrators, scholars and researchers, government officials, and the general public are seeking to improve the quality of education. In recent years, two of the most prominent themes have been: (1) using performance measures to hold school systems, administrators, and teachers accountable for results, and (2) conducting different kinds of evaluations to identify and test promising approaches and programs able to improve student outcomes. Much can be learned from these efforts, with lessons applicable in many countries. In an effort to collect, analyze, and share these lessons, the Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e Formazione (INVALSI), the University of Maryland School of Public Policy (UMD), and the Association for Public Policy Analysis and Management (APPAM) will hold a conference designed to attract a worldwide audience. Papers are solicited on all aspects of research, evaluation, and policy associated with improving the quality of education through accountability processes and program evaluation. Papers will be presented in topic-oriented panels with presenters and discussants. Papers from the conference will be considered for publication in the Oxford University Press Series on "International Policy Exchange Series." Information about the series is available at <www.umdcipe.org/international\_policy\_exchange\_series/aboutseries.html>. English will be the official language of the conference. Deadline: June 15, 2012. Contact: Improving\_education@invalsi.it; <www.invalsi.it/invalsi/ri/improving\_education>.

**The Land Deal Politics Initiative International Academic Conference: Global Land Grabbing II**, October 17-19, 2012, Cornell University, Ithaca, NY. This conference is a follow up to the highly successful 2011 conference. The purpose of the 2012 conference is to continue deepening and broadening our understanding of global land deals. We remain open to broader topics around land grab intersections with political economy, political ecology, and political sociology, and will convene a series of parallel sessions on a range of themes. The organizers invite papers that offer rigorous and innovative analysis of this list of issues. Papers based on recent, original field research are especially welcomed. We also encourage comparative studies and proposals for thematic panels. Doctoral students and younger researchers, particularly from the Global South, are encouraged to participate. We have a modest fund for travel grants for successful applicants coming from universities/research institutions located in the Global South. Information will be provided on options for affordable student rate hostels in Ithaca at a later date. Deadline: May

31, 2012. Contact: landpolitics@gmail.com; <www.future-agricultures.org/index.php?option=com\_content&view=category&layout=blog&id=1547&Itemid=978>.

Meetings

**April 25-27, 2012. The Mutual Challenges of the Neurosciences and Public Health**, London, England. Contact: ensn@lse.ac.uk; <neuroscocietieeu.wordpress.com/>.

**April 27, 2012. 8th New England Undergraduate Sociology Research Conference**, Bryant University, Smithfield, RI. Contact: Gregg Carter at gcarter@bryant.edu; <neusr.bryant.edu>.

**April 28, 2012. From the Art of Memory to Memory and Art: A One-Day Conference Honoring Professor Vera L. Zolberg's Career**, The New School for Social Research, New York, NY. Contact: VeraZolbergDay@gmail.com; <www.newschool.edu/NSSR/eventsList.aspx?id=77860&DeptFilter=NSSR+Liberal+Studies>.

**May 15-16, 2012. Income, Inequality, and Educational Success: New Evidence about Socioeconomic Status and Educational Outcomes**, Stanford University, Palo Alto, CA. <cepa.stanford.edu/conference2012>.

**May 24-25, 2012. Spaces of (Dis)location**, The College of Arts, University of Glasgow. A major aim of this conference is to foster networks and connections across different institutions and subjects. Contact: arts-pgconference@glasgow.ac.uk; <spacesofdislocation.wordpress.com/>.

**May 24-27, 2012. Global Awareness Society International's 21st International Interdisciplinary Conference**, Hilton Times Square Hotel, New York, NY. Theme: "Global City, Global Cultures, Global Awareness." Contact: George Agbango at gagbango@bloomu.edu or Jay Nathan at nathanj@stjohns.edu; <orgs.bloomu.edu/gasi>.

**May 30-June 1, 2012. Justice Studies Association (JSA) 14th Annual Confer-**

ence, Loyola University Chicago-Lake Shore Campus. Theme: "Justice and Work." Contact: Dan Okada at dokada@csus.edu; <www.justicestudies.org/Justice-Conf.html>.

**June 5-6, 2012. The Health Data Initiative Forum III: The Health Datapalooza**, Walter E. Washington Convention Center in Washington, D.C. <www.hdiforum.org>.

**June 6-7, 2012. Religion, Politics and Policy-Making in Russia: Domestic and International Dimensions**, Tartu, Estonia. Contact: Jerry G. Pankhurst at jpankhurst@ut.ee; <ceurus.ut.ee/conferences/international-workshop-call-for-papers/>.

**June 14-16, 2012. The Fourth US-UK Medical Sociology Conference**, Queens University, Belfast, Northern Ireland. Theme: "Expanding Perspectives on Health, Illness and Medicine." Contact: Peter Conrad, Department of Sociology, MS-71 Brandeis University, Waltham, MA 02454-9110; <http://www.qub.ac.uk/sites/US-UKMedSoc2012/>.

**June 20-23, 2012. 43rd Annual International Meeting of the Society for Psychotherapy Research**, Virginia Beach, VA. Theme: "Change Mechanisms in Psychotherapy: State of the Art, State of the Science, and a Bridge Between Them." <www.psychotherapyresearch.org/displaycommon.cfm?an=1&subarticlenbr=318>.

**July 26-29, 2012. The 75th Annual Meeting of the Rural Sociological Society**, Palmer House Hotel, Chicago, IL. Theme: "Local Solutions to Inequality." Contact: Keiko Tanaka at (859) 257-6878; ktanaka@uky.edu; <www.ruralsociology.us>.

**August 1-4, 2012. ISA Thematic Group on Institutional Ethnography**, Buenos Aires, Argentina. <www.isa-sociology.org/tg06.htm> .

**August 1-4, 2012. RC 31 Sociology of Migration Session N**, Buenos Aires, Argentina. Theme: "Migrating Out of the Home and Into the Gendered and Racialized Globalized Market of House-

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## announcements

hold Labor." <[www.isa-sociology.org/buenos-aires-2012/rc/rc.php?n=RC31](http://www.isa-sociology.org/buenos-aires-2012/rc/rc.php?n=RC31)>.

**August 2-4, 2012.** *First Annual International Feminist Journal of Politics (IFJP) Conference*, University of the Free State, Bloemfontein, South Africa. Theme: "Leaving the Camp - Gender Analysis across Real and Perceived Divides." Contact: Heidi Hudson at hudsonh@ufs.ac.za; <[www.ifjp.org](http://www.ifjp.org)>.

**August 2-5, 2012.** *ICSA VII World Congress*, Hilton Pasadena, CA. Theme: "Brave New World? Genetic Engineering & Human Dignity." <[www.jis3.org/icsavii.htm](http://www.jis3.org/icsavii.htm)>.

**August 15-16, 2012.** *3rd Annual Integrating Genetics and the Social Sciences (IGSS) Conference*, Boulder, CO. The goal of this conference is to showcase behavioral and molecular genetic studies that enhance demographic and social scientific inquiry and integrate genetics and the social sciences. <[www.colorado.edu/lbs/CUPC/conferences/IGSS\\_2012/](http://www.colorado.edu/lbs/CUPC/conferences/IGSS_2012/)>.

**August 15-16, 2012.** *Crossing Boundaries, Workshopping Sexualities*, University of Colorado-Denver, Downtown Campus, Tivoli Student Union. <[www.crossing-boundaries.org](http://www.crossing-boundaries.org)>.

**August 16, 2012.** *ASA Section on Teaching and Learning Pre-Conference Workshop*, Denver, CO. Theme: "The Art at the Heart of Learner-Centered Teaching." For information on travel grants, contact Keith Roberts at robertsk@hanover.edu. Contact: Melinda Messineo at mmessineo@bsu.edu; <[sites.google.com/site/alphakappadeltainternational/Home/asa-pre-conference-workshop](http://sites.google.com/site/alphakappadeltainternational/Home/asa-pre-conference-workshop)>.

**August 16-18, 2012.** *The Society for the Study of Social Problems (SSSP) Annual*

*Meeting*, The Grand Hyatt Denver Hotel, Denver, CO. Theme: "The Art of Activism." <[www.sssp1.org](http://www.sssp1.org)>.

**August 29-31, 2012.** *7th European Conference on Gender Equality in Higher Education*, Radisson Blu Royal Hotel, Bergen, Norway. Theme: "Gender Equality in a Changing Academic World." <[www.uib.no/gender2012](http://www.uib.no/gender2012)>.

**September 13-14, 2012.** *Inequality across Multiple Generations*, Ann Arbor, MI. Contact: Patty Hall at pathall@umich.edu; <[psidonline.isr.umich.edu/Publications/Workshops/Multi-gen2012\\_CfP.pdf](mailto:psidonline.isr.umich.edu/Publications/Workshops/Multi-gen2012_CfP.pdf)>.

**September 21-24, 2012.** *2nd Biennial Kwame Nkrumah International Conference (KNIC2)*, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. Theme: "Africa's Many Divides and Africa's Future." Contact: Charles Quist-Adade, Department of Sociology, Kwantlen Polytechnic University, British Columbia, Canada; (604) 599-3075; charles.quist-adade@kwantlen.ca; <[www.kwantlen.ca/knic/](http://www.kwantlen.ca/knic/)>.

**October 4-6, 2012.** *Association for Applied and Clinical Sociology Annual Meeting*, Hyatt Regency Downtown, Milwaukee, WI. Theme: "Clinical and Applied Sociology: Doing It Our Way." <[www.aacsnet.net](http://www.aacsnet.net)>.

**October 10-12, 2012.** *2012 Annual Meeting of the Southern Demographic Association (SDA)*, Williamsburg Hospitality House and Conference Center, Williamsburg, VA. Contact: Kathryn Tillman at ktillman@fsu.edu; <[sda-demography.org/SDA2012.php](http://sda-demography.org/SDA2012.php)>.

**October 11-12, 2012.** *Second Precarious Alliance Symposium*, Delaware Valley College, Doylestown, PA. Theme:

"The Ethics of Water—everything flows from here." This interdisciplinary symposium aims to bring together individuals to discuss issues of sustainability and regeneration. Contact: tanya.casas@delval.edu. Deadline: May 1, 2012. <[precariousalliance.org](http://precariousalliance.org)>.

**October 11-13, 2012.** *Without Sanctuary: A Conference on Lynching and the American South*, University of North Carolina-Charlotte's Center City Building and the Levine Museum of the New South. <[www.newsouth.uncc.edu](http://www.newsouth.uncc.edu)>.

**October 19-20, 2012.** *Minorities in Islam/Muslims as Minorities*, Wake Forest University, Winston-Salem, NC. <[www.wfu.edu/politics/MESAminor](http://www.wfu.edu/politics/MESAminor)>.

**October 22-28, 2012.** *26th Annual Conference of the American Evaluation Association*, Minneapolis, Minnesota. Theme: "Evaluation 2012 - Evaluation in Complex Ecologies: Relationships, Responsibilities, Relevance." <[www.eval.org](http://www.eval.org)>.

**October 29-31, 2012.** *Advancing Excellence in Gender, Sex and Health Research*, Montréal, Canada. <[www.genderandhealthconference.com/index.html](http://www.genderandhealthconference.com/index.html)>.

**November 1-4, 2012.** *37th Annual Meeting of the Social Science History Association*, Vancouver, British Columbia. Theme: "Histories of Capitalism." <[www.ssha.org](http://www.ssha.org)>.

**November 29-December 1, 2012.** *55th Annual Meeting of the African Studies Association*, Philadelphia Marriott Downtown Hotel, Philadelphia, PA. Theme: "Research Frontiers in the Study of Africa." Contact: asameeting2012@gmail.com; <[www.africanstudies.org/](http://www.africanstudies.org/)>.

**December 5-7, 2012.** *Exploring the Micro History of the Holocaust*, Ecole Normale Supérieure, Paris, France. Contact: Tal Bruttman at shoahconference@gmail.com.

**April 11-14, 2013.** *2013 Organization of American Historians (OAH) Annual Meeting*, San Francisco, CA. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." <[meetings.oah.org](http://meetings.oah.org)>.

**Spring 2013.** *The Henry Kaufman Conference on Religious Traditions and Business Behavior*, College Park, MD. Contact: Michelle Lui, (301) 405-0400; mlui@rhsmith.umd.edu or David Sicilia, (301) 405-7778; dsicilia@umd.edu; <[www.rhsmith.umd.edu/cfp/news/Fall11KaufmanForum.aspx](http://www.rhsmith.umd.edu/cfp/news/Fall11KaufmanForum.aspx)>.

## Funding

**Behavioral and Social Sciences Research Guide to National Institutes of Health (NIH) Grants.** The NIH Office of Behavioral and Social Sciences Research (OBSSR) provides an e-mail service for announcing NIH funding opportunities in the behavioral and social sciences. Once or twice a month,

OBSSR distributes via e-mail a listing (with hyperlinks) of recent funding announcements (Program Announcements, Requests for Applications, Notices) published in the NIH Guide to Grants and Contracts. The archive of past issues is posted at <[list.nih.gov/archives/bssr-guide-l.html](http://list.nih.gov/archives/bssr-guide-l.html)>. To receive these periodic announcements, join the special listserv. Only one e-mail message is needed to take advantage of this service. <[obssr.od.nih.gov/funding\\_opportunities/BSSR\\_guide\\_to\\_grants\\_at\\_the\\_NIH/guideIndex.aspx](mailto:obssr.od.nih.gov/funding_opportunities/BSSR_guide_to_grants_at_the_NIH/guideIndex.aspx)>.

**Research on the Health of LGBTI Populations.** The National Institutes of Health (NIH) has reissued a program announcement, Research on the Health of LGBTI Populations, seeking proposals for basic, social, behavioral, clinical and health services research relevant to the missions of the sponsoring ICs and the health of lesbian, gay, bisexual, transgender, intersex (LGBTI) and other sexual and gender minority populations. Prior versions of this announcement were titled "Research on the Health of Diverse Populations." The NIH is committed to supporting research that will increase scientific understanding of the health status of various population groups and improve the effectiveness of health interventions and services for individuals within those groups. High priority is placed on research in populations, including sexual and gender minority populations, that appear to have distinctive health risk profiles but that have received insufficient attention from researchers. <[grants.nih.gov/grants/guide/pa-files/PA-12-111.html](http://grants.nih.gov/grants/guide/pa-files/PA-12-111.html)>; <[grants.nih.gov/grants/guide/pa-files/PA-12-112.html](http://grants.nih.gov/grants/guide/pa-files/PA-12-112.html)>; <[grants.nih.gov/grants/guide/pa-files/PA-12-113.html](http://grants.nih.gov/grants/guide/pa-files/PA-12-113.html)>.

## Competitions

**ASA Section on Sociological Practice and Public Sociology Robert Dentler Award for Outstanding Student Achievement** is for up to two graduate students who have made a promising contribution to the field. Work done within the three years prior to the conferral of the award will be considered. Products of graduate level classes, internships, or independent projects are eligible. An award recipient who attends the 2012 ASA Annual Meeting, will receive a cash award of \$500. Nominations should consist of a letter detailing the nominee's contributions, a copy of the paper or other project, and supporting materials such as a curriculum vitae or resume and/or other additional letters of support. Self-nominations are welcome. Deadline: May 14, 2012. Contact: Augie Diana at diana@nida.nih.gov and Angela Aidala, aaal@columbia.edu; <[techsociety.com/asa/awards.html](http://techsociety.com/asa/awards.html)>.

**ASA Section on Sociological Practice and Public Sociology William Foote Whyte Award** will be given to up to two individuals who have made

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notable contributions to sociological practice and public sociology, which can include several of the following elements: outstanding clinical, applied, or public sociological work, exceptional service to the section, publications that advance both the theory and methods of sociological practice or public sociology, or mentoring and training of students for careers in sociological practice or public sociology. Nominations should consist of a letter detailing the nominee's contributions and supporting materials such as a curriculum vitae or resume and/or additional letters of support. Self-nominations are welcome. Deadline: April 15, 2012. Contact: Augie Diana at [diana@nida.nih.gov](mailto:diana@nida.nih.gov) and Angela Aidala, [aaa1@columbia.edu](mailto:aaa1@columbia.edu). <[techsociety.com/asa/awards.html](http://techsociety.com/asa/awards.html)>.

In the News

**Robert Bellah**, University of California-Berkeley, was mentioned in a March 6 *Huffington Post* article centered around his book that explores where religion came from.

**Kathleen A. Bogle**, La Salle University, was quoted in a March 13 *USA Today* article, "Relationship Status on Social Network Offers Intimacy Barometer," and in a March 14 *Slate* article, "It's Not Just Rush."

**Noelle Chesley**, University of Wisconsin-Milwaukee, was quoted in a February 3 WISN-TV news segment in which she provided her expert opinion about the influences of paid employment on mothers' health and well-being.

**Amitai Etzioni**, George Washington University, was the subject of a January 16 Q&A in the *European*, which touched on the construction of a European community, the social market, and the perils of modern consumerism. He also wrote several columns that appeared in the *National Interest* including "In China's Shoes" on January 23, "No Revolution at the Pentagon" on February 2, and "Stop Social Engineering Overseas" on February 16. Additionally, Etzioni wrote a column that appeared on CNN.com on February 6 about whether a nuclear Iran can be deterred.

**Hilary Levey Friedman**, Harvard University, was interviewed March 9 on NECSN's "The Morning Show" about the phenomenon of girls making videos of themselves and asking perfect strangers to comment on their looks.

**Frank F. Furstenberg**, University of Pennsylvania, was quoted in a February 17 post, "For Younger Mothers, Out-of-Wedlock Births Are the New Normal," on the *New York Times*' Motherlode blog.

**Herbert J. Gans**, Columbia University, wrote an op-ed, "The Age of the Superfluous Worker," which appeared in the *New York Times* on November 25, 2011.

**Scott Golder**, Cornell University, was

the subject of a February 17 Live-Science Q&A interview, "The Internet – A 'Playground' for the Sociologist."

**Mark Granovetter**, Stanford University, was mentioned in a March 10 *Guardian* article, "After Kony, Could a Viral Video Change the World?"

**Neil Gross**, University of British Columbia, wrote an op-ed that appeared in the March 4 *New York Times* about whether attending college makes people more liberal and less religious and why conservatives attack higher education. The op-ed also mentioned **Solon Simmons**, George Mason University; **Jeremy Uecker**, University of North Carolina; **Mark Regnerus**, University of Texas-Austin; and **Margaret Vaaler**, Texas Department of State Health Services. Gross was also quoted in a March 9 *Inside Higher Ed* article about Rick Santorum and his views on higher education.

**Geoff Harkness**, Northwestern University-Qatar, was mentioned in a March 7 *Huffington Post* article, "Muslim Players Win Hijab Battle in Their Struggle for Women's Rights." He was also quoted in a February 13 *Gulf Times* article, "Regional Female Athletes Shatter Stereotypes."

**Ellen Idler**, Emory University, was quoted in a March 6 *Huffington Post* article about her *Journal of Health and Social Behavior* study, which found that married adults who undergo heart surgery are more than three times more likely to survive the next three months. The study was also the subject of articles in a number of other media outlets including the *Toronto Sun* and the *Edmonton Sun* on March 6; *USA Today*, TIME.com, and the Agence France-Presse on March 7; the *Lexington Herald-Leader* on March 8; and *U.S. News and World Report* and Yahoo!News on March 12.

**Eric Klinenberg**, New York University, had his book, *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*, reviewed by the *New York Times* on March 4.

**Stephen Klineberg**, Rice University, was quoted in a March 2 *Houston Chronicle* article about a new film centered around his research on Houston over the past 30 years.

**Daniel Lichter**, Cornell University, was quoted in a February 16 *Washington Post* article on the rise in interracial marriage.

**Ashley Mears**, Boston University, wrote an op-ed, based on her research on the modeling industry that appeared in the *New York Times* on September 15. She was also featured in a December 4 *Sunday Times* (of London) article on her modeling industry research.

**S.M. Miller**, Boston University, wrote a letter to the editor, which appeared in the *New York Times* on March 4, in

response to an article on moral hazard. In his letter, Miller offered the concept of immoral hazard.

**Stephen J. Morewitz** and his research on endangered teen runaways was featured in a December 2 post on the California State University-East Bay News Blog.

**Kelly Musick**, Cornell University, was mentioned in a February 20 *Post-Standard* article, "Cornell Sociologist Says College Degree Could Put Marriage Out of Reach for Some."

**Katherine S. Newman**, Johns Hopkins University, was mentioned in a March 9 *New York Times* article, "Rules for When the Chicks Return to the Nest," which highlights her new book, *The Accodian Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition*, about children returning to live with their parents as adults. Her book was also reviewed in a March 4 *New York Times* article. Newman and her book were also featured in a February 14 segment on the PBS show *NewsHour* and in a February 14 post on the show's "The Business Desk" webpage.

**C.J. Pascoe**, Colorado College, was quoted in a March 6 *Buffalo News* article, "Expert Suggests Rethinking Bullying."

**Dudley Poston**, Texas A&M University, was interviewed about his demographic research on Chinese immigration to the U.S. on WOAI (San Antonio) on August 18, 2011, Voice of America on August 28, 2011, KRLD (Dallas) on October 12, 2011, and the *Houston Chronicle* on November 20, 2011. He also co-authored two op-eds, which appeared in the *Houston Chronicle* on August 13 and in the *San Jose Mercury News* on August 19, about his research on China's unbalanced sex ratio at birth. Additionally, his research was the subject of an op-ed by Alexandra Harney, which appeared in the *New York Times* and the *International Herald Tribune* on December 19. Poston was also quoted about the world reaching a population of 7 billion in an October 30 Reuters article, October 31 MSNBC.com, Annenberg TV News, and *International Business Times* articles, November 1 EWTN Global Catholic Network and Catholic News Agency articles, and was interviewed on October 31 on Canadian Broadcasting Company's "Connect with Mark Kelley" about the same topic.

**Robert Putman**, Harvard University, was mentioned in an op-ed that appeared in a *Wichita Eagle* on March 10 article about engaging young voters.

**Virginia Rutter**, Framingham State University, wrote a letter to the editor, which appeared in the February 20 *New York Times*, on the importance of education for women.

**Jan E. Stets**, University of California-Riverside, and **Michael J. Carter**, California State University-Northridge, were quoted in a February 23 post on the *Orlando Sentinel's* The Religion World blog about their *American Sociological Review* study, which posits a theory of moral behavior.

**Jeff Timberlake**, University of Cincinnati, was quoted in a March 12 Cincinnati.com article about Wyoming, OH.

**Christian Vaccaro**, Indiana University of Pennsylvania, was quoted in a January 30 *Pittsburgh Post-Gazette* article about his *Social Psychology Quarterly* study on mixed martial arts fighters, which attempts to shed light on how men manage their fears. The article also quotes **R. Tyson Smith**, Brown University.

**Barry Wellman**, University of Toronto, was interviewed on NPR's "Morning Edition" on February 21 about why Twitter connections are considerably more parochial than imagined.

Awards

**Wendell Bell**, Yale University, received a 2011 Laurel award from the Foresight Network for his outstanding services to futures thinking and lifetime achievements in futures research.

**Jui-shan Chang** has received the USA Best Books 2011 Awards from USA Book News for the category of Health: Sex and Sexuality and the 2011 Reader Views Literary Awards for the category of Humanities for his book, *Making a Meal of It: Sex in Chinese and Western Cultural Settings*.

**Michael Schulman** received the Lifetime Mentorship Award from the Sociology Graduate Student Association at North Carolina State University.

**Christian Smith**, University of Notre Dame, and **Patricia Snell**, Rice University, were awarded the Lilly Fellows Book Award 2010-2011 for their book, *Souls in Transition: The Religious and Spiritual Lives of Young Adults*.

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## Transitions

**Jean Van Delinder** has been appointed Associate Dean of the Graduate College at Oklahoma State University.

**David Featherman** has retired from the University of Michigan. He will continue to write, focusing on fiction.

## People

**Daniel Escher**, University of Notre Dame, received a Graduate Research Fellowship from the National Science Foundation, which provides three years of funding. He will use the fellowship to research his dissertation on mountain-top removal coal mining in central Appalachia.

**Justin Farrell**, University of Notre Dame, received a Graduate Research Fellowship with the Notre Dame Center for Aquatic Conservation.

**Leslie Hossfeld**, University of North Carolina-Wilmington, was elected President-elect of the Southern Sociological Society.

**Julie Shayne**, University of Washington-Bothell, will have her book, *They Used to Call Us Witches: Chilean Exiles, Culture, and Feminism*, added to the holdings at the Museo de la Memoria y Los Derechos Humanos (Museum of Memory and Human Rights) in Santiago, Chile.

**Stephanie Moller Smith**, University of North Carolina-Charlotte, was elected Vice President-elect of the Southern Sociological Society.

**Stephen J. Morewitz's** book, *Stalking and Violence. New Patterns of Trauma and Obsession*, is ranked number two on Amazon.com in the field of Stalking, Psychology.

**John Myles**, University of Toronto, was awarded an Honorary Doctorate by the Katholieke Universiteit de Leuven (Belgium) in recognition of his life's work on the politics of old-age security policy.

**Brian Starks**, University of Notre Dame, is the new editor of The Catholic Conversation blog for the Catholic Social and Pastoral Research Initiative.

## New Books

**Kathleen Blee**, University of Pittsburgh, *Democracy in the Making: How Activist Groups Form* (Oxford University Press, 2012).

**Kathleen Blee**, University of Pittsburgh, and **Sandra McGee Deutsch**, Eds., *Women of the Right: Comparisons and Interplay across Borders* (Pennsylvania State University Press, 2012).

**Amy Blackstone**, University of Maine, *Principles of Sociological Inquiry: Qualitative and Quantitative Methods* (Flatworld Knowledge, 2012).

**Ursula Castellano**, Ohio University, *Outsourcing Justice: The Role of Non-profit Caseworkers in Pretrial Release*

*Programs* (Lynne Rienner Publishers, 2011).

**Cynthia Fuchs Epstein**, Graduate Center-CUNY, *Women in Law* (Quid Pro Books EBook, 2012).

**Jennifer L. Hochschild, Vesla M. Weaver**, and **Traci R. Burch**, all of Harvard University, *Creating a New Racial Order: How Immigration, Multiracialism, Genomics, and the Young Can Remake Race in America* (Princeton University Press, 2012).

**Edith W. King**, *Social Thought on Education* (Amazon: Kindle, 2011); *Teaching in an Era of Terrorism*, 3rd ed. (Amazon: Kindle, 2011).

**Jennifer C. Lena**, Barnard College, *Banding Together: How Communities Create Genres in Popular Music* (Princeton University Press, 2012).

**Eric Klinenberg**, New York University, *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone* (Penguin Press HC, 2012).

**Jerome Kruse**, Brooklyn College-CUNY, *Seeing Cities Change: Local Cultures and Class* (Ashgate, 2012).

**Susan Archer Mann**, University of New Orleans, *Doing Feminist Theory: From Modernity to Postmodernity* (Oxford University Press, 2012).

**Daniel Marschall**, George Washington University, *The Company We Keep: Occupational Community in the High-Tech Network Society* (Temple University Press, 2012).

**Kristen E. Smith**, University of New Hampshire, and **Ann R. Tickamyer**, Pennsylvania State University, Eds., *Economic Restructuring and Family Well-Being in Rural America* (Pennsylvania State University Press, 2011).

**Amy L. Stone**, Trinity University, *Gay Rights at the Ballot Box* (University of Minnesota Press, 2012).

**Ann R. Tickamyer**, Pennsylvania State University, and **Siti Kusujarti**, Warren Wilson College, *Power, Change, and Gender Relations in Rural Java: A Tale of Two Villages* (Ohio University Press, 2012).

**David W. Woods**, Southern Connecticut State University, *Democracy Deferred: Civic Leadership after 9/11* (Palgrave Macmillan, 2012).

## Contact

**New Section: Sociology of Consumers and Consumption.** The new ASA section-in-formation, Sociology of Consumers and Consumption, is looking for members. For more information on the section and section membership, contact Dan Cook at dtcook@camden.rutgers.edu or visit <www.asanet.org/sections/consumers.cfm>.

## Caught in the Web

**Economic Sociology and Political Economy Academic Community**

**Facebook Page.** This community gathers researchers, faculty, and students interested in the fields of economic sociology. It already has more than 1,100 members from 40 countries around the world (mostly from the United States). Our goal is to establish a useful common platform on which we can share relevant information, exchange ideas, and create collaborations. Interested individuals are welcome to join this community by liking us on Facebook at <www.facebook.com/EconSociology>.

## Summer Programs

**2012 National Institutes of Health (NIH) Summer Institute on Social and Behavioral Intervention Research.** July 9-13, 2012, Columbia University School of Social Work, New York, NY. The NIH Summer Institute will address essential conceptual, methodological, and practical issues involved in planning and carrying out research on the impact of behavioral and social interventions on health outcomes, health behavior, and treatment. Such interventions are relevant to NIH public health goals of preventing morbidity and mortality and promoting health and well-being for persons with medical and behavioral disorders and conditions. The Institute is intended for junior investigators who have completed their doctorate and who plan to develop NIH grant applications for research in this area. Deadline: April 27, 2012. <conferences.thehillgroup.com/obssrinstitutes/si2012/index.html>.

**The Knapsack Institute: Transforming Teaching and Learning.** June 6-9, 2012, University of Colorado-Colorado Springs. The Knapsack Institute supports faculty across the nation as they create curriculum and pedagogy to integrate race/ethnicity, gender, sexuality, class and other forms of social inequality into their work and strive to create inclusive classrooms. The Knapsack Institute provides educators with a framework for teaching about the matrix of privilege and oppression. Our interactive, collaborative Institute welcomes all educators and provides a forum for sharing ideas and strategies; emphasizes pedagogical approaches to teaching diversity, privilege, and intersectionality; provides professional growth and development, including graduate level academic credit; supplies mentoring and leadership development; supports curriculum building; provides hands-on activities, tools and practices that can be replicated; includes strategies for dealing with resistance; provides suggestions for creating institutional change in your organization; and teaches resources and networking to support on-going change. <www.uccs.edu/~knapsack/>.

## Deaths

**Mohamed El-Attar**, Mississippi State University, died Tuesday, February 28, 2012, at the age of 80.

**Hy Enzer**, Hofstra University, died Wednesday, December 7, 2011, at the age of 95 in Amherst, MA.

**Gordon Hirabayashi**, University of Alberta, passed away at the age of 93 on January 2, 2012.

## Obituaries

**John Colombotos**  
1929-2012

John Colombotos, our long-time colleague in the Department of Sociomedical Sciences (SMS), Mailman School of Public Health, Columbia University, passed away at age 82 on February 12, 2012, after a long battle with Parkinson's Disease. He was born March 1, 1929.

John received his PhD in sociology from the University of Michigan, where he also worked at its Survey Research Center. His MA and BA in sociology were from Columbia, where he was a translator and research assistant at the Bureau of Applied Social Research. After brief stints at American University's Bureau of Social Science Research, the Medical & Health Research Association in New York (now Public Health Solutions) and Hunter College, City University of New York, John resumed his affiliation with Columbia in 1961. He joined what was then the Division of Administrative Medicine to work with Jack Elinson on the pioneering community health study in Hunterdon, NJ. John became a founding faculty member in the Division of SMS, advancing to Associate Professor in 1970 and Acting Head of SMS from 1977-79. He remained with the growing department until his retirement from full-time teaching and research in 2001.

John's most important contribution to sociology was in survey research and health professions—notably medicine and later nursing. His substantive findings on physicians' attitudes toward government's role in healthcare financing and delivery, and, subsequently, toward treating AIDS patients, were extremely timely. His surveys were in the field, and each topic was newsworthy and hotly-contested. Even in those dynamic news contexts, John took time to develop theoretically-derived measures, allowing him to explore the underpinnings of professionals' attitudes that remained relevant long after situational specifics had shifted.

John's theoretical bent dominated his 1969 *American Sociological Review* article reporting results from his ingeniously designed "before-after" survey of doctors' attitudes toward the then-new Medicare law. John had recognized (and convinced the federal funding agency) that he had a fortuitous opportunity to benefit from a "natural experiment." Shortly before Medicare became law, John had gathered New York State (NYS) physicians' attitudes toward a range of



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health care issues. Among those were key features of what would soon take shape as Medicare. John designed two random subgroups of the NYS sample for a re-interview either in the pre- or the post-implementation period. Thus, he could examine not only whether physicians' attitudes changed, but also assess competing theories about the effect of sheer "legitimacy" apart from actual features of a law to account for observed changes. As he wrote, the driving theme for his rich interpretations was deep interest in "the role of law as an instrument of social change."

That theme appeared with broader scope in John's 1986 book with Corinne Kirchner, *Physicians and Social Change*. The book also addressed enduring questions about the relation of childhood and work-related socialization to political and professional orientations. In 1988, John's cumulative research experience on professional socialization was enlisted by the *Journal of Health & Social Behavior* for the Guest Editor role of a special issue on "Continuities in the Sociology of Medical Education." In the 1990s, John's model of inquiry was adapted to gathering evidence on the emerging issue of concern about our nation's physicians' and nurses' attitudes toward patients with AIDS.

On a par with John's theoretical concerns was sensitivity to practical methodological issues; where possible, he embedded tests into his study designs, yielding single- or co-authored articles on comparison of in-person and telephone interviews, on response effects of interviewer characteristics, focusing on gender and on the social distance from respondents. John, notably, was an early user of randomized vignettes in the AIDS study.

In addition to his scholarly achievements, John had a great love of sports, whether playing squash with colleagues or watching football while at the office on a Sunday afternoon on a small portable TV. As one former graduate student recalled, "I was always impressed that his was always the last light off on the SMS floor on weekdays, but I was really in awe, and perhaps a little intimidated, to see that light on almost every Saturday and Sunday."

With his dense head of hair and woodsman's beard, John presented an imposing figure. The exquisitely placid voice that came from that frame—always clad in khaki pants and an oxford shirt rolled up two turns—would come as a surprise. The genuine warmth beneath that imposing exterior was a reassuring welcome to SMS for many generations of new faculty and students. John's soft-spoken and precise manner was beloved by the many colleagues and students who had the privilege of working with him.

Corinne Kirchner, Peter Messeri, Amy Fairchil, Columbia University

**John Pock**  
1926-2012

John Pock, Professor Emeritus at Reed College, died on February 18, 2012, at the age of 86. He was born March 22, 1926.

John served as a combat infantryman in the U.S. army during World War II in the Philippines. He received an AB at the University of Chicago in 1947, a BA from Roosevelt University in 1949, and an MA in 1952 from the University of Illinois. He received a PhD in 1956 from the University of Illinois. He was an Assistant Professor at the University of Illinois in 1954-55. In 1955, he came to Reed College where he was funded by a Ford Foundation Internship Program. He became an Assistant Professor at Reed College in 1956 in the Sociology and Psychology Departments. John was made an Associate Professor of Sociology in 1960 and became a full professor in 1969. He remained at Reed until his retirement in 1998.

John came to Reed on a one-year contract in 1955. He later reported that he decided to stay because he was delighted to work with undergraduates who were smart, serious, and took risks. In his 43 year career at Reed, John helped over 100 students to write theses in Sociology and by one count, 69 of these students went on to get PhD's in Sociology. He also had a significant influence on a number of students in other Departments at Reed who went on to graduate school in Sociology.

John was certainly one of the most significant teachers in American sociology in the past half century. He is arguably the most important one who only taught undergraduates. Given that almost no undergraduates go to college thinking they will major in sociology, it is useful to consider how John got students interested in sociology.

John combined the highest and most demanding standards of scholarship with a fierce loyalty and compassion for his students. John asked that each of us take responsibility for ourselves and our intellectual lives. He challenged us to take ourselves seriously if we wanted others to take us seriously. He encouraged us to overcome our personal insecurities and become part of a larger intellectual discussion.

John's pedagogy embodied this philosophy. Students were expected to be collective producers of their education, not docile consumers. For a large part of his teaching career at Reed, each student in one of John's seminars read different materials than the other students and took reading notes. They exchanged these notes and the notes were the materials for the seminar. One student would act as note taker at each class session and they would distribute the notes before the next seminar. Students were expected to defend the position of the scholar whose work they had read.

John had a rule that if a single member of the seminar failed to show up for class, the seminar would not meet. He argued that each member of our collectivity was important and therefore the collective could not be constituted if everyone was not there. This pushed students to take themselves and their colleagues seriously. In two years of taking seminars with John, I do not remember a single occasion where class was not held.

Students found this experience either terrifying or exhilarating (sometimes both). John did not like mushy thinking and demanded that we do better because we were capable of doing so. We all learned to read and argue. Most of all we all learned to take ideas seriously and came to love intellectual life. What John did was not for everyone. Many students were turned off by it and bailed out of his classes. With the passing of time, John despaired of what he saw as the dilution and consumerization of education, sensing that his pedagogical style was increasingly at odds with the zeitgeist. But for those of us who took up John's challenge, John gave us a vision that opened up the world in a way that changed all of us for life (what some of us jokingly describe as being Pock-marked).

John's students have worked to honor John in several ways. First, in 1982, the American Sociological Association recognized John's achievements in teaching by awarding him the Distinguished Contribution to Teaching Citation. Then, James Baron, David Grusky, and Donald Treiman organized a festschrift volume for John entitled "Social Differentiation and Social Inequality: Essays in Honor of John Pock" (Westview Press, 1996). The papers in the festschrift were presented at the ASA Annual Meeting in a session where over 100 people attended including John. Finally, in 2000, a group of former students honored John by endowing the John C. Pock Chair, currently held by Marc Schneiberg at Reed College.

Since his passing, there has been a flurry of messages circulating amongst his former students. John profoundly affected each of our lives. Our communications are filled with these strong feelings and the recognition that John continues to be in each of us. We who knew him and were affected by him have never been the same. He is missed.

Neil Fligstein, University of California-Berkeley

**Suzanne E. Szabo**

Suzanne E. Szabo, known as "Z" or "ZeZe," passed away March 1, 2012. An accomplished applied sociologist, Suzanne was founder and president of Organizational Research & Consulting

(ORC) in Washington, DC, where she lived and played continuing leadership roles with the Historic Mount Pleasant neighborhood association. She was also Senior Research Associate with Group Dimensions International (GDI) in DC and Maine.

Always on the cutting edge, Suzanne worked most recently as a subcontractor for the IRS transition management efforts to facilitate electronic filing and enhance cybersecurity.

The focus of Suzanne's work always was to improve organizational performance through her superb meeting facilitation skills, targeted needs assessments, and careful evaluations. She was known for her ability to move groups toward actionable strategic plans.

In addition to her organizational development and evaluation work, Suzanne also developed training plans based on needs assessments of internal and external stakeholders. At ORC, her clients included the Aircraft Owners and Pilots Association, American Statistical Association, Mountain Laurel Center for the Performing Arts, National Gambling Impact Study Commission, Ernst & Young, Federal Mediation and Conciliation Services, and the Defense Information Systems Agency. Through GDI, she conducted focus groups and facilitation for the Agency for Health Care Policy and Research, Rhode Island Blood Center, and the Rhode Island Department of Youth and Families. She was also co-trainer for GDI's TeamWork training workshops.

Suzanne designed, facilitated, and instituted a five-year strategic plan for one of the largest chapters of the American Society for Training and Development (ASTD-Los Angeles). She served on the advisory panel for the ASTD/Hay research focus group project, "Global, Business and Financial Skills for HR Executives: Are These the Critical Skills that Contribute to Organizational Impact?"

A member of ASA since 1979, Suzanne was a member of ASA's Sociologists in Business Committee in the 1990s and the Applied Section of the ASA, 1996-1999. She was also a member of the Association of Applied and Clinical Sociologists, the American Association for Public Opinion Research, Washington Evaluators, and the Washington Statistical Society.

Suzanne combined extraordinary gifts in organizational development with strong research skills to help groups—from small neighborhood associations to large bureaucratic systems—work infinitely better than they otherwise might have. Her talents and her laughter will be remembered and greatly missed.

Janet Mancini Billson, Group Dimensions International



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### call for applications

## Fund for the Advancement of the Discipline

*Application Deadline: June 15 & December 15*

The ASA invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. FAD is supported by a grant from the National Science Foundation with matching monies from ASA. The goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives that will advance the discipline. FAD awards provide scholars with "seed money" for innovative research that provides opportunities for substantive and methodological breakthroughs, broadens the dissemination of scientific knowledge, and provides leverage for acquisition of additional research funds.

Proposals are reviewed for scientific merit and the importance of the proposed research project or a conference for sociology as a discipline. Specific evaluation criteria include the following:

- Innovativeness and promise of the research idea;
- Originality and significance of research goals;
- The potential of the study as a building block in the development of future research;
- Appropriateness and significance of the research hypothesis;
- Feasibility and adequacy of project design;
- Plans for dissemination of results; and

- Appropriateness of requested budget. Principal investigators (PI) and co-PI(s) must have a PhD or equivalent. Awards shall not exceed \$7,000. Award money may not be used for ASA convention expenses, honoraria, or PI's salary, which includes buying out of courses. Awardees must agree to meet the reporting requirements of the award and must be ASA members when they receive the award.

#### Online Application Process

Proposals must be submitted online at [www.asanet.org/funding/fad.cfm](http://www.asanet.org/funding/fad.cfm). Applications must include title of project, name of lead author and additional author(s), 100-200-word abstract, maximum of five (5) single spaced pages describing the project, detailed budget and time schedule, statement of pending support, bibliography, applicable appendices, and vitas for all applying.

#### Contact Information

For more information, see the "Funding" page at [www.asanet.org](http://www.asanet.org). For questions, contact project director Roberta Spalter-Roth, (202) 383-9005 x317, [spalter-roth@asanet.org](mailto:spalter-roth@asanet.org) or Nicole Van Vooren, (202) 383-9005 x313, [vanvooren@asanet.org](mailto:vanvooren@asanet.org). For examples of recent FAD awards see the January 2012 issue of *Footnotes*.

### For Members Only

## New Member Benefit for 2012!

*Submit Teaching Tools to TRAILS without Subscribing!*

ASA has an important goal of helping members demonstrate their pedagogical skills for promotion and tenure or for job applications. To realize this goal, a new member benefit encourages ALL ASA members to submit teaching resources to TRAILS: the Teaching Resources and Innovation Library for Sociology. Members do not have to purchase a subscription in order to add teaching materials to TRAILS for peer-review and possible publication.

Share and preserve your teaching scholarship for future generations. This new benefit will also make it possible for retired members of the ASA, who may have little need for new teaching materials themselves, to submit their own teaching resources for publication in TRAILS. In this way retired members can enliven the current teaching and learning of sociology through the TRAILS library—without subscribing—and ensures that their research-based teaching scholarship is digitally preserved and shared.

To submit to TRAILS, go to [trails.asanet.org](http://trails.asanet.org) and click on the "Resource Submission Instructions" tab to see a printable set of instructions, the TRAILS acceptance criteria, a handout on best practices in the scholarship of teaching and learning, and the TRAILS author agreement. For additional information, contact [trails@asanet.org](mailto:trails@asanet.org) or call (202) 383-9005 x318.

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