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Colorado Springs: Whose Utopia?

Heather Albanesi, Michele Companion, Lynda Dickson, Richard Dukes, Abby Ferber, Eduardo Portillos University of Colorado-Colorado Springs

Seventy miles south of Denver, Colorado Springs is the second largest city in Colorado. The University of Colorado-Colorado Springs (UCCS), with fewer than 10,000 students, is the fastest growing campus in the CU system.

Its sociology department, consisting of 8 full time faculty, is pretty much typical of the discipline in terms of its leaning to the left. Members have been in the department for an average of 12 years (range of two to 28 years), so the question becomes, what keeps us here in what *Time* magazine referred to several years

ago as a “white-bread” community? We attempt to provide a fuller picture of Colorado Springs, and in the process help answer this question.

In general, Colorado Springs is politically Republican. In fact, 59% voted Republican in the 2008 national election. Collective ownership of City Utilities contrasts sharply with our entrepreneurial orientation; however, rates are low and attractive to everyone, and the city ranks 97 in the cost of living index. The Taxpayer Bill of Rights (TABOR) limits the amount of government revenue. Overages are returned to taxpayers. Much city revenue comes from sales taxes, so the Great Recession has resulted in severe budget cuts and a call



to sell the largest hospital in the region, possibly to the University of Colorado System. Proceeds presumably would support police, fire, and parks. Cuts include turning off certain street lights and letting grass die in parks. Citizens respond by “adopting” specific lights and maintaining parks themselves, a process dubbed “do-it-yourself government.” Another development in government fundraising is the legal purchase of marijuana from 204 dispensaries if one has a permit based on medical need.

We are surrounded by a number of military installations including Fort Carson, the United States Air Force Academy, Peterson Air Force Base, the North American

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The Real Utopia Theme at the 2012 ASA Annual Meeting

Erik Olin Wright, 2012 ASA President

The theme for the 2012 annual meeting of the American Sociological Association is “Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures.” Thomas Moore coined the word “Utopia” in the early 16th century as a pun on two Greek roots—no place and good place. Utopia is a fantasy world of perfect harmony, peace and justice. When politicians want to summarily dismiss a proposal for social transformation as an impractical dream outside the limits of possibility, they call it “utopian.” Realists reject such fantasies as a distraction from the serious business of making practical improvements in existing institutions.

The idea of real utopias embraces this tension between dreams and practice: “utopia” implies developing visions of alternatives to existing institutions that embody our deepest aspirations for a world

in which all people have access to the conditions to live flourishing lives; “real” means taking seriously the problem of the viability of the institutions that could move us in the direction of that world. The goal is to elaborate utopian ideals that are grounded in the real potentials of humanity, utopian destinations that have accessible way stations, utopian designs of viable institutions that can inform our practical tasks of navigating a world of imperfect conditions for social change.

The 2012 ASA annual meeting will explore a wide range of empirical, theoretical and normative issues connected to the idea of real utopia. A number of different kinds of sessions are being planned around the theme:

Plenary Sessions

Equality (Thursday, August 16)
 Speakers: Philippe van Parijs, Judith

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Snippets from the Travels with Erik Blog, Part 2

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>.

Day 1 — April 8, 2012, En route to Jackson, MS

Now I am on my way to Jackson, Mississippi. I have never been to Mississippi and Alabama, the only states in the country I have never seen. These places hold a very powerful place in my “cultural imagina-

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Federal Budget Bills Threaten Social Science Research and Jobs

The Large Print: Eliminate ACS and, Oh Yes, Political Science

During a May debate in the U.S. House of Representatives over the Census Bureau and National Science Foundation (NSF) funding bill, House Republicans, in the name of austerity, continued to make program cuts.

First, on May 9, the House voted (232 – 190) for an amendment offered by Rep. Daniel Webster (R-FL) to eliminate the American Community Survey (ACS). The ACS is vital to lawmakers and other policymakers at the local, state, and federal level by providing annual information necessary to make sound decisions. Long in planning, ACS replaced the long form on the Decennial Census in favor of more regular micro-economic, social and demographic data collection. (Sociologists are among the heaviest applied research and scholarly users of these data.) On one hand, this decision, if it holds in the Senate, would actually be a significant spending reduction in the federal budget, unlike most of the other so-called austerity cuts. Perhaps that's why the debate lasted a fraction longer than the second important vote of the day—the voice vote on an amendment from Rep. Jeff Flake (R-AZ) to prohibit the National Science Foundation (NSF) from spending appropriated funds on the NSF political science program. This whopping \$11 million “austerity” move is not really austerity since the dollars stay in the NSF budget; NSF just can't spend the (paltry) amount on scientific research on political structures and processes. In justifying the cuts in the name of austerity, Rep. Flake made fun of some of the grants and claimed Harvard and Yale political science departments did not need federal funds because they had huge endowments. (I wish it were funny; who's next?)

Another “whopping” austerity move is to limit federal employees, including federal scientists, from interacting with the scientific community and other stakeholders. This legislation will make it far

more difficult for federal employees to travel to scientific meetings. Sharing new research by presenting papers, keeping NSF, NIH and other science program officers current on the latest research conducted in their fields, and providing forums



for science agencies to discuss new research opportunities will wither as fewer federal employees

will be able to attend conferences. Moreover, these “austerity” cuts may increase rather than decrease federal agency costs. Conferences allow broad interaction between government officials and significant numbers of academic experts in one place at one time. Attendance at a conference can reduce the need to bring dozens of experts as potential consultants to Washington; conferences promote contacts and serendipitous learning that can be vital to the effective functioning of government agencies. This is the proverbial “baby out with the bathwater” as Congress reacts to the widely publicized (and undoubtedly outrageous) excesses of the U.S. General Services Administration conference.

But the scariest austerity move of all has already passed both houses of Congress and is now law. The issue lurks behind all the congressional budget debates cloaked in a word no one outside of Washington has ever heard: *sequestration*.

The Small Print: Sequestration

Last August, as part of the Congressional compromise that increased the U.S. debt limit, the Budget Control Act of 2011 (BCA) was enacted. This bill increased the federal debt limit but also put in place a *spending sequestration* (that is, an automatic, largely across-the-board, spending reduction) to reduce the federal budget deficit if Congress fails to enact legislation by January 15, 2012, which aims to reduce the federal deficit by at least \$1.2 trillion over 10 years.

Congress failed to enact such legislation and sequestration is

scheduled to happen on January 2, 2013, to both defense and non-defense programs. In FY 2013, security programs will be automatically limited to \$546 billion and non-security discretionary spending will be limited to \$501 billion.¹

This will mean cuts of 5 to 10 percent to the budgets of key federal social science research programs in FY 2013. By FY 2021, when the statutory sequester is over, according to the American Association for the Advancement of Science, “general science programs will be cut by 29 percent, health programs will be cut by 22 percent, and energy programs cut by 67 percent.”² This will devastate the United States’ research infrastructure.

The National Institutes of Health (NIH) already has a grant-funding success rate under 20 percent. Imagine the success rate if NIH has a 5 to 10 percent decline in funding next year.

The NIH is developing options that it could implement to deal with current and future budget cuts even without sequestration. Some of the options being discussed include doing nothing (and letting success rates fall lower), reducing or limiting the size of awards, limiting the number of awards held by a PI, limiting the amount of funds a PI can hold, and limiting salaries of PIs. All of these options will have negative impacts on individual investigators and their potential for discoveries. Other budget cuts will certainly impact the major social, demographic, and economic surveys conducted by federal agencies that reflect much of the “big social science” infrastructure.

Congress can still stop the sequestration from occurring, but it will need to make very difficult bipartisan decisions prior to the end of the year. Right now, given the nature of the austerity debates in the House, such as those noted above, it will take a great deal of work on the Senate side to make this happen. The House of Representatives Republicans are trying to deflect any

sequestration impact on the defense budget by introducing the Sequester Replacement Act of 2012 (H.R. 4966), which would move defense department programs from the sequester list and target non-defense agencies (e.g., the Department of Education, Health and Human Services) and programs that benefit the most underrepresented in our society (e.g., food stamps, and health care). This bill probably will not be considered by the Senate, but it will be used in campaign ads.

Austerity

The climate of austerity is forcing the United States to eat its seed corn. The country will not be able to invest in the social, technological, economic, and scientific infrastructure, that is necessary to provide our society's foundation for the 21st Century. We will not have the resources to educate our youth and prevent the next generation from falling behind.

This era of austerity is creating “trickle-down economics” as federal budget state contractions contribute to state and local distress. State and local governments are cutting jobs—from teachers to firemen—to meet their state constitutional mandates for balanced budgets. Recent employment surveys show that private sector job growth is occurring, albeit slowly; but the current decline in public sector jobs is now dragging down state and local economies. Education is a big component of the public sector, from K-12 through higher education.

What Must We Do NOW?

As social scientists, we must be vocal. Telling the media, public officials, friends, and colleagues about how federal programs like the NSF, NIH, National Institute of Justice, and the Census Bureau are vital to our country and the research we do in support of the public good. And we need to do it *now*. This budget process is a crisis, and it needs to be settled before the final federal funding bills for FY 2013 are completed.

Continued on next page

science policy

U.S. Census Director Will Head to Georgetown

The U. S. Census Director sociologist Robert Groves, who was appointed director of the U.S. Census Bureau by President Obama and confirmed by the U.S. Senate in 2009, announced in April that he was offered and accepted the provost position at Georgetown University, with a start date of late August 2012. As Georgetown Provost, he will serve as the chief academic officer for Georgetown's main campus. Before leading the U.S. Census Bureau, he had been a professor at the University of Michigan and director of its Survey Research Center, as well as research professor at the Joint Program in Survey Methodology at the University of Maryland. Under Groves, the 2010 Census team defied naysayers to complete a successful census on time and \$1.9 billion under budget. "We reorganized the Bureau, re-establishing a research directorate and then, in partnership with NSF, launched an 8-node research network at universities across the country," said Groves in his Director's blog post announcing his leave. "... This is hard work. It takes complete commitment to ongoing innovation. It's not flashy. Indeed, public service

is rarely sexy. It is, however, noble. I've learned that in a deep way since July 2009 from the behavior of my colleagues at the Census Bureau. " Groves obtained his master's degrees in statistics and sociology and PhD in sociology from the University of Michigan.

Health Care Challenges for Racial/Ethnic Minorities Are Evident

The *National Healthcare Disparities Report*, released in April by the Agency for Healthcare Research and Quality (AHRQ), shows that access to health care was not improving for most racial and ethnic groups between 2002 and 2008 leading up to enactment of the Affordable Care Act. The data contained in the report and the companion *National Healthcare Quality Report* predate the Affordable Care Act; however, according to AHRQ, some provisions in the new health care law are aimed at improving health care quality and addressing health care disparities. The 2011 *National Healthcare Quality Report* tracks the health care system through quality measures such as the percentage of adult smokers who received advice from a provider to quit or the percentage of children



who received recommended vaccinations. The congressionally mandated disparities and quality reports, which AHRQ has produced annually since 2003, are based on more than 40 different national sources that collect data regularly. Today's reports, which include about 250 health care measures, show the persistent challenges in access to care faced by most racial and ethnic groups. Fifty percent of the measures that tracked disparities in health care access showed no improvement between 2002 and 2008, while 40 percent of those measures were getting worse. Based on the same data and measures, the disparities report found that overall health care quality improved slowly for the general population between 2002 and 2008. To view the *National Healthcare Quality Report* and *National Healthcare Disparities Report*, visit <www.ahrq.gov/qual/qdr11.htm>.

Healthiest and Least Healthy Counties Ranked in Every State

Want to compare the health of the county you live in with the one you lived in twenty years ago? Use the online 2012 *County Health Rankings*. More than 3,000 counties and the District of Columbia can compare

how healthy their residents are and how long they live. The *Rankings* are an annual check-up that highlight the healthiest and least healthy counties in every state, as well as those factors that influence health, outside of the doctor's office. They highlight the importance of critical factors such as education rates, income levels, and access to healthy food and medical care, in influencing how long and how well people live. Now in their third year, the *Rankings* are increasingly being used by community leaders to help them identify challenges and take action in a variety of ways to improve residents' health. The report shows that, within states and across the nation, there are big differences in health and the factors that influence health. Published online at <www.countyhealthrankings.org> by the University of Wisconsin Population Health Institute and the Robert Wood Johnson Foundation (RWJF), the *Rankings* assess the overall health of nearly every county in all 50 states, using a standard way to measure how healthy people are and how long they live. The *Rankings* consider factors that affect people's health within four categories: health behavior, clinical care, social and economic factors, and physical environment.

Vantage Point

from previous page

The FY 2013 budget process starts October 1, 2012: before the election. Sequestration kicks in on January 2, 2013.

The best communication strategy is personal and is addressed at the local offices of your congressional representatives and senators. It is an election year, and they will be listening to their constituents locally. If they are supportive, find out what you can do to help them garner support from their colleagues in other districts or states. Make sure your university lobbyists are focusing on the issues that matter to social

scientists. Ask what you can do to help. Write op-ed pieces or letters to the editor in your local newspapers—that's what voters read.

Don't wait.

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- 1 Congressional Research Service, Report R41965, <http://www.fas.org/sgp/crs/misc/R41965.pdf>
- 2 <http://www.aaas.org/spp/rd/presentations/aaasrd20120426.pdf>



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

Call for Nominations for ASA Offices

The ASA Committee on Nominations, elected by the membership, prepares the slates of nominees for the ASA offices. The Committee will undertake its work at the 2012 Annual Meeting (August 17–20) in Denver. Members are encouraged to submit nominations of candidates they think would lead the Association effectively. In making a nomination, submit a one-page narrative supporting your nomination. Officers must be full members of the Association (not associate members) at the time they run for office.

The Committee on Nominations makes every effort to tap into the vitality of the organization that flows from the diversity of our membership. Send nominations via e-mail to governance@asanet.org or by postal mail to American Sociological Association, ATTN: Governance Office, 1430 K St. NW, Washington, DC 20005. All submissions must be received no later than August 1, 2012.

Providing Professional Development for Department Leaders: Chairs and DGS Conferences at the Annual Meeting

Margaret Weigers Vitullo, *Academic and Professional Affairs Program*

In the introduction to their book on department leadership, Walter Gmelch and Val Misken state that “too much is at stake in this time of change and challenge to let leadership be left to chance or taking turns. The department chair position is the most critical role in the university, and the most unique management position in America” (2011). Yet, according to the authors, only 3 percent of department chairs in the country receive leadership training.

Gmelch and Misken found that 60 percent of the broad range of department leaders they surveyed agreed to take on the role for what they call “intrinsic reasons”—desire to contribute to the department or to grow as professionals. In a survey focused only on sociology department chairs, Tiemann and Van Valey (2010) also found that most department leaders agree to take on the role of Department Chair for reasons that are generally “positive in nature and often altruistic in character – to have an impact, personal challenge, protect the department, mentor faculty.” But optimism is far from enough. Don Chu, in *The Department Chair Primer* (2006), said, “Navigating academic units through difficult times requires the sensitivity of an artist, the quantitative skills of an accountant, the vision of a scout on constant reconnaissance, and a moral philosopher’s sense of what is right.”

If the training needs of department chairs are generally given short shrift, the training needs of directors of graduate studies programs are rarely acknowledged. A small example—one can easily locate over 100 books on department chair leadership by searching Amazon.com and the Jossey-Bass Higher Education website. Looking at the same sites reveals not a single book focused on professional development for directors of graduate studies programs.

One place where both department chairs and directors of

graduate studies programs can find professional development focused on their specific needs is at the ASA Annual Meeting.

Clear Headed Approaches to an Idealistic Endeavor

The 2012 ASA Department Chairs Conference, titled “The Academic Department as a Real Utopia: Clear-headed approaches to an idealistic endeavor,” will be held on Thursday August 16 from 8:00am – 5:30pm. Conference participants will have the opportunity to discuss the real and often apparently intractable challenges they face, and then to consider both ideas for innovation and concrete approaches for action that together have the potential to generate positive change.

The Chairs Conference Keynote Address will be delivered by ASA President Erik Olin Wright, who observed in his book *Envisioning Real Utopias* (2010), that “the actual limits of what is achievable depend in part on the beliefs people hold about what sorts of alternatives are viable.” This plenary will help conference participants look at their own departments with fresh eyes, and a new sense of viable alternatives.

Of course, after envisioning an alternative, department chairs need tools to help move toward it. Diane Pike, long-term department chair, Past-President of the Midwest Sociological Society, and co-winner of the 2012 ASA Distinguished Contribution to Teaching Award, will provide a second plenary during the Chairs Conference that will examine how analyzing social organizations with a multi-frame approach can help sociology department chairs identify the real source(s) of departmental challenges as well as develop creative ways to move a department toward its goals (Bolman and Deal 2008).

In addition to the plenaries, the conference will also include three sessions of concurrent roundtable discussions. Each roundtable will address the general themes of the conference as applied to a practical concern, including evaluating faculty scholarship; establishing an alumni advisory board; departmen-

tal considerations in online and distance learning; research-based ideas for attracting majors; useful and manageable assessment; and conflict resolution for department chairs. Roundtable topics are strategically scheduled to allow Chairs from a range of academic institutions—from PhD-granting to BA-liberal arts—to find topics in each session that respond to their context.

Fostering Meaningful Diversity

The 2012 ASA Director of Graduate Studies (DGS) conference will focus on the organizational challenges of managing MA and PhD programs in sociology. The theme is: “Fostering Meaningful Diversity in Graduate Sociology Programs: Insights from the Report of the ASA Committee on the Status of Racial and Ethnic Minorities in Sociology.” For the full report, see <www.asanet.org/Final_ASA_SREM_Committee_Report_2011.pdf>.

In most departments of sociology today, diversity as a theoretical construct is an unquestioned good. But theory and practice are often quite different, and the results of a recent survey of graduate students conducted by the ASA Committee on the Status of Racial and Ethnic Minorities in Sociology reveals that diversity in practice remains a highly contentious issue in our graduate programs. For example, graduate students in sociology programs perceive “race” advantages for other groups—with White students seeing students of color receiving discriminatory advantages, and students of color seeing White students receiving discriminatory advantages. For students of color, diversity impacted their decisions regarding which program to attend as well as their overall satisfaction with the program in which they were enrolled. Important differences among students of color were also found, including the finding that Latina/o students reported lower levels of mentoring, lower levels of perceived respect, and lower levels of satisfaction with their programs overall, compared to African American or White students.

This year’s DGS Conference will examine current data regarding diversity in sociology graduate programs, and then engage participants in an extended discussion of specific strategies that MA and PhD Directors of Graduate Studies can use to increase diversity, respond to tensions, and develop support systems that strengthen peer relations, faculty mentoring, academic success, and professionalization. The conference will be led by Denise Segura (UC-Santa Barbara) and Scott Brooks (UC-Riverside), Chair and Co-Chair of the SREM Committee. The DGS Conference takes place August 16 from 1:30-5:30pm.

Past Participants’ Reviews

Year after year, ASA Chairs Conference and Director of Graduate Studies Conference evaluations indicate that these pre-Annual Meeting events offer a unique opportunity for sociology department leaders to talk with their counterparts in similar departments facing similar challenges as well as a valued source of strategic insight and professional renewal. One of last year’s conference participants wrote “I actually got excited over several of the speakers and their roundtable discussions.” Another said, “It helped me reflect more clearly on our department’s strengths and weaknesses.” A third commented that the conferences helped “raise important issues that were off my radar.”

For more information and to register for both the Chairs and DGS Conferences, see <www.asanet.org/AM2012/Conferences_and_Courses.cfm>.

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Sociologists Receive Major Awards and Honors

Kluge Prize for Study of Humanity

The Library of Congress announced on May 15 that it will award the 2012 John W. Kluge Prize for lifetime achievement in the study of humanity to sociologist **Fernando Henrique Cardoso**, a leading scholar and political economist of recent Latin American history. Cardoso will receive a \$1 million prize at the July 10 ceremony at the Library.

Trained as a sociologist, Cardoso is the first Kluge recipient whose work spans the fields of sociology, political science, and economics. Former President of Brazil, Cardoso's scholarly analysis of the social structures of government, the economy, and race relations in Brazil laid the intellectual groundwork for his leadership as president in the transformation of Brazil from a military dictatorship with high inflation into a vibrant, more inclusive democracy with strong economic growth.

Throughout his life, Cardoso has asked difficult questions and often defied conventional wisdom, whether with respect to race relations, the relationship among key structures within the economy, or integration into the world economic system. His deeply original analysis of the interplay among political, economic, and social processes substantively informed his later governmental policies. Perhaps the strongest evidence of his intellectual accomplishment is that his successors have continued so many of his policies and ensured his legacy as one of Brazil's greatest leaders.

Cardoso is the eighth recipient of the \$1 million Kluge Prize, which recognizes and celebrates work of the highest quality and greatest impact in areas that advance understanding of the human experience. A scholar of enormous intellectual energy, he has written or co-authored more than 23 scholarly books and 116 scholarly articles, with versions of each produced for a wider public. For more information about Cardoso and the Kluge Prize, visit <www.loc.gov/today/pr/2012/12-098.html>.

American Academy of Arts & Sciences Fellows

The American Academy of Arts & Sciences announced one sociologist among the 220 new members in its 2012 Class of Fellows. Membership in the Academy honors scholars, scientists, and artists along with civic, corporate, and philanthropic leaders from across the United States and abroad. ASA is pleased that **Andrew Walder**, the Denise O'Leary and Kent Thiry Professor in the Department of Sociology at Stanford University, is among those honored with the fellowship. Also, he is a Senior Fellow in the Freeman Spogli Institute for International Studies and the Director of the Division of International, Comparative and Area Studies in Stanford's School of Humanities and Sciences. Walder has long specialized on the sources of conflict, stability and change in communist regimes and their successor states. He is in a class with playwright Neil Simon; Edward F. Diener, who pioneered methods of measuring well-being; American film icons Clint Eastwood and Mel Brooks; and U.S. Secretary of State Hillary Rodham Clinton. The Academy will welcome this year's new class at its annual Induction Ceremony on October 6, 2012, at its headquarters in Cambridge, MA. For more information, visit <www.amacad.org/news.aspx>.

American Academy of Political and Social Science

At the American Academy of Political and Social Science (AAPSS) Induction Ceremony of 2012 Academy Fellows in Washington, DC, on May 10 seven new fellows were announced. Among them were sociologists **Roberto M. Fernandez**, William F. Pounds Professor in Management and a Professor of Organization Studies at the MIT Sloan School of Management, and **Alejandro Portes**, Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and Director of the Center for Migration and Development at Princeton University. Each fellowship is named after a distinguished scholar and public servant who has written

for the Academy's journal, *The Annals of the Academy of Political and Social Science*.

Douglas S. Massey, President of the AAPSS and past President of the ASA, said that "the wide influence of [the Fellows'] work stands as an example for all social scientists, both active and nascent."

Fernandez was awarded the title of Samuel A. Stouffer Fellow for his research focused on organizations, social networks, and race and gender stratification. His current research focuses on the organizational processes surrounding the hiring of new talent using data collected in 14 organizations. He is the author of more than 50 articles and research papers published in top academic journals in his field.

The James S. Coleman Fellow went to Portes, who was honored for his research and publications on national development, international migration, Latin American and Caribbean urbanization, and economic sociology. His books include *City on the Edge – the Transformation of Miami* (California 1993), co-authored with Alex Stepick and *Immigrant America: A Portrait*, 3rd edition, (California 2006).

The AAPSS seeks to promote the progress of the social sciences and the use of social science knowledge in the enrichment of public understanding and in the development of public policy. For more information on the awards or the AAPSS, see <www.aapss.org>.


American Association for the Advancement of Science

In the January 2012 issue of *Footnotes*, we reported that the American Association for the Advancement of Science (AAAS) elected two sociologists in November as Fellows of AAAS. We should have reported that there were three sociologists. **Beverly Lindsay**, Pennsylvania State University, was missed. She was elected a fellow from within the Section on Education. Lindsay is Professor of Education, Higher Education, and a Comparative & International Education Senior Scientist, Center for the Study of Higher Education at Pennsylvania State. She is the author

of numerous books and articles on education, including (with Wanda Blanchett) *Universities and Global Diversity: Preparing Educators for Tomorrow* and (with Adam Lowther) *Terrorism's Unanswered*. The AAAS Fellows were recognized for their contributions to science and technology at the Fellows Forum on February 18, 2012, during the AAAS Annual Meeting in San Diego, CA.

National Academy of Sciences

In May, the National Academy of Sciences (NAS) announced the election of sociologist **Stephen W. Raudenbush**, University of Chicago, among this year's 784 new members. Newly elected NAS members are recognized for their distinguished and continuing achievements in original research. Members in the Academy, considered one of the highest honors in American science, help write reports on key scientific issues to help inform policymakers' decisions. The NAS is a private organization of scientists and engineers dedicated to the furtherance of science and its use for the general welfare. Additional information about the institution and a full directory of NAS members can be found at <national-academies.org>.

Raudenbush is the Lewis-Sebring Distinguished Service Professor at the University of Chicago and Chairman of the Committee on Education. He was a professor in the School of Education at the University of Michigan from 1998-2005. He is a leading scholar on quantitative methods for studying child and youth development within social settings such as classrooms, schools, and neighborhoods. He is best known for his work on developing hierarchical linear modes, with broad applications in the design and analysis of longitudinal and multi-level research. Raudenbush has been the Scientific Director of the Project on Human Development in Chicago Neighborhoods, an ambitious study of how family, neighborhood and school settings shape the academic learning, social development, mental health and exposure to violence of children growing up in Chicago. 

Annual Meeting

from Page 1

Lorber, and Kimberly Crenshaw.

At the core of the idea of real utopias is the problem of realizing ideals of social justice, and in one way or another, these ideals are always bound up with questions about equality. Equality is also part of the normative context for one of the central preoccupations of sociology—understanding the causes and consequences of diverse forms of inequality, especially class, gender, and race. This plenary examines various issues connecting equality and real utopias. There will be a 30-minute spoken word performance on social justice and real utopias by students from the First Wave Spoken Word and Urban Arts program at the University of Wisconsin.

Democracy (Friday, August 17)
Speakers: Robert McChesney, Hilary Wainwright, Bruce Ackerman, and Boaventura Santos.

Many real utopian institutional designs and experiments are built around the problem of deepening democracy: how to organize decision-making in organizations, in the state, and in society in such

a way that ordinary people are in a position to genuinely exercise real power. This plenary concerns different aspects of the problem of deepening and radicalizing democracy.

Sustainability (Sunday, August 19)
Speakers: Paul Ehrlich, Tim

Jackson, Harriet Friedman

Few problems pose a bigger challenge to contemporary capitalist societies than environmental sustainability.

Global warming looms as potentially catastrophic, and there are good arguments that capitalism as a political-economic system is not only incapable of effectively dealing with this impending crisis, but is itself one of the core causal processes generating the problem. Yet, there is relatively little public discussion of rigorously argued real-utopian institutional designs for dealing effectively with climate change and other aspects of environmental sustainability.

Real Utopia Proposals Sessions

Twenty-two sessions revolve around proposals for real utopian institutional designs to resolve different domains of problems. Examples include: unconditional basic income, market socialism, equality-sustaining parental leaves, participatory budgets, random-


selection democratic assemblies, worker cooperatives, stakeholder corporations, and democratic media. For each session a person has been recruited who has worked extensively on formulating such real utopia designs, and who has agreed to write an essay laying out the rationale and core elements of the institutional proposal. These real utopia proposal essays are posted on the ASA website at <www.realutopias.com/>. The hope is that people interested in the session will read the proposals before the conference and leave comments on the website. There will be a 20- to 25-minute presentation of the proposal at the session and generally one discussant. Attendees at the session who have read the proposal in advance are encouraged to come with short prepared comments to be presented from the floor. Most of the session will be devoted to discussion.

Thematic Panels around Broad Topics

Fifty thematic panels are organized around topics rather than proposals. The idea is to explore these topics linked to the theme of real utopias, but these sessions will not necessarily involve detailed proposals for new institutions. These sessions will explore the normative dimensions of various

topics, critiques of existing social arrangements and institutions, the directions for social change implied by those critiques and social struggles for the creation of alternatives. Some of these sessions will explore methodological issues around developing a sociology of the possible and the history of utopian thinking within sociology. These sessions include many of the thematic panels proposed directly by ASA members. The topics include: Beyond Consumerism: the emergence of sustainable consumption cultures; Workers' search for utopia; Reforming Carework; Worker-Owned Cooperatives: Transformative possibilities and constraints; Building a Better K-12 Education System; and Visions of Feminist Academy. This names only a few of the 50 sessions.

A Special Presidential Panel

Finally, there will be one special Presidential Panel on the broad theme "What does it mean to be a progressive in the 21st century?" This discussion will not be specifically framed in terms of real utopias, but will explore the broader political and philosophical issues involved in the idea of progress and progressive social change. The panel will have three speakers: Claus Offe, Göran Therborn and Francis Fox Piven. 



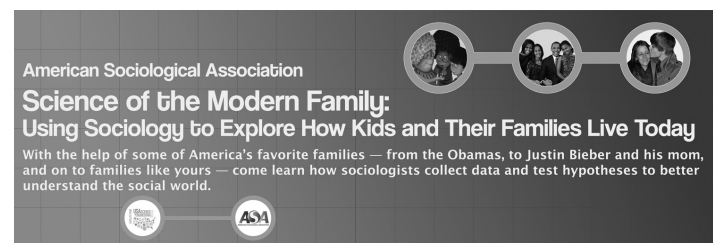
Teaching Sociology to 11 to 14 year olds

Sociology is most frequently taught as a college-level course offered in 50- to 90-minute sessions held over the length of a semester or quarter. So how would you bring sociology to life in a 10x10 booth at the nation's largest celebration of science in eight minutes or less for children aged 11-14 years old?


This was the puzzle that the American Sociological Association and its two partner organizations, "Social Explorer" and "Teaching With Data" had to solve as part of their preparations for the USA Science and Engineering Festival, which took place at the Washington, DC Convention Center on April 27-29, 2012, and included more than 3,000 interactive exhibits, stage

shows, and a book fair.

The solution was a booth titled "Science of the Modern Family: Using Sociology to Explore How Kids and Their Families Live Today." Visitors to the exhibit engaged in hands-on activities that guided them through the process of developing a hypothesis and testing it with sociological data. The first activity invited participants to explore how family structure has changed in the past 50 years. The second activity focused on how family structure impacts the health behaviors of kids, including hours spent watching TV, binge drinking, and self-reported satisfaction with their lives.



Booth participants who filled out a "Mini-Quiz" at the end of either activity had the opportunity to draw a ticket from a raffle box for a chance to win an iPod Shuffle. The raffle was more than just a ploy to get people to visit the booth—although it worked wonderfully for bringing 11-14 year olds into the booth! It helped encourage participants to fill out

the Mini-Quiz, which measured booth participants' understanding of the four learning goals that undergirded both activities. There were 500 Mini-Quizzes collected during the festival, as well as nearly 100 comparison group Mini-Quizzes. Results from this "Informal STEM Education Assessment" will be shared in a future issue of *Footnotes*. 

The Expanding Classroom: Welcoming New Media Into Sociology Courses

Carey Sargent, Occidental College

A few months ago, my friend Kenneth Yates reposted a graphic on national unemployment from the blog Sociological Images <thesocietypages.org/socimages/> to Facebook. Yates, a union organizer and community activist from Richmond, VA, used the image to initiate a debate among his friends about unemployment in Richmond and to identify the reasons why the city had a lower unemployment rate than the national average despite the city's chronic unemployment problems.

Sociological Images, edited by Lisa Wade and Gwen Sharpe, reaches more than 20,000 people per day. When I saw how Kenneth was using it, I sensed that interactive digital media are softening the boundaries between scholarship, public engagement, and the classroom. Sociologists are sharing preliminary research findings in blogs and tweets and exercising their rights to distribute their own peer-reviewed research in open access institutional repositories. The ASA has recently called on us to participate in collective knowledge construction on Wikipedia to "promote the free teaching of sociology worldwide." The definition of the classroom is expanding into the public sphere, and with its movement, knowledge is not just flowing from expert-to-many but across scholars, students, and publics.

Nonetheless, our actual classrooms have changed very little. Perhaps more noticeably, many faculty instructors are being asked to teach more students with fewer resources, leaving little time to reflect upon or investigate how digital media are affecting teaching and learning. However, their effects are present in our everyday teaching frustrations. Students' attention spans are fragmented and they don't read closely. When they read and write they have a hard time distinguishing academic journals from non-academic blogs, let alone assess the authority of the information within them.

Some instructors have responded by creating the classroom as tech-free haven, endeavoring to keep distractions, consumerism, and non-academic information outside its walls.

Smart phones and laptops are not allowed. All valid sources of information must be academic and peer-reviewed. At the opposite end of the spectrum, instructors are creating media-immersive learning environments where students collectively produce knowledge. Anthropologist Michael Wesh famously turned students loose with cameras, Twitter, and the gaming platform Jolt to simulate and document the development of world cultures. Alexandra Juhasz not only taught an entire media studies course through YouTube, she also published it as an online interactive book *Learning Through YouTube* with MIT Press. In our own field, Dhiraj Murthy leads the Social Network Innovation Lab <socialnetworks.bowdoin.edu/>, an interdisciplinary undergraduate lab where students build applications and data visualization tools for the study of social networks.

These contrasting approaches to emergent technologies contain different attitudes toward technology, but they share a common pedagogical concern—how can we get students more deeply engaged in learning?

Critically Engaging the Media

In my courses on culture and inequality I want to ignite students' critical engagement with media they generally use for entertainment. Drawing from my research on the careers of unsigned musicians, I want students to understand that the Internet's promise of democratization remains dependent on social networks and off-line institutions and is hampered by social inequalities. The class read key works by Theodore Adorno, Paul DiMaggio, and Eszter Hargittai and, during the course, create blogs about their personal interests (from Semester at Sea to crafting to crime reports) and attempt to gain interest from readers. As they struggle for visibility, they observe first-hand the necessity of utilizing ones' own social networks and how university-sanctioned content thrives above the rest. Throughout the process, reflecting on their own frustrations and inhibitions, students also come to understand how educational access, bandwidth, and gender norms shape participation in blogging.

As I experiment in my courses, however, I also experience technology "fails." Media platforms disappear mid-semester, students—far from being the digital natives we assume—can be frustrated by new tools, they can also struggle to write appropriately for public audiences, and not all students (or public audiences) have equal access to digital devices. At this moment, the expanding classroom is generating more questions than we have answered about the relationship between learning, scholarship, and the public.

Fascinated by these problems, I recently moved into a hybrid "alt-ac" (alternative academic) position as an administrator/scholar that supports faculty in making sound choices about emergent technologies. Through a grant from the Mellon Foundation, Occidental College's Center for Digital Media and Learning hosts an annual institute for faculty interested in incorporating digital technologies into their research and teaching. In this position, I have worked with colleagues to build a Scholarship Technology Knowledge Base (college.oxy.edu/knowledgebase/) that acts as a repository for pedagogically framed reviews of emergent technologies. Other colleges and universities are also recognizing the need for pedagogically oriented technological support and faculty may find assistance through such initiatives, which are often housed in libraries and IT departments. (For those without support, the Chronicle Blog ProfHacker offers great tips and interactive discussion in the comments).

Technology and Sociology


Classrooms are expanding into the public sphere across higher education and sociologists have special ethical, critical, and scientific insight into the implications. Our methods of gathering, analyzing, and distributing data about social life are becoming more accessible to students and the wider public. Had Yates been so inspired, he could have responded to the Sociological Images post with his own data visualization. Using free tools like Google Forms or Survey Monkey he could have constructed a simple survey on

unemployment, sent it to his wide social networks through Facebook and Twitter, and had basic, visualized results from hundreds of respondents within a matter of hours.

In the ethos of "sharing" information, Google Fusion Tables and IBM's ManyEyes are experimenting with the notion of crowd-sourced data gathering and analysis. Google Chrome allows users to "mine" data from one's own web browser with a free "scraper" plug in and dump it into a Google Spreadsheet. These kinds of applications can engage students in the process of data collection and analysis. They are also opportunities to ignite critical conversations about the use of commercial platforms and their implications for surveillance, privacy, and inequality.

Students are increasingly interested in using free web-based tools like these to collect and distribute their own data. As we allow them to do so, we need to offer guidance about the ethical treatment of human subjects. Are the data confidential if a third-party tool is used to collect it? When is it okay to represent ethnographic informants with multimedia? Are the Facebook pages of your friends open for analysis?

In addition to crowd-sourced data, governments (e.g., data.gov) and research institutes (e.g., Pew Research Institute, Economic Policy Institute) produce data and distribute it online. As students become more aware of available online data, they will face increasing difficulty, much like they do with texts, in determining their authority and meaning. While sociologists cannot evaluate every existing dataset, we can offer guidance to students about how to critically analyze methodology and to ask the right questions about sampling, operationalization, and bias.

Emergent technologies are converging classrooms and public online spaces in ways that are exciting, perplexing, and disconcerting. I hope that sociologists will continue to explore the technologies that work for their goals and become more vocal in interdisciplinary discussions about their implications for learning, research, and public scholarship. 

Travels With Erik

from Page 1

tion” because of their importance during the civil rights era of the 1950s and early 1960s when I was growing up. I have vivid memories of the news footage of civil rights marches in Selma, the bus boycotts, the shootings, the defiance of George Wallace, and as much as anything in my childhood these events shaped my concerns with social justice issues. But I have never really traveled in the South, only flying in to major cities like Atlanta.

Day 1, Part II — April 9, Jackson, Mississippi

A sample question raised by students at Alcorn State following Wright's discussion

“How does race fit into the Real Utopia framework? What will this do for black people?” This was an important question. I realized that I had not said anything about race explicitly in the talk itself – that is something I will rectify in the other campuses I visit. I explained that the moral principles involved in the value of Equality are rooted in the idea that ALL people should have equal access to the conditions to live a flourishing life, and the value of democracy requires that all people should have equal access to the means to participate meaningfully in decisions that affect their lives. The combination in each case of all people and equal access implies a rejection of any racial disadvantages and discriminations that undermine equality. I also pointed out that the inclusion of the social means to live a flourishing life, not just material means, implied a rejection of all forms of social stigma and denigration. I ended by discussing the specific proposal for community land trusts connected to community-based urban agriculture as a way of revitalizing and rebuilding inner-city neighborhoods in ways that would specifically address some of the issues around marginalization in the black community. I think the problem here in part stems from the distinction between the real utopia discussion of institutions that can realize these fundamental values and the question of the strategies and processes needed to go from here to there. The question of racial

solidarities and struggles is critical for the transformation problem, for the realization of democratic egalitarian values, but it is less clear how much race as such figures in the institutional designs themselves.

Day 2 — April 10, Jackson State University, Jackson, Mississippi

Sometimes when I talk about [equal access] there is a shadow of suggestion that the lives of people subjected to sharp injustices are wholly defined by their exclusions and deprivations. But of course this is not true. People cope with deprivations and unjust exclusions and make lives that are “a good deal more than that.” I don’t mean by this that the critique of social institutions that generate such exclusions should be tempered by the realization of the ways people manage to flourish and robustly create meaning and purpose in spite of injustice, but it is important not to obliterate the fact that lives are not reducible to such oppressions....

If I compare sociology today with what it was like when I began grad school in 1971, it has become, if anything, more pluralistic, more tolerant of diverse styles of work and methods. You can see this in the sections of the ASA, which reflect a very wide range of styles of work, not just topics. The methodological wars between quantitative and qualitative work have largely subsided, although not completely disappeared. As a community, sociology still values work that is anchored in the lived experience of people situated in different ways in the social structure, and interpretive modes of sociology still play an important role in making sense of those experiences. From my point of view one of the things that makes sociology an exciting and vibrant intellectual discipline is the dialogue and tension between the humanistic interpretative, life experience forms of sociology and the hard-edged quantitative, statistical forms of sociology (to oversimplify a contrast). Of course this causes problems. The more hermeneutic forms of sociology are always vulnerable to attack for being “unscientific”; the more positivistic forms of sociology are vulnerable to the critique of superficiality...This kind of complexity in the overall field of sociology

is pretty much alive and well, I think, and part of the strength of the discipline.

Day 4 — Xavier University, April 11, 2012, New Orleans

Unlike the HSIs we visited in March and two HBCUs we have already visited, Xavier is a private school – a catholic school funded by a wealthy nun in 1915 who had inherited a fortune from her father. It has 3000 students from all over the country, and has a more diverse student body in many ways: 70% black instead of 90% and above. Apparently it has a very well regarded pharmacy school, which attracts a fair number of nonblack students, and also a very strong pre-med program. The school is 75% female, which is also different from Jackson State and Alcorn State which were around 55% female. At lunch I asked one of students why she choose Xavier. She said that all of her schooling growing up on the West Coast had been in white schools and she wanted to see what it would be like to be in a predominantly black environment.

A sample question raised by students following Wright's discussion.

“What motivates people to do anything in a real utopia? If you realize your egalitarian principle, what will motivate doctors?” Suppose, I said, that medical education was free so that doctors did not have debts. And suppose that they earned a good income, but nothing extravagant. What would happen? Well, people mainly motivated by money might not decide to become doctors, but others motivated more by the desire to help people could now do so without incurring such financial burdens. There would still be plenty of motivations for people to acquire skills.

Day 4 — Continued, Lower Ninth Ward, Later that Night

The L9W has been treated very different from other parts of the city. It is undergoing a process of gentri-



A ribbon-cutting ceremony for the new sociology building at Austin Peay State University.

fication in a whole new way. Only 25 percent of the original residents have returned. One person offered the prediction that 10 years from now only 5 percent of the people in the ward will be pre-Katrina residents. It is a prime location, close to downtown, and developers want to transform it. There has been constant obstruction to allowing people to come back. There is only one school in the whole ward, a K-12 school. There is not a single grocery store. There are parts of the ward where there are whole blocks with no houses or only one house. Before Katrina, 65 percent of the home owners in the L9W were elderly. Most of them just couldn’t cope with the idea of starting over and rebuilding. People are resilient, but it is very hard to rebuild in these conditions. None of this is by accident. This transformation of land use is something elites in the city want – they want to whiten the city and blocking the rebuilding of the L9W for the time being is one way to do this.

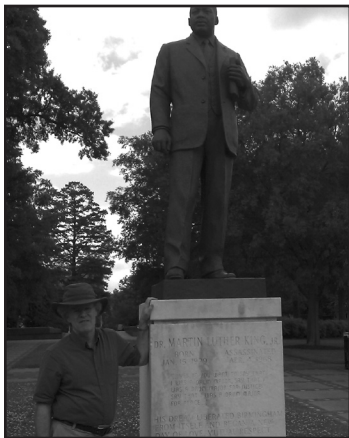
Day 6 — April 13, Tuskegee University

Tuskegee University has been designated a national historical site and has a [Carver] museum administered by the National Park Service. Founded by Booker T. Washington in 1881 and the place where George Washington Carver did his most important research for many decades, it became very clear immediately when we arrived at the campus that people here have a very strong sense of its historical importance. Throughout much of the 20th century it seems that when rich American philanthropists

Continued on Page 9

wanted to do something for Black education, one of their prime targets was Tuskegee...

For real utopias, then, the critical problem is thinking through the central principles of the world we want to have and then asking of any given transformation: does this help build the elements of that world? That is pretty abstract. As I said this in the talk a really good illustration occurred to me: Consider the problem of adequate nutrition and hunger in America. This problem certainly violates the egalitarian principle that all people should have broadly equal access to the conditions necessary to live a flourishing life. Food stamps are a way of improving people's lives with respect to this issue. But they are



Erik Olin Wright with a Martin Luther King statue in downtown near the Birmingham Civil Rights Institute

not a real utopia: in a society built around principle of social justice there would be no food stamps, no means-tested programs to fill gaps in nutrition. I strongly support food stamps as a practical solution to a pressing problem, but they are not a building block of a just society; they reflect and counteract injustice but do not embody justice. Community land-trusts connected to new urban agriculture, on the other hand, are potentially elements of a democratic egalitarian alternative to existing institutions around the production and distribution of food. They help solve the problem of the food deserts in central cities by restructuring the urban ecology of land and food and its relation to population, and potentially in ways that strengthens community participation and democratic control.

Day 7 & 8 — Driving north to Nashville, April 14 & 15

Today, Sunday, we drove to Birmingham to see the museum at the Birmingham Civil Rights Institute. It is located facing the park where a march of mainly youth was met with high powered fire hoses and police dogs under the direction of Sheriff Bull Connor. The park itself has become a sculpture garden with stunning sculptures commemorating those events. The most striking was a space you passed through with snarling German shepherds on each side pulling at leashes as if they were lurching at you. The museum is absolutely worth the trip.

Day 9 — April 16, Austin Peay State University, Clarkesville, Tennessee

Austin Peay is a regional university in the Tennessee system about an hour's drive northwest of Nashville. It has about 9,800 students, 35% minorities, 61% female and 40% what they refer to as non-traditional students. The motto for the campus is "Let's Go Peay."

The [sociology] department had only recently been established as an autonomous department — before then it shared a chair of department with the political science department. It had also just moved into a new building, with nice offices and classrooms and lots of lights. Before this they had been in a basement. The official ribbon-cutting ceremony to inaugurate the new quarters was set for this afternoon. The faculty were all very pleased and excited about these recent developments. They were young — one tenured professor, the Chair, David Steele, and six assistant professors — and perhaps this contributed to the sense of vitality and commitment. No one seemed at all burned out; they all seemed very energetic and engaged with students and the fate of the department. Judging from the discussions I had with students later in the day, they were clearly doing an excellent job in transmitting this enthusiasm to their students.

Day 10 — April 17, Vanderbilt University, Nashville

I also raised the issue with the department about the minority "pipeline"—the problem of recruiting good undergraduates to go on

to get PhDs in sociology and then enter the pool for assistant professors. One of the students I met in Laredo at TAMIU is one of the incoming PhD students at Vanderbilt for next year. I told them about the MA program at TAMIU which automatically admits any student from their own program with a BA in sociology and sees one of its purposes as preparing their students to enter PhD programs in leading universities. I encouraged the faculty at Vanderbilt to think creatively about how they might be able to partner with Tennessee State to increase the flow of minority students into grad school. Vanderbilt is in the unusual position of being in the same city as a strong HBCU with a very active sociology program, and this could be an excellent context for increasing the flow of African American students into graduate school. They seemed receptive, but of course it is not so easy in practice to figure out an actual process for doing this successfully.

Day 10 — April 17, Tennessee State University, Nashville Continued

At the talk, there was an extended discussion, involving four or five different people, on the issue of the value of Wikipedia and whether or not it represented a "real utopia." One person strongly questioned the value of Wikipedia because of its unreliability, but others defended it because you could also follow up on the sources, and the editorial process was not so different from peer review. A former editor of a journal said that peer review journals were like monarchies with an all-powerful king making the final decisions. When I noted the way in which Wikipedia destroyed the market for the print edition of the Britannica, the critic of Wikipedia said that this was a great loss. I then explained the purposes of the ASA Wikipedia initiative and stressed the ways in which Wikipedia should be seen as a dynamic process rather than a static document. It is a massive public good and it will improve and become of high quality to the extent that experts in subjects begin to see it as a professional responsibility to contribute to the public good. The use of Wikipedia writing assign-

ments in sociology courses is one way of doing this over time.

Day 11 — April 18, Berea, KY, Berea College

Berea has an extremely unusual admissions policy: tuition is free (the equivalent of a \$24,000 scholarship for all students). Only low to moderate income students are admitted: families have to submit copies of their tax returns to prove that the family income falls below the required threshold. (I was told for a family of three this was around \$40,000/year). Eighty percent of the students come from the Appalachian region, 20 percent from elsewhere. All students at the college have to work 10 hours a week, which contributes to paying for room and board. In the past this labor included construction work—many of the buildings on campus were built with student labor. Now janitorial work, secretarial work, various kinds of administrative support work, is all done by students as part of the labor requirement. And, the college does all this while clearly maintaining a rigorous and challenging academic program. I was deeply impressed and moved by the college's aspirations and history, but even more by the earnest and passionate way in which these aspirations are translated into the reality on the ground in the institution today...

In the late 19th century it began attracting wealthy donors and built up an endowment. Andrew Carnegie, for example, was a major contributor, as was the Danforth family fortune. I would like to know more about the way wealthy donors saw their donations to a place that is so consciously committed to social justice and equality as ideals. Perhaps it was seen more in the spirit of "helping the poor" rather than "promoting equality and justice." The result, in any event, is a very large endowment—approaching \$1 billion—which provides the basis for the zero tuition policy. (But also: most students have Pell grants and many receive food stamps)... Berea is a real utopia: a university that grounds itself in principles of equality and social justice and then tries very hard to live up to those ideals in its practices.

Colorado Springs

from Page 1

Aerospace Defense command (NORAD) & Cheyenne Mountain Air Station, and Shriever Air Force Base. These are, in fact, the largest employers in the area, which, in conjunction with the presence of numerous Christian-right organizations, are partly responsible for the city's conservative reputation.

Religious Diversity

Undoubtedly, Colorado Springs has a strong evangelical presence, with mega-churches like New Life, and the national or international headquarters for many evangelical Christian organizations like Focus on the Family, Compassion International, and The Navigators. However, this reality does not completely represent the religious diversity found in the city. Colorado Springs has four Jewish, three Baha'i, one Buddhist, Latter Day Saints, Wiccan, Pagan, and one Muslim congregation. In addition, there are historically mainline Protestant religious communities, including Unitarian and Quaker, which are theologically liberal and politically committed to progressive social justice. Still, only about 37% of the population indicates affiliation with a religious congregation (city-data.com).

Despite controversies regarding religious intolerance and proselytizing at the U.S. Air Force Academy (making headlines in 2005), the Interfaith Alliance has applauded recent efforts to encourage religious diversity at the Cadet Chapel. Moreover, Shove Council, a multi-faith group located in Colorado College, seeks to foster the needs of various religious groups. While reproductive choice is a hot-button religious-political issue, Colorado Springs has two Planned Parenthood facilities. Although one of them is still protested by anti-choice advocates regularly, they have recently moved into a new, secure facility without any obstacles.

Military and Diversity

Just as our religious context is more complex than outsiders often realize, the large military presence leads to a range of outcomes. For example, the military contributes to

much of the racial and ethnic diversity in the city. We are 70.7 percent non-Hispanic White, 16.1 percent Hispanic origin, 6.3 percent Black, 3 percent Asian, and 1 percent American Indian/Alaska Native. There is also a relatively high rate of interracial mixing in Colorado Springs, with 5.1 percent of the local population listing more than one race, due in large part to the influence of the military.

While residents of color can be found in all neighborhoods, southeast Colorado Springs is more racially and ethnically diverse and has lower income levels in comparison to the rest of the city. This area is home to many smaller churches of all denominations. For example, in the 80916 zip code within a two-mile square radius at least 15 different churches can be found. Our Lady of Guadalupe Catholic church has served the local Latina/o community for 64 years, with masses in both English and Spanish. Another church in the area, Victory Outreach, is open to all and has programs that attract people who have drug addictions or are transitioning back into the community from jail/prison. With one of the oldest black communities in the state, there are many churches with largely black congregations, including several that have served worshippers for over 75 years.

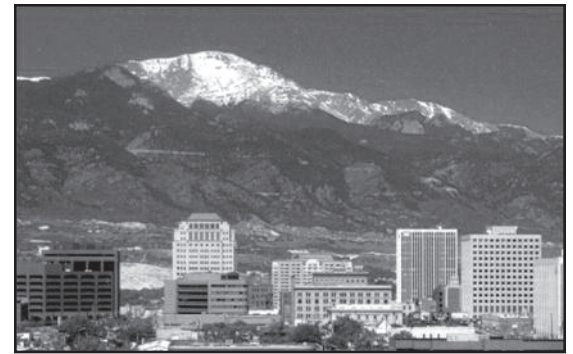
Colorado Springs also has a strong Native American presence. The Colorado Springs Indian Center offers community dinners, sponsors events, and publishes *The Camp Crier* newsletter. Organizations based here include: One Nation Walking Together, a charity that works with reservation communities in six states; the Native American Women's Association; the Pikes Peak Inter-Tribal Youth Leadership Program/UNITY; the Native American Leadership Forum; and White Bison, Inc., which facilitates the Wellbriety Movement. Recent activism has resulted in the return of powwows to the Garden of the Gods park after 30 years.

Gay and Lesbian Population


Ironically, the fundamentalist Christian presence has, in the long run, fostered progressive social change in Colorado Springs and

beyond. Local evangelical leaders, with funding from Focus on the Family, started Colorado for Family Values, the originators of 1992's Amendment 2—the ballot measure that aimed to legalize discrimination against gays and lesbians. Amendment 2 was passed by voters by a 7 percent margin, but was overturned by the U.S. Supreme Court in a precedent-setting 1996 case, which continues to ground legal claims for LGBT rights. At the local level, segments of the community were galvanized in the fight against Amendment 2. For example, we saw the birth of Citizens Project in 1992 “to counter the growing influence of extremists... to provide a counter-voice to this influence by promoting pluralism, religious liberties and the separation of church and state” (www.citizensproject.org).

Another strong progressive voice that arose at this time: The Gay and Lesbian Fund for Colorado (GLFC). A program of the Colorado-based Gill Foundation, The GLFC was located in Colorado Springs, and served as a major source of funding for educational, cultural, and inclusive programming across the state. Since its founding in 1996, the fund gave over \$27 million to nonprofits in Colorado, as one means of providing visibility and increased acceptance for Colorado's gay and lesbian community while also supporting diverse programming (out-



Colorado Springs, Colorado

frontcolorado.com/ofcblog/news/gill-foundation-to-refocus-gay-and-lesbian-fund-close-colo-springs-office/). One of the recipients of these funds is the University of Colorado-Colorado Springs Matrix Center for the Advancement of Social Equity and Inclusion, a center founded and run to a large extent by members of the sociology department. The Matrix Center sponsors social justice-oriented events on campus, in the community and across the nation (www.uccs.edu/matrix). Many of our sociology colleagues are surprised to find these programs housed at UCCS, given their familiarity with our conservative environment. However, this same environment has served to motivate and inspire us, as advocates for social justice, to make our voices heard and become active in our community. We are constantly faced with opportunities to practice what we preach. 

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Renew Before Registering...



Renew your ASA membership online *before* you register for the Annual Meeting in order to qualify for the lower registration fees available to Members.

public sociology

Targeting Elites for Social Justice

Donald W. Light, *University of Medicine and Dentistry of New Jersey*

For more than a quarter century, I have been mounting campaigns to redress injustices by the power elite. This form of public sociology is grassroots or advocacy work targeted at an elite to get them to do something or stop doing something. In a recent *Social Forces* article, I explained how such tactics can lead to original contributions to sociological theory, concepts, and methods, and that advocacy sociology can be a basis for promotion rather than demotion (www.jstor.org/pss/3598407). Below I spotlight one reason most of these campaigns have succeeded—

targeting and challenging the power elite.

Health Insurance Premiums

Halfway through my first exhausting campaign

to reverse health insurance premium increases that discriminated against older, female, and minority policyholders in New Jersey, I realized that power rested in one person: the Commissioner of Insurance. He had approved what my evidence showed were large premium increases based on erroneous claims by executives at Blue Cross and Blue Shield of New Jersey (the Blues) saying that they would go bankrupt without them.¹ Together with volunteers from the New Jersey Public Health Association, we mobilized a large coalition that included the AARP, NOW, the NAACP, the NJ Council of Churches, and others. We put together press kits and charts that led to good

coverage and legislative debate but no actual change in the discriminatory premium hikes. We had to reach or overrule the Commissioner.

I decided that wasn't enough and changed tactics and refocused our energy on assembling a *pro bono* legal team. The Blues claimed these were community rates, only demographically adjusted. We built a case for litigating the increases as violating the community rating clause of the Blues' enabling legislation. We persuaded the Public Advocate to prosecute the case and our argument prevailed. A three-judge appellate court ruled that the increases violated Blue Cross's

enabling legislation, and rolled back the premium increases for about 600,000 covered individuals. In the next two years, Blue Cross executives

tried other tactics, but, by now, the Commissioner paid closer attention and we assembled evidence for rejecting each of them.

Vaccinations

Another recent campaign concerns the combined injustices of global poverty, the strengthening of patent protections far beyond what might reward innovation, and keeping new vaccines for rotavirus unaffordable to those who need them most. Rotavirus causes 2 million hospitalizations and 440,000 deaths a year, 82 percent of them among the poorest nations. The patent-holding global pharmaceutical companies price them at \$60-\$90 a dose. The Pan American Health Organization

Vaccine Fund (PAHO) badly wanted to make these vaccines available to poor children, but the companies said their research and development costs (R&D) were so great that they could afford no less than \$28—much more than the countries could afford.

Deconstructing the elite claims of inflated R&D costs to justify high prices, while keeping actual costs behind a firewall, had become a focus of my policy research. We assembled a team to pierce the firewall by researching the organization of R&D for these vaccines and interviewed those involved to substantiate the details and their costs, thereby assembling the first grounded estimates of R&D costs for the new generation of vaccines. Based on conservative estimates of manufacturing costs and sales in affluent markets, we concluded the companies had recovered all their R&D costs within 18 months and had per-unit costs of about \$3. This work was accepted by the leading journal in the field, and the companies have not challenged our figures.² Soon after publication, PAHO Fund negotiators were able to use the evidence and get the price lowered by 75 percent. This has enabled far more poor children to be immunized.

This kind of public sociology focuses on social justice.³ Intellectually, it can lead to original findings, concepts, and theory. Tactically, targeting the power elite can get results. Sometimes one has to show the elites that they are being used, for example when I worked with a small team in Ireland to show the minister of health that a large, commercial insurer was breaking up Ireland's well-established, community-rated supplemental insurance plan. Sometimes, one has to demythologize the exaggerated claims made by powerful companies in order to change policy and rebalance power relations, and that can take a great deal of voluntary time and energy. 

Donald Light is a Fellow of the Center for Bioethics at the University of Pennsylvania and a Professor of Social Medicine at the University of Medicine and Dentistry of New Jersey.

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- 1 Blue Cross and Blue Shield of New Jersey
- 2 See www.pharmamyths.net/. Click on "Estimated..."
- 3 Feagin JR. Social Justice and Sociology: Agendas for the Twenty-first Century *American Sociological Review*. 2001;66:1-20.

“Another recent campaign concerns the combined injustices of global poverty, the strengthening of patent protections far beyond what might reward innovation, and keeping new vaccines for rotavirus unaffordable to those who need them most”

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AND DEPLOY THE POWER OF WIKIPEDIA TO REPRESENT THE DISCIPLINE OF SOCIOLOGY

Six Projects Are Funded by the 2012 CARI Grant

Beth Floyd, ASA Minority Affairs Program

The ASA Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2012 Community Action Research Initiative (CARI) awards. This small grants program encourages and supports sociologists in bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. Each applicant proposed a project of pro bono work with a community organization or local public interest group, the group's request for collaboration, and the intended outcomes. CARI provides up to \$3,000 for each project to cover direct costs associated with the community action research. The principle investigators are listed below along with a description of their funded proposals.

Natalie Boero, Sang Hea Kil, and Carlos Garcia, San Jose State University, will implement their project, "Documenting Health Capital, Understanding Health Literacy: Exploring Health-Seeking Practices among Mexican American Immigrants in Silicon Valley," through work with the Latino community, Latinas Contra Cancer (LCC). LCC was founded to address the void in culturally and linguistically sensitive programs that meet the healthcare needs of Latino and Latinas around issues of cancer; it targets underserved, low-income, Spanish-speaking individuals and families. The CARI Grant will support phase two of their research. Their research goals are to explore the role of health capital in health practices, clinical interactions, and medical decision making of Mexican-origin immigrants in the Silicon Valley with cancer. The team hopes that their research "can be used directly by health care professionals in their interactions with immigrant patients as well as to come up with culturally sensitive ways to help immigrants better navigate the health care system and feel empowered in their interactions with health care professionals."

Brianne Dávila, Willamette University, will collaborate with Willamette Academy, a college outreach program housed at Willamette University for her community project, "Overcoming Adversity: Fostering Resiliency through Education." The Academy serves a group of low-income students in grades 8-12 from the Salem-Keizer School District. The college preparatory program is committed to serving students that are underrepresented in higher education. The program provides year-round

tutoring, enrichment programs with topics such as financial aid and SAT prep. The Academy also has programs to help families support their children in their preparation for college. Currently in phase one of the research, Davila is focusing on developing a long-term plan for systematic data collection and an evaluation process through a comprehensive literature review and collection of data from public school students in Oregon, the Salem-Keizer School District, and Willamette Academy. The second phase will consist of ethnographic observations during the 2012 Summer Academy program. This observation will provide insight on how to conduct the interviews. Davila and Willamette Academy seek to develop an internal evaluation report, conference presentations, and a journal article from the project.

Emily Drew, Willamette University, will work with CAUSA on her project, "Under One Roof: Studying the Effects of Immigration Policy for Mixed-Status Families in Oregon." Founded in 1995 by farm workers, immigrants, and allies, CAUSA is the largest Latino rights and advocacy organization in the Northwest. CAUSA's mission is to organize, educate, and mobilize to build power among the immigrant community. Drew and her team of two undergraduates will conduct in-depth interviews with community members who have seen first-hand the effects of anti-immigrant policies. CAUSA's major campaigns include support for tuition equity, access to driver's licenses for undocumented workers, ending the deportation and separation of Latino families, implementing prosecutorial discretion, LGBTQ and marriage equality, and "Breaking the chain" between local law enforcement and immi-

gration/customs enforcement. The team's goal is to produce a collection of articles that CAUSA could use to continue their work for immigrant justice and strengthen CAUSA's internal capacity to organize for extending rights to all residents of Oregon.

Valerie Leiter, Simmons College, will continue her work with the Neighborhood Access Group (NAG) in Boston. The group is a non-profit that fights for full access to all sidewalks and streets for the community. Leiter's project will look at the city's sidewalk accessibility. Most known for their fight against brick sidewalks that replaced functional concrete on Huntington Avenue in 2003-04, for which they were successful, NGA organizes protests and educational events to facilitate individual's access to their communities. NAG has collected initial data from its members, which documented member accessibility issues. NAG has used this data to inform the public about how brick sidewalks diminish access and make life more difficult not only for those with mobility issues but for people who are blind and even people with strollers. Even with their success with the Huntington Avenue project, NAG needs more comprehensive data on city-wide sidewalk accessibility. With the help of an undergraduate and research assistants, Leiter's project will collect this data—providing the necessary tools for NAG to prioritize its next steps in working with the city to improve physical accessibility on public walkways.

Gretchen Purser, Maxwell School of Syracuse University, will work with the Worker's Center of Central New York for her project, "The Formerly Incarcerated, Worker Centers and the Struggle for Jobs with Justice." The Worker's Center is a community-based organization focused on the problems facing marginalized, low-wage workers in the greater Syracuse area and aims to build collective power through education. The Worker's Center offers information and trainings related to worker's rights and occupational health and safety as well as offering legal assistance in matters relating to employment and immigration.

Teamed with members and leaders of the Worker's Center, Purser will conduct in-depth interviews with formally incarcerated community members. Purser and the Worker's Center intend to produce a report and a set of podcasts, by recording the interviews, to help identify how the center can begin to address the challenges in workplace justice. The center plans to expand its advocacy efforts with the findings.

Robert Silverman, University of Buffalo, will work with Housing Opportunity Made Equal (HOME) in evaluating and implementing the City of Buffalo's AI report. The AI report identifies impediments to fair housing and promotes the Fair Housing Act's goal. HOME is a non-profit, membership-based civil rights organization based in western New York. The organization's mission is to "promote the value of diversity and to ensure the people of western New York an equal opportunity to live in the housing and communities of their choice—through education, advocacy, enforcement of fair housing laws, and the creation of housing opportunities." HOME provides comprehensive services to victims of housing discrimination. Silverman and HOME have set four goals for this project: to enhance the quality of evaluation implemented by HOME, to use a graduate student assistantship to identify and train future generations of fair housing scholars and advocates, to affirmatively further fair housing in Buffalo, and to turn the results into academic products. **S**

Society and Mental Health, the journal of the ASA Section on Sociology of Mental Health, invites submissions of original articles on the sociology of mental health and illness. First published in 2011, the journal is edited by William Avison (University of Western Ontario) and published for ASA by SAGE. For submission information, see the journal website at <http://sociology.uwo.ca/smhjournal/index.html>.

ASA's Howerly Teaching Enhancement Grant Supports Two New Projects

Valerie Jiggetts, *ASA Academic and Professional Affairs Program*

Two 2012 awards designed to enrich the quality of teaching of sociology have been awarded through the American Sociological Association's Carla B. Howerly Teaching Enhancement Grant. This small grants program supports teaching projects that advance the Scholarship of Teaching and Learning within the discipline of sociology. Principal criteria for the award are: the project advances the teaching and learning of sociology, serves as a seed project that will continue to have an impact over time, and will be systemic in its impact. A grant of up to \$2,000 may be given to an individual, a department, a program, or a committee of a state/regional association.

The first project, "**Comparing the Effectiveness of Lecturing vs. Team-Based Learning for Teaching Introductory Criminology,**" was submitted by Janet P. Stamatel and

Christopher M. Huggins, both at the University of Kentucky.

Stamatel and Huggins will assess how well the team-based learning (TBL) method works in the social sciences. They will also assess whether team-based learning is better suited to accomplish some learning goals more than others. The project will conduct a formal outcome evaluation comparing two methods of teaching—a lecture in a more traditional classroom and team-based learning. Team-based learning creates an environment where learning basic content is completed by students individually outside of class. Each method (lecture and TBL) will be used by the principal investigators to teach one section of an Introduction to Crime, Law and Deviance course. The common learning goals for each course are: 1) understanding the meaning of core concepts of sociological study of crime, law, and deviance 2) drawing informed conclusions about patterns of crime and victim-

ization in the United States, and 3) comparing, contrasting, and applying theories of criminal behavior. The extent to which these outcomes have been achieved under each teaching method will be measured using in class tests, final grades and course evaluations.

The second project, "**Using the Case Method of Teaching to Promote Active Student Learning,**" was submitted by Molly Talcott, California State University-Los Angeles, Dana Collins California State University-Fullerton, Sylvanna Falcon, University of California-Santa Cruz, and Sharmila Lodhia, Santa Clara University.

Falcón, Talcott, Collins, and Lodhia have used the case method at their various institutions for nearly 10 years. Their project asserts that the case method approach to teaching encourages students to become more visionary problem solvers, and to identify multiple perspectives on varied social issues. However,

the current selections of case study materials are either out of date, or not geared towards teaching undergraduate students in the social sciences. In this project eight new and original case studies geared toward teaching undergraduate students and focused on a centrally important problem within sociology, gender/women's studies, and ethnic studies will be developed. The case studies will be of use in a wide range of courses in both disciplinary and interdisciplinary fields including sociology, political science, women's and gender studies, ethnic studies, and American studies. The long-term goal of the project is to develop an online archive of case study topics and teaching materials for easy dissemination to interested teaching faculty.

The Carla B. Howerly Teaching Enhancement Grant deadline for the 2013 grant applications is February 1, 2013. For more information, see the "Funding" page at <www.asanet.org>. 

The New Department Survey: Providing Up-to-Date Information for Chairs and Faculty


Faculty workloads! Assessment! Distance learning! Graduate stipends! New course sequences! These are all issues that Department Chairs say they want to know more about. ASA is conducting its first department survey since Academic Year 2006/07. We have received many requests from chairs to update the information, add new items, and delete old items from this survey of baccalaureate and graduate programs in sociology.

The AY 2011-12 department survey responds to these requests, with a shorter questionnaire than in previous years. We have kept much of the survey consistent with the previous department surveys so that trend analysis is possible, but have added new questions that chairs wanted, and subtracted questions that

received few responses last time.

The questionnaire consists of four sections: changes in resources, curriculum and technology; assessment of student learning; department structure (including baccalaureate and graduate programs); and characteristics and changes in faculty. Complying with chairs' requests that the survey be fielded after the end of the spring semester, it should reach chairs by mid-June 2012 at the latest. We have decided to use a paper and pencil survey so that Chairs can pass the survey around easily to members of the department who can fill out appropriate sections. However, if chairs desire an online survey, this will also be available.

Data will not be given in disaggregated form to any other department or institu-

tion of higher education. As in the past we provide findings by type of school (using Carnegie codes). We will allow respondents of completed surveys to select 10 "peer" departments (provided that we have information on these departments) as well, which we will aggregate so that chairs can compare their own departments with aggregated peer departments and provide these data to their Deans and other administrators for purposes of planning and evaluation. The survey will benefit the entire discipline, and comparing like departments will help yours as well. If you have any questions about the survey, contact Roberta Spalter-Roth, Director of the Research and Development Department, at spalter-roth@asanet.org or (202) 383-9005, ext. 317. We look forward to your participation. 

Feel Free to Brag a Little

Were you recently promoted? Have a book published?



Or were you quoted in the news? Did you win an award? Or maybe you know about a funding opportunity or want to promote your meeting to other sociologists? Send your announcements to **Footnotes** at footnotes@asanet.org. In the subject line, list the section in which you would like the announcement to appear.

ASA Forum



for public discussion and debate

Animals in Denver

As members of the ASA's Animals and Society Section, we see evidence of humans' complicated relationships with other animals almost everywhere we look, including in the January 2012 *Footnotes*' promotional materials for the 2012 ASA meeting in Denver. In a recent column, along with tours of the U.S. Mint and a brewery, the ASA promoted the opportunity to eat buffalo meat and visit wild animals confined in a zoo—which it referred to as a “wonderland”—as attractions that might pique peoples' interest in attending the conference. Yet, the magnificent soaring hawks and wild buffalo herds roaming in the nearby foothills didn't get a mention.

Though many of us take it for granted, or maybe never realized it at all, animals play a central role in all of our lives. We encourage people to attend our sessions at the forthcoming ASA conference and join our section if they are interested in hearing about, discussing, or contributing to our work that explores how and why animals are a part of our society.

Jessica Greenebaum, President, ASA Section on Animals and Society Section

Animal Exploration

In the January issue of *Footnotes*, the ASA promoted its 2012 Annual Meeting in part by encouraging members to visit the Denver Zoo. In addition, eating buffalo meat was a suggested activity. We have some concerns with these suggestions and encourage ASA and its membership to expand their sociological imaginations to incorporate and evaluate our relationships to other animals.

The exploitation of animals for our entertainment is problematic. Confinement in zoos precludes natural behaviors, and frequently results in pathological behavior, including repetitive, purposeless movements such as rocking, pacing or swaying. The position of the Humane Society of the United States

(HSUS) is that free-living animals “should ideally be permitted to exist undisturbed in their natural environments” and urges zoos to act as sanctuaries, “providing facilities for animals in need rather than breeding them for exhibition purposes...” The debatable benefits of zoos for conservation can be better met by preserving and protecting habitat, supplemented with sanctuaries for those animals requiring assistance.

Of late, the issue of keeping elephants in zoos has aroused particular concern. A 2008 study reported in the journal *Science* found that elephants in zoos die considerably younger than free-living elephants, with only one-third the lifespan. As many major zoos around the nation have begun eliminating elephant exhibits due to concerns for the animals' well-being, the Denver Zoo is in the process of building a new elephant exhibit. Named to honor a primary donor, it will be called the *Toyota Elephant Passage*.

Using other animals as food is also of concern, particularly in more affluent nations where it is known to be a primary factor contributing to global environmental destruction, pollution, climate change, world hunger, regional violence, and the rapid depletion of such vital finite resources as fresh water, topsoil, and fossil fuel.

Many educated people who have become familiar with the terrible treatment of animals on factory farms and related environmental and sustainability problems are opting to eat locally raised animals. Promoting the upcoming meetings in *Footnotes*, ASA staff encourages members to eat buffalo while in Denver for an “authentic taste of the Old West.” However, though the consumption of local buffalo—and all locally produced animal products—is popularly promoted as “green” and progressive, it still unavoidably produces suffering, leaves a damaging environmental footprint, and sends an unfortunate message.

The lives of animals raised for food—including many who are purportedly “humanely” raised—are tortured ones, largely characterized by confinement, abuse, and violence. As HSUS notes, “While some animals may suffer less than others, they still

suffer, and the claims made on these labels can mislead consumers about how well the animals are actually treated.” Regardless of production conditions, the consumption of other animals' flesh, milk, and eggs represents a relationship of oppression that ignores other animals' interests in living free of human dominion.

Many, if not most, “locavores” are unaware of the disastrous consequences of eating other animals noted above but merely seek to reduce their carbon footprint by reducing their energy consumption. However, studies now suggest that the practice of eating locally raised animals actually requires *more* energy than shipping plant-based food longer distances—especially when the necessity for meat refrigeration is calculated.

Perhaps such issues and concerns can be discussed among ASA members and staff, and the planning and promotion of future annual meetings could include consideration of the environmental and moral issues related to human use of other animals.

David Nibert, Wittenberg University;
Corey Wrenn, Colorado State University;
Carol Glasser, University of California-Irvine

Buyer Beware: Publishing in an Era of Predatory Publishers

My colleagues and I recently looked into the expanding field of disreputable publication venues. We sought to discern the good from the bad (the ugly ones were easy to spot). What follows is a brief listing of some of our findings regarding online, predatory publishers.

First and foremost, predatory publishers are business ventures. Their goal is to make a profit for their owners. Predatory publishers are run by a small board of undistinguished directors. These individuals are shareholders, not noteworthy scholars. They may or may not be affiliated with academic institutions. (Almost) all predatory journals look professional and legitimate (the rest are ugly). To feign legitimacy, predatory journals are quick to state they are indexed by leading indexing and citation organizations. However, if you check with the indexing organization, the publisher may not actually be listed.

Predatory publishers often take the form of umbrella organizations. The company may have a “global” editorial board separate from the journals themselves. They always have a substantial editorial board for each journal they offer. Each editorial board may exceed (50 or even 100) members. These boards include many untenured academics, non-academics and students who have actively sought to serve as members, in order to add the role of journal editor to their vitae. In addition, people who have been published in the journal are added to the boards.

Established journals (under the auspices of professional organizations) may or may not charge submission fees, ranging from free to about \$50, whereas, predatory publishers emphasize publication fees rather than submission fees. The current market value for publishing in these journals ranges from \$200 to more than \$500 per manuscript. While a few legitimate open access publishers also charge publication fees, most do not.

Predatory publishers capitalize primarily on academics seeking tenure. To do so, they maximize their visibility. Predatory publishers use spam email to solicit manuscripts. These predatory journals promise very quick decisions (often two weeks). Many list numerous journals under their umbrella, covering every academic discipline. Each journal accepts submissions from numerous academic disciplines. Some journals produce more than one issue per month. Some offer one (or more) “special issues” each month in addition to the regular issue number. A quick scan will show there is nothing special about the special issues.

To provide rapid turnaround, predatory publishers also broadcast spam email to solicit reviewers. The application form rarely requires applicants to demonstrate professional competence and expertise. These forms simply ask how many manuscripts they are willing to review each month.

Upon receipt, manuscripts are often farmed out by broadcast email to the email list of reviewers and board members. All predatory journals say they use a peer-review process. Most reviewers are not “peers” if

Continued on next page

ASA Forum

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by peer review, we intend established experts in the field of research. Many reviewers are not sociologists, many are not tenured, many are unpublished, and some are students. As a result, acceptance is premised more on legibility (adherence to English grammar and syntax). The actual merit of the manuscript in terms of its rigor and its potential contribution to a discipline is rarely assessed by established scholars capable of making such decisions.

If two of the many “recipients” of the broadcasted manuscript actually like it, it is accepted for publication. Once accepted, the author is immediately told the manuscript will be published as soon as funds are transferred to the company. And of course, anyone whose manuscript is accepted is added to the ever expanding, growing list of permanent reviewers.

For more information on predatory publishing, including a PowerPoint presentation that can be shared with your department colleagues, send an email request to rj-hironimus-wendt@wiu.edu.

Robert J. Hironimus-Wendt, Western Illinois University


Addressing Metaphysical and Epistemological Assumptions of the Discipline

I would like to suggest that members of the ASA take a hard look at the program that is being put together for the 2013 meetings and that has been put together for the 2012 meetings and ask themselves these questions: To what extent do those programs genuinely succeed in moving sociology toward integrating the knowledge within its 51 sections? To what extent do those programs examine the metaphysical assumptions of sociologists—as suggested by Alvin Gouldner as well as Charles Peirce—that are continuing to yield such specialization with very little communication across specialties? To what extent do those programs examine the epistemological assumptions of sociologists—as suggested by Immanuel Wallerstein in one of his addresses to the ISA—that are yielding our shattered discipline? To what extent do those programs point toward confronting the deepest problems of modern society, just as C. Wright Mills attempted to do?

I raise these questions because I believe that our overall progress as a discipline is sharply limited

by our failure to address the metaphysical and epistemological assumptions that are yielding of our work. And I see that lack in turn as failing to yield the broad basis of understanding that is required to confront the fundamental problems of contemporary society. This is by no means a critique of the good intentions and hard work of the vast majority of contemporary sociologists. But it is a critique of the overall direction of a discipline that is ignoring its own basic metaphysical and epistemological assumptions, which, in turn, prevents it from making more than very limited progress toward the aims of its founders.

For example, to what extent are we able to genuinely contribute to the important theme of the 2013 ASA Annual Meeting,

“Interrogating Inequality: Linking Micro and Macro,” without examining those assumptions? To illustrate, one of the ideals of the scientific method requires that the investigator open up to the full range of phenomena relevant to the problem under investigation. To what extent can we in fact follow that ideal if our 51 sections generally limit the range of phenomena under their microscopes? To illustrate further, that full range of phenomena certainly includes the impact of the investigator on every stage of the process of investigation, which is a micro-phenomenon. Yet, how frequently do our research and our publications succeed in taking into account such investigator effects so as to integrate such micro-behavior with our macro-conclusions? 

Bernard Phillips, berniefpls@aol.com

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Call for Papers

Publications

Routledge International Handbook of Race, Class and Gender invites chapter proposals for original essays that chronicle the history, impact, growth, and consequences of race, gender, and class studies from a multidisciplinary approach. Scholars in a variety of disciplines are encouraged to submit a proposal. The editor encourages theoretical or applied original works that provide conceptualizations and substantive overviews of the intersection of race, class, and gender; major contributions to the field; race, class, gender, nation and migration; race, class, gender, and sexualities; and contemporary trends in the intersection of race, class, and gender, including an exploration of how these create social change globally. Submissions should adhere to ASA Style. Deadline: September 1, 2012. Contact: Shirley A. Jackson at jacksons1@southernct.edu.

The Rutgers Journal of Sociology: Emerging Areas in Sociological Inquiry provides a forum for graduate

students and junior scholars to present well-researched and theoretically compelling review articles on an annual topic in sociology. Each volume features comprehensive commentary on emerging areas of sociological interest. These are critical evaluations of current research synthesized into cohesive articles about the state of the art in the discipline. Works that highlight the cutting edge of the field, in terms of theoretical, methodological, or topical areas, are privileged. Submissions for its third annual edition: *Inequalities Re-interpreted*. Deadline: September 15, 2012. Contact: RJS@sociology.rutgers.edu. sociology.rutgers.edu/RJS.html.

The Sociology of Islam Journal invites article submissions for the first issue, which will be published in the fall of 2012. While an increasing number of social scientists, particularly in recent decades, have employed innovative sociological frameworks for the study of Islam, this promising sub discipline has lacked its own academic journal. The *Sociology of Islam* is intended to bridge this gap by functioning as an academic forum for the publication of innovative

contributions to the study of Islam and Muslim societies. For the first issue of *Sociology of Islam*, we welcome article contributions that address theoretical dimensions of the sociology of Islam and Muslim societies. Submissions should explore the importance of the sociology of Islam and the influential contributions, current trends and future prospects, and the competing sociological frameworks that apply to the study of Islam. Deadline: September 3, 2012. Contact: Tugrul Keskin or Gary Wood at sociologyofislam@yahoo.com. www.brill.nl/soi.

Sociation Today invites contributions for a student paper issue. Traditionally, the North Carolina Sociological Association has emphasized and championed student research and writing and a pivotal part of the future of sociology. Therefore, *Sociation Today* invites undergraduate and graduate students to submit articles for publication that broadly represent excellence in sociological research on topics focusing on social problems in America and specifically North Carolina. Deadline: May 31, 2012. Contact: Cameron Lippard

at lippardcd@appstate.edu. www.ncsociology.org/sociationtoday/.

Special 2013 Issue of Teaching Sociology on Writing. Many of our classes rely on written work as the means for students to demonstrate their acquisition of a sociological perspective. This special issue of *Teaching Sociology* will address critical issues and the unique concerns that we face related to the use of written work in our discipline. The goal is to showcase the wide range of approaches, forms, and purposes that sociologists ascribe to the written work we assign in our classes. We hope this issue will expose and dissect the ways in which we transmit our logic surrounding writing pedagogy in our discipline to the students in our classrooms, our colleagues and institutional leaders. We encourage papers that explore the meaning and application of writing across a wide range of themes, provide evidence of improvement in student writing and critical thinking skills, and encourage authors to incorporate the broader literature on the scholarship of teaching and learning about writing as well sociolog-

announcements

ical literature in their work. Deadline: June 15, 2012. Contact: Suzanne Hudd at suzanne.hudd@quinnipiac.edu or Kathleen S. Lowney at teachingsociology@valdosta.edu. <www.sagepub.com/journalsProdDesc.nav?ct_p=manuscriptSubmission&prold=Journal201974>. *Teaching Sociology* is also looking for faculty willing to serve as reviewers for this special issue. Anyone who is interested in serving as a reviewer should contact Sue Hudd at suzanne.hudd@quinnipiac.edu.

Meetings

2012 Summit on the Science of Eliminating Health Disparities, October 31–November 3, 2012, Gaylord National Resort and Convention Center, National Harbor, MD. Theme: “Integrating Science, Policy, and Practice Building a Healthier Society.” The Summit is organized around the core principle of integrating science, policy, and practice, and offers a forum to advance scholarship and translate new knowledge into action. Abstracts will be accepted in three categories: posters, oral presentations, and integrated panel presentations. Applicants may submit abstracts to more than one category, but each submission must be based on a separate research project. Proposals, regardless of category, should also fall under one of three tracks: Track 1: Translational and Transdisciplinary Research; Track 2: Capacity-Building and Infrastructure; and Track 3: Outreach, Partnerships, Collaborations, and Opportunities. Deadline: June 15, 2012. For additional information, contact 2012Summit@mail.nih.gov.

2013 Pacific Sociological Association's 83rd Annual Meeting, March

21–24, 2013, Nugget Resort, Reno, NV. The session “Collected Memory” is seeking papers about collected memory, such as banked electronic dataveillance, video surveillance, seed, sperm, egg or DNA, and new and classical sociological theories and conceptualizations regarding socio-political issues pertaining to such commodity memory are invited for presentation at the Pacific Sociological Association's 83rd Annual Meeting. Deadline: August 15, 2012. Contact: Noel Packard at packardn@prodigy.net. <www.pacificsoc.org>.

Annual Meeting of the ASA Political Economy of World-Systems Section (PEWS) and the World Society Foundation Award of Excellence Program for Research Papers on World Society, April 11–13, 2013.

Theme: “Structures of the World Political Economy and Future Global Conflict and Cooperation.” The World Society Foundation and the ASA PEWS Section encourage researchers to investigate the evolution of the world economic structure in the 21st century, contending scenarios for the future of global conflict and cooperation and particularly the relationship between the two. Submit abstracts of no more than 500 words. Deadline: November 30, 2012. Contact: Nelda Thomas at nelda.thomas@ucr.edu. <www.irows.ucr.edu/conferences/wsfpewsconf/wsfpewsconf.htm>.

Captivity Writing Unbound, October 11–13, 2012, Fairhope, AL. Proposals for panels and papers are invited for Captivity Writing Unbound, a conference hosted by the University of South Alabama's Department of English at its Baldwin County campus. This will be a

relatively concentrated event in which select scholars working in various disciplines and historical periods will present new ideas about the general area of writing and captivity. Contact: Pat Cesarini at pcesarini@usouthal.edu and Becky McLaughlin at bmclaugh@jaguar1.usouthal.edu. <www.southalabama.edu/english/events/conferences.htm>.

Meetings

June 24–26, 2012. AcademyHealth's Annual Research Meeting (ARM), Orlando, FL. The ARM program is designed for researchers, clinicians, students, and research analysts who want to know how health services research can meet the needs of a changing delivery and policy environment. <www.academyhealth.org/arm>.

August 17–20, 2012. Sociologists for Women in Society Summer Meeting, Denver, CO. <www.socwomen.org>.

August 27–29, 2012. Power and Difference, 3rd International Conference, Tampere, Finland. <www.uta.fi/yky/power2012/index.html>.

September 19–20, 2012. The Social Determinants of Urban Mental Health: Paving the Way Forward, Chicago, IL. Contact: ISE@adler.edu. <adler.edu/page/institutes/institute-on-social-exclusion>.

October 5–6, 2012. Confronting U.S. Power after the Vietnam War: Transnational and International Perspectives on Peace Movements, Diplomacy, and the Law, 1975–2012, University of Sheffield. Contact: m.foley@sheffield.ac.uk, and Doug.Rossinow@metrostate.edu. <www.peacehistorysociety.org/sheffield2012.php>.

October 11–13, 2012. Captivity Writing Unbound, Fairhope, AL. Contact: Pat Cesarini at pcesarini@usouthal.edu and Becky McLaughlin at bmclaugh@jaguar1.usouthal.edu. <www.southalabama.edu/english/events/conferences.htm>.

October 18–20, 2012. Conference of the European Sociological Association's Research Network 18 - Sociology of Communications and Media Research, University of the Basque Country, Bilbao. Theme: “Communication, Crisis, and Critique in Contemporary Capitalism.” <fuchs.uti.at/wp-content/uploads/ESA_RN18_CFP2012.pdf>.

October 25–27, 2012. The Transition to Adulthood after the Great Recession, Bocconi University, Milano, Italy. Contact: Patricia Miller at pmiller@pop.upenn.edu.

October 31–November 2, 2012. The Port Huron Statement: Fifty-Year Commemorative Conference, University of Michigan. Theme: “The Port Huron Statement and the Making of the New Left.” Contact: hbrick@umich.edu.

October 31–November 3, 2012. 2012 Summit on the Science of Eliminating

Health Disparities, Gaylord National Resort and Convention Center, National Harbor, MD. Theme: “Integrating Science, Policy, and Practice Building a Healthier Society.” Contact: 2012Summit@mail.nih.gov.

November 7, 2012. Feminists Face the State: A Berkeley Symposium on Politics, State Power and Gender, University of California–Berkeley. Contact: Jennifer Carlson at jdawncarlson@berkeley.edu. <berkeleygendersociology.blogspot.com/2012/04/cfp-feminists-face-state-berkeley.html>.

November 9–10, 2012. California Sociological Association Annual Meeting, Mission Inn, Riverside, CA. Theme: “California Regional Diversity.” <www.csufresno.edu/csa>.

November 24–28 2012. International Peace Research Association Japan Conference 2012, Tsu City, Mie Prefecture, Japan. Theme: “A Better World Is Possible: Peace and Justice in the Globalised World.” <ipra-peace.com/Japan2012.html>.

March 21–24, 2013. 2013 Pacific Sociological Association's 83rd Annual Meeting, Nugget Resort, Reno, NV. Contact: Valerie Jenness at jenness@uci.edu. <www.pacificsoc.org>.

April 11–13, 2013. Annual Meeting of the ASA Political Economy of World-Systems Section and the World Society Foundation Award of Excellence Program for Research Papers on World Society. Theme: “Structures of the World Political Economy and Future Global Conflict and Cooperation.” Contact: Nelda Thomas at nelda.thomas@ucr.edu. <www.irows.ucr.edu/conferences/wsfpewsconf/wsfpewsconf.htm>.

Fellowships

Fulbright Israel Fellowship for U.S. Post-Doctoral Researchers. The United States-Israel Educational Foundation (USIEF) plans to award eight grants to American post-doctoral scholars who are about to begin a program of research at Israeli institutions of higher education for the 2013/2014 academic year. USIEF awards are granted on the basis of academic excellence, the leadership promise of the applicant, and the potential of the proposed visit to both advance knowledge and enhance mutual understanding between the peoples of the U.S. and Israel. The Foundation gives preference to applicants who have not had significant prior professional experience in Israel. Knowledge of Hebrew is helpful but not required. The length of the proposed program in Israel must be at least two academic years. The U.S. Post-Doctoral Fellowship Program is open to candidates in all academic disciplines. Program grants total \$40,000, \$20,000 per academic year. Program fellows must be accepted as post-doctoral researchers by Israeli host institutions, which will provide them with a stan-



footnotes

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Associate Editor: *Margaret Weigers Vitullo*


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

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

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announcements

ard post-doctoral grant, in addition to their Fulbright Fellowship. Deadline: August 1, 2012. Contact: Judy Stavsky, Deputy Director, USIEF, +972-3-517-2392; jstavsky@fulbright.org.il. <www.fulbright.org.il/index.php?id=1317>.

Competitions

Dance Your PhD Contest. The dreaded question: "So, what's your PhD research about?" At times like these, don't you wish you could just turn to the nearest computer and show people an online video of your PhD thesis interpreted in dance form? Now you can and you can win \$1,000, achieve immortal geek fame on the Internet and be recognized by *Science* for your effort. The grand prize winner will receive free travel and accommodation to attend TEDxBrussels on November 12, 2012. A cash prize goes to the best PhD dance in each category. Deadline: October 1, 2012. <gonzolabs.org/dance/>.

International Conference on Methods for Surveying and Enumerating Hard-to-Reach Populations (H2R) Student Travel Award. The H2R 2012 conference offers a Student Travel Award for students in graduate programs in statistics, survey methodology, demography, ethnography, or allied disciplines related to topical sections of the conference. Support is offered for students to attend the International Conference October 31-November 3, 2012, in New Orleans, LA. Awards will be granted to cover expenses up to \$500. Deadline: June 1, 2012. Contact: Frauke Kreuter at fkreuter@survey.umd.edu or H2R2012@amstat.org. <www.amstat.org/meetings/h2r/2012/pdfs/H2RTravelAwardApplication.pdf>.

In the News

Andrew A. Beveridge, Queens College, CUNY, was quoted in an April 16 *New York Times* article, "For Most, Choice of Stay-at-Home Motherhood is Far From a Luxury."

David Brady, Duke University, was quoted in a March 20 *Guardian* article, "Sociologist Urges a Wider View of the Welfare State."

Monte Bute, Metropolitan State University, wrote an April 19 *Star Tribune* op-ed, "MnSCU, Others Fall For a Fad: The Jobs-Skills Mismatch Meme." The op-ed also mentioned **Joel Best**, University of Delaware.

Deborah Carr, Rutgers University, wrote an April 3 *New York Times* letter to the editor about making end-of-life care decisions.

Karen A. Cerulo, Rutgers University, was interviewed on March 16 on New York Public Radio and quoted in March 16 and March 18 articles on the station's website regarding the Tyler Clementi hate crime case.

Andrew Cherlin, Johns Hopkins University, was quoted in a March

22 CBSNews.com article and was interviewed on "CBS This Morning" on March 22 about a newly released government report on the state of marriage in the United States.

Dalton Conley, New York University, wrote an April 1 *Chronicle of Higher Education* column about the notion of a lottery system that sets a threshold for admissions to determine who goes to which college.

Sarah Damaske, Pennsylvania State University, wrote an April 17 *Huffington Post* column, "Equal Pay Day: In the Wake of the So-Called 'Mommy Wars' Renewal and Partisan Attacks on Equal Pay Bills." The column also mentioned **Paula England**, New York University, **Rebecca Glauber**, University of New Hampshire, **Stephanie Coontz**, Evergreen State College, and **Michelle Budig** and **Melissa Hodges**, both of the University of Massachusetts-Amherst.

Peter Dreier, Occidental College, was the subject of a March 30 Q&A interview on BillMoyers.com centered around his new book, *The 100 Greatest Americans of the 20th Century: A Social Justice Hall of Fame*. He also wrote a number of *Huffington Post* columns, including on January 31 about an ex-marine's fight with Freddie Mac to save his home, on February 27 about whether *The Help's* Oscar will revive interest in *The Long Walk Home*, and on March 25 about poverty in the U.S. today. Dreier also wrote a March 1 *Truthout* column, "C. Wright Mills Would Have Loved Occupy Wall Street," a March 6 Consortiumnews.com column, "Can Rush Keep It Up?," a Winter 2012 *New Labor Forum* article, "Traitors to Their Class," and a Winter 2012 *New Labor Forum* article on Florence Kelley, a pioneer of labor reform.

Anthony Elliott, Flinders University, was quoted in a March 15 Australian Broadcasting Corporation article about how workers are turning to cosmetic surgery and other makeovers for a career boost.

Nancy Foner, Hunter College and Graduate Center-CUNY, was quoted in an April 9 *Wall Street Journal* article about how redistricting in New York City is increasing the voting power of some newer immigrant groups.

Hilary Levey Friedman, Harvard University, was quoted and **Annette Lareau**, University of Pennsylvania, was mentioned in an April 11 *Detroit Free Press* article, "Too-Proud Parents Guilty of Bragging about Their Children."

Gordon Gauchat, University of North Carolina-Chapel Hill, was quoted in a March 29 *Los Angeles Times* article about his recent *American Sociological Review* study, which found that conservatives' trust in science has fallen dramatically since the mid-1970s. The study was also the subject of articles in a number of media outlets including Yahoo!News, NPR.org, the *Houston*

Chronicle, MSNBC.com, Slate, the *New Scientist*, *Mother Jones*, Gawker, and *Inside Higher Ed* on March 29; the *Chicago Tribune*, the *Huffington Post*, and *Scientific American* on March 30; CNN.com on March 31; and Salon and *The Week* on April 2.

Heather Gautney, Fordham University, wrote a March 15 CNN.com column, "A Wall Street Occupier in Tehran."

Barry Glassner, Lewis & Clark College, was mentioned in an April 23 *Atlantic* article, "The Perils of Apocalyptic Thinking."

Karen Benjamin Guzzo, Bowling Green State University, **Kelly Musick**, Cornell University, and **Kelly Raley**, University of Texas-Austin, were quoted in an April 12 *USA Today* article, "More Children Born to Unmarried Parents." Guzzo was also quoted in an April 13 TIME.com article about the same topic.

Jean Halley, Wagner College, was interviewed April 5 on NPR's "Tell Me More" about who is considered white and why some people are described as white or black or brown in reference to the Trayvon Martin/George Zimmerman case.

Peter Hart-Brinson, Grinnell College, wrote an April 6 *Des Moines Register* op-ed, "With Guns, Power Without Knowledge Is a Dangerous Thing." The op-ed also mentioned **Elijah Anderson**, Yale University.

Ho-fung Hung, Johns Hopkins University, was quoted in March 1 and March 6 *New York Times* articles about social and political impacts of economic integration between Hong Kong and China. He was also quoted in a March 22 Voice of America article about Hong Kong's chief executive election and was interviewed on April 10 on BBC World News and quoted in April 11 *Irish Times* and *Independent* articles about intra-elite struggle and political transition in China.

Derek Hyra, Virginia Tech, was mentioned in an April 24 *Washington Post* article, "Young, Rich and Childless:

What Washington's New Residents Mean for the City's Future."

Jerry Jacobs, University of Pennsylvania, and **Neil Gross**, University of British Columbia, were quoted in a March 27 *Inside Higher Ed* article about faculty salaries.

Cardell Jacobson, Brigham Young University, was interviewed on January 8 on Utah's 90.1 KUER "RadioWest" about polygamy in the United States.

David Jaffee, University of North Florida, wrote an April 27 *Chronicle of Higher Education* column, "Stop Telling Students to Study for Exams."

Eric Klinenberg, New York University, was the subject of an April 20 Q&A interview in the *Chicago Tribune* about his new book, *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*, and the impact that living alone is likely to have on our culture and housing. He was also interviewed about his book on April 13 on HBO's *Real Time with Bill Maher*. Additionally, his book was the subject of an April 16 *New Yorker* article, which also mentioned **Robert Putnam**, Harvard University, **Sherry Turkle**, Massachusetts Institute of Technology, and **Richard Sennett**, London School of Economics.

Molly Martin and **Adam Lippert**, both of Pennsylvania State University, were quoted in a March 26 *Philadelphia Inquirer* article about their research on weight problems among poor mothers.

Ziad Munson, Lehigh University, was mentioned in an April 5 *Huffington Post* column about how to change the dialogue on women's reproductive rights.

Kelly Musick, Cornell University, was mentioned in a March 26 *U.S. News and World Report* article about how couples can get marital benefits without marriage. The article also appeared in the *Chicago Tribune* on March 27.

Kelly Musick, Cornell University, was quoted and **Elizabeth Armstrong**,

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University of Michigan, was mentioned in an April 3 *Chicago Tribune* article about whether college can hurt one's marriage prospects. The article also appeared in the *Detroit Free Press* on April 15.

Zachary Neal, Michigan State University, was quoted in a February 22 *Miller-McCune* article and a February 27 *Detroit News* article and interviewed on March 4 on Lansing, MI WQHH about his work on the benefits of public schools for those without children.

Katherine Newman, Johns Hopkins University, was quoted in an April 23 MSNBC.com article, "Romney's Right, a Paycheck Can Provide Dignity."

Anthony J. Pogorelc, Catholic University, was quoted in a December 10 *Tablet* article about the high quality of candidates entering seminaries in the United States and their renewed interest in social justice. He was also mentioned in a January 26 *Milwaukee Catholic Herald* article because he joined prominent scholars in asking Republican presidential candidates to "stop perpetuating ugly, racial stereotypes on the campaign trail."

Catherine Riegle-Crumb was quoted and **Melissa Humphries**, both of the University of Texas-Austin, was mentioned in an April 8 *American Statesman* article about their study, which found that high school math teachers view their white female students as less adept at the subject even when their test scores and grades are comparable to those of white boys. The study was also the subject of articles in other media outlets including the *Houston Chronicle*, UPI.com, and LiveScience on April 9.

Phyllis L.F. Rippeyoung, Acadia University, and **Mary C. Noonan**, University of Iowa, were quoted in a March 22 *Miller-McCune* article about their recent *American Sociological Review* study on the cost of breastfeeding. The study was also the subject of an April 3 post on *New York Times*' "Motherlode" blog and an April 5 post on the *Houston Chronicle*'s "Mom Houston" blog. Their study was also mentioned in an April 20 CNN.com column.

Barbara Risman, University of Illinois-Chicago, wrote an April 20 CNN.com column, "Phony 'Mommy Wars' Avoid Real Issues for Women." The column referenced research by **Shelley Correll**, Stanford University, which finds that mothers are discriminated against in hiring and promotions.

Guy Rocher, University of Montreal, was quoted in an April 13 *Globe and Mail* article, "Cracks Start to Show in Quebec's Student Solidarity."

Victor Roudometof, University of Cyprus, was quoted in an April 12 *New York Times* article, "Greek Crisis Leaves Cyprus Mired in Debt."

Virginia Rutter, Framingham State University, was quoted in a March 17 *Virginian-Pilot* article about how Virginia ranks highest in the U.S. for the rate of black-and-white marriages between 2008 to 2010.

Matthew Salganik, Princeton University, was quoted in an April 12 *Bloomberg Businessweek* article, "'Pink Slime' Furor Means Disaster for U.S. Meat Innovator."

Amy T. Schalet, University of Massachusetts-Amherst, wrote an April 7 *New York Times* op-ed, "Caring, Romantic American Boys."

Kim Scipes, Purdue University-North Central, was interviewed on February 20 and 27 on Chicago's WLWJ, 88.7 FM "Labor Express" about his book, *AFL-CIO's Secret War Against Developing Country Workers: Solidarity or Sabotage?*

Tom Segady, Stephen F. Austin State University, was quoted in a March 30 KTRE.com (Texas-based ABC affiliate) article and interviewed on KTRE TV about his research on personal sacred landscapes.

Robin Simon, Wake Forest University, **Andrew Cherlin**, Johns Hopkins University, and **Debra Umberson**, University of Texas-Austin, were quoted and **Linda Burton**, Duke University, was mentioned in a March 29 *U.S. News and World Report* article, "How to Be Happy—Despite Parenthood." The article also appeared in the *Chicago Tribune* on March 30.

Amy L. Stone, Trinity University, had her book, *Gay Rights at the Ballot Box*, mentioned in a March 28 *St. Petersburg Times* article, "Anti-Gay Law Traces Roots to Failed European, U.S. Legislation."

Bill Tsitsos, Towson University, was interviewed on March 27 on NPR's "Morning Edition" about his study that explored whether big salaries for college coaches guarantee team wins. His coauthor, **Howard L. Nixon II**, Towson University, was also mentioned in the segment.

Debra Umberson, University of Texas-Austin, **Deborah Carr**, Rutgers University, and **Linda Waite**, University of Chicago, were quoted and **Andrew Cherlin**, Johns Hopkins University, was mentioned in a March 27 *U.S. News and World Report* article, "How to Protect Yourself From Bad Break-Ups." The article also appeared in the *Chicago Tribune* on March 28.

Brad Wilcox, University of Virginia, was quoted in an April 13 TIME.com article.

Matt Wray, Temple University, was quoted in an April 12 *Los Angeles Times* article, "Suicide Flourishes in the Nevada Desert." The article also appeared in the *Orlando Sentinel* on April 12 and *The Bellingham Herald* and *The Sacramento Bee* on April 15.

Awards

Kraig Beyerlein, University of Notre Dame, was recently awarded a \$39,500 grant from the Spender Foundation for his project, "Does Civic Action Transform Young Adults?: The Case of Humanitarian Service Along the U.S.-Mexico Border."

Terry N. Clark, University of Chicago, has been awarded the 2012 Robert and Helen Lynd Award for Distinguished Career Achievement from the Community and Urban Development Section of the American Sociological Association.

Helen Rose Ebaugh, University of Houston, received the 2012 University Commission on Women Distinguished Faculty Scholar Award.

Steven Epstein, Northwestern University, has received a 2012 John Simon Guggenheim Fellowship in the Social Sciences for Sociology. Epstein is the director of the Science in Human Culture Program and of the interdisciplinary graduate cluster in Science Studies; a faculty member at the Alice Kaplan Institute for the Humanities; a faculty affiliate in the Gender Studies program; and a faculty associate in Cells to Society and the Center on Social Disparities and Health at the Institute for Policy Research. Epstein studies the "politics of knowledge," specifically, the contested production of expert and biomedical knowledge, with an emphasis on the interplay of social movements, experts, and health institutions.

Cynthia Feliciano, University of California-Irvine, received the Outstanding Latino/a Faculty Member Award for Research and Teaching in Higher Education from the American Association of Hispanics in Higher Education.

Eric Anthony Grollman, Indiana University, received first place in the 2012 Midwest Sociological Society graduate student paper competition for his paper, "Multiple Forms of Perceived Discrimination and Health among Adolescents and Young Adults."

Jennifer C. Hunt, Montclair State University, recently won a Fulbright Distinguished Chair of American Studies at University of Alberta for fall 2012. She will be working on a new book in the area of military sociology and defense contracting.

Justin Farrell, University of Notre Dame, won a Dissertation Fellowship for 2012-13 from the Louisville Institute for his dissertation "The Cultural Dimensions of Environmental Conflict in the Greater Yellowstone Ecosystem."

John M. Kennedy, Indiana University Center for Survey Research, received the first ever Achievement Award from the Association of Academic Survey Research Organizations (AASRO). The award will henceforth be known as the

John M. Kennedy Achievement Award acknowledging Kennedy's decades of service toward supporting academic survey research.

Mary Ellen Konieczny, University of Notre Dame, will study religion and the military through the historical, ethnographic, and quantitative study of the practice of religion at the U.S. Air Force Academy in Colorado Springs, CO, as part of a project funded in part by the Louisville Institute and Notre Dame Institute for Scholarship in the Liberal Arts.

Samantha Kwan, University of Houston, received the University Teaching Excellence Award for 2011-2012 and the 2012 Ross M. Lence Teaching Excellence Award.

Richard Sennett, London School of Economics, is the winner of Los Angeles-based web magazine/lecture series Zócalo Public Square's Second Annual Book Prize for his book *The Rituals, Pleasures and Politics of Cooperation*.

Tim Slack, Louisiana State University, received the 2011 Rainmakers-Emerging Scholar Award for the Arts, Humanities, Social and Behavioral Sciences.

Transitions

Joseph A. Kotarba, Texas State University-San Marcos, is Professor of Sociology and the Founder and Director of the Center for Social Inquiry.

People

Mary Yu Danico, California State Polytechnic University, was elected President of the Association for Asian American Studies for the 2012-14 term.

Len Gordon, Arizona State University Emeritus College, was appointed to chair the International Committee of the Association of Retirement Organizations in Higher Education.

David Schleifer, Columbia University, co-edited a special issue of the *Bulletin of Science, Technology and Society* with Bart Penders, Maastricht University, about the social study of corporate science.

Kim Scipes, Purdue University North Central, spoke on "Marking the Controversial Book" for the New York Chapter of the National Writers Unions on March 8 and spoke about his book, *AFL-CIO's Secret War against Developing Country Workers: Solidarity or Sabotage?*, at the Brecht Forum on March 9.

Peter B. Wood, Eastern Michigan University, has been appointed Senior Editor of *Sociological Inquiry*, the quarterly journal of Alpha Kappa Delta International Sociology Honor Society.

New Books

Gabriel Barhaim, Netanya Academic College, *Public-Private Relations in Totalitarian States* (Transaction, 2011).

announcements

Ronald J. Berger, University of Wisconsin-Whitewater, *The Holocaust, Religion, and the Politics of Collective Memory: Beyond Sociology* (Transaction, 2012).

Clifford Bob, Duquesne University, *The Global Right Wing and the Clash of World Politics* (Cambridge University Press, Cambridge Studies in Contentious Politics, 2012).

Phillip Bonacich, University of California-Los Angeles, and **Philip Lu**, *Introduction to Mathematical Sociology* (Princeton University Press, 2012).

Cheris Shun-ching Chan, University of Hong Kong, *Marketing Death: Culture and the Making of a Life Insurance Market in China* (Oxford University Press, 2012).

Peter Dreier, Occidental College, *The 100 Greatest Americans of the 20th Century: A Social Justice Hall of Fame* (Nation Books, 2012).

Joe Feagin, Texas A & M University, *White Party, White Government: Race, Class, and US Politics* (Routledge, 2012).

Clifton Flynn, University of South Carolina-Upstate, *Understanding Animal Abuse: A Sociological Analysis* (Lantern Books, 2012).

Uta Gerhardt, University of Heidelberg (now Berlin), *The Social Thought of Talcott Parsons: Methodology and American Ethos* (Ashgate Publishers, 2011).

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

Valerie Leiter, Simmons College, *Their Time Has Come: Youth with Disabilities on the Cusp of Adulthood* (Rutgers University Press, 2012).

Rebecca L. Schewe, Mississippi State University, **Donald R. Field**, University of Wisconsin, **Deborah J. Frosch**, **Gregory Clendenning**, and **Dana Jensen**, *Condos in the Woods: The Growth of Seasonal and Retirement Homes in Northern Wisconsin* (University of Wisconsin Press, 2012).

Darron T. Smith, Wichita State University, **Cardell K. Jacobson**, Brigham Young University, and **Brenda G. Juarez**, *White Parents, Black Children: Experiencing Transracial Adoption* (Rowman & Littlefield, 2011).

Brett Stockdill, Northeastern Illinois University, and **Mary Yu Danico**, California State Polytechnic University, Eds., *Transforming the Ivory Tower: Challenging Racism, Sexism, and Homophobia in the Academy* (University of Hawaii Press, 2012).

Xuefei Ren, Michigan State University, *Building Globalization: Transnational Architecture Production in Urban China* (University of Chicago Press, 2011).

Virginia Rutter, Framingham State University, and **Pepper Schwartz**, University of Washington, *The Gender of*

Sexuality: Exploring Sexual Possibilities, 2nd ed. (Rowman & Littlefield, 2011).

Other Organizations

Editor Search: Sociological Spectrum. The Mid South Sociological Association is seeking applications for the position of Editor of *Sociological Spectrum*. The term of the editor(s) will be three years (2012-2015), beginning no later than August 1, 2012. Duties of the editorship include reading and evaluating manuscripts, coordinating the external review process, preparing six issues for publication per year, chairing the editorial board, and attending executive council meetings. A negotiable stipend is provided for supplies and travel. Applications should include a letter of application, vitae of applicant(s), and a statement of support from the proposed host institution. Contact: Mark Konty at mkonty@ius.edu. <www.midsouthsoc.org>.

The Science of Generosity. In the fall of 2011, Sci-Port: The Louisiana Science Center in Shreveport, LA, opened a permanent exhibit on the Science of Generosity. The exhibit features interactive portals that encourage viewers to learn about Science of Generosity research. It will be updated as results become available. Contact: JP Shortall at generous@nd.edu. <generosityresearch.nd.edu>.

Contact

Sociology of Consumers and Consumption. Join the new Sociology of Consumers and Consumption Section of the ASA. Contact: Dan Cook at dtcook@camden.rutgers.edu. <www.asanet.org/sections/consumers.cfm for more information>.

Caught in the Web

National Institutes of Health (NIH) Launches Online Resource on Behavioral and Social Science Research Methods. The Office of Behavioral and Social Sciences Research (OBSSR) at the NIH collaborated with New England Research Institutes to create the free resource called e-Source. This web-based interactive anthology will provide psychologists, economists, anthropologists, sociologists, and other scientists with the latest research methods and tools to address emerging challenges in public health, such as the obesity epidemic and the rise of chronic diseases. Since behavioral and social scientists hail from widely varying disciplines, there was a need for a central resource for current, high quality behavioral and social science research methods. With contributions from international experts, this anthology provides authoritative answers to methodological questions and sets quality standards for the research community. The goal of the program is to demonstrate the potential of behavioral and social science research, focusing

on applying research findings to public health activities and the potential to enhance biomedical research. Visit e-Source at <www.esourceresearch.org/>.

Summer Programs

2012 Summer Evaluation Institute, sponsored by the American Evaluation Association and the Centers for Disease Control & Prevention. June 3-6, Atlanta, GA. The institute is designed for, but not limited to, evaluators, applied researchers, grantmakers, foundation program officers, nonprofit administrators, and social science students. <www.eval.org/SummerInstitute12/default.asp>.

Deaths

Irving Louis Horowitz, professor emeritus at Rutgers University, died on March 21, 2012, in Princeton, NJ, at the age of 82.

Harriet B. Presser, Distinguished University Professor of Sociology and the founding Director of the Center on Population, Gender, and Social Inequality at the University of Maryland-College Park, died on May 1.

Obituaries

Joseph S. Vandiver
1919-2012

Joseph S. Vandiver, Professor Emeritus of Sociology at the University of Florida, passed away on March 12, 2012, at his home in Columbia, SC, just weeks before his 93rd birthday.

Van was born in Moorhead, MS, on March 31, 1919, to Joseph Sloan Vandiver, Sr., and Laura Blanche Feemster Vandiver, both dedicated educators. His mother was an elementary school teacher; his father created the first Junior College in the South and served as Mississippi State Superintendent of Public Education from 1936-1945.

Van received his BA in History from Millsaps College in 1940, and, after one year teaching in secondary schools, he spent three years proudly serving our country in World War II. Achieving the Army rank of TEC 4, he was part of the campaigns in Algeria-French Morocco, Tunisia in North Africa, and Rome Arno and the North Apennines in Italy. Back from the war, he continued his education, receiving his PhD in sociology from Louisiana State University (LSU) in 1948.

After teaching at LSU, Vanderbilt, and Oklahoma State University, he joined the Department of Sociology at the University of Florida in 1962. There he served as the Chair of the Sociology Department from 1964-67 and as the Graduate Coordinator from 1972-88. Van's area of specialization was demography, with a special focus on the lives of poor people in the rural south. He retired from the University of Florida in 1989 but continued to teach part time through the fall of 1995.

Van typified what Robert K. Merton called the "local leader." He will be remembered for his enthusiasm and as one for whom departmental service was a central part of the professorial calling. He was a masterful teacher and probably taught "Introduction to Sociology" to more young Floridians than any other scholar in the state. In 1996, his colleagues in the Sociology Department honored him by establishing the J.S. Vandiver Teaching Assistant of the Year Award, which is given annually to a graduate student to recognize outstanding instructional performance.

Throughout his life, J.S. Vandiver championed human rights. His passionate dedication to social justice was a source of inspiration to generations of his students, who looked to him as a model for their lives as citizens no less than for their intellectual development. Van helped inspire many faculty and graduate students with an infectious love of teaching. Naturally modest and always able to see the good in individuals, Van was always in a good mood. His creative intelligence, selfless generosity to others, and wonderful gift for recounting history (in a charming southern drawl) won him a wide circle of admirers and not a single known detractor. He will live on through the good works of the scores of students and colleagues whom he inspired.

Van's wife, Marylee Mason Vandiver, predeceased him by 25 years. He is survived by his daughters, Margaret (Professor of Criminology and Criminal Justice at the University of Memphis) and Elizabeth (Associate Professor of Classics at Whitman College), one sister, one niece, three nephews, and his dear friend Joseph Wider of Columbia, SC.

Michael L. Radelet, University of Colorado. An earlier version of parts of this obituary was published in the Gainesville Sun, March 16, 2012.

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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. Proposals must be submitted online at www.asanet.org/funding/fad.cfm.

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

For Members Only

Carperks

Members can earn substantial savings with the purchase of new and pre-owned vehicles by visiting Carperks online. Carperks offers a discount automotive purchasing program through its partnership with more than 10,000 auto dealerships nationwide. Members will find a vehicle at a price below the best standard price offered by the dealers. Dealers in the Carperks network will respond within 48 hours regarding pricing, availability, financing options, and other information pertaining to the vehicle. For more information about the Carperks affinity benefit, visit www.carperks.net/ASA.

Car Rental Discounts

Members save up to 20 percent by using special ASA discount codes at the following companies:

- **Hertz:** www.hertz.com (ASA Discount Code: 453806) (800) 654-2210
- **Alamo:** www.alamo.com (ASA Discount Code: AMSOCIO) (800) 354-2322
- **National:** www.nationalcar.com (ASA Discount Code: AMSOCIO) (800) 227-7368

ActiveForever

ASA Members receive a five percent discount on any item ordered from the ActiveForever.com website. ActiveForever offers product solutions for many health issues through research and feedback from foundations, state, and federal agencies, corporate wellness programs, insurance companies, non-profits, case managers, occupational and physical therapists, and consumers. Visitors to the ActiveForever site can search for medical supplies according to physical challenges and view items available at clearance prices.

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