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This article is the first in a series on community colleges

Beyond One-Size-Fits-All: Sociologically Smart College Procedures to Improve Student Success

James E. Rosenbaum, Northwestern University, and Janet Rosenbaum, State University of New York

Over the last 50 years, college attendance has radically increased, with most of the gain in community colleges. Community colleges have reduced the formal barriers of time, distance, and cost with convenient locations, flexible schedules, low tuition, and, often open admissions policies.

Community colleges can provide good job opportunities. Even in the current weak economy, some industries report labor shortages for mid-skilled jobs, particularly in computer and health occupations (Holzer, et al. 2011; Acemoglu and Autor, 2010).

Unfortunately, community colleges

have poor degree completion rates (37 percent of students graduate within eight years of enrolling), and most reforms have been ineffective at improving completion. Sociology has conceptual tools for understanding these difficulties. Besides the usual focus on academic achievement, sociology suggests studies of nonacademic qualifications, nonmonetary job rewards, cultural norms, and institutional practices.

We report here some initial inquiries into community college completion. We find that community college procedures inadvertently harm disadvantaged students. In contrast, we find colleges using alternative procedures with better degree completion. These procedures are “sociologically smart”—well adapted to the needs of disadvantaged students. Unfortunately, wearing cultural blind-

ers, many reformers are unaware of these options, and they pursue one-size-fits-all traditional college procedures.

Traditional and Nontraditional College Procedures


The traditional college model poses an attainment chain: courses lead to credits, which lead to credentials, which in turn lead to job payoffs. However, in detailed studies of community colleges and their private counterparts, we find that their students face gaps at each step.

In contrast, some private occupational colleges use alternative procedures that reduce these problems. Occupational colleges are private career schools that confer accredited

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Join the ASA Database of Subject Matter Experts

ASA membership is a path to media recognition. When you see sociologists quoted in mainstream news articles or interviewed on television or radio programs, there is a good chance that ASA's Public Information Office helped facilitate the media coverage. In the past few months, ASA's efforts have resulted in coverage of the Association, its journals, and its members in hundreds of media outlets around the country and the world including the Associated Press, the New York Times, the Washington Post, ABC's Nightline, NPR, the Daily Mail in England, the Globe and Mail in Canada, and many others.

In an effort to more efficiently connect journalists and sociologists and to better promote and disseminate sociological scholarship to the public, ASA has launched a campaign to further expand its database of ASA members. This database is a resource used by the ASA Executive Office to connect journalists with members who have agreed to speak with the media for stories related to their areas of expertise. To join the ASA Experts Database, visit www.asanet.org/asaexperts. By joining, members agree that ASA staff may proactively and reactively make their contact, biographic, and expertise information available to reporters. ASA staff will only refer current ASA members to journalists. 

For more information on the database, see the March 2012 Footnotes article at www.asanet.org/footnotes/mar12/campaign_0312.html. If you have questions about the database, contact Daniel Fowler, ASA's Media Relations and Public Affairs Officer, at (202) 527-7885 or pubinfo@asanet.org.

Gender in the Field

ASA Department of Research on the Discipline and the Profession

Do female sociologists concentrate heavily on gender and family in their scholarly work? Is their work limited to these fields and do they fail to contribute to other disciplinary subfields? A recent widely cited study by Carl Bergstrom, Jevin West, and their colleagues used the online academic archival system, JSTOR, to analyze gender differences in both the numbers and topic areas of journal articles across disciplinary fields. The principal investigators found that women's publications were concentrated in a relatively narrow array of subfields, based on their PIs' use of a topic-area coding algorithm. In sociology, according to the data produced by this algorithm, women's publications were clustered into a limited number of subfields—principally gender and family (see “Scholarly Publishing's Gender Gap”

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from the executive officer

Member Donations Make the ASA Small Grants Program a Significant Disciplinary Resource

"What we call little things are merely the causes of great things..."

Henri Frederic Amiel –
19th Century Swiss philosopher
and poet

During the 10 years I have been the Executive Officer of ASA, I have had the privilege of seeing the members of the Association move the discipline of sociology forward through a variety of noteworthy achievements and activities. To point to only a few, we celebrated the ASA centennial by publishing major scholarly books that reflect upon our discipline; a sociologist received the Library of Congress' Kluge Prize for lifetime achievement in the social sciences and humanities (which fills the intellectual gap in the Nobel Prizes); and a sociologist was awarded the coveted National Science Board's Alan T. Waterman Prize. The leadership of the Association has ensured the ability of sociology to remain close to where national science policy is deliberated and where scholarly societies collaborate and bring their members to influence its direction by purchasing a permanent headquarters for the Association in Washington, DC. The leadership also supported to move the ASA's journal publishing program into the electronic environment to ensure the widespread international availability of high-quality sociological scholarship. And there is more....

But equally as important, I also have seen ASA members advance the discipline of sociology through far more modest acts that nonetheless have real significance for the discipline. I am thinking especially about our members support as individual contributors of the Association's three competitive small grants programs—the Fund for the Advancement of the Discipline (FAD), the Community Action Research Initiative (CARI),

and the Carla B. Howery Teaching Enhancement Fund (TEF). Each year, individuals in every membership category make charitable contributions to sustain the funding for these ASA grant programs when they renew their memberships. Members' contributions are typically modest—in 2011 the average contribution to each of these funds was about \$30—but when ASA aggregates these individual contributions, the small

grant programs can help fill gaps in the landscape of funding opportunities for many sociologists. In addition, these grant programs provide ASA members with an opportunity to contribute to the discipline by donating to the ASA small grant program part of their annual charitable giving plans.

All these small grants programs are competitive and open to sociologists. They each have Council-approved advisory panels that peer review the applications, make the funding decisions, and help guide the direction of the programs. In February of 2012, Council decided that for the purposes of fundraising, they were to be combined into a single "ASA Small Grants Program." In this way, members can contribute to the ASA Small Grants Program as a whole, or choose to direct their contributions to a specific fund within the program.


The **Fund for the Advancement of the Discipline** (FAD) provides up to \$7,000 of "venture capital" for initiating innovative basic research and for stimulating new lines of inquiry or new networks of scientific collaboration. FAD grants support scholars whose work, while at such an early stage of development it would be difficult to acquire funding through traditional agencies, nonetheless shows potential to forge new paths for the discipline. Donations to FAD help ensure that the sociological "center" is challenged, pushing sociology into new areas

of research and new approaches of inquiry. NSF provides matching funds.

The **Community Action Research Initiative** (CARI) is a small grant program that supports sociologists who are bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. In the past, sociologists have addressed issues like minority health, gang violence, childhood poverty, local food deserts, homelessness, and "walkable" communities through evaluations and needs assessment projects. The sociologists conduct *pro bono* work with a community organization or local public interest group. CARI provides up to \$3,000 for each project to cover direct costs associated with doing the research. For those individuals whose work and research functions relatively far from the direct needs of communities, making a donation to CARI offers a unique way to help bring the insights of sociology directly to the people and communities who need them. The ASA Spivack fund provides matching funds.

Carla B. Howery Teaching Enhancement Fund provides up to \$2,000 of funding for projects that advance the scholarship of teaching and learning within sociology. The importance of this area of research was highlighted in Earnest Boyer's call for recognition of the scholarship of teaching in 1990, and again in Arum and Roska's 2012 conclusion that students learn more effectively when faculty have high expectations and offer rigorous courses. Yet despite this long-repeated refrain, few resources are available to faculty who want to conduct research on effective sociological teaching. The Carla B. Howery Teaching Enhancement Grant program is an exception, and donations to the program reflect the givers' understanding that teaching matters and that the discipline benefits from systematic investigations of effective sociological pedagogy. Past

grantees have examined pedagogy for teaching sociological perspectives on climate change, developed a teacher preparation program for MA students, and conducted a multi-institutional study of research experience capstone courses in sociology.

Please keep the ASA Small Grants Program in mind as you consider ways to express your thankfulness for sociological science, as you consider your end-of-year tax deductions or as part of your estate planning. Donations can be made during the membership renewal process, or by logging into the members-only area and clicking on the "Contribute" Link. Over time, and across the breadth of ASA membership, your contributions help make these small grant programs a catalyst for great things. 



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

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ASA's iBookstore
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Reference materials,
research briefs, and
free reports are
now available.

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science policy

Statement on Conviction of Italian Earthquake Scientists

Below is a statement issued on October 25 jointly by the National Academies of Science and the Royal Society (UK) about their position regarding the six Italian scientists who have been found guilty of manslaughter and sentenced to six-year prison terms for providing advice prior to the L'Aquila earthquake in 2009:

Joint Statement Regarding the Recent Conviction of Italian Earthquake Scientists

by Ralph J. Cicerone, President, U.S. National Academy of Sciences, and Sir Paul Nurse, President, The Royal Society (U.K.)

The case of six Italian scientists sentenced to be jailed for failing to warn of the L'Aquila earthquake in Italy in 2009 highlights the difficult task facing scientists in dealing with risk communication and uncertainty.

We deal with risks and uncertainty all the time in our daily lives. Weather forecasts do not come with guarantees and despite the death tolls on our roads we continue to use bikes, cars, and buses. We have also long built our homes and

workplaces in areas known to have a history of earthquakes, floods, or volcanic activity.

Much as society and governments would like science to provide simple, clear-cut answers to the problems that we face, it is not always possible. Scientists can, however, gather all the available evidence and offer an analysis of the evidence in light of what they do know. The sensible course is to turn to expert scientists who can provide evidence and advice to the best of their knowledge. They will sometimes be wrong, but we must not allow the desire for perfection to be the enemy of good.

That is why we must protest the verdict in Italy. If it becomes a precedent in law, it could lead to a situation in which scientists will be afraid to give expert opinion for fear of prosecution or reprisal. Much government policy and many societal choices rely on good scientific advice and so we must cultivate an environment that allows scientists to contribute what they reasonably can, without being held responsible

for forecasts or judgments that they cannot make with confidence.

Persistent Pay Gap Affects Women Just One Year Out of College

An American Association of University Women (AAUW) report shows that millennial women new to the workforce are paid 82 cents to men's dollar. Women are paid less than men are even when



they do the same work and major in the same field. The AAUW report, *Graduating to a Pay Gap*, also found that 20 percent of women working full time one year after graduation devote more than 15 percent of their earnings to paying back college loans. Among all full-time workers, women are paid about 77 cents for every dollar paid to men—a figure that hasn't budged in 10 years. While the disparity is narrower among young, college-educated, full-time workers, the persistent pay gap suggests that educational achievement alone will not fix the problem. *Graduating to a Pay Gap* finds that nearly one-third of the pay gap between college graduates

one year out cannot be explained by gender differences in education and employment. For more information, visit <www.aauw.org/graduatetoapaygap/>.

NIH Videos Demonstrate Behavior's Role in Personal Health

The National Institutes of Health's Office of Behavioral and Social Sciences Research (OBSSR) recently released four videos, each under seven minutes in length, highlight outstanding behavioral and social science research on mindless eating, risk-taking, diabetes management, and the evolution of skin pigmentation. The videos, called Research Highlights, are available on both the OBSSR website <obssr.od.nih.gov/video/> and the NIH YouTube channel and feature prominent researchers describing their work and its implications for society. The OBSSR mission is to stimulate behavioral and social sciences research throughout NIH and to integrate these to improve the understanding, treatment, and prevention of disease. For more information, please visit obssr.od.nih.gov.

Heather Gautney Is the 2012-13 ASA Congressional Fellow

The 2012 American Sociological Association (ASA) Congressional Fellowship was awarded to Heather Gautney. She began working in the office of Senator Bernard Sanders (D) from Vermont in September. "It's a really exciting time to be in Washington, DC, because of the recent elections. As an ASA/AAAS fellow, I am on the front lines of the political process."



Heather Gautney

Before her fellowship, Gautney was an assistant professor at Fordham University. She has a strong background in policy development through her past work with the Service Employees International Union (SEIU) Local 1199 and her recent work on the Occupy Wall Street movement.

Her major research interests include social and political movements, political sociology, labor, social welfare institutions, political economy, globalization, and social and political theory.

Gautney's research and policy-related experience will serve her well during her fellowship. As a consultant for the SEIU Training and Employment, Pension and Benefits Fund, she conducted policy-related work in the area of health care, working with other sociologists to evaluate the effectiveness of the union's communication skills training program. She also worked with SEIU Local 1199 to initiate its Foreign-Trained Professionals Program. Following her work with SEIU, Gautney

worked with the Professional Staff Congress (PSC), the union of faculty at the City University of New York. She compiled a report of select training and upgrade programs offered by other unions in the city which was used to create a training strategy for PSC.

"My training in ethnographic methods and sociological understanding of organizations and social inequality were vital to the success and integrity of the [SEIU] evaluation," Gautney said.

Her latest research has Gautney applying her research experience in the field of industrial and workforce development to the entertainment industry. She is working on a study assessing the impact of state policies and investment in film production on workforce and industrial development.

Interests on the Hill

"Now is sociology's time to influence policymaking," said Gautney in her Congressional Fellowship application. "Concepts like social class have become central to the national conversation on the future of our country, but have also become subject to misuse and political posturing. Sociologists must demonstrate the analytical utility of such concepts. They are the cornerstone of our discipline, and more importantly, are absolutely crucial to understanding social problems like health care and educational inequality, and creating effective policies to address them."

Gautney's interests align with Sen. Sander's priorities. "I am interested in working on cor-

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Beyond One Size

from Page 1

degrees. They enroll similar students as community colleges, but they have 20 percent higher degree completion rates (Stephan, et al., 2009). To discover effective procedures in a local sample, we purposely chose better occupational colleges; so they are not typical. Our findings are based on close observations and interviews with college staff and 4,000 surveys with students at community colleges and occupational colleges.

The private sector has problems, and even some frauds. Our aim in this article is to describe what we learned from these colleges, not advocate them. Below we discuss seven “sociologically smart” procedures, well-adapted to disadvantaged students’ needs, which community colleges might also use to improve completion rates.

Provide Quick Wins

Although most community college students seek “four-year BAs” without intermediate credentials, realistically, 4 percent get BAs in four years, 8 percent take five years, and another 16 percent take six to eight years (Stephan, 2012). Four-year BAs are almost a myth, and BAs are still rare in eight years. Students are not warned about eight-year BAs or interim strategies for getting quick credentials. In contrast, the private occupational colleges in our sample offer credential ladders—certificates and associate degrees along the way to the BA, so students get quick dependable payoffs.

Make Early Courses Count

Wearing BA blinders, most reformers stress remedial courses so all students can pursue traditional BA degrees. Most community college students are placed in remedial courses, but only 33 percent complete the sequence in math, 17 percent for low-achieving students, and rates are only slightly better in reading (Bailey et al., 2010). No one warns students that remedial is noncredit and usually not effective.

Indeed, “college-level academic skills” may be unnecessary. Students only need 9th-grade academic skills to get certificates or applied associate’s degrees in many occupational programs. Faculty report that these programs let 26-year-olds quickly become computer networking techni-

cians, medical technicians, medical aides, and accounting staff, even if they go on for higher degrees that require remedial courses (Rosenbaum et al. 2010).

In the occupational colleges we studied, every course counts, and students earn certificates without remedial courses. Remediation is gradually provided later, often as lessons within occupational courses. All early courses give credit toward a credential and have program-relevant content.

Provide Degree Ladders

Many community college students face a “fail-first” process—42 percent drop out the first year, 50 percent return, and 53 percent drop out again (Horn, 1999). These failures erode confidence. Community college counselors rarely warn about this or mention degree-ladder alternatives. Students are told about sub-BA credential options only if they are over age 24 or returning dropouts, “after they failed a couple times.” The many early failures, who do not return, never learn about these options.

In contrast, occupational colleges put all students on degree ladders that give quick certificates, which improve jobs and confidence, on the way to associate and bachelor’s degrees. Within one year, students can complete certificates and get good jobs in high-demand fields, even if life crises interrupt their college careers later.

Provide Structured Pathways

Although community colleges encourage students to “explore” many electives, they don’t warn students that credits may not meet credential requirements, and credential timetables may be prolonged. Data from the National Education Longitudinal Study show that, while 8 percent of college entrants got associate degrees by eight years after high school, another 10 percent had enough credits but no degree (60+ credits, Adelman, 2003). Since degrees have payoffs, but credits often don’t (Grubb, 2002), this may hurt students’ outcomes.

In contrast, private occupational colleges offer structured courses in dependable pre-set time slots. Like package-deal vacations, students choose their career goals, and the college manages all details so students make rapid progress to credentials with job payoffs.

Provide Guardrails

Community college students make their own choices, and they make many mistakes—courses that are too easy, too difficult, or don’t count. Competing demands and personal crises create time and financial binds, absences, and dropouts. Although community colleges offer advisors, students must initiate the meeting and sometimes wait weeks.

In contrast, occupational colleges require mandatory advising meetings every term. They also monitor absences, grades, and teacher concerns, and advisors quickly contact students who exhibit warning signs before problems become serious. Social services also help students handle common life challenges—transportation, housing, work, and childcare. Private colleges see these efforts at retaining students as worthwhile investments in preventing dropouts.

Provide Job Placement and Institutional Links

Community colleges offer small optional workshops for career help. They may also post job openings, mostly unrelated to their college programs.

In contrast, many occupational colleges provide mandatory and comprehensive job placement assistance for all students. Students learn to translate courses into skills that employers recognize, and identify good jobs and areas where their skills are in demand. Some advice was surprising to us—they warn students to be skeptical of highly-paid jobs; which often have bad work conditions. Instead, students should seek skill-relevant jobs.

Provide Multi-dimensional Job Rewards

Despite claims about the BA’s “million-dollar payoff,” 27% of certificates graduates have higher earnings than the median BA graduate (Carnevale, 2010). Moreover, earnings at age 30 may not indicate an enduring outcome. In the NLSY79, 25% of those with top quintile earnings at age 26-30 fall to the middle quintile or lower by age 46-50 while 31 percent of the bottom quintile rise to middle quintile or above (Janet Rosenbaum, 2012b).

The nonmonetary payoffs are also substantial. Analyzing national data, Janet Rosenbaum (2011a,b, 2012a) found that certificates and associate degrees lead to significantly better


jobs than high school diplomas on ratings of job status, job satisfaction, and autonomy (a defining attribute of middle-class jobs according to Goldthorpe). Moreover, associate degrees (but not certificates) lead to better material rewards (e.g., earnings, benefits, un strenuous and stable work hours).

Although youth typically have difficulty gaining access to careers (primary labor market jobs), certificates and associate degrees lead to significant gains in career access and career preparation. Job rewards account for some health disparities and mediate some of the relationship between education and health outcomes (Ibid, 2012). In addition, after getting these credentials, students are more likely to plan higher degrees than comparable high school graduates, and over 20 percent of those with certificates get AAs or BAs. These findings suggest that associate degrees and certificates can substantially improve students’ careers and quality of life in two years, and they may go on to BAs later.

Conclusion

Sociologists are aware of arbitrary cultural and institutional features of higher education. However, having attended traditional four-year colleges, we may wear BA blinders as well.

Sociologists have identified unseen gaps that block opportunity for young people, and the findings illustrated above indicate some examples. BA blinders encourage one-size-fits-all cultural beliefs that are unrealistic and create barriers, including mythical four-year BA degrees and academic “college readiness” that is unnecessary for some credentials, ineffective remediation, courses without credits, credits without credentials, credentials without job payoffs, job rewards that are more satisfying than earnings, and sub-BA credentials that provide quick access to these job rewards. Occupational colleges illustrate alternatives to traditional procedures and their failures. Community colleges are attempting ambitious goals; these alternative procedures might help accomplish them.

While sociologists have studied these issues, they should further examine how college procedures limit students’ options and success. In seeking to solve the puzzle of how youth gain access to careers, these findings indicate many alternatives to the one-size-fits-all college model. 

“Big Bang” for Higher Education and the Uncertain Future of Sociology in the UK

John Holmwood, University of Nottingham

In the wake of the financial crisis in the UK and beyond, the new Conservative-led coalition government recently introduced dramatic changes to higher education in England (following devolution in 2000, higher education is a responsibility of the separate assemblies in Scotland, Wales, and Northern Ireland and so the changes are primarily to higher education in England, although they will have their knock-on effects in other jurisdictions). In some respects

the changes are not so different from what has happened incrementally in the United States where there is a recent history of declining public funding

and dramatically rising tuition fees. However, the difference here is that they are not happening incrementally, but suddenly and systematically.

The government has withdrawn direct public funding of undergraduate programmes in arts, humanities, and the social sciences and replaced their funding with student fees. Their argument is that there is a graduate income premium and that it is right for students to pay for the investment in their human capital (such is their vision of education). The government claims to have made savings of 80 percent on the public cost of higher education and, therefore, helped to reduce the fiscal deficit. At the same time, income going to (some) universities is increased by allowing institutions to charge higher fees, thereby earning the support of university senior managers.

Universities are now able to charge fees in the range of \$9,500-\$14,000, with most clustered in the upper range. English students will

pay, on average, the highest fees of any OECD country. A publicly-funded loans system has also been introduced with a relatively generous threshold for repayments (these do not begin until a graduate has earned \$33,000 and then proceed at 9 percent of income over that threshold, with a 30-year limit on repayments). However, most commentators suggest that the cost of this scheme will, over time, exceed the cost of the system that it replaces. In the short term, students are burdened with debt; in the longer term they will become the future

tax payers who have to pay its spiraling costs. Of course, the income threshold is likely to be reduced once the new system is established. This is already being

lobbied for by those who argue that it will enable the expansion of student numbers, by reducing the cost of defaults.

A Market-Based Approach

The government is keen to encourage a market in higher education and the introduction of for-profit providers, such as Apollo Group, Kaplan, and Pearson. The intention is that the current upper cap of \$14,000 on fees will be lifted, so that a small group of elite universities can charge fees similar to those of elite U.S. colleges (and similar to those they already charged to overseas students), while competition by for-profit providers will squeeze other universities and push fees down to \$9,500 and less. A new stratification of institutions will be introduced with top universities increasingly serving a social (and international) elite.

Under the old system of direct public funding of places, each university had a quota of students and was “fined” if it exceeded that quota. Under the new system the

quota remains in order to limit the cost of the loan system by controlling the number of students with access to loans, but with a twist. High performing high school graduates (so called, AAB students) have been removed from the quota and universities can compete among themselves for as many as they can get. However, they cannot replace any shortfall in their recruitment of AAB students from students with lower scores. Increased competition at the top and bottom squeezes universities in the middle and, I believe, sociology in particular.

Already, patterns are evident, although official applications data is not yet released. Sociology applications nationally are down about 10 percent. However, it is also clear that this drop is significantly greater for students with scores of AAB and better, who have shifted to subjects of higher status or better expected future income. Moreover, AAB students seem to have clustered at fewer institutions. In so far as income from undergraduate students is an important factor in a department’s financial position, this will potentially have a very significant impact on staff numbers and, therefore, on research capacity in sociology at a number of research-intensive universities.

The government anticipates a further widening of competition by reducing the AAB threshold to ABB in subsequent years. This means the future will be volatile. A 10 percent drop in the number of sociology students overall, can mean a 30-50 percent fall at some institutions at the upper end, while universities at the lower end may not have the places available for the corresponding increase in applications. The future is highly unstable with likely departmental closures (beyond sociology) and even expected closures of universities (or takeover by private providers).

Why It Matters

The neo-liberal market emphasis on student choice is also evident in the “impact agenda,” which governs research council

funding and the distribution of research funds to universities via the research assessment exercise (now called the research excellence framework, or REF). This is an attempt to shape research into a contract model. Engagement with users begins with the identification of ideas that would serve clients or users and the incorporation of that stakeholder view into shaping research purposes and its design. While sociological research may not be expected to have a direct contribution in terms of marketable products, it is expected to contribute to public policy debate and the activities of NGOs as well as have demonstrable consequences. The latter, of course, encourages the idea of policy-based research, rather than evidence-based policy. In this way, the emphasis is shifted toward problem-based research or applied social studies and away from core sociological concerns.

Does this matter? Disciplinary formations wax and wane. I believe that something more profound than mere disciplinary fortune is at issue. What is at stake is the fate of the public university and sociology’s relation to it. The UK Minister for Universities and Science has commented that all universities in England are now private because their funding is primarily from private sources. Behind his pronouncement is a complacent attitude toward the wider public functions of higher education. Whereas previously higher education was associated with education for citizenship as well as employment and a broad mission of social amelioration, the university is now directed toward instrumental ends and is increasingly perceived as an engine of the knowledge economy, bringing both economic growth and widening inequalities.

Sociology’s History and Its Future

Yet sociology has a particular relation to issues of social amelioration and social justice. The expansion of sociology in the UK was

“The university is now directed toward instrumental ends and is increasingly perceived as an engine of the knowledge economy, bringing both economic growth and widening inequalities.”

Gender

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in *The Chronicle of Higher Education* at <chronicle.com/article/The-Hard-Numbers-Behind/135236>).

This study may underestimate the contribution of women to the entire discipline. In sociology, women participate in a wide array of subfields, although the subfields (as measured by section membership in the American Sociological Association) with the highest concentration of women members are Sex and Gender (86.0 percent); Bodies and Embodiment (79.6 percent); Race, Class, and Gender (77.1 percent); Children and Youth (74.2 percent); and Family (74.1 percent). The subfields with the lowest percentage of women are Mathematical Sociology (17.9 percent); Rationality and Society (22.4 percent); and Evolution, Biology, and Sociology (22.8 percent).

The table below shows the 10 ASA sections where the gender gap is less than 4.0 percent. The Sociology of Culture, the largest section of the Association (with 1,157 members in 2012), is evenly split, with 50.5 percent women. Membership in Collective Behavior and Social Movements; Social Psychology; Global and Transnational Sociology;


Crime, Law, and Deviance; Development; and Communications and Information Systems is also evenly divided between men and women. There are 1,898 female members in the combined sections of Sex and Gender, Children and Youth, and Family, which together represents 14.4 percent of women's section memberships. In contrast, 3,193 women (or 21.7 percent of all women's section memberships) belong to sections in which men are just as likely to participate as women.

Beyond their publications, women in these sections are likely to contribute to advancing the discipline through teaching, administering sections, presenting papers, and mentoring students.

It is also worth considering the possibility that the algorithm applied by Bergstrom et al. might have mis-categorized many women's (and men's) articles that applied a gender or family lens to topics such as culture, social movements, crime, law and deviance, development, and others. Recent examples of such articles could include "Do Women Managers Ameliorate Gender Differences in Wages? Evidence from a Large Grocery Retailer" (Penner, Toro-Tulla, and Huffman in Summer 2012 *Sociological Perspectives*); "Education

and Work-Family Conflicts" (Shieman and Glavin in the June 2011 *Social Forces*); "Religion and Sexual Behaviors: Islamic Cultures, Religious Affiliation, and Sex Outside of Marriage" (Adamczyk and Hayes, October 2012 *American Sociological Review*); "Singlehood, Waiting, and the Sociology of Time" (Lahad, March 2012 *Sociological Forum*); "Beyond the Schoolyard: The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured

Activity Participation" (Bennett, Lutz, and Jayaram in the April 2012 *Sociology of Education*); and "Gender Differences in Immigrant Health: The Case of Mexican and Middle Easter Immigrants (Ghazal Read and Reynolds in the March 2012 *Journal of Health and Social Behavior*).


The data in this article suggest that although women have a strong professional interest in gender and family issues, their contributions to the field of sociology are far from limited to these two subfields. 

Gender Equity in Sociology Subfields: 2012		
Section	Number of Female Section Members	Percent Female Members Within Section
Sociology of Culture	584	50.5%
Organizations and Occupation and Work	535	54.4%
Collective Behavior/Social Movements	413	49.9%
Social Psychology	337	49.2%
Global & Transnational Sociology	333	53.9%
Crime, Law, & Deviance	294	49.0%
Science, Knowledge & Technology	237	48.8%
Sociology of Development	208	49.9%
Communication & Information Technologies	158	49.7%
Alcohol, Drugs & Tobacco	94	47.2%
Total	3,193	
Total Female Membership in All ASA Sections	14,689	

UK Sociology

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intimately associated with a post-war process of democratisation and the rise of mass higher education, which was, in turn, delivered by the public university. Indeed, C Wright Mills's *Sociological Imagination* was an important part of the sensibility of British sociology as it expanded and found its place within higher education. The fate of our discipline matters because it mirrors the fate of disadvantaged fellow citizens whose claims for recognition as a proper audience for social scientific inquiry are eclipsed by their de-politicized constitution as "consumers." The fate of higher education is part of a wider reduction of society and politics to the market. It is a situation that calls for the exercise of the sociological imagination, but it is precisely this that is now at threat.

What is to be done? We cannot leave student recruitment as a zero-sum game where we compete with each other for a declining number. In the UK, we urgently need collective effort to increase the pool of students for sociology and related subjects. This means activity nationally and locally to increase the profile of sociology in schools, with parents, and in the local media. The British Sociological Association will take steps to coordinate such activities; we will call on our members and non-members alike to join this effort. At a time when sociological analysis of our situation is a pressing need we cannot allow the market to undermine our presence. 

John Holmwood is Professor of Sociology at the University of Nottingham and President of the British Sociological Association. He is also a co-founder of the Campaign for the Public University (www.publicuniversity.org.uk).


Fellow

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porate personhood, an issue for which Sen. Bernard Sanders and Rep. Dennis Kucinich have garnered a great deal of support from within the Occupy movement," she said. In addition, she is interested in job creation, which directly relates to her current research on workforce development and state tax incentives in the entertainment industry, international trade, and educational policy linked to No Child Left Behind.

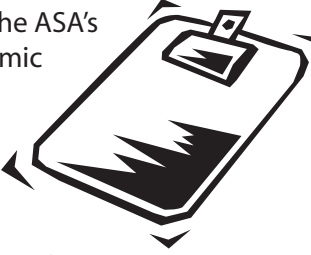
Gautney has authored number of books and articles on politics, globalization, and social movements, especially in relation to trade policy. She believes that the use of sociology in policymaking should not stop on Capitol Hill. The work of sociologists in

policymaking should expand to the classroom. "A policy perspective would enable students to test sociological concepts within real life contexts and better assess their implications."

"The new Congress has a series of incredibly important decisions to make during this upcoming lame duck session—the sequestration, tax code, the federal budget," said Gautney. "Working in the Senate means I am part of these debates. I'm particularly excited to be working for Senator Sander of Vermont. I have been a huge fan of the senator for years and to have direct access to him, work on his agenda, and suggest new policy is a real thrill." 

For more information on the ASA Congressional Fellowship, see the Funding page on the ASA Website. The deadline to apply is February 1, 2013.

2012 Department Survey to Remain Open Through December

The ASA Research Department on the Profession and the Discipline often receives inquiries from individuals and the media about the latest information on the characteristics of sociology departments, including faculty demographics. This critical information is gathered through the ASA's five-year census of U.S. academic sociology departments and reflects what department chairs have indicated are the most relevant data for policy and planning purposes. Due to the demand that ASA has seen for such information, the 2012 Department Survey will remain open until the end of December so that more departments will have time to answer. The survey is set up so that you can assign portions to be answered by others. We highly encourage department chairs to ensure that they have completed the survey, which can be accessed at <websurv.indiana.edu/asadept12/login.cfm>. Department chairs or administrators who have not received an email invitation to participate may contact Indiana University's Center for Survey Research at csr@indiana.edu or (800) 258-7691 to request a survey access code. For more information, visit <www.asanet.org/research/current_research_projects.cfm#department>. 


Minority Fellowship Program Sees Changes to Application

Students applying to the ASA Minority Fellowship Program (MFP) for 2013 will notice important changes to the eligibility requirements as well as the application submission process. Recently, the MFP Advisory Panel adjusted the way it reviews applications now that the award is a one-year duration and there has been a large spike in applications in 2011 and 2012. With all of this happening, the MFP Advisory Panel agreed to revisit the MFP Fellowship eligibility requirements. Previously, the requirements stated that an applicant must be enrolled in or applying to a program that grants the PhD in sociology. To receive applications from students who are already well-ingrained in their department and research, MFP has changed the requirements to state, “**applicants must have completed one full academic year in a program that grants the PhD in sociology at the time of applying.**” To reflect the changes in the eligibility requirements, the essay prompts related to applicants’ graduate programs and the role of their mentors have also changed.

Another change to the MFP Fellowship application is the sub-

mission process itself. In previous years, applicants were required to submit their applications through regular mail or via e-mail with a postmark deadline of January 31. This year, for the first time, all MFP applications will need to be submitted through an online submission portal on the ASA website—available



in early December. Applicants’ recommendation letter writers will also be required to submit through the online portal by the January 31 deadline. Individuals interested in applying will need to create a login account as soon as the portal is open in order to provide their letter writers enough time to submit their letter of recommendation. **Note that all materials, with the exception of official transcripts, are required to be submitted online no later than January 31, and that the online portal will close at 11:59 pm for both applicants and letter writers. For more information, see www.asanet.org/funding/mfp.cfm.** 

Any questions can be sent to: ASA Minority Affairs Program 202-383-9005 ext. 322 minority.affairs@asanet.org

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The 2013 Annual Meeting Call for Papers Is Online

The announced listing of topics for the 2013 ASA Annual Meeting is now available. The online guide to the Call for Papers is on the Meetings page at www.asanet.org. The 2013 Online Paper Submission System will open on December 7, 2012. The deadline for submission is January 9, 2013 at 3:00pm EST. Authors should receive notice of the final disposition of their submission by March 18, 2013.



Sydney S. Spivack Program in Applied Social Research and Social Policy

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

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

Applications are encouraged from sociologists in academic set-

tings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but funding cannot be used to support dissertation research. While ASA membership is not a criterion for applying or being selected for this grant, if and when a grant award is made, the recipient must be a current ASA member. ASA membership involves acceptance of and adherence to the ASA Code of Ethics, which is critical to the implementation of the grant project. Grantees must also provide documentation of pertinent IRB approval for the funded project.


ASA Congressional Fellowship
Deadline: February 1

The ASA Congressional Fellowship brings a PhD-level sociologist to Washington, DC,

to work as a staff member on a congressional committee or in a congressional office, or as a member of a congressional agency. This intensive 6- to 11-month experience reveals the intricacies of the policy-making process to the sociological fellow and shows the usefulness of sociological data and concepts to policy issues. The fellowship stipend is \$20,000 for six months or \$30,000 for 11 months.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. It is helpful to investigate some placement possibilities in advance or to suggest some in the letter of interest. The application should highlight

the link between one's sociological expertise and a current policy issue. Be sure to specify the time span available to do the fellowship placement.

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

For additional information and complete application materials for both funding opportunities, visit www.asanet.org and click on "Funding." Direct questions or comments to spivack@asanet.org or (202) 383-9005 x322.

2012 Section Awards

The winners of this year's section awards are now available on our website. ASA has also placed all records of past award winners online for your reference and reading pleasure at www.asanet.org/sections/section_recipients.cfm

Kent State Sociology Celebrates Its 75th Anniversary

*Richard T. Serpe and Jerry M. Lewis,
 Kent State University*

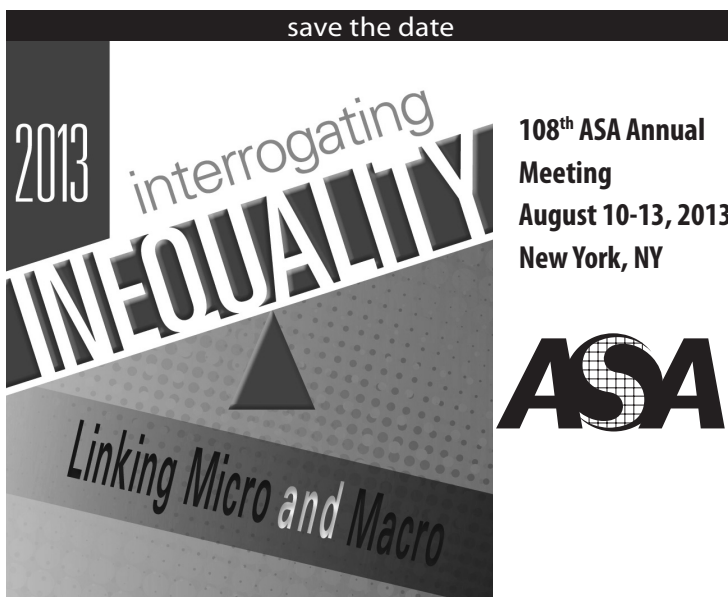
In the autumn of 2012, the Sociology Department at Kent State University celebrated the 75th anniversary of the department, which was founded in 1937 by James T. Laing. At the two-day event, there were more than 140 registrants celebrating the department's anniversary including many former students of the department, current graduate students, and faculty.

The celebration began on October 11, 2012, with a reception and a presentation by Glen Elder, the Howard W. Odum Distinguished Professor of Sociology at the University of North Carolina-Chapel Hill and alum of Kent State University. He spoke about his life cycle research.

On October 12, Bernice Pescosolido, Distinguished Professor of Sociology at Indiana University, delivered the keynote address, "The Stigma of Mental Illness: Data and Directions from a Decade of Research and Theory." Her presentation was followed by

Will Kalkhoff who presented a creative documentary film on the history of the department from its founding to views of the future. A panel of Kent State University doctoral alumni representing three decades discussed their experiences during their time at Kent State University and how it has served them in their careers. The second panel of the day focused on current departmental research featuring faculty and doctoral students. The day ended with a tour of the May 4 National Historic Landmark site guided by Jerry M. Lewis.

During an October 12 luncheon, two Kent State alumni received the newly created Oscar Ritchie Distinguished Alumni Award. The award is named for the first African-American to reach full Professor in the Ohio Higher Education System. This Award was given to Elder for his distinguished career in sociological research and to Kathleen Piker-King, Mount Union University, for her distinguished career in the Scholarship of Teaching. 



Call for ASA Award Nominations

ASA members are encouraged to submit nominations for the following ASA awards. Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The deadline for submission of nominations is January 31, 2013, unless otherwise noted.

W.E.B. DuBois Career of Distinguished Scholarship Award

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Distinguished Book Award

This award is given for a single book published in 2011, 2012, and in the month of January in 2013. Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the

manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or a career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the nominee and a one- to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Nominations must now also include at least a paragraph within the nomination letter explaining how the CV illustrates the nominee's contributions to teaching.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of substantial work involving research, administrative, or operational responsibilities as a member of or consultant to private

or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Excellence in the Reporting of Social Issues Award

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public. This award is intended to promote a broader vision of sociology and gain public support for the discipline. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Cox-Johnson-Frazier Award

The Cox-Johnson-Frazier Award is given to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars. Cox, Johnson, and Frazier placed their scholarship in service to social justice, with an eye toward advancing the status of disadvantaged populations. Their scholarship was not limited to just the gathering of more data, but was rather scholarship that was attempting to better conditions globally. Cox, Johnson, and Frazier worked to

broaden the thinking of society and to broaden what the mainstream included. In the spirit of the lifetime efforts of Cox, Johnson, and Frazier, the committee invites nominations of individuals or institutions with a record of outstanding work, such as, but not limited to: work on social justice issues, work on human rights, activism, community efforts, the building of institutions, or sustaining programs, with an emphasis on African American or similarly disadvantaged racial/ethnic populations that have experienced historical racial discrimination. Occasionally institutional commitment to social justice and to broadening the tradition to include and empower marginalized scholars and marginalized people, is so compelling that this award can recognize a communal institutional effort. Nominations should include a one to two-page cover letter that explains why the individual or institution fits the criteria, a CV, and possibly one or two additional letters of recommendation

Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee's vita and a detailed one to two page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encom-

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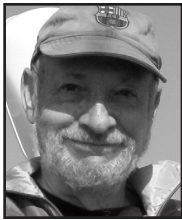
Major ASA Award Recipients Honored in Denver

The American Sociological Association (ASA) presented the 2012 major awards at this year's Annual Meeting on August 19 in Denver, CO. The Awards Ceremony, followed by the Presidential Address, was well attended. Major ASA awards are given to recognize sociologists for their outstanding publications, achievements in the scholarship, teaching, and practice of sociology, as well as for their overall advancement of the discipline. Below are the profiles of the awardees.

William A. Gamson

W.E.B. DuBois Career of Distinguished Scholarship Award

William Gamson, Professor of Sociology and co-director of the Media Research and Action Project at Boston University,



William A. Gamson

was trained as a social psychologist, with his early contributions in this area. In addition, he has made exceptional contributions to work in at least three other subfields in sociology: social movements/collective behavior, political sociology, and the sociology of culture/media studies. His influence has not been confined to sociology. In 2000 the American Political Science Association awarded him the Doris Graber Outstanding Book Award for *Talking Politics*. And his recent work on political discourse and the media has made him an influential and visible figure in communication and media studies. In 1993-1994 he was president of the ASA.

Gamson commits himself on three fronts: as a profound analyst of social processes, as a talented expositor of sociological ideas and materials, and as a passionate advocate of equality and justice.

Gamson's scholarship has been influential in shaping how social scientists theorize and research political power and social movements. His most influential book, *The Strategy of Social Protest*, broke the then-dominant collective behavior perspective on social movements. In rejecting that perspective he was as important as anyone in creating a social movement subfield within sociology. The thriving nature of that field today is testament to

the staying power of Gamson's more political conception of social movements. Gamson's work has been central to the creation of the resource mobilization and political process paradigms in the study of social movements and conflict. Indeed, prior to Gamson's work, collective action was viewed as exotic, spontaneous, structureless, irrational, and fleeting. In contrast, Gamson's empirical and theoretical work demonstrated that collective action was political, rational, and embedded in social organizations. This insight is now accepted wisdom. Gamson's publications emphasized the cultural aspects of social movements and collective action. He was far ahead in bringing culture back into the study of social movements and collective action. In short, Gamson's work serves as a major foundational source of current work in social movements because of its pioneering role in linking structure and culture.

Gamson's research has also proven valuable to social change agents. Its insights resonate with the real world of political and social forces with which activists must contend. More importantly, Gamson has been an agent of social change.

All this makes him a worthy recipient of the W.E.B. Du Bois Career Award

Frank Dobbin for *Inventing Equal Opportunity*

Distinguished Scholarly Book Award, Co-Recipient

Equal opportunity in the workplace is thought to be the direct legacy of the civil rights and feminist movements and the landmark Civil Rights Act of 1964. Yet, as Frank Dobbin demonstrates, corporate personnel experts—not Congress or the courts—were the ones who

determined what equal opportunity meant in practice, designing changes in how employers hire, promote, and fire workers, and ultimately defining what discrimination is, and is not, in the American imagination.

Dobbin, Professor of Sociology at Harvard University, shows how Congress and the courts merely endorsed programs devised by corporate personnel. In *Inventing Equal Opportunity*, he traces how the first measures were adopted by military contractors worried that the Kennedy administration would cancel their contracts if they didn't take "affirmative action" to end discrimination. These measures built on existing changes in the law as personnel experts invented one wave after another of equal opportunity programs. He examines how corporate personnel formalized hiring and promotion practices in the 1970s to eradicate bias by managers; how in the 1980s they answered Ronald Reagan's threat to end affirmative action by recasting their efforts as diversity-management programs; and how the growing presence of women in the newly human resources profession has contributed to a focus on sexual harassment and work/life issues.

Chandra Mukerji for *Impossible Engineering: Technology and Territoriality on the Canal du Midi*

Distinguished Scholarly Book Award, Co-Recipient

Chandra Mukerji is Distinguished Professor of Communication and Science Studies and Adjunct Professor of Sociology at the University of California-San Diego. She received her PhD from Northwestern University, working with Howard Becker and starting out her career in the sociology of art. She took her first job at Boston University, where she learned about Marxist theory from Mike Miller and Susan Epstein, and about feminist sociology from Evelyn Glenn.



Frank Dobbin

She moved to San Diego to work with the cultural sociologists Joseph Gusfield, Bennett Berger, Kristin Luker, and Michael Schudson.

Later, she and Schudson moved to the Communication Department, and still later, she joined the Science Studies Program. She also spent two years at UC Davis in the Science and Technology Studies Program with Patrick Carroll and Jim Griesemer, and spent time in Paris working with Claude Rosental. Two of her books won ASA awards. *A Fragile Power: Science and the State* (Princeton 1990) won the Merton Award from the SKAT section, and *Territorial Ambitions and the Gardens of Versailles* (Cambridge 1997) won the Best Book award from the Sociology of Culture section. She also was a fellow at the Center for Advanced Study in the Behavioral Sciences.

Chandra Mukerji studies the built environment, and the relationship of social life to the physical/natural world. Interested in questions of history and power, she is one of the new historical materialists who study social life as physically located and socially grounded in the natural world. Building on Marx's fundamental insights, she seeks new ways to link materiality to history. Mukerji is also a cultural sociologist who studies how the arts and architecture are deployed as material tools in relations of power, focusing on the political life as well as semiotic properties of art. Additionally, Mukerji is a sociologist of science and technology, drawing on the rich literature on materiality in the sciences to understand both artifacts affecting social cognition and the use of natural knowledge and technology as tools of knowledge/power.

In *Impossible Engineering*, Chandra Mukerji tries to understand how states gain power from infrastructural engineering. She uses a historical case study to address the issue: the construction



Chandra Mukerji

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of the Canal du Midi in 17th-century France. She also argues that the canal, which linked the Atlantic to the Mediterranean through the southwest of France, was too difficult to construct with the formal knowledge of engineering in the period. So, its success raises the question of how was it built as well as what advantages the state derived from it.

As William Sewell pointed out in his review in the *American Journal of Sociology*, *Impossible Engineering* follows the intertwined stories of the canal's technical construction and the political stakes and tactics involved. At the level of construction, the canal was a piece of collaborative engineering, drawing on both the formal knowledge of military engineers and scientists, and on the informal knowledge of peasants and artisans who, unbeknownst to themselves, had maintained techniques of engineering from the Roman Empire as common sense ways of building walls and creating water systems. Peasant women from the Pyrenees turned out to be the most sophisticated hydraulic engineers in France. They came to the canal simply as laborers, but they ended up solving some of the most intractable problems involved in the canal. These workers, as well as the gentlemen who were hired to supervise the project, demonstrated how the state could use its lands for political effect, changing the topography and hydrology to reorganize life in the southwest of France.

At the political level, Mukerji argues that the minister to Louis XIV, Jean-Baptiste Colbert, engaged an entrepreneur for the project, Pierre-Paul Riquet, to give the state greater presence there, but inadvertently produced a form a power that was more effective and dangerous than either of them could have imagined. Swaths of land were indemnified and taken from local nobles and water was directed into new areas, changing local practices and undermining the patrimonial powers of the local nobility. Mukerji describes this as the discovery of the power of impersonal rule and attributes state formation in France

to this use of logistical power. Even though the project was hailed as a tribute to Louis XIV's personal rein, it demonstrated the power of the state as an impersonal institution, wielding logistical power over the land.

Diane Pike

Distinguished Contributions to Teaching Award, co recipient

Diane Pike, Professor of Sociology at Augsburg College, is one of the key driving forces to advance the importance of teaching sociology within her institution, within the Midwest Sociological Society, within the ASA Section on Teaching and Learning, within task forces of the ASA, and within consultancy provided to colleges and universities across the country. At each level, she moved forward with remarkable energy to centralize teaching as a primary professional activity within the discipline as well as to identify and promote the effective teaching of sociology in accordance with the standards of the scholarship of teaching and learning. She has inspired others by her unwavering passion for sociology and by her devotion to passing on the discipline through teaching.

At her institution, in addition to her quality work within the classroom, Diane Pike directed the Center for Teaching and Learning for six years. In the Midwest Sociological Society, she chaired the Committee on Undergraduate Education, and in her role as President-elect, organized the 2009 annual meetings around the theme "Teaching Sociological Scholarship." Throughout her career, she organized and presented well-received teaching paper sessions, professional workshops, panels, keynotes, and roundtables at both her institution and at regional meetings, as well as at nearly every meeting of the American Sociological Association for the past two decades.

Within the American Sociological Association, her contributions in centralizing teaching are significant. They include intense



Diane Pike

involvement with the Section on Teaching and Learning as a past chair and also as lead organizer of the 2010 and 2011 pre-conferences "The Best Teachers We Can Be." She is among the most active members of the Departmental Resources Group, including its Advisory Council, and has provided program review, mentorship, and consultation to nearly 20 departments and scholars as well as training to other members of that group. In June 2012, she became the inaugural editor of TRAILS: the Teaching Resource and Innovations Library for Sociology. She currently serves as an Associate Editor for *Teaching Sociology* and has been a peer reviewer for several journals for over 20 years.

As a member of the ASA Task Force on *Creating an Effective Assessment Plan for the Sociology Major*, her substantial contributions facilitated the identification and assessment of learning objectives, making it possible for departments to reconsider their curricula. And, she has published and presented on core concerns that reveal the impact that quality teaching can have on professional lives and the development of students, including a comparative quantitative analysis of the journal *Teaching Sociology* with other disciplines' pedagogical journals.

Diane Pike's ambitious vision identifies outmoded practices and perspectives and seeks to help, not only individuals, but also departments, institutions, and the profession move beyond what she termed, "The Tyranny of Dead Ideas in Teaching and Learning" (*The Sociological Quarterly*). Perhaps her most visible accomplishment to members of the ASA is the institutionalization of the phrase "If you teach, you belong" to emphasize the centrality of teaching to the professional lives of sociologists, providing further impetus to join the Section on Teaching and Learning. For all these efforts, Diane Pike has received significant professional recognition, including institutional, state, regional, and section awards.

As her nominator (Kathleen McKinney) stated and was reiterated in the perspectives offered in letters of support from colleagues:

"Virtually all of Diane Pike's work has focused on improving teaching and learning in sociology beyond the local level, whether that work was teaching-learning sessions or workshops, other faculty development efforts, Department Resource Group reviews, efforts to improve assessment, or professional service work related to teaching....Diane is one of our most motivated, enthusiastic, upbeat, hardworking, honest and generous colleagues."

Katherine Rowell

Distinguished Contributions to Teaching Award, co recipient

Katherine Rowell, Professor of Sociology at Sinclair College, has demonstrated distinction

by advancing quality teaching at her institution, by relating strategies of teaching sociology in community college settings at regional and national organizations, and by advancing quantitative literacy and experiential learning as core objectives within the sociology curriculum.

At her institution, Rowell served as the founding director of the Applied Social Issues Research Center, and in 2008 she became the founding director of the Center for Teaching and Learning. Through this work, she moved her institution to integrate social science research into the curriculum of a community college and has established Sinclair College as an exemplar for other comparable institutions. For these efforts, Kathy Rowell has received significant professional and public recognition including being selected in 2005 as the Carnegie Foundation National Outstanding Community College Professor of the Year.

Rowell's publications reflect numerous contributions to a far-ranging set of issues and topics, and she has developed a host of innovative teaching activities distributed for public use. She organized and presented a remarkable number of workshops, symposia, and regional and national meetings. In these activities she disseminated innova-



Katherine Rowell

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tive teaching techniques as well as helped train sociologists to become better teachers. Her development of pedagogies and curricular materials relate to a wide range of concerns, including service learning, engagement of students in data analysis activities, peace studies, and social entrepreneurship. She achieved an impressive record of internationalizing sociology curricula, from working with the United States Institute of Peace Summer Training Program, to her work with the Midwest Institute of International Education to create online teaching modules. She made remarkable contributions to the ASA's Integrating Data Analysis in the curriculum initiative, authoring the application that included Sinclair College as the only community college included in this National Science Foundation-funded project for the American Sociological Association. Her teaching modules have been published through the Social Science Data Analysis Network and KIDSCOUNT. She also has served as a consultant on means of assessing quantitative literacy through her work with the Interuniversity Consortium for Political and Social Science Research.

She is an incredibly active member of both the ASA and its Section on Teaching and Learning. She served the Section on Teaching and Learning as its newsletter editor, frequently reviews for the journal *Teaching Sociology*, and is a long-term member of the Department Resources Group. She has filled numerous roles in regional associations, including President of the North Central Sociological Association. In all of these positions, she has worked to advance the cause of quality teaching.

As her nominator Jill Bouma writes: "Through Professor Rowell's long and distinguished record of excellent teaching, steady stream of publications and presentations on curricular and teaching topics, leadership in workshops at the local, regional and national levels, innovative program development, and overall contributions to the advancement of teaching sociology,

Professor Rowell is an ideal recipient for this award."

Judith Blau

Distinguished Career Award for the Practice of Sociology

Judith Blau, Professor of Sociology at the University of North Carolina-Chapel Hill, is the recipient of the 2012 Distinguished Career Award. Her BA and MA degrees are from the University of Chicago and her PhD from Northwestern. She drew from the respective strengths of both departments to tackle complex and varied questions over her career. For example, her dissertation and first publication dealt with the international networks of theoretical high energy physicists, and her first book was on architectural aesthetic. She also sought to learn and apply varied methodologies, including, for example, fuzzy set analysis, pooled time series analysis, and spatial diffusion processes.

Her long and happy marriage to Peter Blau accompanied intellectual challenges; their frequent discussions, for example, about the analysis of cross-cutting social circles (a book published by him and Joseph Schwartz) has had continuing influence on her work. As he often said, they were intermarried on all dimensions except for their shared love of sociology. They also shared children: Reva Blau and Pamela Blau.

Around 1999, Blau's work took a decisive turn. She wanted to learn what core values sociologists share. She concluded that they share a commitment to equality, fairness, and nondiscrimination, but these core values were rarely explicitly stated. What if they were articulated? She also wanted to learn what a "decent society" (as an ideal type) is like, and drew from the writings of W.E.B. Du Bois and Martin Luther King, Jr.

In 2000, Blau started the Social and Economic Justice undergraduate minor at the University of North Carolina-Chapel Hill. It was an instant success, with nearly 60



Judith Blau

faculty throughout the college signing up their courses. Blau taught the core course in the minor, but it soon morphed into a course on human rights. Once again, Blau had to master a new literature, indeed a vast one, and attempt to relate it to American sociology. She began by starting a U.S. chapter of Sociologists without Borders (really a network with two websites: www.sociologistswithoutborders.org and an interactive site www.ssfhink-tank.org/). The organization, which she was president of from 2002-2011, highlights the importance of global connections between sociology, human rights, and is bluntly opposed to neocolonialism, hegemony, and war. Over the last decade, with Spanish co-author Alberto Moncada, she wrote a series of books: *Human Rights: Beyond the Liberal Vision* (2005); *Justice in the United States: Human Rights and the U.S. Constitution* (2006); *Freedoms and Solidarities: We Humans* (2007); and *Human Rights: A Primer* (2009) (and in that same time-frame co-edited a volume on the World Social Forum and public sociology). Her empirical work on "decent societies" and "decent communities," proceeding at a slower pace, has produced a coauthored piece with two students, Jennifer Santos and Chelsea Sessoms; she is currently working with UNC graduate student Aseem Hasnain on a second.

The intellectual framework of human rights is exceedingly compelling, it is a universalizing and universal framework. Yet, it says little in particular about the ethics of interpersonal relations, how to promote solidarity, how to collectively combat injustices, and how norms of reciprocity emerge. These challenges are what people in their everyday lives face and that communities and cities must also confront. In 2009, Blau created a 501(c)(3), the Human Rights Center of Chapel Hill & Carrboro (HRC), working closely with a graduate student – Rafael Gallegos Lerma. The Center is located across the street from where day laborers wait for potential jobs and in a housing complex, Abbey Court, where about 300 units are occupied mostly by Latinos as well as African Americans and Burmese. The objectives of the

organization are to de-marginalize the families and individuals who live in Abbey Court; to defend their legal and employment rights; to ensure that they have access to basic human rights, such as food, education, and freedom to embrace their culture. The HRC has over 30 programs. These programs are ones that college students tackle for service-learning projects. There are clear connections between human rights theory, the HRC, and college students' service-learning projects. While Abbey Court residents benefit from what the students bring to their community, the students also benefit from what they learn from the residents. Judith finds that being director of the HRC allows for immense intellectual and social fulfillment.

Katha Pollitt

Excellence in the Reporting of Social Issues Award

The 2011 Award for Excellence in the Reporting of Social Issues goes to Katha Pollitt, writer and columnist for *The Nation*.



Katha Pollitt

As the nominating letter for Pollitt, signed by more than 60 sociologists, stated, "Her incisive voice covers a wide range of sociologically relevant topics," revealing "a keen understanding of social science research," and tying "social science to the issues of the day." Among them are racism, welfare reform, abortion, and poverty. Inequality is her central theme. She is a defender of contemporary feminism and human rights movements around the world.

Her range is extraordinary. "Subject to Debate," her bimonthly column in *The Nation*, has addressed women and work, deadbeat dads, the media, pan-handlers, school prayer, same-sex marriage, electoral politics, and, most recently, the mainstreaming of Occupy Wall Street and how Anita Hill changed the world. She has been praised for "...picking out the hypocrisy from the rhetoric," "voicing sharp, lacerating truths

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about society, never missing an opportunity for wit...”, and her “zestfully argued, blazingly commonsensical and morally precise” writing.

Her authorial voice has a wide reach. She has published in *The New Yorker*, *Harper’s Magazine*, *Ms. Magazine*, the *New York Times*, *The Atlantic*, the *New Republic*, *Glamour*, *Mother Jones*, and the *London Review of Books*. In addition, she has published six books. She is the recipient of several prestigious awards, including the National Book Critics Circle Award (1983), the National Magazine Award (1992, 2003), the American Book Award’s “Lifetime Achievement Award” (2010), and grants and fellowships from the Guggenheim Foundation, the National Endowment for the Arts, and the Fulbright Foundation.

Known primarily as an essayist and a social, political, and cultural critic, among her six books are two volumes of poetry. In her most recent, *The Mind-Body Problem* (2009), her poem “Silent Letter” is a meditation on the act of writing:

So too the leisure seeming of a girl alone in her blue bedroom late at night who stares at the bitten end of her pen wondering how to write so that what she writes stays written...

It is plain that she herself is the girl. A persistent gadfly on the social consciousness of the public, Katha Pollitt has mastered her craft. We are pleased to honor her outstanding achievements with the ASA 2012 Award for the Reporting of Social Issues.

James W. Loewen

Cox-Johnson-Frazier Award

Professor James Loewen, Catholic University, is the 2012 recipient of the ASA’s Cox-Johnson-Frazier Award. His life and work embody the spirit and intellect of the pioneering African American scholar-activists for whom the award is named. Author of scores of books and articles, including the bestselling *Lies My Teacher Told Me*, Loewen is a model public intellectual. While researching *Lies My Teacher Told Me*, Loewen spent two

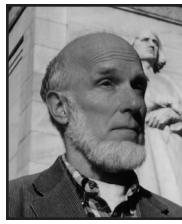
years at the Smithsonian surveying 12 leading high school textbooks of American history only to find an embarrassing blend of bland optimism, blind nationalism, and plain misinformation. In his book *Sundown Towns*, which was awarded the “Distinguished Book of 2005” by Gustavus Myers Foundation, he discovered that for decades thousands of communities kept out African Americans (or sometimes Chinese Americans, Jewish Americans, etc.) by force, law, or custom (some still do).

From his early years at historically black Tougaloo College to his later years at the University of Vermont, where he taught race relations for 20 years, Loewen fought for diversity and racial inclusion in higher education. Outside of academia, he testified, filed briefs, and offered statistical consulting in high-profile court cases involving employment discrimination, bias in standardized testing, and the rights of prisoners and students. For these and other outstanding contributions to racial justice and human rights, James Loewen richly deserves this award.

Douglas S. Massey

Award for Public Understanding of Sociology Award

No American is unaffected by our nation’s evolving policy stance toward immigrants. The major institutions of our collective life—ranging from the criminal justice system, to the economy, to the nation’s schools—bear the imprint of a radically transformed approach to handling newcomers and their offspring. No sociologist has done more than Douglas Massey to inform a variety of publics about the contradictions inherent in many of our immigration laws and the unintended consequences that have stemmed from these controversial



James W. Loewen



Douglas S. Massey

policies. Whether testifying before the U.S. Senate, granting dozens of interviews to journalists interested in his ideas and research, or penning op-eds in our most prominent newspapers, Massey has been an indefatigable emissary on behalf of a humane approach to immigration, which balances our nation’s needs and capabilities with what is politically feasible. It is also an approach grounded in the best social science research. Massey is uniquely suited to this role given his longstanding expertise as a leading immigration scholar.

All of Massey’s public endeavors to improve our immigration system would define him as one of the most prominent public sociologists of our time. Yet his efforts on behalf of public sociology do not end with immigration. For decades he has translated key sociological findings from studies of race, urban areas, and the changing demographics of the country for audiences outside of the academy. These efforts share common elements: they remain close to the relevant research, they are comprehensive yet easy for various publics to understand, and they offer possible solutions to pressing social problems rooted in the political realities of the day. For all of these endeavors, the American Sociological Association has named Douglas Massey winner of the Public Understanding of Sociology Award for 2012.

Massey is the Henry G. Bryant Professor of Sociology and Public Affairs at Princeton University. He received his PhD in Sociology from Princeton in 1978 and began his academic career with stints at the University of Chicago and the University of Pennsylvania prior to returning to his alma mater in 2005. Aside from his studies on the changing dynamics of immigration, his research focuses on race relations, U.S. cities, and the continuing impact of segregation on the life chances of minorities. In total, he has authored or co-authored nearly three dozen books and over 200 articles. His scholarly impact has been recognized in the academy by various disciplines. He is an elected fellow of the American Association for

the Advancement of Science, the American Philosophical Society, the National Academy of Sciences, and the American Academy of Arts and Sciences. In 1996 he served as President of the Population Association of America, in 2000-2001 he served as President of the American Sociological Association, and in 2006 he was elected president of the American Academy of Political and Social Science.

This staggering amount of scholarly productivity and service to the social sciences has not deterred Massey from his contributions to the public understanding of sociological research. These contributions to the public make Professor Massey a greatly deserving winner of this year’s award. Interviews and op-eds in newspapers such as the *USA Today*, the *New York Times*, and the *Newark-Star Ledger*, and appearances in various other media outlets have deepened the public’s comprehension of complex sociological issues such as demographic changes in our nation’s cities, the paradoxes of recent immigration restrictions, and the settlement patterns of minorities.

Massey’s contributions to public understanding of the discipline extend beyond the general public: for decades he has participated in policy discussions and debates with those closest to the policymaking process. Testimonies before the Senate, the House of Representatives, and service on various government panels have helped inform policymakers about the latest findings from social science research, and how these findings might be instituted as policy. His contributions also extend beyond our nation’s borders: Professor Massey has spoken at the United Nations and to numerous foreign bodies in an ongoing effort to shape the public’s and policymaking bodies’ understanding of and appreciation for what social scientists have to offer the world.

These efforts are often stymied, distorted, or simply ignored—as anyone engaged in the public understanding of sociology can attest. Yet as Professor Massey recognizes, these efforts are abso-

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lutely essential if we are to broaden the impact of our discipline. For those whose research is relevant to ongoing social problems, these efforts are essential to fulfill all of our obligations as social scientists. Most importantly, they are essential for improving the policymaking process and educating the public. It is for these efforts as a tireless ambassador for educating the public and improving our nation's policies that we honor Professor Massey with this year's award.

Michael A. Messner

Jessie Bernard Major ASA Award

Michael A. Messner, Professor of Sociology and Gender Studies at the University of Southern California (USC), is the

2012 recipient of the Jessie Bernard Award. Mike Messner is a leading sociologist of gender. He is widely regarded as the leading figure in the study of gender and sports. In his many books and articles he has addressed head on a fundamental conundrum in the struggle for gender equality, illustrated through sports as a pivotal site of gender politics. Why is it that



Michael A. Messner

women's increased equality in every arena of sports has led to dramatic increases in participation at every level of sport, and yet it has failed to transform the public's relationship toward, and media coverage of, women's sports? He has addressed all institutional levels of this intellectual terrain. His book *It's All for the Kids* (2009) focuses on women and men volunteer coaches of youth soccer leagues. *Power at Play: Sports and the Problem of Masculinity* (1992) assesses masculinities through the social and physical hierarchies of sports.

Messner won the Outstanding Book Award from the North American Society for the Sociology of Sport not only for *Power at Play*, but also for *Taking the Field: Women, Men, and Sports* (2002), which underscores the immense challenges and contradictions between liberal feminist claims of gains in equality and cultural and institutional analyses that reveal complex struggles for women's progress in the still male-dominated institution of sport. He is the only scholar to have won this award twice. He has also done a good deal of scholarship focusing on masculinities and contemporary men's movements more broadly, as in his 1997 book, *Politics of Masculinities: Men in Movements*. Other examples include his 2007 *Gender & Society* article on the masculinity displays

of Arnold Schwarzenegger and his 2005 *Signs* article on the imagery of the "male loser" in beer and liquor ads shown at mega-sports events such as the Super Bowl.

His writings have also been central for feminist teaching; *Men's Lives* (1989) has now gone through eight editions and remains one of the most widely used and valued feminist texts, very influential in interdisciplinary teaching on men and masculinity. He himself is also an accomplished teacher, having won several teaching awards at USC.

Messner has held a wide variety of administrative positions through which he has worked to institutionalize feminist research and pedagogies. He has served as the Director of Graduate Studies and as Department Chair in the USC Department of Sociology. He has also served as the USC Gender Studies Program Interim Director as well as the Director for the USC Center for Feminist Research "New Directions in Feminist Research" faculty seminar. His work is not limited to the academy; in addition to dozens of talks for community organizations, he has brought his expertise to the service of several community organizations such as Children Now, a statewide child advocacy organization; the Women's Sports Foundation and the Men's Resource Center for Change, serving on Advisory Boards for both of these organizations; and the California Women's Law Center, for whom he served as an expert witness in a suit to provide equal recreation facilities for girls in Los Angeles. He has launched critical longitudinal media analyses with the Amateur Athletic Association, generating reports on divergences between women's structural progress in sport and both overt and subtle sexist media coverage of their accomplishments.

Messner has received many professional recognitions. He has been a President of the Pacific Sociological Association, President of the North American Society for the Sociology of Sport, Chair of the Sex and Gender Section, the SWS Distinguished Feminist Lecturer, and a recipient of the

Career of Distinguished Service Award by the North American Society for the Sociology of Sport. He was named one of the "Top 100 Most Influential Sports Educators" by the Institute for International Sports. He has served on the Editorial Boards of many key journals, among them the *American Sociological Review*, *Gender & Society*, *Sociological Perspectives*, *Men and Masculinities*, and the *Journal of Sport and Social Issues*.

As a colleague of Mike's wrote: "Sociology is often a grim subject, documenting oppression, marginalization, and the disappointment of hopes. Messner is the kind of intellectual who can face these realities, but can also see the humane and democratic possibilities in human institutions such as sport." Mike Messner inspires all who work with him to do more and better feminist work, both in the academy and beyond.

Kimberly Kay Hoang for "New Economies of Sex and Intimacy in Vietnam"

Dissertation Major ASA Award

Drawing on 15 months of research tracing the dialectical link between the political economies of sex work and intimacy



Kimberly Kay Hoang


in Vietnam, Hoang used a creative form of field work to engage and observe the daily world of sex work in Ho Chi Minh City. She served as a hostess in bars catering to four different groups of clients. Speaking with these clients, the workers, and the madams known as "mommies," Hoang illuminates a world in which, to paraphrase her dissertation chair's nominating letter, all those involved navigate social and global forces to enhance their social and economic position in the global economy thus weaving together the micro and macro socioeconomic worlds. The committee offers its congratulations to Kimberly Hoang for an excellent dissertation and one which we think will make a major contribution to the fields of gender, sexuality, and political economy in a global context. 

Nominations

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pass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the American Sociological Association may submit nominations for the Jessie Bernard Award. Nominations for career achievement should include a narrative letter of nomination, a copy of the vita of the nominee, and three supporting letters.

Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2012 calendar year will be eligible for consideration for the 2013 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. 

Please send nominations to: American Sociological Association, 1430 K St. NW, Suite 600; (202) 383-9005; governance@asanet.org. For more information, see www.asanet.org/about/awards.cfm.

Council Highlights

At its August 20-21, 2012, meetings in Denver, ASA Council welcomed seven new Council members: President-Elect Annette Lareau, Vice President-Elect Brian Powell, Secretary-Elect Mary Romero, and Council Members-at-large Stephanie Bohon, Kelly Joyce, Dina Okamoto, and Jane Sell. Pending Council approval and online posting of the minutes, the following is a brief snapshot of key decisions and information.

Minutes. Approved the meeting minutes for February 11-12, February 21, February 23, March 1, and July 10, 2012. Minutes of all Council meetings are posted online at www.asanet.org/about/Council_Minutes.cfm.

Audit. Approved the final audit for Fiscal Year 2011, now available online at www.asanet.org/about/audit.cfm.

Membership. Accepted the recommendation to offer *Publishing Options* as a member benefit (free to Members) for 2013.

Subscription Rates.

- With the transition of *Sociological Methodology* (SM) and *Sociological Theory* (ST) from Wiley-Blackwell to SAGE, approved strategy of incremental changes to bring rates for SM and ST in line with ASA's other quarterly journals and below the price for the *American Sociological Review*.
- Approved no increase in Member rates, which remain at 2010 levels, and lowered Member rate for SM to match Member rates for other ASA journals.
- Approved institutional subscription rate increases of 1.5% to 12.5% for 2013 as negotiated with the publishers.

Annual Meeting.

- Supported altering Call for Papers requirements to permit submission of working drafts of papers that are 15-25 pages long and require submission of abstracts with working drafts.
- Affirmed provision of increased connectivity for attendees on-site.
- Approved a \$10 increase in fees

for general registration, events, and services for the 2013 Annual Meeting.

- Approved amendments to the ASA policy on exhibits, advertisements, and sales under the auspices of the Association that explicitly adds "the use or rental of the ASA membership list."

Publications

- Approved a one-time allocation of 44 additional pages for a special issue of *Teaching Sociology*.
- Approved designating the volume being compiled by the ASA Task Force on Global Climate Change as an official ASA publication.
- Decided not to immediately destroy boxes of old editorial office files that are ineligible for inclusion in the ASA Archives at Penn State; materials will be moved to a secure location pending policy decisions about destruction and/or securing permissions to enable continued archiving.

Committee and Task Force Appointments

- Accepted the recommendations of the Committee on Nominations (CON), Committee on Committees (COC), ASA Secretary, and ASA Executive Officer for 2013 elected and appointed Association positions, with the provision that names of Council members be dropped from the COC lists.
- Approved President-Elect Annette Lareau's selection of the following members for the 2014 Program Committee: Barbara Risman, Kjersten Whittington; and ex-officio members Brian Powell (ASA Vice President-Elect), Catherine White Berheide (Secretary), Mary Romero (Secretary-Elect), and Sally T. Hillsman (Executive Officer).
- Approved the proposed members for the Task Force on Community College Faculty in Sociology and the Task Force on Post-Doctorate Fellowships in Sociology.

Committee on Awards

- Confirmed that chairs of award selection committees may solicit suggestions for nominations. 

Call for Papers

Publications

The Collective Spirit of Aging across Cultures is seeking chapter proposals for an edited collection published by Springer Science and Business Media. Authors are invited to propose a chapter that discusses a relevant issue of our time that promotes the understanding of aging across diverse cultures from multiple perspectives and disciplines. The edited collection will intertwine theories, stories, and best practices that are reflective of our increasingly diverse aging communities for the purpose of informing academics, practitioners, policymakers, and community members across disciplines in the field of gerontology. Contact: Halaevalu Vakalahi at Halaevalu.Vakalahi@morgan.edu.

Contexts is currently seeking contributors to compose short "In Brief" pieces (200-350 words in length) for its upcoming issue. These articles summarize research related to newsworthy topics. While these articles are academically informed, they are written for a broader audience and are largely free of academic jargon. Sample articles can be found at contexts.org/articles/issues/summer-2012/ under Departments. These articles are a great way to write about your existing interests or explore an entirely new topic, all while getting a publication under your belt. We are open to hearing any creative article ideas. Contact: Joanne Chen at jchen@sociology.rutgers.edu. contexts.org.

Solving Social Problems is a new book series that provides a forum for the description and measurement of social problems, with a keen focus on the concrete remedies proposed for their solution. The series takes an international perspective, exploring social problems in various parts of the world, with the central concern being their possible remedy. The books in this series are theoretically sophisticated, exploring previous discussions of the issues in question, examining other attempts to resolve them, and adopting and discussing methodologies that are commonly used to measure social problems. Proposed solutions may be framed as changes in policy or practice, or more broadly as social change and social movement. Solutions may be reflective of ideology but are always pragmatic and detailed, explaining the means by which the suggested solutions might be achieved. Contact: Bonnie Berry at solving@socialproblems.org, or Neil Jordan at njordan@ashgatepublishing.com; www.ashgate.com/sociology.

Meetings

34th Annual Meeting of the Hawaii Sociological Association, February 16, 2013, Honolulu Community College, Honolulu, HI. Theme: "Critically Examining Structures of Inequality: Encour-

aging Agency and Creating Change." Abstracts (maximum 300 words) are invited on topics that broadly fit the theme. Undergraduate students are also encouraged to participate in this conference. Submissions for undergraduate students will be assigned to paper sessions or roundtables by the conference organizers. Deadline: December 15, 2012. Contact: hawaisoc@gmail.com; sites.google.com/site/hawaisociology/home.

International Conference of Half Century of Migration and Regional Integration in South China, May 17-19, 2013, Pearl River Delta Social Research Centre, CUHK-Shenzhen Research Institute, Shenzhen, China. South China is one of the most economically and socially dynamic regions in China and geographically close to Hong Kong, Macau, Taiwan and Southeast Asia. This international conference aims to provide a forum for discussing/sharing theories and strategies regarding the rapid social development and changes in the region, and exchanging knowledge and interdisciplinary research on migration and regional integration. Abstracts that include the purpose and setting of the research, the methods and nature of the sample, the principal findings and major conclusions, and the paper's contribution to knowledge are invited. Three nights of accommodation will be provided to all participants. A few travel grants are available on a competitive basis. Quality papers will be invited to be included in an edited volume after the conference. Deadline: January 10, 2013. Contact: abby.kan@cuhk.edu.hk; www.cuhk.edu.hk/soc/prdsoc/index.html.

Meetings

December 27-29, 2012. *Indian Sociological Society's (ISS) XXXVIII All India Sociological Conference*, Mohanlal Sukhadia University, Udaipur, Rajasthan. Theme: "Contemporary Indian Society: Challenges and Responses." Contact: Kamala Ganesh at kamala.s.ganesh@gmail.com or Aditya Raj at aditya.raj@gmail.com; www.insoo.org/index.htm.

February 1, 2013. *Fifth Annual Medicine and the Humanities and Social Sciences Conference*, Sam Houston State University, Huntsville, TX. Contact: soc_aab@shsu.edu; www.shsu.edu/~hss001/conference/.

February 16, 2013. *34th Annual Meeting of the Hawaii Sociological Association*, Honolulu Community College, Honolulu, HI. Theme: "Critically Examining Structures of Inequality: Encouraging Agency and Creating Change." Contact: hawaisoc@gmail.com; sites.google.com/site/hawaisociology/home.

March 18-20, 2013. *2013 International Labour Process*, Rutgers University, New Brunswick, NJ. Contact: ilpc.admin@ilpc.org.uk; www.ilpc.org.uk.

announcements

March 27-30, 2013. *93rd Annual Meeting of the Southwestern Sociological Association*, New Orleans, LA. Theme: "New Social Media, and Life, Politics, and Society in the Early 21st Century." Contact: Cynthia Cready at Cynthia.Cready@unt.edu; <www.swsociology.org/html/home.html>.

March 27-30, 2013. *Midwest Sociological Society (MSS) Annual Meeting*, Chicago, IL. Theme: "Integrating the Sociology Eclectic: Teaching, Research and Social Activism." Contact: Barbara Keating and Kimberly Maas at mss2013@mnsu.edu; <www.theMSS.org>.

March 29-31, 2013. *Australian International Cultural and Educational Institute Online Conference on Multidisciplinary Social Sciences.* <www.auaicei.com>.

May 17-19, 2013. *International Conference of Half Century of Migration and Regional Integration in South China*, Pearl River Delta Social Research Centre, CUHK-Shenzhen Research Institute, Shenzhen, China. Contact: abby.kan@cuhk.edu.hk; <www.cuhk.edu.hk/soc/prdsr/index.html>.

June 6-8, 2013. *Society for Menstrual Cycle Research 20th Biennial Conference*, Marymount Manhattan College, New York, NY. Theme: "Making Menstruation Matter." <www.menstruationresearch.org/2013-conference>.

June 6-9, 2013. *Labor & Employment Relations Association First Annual Meeting*, St. Louis, MO. Contact: david.lewin@anderson.ucla.edu; <leraweb.org>.

Funding

American Philosophical Society Research Programs. Franklin Research Grants. This program of small grants

to scholars is intended to support the cost of research leading to publication in all areas of knowledge. The Franklin program is particularly designed to help meet the cost of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies, or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses. Applicants are expected to have a doctorate or to have published work of doctoral character and quality. Deadline: December 1, 2012. Lewis and Clark Fund for Exploration and Field Research. This Fund encourages exploratory field studies for the collection of specimens and data and to provide the imaginative stimulus that accompanies direct observation. Grants will be available to doctoral students who wish to participate in field studies for their dissertations or for other purposes. Deadline: February 1, 2013. Contact: Linda Musumeci, Director of Grants and Fellowships, (215) 440-3429; LMusumeci@amphilsoc.org <www.amphilsoc.org>.

The Berlin Program for Advanced German and European Studies offers up to one year of research support at the Freie Universität Berlin. It is open to scholars in all social science and humanities disciplines, including historians working on German and European history since the mid-18th century. The program accepts applications from U.S. and Canadian nationals or permanent residents. Applicants for a dissertation fellowship must be full-time graduate students enrolled at a North American university who have achieved ABD status by the time the proposed research stay in Berlin begins. Also eligible are U.S. and Canadian PhDs who have received their doctor-

ates within the past two calendar years. Deadline: December 1, 2012. Contact: bprogram@zedat.fu-berlin.de; <www.fu-berlin.de/bprogram>.

Fellowships

American Bar Foundation Doctoral Fellowship Program in Law and Social Science, 2013-14. The American Bar Foundation (ABF) is committed to developing the next generation of scholars in the field of law and social science. The purpose of the fellowship is to encourage original and significant research on law, the legal profession, and legal institutions. Applications are invited from outstanding students who are candidates for a PhD degree in the social sciences. Applicants must have completed all doctoral requirements except the dissertation by September 1, 2013. Applicants who will have completed the dissertation prior to September 1, 2013 are also welcome to apply. Doctoral or proposed research must be in the general area of sociolegal studies or involve social scientific approaches to the law, the legal profession, or legal institutions. Fellows receive a stipend of \$30,000 for 12 months. Fellows also may request up to \$1,500 to reimburse expenses associated with research, travel to meet with advisors, or travel to conferences at which papers are presented. Tenure Fellowships are awarded for 12 months. Full-time fellowships Fellowships are held in residence at the American Bar Foundation. Fellows are expected to participate fully in the academic life of the ABF so that they may develop close collegial ties with other scholars in residence. Deadline: December 15, 2012. Contact: Amanda Ehrhardt, (312) 988-6515; aehrhardt@abfn.org; <www.americanbarfoundation.org>.

Jefferson Science Fellowship (JSF). Tenured or similarly ranked academic scientists, engineers, and physicians from U.S. institutions of higher learning who are U.S. citizens are eligible for selection as Jefferson Science Fellows (JSF). Each Fellow will spend one year at the U.S. Department of State or the U.S. Agency for International Development (USAID) for an onsite assignment in Washington, DC, that may also involve extended stays at U.S. foreign embassies and/or missions. While in general JSF assignments will involve providing up-to-date expertise in the rapidly advancing science, technology, engineering and medical arenas that routinely impact the policy decisions encountered by the U.S. Department of State/USAID, each fellow will also be expected to become conversant with the functional operation of the U.S. Department of State/USAID. In doing so, the JSF program complements and enhances the existing efforts by the permanent staff within the U.S. Department of State/USAID. Following the fellowship year, the Jefferson Science Fellow will return to his/her academic career but will remain avail-

able to the U.S. Department of State/USAID for short-term projects over the subsequent five years. Deadline: January 14, 2013. Contact: jsf@nas.edu; <sites.nationalacademies.org/PGA/Jefferson/PGA_048242>.

Law and Social Science Dissertation Fellowship & Mentoring Program, 2013-2014. The Law and Society Association, in collaboration with the American Bar Foundation (ABF) and the National Science Foundation, seeks applications for the Law and Social Science Dissertation Fellowship and Mentoring Program (LSS Fellowship). Fellowships are held in residence at the American Bar Foundation where Fellows are expected to participate in the intellectual life of the ABF including participation in a weekly seminar series. LSS Fellows will receive a stipend of \$30,000 per year beginning fall 2012. Fellows will attend LSA annual meetings in both years of the fellowship and the Graduate Student Workshop in the first year of the fellowship. Fellows will receive up to \$1,500 for research and travel expenses each year. Relocation expenses up to \$2,500 may be reimbursed. Third-, fourth-, and fifth-year graduate students who specialize in the field of law and social science and whose research interests include law and inequality are invited to apply. Fellowship applicants should be students in a PhD program in a social science department or an interdisciplinary program. Humanities students pursuing empirically-based social science dissertations are welcome to apply. Deadline: December 1, 2012. Contact: Amanda Ehrhardt, (312) 988-6515; aehrhardt@abfn.org; <www.americanbarfoundation.org>.

Predocctoral Fellowship: Multidisciplinary Training in Gender, Sexuality, and Health. The Department of Sociomedical Sciences at Columbia University's Mailman School of Public Health will offer at least one and possibly two Predocctoral Fellowships in Gender, Sexuality and Health to PhD applicants entering in the fall of 2013. This fellowship is funded by a training grant award from the National Institute of Child Health and Development, Demographic and Behavioral Sciences Branch. Fellowships cover tuition and a stipend and include monies for professional meeting travel and academic supplies. Funding is guaranteed up to five years (although students will be encouraged to seek outside funding for their dissertation research). Applicants must apply to and be accepted by the Department of Sociomedical Sciences before a training fellowship can be offered. Contact: Andrea Constanco at ac995@columbia.edu; <www.mailman.columbia.edu/academic-departments/sociomedical-sciences/academic-programs/doctoral-program/predocctoral-fellowship>.

Public Health Prevention Service (PHPS) is a three-year training and service fellowship for master-level public health professionals. The fellow-

ASA footnotes

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Managing Editor: Johanna Olexy

Secretary: Catherine White Berheide

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

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ship focuses on public health program management and provides experience in program planning, implementation, and evaluation through specialized hands-on training and mentorship at the Centers for Disease Control (CDC) and in-state and local health organizations. The goal of the program is to prepare public health professionals for leadership positions in local, state, national, and international public health agencies. Fellows first work in program areas within the CDC. They are then placed in a field assignment with a public health agency. Fellows initially earn a salary equivalent to a GS-9 pay grade and advance to GS-11 with geographic adjustments. Fellows receive supervision and mentoring while working on multidisciplinary projects with public and private partners. <www.cdc.gov/PHPS/index.html>.

Competitions

21st Annual John Heinz Dissertation Award for the Best Doctoral Dissertation in the Social Insurance Field. The National Academy of Social Insurance (NASI) is accepting applications for the John Heinz Dissertation Award for an outstanding dissertation in the field of social insurance. The award is designed to recognize and promote outstanding research by new scholars addressing social insurance policy questions. Presented annually in memory of Senator John Heinz, the winner will receive a \$2,500 honorarium and the opportunity to participate in the 25th Annual NASI conference with expenses paid. The dissertation award will be given to the best doctoral dissertation in the social insurance field completed between January 1, 2011 and October 15, 2012, addressing topics relevant to the design, planning, implementation, or evaluation of social insurance policy. Contact: (202) 452-8097; <www.nasi.org/studenttopps/heinz>.

North Central Sociological Association (NCSA) 2013 Student Paper Competition. Submit your paper to the competition and you may have the chance to publish your work in *Sociological Focus*. The completion is broken down into two divisional awards: Graduate Student Division and Undergraduate Division. The completion is open to all students at two-year and four-year colleges, universities, and community colleges. The maximum length of a paper is 5,000 words (approximately 18-20 pages). An abstract of no more than 100 words must also be included. Papers with multiple authors will be considered provided that all authors are students in the same division category. Winners are expected to present their papers at the NCSA 2013 annual meeting to receive the monetary award. Deadline: January 7, 2013. Contact: Carolette Norwood at Carolette.Norwood@uc.edu, Subject line: NCSA Student Paper Competition.

The Peter K. New Student Research Competition invites papers (maximum of 45 pages) based on original research in the general area of health or human services from students at the graduate or undergraduate level. The competition winner will receive \$2,000 as well as a Baccarat trophy. Travel funds will also be provided for the winner to present the paper at the Society for Applied Anthropology Meeting in Denver in March 2013. Second and third prizes will be awarded depending on the quality of the competition. Deadline: December 31, 2012. Contact: info@sfaa.net. <www.sfaa.net>.

In the News

Richard Alba, Graduate Center, City University of New York, was quoted and **Jennifer Lee**, University of California-Irvine, was mentioned in a September 25 *Press-Enterprise* article about a panel discussion in Riverside, CA, on diversity's role in democracy.

Rachel Kahn Best, University of Michigan, was quoted in an October 1 *Los Angeles Times* "Booster Shots" blog post about her *American Sociological Review* study, which found that patient-led advocacy has changed how the U.S. government funds medical research.

Cheris Shun-ching Chan, University of Hong Kong, was interviewed on an Australian social media research talk show, "Up Close," in Australia for her project on culture and life insurance business in China. The interview was also featured on Radio Netherlands Worldwide.

Mark Chaves, Duke University, was mentioned in an October 10 *Los Angeles Times* article, "Protestants No Longer Majority in U.S., Study Finds."

Jay Coakley, University of Colorado-Colorado Springs, was quoted in an October 12 *Atlanta Journal-Constitution* blog post, "Fan Revolts Out of Control, One Wanted to Fight UGA Player."

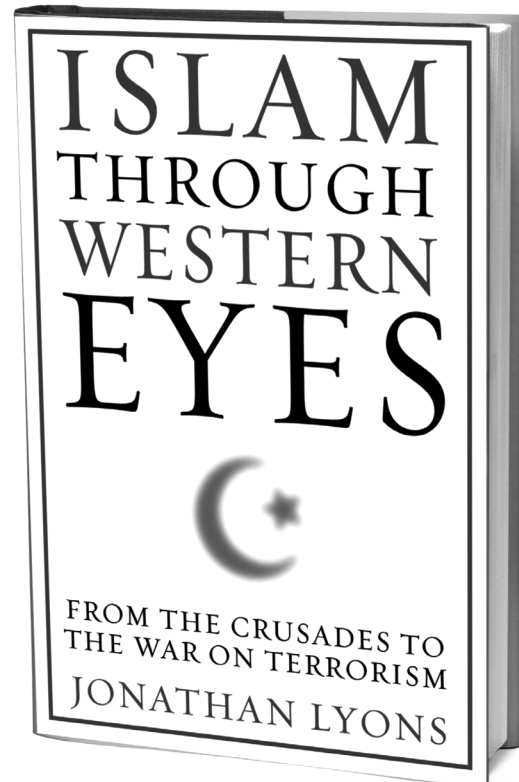
Stephanie Coontz, Evergreen State College, wrote a September 30 *New York Times* op-ed, "The Myth of Male Decline." The op-ed also mentioned **David Cotter**, Union College, **Joan Hermsen**, University of Missouri, **Reeve Vanneman**, University of Maryland-College Park, **Philip Cohen**, University of Maryland-College Park, and **Paul England**, New York University.

Katie Corcoran, University of Washington, was quoted in an August 19 LiveScience.com article about her study on American megachurches. The study, which she co-authored with **James Wellman** and **Kate Stockly-Meyerdirk**, both of the University of Washington, was also the subject of articles in a number of other media outlets including *The Huffington Post*, Yahoo!News News, and *The Washington Post* on August 20; the *Houston Chronicle* on August 23; UPI.com on August 29; *The Charlotte Observer* on September 7; and numerous others.

Islam Through Western Eyes

From the Crusades to the War on Terrorism

Jonathan Lyons



"[The book] offers an excellent and engaging opportunity for critical self-reflection." —*Booklist*

"A first-class book: original, significant, and a very timely contribution. Despite the importance of the topic, especially today, I can think of no other study that offers so comprehensive, persuasive, and engaging an analysis." —John L. Esposito, author of *What Everyone Needs to Know About Islam*



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announcements

Hector Cordero-Guzman, Baruch College–City University of New York, was quoted in a September 17 *USA Today* article about the one-year anniversary of the “Occupy” movement. The article also appeared in the *Detroit Free Press* on September 17.

Peter Dreier, Occidental College, appeared on Fox News’ “The O’Reilly Factor” on August 8, on PBS’ “The Tavis Smiley Show” on October 14, and on other television and radio shows to discuss his new book, *The 100 Greatest Americans of the 20th Century: A Social Justice Hall of Fame*. He wrote about his experience on “The O’Reilly Factor” in August 9 and 13 *Huffington Post* articles. His tribute to environmental scientist Barry Commoner appeared in *The Nation* and *The Huffington Post* on October 1, and he was interviewed about Commoner for an October 2 *Los Angeles Times* article. Dreier was also interviewed for an October 2 *New York Times* article about Proposition 32, an anti-union ballot measure, and for a September 3 History News Network article about the history of Labor Day. In addition, he wrote a September 14 *New York Daily News* op-ed suggesting that New York City name a public school after Pete Seeger; a September 3 *San Francisco Chronicle* op-ed about the decline of union-made clothing; a commentary on the mass killings in Aurora, CO, which appeared in *Alternet* on July 24, *Truthout* on July 25, and *Salon* on July 27; an August 15 *Truthout* profile of civil rights icon Rev. James Lawson; a September 26 *Truthout* article and an August 2 *Huffington Post* article (co-authored with **Gregory Squires**, George Washington University, about Wells Fargo’s predatory lending and foreclosure practices. Other recent *Huffington Post* commentaries he wrote include “Mitt Romney’s Favorite Socialists” on September 21, “More Than 47% of Americans ‘Depend’ on Government, Mr. Romney” on September 19, “We Take Care of Our Own vs. ‘You’re On Your Own’” on September 7, “California’s Harvest of Shame: 2012” on August 23, “Pete Seeger—In His Own Words—Graces the Colbert Report” on August 7, and “Mitt’s Mansions, the Foreclosure Crisis, and the Election” on August 5.

Gary Dworkin, University of Houston, was quoted in an October 5 *Texas Tribune* article about how the strain for Texas public school teachers runs deeper than budget cuts. The article also appeared in the *New York Times* on October 5.

Morten Ender, U.S. Military Academy, and **David Segal**, University of Maryland–College Park, had their study, “One Year Out: An Assessment of DADT Repeal’s Impact on Military Readiness,” featured in a September 10 *Huffington Post* article. The study, which found that one year after the repeal of DADT, there are no notable overall negative effects on military readiness, cohesion, recruitment, retention, or morale, was

also the subject of a September 16 *New York Times* editorial and articles in a number of other media outlets including *Politico*, NBCNews.com, The Maddow Blog, the *Atlantic*, *Salon*.com, and *Mother Jones* on September 10.

Amitai Etzioni, George Washington University, wrote an October 9 CNN.com column, “Should Colleges Talk to Parents About Their Kids?”

Leta Hong Fincher, Tsinghua University, wrote an October 12 *International Herald Tribune* op-ed, “China’s ‘Leftover’ Women.” Fincher was also quoted and **Phillip Cohen**, University of Maryland–College Park, was mentioned in a September 19 *Foreign Policy* article, “Nobody Told Asia About The End of Men.” The article also appeared on NPR.org on September 21.

Gary Alan Fine, Northwestern University, was mentioned in a September 28 *Atlantic* article, “Why the Seamus Story Has Legs.” Fine, the author of *Kitchens: The Culture of Restaurant Work*, was interviewed for a September 6 *Chicago Reader* article on the efforts of a Chicago chef to open her own restaurant.

David Finkelhor, University of New Hampshire, was quoted in an October 13 *Cincinnati.com* article, “Sex-Abuse Cases Often a Double Standard.”

Claude Fischer, University of California–Berkeley, was quoted in a September 26 *Mother Jones* article about a study, that found Republicans and Democrats increasingly dislike each other.

Adrienne M. Frech, University of Akron, was quoted and **Sarah Damaske**, Pennsylvania State University, was mentioned in an August 23 *New York Times* article about their study, which found that full-time work means better health for mothers. The study was also the subject of articles in a number of other media outlets including *Philly.com* on August 20, *The Globe and Mail* on August 23, and *Discovery.com* on August 24.

Heather Gautney, Fordham University, was quoted in a September 17 *Christian Science Monitor* article, “Occupy Wall Street Stages a Comeback: What Did it Accomplish?”

Paul Glavin, University of Toronto, was quoted and his *Journal of Health and Social Behavior* study was mentioned in a September 17 BBC article, “Is Teleworking Driving Us Crazy?”

Lingxin Hao, Johns Hopkins University, was quoted and **Han S. Woo**, Johns Hopkins University, was mentioned in a September 21 ABCNews.com article about their study, which found that immigrants’ children do better in school than their peers. The study also was the subject of a September 11 UPI.com article and a September 29 *Wall Street Journal* article.

Jason Houle, University of Wisconsin–Madison, was quoted in an August 20 Associated Press article about his study,

that found that young adults from middle-income families are more likely to rack up student loan debt—and in greater amounts—than students from both lower and higher income backgrounds. The Associated Press article appeared in a number of media outlets including the *Boston Globe*, the *Huffington Post*, the *St. Louis Post-Dispatch*, the *Charlotte Observer*, the *Kansas City Star*, the *Houston Chronicle*, the *Plain Dealer*, the *Miami Herald*, and CBSNews.com on August 20, and the *Denver Post* on August 21. Additionally, the study was featured in a variety of other media outlets including an August 20 *Education Week* “College Bound” blog post, an August 20 *Inside Higher Ed* article, and an August 30 UPI.com article.

Carolyn L. Hsu, Colgate University, was quoted in an August 20 TIME.com “Healthland” blog post about her study on social status, binge drinking, and social satisfaction among college students. The study was also the subject of articles in a number of other media outlets including the *Huffington Post*, Yahoo!News, *U.S. News and World Report*, NBCNews.com, CBSNews.com, the *New York Post*, the *Daily Mail*, the *Guardian*, and ABCNews.com on August 20, and numerous others.

Arthur Jipson, University of Dayton, was quoted in an August 21 CBSNews.com article about his study on how homeless people are finding equality and acceptance on social networking sites. The study was also the subject of articles in a number of other media outlets including the *Washington Post* on August 24 and the *Huffington Post* on August 26.

Philip Kasinitz, Graduate Center, City University of New York, was interviewed on September 18 on NPR’s “All Things Considered” about immigrants and niche employment.

Eric Klinenberg, New York University, was quoted in a September 28 *Atlantic* article, “Does Sharing Housework Really Lead to Divorce?”

C.N. Le, University of Massachusetts–Amherst, was quoted in a September 28 *Washington Post* article, “Familiar Ad Trope: Pairing White Men and Asian American Women,” about how the recent proliferation of Asian Americans in mainstream media advertisements still reinforce cultural assumptions and stereotypes about Asian American men and women.

Jack Levin, Northeastern University, was quoted in an October 6 *Patriot Ledger* article about how DNA testing is helping solve cold cases on Massachusetts’ South Shore.

Amanda Lewis, Emory University, and **John Diamond**, Harvard University, co-authored an October 1 *Huffington Post* column about how integration still does not really exist in schools in the United States. The column also mentioned **Karolyn Tyson**, University

of North Carolina–Chapel Hill, and **Roslyn Mickelson**, University of North Carolina–Charlotte.

Kris Marsh, University of Maryland–College Park, was quoted in a September 27 CNN.com article, “Census: More People Identify as Mixed Race.”

Harvey Molotch, New York University, was quoted in a September 21 *New York Magazine* article, “Does ‘See Something, Say Something’ Do Nothing?”

Jennifer Karas Montez, Harvard University, and **Richard Miech**, University of Colorado–Denver, were mentioned in a September 21 *New York Times* article about how the life span has shrunk for the least-educated whites in the United States.

Adina Nack, California Lutheran University, was quoted in an October 9 Slate.com article, “Guys, Go to the Doctor.”

James L. Nolan, Jr., Williams College, was quoted in a September 23 Associated Press article about how novel courts are handling low-level crimes across the United States. The Associated Press article appeared in a number of media outlets including the *Washington Post*, the *Wall Street Journal*, and the *San Jose Mercury News* on September 23.

Andrew Papachristos, Yale University, wrote an October 10 *Huffington Post* column, “It’s the Gangs, Stupid: Why People Don’t Respond to Crime Statistics.” He was also quoted in an October 3 *Chicago Tribune* article, “Gang Factions Lead to Spike in City Violence.”

Becky Pettit, University of Washington, was mentioned in an October 12 *Huffington Post* column, “Education and Incarceration: Beyond ‘Affirmative Action.’”

Corinne Reczek, University of Cincinnati, was quoted in a September 2 *New York Times* article, “From the Band with the Song, It’s the Wedding.” Reczek was also quoted in an August 21 *New York Daily News* article about her study on the relationship between marriage and alcohol. The study, which she co-authored with **Tetyana Pudrovska**, Pennsylvania State University, **Deborah Carr**, Rutgers University, and **Debra Umberson**, University of Texas–Austin, was also the subject of an August 23 *Washington Post* “The Checkup” blog post and articles in a number of other media outlets including *The Telegraph*, *LiveScience.com*, the *Philadelphia Inquirer*, *U.S. News and World Report*, the *Ottawa Sun*, and the *Toronto Sun* on August 18; the *Huffington Post*, ABCNews.com, and CBSNews.com on August 20.

Chris Rhomberg, Fordham University, wrote a September 10 CNN.com op-ed, “America Would be Better Off With More Strikes.” The op-ed also mentioned **Jake Rosenfeld**, University of Washington. Rhomberg was also interviewed about the piece on NPR’s “Talk of the Nation” on September 10

announcements

and on WGN AM radio in Chicago on September 11.

Barbara Risman, University of Illinois at Chicago, was quoted in an August 17 *Globe and Mail* article about her study, which found that college students lose respect for peers who hook up too much. The study, which she co-authored with **Rachel Allison**, University of Illinois-Chicago, also was the subject of articles in a number of media outlets including the *Huffington Post*, *LiveScience.com*, *CBSNews.com*, *Yahoo!News*, the *Edmonton Sun*, the *Toronto Sun*, *Inside Higher Ed*, the *Ottawa Sun*, and the *Philadelphia Daily News* on August 17, and numerous others.

Pepper Schwartz, University of Washington, **Virginia Rutter**, Framingham State University, and **Stephanie Coontz**, Evergreen State College, were quoted and **Susan L. Brown**, Bowling Green State University, was mentioned in a September 30 *New York Times* article, "Till Death, or 20 Years, Do Us Part."

Brian Serafini, University of Washington, was quoted and **Michelle Maroto**, University of Alberta, was mentioned in an August 17 TIME.com "Healthland" blog post about their study, "Recession, Man-cession, or Mom-cession? Gender Inequality in Reemployment Outcomes Disaggregated by Marital and Parental Status." The study was also the subject of an August 21 article in *The Nation*.

Ira Silver, Framingham State University, wrote a September 27 *Huffington Post* op-ed, "A Tasty Way to Launch a Career," which draws on material from his next book *Investing in Opportunity: How You Can Help Restore the American Dream*.

Robert Silverman, University at Buffalo, was quoted in a September 12 *Pacific Standard* article about his *Urban Education* study, "Making Waves or Treading Water," which suggests that many charter schools are treading water.

Theda Skocpol, Harvard University, **Todd Gitlin**, Columbia University, and **Frances Fox Piven**, Graduate Center, City University of New York, were quoted in a September 15 *Los Angeles Times* article about the one-year anniversary of the "Occupy" movement. The article also appeared in the *Chicago Tribune* on September 15.

David Smilde, University of Georgia, was quoted in a *Bloomberg News* article, "Chavez Win Leaves Venezuelan Opposition Reeling Before Next Vote," which also appeared in the *San Francisco Chronicle* on October 9.

Dmitry Tumin, Ohio State University, was quoted and a **Zhenchao Qian**, Ohio State University, was mentioned in an August 29 UPI.com article about their study, which suggests that married couples who undergo long-term separations appear to be those who cannot afford to divorce. The study was also the subject of an August 20 *Star*

Tribune blog post.

Thomas Volscho, College of Staten Island, City University of New York, was quoted in an October 2 Salon.com article about his *American Sociological Review* study on the rise of the one percent. The study was also the focus of an October 5 *Commercial Appeal* article.

Robb Willer, University of California-Berkeley, was interviewed July 23 on ABC's "Nightline" for a segment about heroism and the mass killings at the Aurora, CO movie theater. He was also interviewed September 7 on ABC's "20/20" about heroism.

William Julius Wilson, Harvard University, was quoted in a September 30 *Chicago Tribune* column, "Revisiting the 'Truly Disadvantaged' 25 Years Later." The column also appeared in a number of other media outlets including *The Fresno Bee* and *The Morning Sun* on October 1 and *The Tennessean* on October 6.

Awards

Kathleen Blea, University of Pittsburgh, received the 2012 Virginia Hodgkinson Research Prize from the Association for Research on NonProfit Organizations and Voluntary Action for her book, *Democracy in the Making: How Activist Groups Form*.

Cheris Shun-ching Chan, University of Hong Kong, received the Best Book on Globalization Award 2012 from the Global Division of the Society for the Study of Social Problems for *Marketing Death: Culture and the Making of a Life Insurance Market in China*.

J. David Knottnerus, Oklahoma State University, was awarded the honorary title of Regents Professor.

Kathleen S. Lowney, Valdosta State University, was unanimously selected to receive the faculty 2013 Regents' Teaching Excellence Award for regional and state universities from the University System of Georgia Board of Regents.

Gayle Sulik, SUNY-Albany, received the 2013 Sociologists for Women in Society Distinguished Feminist Lecturer Award.

Transitions

Justin J.W. Powell is a new professor of Education at the University of Luxembourg.

Carrie Shandra, SUNY-Stony Brook, is an Assistant Professor of Sociology and Core Faculty in the Graduate Program in Public Health.

People

William R. Avison, Western University, was elected a Fellow of the Canadian Academy of Health Sciences. Fellows elected to the Academy are recognized by their peers nationally and internationally for their contributions to the

promotion of health science. Membership is one of the highest honors in the Canadian health sciences community.

Carrie Shandra, SUNY-Stony Brook, received a 2012-2013 National Academy of Education/Spencer Foundation Postdoctoral Fellowship for the project, "School-to-Work Program Participation and the Early Labor Market Success of Young Adults in the Current Recession."

New Books

Joel Best, University of Delaware, and **Scott R. Harris**, Saint Louis University, Eds., *Making Sense of Social Problems: New Images, New Issues* (Lynne Rienner Publishers, 2013).

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

Ed Collom, University of Southern Maine, **Judith N. Lasker**, Lehigh University, and **Corinne Kyriacou**, *Equal Time, Equal Value: Community Currencies and Time Banking in the U.S.* (Ashgate, 2012).

Colin Cremin, University of Auckland, *iCommunism* (John Hunt Publishing, 2012).

Trevor W. Harrison, University of Lethbridge, and **Slobodan Drakulic**, Ryerson University, *Against Orthodoxy: Studies in Nationalism* (University of British Columbia Press, 2011).

David Jacobson, University of South Florida, *Of Virgins and Martyrs: Women and Sexuality in Global Conflict* (Johns Hopkins University Press, 2012).

Stephen Kalberg, Boston University, *Max Weber's Comparative-Historical Sociology Today: Major Themes, Mode of Causal Analysis, and Applications* (Ashgate Publishing, 2012).

Edith W. King, Worldmindedness Institute, *Encounters With Social Thought* (Amazon Digital Services, 2012).

Patricia Leavy, Stonehill College, *Essentials of Transdisciplinary Research: Using Problem-Centered Methodologies* (Left Coast Press, 2012).

Other Organizations

The Association of American Medical Colleges (AAMC) announces the formation of the Pre-health iCollaborative repository. The online site supports sharing of free undergraduate teaching resources that address pre-health competencies, including topics from psychology and sociology. The Pre-health iCollaborative repository includes free, open-access teaching resources that faculty can use in the classroom or as student resources to activities that

supplement an existing course. The collection is searchable by competency, discipline, or keyword. Site users are encouraged to rate and comment on resources after using them. Faculty are encouraged to submit resources that they have authored or refer to publicly available resources for inclusion in the collection. With the collective wisdom of community comments and ratings, the collection will become more valuable over time. Contact: icollaborative@aamc.org; www.mededportal.org/icollaborative/pre-health.

New Publications

Critical Research on Religion is a new, peer-reviewed, international journal focusing on the development of a critical theoretical framework and its application to research on religion. First issue will be published April 2013. *Critical Research on Religion* provides a common venue for those engaging in critical analysis in theology and religious studies, as well as for those who critically study religion in the other social sciences and humanities such as philosophy, sociology, anthropology, psychology, history, and literature. A critical approach examines religious phenomena according to both their positive and negative impacts. The journal encourages submissions of theoretically guided articles on current issues as well as those with historical interest using a wide range of methodologies. Contact: Warren S. Goldstein at goldstein@criticaltheoryofreligion.org; www.sagepub.com/journals/Journal202153.

Summer Programs

Crime & Justice Summer Research Institute: Broadening Perspectives & Participation. July 8-26, 2013, Ohio State University. The Institute promotes successful tenure/careers among faculty from underrepresented groups working in areas of crime and criminal justice. Each participant will complete an ongoing project for journal submission or agency funding review. The Institute will provide living and travel expenses for the duration of the workshop and will culminate in a research symposium where participants present their completed research before a scholarly audience. Applicants must hold regular tenure-track positions in U.S. institutions and demonstrate how their participation broadens participation of underrepresented groups in crime and justice research. Visit cjrc.osu.edu/rdcj-n/summerinstitute to download an application. Once completed, submit all requested application materials and direct any inquiries to kennedy.312@sociology.osu.edu. Deadline: February 15, 2013.

Deaths

Katherine Payne Moseley (KP Moseley) passed away peacefully on October 4, 2012.



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Fund for the Advancement of the Discipline

Application Deadline: December 15 & June

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 July/August 2012 issue of *Footnotes*.

For Members Only

ASA Group Insurance Plan

The ASA Term-Life and Health Insurance benefit is available to all current members. The Association partners with Seabury & Smith to provide discounted insurance programs for ASA members, including term life, medical, and dental insurance for you and your family. This benefit may be particularly helpful for self-employed ASA members or those working outside the academy. Members may also enroll for major medical and hospital income insurance plans. The group insurance plan also provides educator liability insurance. For more information, visit www.personal-plans.com/asoa or call (800) 503-9230.

Auto & Home Owners Insurance Benefit

Toll-Free Phone Number: (800) 524-9400 (ASA ID Code: 112316)
ASA Members receive competitive rates on auto and home owners insurance through Liberty Mutual. Visit online at www.libertymutual.com/lm/asa to view insurance coverage benefits and get rate quotes.

Health Proponent

Health Proponent is a one-stop resource for ASA members. The site helps you find qualified medical professionals; provides assistance with lowering medical bill payments; helps explain complex medical coverage plans; provides online personal health record management; offers online health risk assessment and more.

Visit Health Proponent for more information about the services and fees for ASA members at www.healthproponent.com/asanet or call (866) 939-3435.

For complete information on these and other ASA member benefits, visit <www.asanet.org/benefits>.

Membership in ASA benefits you!