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TRAILS Digital Library Hits 1,000 Subscriber Milestone

Diane Pike, Augsburg College and TRAILS Editor

Disciplines depend on the quality of their teachers to inspire passions and pass on knowledge and skills. As sociologists, we have long benefited from a forward-looking focus on effective teaching and learning. In addition, we wrestle with self-imposed handwringing that relentlessly questions what we do and why. In December 2012, TRAILS—the Teaching Resources And Innovation Library for Sociology—reached the 1,000-subscriber milestone. This achievement is but one indicator of sociology’s



continued leadership in the scholarship of teaching and learning. Proud of what that milestone represents and excited for the next stage, we take this celebratory moment as a prompt to assess what is happening, to consider why, and to imagine the future.

TRAILS was launched in May 2010 on the foundation of decades of editorially vetted work from ASA’s Teaching Resource Center publications. Built with ASA funds, TRAILS quickly received support from the National Science Foundation (NSF) in the form of two grants to study the impact of this new approach to making

scholarly knowledge about teaching and learning more directly and effectively accessible. For the first two years the editorial process was handled by the 30 Area Editors and the ASA Academic and Professional Affairs Program staff. Once there was a clear sense of the process and the workload involved with the position, a call for a TRAILS editor was posted, which is where I enter as the inaugural TRAILS Editor.

Congratulations to all the ASA staff who made TRAILS possible. The skilled work of Roberta Spalter-Roth was critical in obtaining the grants and TRAILS came to life thanks to the leadership of Margaret Weigers Vitullo. Critical to our current success has been the work of

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Recruitment and Retention of Sociology Majors

ASA Research Department on the Profession and the Discipline

Recruiting and retaining students is a challenge for many sociology departments, even more so given the current economic climate and the growth of vocationally oriented majors. We examine these two issues with data from the first wave of the 2012 American Sociological Association’s *Bachelor’s and Beyond* survey.

The first wave of the *Bachelor’s and Beyond* survey was distributed to graduating sociology majors during their final semester and approximately 2,500 students answered the survey, which asked them to report on why they chose to major in sociology, their satisfaction with the program, and the methods they use to search for jobs. Recruitment, or bringing students through the door, is measured by positive reasons for majoring in sociology including conceptual and vocational reasons.

Retention is measured here by high levels of satisfaction with departmental experiences. This measure assumes that those who are satisfied with their experiences will not walk out the door. The survey results suggest that increasing student recruitment and retention may require faculty members to pay attention to both teaching concepts and skills as well as helping students prepare for jobs.

Recruitment

The survey requested that students respond to 11 reasons for majoring, either by selecting that it was an important reason for their choosing sociology as a major or that it was not an important reason. Overall, respondents reported majoring for positive or “substantive” reasons, while “convenience” reasons were the least popular (see Figure 1). The five top reasons can be described as conceptual or

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from the executive officer

Gun Violence: Lifting the Shackles on Federal Firearms Research

“All of us as vital as the one light we move through, the same light on blackboards with lessons for the day: ...the impossible vocabulary of sorrow that won’t explain the empty desks of twenty children marked absent today, and forever.”

— from the poem *One Today* by Richard Blanco, read at the Second Inauguration of Barack Obama

Sadness engulfed ASA headquarters on December 14, 2012, as it did in homes and workplaces across the country, as news of the Sandy Hook Elementary School shooting spread. It was another shooting, another senseless loss of futures that will never be attained. This mass shooting, following the recent shootings in Oregon, Colorado, Wisconsin, and Minnesota as well as those at Columbine, Virginia Tech, and Tucson, targeted very young children. It appears to have shaken the American public sufficiently to push some elected officials to challenge the American gun lobby and address gun violence in America. Research on firearms can help.

President Obama charged Vice President Biden to investigate and give recommendations for actions to curb gun violence. Then, on January 16, 2013, the president announced a series of legislative recommendations and executive actions aimed at reducing gun violence. The legislative recommendations will need congressional action—which may or may not happen—but the executive actions should take effect immediately (as long as some members of Congress do not successfully throw up roadblocks). To hear Obama’s speech and learn more, see <www.whitehouse.gov/issues/preventing-gun-violence>.

One of the executive actions is designed to remove the “shackles” that have limited federally funded research on the causes of gun violence. In the mid-1990s, Congress prohibited scientific agencies from

using funds “to advocate or promote gun control.” President Obama’s plan, “Now Is the Time,” states that

research on gun violence is not advocacy; it is research vital to the well-being of our nation. In particular, President Obama focused on the following two gun violence research points. From the White House Fact Sheet:

- *Conduct research on the causes and prevention of gun violence, including links between video games, media images, and violence.* The President is issuing a Presidential Memorandum directing the Centers for Disease Control (CDC) and scientific agencies to conduct research into the causes and prevention of gun violence. This executive action is based on legal analysis that concludes such research is not prohibited by any appropriations language. The CDC will start immediately by assessing existing strategies for preventing gun violence and identifying the most pressing research questions, with the greatest potential public health impact. The Administration is calling on Congress to provide \$10 million for the CDC to conduct further research,
- *Better understand how and when firearms are used in violent death.* To research gun violence prevention, we also need better data. When firearms are used in homicides or suicides, the National Violent Death Reporting System collects anonymous data, including the type of firearm used, whether the firearm was stored loaded or locked, and details on youth gun access. Congress should invest an additional \$20 million to expand this system from the 18 states currently participating to all 50 states, helping Americans better understand how and when firearms are used in a violent death and informing future research and prevention strategies.



Unshackling the Research? Maybe

Since 1996, federal agencies basically have been barred from supporting research on gun violence apart from some that focuses on the criminal use of illegal firearms. That year, pro-gun members of Congress removed funding for gun research at the National Center for Injury Prevention and Control at the CDC. In addition, language was inserted in the 1996 spending bill that stated “none of the funds made available for injury prevention and control at the Centers for Disease Control and Prevention may be used to advocate or promote gun control” (Omnibus Consolidated Appropriations Bill. HR 3610, PL 104-208). Because of these actions, federal support for research and data collection on gun violence from a public health perspective basically ended. It has been almost 17 years since we had new information available from the CDC on violence related to firearms. Gun industry lobbyists have also encouraged political attacks on gun violence research funded by the National Institutes of Health and Department of Defense <jama.jamanetwork.com/article.aspx?articleid=1487470#qundefind>. The White House believes that research on the causes of gun violence does not violate the ban. Not all members of Congress agree.

The National Institute of Justice (NIJ) has a long and impressive history of firearms research. Those familiar with this program will join me in lauding the work of Lois Felson Mock who ran this effort in the social science division of NIJ. She guided many years of thoughtful, productive, and very careful work that included a congressionally mandated evaluation of the Assault Weapons Ban of 1994. As impressive as it was, the NIJ firearms research program focused on illegal guns and criminal contexts. Given the political environment, the research had to skillfully avoid, step around, and, ultimately, bypass most research on legal guns and their consequences for public health and

well-being and any relationship they might have to criminal violence.

Congress is now responding to the President’s legislative requests and examining his executive actions. Carolyn Maloney (D-NY) recently introduced legislation (H.R. 321) that would change PL 104-208 and allow gun violence research. The resolution has garnered 31 co-sponsors in the House, and it is a good first step. However, to date, the bill has no Republican co-sponsors; this makes its passage unlikely. Additional bills have been introduced in the Senate and House that would curb the sale of assault weapons, limit the size of ammunition clips, and expand background checks. These bills, like H.R. 321, face many hurdles that they may not surmount. The President’s executive actions are beginning to be implemented, and if firearms research at the CDC, NIJ, and other federal research agencies begins to expand, important knowledge can be added to the discussions and debates in the public square.

Representative Ed Markey (D-MA), a co-sponsor of H.R. 321, recently stated that “the most fundamental government function is protecting its citizens.” <www.huffingtonpost.com/rep-ed-markey/take-the-blindfolds-off-o_b_2517950.html>. History has shown that other members of Congress and policy-makers do not share his view of how research can contribute to this vital government responsibility. Resistance to tobacco research was among the first; shackles on firearms and global climate change research are also long standing. Attacking or preventing research because of fears that its results will change the status quo has a long history that is unlikely to see an end. Yet, with more than 30,000 Americans killed each year due to gun violence, the research called for by President Obama can be a positive step toward improving public safety and public health.

Sociologists Must Seize the Moment

As sociologists we can help by

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science policy

The NIH Launches Blog on Behavioral and Social Sciences Research

The National Institutes of Health Office of Behavioral and Social Sciences Research (OBSSR) launched *The Connector*, a new blog featuring OBSSR Director Robert M. Kaplan's commentary, "Director Connection." His blog explores a broad range of topics such as mHealth, systems science, dis-


semination and implementation research, and the NIH Toolbox. It also explores achieving better health through improved dissemination of evidence-based interventions. The Connector aims to keep readers informed of OBSSR's activities, trainings, educational resources and funding opportunities, as well as feature podcasts and videos of conversations with engaging behavioral and social sciences. For more



information, visit <connector.obssr.od.nih.gov>.

Results of the 2012 Monitoring the Future Survey Are Available

The Monitoring the Future Survey, funded by the National Institute on Drug Abuse (NIDA) at the National Institutes of Health, tracks illicit drug use and attitudes of 8th, 10th, and 12th grade students. It is one of three major surveys through which the U.S. Department of Health and Human Services mon-

itors the nation's substance abuse patterns. Data from these surveys helps the nation to identify potential drug problem areas and ensures that resources are targeted to areas of greatest need. This year's Monitoring the Future Survey found a decline of drug use among high school teens; however, concerns remain about the persistent high rates of marijuana and nonmedical prescription drug use. For more information, visit www.nida.nih.gov/drugpages/MTF.html. 

The Applied Theorist with an Academic Day Job

*Thomasina Borkman,
George Mason University*

When I was awarded my PhD from Columbia University in 1969, I was counseled that if I wanted to work in academia I should begin immediately since academia did not value, and was very unlikely to hire, applied sociologists mid-career. During my first semester as an instructor, I taught a course in social deviance. For more background I read Edwin Lemert's (1951) *Social Pathology* wherein he said that people who stutter cannot form voluntary associations as that requires talking and talking is what stutters cannot do. A few weeks later, I saw an announcement of a public lecture for parents whose young children stuttered hosted by a five-year-old organization of people who stutter. This organization, I thought, is not supposed to exist, and so I decided to check out the lecture. I was very impressed that the presenters, despite their fear and discomfort, delivered their message, stuttering throughout.

Attending a regular meeting of the group, I asked if I, a fluent sociologist, could study their group; they were pleased to have someone interested in

them (almost all self-help groups I have encountered are enthusiastic about having a respectful outsider interested in them). Over the next four years, my research involved immersion in the world of self-help groups for people who stutter. Participants in these groups were trying to improve their lives and decrease the stigma they experienced by confronting their stigmatizers—both individuals and institutions. Through my participant observation of their meetings and in-depth interviews, I identified the group dynamics, participant characteristics, and impacts; studied other groups in the United States and in other countries through mail surveys; and then followed the groups and their movement intermittently for 17 years. I found that rather than being "huddle-together" groups as characterized by the research literature, they were self-organizing, problem-solving, self-help mutual aid groups who challenged the public's perception of them.

Experiential Knowledge and Wisdom

While studying the group over a period of years, I saw some active members and the

group as a whole challenging the speech therapists to whom they had previously deferred. Many members had become temporarily fluent through professional speech therapy only to revert within months to their pre-therapy level of stuttering. As participant after participant shared similar stories, they began to ask whether there was something deficient with speech therapy. Why were they, accomplished and intelligent human beings, blaming themselves? They developed a certainty that their independent but similar experiences were trustworthy knowledge.

My formulation of the concept of experiential knowledge derived partly from my own experience and partly from what I learned from this and other self-help groups. In 1972, I joined a women's consciousness-raising group and was nearly expelled before I learned to express my personal experiences and overcome my training.

A small grant from the National Institute of Mental Health allowed me to study three groups selected for their varying reliance on experiential knowledge versus professional knowledge as the basis of author-

ity: alcoholics in Alcoholics Anonymous were the most reliant on experiential knowledge; the people who stutter were somewhat reliant on professionals (speech therapists); and, a group for ileostomies and colostomies (a new technology for artificial bladders and colons) relied extensively on professional medical knowledge.

Throughout my career, I have conceptualized and articulated distinctive aspects of self-help groups, and I have my research on experiential knowledge in peer-reviewed publications. Experiential knowledge—not an incidental part of self-help groups—is the key distinctive feature that is the basis of individual identification and bonding with the group and a major source of their empowerment and strength to challenge societal stereotypes.

These concepts of experiential knowledge and wisdom were to underpin and direct my future work. It became increasingly clear that social support from an experientially similar peer differed from that given by families and friends who lacked such experience. Moreover, experiential knowledge of a health

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Sociology Majors

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change-oriented and the next four could be categorized as vocationally oriented. An overwhelming majority of senior majors responding to the survey (97.2 percent) report that their interest in sociological concepts was an important reason for majoring, making it the number one reason. Many respondents (88 percent) reported that they were “hooked” after enjoying their first sociology course. Understanding how individuals function within different socioeconomic situations, understanding their own lives, and a desire to change society round out the top five reasons for majoring.

Although conceptual reasons for majoring were picked as most important. Cluster analysis revealed that the categories were not exclusive. The largest cluster (52.2 percent) combines vocational as well as conceptual reasons. This suggests that students wish to learn both sociological concepts and to be prepared for post-graduation careers. The second largest group, about one-third, was more likely to major for conceptual reasons alone. The smallest group majored for neither set of reasons; this includes those who majored for reasons of convenience (e.g., fewer courses required). Thus, as Little (2012) suggests in a July 3 *Huffington Post* article, sociology is a major that can provide students with intellectual understanding of current social realities as well as scientific skills that can be used for career advancement. The majority of respondents appear to agree that both types of reasons are important for choosing sociology.

Retention

While these reasons shed light on how departments can recruit potential sociology majors, what factors result in satisfaction with majors? To find out whether majoring in sociology was related to levels of satisfaction, respondents were asked nine questions about their levels of satisfaction with aspects of their undergraduate experience as sociology majors. Based on factor analysis of these items, an overall Satisfaction Scale was created. The most important reasons students indicated for choosing to major in

sociology were: heard good things about the department, preparation for graduate or professional school, and preparation to do different kinds of research. (For the complete table, “Satisfaction by Reason for Majoring in Sociology,” see page 4 of the research brief <www.asanet.org/documents/research/pdfs/Bachelors_and_Beyond_2012_Brief1_Satisfaction.pdf>)

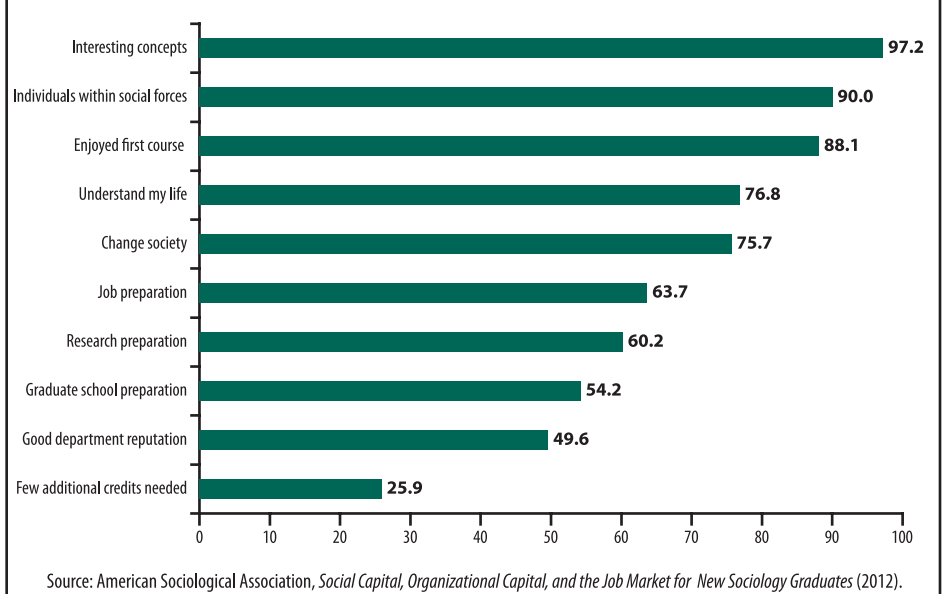
The reasons students choose to major in sociology have a significant impact on their satisfaction levels. Students who thought that the major would prepare them for the job that they wanted were equally satisfied compared to those who majored because the concepts interested them, suggesting once again that students major for both career and conceptual reasons. In contrast, respondents who majored for convenience reasons (e.g., because they could add the major easily or because the major required fewer credit hours) were *less* satisfied with their experiences.

Concluding Strategies

These findings suggest strategies for bringing majors through the door, as well as for retaining them. We suggest five such strategies.

1. Departments should emphasize in the classroom all three types of reasons for majoring. These are: (1) how concepts can help students to understand the changing social world and their own experiences within it; (2) how conceptual understanding can help to bring about social change; and (3) how the sociology major can prepare students for careers (including learning research skills). Faculty should not limit their teaching to only one area, in spite of the specific subject area.

Figure 1. Top 10 Reasons for Majoring in Sociology: 2012
Percentage Responding Reason Was “Important”



2. Departments should highlight the ways in which the conceptual and methodological skills that sociology students learn can be used effectively on résumés, in job interviews, and in the job market (Spalter-Roth and Van Vooren 2009).
3. Departments should highlight that sociology majors report being satisfied with their experiences. Such data can be useful for recruiting new majors to programs.
4. Departments should stress that students who master the conceptual knowledge and methodological skills associated with the major are more likely than others to be satisfied with their experiences.

Two new research briefs from this study, *What Leads to Student Satisfaction with Sociology Programs?* and *Recruiting Sociology Majors: What Are the Effects of the Great Recession? Concepts, Change, and Careers*, are on ASA’s website and can provide more information on these issues: <www.asanet.org/research/briefs_and_articles.cfm#degrees%20and%20majors>.

The ASA is grateful to the Sociology Program at the National Science Foundation for funding this study.

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Vantage Point

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being ready to push through any open, or opening, door that signals an interest in firearms research funded by federal or state agencies and by asking why there isn’t an open door for such research where there should be.

We also offer our long tradition of scientific work to promote greater public understanding of human events like Sandy Hook. We possess the knowledge to assist communi-

ties that are confronting trauma and undergoing healing. In addition, we have an untapped capacity to conduct much needed empirical research on issues related to firearms and violence. Perhaps this will be our moment to help reduce gun violence in America.



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Internationalising the Curriculum: Economic Rationalist or Transformative Approach

Cynthia Joseph, Monash University, Australia

The terms “internationalization,” “internationalization of higher education,” and “internationalization of the curriculum” are now important features of higher educational policies and practices in the neo-liberal, post-industrial western and European nations (e.g., Australia, UK, U.S.) and transnational agencies (e.g., OECD, World Bank).

Australia is a major player in the international education market. Australia’s early involvement in international education was through the establishment of the Colombo Plan in 1951—a regional organization that embodies the concept of collective inter-governmental effort to strengthen economic and social development of member countries in the Asia-Pacific region. International Education was based on a philosophy of aid (Meiras 2004). Thousands of Asian students from South and Southeast Asia were given scholarships through this scheme, which allowed them to study in Australian universities (from the 1950s to the 1970s). With the deregulation of the Australian education sector and introduction of new incentives for entry into international markets in the late 1980s, international education became market-based.

Australia hosts about 7 percent of the world’s international students, and it is the third most popular destination after the United States (17 percent of international students) and the United Kingdom (13 percent) (OECD 2012). International students represent approximately 20 percent of all higher education students in Australia. The downward view of higher education in Australia has shifted from a public good to a private consumer good. Universities now have to attract more full fee-paying international students to make up for growing budget deficits in the sector (Marginson and Considine 2000).

Approaches to International Ed

Research on International Education and Internationalizing

the Curriculum can generally be grouped into three approaches: economic rationalist approach, integrative approach, and transformative approach (Clifford & Joseph 2005; Joseph 2012; Matthews 2002). These approaches are based on very different assumptions about education philosophy and practices. An economic rationalist approach focuses on educational capitalism and markets in relation to international students and transnational programs. The bottom line is revenue and fee-paying students are viewed as “customers” and part of the university’s global trade, and “curriculum is seen as “an international commodity to be traded” (de Vita and Case 2003). The curriculum is standardized for all students within this approach. Academics are seen as workers who “deliver pre-packaged education with efficiency and economy” (Schapper and Mason 2004).

An integrative approach is understood as the tokenistic practice of including some non-western academic literature into an already existing curriculum. Mohanty (2003) describes this as “brief forays by students and faculty through the curriculum into non-Euro-American cultures.” This discourse and educational practice reaffirms Western and European nation-states as the normative context and positions the non-western as the other. Issues around hierarchies of knowledge production and cultural differences are silenced.


A transformative approach is aligned with a critical understanding of pedagogical inquiry that includes inclusive education, feminist pedagogies and anti-racist and postcolonial pedagogies. Attention is paid to the complexities and interconnectedness of difference. Mohanty (2003) argues that these differences should be used to establish the base and practice of solidarity and also to analyze the relations of power and allocation of resources. The basic tenet of this approach is then a need to interrogate the philosophical underpinnings of the different

epistemological frameworks and link to cultural hierarchies (Joseph 2012).

A Public or Private Good?

In keeping with global educational trends and developments in capitalist and post-industrial western nations, Australian universities now function as neo-liberal, entrepreneurial and managerial educational institutions. While academics in these market-oriented institutions are constantly negotiating the tensions between knowledge growth and economic growth, academics continue to reclaim the public good dimension of universities. Henry Giroux, a key theorist of critical pedagogy, reminds us that higher education is a site of critical thinking, collective work and public service (Giroux 2002). Academics through their teaching, research and community service, contribute to the public good and to the betterment of society. Academics must hold on to these moral and political responsibilities, even in the midst of universities functioning as corporations that provide a private good for student consumers (Giroux 2002).

A critical approach to International Education and Internationalizing the Curriculum provides academics with the pedagogical tools for the pursuit of knowledge that can help us transform the world that we share to be more equitable, more inclusive, more just, and more humane. In my experience at an Australian University, I have found that Internationalizing the Curriculum involves critical considerations of epistemological and ontological frameworks in the interplay of knowledge construction, curriculum, and pedagogy (Joseph 2012; Matthews 2002). In our teaching and other academic practices, there is a need to interrogate the philosophical underpinnings of these different frameworks and link this to cultural hierarchies. We must continue to strategize, survive, and build meaningful lives

as academics and educators. At the same time, we should continue to make visible our knowledge traditions and critical pedagogies in this new entrepreneurial university environment. 

Cynthia Joseph works in the Faculty of Education at Monash University in Australia as a Senior Lecturer. Her research and teaching draw on postcolonial studies, international and comparative education, and Asian studies to understand identity, cultural differences and inequality issues in education. She also examines the ways in which ethnicity, race, and gender are (re)configured in these globalising and transnational times.

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TRAILS

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the talented TRAILS Area Editors, blazing the trail for this type of review process, and the eager and willing subscribers and submission authors who provide the content and the practice of our shared expertise. As of the writing of this article, the database includes 2,942 sociological teaching resources, which each have an automatically generated cover page with a suggested citation.

At this juncture, TRAILS strengths lie in the number and quality of the resources, the accessibility through a modest \$25 annual subscription rate, and the involvement of area editors, authors, and subscribers. The immediate need for improving the database is to change the software so that users, editors, and authors experience greater ease of tracking submissions. We are also developing a near-term plan for increasing participation and curating the existing database

into a more useful format. There are some trials with TRAILS but we are working on them and benefit greatly from the feedback we receive.

Looking at the Numbers

We strongly encourage members to submit their resources to TRAILS. TRAILS submissions have grown rapidly in the past year. In 2011, TRAILS received 54 submissions. In 2012 there were a total of 87 submissions—representing a 60 percent increase. Between 2011 and 2012 the total number of TRAILS subscriptions grew by 34 percent, reaching a total of 1,043 subscriptions on December 31, 2012. The rapid growth in subscriptions occurred among ASA student members as well as the upper income ranges.

Using Google analytics, we find that people visited the TRAILS website more than 16,000 times during 2012. This is a 45 percent increase over the number of visits in 2011. The number of unique visitors also rose sharply over the 2011 figures,


from 6,285 unique visits in 2011 to 9,653 in 2012. Overall, the analytics show that TRAILS is offering a resource that is seen as valuable to an increasing number of people; that those people return to TRAILS multiple times throughout the year; and that once they are on the site, they find materials that interest them for extended periods of time.

Join the Conversation

We invite you to become part of this project as a subscriber and/or by submitting resources. As scholarly teachers, this resource complements shared experiences, the ASA Section on Teaching and Learning activities, and the journal *Teaching Sociology*. All of these resources are available to, and made possible by, ASA members. In a time of ostensible radical transformation in higher education, our commitment to being the best teachers of sociology that we can be has never been more important. Whether you teach only in face-to-face settings,

online, in a high school, or in a graduate seminar, we believe there is real benefit to attending to the scholarship available in TRAILS. All resources are vetted through a two-stage peer-review process and all adopters of the resources commit to citing the work used, just as one would in a traditional research venue. TRAILS is an opportunity to make the case for scholarly teaching in a unique way.

For your own teaching practice, to help train graduate or undergraduate students, or to build your case for quality teaching in a promotion and tenure process, we believe TRAILS can contribute to your professional advancement in a valuable way. We hope you will join us, both literally and figuratively.

Thank you to all the ASA members who make TRAILS possible. We'll be celebrating in New York and look forward to seeing you there. For more discussion on teaching and learning, "like" TRAILS on Facebook. 

Day Job

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problem was different (though sometimes overlapping) from professional medical knowledge. My respect and admiration for the pragmatic knowledge of mature self-help groups increased and guided my relationships with them. In order to incorporate their valuable experiential perspective, I had to move toward more innovative participatory research.

Translator/Bridge to Critic

In 1978, as a visiting researcher at the National Institute on Alcohol Abuse and Alcoholism (NIAAA), I was asked to look at a recovery program in California that the division chief was thinking of defunding. The program left data forms about individual clients blank arguing that they had no clients because participants self-managed their own recovery. On a site visit I recognized that the recovery organization was a self-help organization adapting the principles of the 12-step program of Alcoholics Anonymous within a government funded 501C3 nonprofit structure with paid staff. I was able to explain

that the program did not have "clients" in the usual sense and save their funding.

Subsequently, as part of my visiting research work, I, along with a psychologist, learned that California had hundreds of these programs named "social model" recovery programs. These programs constituted a social movement that had existed since the 1940s but had been destroyed in other states by the forces of professionalization and medicalization. Describing social model recovery programs using professional treatment terminology, distorted what was happening in the programs. But, describing and explaining the programs using the language of self-help/mutual aid, created a new paradigm—one whose very different premises and suppositions were difficult for professionals to grasp. I documented this in a NIAAA published monograph, "A Social-Experiential Model in Programs for Alcoholism Recovery."

Social model proponents were very pleased with the monograph. They considered me a pioneer in creating the analytical and con-


ceptual tools to describe and make meaningful the dynamics of their process. At the same time, I was a critic of the social model program for deficiencies and vulnerabilities in its approach. This form of public sociology (as an applied theorist) is characteristic of my entire career.

By the 1980s, I began and continue to operate in interdisciplinary professional associations. Colleagues in ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action) and community psychologists in section 27 of the American Psychological Association SCRA (the Society for Community Research and Action) have always welcomed my subject matter and my approach to understanding alternative organizations and innovative citizen initiatives. In contrast, I have found that some sociological venues are negative toward research on self-help/mutual aid, at times condemning it without knowing what it is.

In turn, ARNOVA encouraged me to expand my focus to cross-cultural comparisons of civil society such as mutual self-help groups. A 1995 Fulbright

research fellowship facilitated a cross-cultural comparison regarding the impact of Canadian vs. U.S. health care systems on the nature and types of self-help groups and resource centers. Such comparisons are never simple or straightforward.

Working with colleagues in the UK, Sweden, and Japan on cross-cultural projects in the ensuing years continues to reveal more about the United States. In Croatia, a post-socialist society, I recently learned that the existence of a civil society is dependent on the political system and that sympathetic professionals working within a restricted civil space are needed to create pockets of citizen initiative and mutual aid.

I have always tried to find the balance between contributing to scholarly knowledge and finding ways to help real groups in society. Being a bridge-builder and critic from within academia is the best way I have found to contribute to both realms. In academia we talk about research enhancing teaching but I have also learned that my scholarly orientation enhances applied research. 

Using Social Media in the Classroom: A Community College Perspective

Chad M. Gesser, Owensboro Community and Technical College

In addition to being an Associate Professor of Sociology at Owensboro Community and Technical College, I am an academic, a teacher, and a mentor. Often faculty members at community colleges assume a wider range of academic roles compared with that of faculty at baccalaureate and post graduate programs. Our work is just different. There generally are a wider set of student needs and opportunities at a community college.

While the college readiness of our student population varies, there are some recent commonalities: (1) faculty, staff, and students are in the midst of an information revolution tied to collaborative tools and services; and (2) mobile technology is ubiquitous.

For many students using open and free web 2.0 tools and services there is an ease of access and the opportunity for increased engagement of faculty and staff with students. Students not only know how to use these services, but they also take them along in their academic career and personal lives. I prefer the coordination sometimes required with these tools over the use of any content management system (CMS), particularly a CMS that students will never use once they complete their higher education.

In this age of web 2.0 and beyond, Google services have been my go-to toolbox for developing and sharing my work. I coordinate much of my professional work through Google Sites (sites.google.com/). I have a website for each course I teach and other websites I use to aggregate and present sociology resources to the general public. Google Sites makes it is easy to create pages, upload files, share with the public, or establish privacy for your class. I use Google Sites in conjunction with using Google Drive.

I store the entirety of my personal and professional work in Google Drive (drive.google.com/#my-drive), which can house my files.

I sync my files from my computer to My Drive. With a cellular or Internet connection I am able to both create (word processing, presentation, and other files), access, and share (whether publicly or privately) my material anytime from a number of different devices (smartphone, iPad, laptop, and desktop). More importantly, I am able to post, email, or text message any outline, presentation, syllabus, assignment, and other course material to anyone, anytime, from almost anywhere.

I also use Blogger (www.blogger.com), a free blog publishing service for private or multi-user sharing of text, photos, and video, with each class I teach. My students complete and post most of their assigned work through Blogger. I encourage students to read and learn from each other's work. Over the course of a semester I work with students as they become aware of expectations for their coursework, and I teach them how to write for the Internet. I encourage students to use different media to both understand and communicate their ideas. Beyond demonstrating learning via written text, students elaborate and illustrate their depth of understanding as captured through an embedded photo or video. These experiences help students to develop digital literacy.

Over the past several years, I have used YouTube to create playlists on a variety of topics in sociology. This allows me to quickly access videos to play in class or to send as a link in an email, text message, through Twitter, or other service. More recently I have engaged students with completing their homework in the form of capturing, editing, uploading, and sharing YouTube videos. This practice helps students to see their world with a unique perspective, with their sociological imagination.

My use of Twitter has largely been for professional development. Most of the early adopters of the now-mainstream social media/networking tools were the learned type. Being the sole full-time sociology faculty member at my college, I


found the resources and connections I could make through Twitter to be invaluable. It was remarkable to be able to interact and exchange with like-minded people from all over. Over time I have reciprocated that behavior, "tweeting" information relevant to sociology and related to my broader interests.

My Twitter interaction with students has been mostly for casual interaction and extra credit through live chats. I look forward to using Twitter more with students as they become more engaged with the service.

There certainly are other tools that can be used to connect and enhance learning with students. For example, I have used Facebook in the past. In the fall 2012 semester, I began academically engaging students via Instagram. It's safe to say that academics at all levels will continue to be exposed to tools and services that afford us opportunities to engage with the college community in innovative ways.

What I have communicated here has largely been pedagogy. There are a variety of sociology concepts that can be addressed using web 2.0 tools and services. These include social norming, digital identity, presentation of self, norms of reciprocity and interaction, and other micro- and

macro-level social phenomena. The introduction of new media tools and online services has profound sociological impacts for individuals and society.

The rubber truly meets the road, however, when we take into consideration the role of mobile technology. Current, future, and past students and colleagues can access my sociology content, my person, anytime from almost anywhere. I believe in "meeting students where they are." In 2013, more than 90 percent of my students are using mobile devices. Making sociology—as well as myself as an academic, a teacher, and a mentor—available to students and colleagues promotes collaboration, learning, and personal and professional development. As we are becoming all too aware, education and learning is not relegated to the four walls of the classroom or the one-semester experience through a proprietary CMS. Perhaps what we have yet to realize is how to use these tools and services in ways to professionally develop, to teach, and to promote in education and in other aspects of faculty, staff, and students' personal and professional lives. 

Chad Gesser can be reached by email at chad.gesser@gmail.com or on Twitter via [@profgesser](https://twitter.com/profgesser).

call for nominations

ASA Student Forum Advisory Board

The ASA Student Forum Advisory Board (SFAB) is seeking nominations for Graduate Student Board members and Undergraduate Student Board members. The term of commitment is two years beginning at the close of the 2013 ASA Annual Meeting in New York in August and continuing through the 2015 Annual Meeting. Nominees must be Student Members of the ASA at the time of nomination and during their two-year term. They should commit to attending the 2013, 2014, and 2015 Annual Meetings. Self-nominations are welcome. The nominations subcommittee of the Student Forum Advisory Board will review nominations and oversee selection of candidates for the 2013 ASA spring election. To be considered, send your curriculum vitae (including a current e-mail address), a brief statement of no more than 250 words, indicating why you want to serve on the SFAB, and including a brief biographical sketch. Should you be selected to be on the ballot, this statement will accompany your name to give voters an idea of who you are and why you want to be on the SFAB. Additionally, indicate any web skills you may have. Nominations will only accepted by email.

Send nominations to: Jesse Smith, jesse.m.smith@colorado.edu.
Deadline: March 1, 2013

Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following individuals, whose financial contributions to the Association during the 2012 membership year (October 16, 2011, through October 15, 2012) greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Carla B. Howery Teaching Enhancement Fund, the Community Action Research Initiative, the Congressional Fellowship, the Fund for the Advancement of the Discipline, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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Seven Sociologists Elected as AAAS Fellows

In October 2012, the American Association for the Advancement of Science (AAAS) Council elected seven sociologists—Howard E. Aldrich, Nicole Woolsey Biggart, Randy Hodson, Melvin L. Oliver, Zhenchao Qian, John Skvoretz, Richard Michael Suzman—among its newly elected 701 fellows. The new AAAS Fellows will be recognized for their contributions to science and technology at the Fellows Forum on February 16, 2013, during the AAAS Annual Meeting in Boston. These individuals will receive a certificate and a blue and gold rosette as a symbol of their distinguished accomplishments. The new sociologist Fellows are in the AAAS Section on Social, Economic, and Political

Sciences. They are:

Howard E. Aldrich is Kenan Professor of Sociology and Chair of the Department of Sociology as well as Adjunct Professor of Management in the Kenan-Flagler Business School at the University of North Carolina-Chapel Hill. Among his research projects is a study of the process by which entrepreneurial teams are founded, and it focuses on similarity and differences between team members.

Nicole Woolsey Biggart is Director of the Energy Efficiency Center and Professor of

Management and Sociology at the University of California-Davis. She is an expert in organizational theory and management of innovation, with research interests that include economic and organizational sociology, firm networks, industrial change and social bases of technology adoption.

Randy Hodson, Ohio State University-Columbus, is a Distinguished Professor of Social and Behavioral Sciences. His research has focused on income inequality, work and dignity, ethnic intolerance and mental health, and organizational analyses. He is a past editor of the *American*

Sociological Review.

Melvin L. Oliver is the SAGE Sara Miller McCune Dean of Social Sciences and Executive Dean of the College of Letters and Science at the University of California-Santa Barbara. Prior to coming to UCSB, he was Vice President of the Asset Building and Community Development Program at the Ford Foundation. He is the author (with Thomas M. Shapiro) of *Black Wealth/White Wealth: A New Perspective on Racial Inequality*.

Zhenchao Qian is Chair of the Sociology Department and faculty affiliate with the East Asian Studies Center, John Glenn School

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Nancy J. Mezey	Robert Nash Parker	Ellen R. Reese	Debra J. Schleef	Marc W. Steinberg	Lois A. Vitt
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ASA Awards Six Grants for the Advancement of Sociology

The American Sociological Association (ASA) announced six awards from the June 2012 round of the ASA's Fund for the Advancement of the Discipline (FAD). This program, co-funded by ASA and the National Science Foundation (NSF) and administered by the ASA, provides seed money (up to \$7,000) to PhD scholars for innovative research projects and for scientific conferences that advance the discipline through theoretical and methodological breakthroughs. Funding decisions are made by an advisory panel composed of members of ASA's Council and the ASA Director of Research and Development. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

Rebekah Burroway, State University of New York at Stony Brook, *Business Unity and the Collective Action of Large U.S. Corporations Faced with Protests, 2000-2010*.

What explains how large corporations in the United States respond to social protest directed against them? This project examines the role of social relations in the formation of firm strategies of response. Although social movement and class theory have developed rich understandings of collective action, current research typically treats corporations as isolated actors responding individually to protest opposition. The project will address this gap by analyzing the influence of social networks formed by Boards of Directors and involvement in policy planning organizations. Drawing on insights from social movement research, class theory, unity theory, organizational sociology, and economics, the research is motivated by several key questions: Do firms develop their response strategies individually or in socially constructed ways with other firms? How do protests gain leverage over firms, and how do firms minimize the costs protests seek to impose? The project uses multi-level models, dyadic network analysis, innovative automated text analysis software, and a variety of archival data sources.

Andy Clarno, University of Illinois-Chicago, *The Empire's New Walls: The Politics of Security in South Africa and Palestine/Israel*.

Societies throughout the world have been transformed by the construction of walled enclosures—from gated communities in the United States to fortress enclaves in Brazil. What explains the prolifera-

tion of separation walls in the early 21st century? This project attempts to answer this question through an analysis of walled enclosures in Johannesburg and Jerusalem. In Johannesburg, the South African elite surround their homes with brick walls and electric fences and put gates around their neighborhoods. Meanwhile, the State of Israel is building a series of walls and fences to prevent Palestinians from the West Bank and Gaza Strip from entering Israel. The project will explain the different forms of enclosure in these two societies. To carry out this research, the PI uses a multi-method approach bringing together the tools of comparative urban ethnography and comparative historical sociology. The data collection focuses on four areas: the relationship between neoliberal restructuring and the political transitions in each state, the growth of marginalized populations, the politics of security, and the production of walled enclosures.

Sarah Damaske, Pennsylvania State University, *Gender, Inequality, and Unemployment: Men and Women's Differing Social and Economic Costs*.

This study will investigate differences in how working-class men and women experience job loss, negotiate possible returns to work, and navigate the familial effects of unemployment. Since the 1950s, women and men have experienced similar rates of unemployment, yet there are surprisingly few studies of the differences between men's and women's experiences of unemployment or of the effects of their unemployment. The study asks: what are the differences in the ways that men and women experience

job loss and its effects? The primary data for this study will come from in-depth qualitative interviews and audio diaries kept by participants. Qualitative interviews will be conducted with 20 men and 20 women who experienced the loss of a full-time job during 2007-11. Participants who are actively seeking a new job will be asked to keep an audio diary detailing their job search for three months. The combination of qualitative interviews and audio diaries will lead to policy suggestions tailored to improve men's and women's life chances in the post-industrial economy.

Claire Laurier Decoteau, University of Illinois-Chicago, *Opening Pandora's Box: The Vaccine-Autism Controversy and the Social Construction of American Biomedicine*.

A series of congressional hearings and vaccine court hearings has determined there is no causal link between common childhood vaccinations and the development of autism, and yet a recent study in *Pediatrics* found that 1 in 10 parents of young children refuse or delay vaccination and pertussis has re-emerged as a health crisis in many communities in California. This project seeks to understand the connection between fears of the so-called autism epidemic and the increasing popularity of alternative vaccination scheduling for young children. In so doing, the project seeks to understand peoples' lay conceptions of science and explore the reasons people disinvest from biomedical hegemony. It hypothesizes that these beliefs and practices differ greatly based on race and class. The PI will utilize multiple qualitative techniques to explore parental decision making amongst a diverse group of new parents.

Steve Lopez, Ohio State University, *Downward Mobility in the "Lesser Depression": Material, Relational and Attitudinal Responses*.

According to the PI, the United States is experiencing a wave of downward mobility on a scale not seen since the Great Depression. Statistical data documenting the impact on employment, income, wealth, and housing are readily avail-

able. Much less, however, is known about how workers are responding at the level of daily life. In the current context of economic depression and vulnerability, this study will examine workers' responses along three dimensions: material responses or practical adaptations to the actual or potential loss of income and wealth; attitudinal responses (i.e., changing aspirations, beliefs, and attitudes in the face of a society-wide decline of living standards); and relational responses—how workers may reconfigure their relationships with others, including spouses, partners, children, extended family members, and peers, as they struggle to adapt to or anticipate straitened circumstances. The PI will conduct (with the assistance of six graduate students) extended, semi-structured qualitative interviews with 150 downwardly mobile workers. The multi-method data analysis strategy will use both qualitative immersion and content coding of interview materials for comparative analytic purposes.

Lizabeth Zack, University of South Carolina Upstate, *Another Shade of Green: Environmental Activism in Jordan*.

In the last 20 years, activists and civil society groups have emerged across the Middle East to address a variety of environmental challenges, from water scarcity and waste disposal to industrial pollution and coastal degradation. Despite evidence of this trend, research on political activism in the Middle East has focused on Islamist movements and other popular campaigns against authoritarian rule. Neither approach accounts very well for the patterns of environmental activism that have emerged in recent years. This project will look closely at grassroots and civil society campaigns around environmental issues in Jordan, drawing on information from newspapers, organizational websites, interviews, and government documents. The analysis focuses on the activists, their complaints and demands, how they mobilize, the role civil society plays in addressing environmental concerns in the region, and the outcomes and impact of movement efforts.

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AAAS

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of Public Affairs, and Initiative in Population Research at the Ohio State University. His research focuses on family demography, race and ethnicity, and immigration.

John Skvoretz is Professor of Sociology at the University of South Florida and a Carolina Distinguished Professor Emeritus at the University of South Carolina. His research interests include stratification

and mobility, social network theory, group processes, power in exchange networks, and the structure of social action systems.

Richard Michael Suzman is the Director for the Behavioral and Social Research Program at the National Institute on Aging (NIA), National Institutes of Health. The Behavioral and Social Research Program is one of four extramural research programs at the NIA and is one of the largest funders of social science research in the country. He

has served previously as Chief of Demography and Population Epidemiology at NIA.

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

Grants

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We are asking ASA members to **provide the donations** needed to keep the FAD program at current funding levels. Individuals can send contributions earmarked to FAD, c/o Business Office, American Sociological Association, 1430 K St. NW, Suite 600, Washington, DC 20005. Potential applicants can reach the program director, Roberta Spalter-Roth, at spalter-roth@asanet.org, the co-director Nicole Van Vooren can be reached at vanvooren@asanet.org. For more information, visit www.asanet.org/funding/fad.cfm. 

announcements

Call for Papers

Publications

Contemporary Justice Review Special Issue: Anarchism as a Foundation for Justice. *Contemporary Justice Review* welcomes papers that focus on the theory of anarchism as it relates to justice as well as on practices that serve to meet the needs of all in different social situations. Anarchism is regarded as a needs-based perspective on social life whose aims are best achieved through nonviolent means. Articles might suggest or outline anarchist strategies for fostering families, schools, and places of work that take into account the needs of all, structurally as well as in the daily practices of those involved in these social arrangements. Articles focusing more broadly on economic and sociopolitical issues as they impact the principles and processes of justice are also welcome. We welcome any work on the ecology movement, animal rights movement, local food movement, sustainable agriculture movement, and/or restorative justice movement. Deadline: April 15, 2013. Contact: Dennis Sullivan at dsullivan6@nycap.rr.com.

Feminist Criminology Special Issue: 30th Anniversary of the Division on Women & Crime. In November 2014, the American Society of Criminology's Division on Women & Crime (DWC) will celebrate its 30th anniversary. In honor of this milestone event, the Division's official journal, *Feminist Criminology*, is soliciting papers for a special issue commemorating the DWC's 30th anniversary. Papers for this issue will be divided into three categories but will have one unifying theme: an assessment of the "state of the discipline" for feminist criminology. The three

categories include: feminist criminological theorizing, feminist criminological methodology, and feminist criminological praxis. All papers should be anchored in an analysis of current best practices for feminist criminology. Empirical analyses are preferred, but theoretical essays also may be submitted. Deadline: April 19, 2013. Contact: Susan Sharp at ssharp@ou.edu or Amanda Burgess-Proctor at burgessp@oakland.edu; <fcx.sagepub.com>.

The Michigan Sociological Review is pleased to announce its upcoming special edition (Vol. 27, Spring 2013) on "Social Construction of Difference and Inequality." Topics salient to inequality and difference are welcome. All manuscripts are to be in ASA format and sanitized (remove author self-references) for review. Deadline: February 28, 2013. Contact: tore@stcloudstate.edu; <www.gvsu.edu/msr/>.

Meetings

11th Conference of the European Sociological Association, August 28-31, 2013, University of Turin, Italy. Theme: "Crisis, Critique and Change." The conference calls for research, explanations, and reflections on the causes of the crisis and its effects, both on the political agenda and on individuals' and family lives. We look for sociological contributions to foster an understanding of the crisis and the dual role of critique in interpreting and affecting changes. Deadline: February 1. <www.esa11thconference.eu>.

18th International Conference of the Society for Philosophy and Technology, July 4-6, 2013, ISEG, Technical University of Lisbon, Portugal. Theme: "Technology in the Age of Information." A main aim of the conference is to encourage debate on the cultural,

social, economic, political, and ethical implications of advances in information and media technology. Digital networks and computerized technological systems have enlarged the domain of human technological action and responsibility, which raises new questions about the impacts of globalization and of the expanding information economy on the public and cultural spheres. Reflecting on the emergence of information and communication technologies (ICTs), several questions may be raised. Contributions from a variety of disciplines are encouraged. Deadline: February 1, 2013. Contact: spt2013@iseg.utl.pt; <www.spt2013.com>.

2014 Organization of American Historians Annual Meeting, April 10-13, 2014, Atlanta, GA. Theme: "Crossing Borders." The history of the United States is a product of migrations—internal and international. Along with people, goods and ideas crossed these borders, reshaping the composition and character of the American people. The theme for the 2014 conference seeks to examine, in all their complex-

ity, a broad array of border crossings and "encounters" in U.S. history, highlighting the contributions and challenges presented by those who transcended borders to redefine their lives or flee the constraints of their pasts. The program committee invites the submission of panels and presentations that deal with the themes of the conference and other important issues in American history. Teaching sessions and professional development sessions are also welcome. Deadline: February 15, 2013. <www.oah.org/news/index.html?article_id=3043>.

International Congress on Sociology of Law and Political Action (ISA/RCSL), September 3-6, 2013, Toulouse, France. Workshop: "Environment and the Law: Popular Struggles, Popular Epidemiology and Other Forms of Resistance 'from Below' in Worldwide Areas at Risk." This workshop aims to explore how lay-actors' reactions to environmental manipulations attempted by states and corporations challenge the law, the policies concerning the development of the areas, and the notion of general interest, etc. In

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particular, postcolonial reflections on the relations between space, "development," and the law are welcomed. The workshop is open to any kind of method, but it favors qualitative and ethnographic investigations. Deadline: February 1, 2013. <2013rcslcongress.sciencespo-toulouse.fr/IMG/pdf/Call_for_Papers_-_Environment_and_the_Law.pdf>.

International Workshop on Religion, Law and Policy Making: European Norms and National Practices in Eastern Europe and the Russian Federation, June 13-14, 2013, Tartu, Estonia.

The goal of the workshop is to advance the multidisciplinary study of the processes—cultural, economic, political, and legal—of European integration related to the patterns of interaction among religion, policies, and law in post-communist countries of Eastern Europe. The complex interplay among European and national law and law, policy, and religion at the levels of nation and European Union is approached from jurisprudential, religious, sociological, cultural, historical, and political perspectives. Deadline: February 11, 2013. Contact: Alar Kilp at alar.kilp@ut.ee, Jerry G. Pankhurst at jpankhurst@wittenberg.edu or William B. Simons at william.simons@ut.ee; <ceurus.ut.ee/conferences/call-for-papers-religion-and-politics-workshop>.

9th Annual Stony Brook Graduate Student Ethnography Conference, April 19, 2013, Stony Brook Manhattan campus. The conference will explore the theme "Expanding Boundaries." The conference invites researchers who have been pushing disciplinary, physical, methodological, and conceptual boundaries of ethnography to submit

their work. Abstracts for presentations are welcome from scholars using various ethnographic methods. Include a brief (<300 words) project description that specifies what stage your research is in, time in field, number of research participants, and other relevant information. Preference given to research in advanced stages. Submit abstracts/project descriptions, with the title, university affiliation, and your name, mailing address, and email address by February 15 to sbethnographyconference@gmail.com. Upon acceptance, a full paper is required.

Power and Justice in the Contemporary World-Economy, August 9, 2013, Hotel Pennsylvania, New York City. This one-day conference will focus on highlighting sociologists' contributions to contemporary struggles for social justice around the world. Co-sponsored by four ASA sections, it is being held the day before the opening of the ASA annual meeting in New York. The conference program is open and all proposals for participation on topics related to power and justice in the contemporary world-economy will be considered. Deadline: February 23, 2013. <powerandjustice.com>.

The Society for the Study of Social Problems (SSSP) 63rd Annual Meeting, August 9-11, 2013, New York, NY. Theme: "Re-imagining Social Problems: Moving Beyond Social Constructionism." SSSP is an interdisciplinary community of scholars, practitioners, advocates, and students interested in the application of critical, scientific, and humanistic perspectives to the study of vital social problems. Each participant is permitted to submit one sole-author paper and one critical dialogue paper,

but additional co-authored papers may be submitted. Critical Dialogue sessions include short (5-minute) presentations by eight authors followed by an engaged dialogue that critically explores connections among the papers. The audience will have an opportunity to participate in the dialogue as well. Deadline: January 31, 2013. Contact: sssp@utk.edu; <www.sssp1.org>.

The 2013 ASA Section on Teaching and Learning Pre-Conference Workshop, August 8, 2013, New York, NY.

Theme: "Universal Design: Interrogating Inequality in Learning." Through engagement with experienced colleagues and with each other, keynotes, panels, discussions, roundtables and networking are designed to provide an integrated learning experience grounded in the scholarship of teaching and learning. We invite colleagues at the earlier stages of their teaching careers who are particularly dedicated to the science and art of teaching sociology to become part of this community of scholarly teachers. Space is limited to 40 participants. A non-refundable \$60 registration fee covers conference materials, programming, and meals. Participants are expected to be members of the ASA Section on Teaching and Learning. Early application ensures that there is space for you. Deadline: June 15, 2013. Contact: Melinda Messineo at mmessine@bsu.edu; <sites.google.com/site/alphakapadeltainternational/Home/asa-pre-conference-workshop>. Travel support is available.

SAGE Teaching Innovations & Professional Development Awards: Travel grants sponsored by SAGE Publications to prepare a new generation of leaders in the sociology teaching movement are available. Deadline: March 1, 2013. Contact Keith Roberts at robertsk@hanover.edu; <www.sage.com>.

AKD Travel Grants: AKD, the International Sociology Honor society, provides travel grants to members. The award covers up to \$1,000 in travel expenses. This award is intended to advance the quality of teaching in the discipline of sociology. It is available to AKD members only and the selection committee will give the highest priority to AKD chapter representatives, especially those who are early in their careers. Graduate students who are ABD and within a year of entering the job market are encouraged to apply as well. Deadline: February 1, 2013. <sites.google.com/site/alphakapadeltainternational/Home/asa-pre-conference-workshop>.

Meetings

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 14-16, 2013. Australian and New Zealand Studies Association of North America 20th Annual Conference, Georgetown University, Washington, DC. Contact: Patricia O'Brien at pao4@georgetown.edu; <www.anzsana.net>.

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: hawaiiisoc@gmail.com; <sites.google.com/site/hawaiiisociology/home>.

March 1-2, 2013. Theorizing the Web, CUNY Graduate Center, New York, NY. Theorizing the Web is an annual conference that focuses specifically on major theoretical questions raised by the Web's entrance into everyday life. Contact: wboese@ucsc.edu; <www.theorizingtheweb.org/2013/>.

March 13-14, 2013. State and Social Movements: Violence, Health, and Food Security, Indian Institute of Technology, Madras. Contact: Mangala Subramaniam at msubrama@purdue.edu; <web.ics.purdue.edu/~msubrama/CFP_Engaging_India.pdf>.

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

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 27-30, 2013. Popular Culture Association/American Culture Association National Conference, Wardman Park Marriott Hotel, Washington, DC. Contact: katrina.hazzard@gmail.com; <pcaaca.org/national-conference/>.

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

April 9-13, 2013. Annual Meeting of the Association of American Geographer, Los Angeles, CA. <www.aag.org/annualmeeting>.

April 11-14, 2013. 2013 Organization of American Historians Annual Meeting, San Francisco, CA. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." <www.oah.org/news/index.html?article_id=3043>.

ASA footnotes

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

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

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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>.

May 22-26, 2013. *French Association for American Studies Annual Meeting* Religion, Spirituality, and the Politicization of Sexualities in the United States Panel, Angers, France. Contact: Guillaume Marche at gmarche@u-pec.fr; <afea.fr/spip.php?article447#atelier 10>.

May 25-26, 2013. *Collaboration among Government, Market, and Society: Forging Partnerships and Encouraging Competition* sponsored by the Association for Public Policy Analysis and Management, Shanghai, China. <www.appam.org/events/international-conferences/>.

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>.

June 13-14, 2013. *International Workshop on Religion, Law and Policy Making: European Norms and National Practices in Eastern Europe and the Russian Federation*, Tartu, Estonia. Contact: Alar Kilp at alar.kilp@ut.ee, Jerry G. Pankhurst at jpankhurst@wittenberg.edu or William B. Simons at william.simons@ut.ee; <ceurus.ut.ee/conferences/call-for-papers-religion-and-politics-workshop>.

July 1-3, 2013. *CEPE 2013 Conference*, Autónoma University, Lisbon, Portugal. Theme: "Ambiguous Technologies: Philosophical Issues, Practical Solutions, Human Nature." <www.cepe2013.com/>.

July 4-6, 2013. *18th International Conference of the Society for Philosophy and Technology*, ISEG, Technical University of Lisbon, Portugal. Theme: "Technology in the Age of Information." Contact: spt2013@iseg.utl.pt; <www.spt2013.com>.

August 6-9, 2013. *Rural Sociological Society Annual Meeting*, New York, NY. Theme: "An Injury to One Is an Injury to All: Resistance and Resiliency in an Age of Retrenchment." Contact: rural_sociology@byu.edu; <www.ruralsociology>.

August 9, 2013. *Power and Justice in the Contemporary World-Economy*, Hotel Pennsylvania, New York, NY. <powerandjustice.com>.

August 9-11, 2013. *The Society for the Study of Social Problems 63rd Annual*

Meeting, New York, NY. Theme: "Reimagining Social Problems: Moving Beyond Social Constructionism." Contact: sssp@utk.edu; <www.sssp1.org>.

August 28-31, 2013. *11th Conference of the European Sociological Association*, University of Turin, Italy. Theme: "Crisis, Critique and Change." <www.esa11thconference.eu>.

September 3-6, 2013. *International Congress on Sociology of Law and Political Action (ISA/RCSL)*, Toulouse, France. Workshop: "Environment and the Law: Popular Struggles, Popular Epidemiology and Other Forms of Resistance 'from Below' in Worldwide Areas at Risk." <2013rcslcongress.sciencespo-toulouse.fr/IMG/pdf/Call_for_Papers_-_Environment_and_the_Law.pdf>.

April 10-13, 2014. *2014 Organization of American Historians Annual Meeting*, Atlanta, GA. Theme: "Crossing Borders." <www.oah.org/news/index.html?article_id=3043>.

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 17, 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 Law School Admission Council (LSAC) Research Grant Program funds research on a wide variety of topics related to the mission of LSAC. Specifically included in the program's scope are projects investigating precursors to legal training, selection into law schools, legal education, and the legal profession. To be eligible for funding, a research project must inform either the process of selecting law students or legal education itself in a demonstrable way. The program welcomes proposals for research from a variety of methodologies, a potentially broad range of topics, and varying time frames. Proposals will

be judged on the importance of the questions addressed, their relevance to the mission of LSAC, the quality of the research designs, and the capacity of the researchers to carry out the project. Deadlines: February 1 and September 1. <www.lsanet.org/LSACResources/Grants/lac-legal-education-grant-program.asp>.

National Science Foundation (NSF) New Interdisciplinary Behavioral and Social Sciences (IBSS) Competition. The new IBSS competition will support the conduct of interdisciplinary research by teams of investigators in the social and behavioral sciences. Emphasis is placed on support for research that involves researchers from multiple disciplinary fields, that integrates scientific theoretical approaches and methodologies from multiple disciplinary fields, and that is likely to yield generalizable insights and information that will advance basic knowledge and capabilities across multiple disciplinary fields. The two types of projects that may be supported by IBSS are IBSS large interdisciplinary research projects (with maximum awards of \$1,000,000) and IBSS interdisciplinary team exploratory projects (with maximum awards of \$250,000). Deadline: January 23, 2013. Contact: Thomas Baerwald at tbaerwal@nsf.gov and Brian Humes bhumes@nsf.gov; <www.nsf.gov/pubs/2012/nsf12614/nsf12614.htm>.

The Society for the Study of Social Problems 2013 Racial/Ethnic Minority Graduate Scholarship. Persons identified as Black/African American, Hispanic/Latino, Asian/Asian-American, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native and accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$12,000 Racial/Ethnic Minority Graduate Scholarship. All applicants must be a current member and a citizen or permanent resident of the United States when applying. Deadline: February 1, 2013. Contact: Alfonso R. Latoni at alfonso.latoni@nih.gov; <www.sssp1.org/index.cfm/m/261/Racial/Ethnic_Minority_Graduate_Scholarship>.

Fellowships

Predocutorial 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 Predocutorial 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 profes-

sional meeting travel and academic supplies. Funding is guaranteed up to five years (students are 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/predocutorial-fellowship>.

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

Rutgers University's School of Management and Labor Relations. Fellowships are available for sociologists with an interest in economic sociology, the sociology of organizations, the sociology of work, labor movements, and/or political sociology for the 2013-2014 academic year. Fellows will study employee stock ownership, profit sharing, broad-based stock options, and broadened ownership of capital and economic democracy in the corporation and society in the United States. Several \$25,000 and \$12,500 fellowships will be offered by Rutgers University's School of Management and Labor Relations to doctoral candidates, recent PhD graduates, and pre- and post-tenure scholars in the social sciences. Fellows may be in residence at their own university or visit Rutgers. Deadline: January 31, 2013. Contact: Joseph Blasi at blasi@smlr.rutgers.edu; <smlr.rutgers.edu/research-and-centers/fellowship-programs>.

In the News

Christopher Bail, University of North Carolina-Chapel Hill, was quoted in a November 29 NBCNews.com article about his *American Sociological Review* study, "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the

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September 11th Attacks." His study was also the subject of articles in media outlets including Yahoo!News and UPI.com on November 29, *Wired* on November 30, Salon.com on December 5, and a number of others.

Gregg Lee Carter, Bryant University, **Jimmy Taylor**, Ohio University-Zanesville, and **Jennifer Dawn Carlson**, University of California-Berkeley, were quoted in an Agence France Presse article about the gun culture in the United States. The article appeared in the *Huffington Post* on December 19.

Philip Cohen, University of Maryland-College Park, wrote a December 4 *Atlantic* column, "Why Don't Parents Name Their Daughters Mary Anymore?" He was also mentioned in a December 15 *Boston Globe* article, that touched on the same topic.

Ed Collom, University of Southern Maine, was quoted in the November 12 *Washington Post* article, "Monopoly Money? Nope, Just Local Currency."

Luca Diotallevi, University of Roma Tre, was quoted in a Religion News Service article that appeared in the December 19 *Washington Post* about how the Roman Catholic Church is working to stop Sunday shopping in Italy.

David Finkelhor, University of New Hampshire, was quoted in an Associated Press article about how reports of child abuse and neglect have dropped in the United States for the fifth consecutive year, and abuse-related child deaths are also at the lowest level in five years. The article appeared in a number of media outlets including the *Miami Herald*, NBCNews.com, and the *Huffington Post* on December 12.

Cheryl Townsend Gilkes, Colby College, was interviewed November 11 on an ABC Radio National in Australia program, "Religion and Ethics Report," about African American preaching and its influence on U.S. politics.

Conrad Hackett, Pew Forum on Religion & Public Life, and **Ryan Cragun**, University of Tampa, were quoted in a Religion News Service article about a new report, which shows that those with no religious affiliation are now the third-largest "religious" group in the world. The article appeared in the *Washington Post* on December 18.

Stephani Hatch, King's College London, was mentioned in a December 3 *Times-Picayune* article "New Orleans Middle-School Students Describe High Rates of Depression."

Kieran Healy, Duke University, was mentioned in a December 18 *Chicago Tribune* editorial about preventing a Newtown, CT, type situation from happening again.

Eric Klinenberg, New York University, was mentioned in an Associated Press article about how many single women, a key voting bloc, are avoiding the

Republican party. The article appeared in a number of media outlets including NPR.org and Yahoo!News on December 15.

Neda Maghbouleh, Muhlenberg College, wrote a November 30 Salon.com column, "Shahs of Sunset: The Real Iranians of Los Angeles?"

Jane D. McLeod, Indiana University, was quoted and **Ryotaro Uemura**, International Center at Keio University in Japan, and **Shawna Rohman**, Indiana University, were mentioned in a November 29 *U.S. News and World Report* article about their *Journal of Health and Social Behavior* study, which found that behavior problems, not depression, are linked to lower grades for depressed youths. The study was also the subject of articles in media outlets including *Education Week* and *Newsday* on November 29, UPI.com and *The Times of India* on November 30, and others.

Scott Melzer, Albion College, and **Peter Dreier**, Occidental College, were quoted in a December 17 BBC News article, "Newtown Shootings: NRA Silent on Gun Laws."

Katherine Newman, Johns Hopkins University, was quoted in a December 15 CNN.com article about the school shooting in Newtown, CT, and how to make schools safer. Newman was also quoted or mentioned in articles related to the shooting in a number of other media outlets including *Education Week* on December 14, Slate.com on December 17, the *Washington Post*, the *Commercial Appeal*, and BBC News on December 18, and LiveScience.com on December 19. The BBC News article also quoted **David Altheide**, Arizona State University. Newman also wrote a December 17 CNN.com column about the issue.

Harry Perlstadt, Michigan State University, wrote a letter to the editor, that appeared in the *New Yorker* on December 17 in response to an article in a previous issue of the magazine titled, "Tax Time."

Bruce Phillips, Hebrew Union College-Jewish Institute of Religion and USC Center for Religion and Civic Culture, was quoted in a December 8 *Herald News* article, "Couples of Mixed Heritage Find Ways to Honor both Jewish and Christian Traditions."

Robert Putnam, Harvard University, was mentioned in a December 17 *Vancouver Sun* article, "Canadian Catholics Debate 'Come Home' Campaign."

Lauren Rivera, Northwestern University, was quoted in a November 29 NBCNews.com article about her *American Sociological Review* study, which suggested that employers are often more focused on hiring someone they would like to hang out with than they are on finding the person who can best do the job. The study was also the subject of articles in media

outlets including the *Toronto Star* on November 29, the *Huffington Post* on November 30, the *Wall Street Journal* on December 4, the *Houston Chronicle* on December 5, the *San Francisco Chronicle* on December 7, TIME.com on December 10, and a number of others.

Deirdre A. Royster, a New York University, and **William A. Darity**, Duke University, were quoted in a December 14 *Washington Post* article, "Black Jobless Rate Is Twice that of Whites."

Robert Sampson, Harvard University, was quoted in a December 17 *Huffington Post* article, "U.S. Gun Violence 'Slow Drip' Continues Despite Connecticut Shootings."

Christian Smith, University of Notre Dame, was mentioned in a December 16 *New York Times* op-ed, "The Decline of Evangelical America."

Christian Smith and **Heather Price**, both of the University of Notre Dame, and **Nicholas Christakis**, Harvard Medical School, were mentioned in a November 16 *Huffington Post* column, "The 10 Most Generous Social Media Mavens."

Jimmy Taylor, Ohio University-Zanesville, was mentioned in a December 18 *Boston Globe* column, "Common Ground on Guns."

Verta Taylor, University California-Santa Barbara, was quoted in an October 17 *San Francisco Weekly* article, "A More Perfect Union: Prop. 8 May Lead to Gay-Marriage Rights."

Adrienne Trier-Bieniek, Valencia College, wrote a December 19 *Orlando Sentinel* column, "Newtown Shootings Conjure Memories of Virginia Tech."

Zeynep Tufekci, University of North Carolina-Chapel Hill, wrote a December 19 *Atlantic* column, "The Media Needs to Stop Inspiring Copycat Murders. Here's How."

Cristobal Young, Stanford University, was quoted and **Charles Varner**, Princeton University, was mentioned in an October 28 *Los Angeles Times* article centered around their study on whether changes in California's top income tax rates lead to changes in the migration of top income earners. The study was also the subject of articles in other media outlets including CNBC.com and the *Huffington Post* on October 31 and the *Sacramento Bee* on November 2.

Awards

Riley E. Dunlap, Oklahoma State University, received Oklahoma State University's Regents Distinguished Research Award for 2012.

Transitions

Scott Coltrane is the new Dean of Arts & Sciences at the University of Oregon.

Michael R. Gottfredson started as President of the University of Oregon in August 2012.

Burke Grandjean, University of Wyoming, has completed his service as director of the Wyoming Survey & Analysis Center and is returning to a regular faculty position as professor of statistics and sociology. People

Mary Bernstein, University of Connecticut, is the President elect of Sociologists for Women in Society.

Sharon Bird, Iowa State University, was elected Treasurer of Sociologists for Women in Society.

Patricia A. Gwarty, University of Oregon, is the President elect of the Pacific Sociological Association.

Robert O'Brien and **James Elliott**, both of the University of Oregon, are the new co-editors of *Sociological Perspectives*.

Chelsea Starr, University of San Diego, is the new editor of the Section on Sociological Practice and Public Sociology newsletter.

Dorceta Taylor, University of Michigan, **Stephen Gasteyer**, Michigan State University, and **Monica White**, University of Wisconsin-Madison, received a \$4 million USDA grant to study food security in Michigan.

Tiffany Taylor, Kent State University, was elected Vice President of Sociologists for Women in Society.

New Books

Amy J. Binder and **Kate Wood**, both of University of California-San Diego, *Becoming Right: How Campuses Shape Young Conservatives*, (Princeton University Press, 2012).

H. B. Cavalcanti, James Madison University, *Almost Home: A Brazilian American's Reflections on Faith, Culture, and Immigration* (University of Wisconsin Press, 2012).

Todd Schoepflin, Niagara University, *Sociology in Stories: A Creative Introduction to a Fascinating Perspective* (Kendall Hunt, 2013).

Summer Programs

20th Annual RAND Summer Institute. The institute consists of two annual conferences that address critical issues facing our aging population. The Mini-Medical School for Social Scientists will be held on July 8-9, and the Demography, Economics, Psychology, and Epidemiology of Aging conference on July 10-11, 2013. Both conferences will convene at the RAND Corporation headquarters in Santa Monica, California. Qualified applicants must hold a PhD or have completed two years of a PhD program and be actively working on a dissertation. Only applicants working in the field of aging or actively considering this

announcements

research field will be considered. Deadline: March 22, 2013. <www.rand.org/labor/aging/rsi.html>.

Summer Institute for Israel Studies. The Summer Institute for Israel Studies trains faculty who have been asked to design new courses in Israel Studies by their home college or university. Candidates from the social sciences and humanities are invited to apply. The program includes a two-week seminar-in-residence at Brandeis University June 17-July 1, 2013, and a weeklong study tour in Israel July 2-July 11, 2013. Fellows receive a stipend of up to \$2,500 for the full course; \$1,500 for the Brandeis seminar only. Travel (within North America), meals, and accommodation are covered. Deadline: January 21, 2013. Contact: scis@brandeis.edu; <www.brandeis.edu/israelcenter/SIIS/index.html>.

Deaths

Charles Louis Kincannon, former director of the United States Census Bureau, passed away on December 15, 2012, at the age of 62.

Obituaries

Josef C. Gutenkauf
1925–2012

Josef C. Gutenkauf, 87, a 30-year resident of Plainfield, NJ, died on December 8, 2012, at JFK Medical Center, surrounded by his loving family. Born October 13, 1925, in Chicago, the son of Joseph and Martha (Madison) Gutenkauf, he spent much of his childhood on the family farm in Clifton, IL. A World War II Army veteran, he served during the liberation of the Philippines and in the occupation of Japan. After the war, he attended the University of Chicago, where he received a BA in History.

Active in the Civil Rights movement, Joe joined the Socialist Party in 1944, and in 1948 he served as executive secretary of the Chicago branch of the Congress of Racial Equality (CORE), working with Bayard Rustin, Michael Harrington, Norman Thomas, and many other noted political and intellectual luminaries. He was a founding member of what is now Democratic Socialists of America.

At Southern Illinois University, he met fellow sociology graduate student Dorothy Miller, and they were married in 1964. Joe enrolled in the graduate program at Syracuse University in 1966, joined the faculty at Ithaca College, and later taught at Glassboro State College (now Rowan University). After moving to New Jersey, Joe worked at the NJ Treasury Department's Affirmative Action Office until his retirement in 1992. He was a member of the American Federation of Teachers and the Communications Workers of America. He was an avid WWII historian, a voracious reader, and a terrific cook,

and loved classic films and European history.

An active member of the Plainfield community, Joe worked on political campaigns for school board members and for candidates for local, state, and national office. A member of the Democratic City Committee for many years, Joe worked to abolish the death penalty, achieve marriage equality, and keep—and later restore—Plainfield's Muhlenberg Regional Medical Center. He received awards for his commitment to social justice from the Plainfield Area NAACP and Garden State Equality.

Joe is survived by his devoted wife of 48 years, Dottie Gutenkauf; his daughter, Polly Armour and her husband, Jay; and his son, Jon Martin and his partner, Craig Roseberry. He was the beloved brother-in-law of Alice Gutenkauf; uncle of Diane Gutenkauf and her husband Michael Hassan, and Karen Gutenkauf; grandfather of Sarah and Josh Armour; and cherished friend to Joan Hervey and Linda Gezci and to his loyal canine companion, Sheba. Joe was predeceased by his dear brother Martin.

At his request, his remains have been donated to the Robert Wood Johnson Medical School. In lieu of flowers, donations in his memory may be made to the Plainfield Rescue Squad at PO Box 707, Plainfield, NJ 07060, and to the New York Gilbert & Sullivan Players at 302 West 91st St, New York, NY 10024.

This obituary originally appeared in the New Jersey Courier News

Aubrey Wendling
1918–2012

Aubrey Wendling, Professor Emeritus at San Diego State University, passed away peacefully at home at the age of 94, surrounded by his wife of 71 years, Lucille, and their only child, Laura Marie.

Aubrey was a man of many interests, talents, and achievements. He was born in San Francisco and graduated from Commerce High School in 1936. He worked as a CCC Camp doctor's assistant, then entered San Francisco State College in 1939. Aubrey was elected Student Body President in his senior year with the help of his campaign manager, Pierre Salinger, who later became President Kennedy's press secretary. It was at San Francisco State that he met the love of his life, Lucille Ingeborg Tackle; they married in 1941. Lt. Wendling served four years with the Merchant Marines and saw action in the South Pacific.

Aubrey received his PhD from the University of Washington in 1954 while Lucille pursued her lifelong career as an elementary educator. In Seattle they joined the Seattle Mountaineers. Aubrey became an instructor for their Basic Mountaineering course on techniques of rock, snow, and ice

climbing and survival skills, which he later brought to the San Diego Chapter of the Sierra Club. In Seattle, he began his lifelong passion for fly fishing and gourmet cooking.

Wendling joined the Sociology Department of San Diego State College (now University) in 1954. He chaired the department from 1962-65 and was also instrumental in developing the Social Science Research Center, which housed the many funded research projects that he brought to the university. He directed the Center for 20 years. His research interests focused on demography, infant mortality, high school drop outs, and drinking and driving. Aubrey was one of the first professors at SDSU to bring in a million dollar grant. In 1963, with co-principal investigator Delbert S. Elliott, Aubrey received a million dollar grant from the National Institute of Mental Health, titled "Dropout, Delinquency and the Social Milieu of the School." Other grants secured by Aubrey were funded by the California Business of Transportation Agency, Office of Traffic Safety; the U.S. Department of Transportation; and the California Association of Mental Health. Many peer-reviewed articles and monographs resulted from these research projects.

Aubrey was also very involved with scholarly organizations, especially the Pacific Sociological Association (PSA). From 1973-78, he served as the editor of the PSA's journal, *The Pacific Sociological Review* (now called *Sociological Perspectives*). Under his leadership, the *Review* grew from a regional publication to one of the major national publications attracting worldwide readers and contributors. He was on the PSA's Executive Committee for 10 years, served as Vice President of the PSA in addition to serving on the PSA's Advisory Council and Financial Advisory Committee. He also served on the planning committee that launched

the California Sociological Association in 1990.

Aubrey Wendling was the ultimate mentor for many students and junior faculty in the SDSU Sociology Department. When I arrived in 1973 as a 26-year-old newly minted PhD, Aubrey mentored me in many ways, including the art of preparing manuscripts for submission to peer-reviewed journals and preparing grant applications. I will forever be indebted to him for his willingness to spend a significant amount of time mentoring me and other junior colleagues.

Upon retirement in 1982, as Professor Emeritus, Aubrey founded SDSU's Faculty and Staff Retirement Association, serving as its first and fifth president. In 1993, SDSU's Chapter of Mortar Board honored Wendling for his dedication to the university. On his 94th birthday, the SDSU Retirement Association further recognized him by establishing a perpetual student scholarship in his name.

Aubrey's devotion to family and friends, as well as his love of life, was exemplary. His life can be summed up in the George Bernard Shaw quote, "You see things and ask, 'Why?' I dream things that never were and I ask, 'Why not?'"

Aubrey is pre-deceased by his parents, Returne and Edith Wendling, and younger brother Orrin Wendling. Survivors include his wife, Lucille, daughter Laura Marie Wendling, PhD, son-in-law Ken Mendoza, PhD, and twin grandchildren, Marisa and Travis Mendoza.

No services are planned. Donations in Aubrey's memory can be made to: the Dr. Aubrey Wendling Scholarship Fund, SDSU Retirement Association, 5500 Campanile Drive, AD225, San Diego, CA 92182-5000; or to San Diego Hospice.

Charles F. Hohm, San Diego State University

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Questions? Contact: Dennis M. Rome, Director, ASA Honors Program (rome@uwp.edu).

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