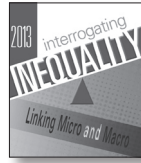


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Looking Forward to the 2013 ASA Annual Meeting

The Two Cities of New York: Wealth, Poverty, and Diversity in the Big Apple

Andrew A. Beveridge, *Queens College and Graduate Center CUNY*

The many poor immigrants and minorities as well as some affluent members of these groups, the super wealthy financial traders and executives, the mostly white high-powered and high-priced lawyers, a large community devoted to creating the arts, and a city government that has fostered and subsidized the wealthy have created a united and divided city like no other in the United States. At the same time, as these groups came together in New York, they remained stratified. New York's

development harkens back to Disraeli's famous comment about England in his book *Sybil or the Two Nations*, "Two nations between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts, and feelings, as if they were dwellers in different zones, or inhabitants of different planets.... The rich and the poor."

Defining Manhattan

Much of Manhattan, which many tourists and some social scientists mistake for the entire city, is in its own realm. The Manhattan north of 96th Street on the East Side, north of

122nd Street on the West Side, and above 110th north of Central Park really exists in the non-Manhattan realm.

Around the country and around the world, Manhattan took center stage due to the Occupy Wall Street movement, which took root September 2011 in Zucotti Park in downtown Manhattan near the New York City Federal Reserve Bank, the New York Stock Exchange, and not far from the Goldman Sachs headquarters. While forcibly removed from the park in November, and though it

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Recipients of the 2013 ASA Awards

The American Sociological Association proudly announces the recipients of the major awards for 2013. These outstanding scholars will be recognized at the 2013 Annual Meeting Awards Ceremony on Sunday, August 11, at 4:30 pm. The Awards Ceremony will immediately precede the formal address of the ASA President Cecilia Ridgeway. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Ridgeway and the award recipients.

The ASA awards are conferred on sociologists for outstanding publications and achievements in the scholarship, teaching, and the practice of sociology. Award recipients are selected by committees appointed by the ASA Committee on Committees and the ASA Council.

The officers of the Association extend heartfelt congratulations to the following honorees:

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

Joe R. Feagin (Texas A&M University)

The W.E.B. DuBois Career of Distinguished Scholarship Award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee looked for work that substantially reorients the field in general or in a particular subfield.

Distinguished Career Award for the Practice of Sociology

Donald Light (University of Medicine & Dentistry of New Jersey)

This annual award honors outstanding contributions to sociological

Continued on page 6

Sociologists Help Establish Network to Promote Community Engaged Scholarship

Jose Calderon, *Pitzer College, and Mark R. Warren, University of Massachusetts-Boston*

A number of sociologists are joining forces to establish an emerging multidisciplinary network called the Urban Research-based Action Network (URBAN) to promote community-based and collaborative forms of research. While many sociologists have long conducted research in collaboration with community-based organizations, most of these scholars work in silos and their work is typically not rewarded or credited within the academy.

URBAN is an emerging network of researchers and community members who have come together in order to identify opportunities for collaborative research and thinking that addresses critical needs

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from the executive officer

Sociology Is a STEM Discipline

Last week ASA received a call from a sociology department chair who was deeply concerned about a proposed change to her institution's General Education curriculum. Under the existing curriculum, students are required to take two courses within the area of "Scientific Investigations"—one in the natural sciences and one in the social sciences. Under the revised Gen Ed curriculum, the social science requirement would be eliminated.

This illustrates a larger and disturbing effort by some significant forces to marginalize and delegitimize the social sciences and sometimes the liberal arts as a whole. Earlier this month in an *Inside Higher Ed* article, Carol Geary Schneider, President of the American Association of Colleges and Universities, described it as "a dangerous assault," citing House Majority Leader Eric Cantor's (R-VA) recent proposal to eliminate all federal funding for research in the social sciences. In the article, Schneider discusses a current proposal in Florida to establish lower tuition rates for "STEM" majors (narrowly defined as the physical sciences, engineering, and mathematics) and a higher tuition for all other majors (February 8, 2012).

We cannot afford to ignore these efforts or set them aside as policy proposals too extreme to actually pass. A bill cutting all funding for political science at the National Science Foundation (NSF) passed in the House of Representatives in June 2012, Congress will be negotiating the 2013 budget over the next few weeks, and threats to the social sciences are likely to be raised again.

What Do We Do?

Sociologists can take concrete actions. One of which is to help our students and the larger scholarly communities within which we work to understand

that sociology is a scientific discipline offering vital insights to the 21st century global community. Sociologists know this to be true, but we may be less adept at explaining it to others. To do so does not need to undermine the humanistic side of sociology as we also defend the liberal arts. (ASA is an active member of both the Consortium of Social Science Associations and the National Humanities Alliance, which are long-standing and effective advocacy organizations that address scholarly, educational, and science policy issues in our nation's capital.)

Educate and Advocate

Sociology is part of the national science community. Make sure the curriculum committee members and administrators at your institution are familiar with the facts that reflect sociology's recognition as a discipline within the national science community. Two key pieces of evidence are the prominence of the Sociology Program at the National Science Foundation, and the fact that the number two person at NSF, Cora Bagley Marrett, is a sociologist. She has also served as Acting Director of NSF, a \$7-billion independent federal agency that is the only government science agency charged with advancing all fields of fundamental science and engineering research and related education. NSF Director Subra Suresh, a distinguished engineer, recently addressed the contributions and inter-relationship of the natural sciences and the social sciences:

The 21st century is the century of science and engineering for the average citizen of the world. Not for the scientist. Not for the engineer. But for the average human being on the planet that means how a non-scientist, average citizen, engages with science and engineering is going to determine how we, as inhab-

itants of the planet, are going to achieve or fail at the end of the century. It is crucial that 21st century scientists and engineers understand the life of the average citizen of the world. **This invariably calls for a seamless integration of discoveries and approaches between the natural sciences and social sciences.** (emphasis added)

An example of such "seamless integration" is a 2012 article by Cornell and Waite in *ASA's Journal of Health and Social Behavior* "Social Network Resources

and Management of Hypertension." (see hsb.sagepub.com/content/53/2.toc). Research conducted by scientists at the National Institutes of Health (NIH) and under its extramural grant programs encompasses significant sociological studies. This is reflected in the existence of the Office of Behavioral and Social Sciences Research within the Office of the Director of the NIH, Francis S. Collins, a geneticist who lead the Human Genome Project between 1993 and 2008.

The social sciences, including sociology, hold a central place in the American Academy for the Advancement of Science (AAAS), the world's largest general science organization. The social sciences have their own AAAS section—the Social, Economic, and Political Sciences—that provides scientific expertise to AAAS-wide projects. Last year I had the honor of being elected as an AAAS Fellow, joining the ranks of many other sociologists. This year, at the 2013 AAAS Annual Meeting, the Plenary Lecture, titled "The Robotic

Moment: What Do We Forget When We Talk to Machines?" was given by sociologist Sherry Turkle, the Abby Rockefeller Mauzé Professor of the Social Studies of Science and Technology in the Program in Science, Technology, and Society at the Massachusetts Institute of Technology.

Sociology is a core part of applied science. Evidence of the growing importance of sociology and the social sciences, generally, to applied science is illustrated in the new MCAT exam. Starting in January of 2015, all aspiring medical doctors will take a revised

MCAT that includes sections on the social and behavioral sciences, with specific question on basic sociology. (For more on MCAT changes and implications for departments see *Footnotes* July/August and December 2012.)

Sociology in the Classroom

Sociology is a gateway to science for undergraduates. To further advance sociology as a scientific discipline (the mission of the ASA), it is our job as members to ensure that undergraduate majors understand the scientific base of sociology and that they can articulate how they have used data and analysis as part of their sociology major. I would encourage all sociology departments to review their program curricula to ensure the empirical base of the discipline is evident and fully integrated across course levels. Even students in introductory sociology can benefit from the experience of working with quantitative data as well as rigorously analyzed qualitative data. For ideas about doing this, see the 2006 *Teaching*

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“Make sure the curriculum committee members and administrators at your institution are familiar with the facts that reflect sociology's recognition as a discipline within the national science community.”

science policy

Americans in Worse Health than People in Other High-Income Countries

A report released in January from the National Research Council and Institute of Medicine finds that Americans die sooner and are generally sicker than people in other high-income nations. This U.S. health disadvantage exists at all ages, and the trend is not concentrated only among the poor or racial minorities. Many of these health conditions disproportionately affect children and adolescents. On average, infants, children, and adolescents in the U.S. die younger and have greater rates of illness and injury than youth in other countries finds the report, *U.S. Health in International Perspective: Shorter Lives, Poorer Health*. The report compared the United States with 16 peer nations, including Australia, Canada, Japan, and many western European countries. Americans ranked last or near-last

in nine key areas of health: low birth weight; injuries and homicides; teenage pregnancies and sexually transmitted infections; prevalence of HIV and AIDS; drug-related deaths; obesity and diabetes; heart disease; chronic lung disease; and disability.



The report examines the role of underlying social values and public policies in understanding why the United States is outranked

by other nations on both health outcomes and the conditions that affect health, including relatively high rates of poverty and income inequality as well as lagging behind other countries in the education of young people. More information can be found at <www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=13497> .

The NHA Named Stephen Kidd the New Executive Director

Last fall, Stephen Kidd was recently named Executive

Director of the National Humanities Alliance (NHA), a coalition of more than 100 humanities organizations and institutions from around the country committed to advocacy for the humanities. Kidd comes to the Alliance most recently from the Smithsonian Institution, where he served as Director of the Smithsonian Folklife Festival and Associate Director of the Center for Folklife and Cultural Heritage. Michael Brintnall, President of the NHA, said that the Alliance is delighted to bring on Stephen as the new director. Throughout his career, Kidd has focused on bringing humanities scholarship to both broad public audiences and policy-makers. Kidd received M.Phil and Ph.D. degrees in American Studies from George Washington University. His appointment as Executive Director of the National Humanities Alliance was effective September 4, 2012.

NIH Names New Director of The Center for Scientific Review

In December, the National Institutes of Health (NIH) Director Francis S. Collins announced the selection of Richard Nakamura as the new director for the NIH's Center for Scientific Review (CSR). Nakamura has been serving as the acting director since September 2011. He leads CSR's 450 scientists and administrative staff, overseeing their efforts to manage 80,000 incoming NIH grant applications a year and review the majority of them in CSR peer review groups. Nakamura had a 32-year career at the National Institute of Mental Health (NIMH), where he has served as both its Scientific Director and Deputy Director. He also was Acting Director of the NIMH from 2001 to 2002. During his time at NIMH, he received a number of leadership awards, including the prestigious Presidential Rank Award. He earned his PhD in psychology from the State University of New York in Stony Brook.

Russell Sage Foundation Names a New President

In early February, the Russell Sage Foundation, announced the appointment of Sheldon H. Danziger, the Henry J. Meyer Distinguished University Professor of Public Policy at the Gerald R. Ford School of Public Policy at the University of Michigan, as the tenth president of the Foundation. Professor Danziger will join the Foundation on September 1, 2013. He will succeed Eric Wanner, who has led the Foundation since 1986.



Sheldon H. Danziger

The Russell Sage Foundation (RSF) is the principal American foundation devoted to research in the social sciences as well as the publisher of ASA's Rose Book Series in Sociology. In making the announcement, Robert E. Denham, Chairman of the Russell Sage Foundation Board of Trustees, said "Professor Danziger's appoint-

ment will continue the Russell Sage Foundation's great tradition of distinguished and groundbreaking social science research that addresses important policy issues and contributes to improving the human condition. The Foundation has benefitted from 26 years of strong leadership by its current president,

Eric Wanner. When Professor Danziger becomes president upon Eric's retirement, we are assured of continued strong leadership in setting and executing our research agenda."

Danziger is a nationally recognized expert on the effects of economic, demographic, and public policy changes on trends in poverty and economic inequality, and on social welfare policies in the United States. His work includes an examination of how the 1996 welfare reform affected

the work effort, family income, and material well-being of single mothers and of the impact of poverty on children and youth. In examining the roots of poverty in America, he has written, "Poverty remains high not because of a shortage of effective antipoverty options but

because the public and policy-makers have not made reducing poverty a priority."

Having published widely on the effectiveness of federal anti-poverty programs, Danziger did

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Graduate School Poster Session

The ASA Academic and Professional Affairs Program is now accepting reservations for the 2013 Graduate Program Poster Session. There is no fee to participate in the poster session but note that the person who sets up the display must be registered for the Annual Meeting; badges are required for entry into the exhibit hall. Reservations must be received by April 15, 2013, so that your department name can appear in the program schedule. **If you would like to reserve a spot, send an email to apap@asanet.org.** The Academic and Professional Affairs Program is delighted to once again bring together representatives of departments from across the country with undergraduate students and master's students looking to continue their education. The information provided at the poster session is also useful for undergraduate advisors researching programs of interest to their students.

TRAILS Top 10 Resources of 2012

Jaime Hecht, ASA Academic and Professional Affairs Program

TRAILS (Teaching Resources and Innovations Library for Sociology) is ASA's subscription-based, online, interactive, peer-reviewed library of teaching and learning materials. TRAILS is entering its third year of operation with encouraging progress. The TRAILS community consists of sociologists in dozens of fields who are working together to advance excellence in sociology pedagogy. Working in concert with the ASA staff, TRAILS is uniquely positioned to advance the field of teaching and learning in sociology.

The Top 10

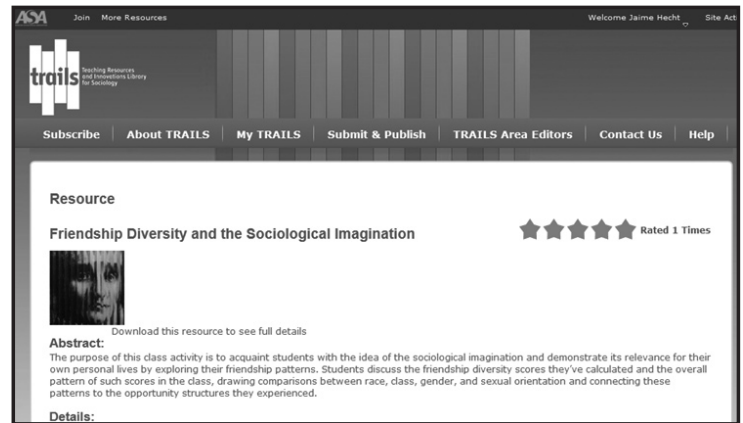
We just finished our top 10 count down on our TRAILS Facebook page (www.facebook.com/Trails-The-ASAs-Teaching-Resources-and-Innovations-Library-for-Sociology). In case you missed it, here are the 10 most downloaded resources of 2012. We hope you will join our Facebook community and help us to build a forum in which to share your experiences with TRAILS as well as find news and information in the field of teaching and learning in higher education and sociology. We



From TRAILS resource "Public and Private Urban Space."

want to congratulate and thank the following authors for their valuable work:

10. **Introduction to Sociology** by Robert E. Wood—This syllabus explores the role of technology in teaching Intro to Sociology, while allowing for students to gain practical, hands-on technological skills applicable to academic and applied settings.
9. **Using Article Abstracts to Illustrate Research Concepts** by Katherine Novak—This class activity is a lesson in inductive vs. deductive research as well as an introduction to the four broad categories of research studies (descriptive, explanatory, exploratory, evaluation).
8. **Public and Private Urban Space** by Paul Walker Clarke and Carla Rose Corroto—A PowerPoint presentation using work by Jane Jacob to explore urban ecology. By diagramming the private, semi-private, and public spaces in residential blocks depicted in street-view photographs, students become familiar with how the built environment conveys meaning.
7. **Crossing Legs and Opening Doors: A Lesson in Gender Socialization** by Cherise Harris—This class activity facilitates an understanding of how socialization impacts gender roles, and how major social forces such as family, religion, school, peer groups and the media are also gendered.
6. **The Four Sources of Evidence** by Daniel Buffington—This introductory-level assignment explores the strengths and weakness of the four sources of evidence:



- ethnography, surveys, experiments, archival documents/texts.
5. **Illustrating the Social Construction of Race and Racial Stereotypes with Images** by Gwen Sharp and Lisa Wade—This activity generates a context in which students show each other the ways in which race and ethnicity are socially constructed. This student centered approach to teaching the social construction of race allows for more student engagement and intellectual discussion.
4. **Article Comparison Assignment (Same Questions, Different Methods)** by Alexandra Marin—In this assignment, students examine two research papers using different methods to answer the same question. By doing so, a broader understanding of how research both relates to, and impacts, findings is achieved.
3. **Intro to Social Research** by Daniel Davis—This intro syllabus offers an alternative approach to teaching a methods course. It utilizes outside the box learning techniques such as the 10.20.30 method which is often used in the business world for pitches and presentations. It refers to keeping power points to a maximum of 10 slides, lasting 20 minutes with a 30 size font.
2. **The Mist and the Sociology of Religion** by Marci Cottingham—This activity allows for students to explore

the five main characteristics of fundamentalism in the sociology of religion. A viewing of the film *The Mist* is a catalyst for discussion on the emotional and cognitive responses to the religious and sociological concepts in the film.

1. **Friendship Diversity Exercise** by James Vela-McConnell—Our most frequently downloaded resource in 2012 is a lesson meant to acquaint students with the idea of the sociological imagination and demonstrate its relevance for their own personal lives by exploring their friendship patterns. Through this exercise, students will be able to draw comparisons between race, class, gender, and sexual orientation in terms of their impact on close friendships.

Thank you to all the authors who submitted resources in 2012 and to all the users who applied them in their classrooms. Increase your teaching credentials by submitting TRAILS. ASA Members can submit their teaching and learning resources to TRAILS free of charge. We also invite sociologists at all levels to explore our resources (you do not need to be subscribed to browse). With TRAILS you will find opportunities to enhance your own teaching practice, better train students and teaching assistants, and strengthen your chances of promotion and tenure. We hope you join us in 2013 as it is sure to be a prolific year for TRAILS. See the TRAILS website at trails.asanet.org for more information.

Council Highlights

ASA Council held its mid-year meeting on January 26, 2013, in Washington, DC. Pending Council approval and online posting of the minutes, the following is a snapshot of key decisions and discussions.

Minutes. The minutes for the summer Council meetings on August 20 and August 21, 2012, were approved and are now posted at <www.asanet.org/about/Council_Minutes.cfm>.

Budgets.

- Approved the operating budget and the Spivack budget for 2013.
- Approved the MFP budget for 2013-14, and allocated funding from the Spivack Fund to support two additional MFP Fellows.


Publications.

- Approved appointments of new editors for the *Journal of Health and Social Behavior* and *Sociology of Education*.
- Approved increasing honoraria for editors as recommended by the Committee on the Executive Office and Budget for 2013, with the presumption that adjustments for 2014 for the Rose Series, *Sociological Methodology*, and the quarterlies will be made after receiving further input from the Committee on Publications.
- Approved adding \$6,000 to the general publications budget to support additional copyediting needs for ASA journals in 2013.
- Approved the proposal from the ASA Section on Racial and Ethnic

Minorities for a new journal titled *Sociology of Race and Ethnicity*.

- Approved the revised mission statement for *Sociological Methodology*.
- Affirmed production of a 2012 Annual Report.
- Tabled the Committee on Publications recommendation on archiving journal records and voted instead to preserve all electronic and paper records for one year, pending deliberations on archival issues with the American Council of Learned Societies. Those interested in long-term preservation of editorial office records will be invited to produce funding plans to support such preservation by the next winter Council meeting.

Sections. Approved all the Committee on Sections' recommendations regarding proposed bylaws amendments for the following sections: Collective Behavior and Social Movements; Community and Urban Sociology; Crime, Law, and Deviance; Organizations, Occupations, and Work; Sociology of Education, Teaching and Learning; and Theory.

Social Media. In response to a Social Media initiative proposed by President-elect Annette Lareau, Council agreed to appoint an Ad Hoc Committee on Social Media Policy Issues, create a Task Force on Using Media to Increase the Visibility of Sociological Research, and recommend ASA members for an ASA Webpage Advisory Group. 

Danziger

from Page 3

important early work on rising inequality in the United States, long before it was recognized as a national problem. In addition to his professorship at the University of Michigan, Danziger is Director of the National Poverty Center, Director of the Research and Training Program on Poverty and Public Policy, Research Professor at the Population Studies Center, and a Fellow of the American Academy of Arts and Sciences. He received his PhD in economics from the Massachusetts Institute of Technology.

Commenting on the appointment of Professor Danziger as his successor, Wanner said, "I'm delighted that Sheldon Danziger has agreed to take over the reins at Russell Sage. Sheldon's strong commitment to rigorous social science research and its implications for policy will make him an excellent steward of the Foundation's long tradition of working to strengthen social science and apply it more effectively to the analysis of social problems and the design of social policy."

In accepting the appointment, Danziger said, "I am honored to


have the opportunity to lead the Russell Sage Foundation. My goal is to advance the Foundation's stellar accomplishments in the social sciences and continue to focus on the key economic, political, and social challenges facing the nation. I look forward to working with the trustees, the staff, and the many scholars whose research is the basis for the Foundation's success."

A History with RSF

Professor Danziger is a long-time participant in a wide range of Russell Sage-sponsored research projects. He was a Visiting Scholar at the Foundation in 2002-2003, a member of the Foundation's Poverty Research and Future of Work Advisory Committees from 1989 to 2007 and the recipient of several RSF awards for external research projects, dating back to his research on inequality in the early 1990s. That research resulted in the book *America Unequal* (co-authored with Peter Gottschalk), one of the first comprehensive studies regarding the implications of rising inequality in the United States. He was also a key participant in the Foundation's massive study of urban inequality in four U.S. cities in the mid-1990s and co-authored the RSF volume,

Detroit Divided (with Reynolds Farley and Harry Holzer), analyzing the causes and consequences of economic and social inequality in the Motor City.

His most recent RSF-funded project, part of the Foundation's research initiative on the social and economic consequences of the Great Recession, is a detailed study of inequalities in

the loss and recovery of wealth in the wake of the Great Recession. With his co-researchers, he is tracking changes in the national distribution of wealth during and after the recession, determining the characteristics of households that have been slowest to recover and charting the intergenerational transfers of wealth within families. 

2013 ASA Annual Meeting Film Screening

The ASA Annual Meeting Program Committee is again setting aside space in which new films/videos will be screened during the Annual Meeting. Members and others who wish to propose a film for inclusion in the 2013 screening series may submit a copy of the film/video and a brief description of the work that notes its relevance to sociological instruction and research. Films that can be fit into a 50- or 80-minute course block are of particular interest.



Films will be judged on time sensitivity, relevance to the field of sociology, and potential use in teaching. Those who submit films will be notified of screening decisions in June. Any submitted film will be returned after the conclusion of the Annual Meeting.

Send film/video nominations (in DVD format) by April 1, 2013, to:

Jaime Hecht
Academic & Professional Affairs Program
American Sociological Association
1430 K Street NW, Suite 600
Washington, DC 20005
apap@asanet.org

Awards

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practice. The award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

Distinguished Scholarly Publication Award

Greta R. Krippner (University of Michigan) for *Capitalizing on Crisis: the Political Origins of the Rise of Finance* (Harvard University Press 2012)

This annual award is given for a single book or monograph

published in the three preceding calendar years.

Distinguished Contributions to Teaching Award

Rose M. Brewer (University of Minnesota-Twin Cities) and *Jay R. Howard* (Butler University)

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology, which improve the quality of teaching.

Cox-Johnson-Frazier Award

Elijah Anderson (Yale University)

The Cox-Johnson-Frazier Award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic

institution for its work in assisting the development of scholarly efforts in this tradition.

Jessie Bernard Award

Kathleen Gerson (New York University)

The Jessie Bernard Award is given annually in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology.

Excellence in the Reporting of Social Issues Award

Ira Glass and the staff of *This American Life*

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions

of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public.

Public Understanding of Sociology Award

Ruth Milkman (CUNY-Graduate Center)

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public.

Dissertation Award

To be announced at a later date. 

URBAN

from Page 1

facing urban communities. URBAN provides a platform for engaged scholarship where scholars from multiple disciplines and institutions can connect with one another and with members of communities to share ideas and be supported within the academy as they endeavor to pursue community-based, activist-research agendas.

Sociologists involved in URBAN will help to build a national infrastructure to advance this kind of research. They will eventually connect to international networks as well. So far, the network has local nodes in Boston, Los Angeles, New York City, and an emerging chapter in Northern California. Political scientists, geographers, education researchers, urban planners, environmental psychologists, public health researchers, and scholars from other disciplines have become involved as well.

URBAN seeks to build upon the wide array of collaborative research and action initiatives already underway by sociologists. These include campaigns to improve the conditions of day laborers, efforts for equitable community development, strategies for effective community

organizing and public education reform, building social movements in the World Social Forum, combating environmental racism, and many others. URBAN offers a platform to connect researchers and activists to strengthen and expand these efforts.

An Introduction in Denver

URBAN was first introduced to sociologists last August at a gathering held during the 2012 ASA Annual Meeting in Denver. At the meeting, participants explored how URBAN could be most useful for activist/engaged/public sociologists, what arenas of exchange might be created, and the different ways that those who were interested could participate. The meeting drew more than 30 participants and another 40 individuals sent e-mails expressing interest.

Participants responded positively and many volunteered to begin the work of creating a sociology planning team to promote URBAN within ASA and across disciplines. Currently, the planning team seeks to build upon previous initiatives (e.g., the Task Force on Public Sociology) and create a more permanent, ongoing network within sociology and across disciplines—one that is

focused on collaborative research with communities to create new knowledge relevant to addressing pressing social justice issues. The team also seeks to find ways to support community-engaged scholars by opening up publication opportunities, mentoring junior scholars, providing training and development opportunities for graduate students, and advancing a discussion of guidelines for awarding credit for this research in tenure and review procedures.


Current Activities

The planning team has moved forward quickly to develop a set of projects. It has been working with Phil Nyden and the Section on Sociological Practice and Public Sociology to develop a set of roundtable sessions at the 2013 Annual Meeting in New York on issues regarding community-based research, educational leadership, and student-centered learning and teaching. URBAN members Dave Overfelt, Rochester Institute of Technology, and Patricia Molina Costa, MIT Community Innovators Lab, will be editing a special issue of *Critical Sociology* that will examine the theory and practice of community-based research from a multi-disciplinary perspective, bringing

together high-quality, original, and theoretically driven research that utilizes the community-based approach.

URBAN will sponsor a meeting that is open to all sociologists at the upcoming ASA Annual Meeting in New York (see the 2013 ASA Annual Meeting preliminary program, which will be available April 30, for dates and time). For those who are interested in learning more about URBAN, the concept paper for URBAN and its fall newsletter can be found at web.mit.edu/colab/work-project-urban.html.

To join the URBAN email list, send a message to urban_asa@lists.brandeis.edu.

Members of the sociology planning group include Jose Calderon and Mark R. Warren (co-chairs), Phillip Nyden, Gregory Squires, John Diamond, Rogelio Saenz, David Overfelt, Deirdre Tyler, Eric Tesdahl, Susan Ambler, Tom Pineros Shields, Patricia Herzog, William Gamson, Jackie Smith, Tiffany Chenault, and Hilario Molina. 

Jose Calderon is Emeritus Professor of Sociology and Chicano Studies at Pitzer College. Mark R. Warren is Associate Professor of Public Policy and Public Affairs at the University of Massachusetts Boston.

Responding to the Students in our Classrooms: On Teaching Military Veterans and Engineering Majors

Lisa Brush, University of Pittsburgh

In the years since September 11, 2001, I more frequently have military veterans in my undergraduate sociology classes. Conversations with colleagues have prompted me to think about why I do a little happy dance when I learn that someone in my classroom is a veteran. I have a similar reaction when I have students from the School of Engineering in my writing-intensive classes (usually classical theory or feminist political economy). Why? What do these students bring and what do they help me do, pedagogically speaking? And what, if anything unusual, do they need to thrive in my classroom? The answers to these questions are closely connected, although they are also different for veterans and for engineers.

I generally learn that students are engineering majors from the roster. I learn that students are veterans from a first-day exercise I frequently have students do, especially in my theory class, which has a reputation as a “hard” course. On the first day, I have students fill out an index card with the usual information plus three things: their pronoun preference (this encourages cisgender students to problematize the natural status of sex categories and welcomes transgender and gender queer students without stigmatizing them), something hard that they have successfully accomplished, and a strength from that accomplishment that they bring to the class. Invariably, veterans “come out” by referring to their service—or to having surmounted some specific challenge related to their service—as a successful accomplishment, and they generally refer to some of what I agree are among the many strengths they tend to bring to the college classroom.

Active (Duty) in the Collective Learning

The material basis of veterans’ sense of accomplishment includes several strengths that seem to come from or develop during their ser-

vice, including their incorporation into a hierarchical bureaucracy. For example, once I convince them that I am sincere about wanting them to ask as well as answer questions, veterans do both, often exceptionally well. Their training equips them with the understanding that they are contributing to our collective learning by asking questions and contributing points that clarify what is often shared confusion. They help other students take seriously the process of using questions and discussion (rather than keeping up appearances or a cool pose) to advance everyone’s learning. They understand that a certain realistic humility is more conducive to learning than disdain for the proceedings. Veterans (and often students in ROTC) bring their substantial experience with military discipline, hierarchy, and bureaucracy to our readings of the classical sociological theorists.

Veterans therefore often get a charge from applying theoretical concepts to the task of interpreting and conveying important aspects of their experience to their peers in ways that illustrate central concerns of the course. Besides, it makes learning more fun for them, too, to be critical of military bureaucracy in the service of theory rather than griping. In addition, veterans have excellent time-management skills. They work well in pairs and teams, in part because they have first-hand knowledge of the importance of peer support to shared success. Perhaps most important to my teaching practice, veterans understand that although they may have an adversarial relationship with difficult course material, they do not have to have an adversarial relationship with me; we are “in it together” in a way, which makes my job much, much easier.

Applying Concepts to Problems

Engineering majors bring several important strengths, too. They are accustomed to classes that structure skills and information cumulatively. That means that they are both patient about developing

ideas and skills over time and also that they can effectively model the process of applying concepts and insights from early in the course to problems and discussions later. Many of them are accustomed to thinking about problems in “system” terms, and they grasp the importance of both breaking problems into their analytical elements and figuring out how to get their minds around the big picture.

Engineering students “get” functionalism on a level that gives them confidence writing about and discussing the notion where the ends and means are often connected in important ways. They are quick to grasp and even to come up with their own analogies for transferring familiar concepts, from thinking about parts, wholes, systems, baseline assumptions, and design specifications in the context of engineering, to thinking about the social world. Moreover, because they understand important aspects of theory as metaphor and model, they can be creative and critical about explaining the strengths and weaknesses of particular metaphors and models and how theorists and researchers develop and deploy them.

Engineers are often able to work through causal explanations and deconstruct the logic of interconnected set of ideas in ways that benefit their peers. But, perhaps my favorite strength is that engineering majors have learned the invaluable skill of turning a problem they do not understand or know how to solve into one they do. This means they can encourage their peers to build on what they already know and apply it to novel intellectual challenges, one of the key learning goals in my classes.



Outlining Expectations

All this helps to explain my happy dance. To help these students thrive in a social science course—especially a theory course—I have learned to make several things explicit. First, I establish right away that I am interested in the strengths everyone brings, that I respect the different learning styles and skills students already have, and that I expect everyone to model how to apply intelligently what they already know to the new and challenging material of the course. Second, I reassure the engineering students that although there are not what they might think of as “objective” exams, I value their skills and ability to learn and will evaluate them fairly. Third, I thank veterans for their service in front of the class. This is a baseline courtesy that models the fundamental notion that although members of the class may have different experiences, politics, and learning styles, and although I encourage everyone to adopt a critical stance toward the material and their experience, I expect and extend basic respect to every student. I also check with veterans privately about experiences with trauma and any reasonable accommodations they might need to learn at the highest level at which they are capable. That, after all, is the point of what I am doing in my classroom, where I want all students, no matter their background, to be welcome and succeed. **S**

New York

from Page 1

has since faded as an ongoing protest movement, Occupy did provoke discussions about the “1 percent” versus the “99 percent.”

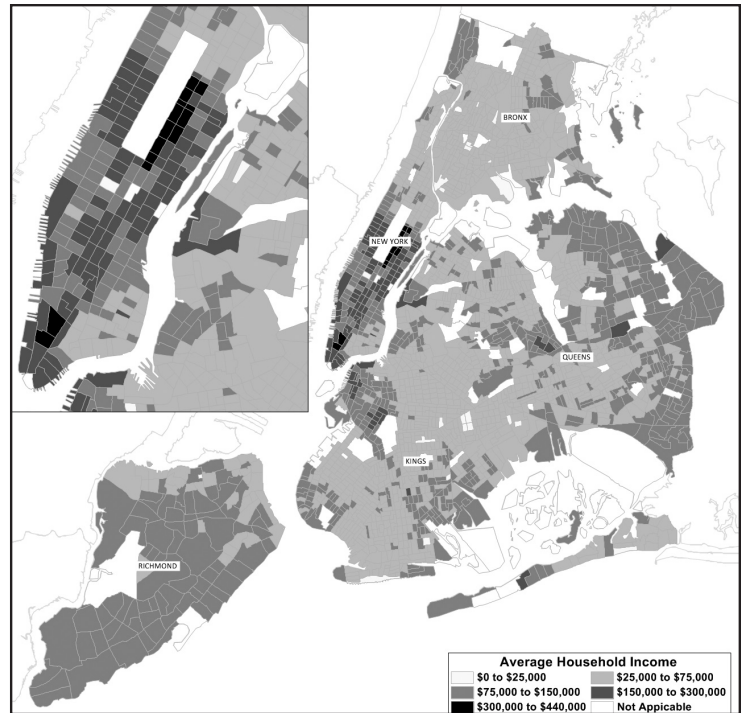
The Rich Getting Richer

Certainly, it is well-established that much of the income gains over the past 30 years did not go to those in the middle or lower classes, but rather to the top 1 percent of earners and especially the top 0.1 percent. Banks posted record profits after the financial crisis, and there have been similar revelations that the top 1 percent of income earners captured 93 percent of the income growth following the fiscal crisis—the same crisis that obliterated housing prices, devaluing the largest assets most families held, especially the lower and middle classes. Many of the top one percent work or live in New York City (and often both). Although data from the Survey of Consumer Finances show that being in the top 1 percent requires about \$1 million of income and about \$10 million of net worth, the U.S. Census Bureau computes the top 1 percent as beginning at about \$380,000 in annual household income. The amounts differ because the survey is stratified to catch the income and wealth of the top and has many very specific

questions about income, including capital gains and other income sources.

Before the protest signs were placed around Zucotti Park, the signs funded by Wall Street Business Improvement District used to proclaim, “New York City is the Capital of Capital.” Mayor Bloomberg, now in the last year of his third term, recognized this when he famously said, “[New York] isn’t Wal-Mart...It isn’t trying to be the lowest-priced product on the market. It’s a high-end product, maybe even a luxury product” (Diane Cardwell, *New York Times*, January 8, 2003). The largest number and highest concentration of 1 percenters live in and around New York City. This point is made very clear by data on Manhattan. According to a 2011 Census survey, the top 5 percent of Manhattan households averaged incomes of \$791,355 and the top 20 percent averaged \$391,022, while bottom 20 percent averaged \$9,681, a ratio of 40.3 to 1.

The figures for the entire city, which are driven by Manhattan’s wealth level, are \$438,890 for the top 5 percent, \$223,285 for the top 20 percent, and \$8,844 for the bottom 20 percent for a ratio of 25.2 to 1 between the top 20 percent and bottom 20 percent. Manhattan has the highest income for the rich



of any county in the United States with at least 65,000 residents. It is followed by Fairfield County, CT, where many hedge fund owners make their headquarters, and Westchester County, NY, one of the main bedroom counties for the city’s financial sector. The level of inequality is similar to that in several Latin American countries, and is the highest for any U.S. county except for four in Puerto Rico and Clarke County, GA, which is the home of the University of Georgia, but surrounded by areas of rural poverty.

Where the High Earners Live

When one focuses on the areas (census tracts) with high average-income households in the city itself, as shown in the accompanying map, the areas are located in the Upper East Side and Downtown near Wall Street. These same census tracts have the highest proportion of those in the top 5 percent and top 20 percent. Indeed, the Upper East Side includes the largest concentration of very high income tracts near Central Park along Fifth Avenue and Madison Avenue. The census tract with highest average income (\$440,000) is between 70th and 77th streets between Fifth and Madison avenues.

If you walk around this area and try to see how the 1 percent live you will not see much since these areas

are guarded by doormen and the residents are likely to be whisked away by taxi cabs or limousines. Apartments in this area go for \$3 million and up with monthly maintenance charges of \$12,000 or more. In this area the top 5 percent of households enjoy more than \$2 million per year in income, and probably live in even more luxurious apartments, some of which are valued at well over \$10 million. There are also a few townhouses at that price range or higher. As the map shows, one will find most of the truly poor and those that must exist on incomes averaging less than \$75,000 living in the outer borough.

Manhattan is, once again, predominantly inhabited by whites, while minorities are more often located outside of Manhattan. The accompanying table shows a few figures comparing Manhattan with the rest of the city, referred to as the “outer boroughs.” Residents in the rest of New York City are less white, more immigrant, more minority, and generally poorer than those in Manhattan. This trend began after 1980, and has only accelerated since then.

Tax Breaks

Some parts of the outer boroughs are becoming trendy, but

Comparison of Manhattan and Outer Boroughs		
	Manhattan	Outer Boroughs
Total Population:	1,601,948	6,642,962
Race (Hispanic and Non-Hispanic)		
White Alone	56.1%	40.9%
Black or African American Alone	15%	27.3%
Asian Alone	11%	13.2%
Hispanic or Latino (of any race)	25.6%	29.5%
Non-Hispanic White	47.6%	29.6%
Foreign Born:	28.8%	39.2%
Household Income		
More than \$150,000	24.4%	7.8%
More than \$200,000	16.6%	3.5%
Median household income (in 2011 Inflation Adjusted Dollars)	\$66,299	\$45,601
Average household income (in 2011 Inflation Adjusted Dollars)	\$125,020	\$63,604

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The Growing Presence of Social Science in Qatar

*Jon T. Crist, Georgetown University
School of Foreign Service in Qatar*

I moved to Doha, Qatar, in the summer of 2008 after spending 15 years in the policy think-tank community in Washington, DC (administering the fellowship programs at the U.S. Institute of Peace). Eager for a posting abroad and a return to the university and scholarly pursuits, albeit as an administrator, I was delighted to take up a position as an assistant dean advising students and working with faculty to support the curriculum of Georgetown University's School of Foreign Service (GU SFS) in Qatar. The GU SFS branch campus in Doha is part of the unique and innovative experiment in higher education known as Education City.

Sub-contracting Higher Education

While many American campuses have begun to look overseas to expand their markets and brands, Education City is distinctive. The linchpin of the operation is the Qatar Foundation—the principal institution through which Qatar advances its ambitious national goal of transforming its economy from dependence on natural gas to a knowledge-based economy.

Essentially, Qatar Foundation has created a university by sub-contracting the constituent schools to top institutions from the United States and Europe. These institutions replicate their main campus curriculum and have autonomy in all important areas of academic management, including faculty and staff hires, admissions, research, and publication. In addition to Georgetown's program, Cornell University runs a medical school, Carnegie Mellon runs the business school, Texas A&M the engineering school, Virginia Commonwealth University a school of graphic arts and fashion design, Northwestern University a school of journalism and communications, HEC-Paris offers programs in executive management, and University College

of London, the latest entrant into the community, offers graduate programs in museum studies and archeology. Qatar Foundation also directly runs the Qatar Faculty for Islamic Studies and has recently formed an entity called Hamad bin Khalifa University, named after the Emir of Qatar, which sponsors its own interdisciplinary programs that link up related aspects of the expertise represented in the faculties of the branch campuses.

Not surprising of a monarchy, social science research would not happen in Doha but for the patronage of the regime, which funds all institutions of higher education in Doha. Founded in 1978, Qatar University, the national university of the country and the only indigenous institution, offers a liberal arts curriculum, including a sociology major for undergraduates.

Women in Sociology

Reflecting local mores, the campus is sex-segregated, although there are exceptions in certain programs and classes. For example, the sociology major is for female students only; males can minor in sociology but will be taught in separate classes. The sociology program also offers a major in Social Work for females and a Psychology major for both sexes. The Department's most distinguished graduate, Sheikha Mozah bint Nasser Al-Thani, is a product of this program and next to her husband, the Emir of Qatar, is Qatar's most visible figure to the outside world. As chairperson of Qatar Foundation, she has been a forceful advocate for education and social reform in Qatar and on the world stage (especially in her capacity as the UN Special Envoy for Basic and Higher Education).

Two years ago, Qatar University opened up the first survey research institution in Qatar—the Social and Economic Survey Research Institute (SESRI). The result of collaboration with the University of Michigan's Survey Research Center, SESRI's permanent research staff conducts basic research in the social sciences

based on rigorous national random sampling techniques. It also sub-contracts its services to the government, corporate sector, and academics. For instance, Northwestern University in Qatar recently contracted

with SESRI to replicate the annual World Values Study in Qatar for the first time. (Georgetown University is also affiliated with this project.)

The other significant contribution of the regime to the social sciences in Qatar is found in the Qatar National Research Fund (QNRF). The QNRF was established in 2005 in close consultation with the Qatar-RAND Policy Institute, a branch office of RAND specializing in educational policy. (QRPI has also been a major advisor to the regime in its sweeping efforts to reform the K-12 school system and Qatar University as well as the founding of Education City and the adoption of a national research strategy to support national development.)

Funding Research

RAND looked to the National Science Foundation (NSF) as a model for QNRF. Since its inception, QNRF has disbursed more than \$550 million in funds to support research projects, many involving collaborations with top research institutions in the United States and Europe. Qatar's recent adoption of a Qatar National Research Strategy, while importantly focused on national development goals, is clearly meant to solidify Qatar's efforts to become a major global research hub—a development path that has offered substantial returns for other small countries and city-states including Taiwan, Singapore, and Luxembourg. With the Emir's decree in 2009 that 2.8 percent of Qatar's gross domestic product shall



Dohan, Qatar

be devoted to research purposes, Qatar is well poised to become a major player in global research in the years to come.

For reasons that are not hard to imagine, the lion's share of funding awards go to topics involving technology innovation in the oil and gas sector, medical research, engineering and computer/IT applications. However, social science and the humanities have been identified as a core priority for Qatar's research funding strategy, and while the overall percentage of awards is small in comparison, the percentage continues to grow.

Like NSF, QNRF relies on a network of thousands of experts and scholars for the review of proposals. This improves the quality of decisions made about funding, but it also, in part, results in a measure of independence in the range of subjects reflected in the list of awardees. At my own institution, we have had projects funded on some contentious and controversial topics, including the situation of migrant laborers in Qatar and the Gulf, the impact of human rights treaty regimes in the Gulf, the assessment of interfaith dialogue projects in Doha, and Arabic-language instruction in Qatar, a hot-button issue because of the increasing signs of decline in the quantity and quality of Arabic among Qatari citizens in particular. (I am a current recipient of two QNRF awards—one for a student project on assessing Education

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Vantage Point

from Page 2

Sociology article “Integrating Data Analysis (IDA): Working with Sociology Departments to Address the Quantitative Literacy Gap” by Carla Howery and Havidán Rodríguez. (Also see www.TeachingWithData.org.)

Research findings from the ASA Department of Research on the Discipline and Profession shows clearly that undergraduate majors who are able to describe their data analysis skills in a job interview are significantly more likely to find employment related to their major, and they are significantly more likely to report being satisfied with their job (Spalter-Roth and Van Vooren 2008 at <http://bit.ly/ZkOYUJ>).

The power and joy of sociology as a STEM discipline is that it addresses systematically the lived experience of students from many racial and ethnic backgrounds, many of whom are also first-generation college students. More than one-quarter of graduating sociol-

ogy majors have parents with a high school diploma or less. Sociology can provide a meaningful entrée to the scientific method for those who don’t initially think they are interested in science, but find themselves powerfully engaged by the substantive issues discussed in sociology classes and literature. The experience of sociological thinking can help them better understand the social contexts within which they live (Spalter-Roth et al. 2012).

Faced with misguided and sometimes deliberate efforts to marginalize and delegitimize the social sciences, sociologists must be able to articulate that sociology is a scientific discipline that offers vital insights to the 21st century global community. We can do this by actively and articulately advocating for sociology. We can demonstrate the significant role sociology plays within national science organizations. We can be knowledgeable about the contributions sociology makes to the interdisciplinary and global scientific knowledge base. And we can effectively

carry out our responsibility as undergraduate teachers to help students understand the scientific foundations of sociology, how it can enhance their understanding of daily life, and how it can provide a solid foundation of skills to help them meet the next challenges in life. 🌱

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Qatar

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City’s sustainability programs and the other a large international project on higher education development and scientific productivity, with a project team of educational sociologists led by David Baker at Pennsylvania State University and including researchers in Germany,

Luxembourg, and Japan.)

There is still much room for growth in professional sociology and the social sciences in Qatar. But there are positive signs as the amount of funded research on social issues in Qatar increases, examples of policy-relevant social science research accumulate, and as the number of sociologists in the city continues to grow. 🌱

Submit Ideas for the *International Perspectives* Column

Footnotes invites contributions from knowledgeable non-North American sociologists on the state of the discipline and profession of sociology in countries outside North America for publication in the new occasional column, “International Perspectives.” Sociological analyses of significant national events in these countries that would be of interest to North American sociologists are also welcome. Original contributions must be in English and no more than 1,100 words. To discuss possible contributions or send material, contact Johanna Olexy (olexy@asanet.org).

New York

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areas in Manhattan—such as the Lower East Side—that once accommodated the hip crowd are now occupied by quite affluent individuals and households. Though the Bloomberg administration had a plan to preserve and build more affordable housing for those newly moving into New York City, rental housing remains difficult to afford.

Much of the luxury development in Manhattan has been heavily subsidized by tax breaks and direct government subsidies. For instance, the Goldman Sachs headquarters, opened in 2009, was built with tax-free bonds issued by the Dormitory Authority of State of New York. The Time Warner Center at Columbus Circle at 59th St. and Broadway, a heavily subsi-

dized, highly touted development of commercial areas, offices, theatres, bars and restaurants, hotels, and co-op apartments had a recent apartment listing for \$26 million.

During the height of the financial crisis New York City’s biggest banks and other financial institutions were being protected by several trillion dollars of bailouts from the Federal Reserve and Treasury (a subsidy not available to many of the homeowners facing losses because of exotic financial instruments invented in New York City), meanwhile city and state public sectors were being cut because of declines in revenue.

Just as Disraeli said about England, in New York City the rich and the rest live as if they are inhabitants of two different planets. And here in New York, the planet of the rich runs and dominates the entire galaxy. 🌱

ASA Forum



for public discussion and debate

As someone who teaches in a community college and attended one back when it was a “junior college,” I read the November *Footnotes* article “Beyond One-Size-Fits-All,” with great interest. I am very pleased that our beneath-the-radar colleges are receiving some attention. Nonetheless, I have some objections to points in the article.

My first problem with the article is the impression given that a community college has only “transfer” programs that prepare the student to move on to a four-year college to earn a bachelor’s degree. On the contrary, we all contain technical programs in automobile repair, welding, secretarial, and so on. Those programs are organized the way the “occupational” colleges Rosenbaum and Rosenbaum are, with the same positive results.

Our colleges differ from the “occupational” colleges in the study, in that all of our technical students must take a reading and math placement test along with the “academic” students. The technical students are required to take remedial courses if they test at the middle-school level up to the 11th-grade level in reading and mathematics. Even brick masons have to read, and those math problems in the electricity courses can be undeniably difficult. Students going into the “regular” college courses must test at the 12th-grade level. That seems reasonable to me.

When I first came here, the “regular” students were not required to take the remedial classes into which they had tested. I worked hard with the students who tested below the class level, but you have no idea how draining this can be. Many of these students could not and did not do the work. They did not come to class. I even made wake up calls. They either stopped coming to class or failed. Today, they have to go through the remedial courses

and those who finish succeed. I understand that 70 percent of our graduates began in those courses.

I bristle at the phrase “classes that don’t count.” They do count. If low-scoring students don’t enter them, they fail.


It is well-known that technical students perform better than “academic” students anywhere. Technical students are better motivated, focused, and eager to get going. And try talking a failing “academic” student into going into a technical program. When they come here they know the difference between the two types of programs. Nobody hides from incoming students the fact that technical programs are there and that the graduates do well. They know the difference and they have made their choice. If they’re aiming for a degree, they are seriously insulted if someone tells them they should be aiming at a certificate in plumbing. We don’t have college. Only blinders on — they do.

On the other end, I have had the interesting experience of trying to talk a technical student into get-

ting a degree. A student from the electrician program was in my class, and I realized he was conspicuously brilliant. His instructor, an electrical engineer, agreed with me. We both went to great lengths to get the student to go to the university in engineering, but nothing worked. I even talked to his mother. He would not go.

An academic student does not want to be a truck driver and a carpenter does not want to be a teacher.

Our college now has one full-time English instructor and one full-time mathematics instructor working with the local high schools to improve the preparation of their students. Maybe this will make a difference in the future.

I am proud of our community colleges. We give the poor and under-prepared students a second chance. We give the talented and wealthy a good start, and we have both “college” and technical programs. 

Phyllis Puffer, Big Sandy Community and Technical College

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 encouraged. 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.

Contexts is currently seeking contributors to compose short “In Brief” pieces for its upcoming issue. These articles summarize research related to

newsworthy topics. While these articles are academically informed, they are written for a broader audience and are largely free of academic jargon. Sample articles can be found at <contexts.org/articles/issues/summer-2012/> under Departments. These articles are a great way to write about your existing interests or explore an entirely new topic, while getting a publication under your belt. We are open to any creative article ideas. Contact: Joanne Chen at jchen@sociology.rutgers.edu; <contexts.org>.

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 submit-

ted. 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 (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

3rd Annual Conference of the Sociology of Development Section of the American Sociological Association, October 24-25, 2013, Salt Lake City, UT. Theme: “The Future of Development.” The conference will focus on current research that provides foundation and direction for promising lines of future scientific inquiry on development, with an emphasis on works that crosscut social, economic, political, and ecological spheres. All development-related topics and methodological perspectives are welcome. The organizers plan to give awards for the best papers authored by faculty and graduate students. Partial funding to defray costs of airfare/lodging may be available,

pending budgetary constraints and with preference for junior scholars and international scholars from developing nations. Deadline: May 1, 2013. Contact: Andrew Jorgenson at socofdevelop@soc.utah.edu.

39th New England Undergraduate Sociology Research Conference, April 19, 2013, Bryant University, Smithfield, RI. Sociology students are invited to submit a proposal for presentation at the 2013 Undergraduate Research Conference. Presentations can come from term papers, service projects, senior theses, capstone projects, or research specifically conducted for this confer-

Send Us Your News

Were you recently promoted? Have a book published? Or were you quoted in the news? Did you win an award? Or maybe you know about a funding opportunity or want to promote your meeting to other sociologists? Send your announcements to Footnotes at footnotes@asanet.org.

announcements

ence. Proposals may be for individual, group, or poster presentations or for a panel—a set of 3-5 separate presentations on a similar theme. Submit a short abstract of what you plan to present. Deadline: April 1, 2013. Contact: Gregg Carter at gcarter@bryant.edu; neusrc.bryant.edu.

76th Annual Meeting of the Rural Sociological Society (RSS), August 6-9, 2013, New York, NY. Theme: "An Injury to One is an Injury to All: Resistance and Resiliency in an Age of Retrenchment." The conference calls attention to the rural roots of solidarity and change in the context of global restructuring and political retrenchment. The 2013 RSS meetings will overlap with the 2013 ASA meeting and there will be two jointly sponsored sessions. Deadline: March 15, 2013. Contact: RSS2013@oneonta.edu; www.ruralsociology.us/.

2013 ASA Section on Teaching and Learning Pre-Conference Workshop, August 8, 2013, New York, NY. Theme: "Universal Design: Interrogating Inequality in Learning." 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 mem-

bers of the ASA Section on Teaching and Learning. Early application ensures space. Deadline: June 15, 2013. Contact: Melinda Messineo at mmessineo@bsu.edu; sites.google.com/site/alphakappadeltainternational/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.sagepub.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 complexity, 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 28, 2013. www.oah.org/news/index.html?article_id=3043.

European Sociological Association (ESA) 2013 Conference, August 28-

31, 2013, Torino, 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. www.esa11thconference.eu.

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

Meetings

March 1-2, 2013. *Theorizing the Web*, Graduate Center-CUNY, 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: wboesel@ucsc.edu; www.theorizingtheweb.org/2013/.

March 2, 2013. *15th Annual Chicago Ethnography Conference*, Chicago, IL. Theme: "Culture and Subcultures." chicagoethnography2013.wordpress.com/.

March 13-14, 2013. *State and Social Movements: Violence, Health, and Food Security*, Indian Institute of Technology, Madras, India. 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@msu.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 Geographers*, 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.

April 19, 2013. *39th New England Undergraduate Sociology Research Conference*, Bryant University, Smithfield, RI. Contact: Gregg Carter at gcarter@bryant.edu; neusrc.bryant.edu.

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/prdsrc/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#atelier10.

May 25-26, 2013. *Collaboration among Government, Market, and Society: Forging Partnerships and Encouraging Competition*, 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.

ASA footnotes

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Secretary: Catherine White Berheide

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

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

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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. *76th Annual Meeting of the Rural Sociological Society (RSS)*, New York, NY. Theme "An Injury to One is an Injury to All: Résistance and Resiliency in an Age of Retrenchment." Contact: RSS2013@oneonta.edu; <www.ruralsociology.us/>.

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: "Re-imagining Social Problems: Moving Beyond Social Constructionism." Contact: sssp@utk.edu; <www.sssp.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>.

October 24-25, 2013. *3rd Annual Conference of the Sociology of Development Section of the American Sociological Association*, Salt Lake City, UT. Theme: "The Future of Development." Contact: Andrew Jorgenson at socofdevelopment@soc.utah.edu.

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

The Beth B. Hess Memorial Scholarship is awarded to an advanced sociology PhD student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited PhD program in sociology in the US is eligible to apply if she or he studied at a U.S. two-year college, either part-time or full-time, for the equivalent of one full academic year. The Scholarship carries a stipend of \$15,000 to support the pursuit of a PhD from Sociologists for Women in Society (SWS), and an additional \$300 from the Society for the Study of Social Problems (SSSP), and a one-year membership in SWS and SSSP. The American Sociological Association (ASA), ASA joins SWS and

SSSP in supporting and celebrating the awardee at their Annual Meetings. To honor Beth Hess's career, the committee will be looking for: high quality research and writing in the proposal and letter of application, commitment to teaching, especially at a community college or other institution serving less-privileged students, research and activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology, and service to the academic and/or local community, including mentoring and activism. Deadline: April 1, 2013. Contact: Denise Copelton at dcopelto@brockport.edu; <www.sssp.org/index.cfm/m/336>

Graduate Student Investigator Award. The Social Psychology Section of the ASA invites submissions for the Graduate Student Investigator Award. This award is designed to provide support for an innovative and outstanding research project that makes a significant contribution to social psychological scholarship. The proposed research may serve as the applicant's dissertation, thesis, or other publishable research. The award provides \$1,000 to meet some of the expenses associated with the proposed research. Deadline: March 1, 2013. Contact: Alicia Cast at acast@soc.ucsb.edu; <www2.asanet.org/socialpsychology/GSI_Award.html>.

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.lsacnet.org/LSACResources/Grants/lisac-legal-education-grant-program.asp>.

National Socio-Environment Synthesis Center (SESYNC): Learning to Integrate across Natural and Social Sciences. SESYNC seeks proposals that build upon existing knowledge from various disciplines to advance our understanding of how undergraduate and graduate students learn to integrate data, concepts, techniques, approaches, tools, perspectives, theories, etc., from natural and social sciences to understand environmental problems and inform solutions. We invite teams

to submit proposals for synthesis research to advance understanding of student learning processes and pedagogies regarding interdisciplinary integration, particularly across natural and social sciences in the context of environmental problems. Synthesis research activities should emphasize the process of teaching or learning at the undergraduate or graduate level rather than focus exclusively on content; proposals that include course content development must be framed within a larger process focus. As part of the proposed work, we encourage all teams to consider how to assess the ability to integrate across disciplines. We hope to catalyze collaborations across a broad range of areas. Thus, teams might include experts from domains traditionally engaged in social and environmental research; learning, behavioral, and cognitive sciences; information and computer sciences; and education-related disciplines. Anticipated team products are scholarly publications, although other types of products may emerge. We encourage teams to consider the "actionability" of the project results. Deadline: March 20, 2012, 5pm EST. Contact: education@sesync.org; <www.sesync.org/2013T6-instructions>.

Fellowships

The Bremen International Graduate School of Social Sciences (BIGSSS) invites applications to its PhD and postdoctoral program. BIGSSS is an inter-university institute of the University of Bremen and Jacobs University Bremen and is funded by the German Excellence Initiative. The program provides close supervision of dissertation work within a demand-tailored education and research framework. BIGSSS is part of an international network of highly acknowledged graduate programs. It supports doctoral and postdoctoral fellows in achieving early scientific independence and provides funds for the conduct, presentation, and publishing of their research. The language of instruction is English. Deadline: March 15, 2013. Contact: admissions-officer@bigsss-bremen.de; <www.bigsss-bremen.de>.

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

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

Competition

2013 Martin Levine Student Paper Competition. The Sociologist AIDS Network (SAN) invites students to sub-

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mit an original, 20 to 30-page paper on the social dimensions of HIV/AIDS for the annual student paper competition. The topic is broadly defined and can include any aspect of HIV/AIDS from a sociological perspective. The student must be the first author and must have written most, if not all, of the manuscript. The winner will receive an award of \$100 and a five-year membership to SAN. Deadline: May 24, 2013. Contact: Lynn Gazley at lynn.gazley@gmail.com; <www.sociaids.org/>.

2013 Sociologist AIDS Network (SAN) Scholarly Activity Award. The SAN Scholarly Activity Award aims to nurture scholarly interest in the sociology of HIV/AIDS by supporting the work of emerging scholars in the field. One-two applicants will be chosen each year to receive a one-time award of up to \$250 and a year of free membership in SAN. Any graduate student working on topics in the sociology of HIV/AIDS are eligible to apply. Supportable activities include, but are not limited to research expenses such as providing incentives to research subjects, transcribing interviews, or copying archival materials, and travel to conferences to present original research. Deadline: May 24, 2013. Contact: Ben Drury at bmdrury@iupui.edu; <www.sociaids.org/>.

Career Contributions to the Sociology of HIV/AIDS Award. This Sociologists of AIDS Network (SAN) award honors outstanding contributions to the Sociology of HIV/AIDS. The award recognizes work that has significantly advanced our understanding of social aspects of the pandemic or has contributed to prevention, treatment, or policy interventions. Nominees should have pursued substantial research and/or applied work related to HIV/AIDS and should have worked in the field for at least 10 years, normally longer. Nominations should include a state-

ment of one to two pages about the nominee's qualifications and an electronic copy or web link to her/his CV. Scholars who were nominated in the previous round will automatically be re-considered, but nominators should feel free to submit additional materials. Deadline: May 24, 2013. Contact: Judy Auerbach at judithd.auerbach@gmail.com; <www.sociaids.org/>.

In the News

Robert Bellah, University of California-Berkeley, was quoted in a January 18 *Wall Street Journal* article, "The Message of Obama's Inaugural Bibles."

Noelle Chesley, University of Wisconsin-Milwaukee, was quoted in a December 25 *Globe and Mail* article about men's changing work and family roles.

Philip Cohen, University of Maryland, wrote a January 8 *Atlantic* column, "One Possible, Troubling Outcome of Online Dating: More Social Inequality."

Philip Cohen, University of Maryland, and **Claude Fischer**, University of California-Berkeley, were mentioned in a January 9 post, "Does Online Dating Undermine Marriage?," on the *Boston Globe's* "Brainiac" blog.

Melinda Denton, Clemson University, was quoted in a January 20 *Deseret News* article, "How Divorce Affects Young Adults' Religiosity."

Claude Fischer, University of California-Berkeley, wrote a January *Boston Review* column, "E-Disharmony." The column also mentioned **Michael Rosenfeld**, Stanford University, and **Reuben Thomas**, City College of New York.

Charles Gallagher, La Salle University, was a guest on Nick Taliaferro's radio show on WURD in Philadelphia on December 13 to discuss the racial implications of stand your ground laws

and appeared on a November 30 Fox 29 "Race in America" segment where he talked about race relations under President Obama. Gallagher was interviewed on Michael Smerconish's radio show on November 20, 2013, about the misperception that whites are now the new minority.

Joshua Gamson, University of San Francisco, was quoted in a January 2 NPR.com article and interviewed on NPR's "Morning Edition" on the same day about gay characters on television shows.

Laura Hamilton, University of California-Merced, was quoted in a January 15 *New York Times* article about her *American Sociological Review* study, which found that parents' financial help is linked to lower college GPAs and higher graduation rates. The study was also the subject of articles in *Inside Higher Ed* on January 14, the *New York Daily News*, NBCNews.com, the *Denver Post*, the *Washington Post*, and the *Atlanta Journal-Constitution* on January 15, the *Deseret News* on January 17, and many others.

Lee Humphreys, Cornell University, was quoted in a January 21 Agence France-Presse article about how the Library of Congress is archiving America's tweets.

Arne Kalleberg, University of North Carolina-Chapel Hill, was quoted in a November 2 *New York Times* article about the plight of hourly workers who couldn't get to work after Hurricane Sandy, a December 14 *Hickory Daily Record* article about the importance of education for escaping unemployment, and January 4 *Washington Post* and *Pittsburgh Post-Gazette* articles about the kinds of jobs that were created recently.

Eric Klinenberg, New York University, wrote an article about climate proofing cities that appeared in the January 7 issue of *The New Yorker*, was quoted in a January 12 *Globe and Mail* article, "Living Alone: A Testament to Freedom or an Erosion of Society?," and was interviewed on January 3 on NPR's "Morning Edition" about his *New Yorker* article.

Lisa Kort-Butler, University of Nebraska, was quoted in a January 2 *USA Today* article, "Cartoon Heroes Present Crooked View of Crime, Study Says."

Clark McPhail, University of Illinois at Urbana-Champaign, was quoted in a December 18 *New York Times* article, "Crowds Are Not People, My Friend."

Ruth Milkman, Graduate Center, City University of New York, was quoted in a January 14 *Talking Points Memo* article, "How Unions Went from Border Hawks to Immigration Doves."

Katherine Newman, Johns Hopkins University, was quoted in articles in a number of media outlets tied to the Newtown, Connecticut, massacre. They

include the Agence France-Presse and LiveScience.com on December 19, the *Columbus Dispatch* on December 24, and the *Christian Science Monitor* on January 17.

Lauren Rivera, Northwestern University, was quoted in a January 12 *Science News* article, "Wanted: Pals for Power Brokers."

Wanda Rushing, University of Memphis, was quoted a December 29 *New York Times* article, "Sprawling Memphis Aims to Be a Friendlier Place for Cyclists."

Robert Sampson, Harvard University, was quoted in an article in the February issue of *Chicago* magazine, "Can \$86 Million Save a Neighborhood?"

Robert Sampson and **William Julius Wilson**, both of Harvard University, were quoted in a January 8 *New York Times* article about their research on Chicago neighborhoods.

Pepper Schwartz, University of Washington, **James Witte**, George Mason University, and **John DeLamater**, University of Wisconsin-Madison, were quoted in a January 22 *USA Today* article, "Sex Survey: What's 'Normal' for Couples?"

Kristin Seefeldt, University of Michigan, was quoted in a January 15 *New York Times* article, "Life in the Red."

Robin Simon, Wake Forest University, was quoted in a January 16 *USA Today* article, "Are Parents Happier? Dads May Be, But Not Moms, Singles."

Theda Skocpol, Harvard University, was quoted in a January 14 *Guardian* article, "Climate Change Inaction the Fault of Environmental Groups, Report Says."

David Smilde, University of Georgia, was quoted in an Associated Press article about food shortages in Venezuela. The article appeared in media outlets including Yahoo!News, TIME.com, and the *Huffington Post* on January 15.

Sandra Smith, University of California-Berkeley, was the subject of a January 7 *National Journal* article, "Sociologist Q&A: Addressing Joblessness and Poverty among Minorities."

Toby A. Ten Eyck, Michigan State University, was quoted in a December 23 *Detroit News* article about community responses to graffiti in Detroit.

Sherry Turkle, Massachusetts Institute of Technology, and **Barry Wellman**, University of Toronto, were quoted in a January 18 *Washington Post* op-ed, "Why Do We Still Know So Little About Adam Lanza? Because He Lived in the Cloud." The piece also appeared in the *Winnipeg Free Press* on January 20.

Awards

Anne Gildea, London School of Economics, won the 2012 Sociologist AIDS Network Student Scholarly

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Activity Award to organize a workshop based on her research on re-framing masculinity as part of a more nuanced solution against HIV/AIDS in Africa.

Daniel Grace, University of Victoria, has won the 2012 Sociologists AIDS Network Martin Levine Student Paper Award for his paper "Reconceiving the 'problem' in HIV prevention: HIV testing technologies and the criminalization of HIV non-disclosure."

Transitions

Roksana Badruddoja recently left California State University-Fresno as an Assistant Professor in Women's Studies and is now the Vice President of Research at the Partnership for the Homeless in Manhattan.

Michael Jacobson, President and Director of the Vera Institute of Justice, announced that he will step down this winter from his leadership role at the nonpartisan and nonprofit center for justice research and policy. Jacobson, who has been president for eight years, leaves to create and head a new public and fiscal policy institute for state and local governments at the City University of New York, where he will also be a professor in the sociology department of the Graduate Center.

People

Carolyn Ellis, University of South Florida, is the new chair of the Department of Communication.

David Maume, University of Cincinnati, is the President-Elect of the Southern Sociological Society.

John Reynolds, Florida State University, is the Vice President-Elect of the Southern Sociological Society.

New Books

Roksana Badruddoja, California State University-Fresno, *Eyes of the Storms: The Voices of South Asian-American Women*, 2nd ed. (Cognella Academic Publishing, 2013).

Ronald J. Berger, University of Wisconsin-Whitewater, *Introducing Disability Studies* (Lynne Rienner Publishers, 2013).

C. Emory Burton, University of Texas-Dallas, *The Poor Among Us: Poverty in America* (John Wallace Press, 2012).

Sean F. Everton, Naval Postgraduate School, *Disrupting Dark Networks (Structural Analysis in the Social Sciences)* (Cambridge University Press, 2012).

Steven J. Gold and Stephanie J. Nawyn, both of Michigan State University, Eds., *International Handbook of Migration Studies* (Routledge, 2013).

Elizabeth A. Hoffmann, Purdue University, *Co-operative Workplace Dispute Resolution: Organizational Structure, Ownership, and Ideology* (Ashgate/Gower 2013).

Edward Morris, University of Kentucky, *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education* (Rutgers University Press, 2012).

Fernando I. Rivera, University of Central Florida, Ed., *Disaster Resiliency: Interdisciplinary Perspectives* (Routledge, 2013).

Kathleen C. Schwartzman, University of Arizona, *The Chicken Trail: Following Workers, Migrants, and Corporations across the Americas* (Cornell University Press, 2013).

Lyn Spillman, University of Notre Dame, *Solidarity in Strategy: Making Business Meaningful in American Trade Associations* (University of Chicago Press, 2012).

Other Organizations

New Journal of the Southern Sociological Society (SSS) Editor Search. The Executive Committee of SSS worked for over the past two years to establish an academic journal owned and run by the SSS and published by SAGE. The journal itself will focus on cutting-edge research from all methodological and theoretical traditions with implications for national and international sociological communities. While preserving a traditional journal "feel" including normal length articles, the SSS journal will be unique in also welcoming succinct research and policy-related contributions as well as important conceptual and theoretical debates ranging from 2,000-3,000 words. The journal will publish refereed articles, research briefs, policy-related pieces, theoretical and substantive area debates. The editor will work in conjunction with SAGE Publications, the publications committee, SSS membership, and the executive committee to establish a journal title, develop an editorial board, solicit manuscripts and edit the new journal. The journal will be published three times per year, with 100 pages devoted to each volume. The initial editorial appointment will be for 3-4 years, with the expected first term beginning in June 2013. Candidates must be members of the Southern Sociological Society and have had a significant presence at the SSS in the past. We will consider co-editors and editorial teams. We seek editors with strong research programs and an established record of scholarship; attention to detail, and a desire to publish great research from all over the world. Deadline: March 15, 2013. Contact: Patricia Drentea at pdrentea@uab.edu; <www.southernsociological-society.org/>.

Summer Programs

20th Annual RAND Summer Institute, July 8-11, 2013, Santa Monica, CA. Two conferences addressing critical is-

ssues facing our aging population: Mini-Medical School for Social Scientists and a Workshop on the Demography, Economics, Psychology, and Epidemiology of Aging. Interested researchers can apply for financial support covering travel and accommodations. For more information, visit <www.rand.org/labor/aging/rsi.html>.

The 2013 Summer Research Laboratory (SRL) on Russia, Eastern Europe, and Eurasia, June 10-August 2, 2013. The SRL is open to all scholars of sociology with research interests in the Russian, East European and Eurasian region for eight weeks during the summer months. The SRL provides scholars access to the resources of the University of Illinois Slavic collection within a flexible time frame where scholars have the opportunity to seek advice and research support from the librarians of the Slavic Reference Service (SRS). Graduate students and junior scholars will also have opportunity to attend a specialized workshop on Scholarly and Literary Translation from June 10-15, 2013. For graduate students, the SRL provides an opportunity to conduct research prior to going abroad and extra experience to refine research skills. Students will also have the opportunity of seeking guidance from specialized librarians skilled in navigating resources pertaining to and originating from Russia, Eastern Europe, and Eurasia. For more information, visit <www.reec.illinois.edu/srl/>.

Deaths

Stanley Cohen, London School of Economics, who coined the term "moral panic" died January 7, 2013, at the age of 71.

Obituaries

Michal McCall-Meshejian 1942-2012

Michal McCall-Meshejian, a professor at Macalester College who incorporated artistic performance into the social sciences, died at the age of 69 due to complications from metastatic breast cancer on February 10, 2012, in Philadelphia. After receiving her PhD from the University of Illinois-Urbana in 1975, McCall-Meshejian spent most of her career on the faculty of Macalester in St. Paul, MN, serving as chair of the sociology department for several years and helping to found the women's studies department. Following her retirement from Macalester in 2006, she continued to teach courses at several schools in Pennsylvania.

McCall-Meshejian devoted sustained attention to the sociology of creative work and the creative presentation of sociological findings. Her dissertation examined how female artists achieved social status in a regional art world. Her later work integrated interests in art, food, and social justice, exploring the

use of performance and storytelling as intellectual and pedagogical tools. Her interest in art worlds led her to collaborate with Howard S. Becker, and together they edited the anthology *Symbolic Interaction and Cultural Studies* (1990).

McCall-Meshejian believed that storytelling was an essential component of sociological inquiry. As part of the ferment around postmodernism in the 1980s, she began using performance to present social science research. At the 1988 Annual Meeting of the American Sociological Association, she presented (with Becker and Lori Morris) "Theatres and Communities: Three Scenes," an innovative performance later published as a script in the journal *Social Problems*. Her practice of "performance science" sought to de-emphasize the role of the researcher as the arbiter of reality by placing greater weight on the expressive views of the people who serve as research informants. In a 1990 *Social Problems* piece, titled "Performance Science" (crediting stage direction to her husband, the theater artist Paul Meshejian), she wrote, "We wanted to give the people who talked to us more 'voice,' let them be heard more fully, with less intervention by us." She later contributed a chapter on "Performance Ethnography" to the *Handbook of Qualitative Research* (SAGE, 2000).

In her later years, McCall-Meshejian combined her passions for sociology, gardening, and the theater with the politics of food sustainability. She continued working with performance and visual artists to explore the lives of rural farm women and their relationship to food. She served on the University of Minnesota Sustainable Agriculture Research Task Force, and she helped organize forums exploring the impact of bioengineered foods on social inequality. She also convened an interdisciplinary writing group at Macalester that supported both young and established scholars, served as an associate editor for the *Sociological Quarterly*, and chaired the publications committee of the Midwest Sociological Society.

After she retired from Macalester, Michal and her husband worked to reclaim a Pennsylvania farm, restoring its stone farmhouse and its dilapidated gardens into a beautiful pastoral retreat. Throughout her life, she strived to make meaningful connections with our histories to better inform our current realities. On an academic panel, she once said, "The essential part of storytelling is imagination, not memory of the past. We tell stories to extend our lives." She is survived by her husband, Paul, her daughter, Sarah, her sister, Melinda, and the many colleagues, former students, and friends who will remember, miss, and tell her stories about her for years to come.

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Student Forum Travel Grants

The ASA and the Student Forum Advisory Board are pleased to announce that the ASA Council is making funds available to support the Student Forum Travel Awards. ASA anticipates granting approximately 30 travel awards in the amount of \$225 each. These awards will be made on a competitive basis and are meant to assist students by defraying the expenses associated with attending the ASA Annual Meeting. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting program (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support or matching funds, and potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the ASA Student Forum convened especially for this purpose will select awardees.

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