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Challenges and Opportunities for the Social and Behavioral Sciences

Brad Smith, ASA Public Affairs Department

On November 4 and 5, COSSA (Consortium of Social Science Associations) held its annual colloquium, with over 100 people in attendance. In addition to talks by U.S. Senator Elizabeth Warren (D-MA), National Science Foundation (NSF) Acting Director Cora Marrett, and Census Bureau Director John Thompson, the colloquium featured panels on America's political institutions, how society has changed, changes related to race, and the press and social science. The event concluded with COSSA Director Howard Silver sharing some of his 30 years

of experiences at COSSA.

The pinnacle of the meeting was Senator Warren's address. As a former social science researcher and a past recipient of a National Science Foundation grant, Warren pointed out the "tough challenges," and "major issues" the country faces today, including falling behind our economic competitors in educational achievement; families increasingly being squeezed by stagnant wages and



Sen. Elizabeth Warren

the rising cost of housing, health care, and education; and an aging population that is putting pressure on the labor market, health-care system, and retirement plans. She underscored the fact that health costs are rising for everyone, and said,

"[E]ven as we pay more, our health outcomes are no better than any other industrialized nation."

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The NAS Celebrates 150 Years with a Nod to the Social Sciences

Michael Kisielewski, ASA Research and Professional Development Department

Social science methods and perspectives are essential to communicating science findings to the public and for informing public policy. This theme resonated throughout a celebration of the 150th anniversary of the National Academy of Sciences (NAS) at its historic building in Washington, DC, October 16-18.

Chartered by Congress in 1863 as a nongovernmental elected body of "advisors to the nation" on matters of science and technology, the NAS has long been an authoritative voice on science policy, from the physical and biological sciences and engineering to medicine and the behavioral sciences and education. Historically a highly select and relatively limited group of experts, the NAS has evolved—and continues to evolve—as a multidisciplinary institution.

The event featured eight thematic

panels of well-known scholars and practitioners across multiple disciplines and topic areas, who reflected on NAS accomplishments throughout its history as part of the NAS Arthur M. Sackler Colloquium Series. Session topics included global climate change, the biosciences, solar science, international security/relations, radiation hazards, demography and vital statistics, the computational sciences and information systems, and elementary science education.

This year's Sackler Lecture was given by Daniel J. Kevles, Stanley Woodward Professor of History and Adjunct Professor of Law at Yale University. Kevles reflected on the NAS from its inception through 1963, after which NAS subject matter expanded to include issues such as race and gender in the U.S. science workforce. Kevles discussed the challenges NAS has faced in maintaining objectivity and

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Candidates for 2014 Election

The American Sociological Association is pleased to announce the 2014 slate of candidates for ASA Officers, Committee on Nominations, Committee on Publications, and Committee on Committees. Ballots for the 2014 ASA election will be sent in spring 2014.

President-Elect

- Ruth Milkman, CUNY-Graduate Center
- Bernice A. Pescosolido, Indiana University

Vice President-Elect

- Mary Bernstein, University of Connecticut
- Barbara Jane Risman, University of Illinois-Chicago

Council Members-At Large

- Katharine Donato, Vanderbilt University
- Tanya Marie Golash-Boza, University of California-Merced

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Should Graduate Sociology Programs Teach Academic Writing? And If so, How?

How do graduate students learn to write academic prose? One pithy quote suggests “Writing is easy. All you do is stare at a blank piece of paper until drops of blood form on your forehead.”

Beyond being described as a willingness to engage in self-destructive behavior, the ability to write well is also often portrayed as an ascribed trait. Even when we consider strong writing skills as an achievement, we tend to view such learning as an individual process of trial and error. This “we” does not include me, because I was taught professional writing with the admonishment by my dissertation advisor that: Sartre said anyone can learn to write; that means *you*, Hillman.

Do most faculty in graduate programs view academic writing as a self-taught skill, assuming their students will develop the ability to write publishable academic articles and books through the generic process of taking substantive courses, reading published articles and books, and submitting manuscripts and responding to reviewers’ comments? Editors of ASA journals sometimes think so as they struggle with endless author submissions that reflect a woefully incomplete learning process. Other faculty appear to view skilled academic writing as something students should already have acquired (One hears “Why did we admit them to the program if they aren’t good writers?”) or something that other professionals on campus should teach.¹

What Type of Writing?

The challenges associated with learning academic writing are amplified by the changing context of the academic marketplace. Competitive candidates for assistant professor positions at research institutions often already have peer-reviewed publications on their vitae. Moreover, a significant proportion of students pursue careers outside of academia, where a very different type of writing is often expected,

even for scholarly work. And finally, the blogosphere in particular, and the Internet more generally, has become an influential forum for academic debate. Effectively engaging the ideas in that virtual terrain requires a related, yet distinct, set of writing skills. These factors add another layer of relevance to the questions I am raising here—is teaching academic writing skills a responsibility of sociology graduate programs? If so, what approaches are most effective?

What Type Of training?

Writing communities. Kai Erikson offered a clear response to these questions in 1948 when he established a graduate course at Yale titled, “The Sociologist’s Craft: A Workshop on the Organization and Presentation of Sociological Materials.” Offered every semester for at least 10 years, the central weekly activity for all course participants was reading and critiquing each others’ work. A non-credit bearing, un-graded course, it fostered what today might be called a writing community loosely guided by Erikson, who attended all sessions and shared his own works in progress alongside his students. In addition to helping students improve their writing skills, the courses also taught important skills in how to give and receive collegial criticism. Norms were established at the beginning of each term in order to mitigate the risk associated with sharing works in progress. In her ethnographic account of the course, “Intimate Work: Teaching Sociologists to Write,” Diane Vaughan explained that “the risk is especially great when the author is new to the profession, the work is a draft, and the exchange takes place in a public setting where one receives the opinions of many.”²

Erikson’s example notwithstanding, courses in academic writing are still not a standard part of graduate training in our discipline. This past August, the ASA Directors of Graduate Studies (DGS) Conference, organized

by ASA Director of Professional and Academic Affairs Margaret Weigers Vitullo, focused on the question of how graduate students should learn to write academic prose. Organized with Doug Hartman (former *Contexts* editor and The Society Pages Editor at the University of Minnesota) and Arlene Stein (*Contexts* editor, Rutgers University), the conference was titled “Teaching Writing in Graduate Programs: Training the Next Generation.” There were panels on writing books and articles, one on writing for “Public Sociology in a Digital Age,” and a third featuring Robert Jansen (University of Michigan) and Christopher Weiss (formerly at New York University) who have developed and taught their own graduate-level writing seminars.

One-on-one mentorship. As a sign of our changing times, the conversation continued on the webpage of the Fordham Center for Teaching Excellence, where DGS Conference participant Matthew Weinschenker commented, “The discussion focused on the pros and cons of different delivery modes for writing instruction. The traditional apprenticeship model, whereby mentors help advisees sharpen their writing, spreads the burden rather equitably. On the other hand, some mentors are inevitably better writing coaches than others.”³ I would add to Weinschenker’s point that the traditional one-on-one apprenticeship also does not mirror the broader peer-review process that is central to academic writing and publishing and tends to leave students with insufficient preparation to *give*, as well as receive, critiques of academic writing. This learning process should be viewed as essential for improving the writing and reviewing of scholarship that is at our core as a scholarly community.

Graduate-level writing courses. There are current examples of writing courses being taught in graduate sociology programs, including at Yale, University of Michigan, New York University, and University of California-Berkeley. The success of

graduate students from these prestigious programs is undoubtedly due to many factors, but the experience of participating in a graduate-level writing course may be one of them. Yet, outside of these universities, it appears that very few graduate students in our discipline have the opportunity to participate in such a course. Vitullo reviewed a small selection of 10 randomly selected programs from the ASA *Guide to Graduate Departments of Sociology* and found that not one listed a graduate-level writing course in their catalog.

We need to know more about teaching writing at the graduate level in our discipline. Clearly this small sample of 10 programs does not tell a comprehensive story. Where are such courses taught? Are they primarily graded or ungraded? How are faculty compensated for teaching these courses? Are students encouraged to participate in them early in their graduate training, or later? Do they come with pre-requisites, and if so, what are they? What are appropriate measures of success for graduate writing courses in sociology? Are other approaches to teaching writing—beyond the traditional apprentice model or formal courses—being used? What are they?

We need to know more and share that knowledge as a discipline. Send examples and indicators of success to Margaret Vitullo (Vitullo@asanet.org), and we’ll share what we learn. We do not yet have the answers to these important questions, but I am absolutely sure that Daphne Gray-Grant is correct in her August 2013 blog post on writing when she says, “It’s idiotic for us to sit in front of our screens and stare at them until beads of blood form on our foreheads. This is no way to write!”⁴ We need to make that fact clear to our graduate students as well. 

Endnotes

- 1 Nolan, Robert and Tonette Rocco. 2009. “Teaching Graduate Students in the Social Sciences Writing for Publication.” *International Journal of Teaching and*

science policy

New Website Launched by AAAS

The American Association for the Advancement of Science (AAAS) officially rolled out the new AAAS.org. This change also includes the R&D Budget and Policy Program site, which provides timely, comprehensive, and independent analyses of federal research & development funding trends since 1976, at <www.aaas.org/program/rd-budget-and-policy-program>. The AAAS encourages people to browse the new site and provide feedback using the question mark icon at the top right corner of each page. The site will be a work in progress for the time being, but the hope is that the new design and layout will lead to an improved user experience. The AAAS notes that, “as anyone who has experienced a large-scale website overhaul can attest, there are sure to be bugs or errors we missed.



If anything appears amiss, or you are having a hard time finding the information you need, please let us know.” The hope is that the changes will provide opportunities for new and diverse content in the future, including expanded analyses and coverage of U.S. appropriations in 2014 and beyond.

Impact of Sequestration on the National Institutes Of Health

On March 1, 2013, as required by statute, President Obama signed an order initiating sequestration. The sequestration required National Institutes of Health (NIH) to cut 5 percent or \$1.55 billion of its fiscal year (FY) 2013 budget, applied evenly across all programs, projects, and activities, which are primarily NIH institutes and centers. This means every area of medical research will be affected. The NIH FY2013 operating plans can be found at <officeofbud-

get.od.nih.gov/pdfs/FY13/FY%202013%20Full-Year%20CR%20Operating%20Plan%20Posting.pdf>. The budget cut meant approximately 640 fewer competitive research project grants were issued, approximately 750 fewer new patients admitted to the NIH Clinical Center, and no increase in stipends for National Research Service Award. For more information, see <www.nih.gov/news/health/jun2013/nih-03.htm>.

U.S. Life Expectancy Increases Overall, Declines For Some

In 2011, U.S. mortality rates reached record lows for both women and men; as a result, life expectancy at birth reached record highs: 81 years for women and 76 years for men. Unfortunately, these increases in life expectancy mask very wide disparities among population groups. For example, remaining life expectancy at age 25—an important overall indicator of adult population health—is about a decade

shorter for people who do not have a high school degree compared with those who have completed college. Educational attainment appears to be very important in differentiating U.S. adults’ prospects for long life. A recent study demonstrated that in the span of 14 years (1992–2006), life expectancy for U.S. women declined in 42 percent of U.S. counties. One of the most important variables associated with that decline was the number of people in the county who had a college education. These differences represent critical health and social issues with important implications for policymakers. For more information, see the Population Reference Bureau, <www.prb.org/Publications/Reports/2013/us-educational-attainment-mortality.aspx>, or the Office of Behavioral and Social Sciences Research at the National Institutes of Health, <connector.obssr.od.nih.gov/education-and-life-expectancy/>.

Vantage Point

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- 2 Vaughan, Diane. 1988. “Intimate Work: Teaching Sociologists to Write.” *Teaching Sociology* 16(3):275-278.
- 3 Weinschenker, Matthew. *Teaching Sociology in Graduate Programs: Training the Next Generation*. Fordham Center for Teaching Excellence. Retrieved November 26, 2013 (<www.fordham.edu/academics/office_of_research/research_centers_in_center_for_teaching/the_art_of_teaching/reports_from_faculty/weinschenker-teaching_92877.asp>)
- 4 Gray-Grant, Daphne. “12 Most Stupidly Simple Ways to Improve Your Writing.” *The 12 Most Blog*, August 7, 2013. Retrieved November 26, 2013 (<http://12most.com/2013/08/07/12-simple-ways-to-improve-writing>).



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

Wendy Baldwin Retires as Population Reference Bureau President and CEO

Sociologist Wendy Baldwin has resigned from her role as the president and CEO of the Population Reference Bureau (PRB), effective in early November. She will assume a senior consulting role at PRB until January 31, 2014.



Wendy Baldwin

Baldwin, a social demographer, has been an active member of the ASA for more than 25 years, including as part of the ASA Executive Office and Budget Committee (2005, 1992). Before joining PRB, she was the Executive Vice President for Research at her alma mater, the University of Kentucky, where she helped lead their research endeavors.

In addition, she spent 30 years at the National Institutes of Health (NIH), with the last nine as Deputy Director of the National Institute of Child Health and Human Development at NIH. “Wendy brought sound program experience to

PRB at an important time in PRB’s history. Her knowledge of population and health issues both in the United States and internationally benefited PRB’s mission and program expansion,” said Margaret Neuse, chair of the PRB Board of Trustees. “We are grateful for her dedication to PRB, first as a member of the Board and then as president and CEO. We know that she will remain

engaged in the fields of family planning and reproductive health, and we wish her the best.”

Baldwin became PRB’s president and CEO on June 27, 2011. Prior to joining PRB, she was vice president and director of the Population Council’s Poverty, Gender, and Youth Program.

“PRB is an outstanding organization and I feel certain that it will become even stronger in the coming years,” said Wendy Baldwin. “Given our excellent set of funders, supportive Board members, and dedicated staff, PRB will continue to flourish.”

Baldwin will continue her many professional activities from her home in Blacksburg, VA, and end her long period of “extreme commuting.”

Space for Other Group Activities

The ASA provides two services for individuals or groups wishing to use meeting space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Meeting Space

Groups wishing to meet in conjunction with the 2014 Annual Meeting may request space by sending a formal letter of request with signature (e-mail messages are not acceptable) to ASA Meeting Services by February 26, 2014. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Note: Space is very limited in San Francisco; submit your meeting space request as early as possible.

Space requests are categorized as follows:

- Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one

time slot from 6:30-8:15 p.m. on the first or third evening (August 16 or August 18). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.

- Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of 10 ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 p.m. on the second night of the meeting (August 17). If the number of requests exceeds the available space, groups will be assigned to the 6:30 p.m. time slot on August 16 or 18.
- Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the February 26 deadline. Space availability is normally limited to 6:30-8:15 p.m. on August 16 or 18, and to 8:00-10:00 p.m. on August 17. An announcement of each meet-

ing will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the Final Program only.

Table Space

ASA members may apply for table space to display literature about related non-profit organizations or sociologically pertinent projects. Available space is assigned without charge on a first-come, first-served basis. ASA Sections are excluded from these provisions because two general display tables are provided for sections in the ASA registration area; requests from individual sections for tables cannot be considered.

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are

that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Deadline and Notification


Formal letters of request—not e-mail messages—for meeting space and/or table space must be postmarked no later than **February 26, 2014**. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature.

All letters requesting meeting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical space needs, and the scheduling preference of the group within the parameters given above.

Send space requests to:

Kareem D. Jenkins, ASA Meeting Services, 1430 K St. NW, Suite 600, Washington, DC 20005, Fax: (202) 638-0882

Confirmation of Meeting Space:

Groups requesting meeting space will receive notification regarding the request no earlier than April 19, 2014. 

COSSA

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Warren on the Need for Social Science

"As a country, we owe it to our children to address these problems," Warren stated. She emphasized that we know what to do for "a lot of problems"—including investing more in rebuilding our infrastructure, passing a farm bill and maintaining food stamps, and fixing our immigration system. "But in a lot of areas," the Senator said, "we don't have all the answers. And what we need is not just political will but rigorous social and behavioral sciences research to provide insight into key questions."

Social science research, Warren later said, "is part of the equation. Put simply, if we want to make sound choices for the future—choices that are based on facts and science, not asser-

tions and assumptions, choices that will actually solve our most pressing problems, and not just make us feel good about doing something—we need research in economics, law, education, sociology. Otherwise, we are just doing some very expensive guessing," she insisted.

Warren observed that "given the importance of such work to the effectiveness of policymakers, one might expect that there would be broad support for this work. And yet, federal support for social sciences research is constantly under attack." Without explicitly saying so, Warren pointed to the amendment by Senator Tom Coburn (R-OK) added to the FY 2013 Consolidated Appropriations Act last March "that limited NSF funding for political science research only to those projects certified as promoting national security or the economic interests of the United States." These restrictions, based

on politics, said Warren, "makes as little sense for social science as they do for technical disciplines. Knowledge is knowledge; discovery is discovery. No one should have an interest in perpetuating ignorance."

She stressed that, over time, the targeted efforts to cut the U.S. investment in social science research will "threaten the ability of Congress to make good decisions by cutting off the pipeline of rigorous analysis that is necessary to help identify what policies will and won't work. When policymakers tie the hands of social science researchers, they are tying their own hands as well," Warren maintained.

She concluded her remarks by emphasizing that support for "research is the starting point for all of our innovations, and the federal government must maintain its commitment to funding research in the social sciences."

Furthermore, "Social science research is critical to developing a safer, stronger America. I applaud the Consortium for fighting for the social sciences, and I am proud to join you."

NSF and the Census

While Senator Warren focused on the big picture (i.e., saving the social sciences), NSF Acting Director Marrett and Census Director Thompson used their addresses to share specific issues facing their agencies.

Acting Director Marrett spoke about the state of the social and behavioral sciences at NSF. Following a summary of the government's support for the social and behavioral sciences, Marrett addressed the impact the sequestration and the ongoing uncertainty surrounding the annual congressional spending bills has had on the NSF. She also discussed

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Five Ws of an ASA Congressional Fellowship

Heather Gautney is an associate professor of sociology at Fordham University and author of Protest and Organization in the Alternative Globalization Era.

Who?

A congressional fellowship involves a year of work in a Senate, House, or Committee office. Fellows have volition in terms of where they are placed, but not full control. At the end of an extensive orientation process, you are invited to a cocktail party, or “mixer,” where you meet informally with congressional staff. Then, after a series of formal interviews, you find a good “fit” and a yearlong placement.

As a political sociologist, my motivation was less about applied research or finding a Hill job than learning about Congress as a node of political power. I am writing a book on American power structures—a sort of rewriting of C. Wright Mills’ *Power Elite*. The fellowship experience is helping me put flesh on ideas regarding state power that I am considering in the book.

I was also, as a political person, interested in supporting the work of this particular senator. So I did very little shopping around in terms of placement.

Where?

In most placements, fellows report directly to a legislative aid or senior policy advisor. Before accepting a placement, fellows should inquire about the chain of command and who they will be working with as well as whether there will be any mentoring. It is important that there be mechanisms in place to integrate the fellow into the office.

I reported directly to the senator and his chief of staff and worked on issues related to international political economy. After a few months, I started to work more closely with senior staff, mostly providing research to support legislative aims. I was quite open to working outside my areas of specialization because I wanted to understand the political process. But most offices will be looking for fellows to take on portfolios that reflect their specific expertise. Some fellows will be on the Senate floor within two weeks, while others will never leave the

office. It really depends on where you are placed and what’s expected of you—all of which can be decided before you accept a position.

The home state also plays an important role. The job involves frequent meeting with constituents. Such meetings help bring policy, and its limits, to life. For the senator, in whose office I worked, these meetings are how he connects with the people he is representing. In our office, we met with teachers, health care providers, student groups, and even world-class brewers and dairy farmers. As a member of the foreign policy team, I also met with members of foreign parliaments, a former minister of the environment, and several ambassadors.

Fellows in DC may also work with home office staff in the state. Although the fellowship does not provide travel funds, it is helpful if the fellow can make a few trips to the state to get to know the people in the office, take meetings with constituents, and better understand the landscape.

When?

Most people do the fellowship after completing their doctoral work. I did mine in my tenure year. There are merits to both. Newly minted PhDs can job hunt throughout the year, but that involves pressure. Mid-careerists like myself don’t have the discomfort of precarious employment, but by Hill standards, we’re old. Congress is a hotbed of youthful ambition that buoys the institution and keeps it current. But it can also feel like a playground for entitled kids, whose penchant for argument and competition can obscure genuine concern for real-world implications. My office had a terrific balance, and I learned quite a bit from people of all ages and backgrounds.

Perhaps the biggest challenge for those in mid-career involves the structure of the working day. At Fordham, I work in a private, well-located office in the middle of Manhattan. And, as a professor, I largely decide the schedule of my days and the content of my work. On Capitol Hill, private workspace is severely limited, and you never know what work will come your

way (this can also be part of the fun). Congressional offices open in the morning and close late evening; staffers work at least five days a week, with periodic recesses. For me, the structure of the working hours was a huge culture shock. Staffers, and fellows, also work much of the summer.

What?

In congressional offices, work is typically divvied up according to subject area—Education, Defense, Labor, Environment, Health, etc. Content and priority generally depends on the committee assignments of your boss, but not necessarily. I worked with staff members on a range of bills—student loans, the Senate Budget, the Farm Bill, the “historic” immigration bill, and legislation aimed at revamping GDP to account for care work, environment, and social inequality. I have since written on these issues, and the experience has significantly broadened my range in the classroom.


Why?

Each fellow enters with a different set of reasons for spending a year on the Hill. I wanted to work for a particular senator, but the fellowship also had obvious benefits for my research.

There are broader reasons for why this fellowship is important, however. Policymakers can benefit greatly from sociologists’ capacity to consider the big picture—against the tendency in Congress to reduce social

phenomena to legalistic frameworks and ignore the ways social problems intersect and are rooted in systems, like capitalism or patriarchy.

In turn, Congress can be good for sociology. During my first week in the Senate, I met the senator by videoconference, and he asked me how many students I teach per class. I said about 30. He smiled. “Working here is like teaching,” he advised, “only you’re teaching 300 million, not 30.” What he didn’t tell me is that the fellowship would also involve finding ways for those 300 million to teach us too. Working in public office and meeting with constituents means being held accountable for your ideas, and forces you to communicate as effectively as possible in public venues. This runs counter to the tendency among academics to write in esoteric journals and prose and deny the political nature of what we do.

Beyond that, is the bigger issue of how fellows can positively affect our political culture. The ascendancy of ultra-partisan currents in elected office has effectively lowered the quality of our thinking and discourse, and with it, our ability to solve social problems. Through fellowships like the ASA Congressional Fellowship, intellectuals may enter this highly ideological and partisan terrain as independent forces, and perhaps play some role in reversing these anti-intellectual trends. 

For more information, see <www.asanet.org/funding/cf.cfm>.

Call for Papers Is Now Open

The 2014 Annual Meeting Call for Papers is now available online at www.asanet.org/meetings/call_for_papers.cfm.> The Online Paper Submission System opened on December 6, 2013. Authors may now submit their scholarly work to Regular Session topics, Section paper sessions and roundtables, and Open Refereed Roundtables. The deadline for all submissions is January 8, 2014. The 2014 theme of “Hard Times: The Impact of Economic Inequality on Families and Individuals.”

Dissertation Award Winners

The American Sociological Association (ASA) presented the 2013 major awards at this year's Annual Meeting on August 12 in New York City. The ASA Dissertation Award, given to Larissa Buchholz and Daniel A. Menchik, honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Below are the profiles of the awardees. The profiles of the other major award winners appeared in the November issue of Footnotes.

Dissertation Major ASA Award

Larissa Buchholz (co-recipient)

Larissa Buchholz, currently a Junior Fellow at the Harvard Society of Fellows, wrote "The Global Rules of Art" while at Columbia University, under the sponsorship of Gil Eyal and with Diane Vaughan and Peter Bearman as committee members. Her dissertation is a path-breaking study of the emergence of a global field in the visual arts and an examination of the different ways that artists become valued worldwide. The study begins with a theoretical puzzle: as globalization leads to cross-border flows and growing transnational valuation of cultural goods, will these dynamics extend the dominance of cultural goods from a few Western countries or enable greater circulation and recognition of cultural creations from non-Western regions thereby increasing cultural diversity? Rather than approaching this puzzle as an either/or dilemma, Buchholz examined the diverse processes through which artists from non-Western regions come to be recognized and valued in this emerging global field.



Larissa Buchholz

What follows is a theoretically and methodologically sophisticated analysis of how a global field has emerged in the visual arts, and how it operates at the micro, meso, and macro levels. Buchholz applies and extends Pierre Bourdieu's theory of the field of cultural production, developed to explain Western art. Drawing masterfully on the relevant literatures in French, English, and German, she expands the theoretical framework from a national

to a global scale. Buchholz then develops an extremely ambitious mixed-method empirical design to answer her theoretical question. She traces the emergence and evolving characteristics of a global art field by using a broad range of objective and subjective indicators, including quantitative art indices and interviews with curators, gallery owners, and auction house agents. She maps the worldwide diffusion of transnational public and commercial art institutions across 149 countries and shows how the global art field is mainly composed of two global institutional circuits of cultural flows and valuation—the exhibition circuit and the auction market.

Buchholz establishes that there are systematically different conditions of worldwide artistic recognition in globalizing circuits that are oriented by the commercial logic of exchange as represented in the global auction market and a logic of cultural prestige and charisma in the global exhibition circuit. She analyzes the career patterns of around 180 worldwide leading artists and shows that the higher the artist's transnational economic success, the lower the symbolic prestige and vice versa. Contrary to established accounts that associate globalization with the unmitigated rise of market forces for determining artistic prestige across borders, Buchholz reveals that the visual arts are fundamentally structured around a dual cultural world economy and meticulously reveals its unique cultural, social, and geographic characteristics.

To illuminate how the global art world's distinctive forms of recognition unfold, Buchholz develops qualitative case studies of the biographies of two non-Western artists, Gabriel Orozco from Mexico and Yue Minjun from China — one

successful in terms of worldwide cultural recognition and the other a superstar in the global economic art market. The case studies ask how the artists were able to arrive at a dominant position in the global field in their respective forms of recognition, despite coming from the former artistic periphery.

Through numerous interviews with artists, curators, private collectors, critics, and other art professionals in Europe, Asia, North and Latin America, as well as abundant secondary sources, the dissertation charts their careers and illustrates the forces and dynamics operating within national and global artistic fields, especially the changing roles played by collectors, investment houses, and curators across national borders. The dissertation underscores the importance of considering the institutional diversity of globalizing cultural realms to identify the logics and processes by which they work.

"The Global Rules of Art" breaks new ground in its integration of the sociology of art, cultural sociology, and economic sociology with globalization and the diffusion of ideas associated with it. Its value and importance go further, in the elaboration of an innovative method for studying global processes. While the dissertation's empirical subject matter is the visual arts, Buchholz makes a major contribution in establishing a research program for the study of global fields. She develops innovative theoretical concepts necessary for such analysis, and the methodology and research design for others to apply to new substantive areas. This outstanding work is likely to influence how sociologists study globalization in numerous realms.

Dissertation Award

Daniel A. Menchik (co-recipient)

Daniel A. Menchik, Assistant Professor at Michigan State University, receives the 2013 award for his dissertation, "The Practices of Medicine: Knowledge Application and Authority Acquisition in Professional Work." Menchik completed this work at the University of Chicago under



Daniel A. Menchik

the supervision of Andrew Abbott, Edward Laumann, and David Meltzer.

The dissertation's novel and ambitious research design is an ethnography of multiple nested venues. It focuses on physicians' tasks rather than their institutional setting, recognizing that there is not one "shop floor" for ethnographic observation. Menchik notes that we give physicians unprecedented control over our minds, bodies, and lives, and he asks two questions: What are the conditions under which we provide and revoke their privileged authority? And how do physicians come to practice in the way they do?

To answer these questions, Menchik examines both how physicians' uses of medical knowledge are organized by local logics and needs and how distant venues influence the actual content of this knowledge. His theoretically advanced and methodologically innovative work shows that studies of physicians' practices will benefit from attention to these local and distant influences.

Menchik gathered data over six years in six different venues—inside and outside the hospital setting. Inside an elite tertiary care teaching hospital, he followed cardiac electrophysiologists as they responded to the requirements of different tasks in the wards, in an electrophysiology lab, and in administrative meetings. Outside the hospital, he followed doctors to other venues that shape how physicians learn and practice medicine, including industry-sponsored meetings and international conferences. These venues are often excluded from consideration in medical sociology, but they are important venues in which physicians present their most unusual cases; where industry representatives try to influence their practices; and where discoveries with the potential to change the field are presented and discussed among colleagues.

Arguing against a more institutionally focused view that sees doc-

Continued on next page

“Why Teach at a Community College?”

A. James McKeever, Los Angeles
Pierce College

I always begin the first day of class with a riddle, “What do you call someone who takes nine years to get through community college?” I wait a minute or so to take a few responses, smile and answer, “You call him doctor.” Community college gave me, a low-income, Black, 18-year-old single father, the kind of opportunity that I could not have received anywhere else. Where else could you spend eight years working on your general education requirements and still end up with a PhD? Community college gives people a second, third, maybe even a sixth, or seventh chance. Community college is a place of direct and indirect almost unfettered activism. Lastly, community college may be the most democratic and egalitarian space within academia. It is a place where everyone is welcome, and if you wish to teach a diverse student body it would be difficult to find as many working-class students of color.

Our kindergarten through 12th

grade educational system is an alienating experience for many of our youth. It is a time of rote learning and standardized testing that requires little critical thinking. This has dulled many of our students who could barely get through the mundane process of their secondary education. Many students come to college not necessarily hoping for inspiration, but, out of necessity and the need for future employment. However, many of these students truly become inspired by lectures that directly relate to their lives and experiences. In community college you get to see the light go on, and sometimes you even get to throw the switch. I have had students that have come to my classes after barely passing high school, with the modest hope of transferring to a state college. Some of these students were more engaged with the person on the other end of their text message than the class material, but became students that constantly want to discuss the reading further and crave more information. Many students have gone from

alienation to engagement. Some of these students who only dreamt of going to a Research I college as a youth are now at University of California-Santa Cruz, University of California-Santa Barbara, and University of California-Los Angeles (UCLA) as sociology majors.

Activism in Academia

I attended the Association of Black Sociologists Conference in 2008. During the question and answer portion of a panel discussion with Eduardo Bonilla Silva, Patricia Hill Collins, and Elijah Anderson, someone asked, “How can we practice activism in academia?” Patricia Hill Collins quickly answered, “Go work at a community college.” Often the pressures of publishing can change the best of organizers into what I call “vita activists”: professors who can only practice activism when it will help with their advancement. I do not blame these academics, with the narrowing of acceptable journals needed for tenure and advancement, book publishers desiring the

kind of material that will appeal to a larger and broader audience, the responsibilities of campus and hiring committees, and working with graduate students, who has time to organize marches? Community college professors do.

We have many of the same responsibilities with the exception of publishing and working with graduate students. These are big exceptions because the work and pressure in publishing is no joke, and the needs and expectations of graduate students are many. We in community colleges have the additional responsibility of a greater teaching load (I teach a 5/5 load) and I grade all of my 350 students’ papers. How do I have time for activism? It is not easy; however it is more than manageable. In community college your direct work with students, including your activism, is rewarded and can aid in your tenure and promotion. In my tenure review meeting with the campus vice president, she thanked me for giving voice to our students of color and hoped that this would continue. Thus while the activist tendencies of Research I faculty are often met with criticisms from those who feel it is hurting their chances for advancement at a community college it is another aspect of your job.

You are working with a student population that had been lulled to sleep by many high school teachers, textbooks, and curriculums that did not seem to have relevance to their everyday lives. At community college these students are often awoken. They start to ask the questions: What can we do about racism, sexism, and homophobia? How can we support immigrant rights, gay marriage, and do something about the gutting of our education system? These students don’t want to simply intellectualize about concepts of oppression, they want to organize and agitate on the behalf of others and themselves. During the difficult times of the current economic crisis the California education system has had to endure the deepest cuts. At my community college I helped students organize nearly a dozen

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Dissertation Awards

From Page 6


tors’ actual practices as incoherent and disorganized, Menchik shows that doctors’ practices and use of medical knowledge are considerably more organized and structured than they may seem. They are organized by the opportunities and constraints created within and across the multiple venues where doctors teach, work, and socialize. Menchik observes that doctors are simultaneously embedded in multiple economic, political, and scientific relationships, and regularly find themselves pursuing a variety of interests—such as running a profitable practice, impressing a senior physician, and seeking to enhance their status with colleagues. The dictates of doctors’ central work tasks determine which interests dominate in a specific time and place, by activating logics that structure uses of knowledge. Three types of logics of practice—the situational, personal,

and positional logics—are particularly influential in organizing the practice of medical knowledge.

When practices are compared across multiple venues that relate to a given task, it is possible to see how the venues are linked and explains how doctors choose one practice rather than another, and why they might make choices that would exact high prices from individuals and the state. Physicians are conscious of feedback loops that operate across nested venues, and they will pursue those practices that will simultaneously maximize their status, and serve to sustain the profession’s authority with outside stakeholders.

Through six chapters focusing on different tasks or problems, the dissertation shows how the practices that occur in a particular venue link to constraints and opportunities elsewhere. It also describes how members of the profession sanction those who hurt the reputation of the field by acting unethically or deviat-

ing from elite standards. Menchik thus shows how the processes individual physicians use to maintain authority within the field also serve to sustain the profession’s authority with outside stakeholders. It finishes by proposing that its dynamic and contingent model can better explain how authority is gained and lost in medicine compared with the present static and hierarchical model.

Theory and methodology are tightly interwoven in this work, each contributing to advances in the other and to empirical advances in the sociology of knowledge, medical sociology, and the study of authority. The dissertation also enhances our understanding of how and when knowledge differs from practice. It shows that doctors’ practices are not wholly shaped by their training, but also by the variety of interests and multiple roles they fill. “The Practices of Medicine” is an outstanding piece of research that is important for what it tells us about the medical profession. 

NAS

From Page 1

non-partisanship in its studies and chronicled how the Academy broadened its expertise in the first part of the 20th century by seeking greater participation from the nongovernmental and industrial sectors.

A Call for Greater Social Science Inclusion

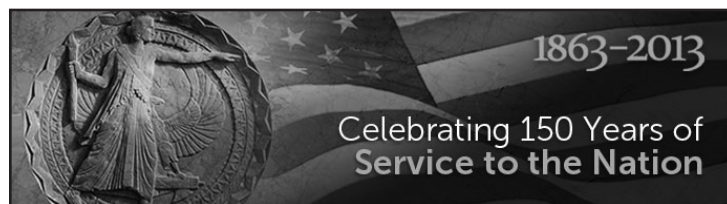
A recurring theme throughout the colloquium was that biological and physical scientists would benefit from greater exposure to social scientists and social science methods. Panelists called for greater inclusion of social science perspectives within NAS studies as well as the communication of findings beyond the scientific community. For example, David Goslin, American Institutes for Research, said that it was not until the mid to late 1960s that the Academy's operating arm developed a program unit on behavioral and social sciences, which eventually opened doors for greater participation from sociologists and economists. That program has since evolved into the Division of Behavioral and Social Sciences and Education. But, as Goslin remarked,

studies focused on education did not become a priority until some years after that program was established.

NAS President Ralph Cicerone also expressed a need for greater representation of social scientists and social science analyses in NAS studies rooted in the biological and physical sciences, and he emphasized that there is a larger role for social scientists to play in informing public policy. Yet, as Naomi Oreskes, Professor of History and Science Studies at the University of California-San Diego, pointed out, there often is hesitation by physical and biological scientists to use social science techniques and methods, partly due to their lack of training in such methods. Those methods include, for example, risk analysis, decision science, quantitative and qualitative program evaluation, and the study of how scientific knowledge is adopted. Several panelists suggested that this gap needs to be overcome, beginning with inclusion of more social scientists on NAS study committees.

Where Social Science Shines

During a session on biodemography and vital statistics, panelists reflected on specific contributions made by the social sciences (within




and outside of the Academy) to inform public policy. For example, under the direction of the NAS Committee on Population—established in 1983—several projects led to widely published interdisciplinary work on population and aging, including development of an international series of longitudinal studies on those topics. The panel also pointed out that a good deal of social science research in the 1970s and 1980s helped identify areas of improvement for certain federal social programs designed to meet the needs of the poor.

Supporting Science Education

The concluding panel of the colloquium reflected on NAS's role in developing standards for science education from kindergarten through 12th grade, including discussion by Eugenie Scott of the National Center for Science Education. As with previous ses-

sions, panelists emphasized the contribution of social science thought in guiding landmark NAS reports, such as those that present evidence-based arguments for excluding creationism from public school classroom learning.

Kenneth Prewitt, former Director of the U.S. Census Bureau, argued that there still remains uncertainty and lack of consensus as to *how* existing scientific knowledge informs the development of public policy. Perhaps including social scientists in a greater number of studies and on more panels as well as in developing strategies for communicating study findings to diverse audiences will result in greater understanding of NAS findings and how scientific knowledge effects policy change. 

Videos from the Sackler Colloquium, The NAS at 150: Celebrating Service to the Nation, can be viewed on the Sackler Colloquia's YouTube channel <www.youtube.com/user/SacklerColloquia>.

Election

From Page 1

Mark Gould, Haverford College
Adia M. Harvey-Wingfield, Georgia State University
Margaret Hunter, Mills College
Peter Kivisto, Augustana College
Jyoti Puri, Simmons College
Robb Willer, Stanford University

Committee on Nominations

Tim Bartley, Ohio State University
Wendy Cadge, Brandeis University
William F. Danaher, College of Charleston
Steve G. Hoffman, University of Buffalo
Michael Hughes, Virginia Tech University
Grace Kao, University of Pennsylvania
Omar A. Lizardo, University of Notre Dame
Rashawn Ray, University of Maryland
Victor Rios, University of Southern California-Santa Barbara
Thomas E. Shriver, North Carolina State University

Lyn Spillman, Notre Dame University
Stephen A. Sweet, Ithaca College

Committee on Publications

Kathleen M. Blee, University of Pittsburgh
Timothy Hallett, Indiana University
Douglas Hartmann, University of Minnesota
Nella Van Dyke, University of California-Merced

Committee on Committees

Member-at-Large
Caroline W. Lee, Lafayette College
Dawne Moon, Marquette College
Gilda Laura Ochoa, Pomona College
Bandana Purkayastha, University of Connecticut
Non-Academic Institution
David Flores, Presidential Management Fellow
Rita Stephan, U.S. Census Bureau
PhD-Granting Institutions
Amin Ghaziani, University of British Columbia
Steven J. Gold, Michigan State University 

COSSA


From Page 4

some of the external challenges to the Social, Behavioral and Economic Sciences (SBE) directorate, which she predicted will not be going away anytime soon. She concluded by urging the audience to work together and spread the message that all scientific disciplines are important and that our nation needs a strong investment in basic research.

Census Director Thompson presented on the societal, technological, and scientific changes facing the Census Bureau. While he addressed many changes facing the Bureau, the most significant he said would be the increased use of the Internet for 2020 Census data collection. According to Thompson, Internet data collection is vitally important because it will reduce costs in printing, postage, and processing. Use of online resources

will also allow the Bureau to move away from its traditional address canvassing methods to methods used by companies like UPS and FedEx. The potential use of the Internet did raise concerns from the audience, specifically issues of privacy. Effectively addressing these privacy concerns as the 2020 Census approaches may be the greatest public relations challenge facing the Bureau.

The 2013 COSSA Colloquium highlighted the many challenges facing the social sciences but also clearly demonstrated, as Howard Silver stated, "the more things change the more they stay the same." Next year's COSSA meeting will be the first one in over 30 years without the leadership of Howard Silver.

Additional summaries and powerpoint presentations are available on the COSSA website at <www.cossa.org/>. 

COSSA staff contributed to this article.

ASA Honors Program Participants: Then and Now

We recently caught up with a few former ASA Honors Program participants at various stages of their careers to find out where they are now and what the Program meant to them. The Honors Program provides undergraduate sociology students a rich introduction to the professional life of the discipline. Exceptional sociology students from across the country and the world come together for four days and experience all facets of the ASA Annual Meetings. For more information on the Honors Program, see <www.asanet.org/students/honors.cfm>.

Dennis Rome

Honors Program Director and Associate Provost at University of Wisconsin-Parkside

While working as one of the first summer student interns at the ASA under the guidance of Carla Howery, I applied to the 1984 ASA Honors Program. I am a sociologist today in part because of my memorable and valuable experience in the Honors Program. The most important aspects of the ASA Honors Program are building new friendships, learning to present a paper at a major conference, and networking with other sociologists, which may result in a mentor/mentee relationship.

The program has changed much since my participation 29 years ago. During the summer I participated, Professors Burton Wright and William Brown were co-directors, and participants could receive up to three graduate credits from Central Florida University. Every participant, regardless if one opted for credit, was required to write a 20- to 25-page paper about their experience in the Honors program.

In August of 1984, I arrived at the orientation of the ASA Honors Program a couple of days before the start of the Annual Meeting held in San Antonio, TX, with much enthusiasm and some anxiety. Anxiety because there would be other “honors” students from around the country, and how would I fit in with such an intelligent and talented group of participants? My anxiety quickly developed into bewilderment when

Sam Brown, another honors participant, and I signed into the hotel and learned that we had mistakenly been paired with two female honors students! The four of us remained friends for many years and thus one of the first lessons I learned from my ASA Honors experience was that of lasting friendships.

Another lesson from my honors experience is the importance of “mentoring.” In addition to meeting then-ASA President James Short, there were other opportunities to meet prominent sociologists whose books I had read and/or whose works I have since tried to emulate. I was honored to meet Earl Babbie, a prominent sociologist whose presentation was humorous, informative, and engaging. Following his presentation, he invited us to write to him (in the days of snail mail), and he actually responded to our letters.

I found the sociologists I met during my program to be approachable and encouraging. For example, Al Szymanski volunteered to read a draft of my master’s thesis. The ASA Honors Program was an introduction to what can be a very challenging and enjoyable discipline, and had it not been from my experience in the ASA Honors Program, I doubt I would have met my mentors Carla Howery, David Takeuchi, Louis Gray, and Jeanne Ballantine. I thank them and others for guiding me through an enjoyable career and life as a sociologist!

David Embrick

Associate Professor at Loyola University-Chicago

After receiving my degree from Texas A&M University in 2006, I found myself very fortunate to land a job in the Department of Sociology at Loyola University-Chicago. Currently I am the President-Elect of the Southwestern Sociological Association and Co-Founding Editor of the new ASA Section on Race and Ethnic Minorities journal, *Sociology of Race and Ethnicity*. Having just received tenure last year, I have had many opportunities to reflect on the tenure process, life as an academic, what it means to be a research scholar. I was, in many respects,

unprepared for the many life lessons I faced along the way—life lessons all of us heard as whispers in the hallways while we were graduate students, yet were too busy to fully appreciate or consider how these things might affect us in the future. However, looking back on my life, and in reflection of the many conversations I have had with colleagues and friends, I find myself thinking how extremely lucky I am to have had great mentorship along the way, from my dissertation chairs Rogelio Saenz and Eduardo Bonilla-Silva to my former and current department chairs at Loyola, Fred Kniss and Rhys Williams, and the countless folks in between. Certainly, being involved in the ASA Honors Program (2000) during my senior undergraduate year and a fellow in the ASA Minority Fellowship Program (MFP) as a graduate student has been instrumental in not only the ways that I am able and better equipped to navigate the sometimes murky waters of academia, but it has allowed me access to a network of amazing colleagues. I count both as some of my greatest honors to date.

Sean Everton

Assistant Professor in the Defense Analysis Department at the Naval Postgraduate School

After being an ASA Honors Student recipient in 1998, I completed my BA in sociology at San Jose State University (1999), and then went on to earn an MA (2001) and a PhD (2007) in sociology from Stanford University where I wrote my doctoral thesis on causes and consequences of status on the economic performance of venture capital firms. While finishing my doctorate, I taught at both Santa Clara and Stanford universities. After graduating I joined the Department of Defense Analysis at the Naval Postgraduate School in Monterey, CA, currently serving as an Assistant Professor and the Co-Director of the CORE (Common Operational Research Environment) Lab. I have published articles in the areas of social network analysis, sociology of religion, economic sociology, and political

sociology. My current research specializes in the use of social network analysis to track and disrupt dark networks (e.g., criminal and terrorist networks). A monograph on using social network analysis for the crafting of strategies for the disruption of dark networks was recently published by Cambridge University Press.

Before pursuing an academic career, Everton played professional baseball, worked as a CPA, earned a black belt in Tae Kwan Do, and co-pastored a congregation with his wife.

Joseph Ewoodzie

Doctoral candidate at University of Wisconsin-Madison

It was a pleasure to participate in ASA’s Honors Program in 2005. Presenting my work at the ASA Annual Meeting in Philadelphia was when I started to imagine myself as a sociologist. After I graduated from Ithaca College, I worked for a year before applying to graduate school. I applied to a handful of programs, and, to my surprise and delight, I was admitted into Wisconsin’s Sociology Department. (I thank Stephen Sweet, who got me involved with the Honors Program, for insisting that I apply to Wisconsin). Under the superb mentorship of Mustafa Emirbayer at Madison, I have taken on two projects in graduate school. My master’s thesis, which has since been turned into a book manuscript, combines never-before-used archival material with sociological theorizing about symbolic boundaries to provide a new historical account of the making of hip hop. For my dissertation, I conducted an ethnographic study about foodways in Jackson, MS. Following more than a dozen black Jacksonians, from the homeless to politicians, in five different neighborhoods for 10 months, I experienced and documented how mundane day-to-day decisions about food are made by taking detailed field notes, conducting in-depth interviews, and taking photographs.

Ewoodzie was recently selected as a member of the Minority Fellowship Program (MFP) 40th cohort.

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Community College


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talks about the issues of educational equity, a half dozen marches and rallies, and two student road trips from Los Angeles to Sacramento. Some of these events had as few as 100 people involved to as many as five hundred. My campus went from having the reputation of being the most conservative of our nine community college district campuses to one of the most politically active. Many of my students have received awards and even scholarships for their activism.

Embracing Diversity

As a working-class black man who grew up in a predominately Latina/o city, I feel privileged to have the ability to teach so many working-class students of color. My campus had been considered the last bastion of whiteness within our district, but no longer. Currently we are 34 percent Latina/o, 31 percent white, 13 percent Asian and 6 percent African American; overall nearly 70 percent of our student body is students of color. If you have a desire to work with a minority student body, community college gives you the opportunity.

I am not trying to paint an unrealistic picture of rooms full of

noble and eager students who all value education over degrees but to be honest that is not the case at the Research I either. Yes the undergraduate population at Research I institutions may be better prepared, but many of the students share the same mantra, “Cs get degrees,” with the less motivated student body at the community college. However, there is no better feeling than having a young Latino male gang member you have mentored get accepted into UC -Santa Cruz, or the graffiti street artist who leaves for UC-Santa Barbara, or the son of struggling immigrants getting into every UC he applied to. It is an honor to have taught the Chicana activist who chooses to transfer to California State University-Northridge because it is home to the original Chicano Studies program in the nation, or the older wife and mother of two teenage children who goes on to get her undergraduate degree, or the former porn star who decides to make a career change later in life and goes onto UCLA to major in religious studies. While this may happen at the Research I, it happens in abundance at the community college. Where else would you get to witness so many dramatic student transformations? You are a part of the truly miraculous, and the pay isn't bad either. 

Then and Now


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Diane Grams

Tulane University

Diane Grams conducts research on urban culture. Her second book, *Producing Local Color: Art Networks in Ethnic Chicago* (2010), is an investigation of art producers in Chicago's Bronzeville, Pilsen, and Rogers Park communities.

The ASA Honors program [in 1999] was a guided introduction to the ASA. I quickly learned the important role of ASA for building professional networks and for professional development. Moreover, I always looked forward to lively discussion and feedback in paper sessions at the Annual Meeting. In 2010 as a Visiting Fellow at the Yale Center for Cultural Sociology, I


developed “Freedom and Cultural Consciousness: Black Working-Class Parades in Post-Katrina New Orleans,” a paper subsequently named “Best Conference Paper of the Year-2011” by the Urban Affairs Association. The paper will appear in the *Journal of Urban Affairs* in 2013. Prior to joining Tulane's faculty in 2007, I was the associate director of the Cultural Policy Center at the University of Chicago (2003-2007); also taught courses in cultural policy and research methods through the University of Chicago's Irving B. Harris Graduate School of Public Policy Studies. I earned my PhD and MA from Loyola University Chicago (2001, 2004), where I won a Schmitt Dissertation Fellowship for my research on Chicago arts production networks. 

Two Sociologists Elected as AAAS Fellows

In October 2013, the American Association for the Advancement of Science (AAAS) Council elected two sociologists—Paul D. Cleary and Alberto Palloni—among its newly elected 388 fellows. The new AAAS Fellows will be recognized for their contributions to science and technology at the Fellows Forum on February 15, 2014, during the AAAS Annual Meeting in Chicago, IL. These individuals will receive a certificate and a blue and gold rosette as a symbol of their distinguished accomplishments. The new sociologist AAAS Fellows are in the Section on Social, Economic, and Political Sciences. The sociologist Fellows are:


Paul D. Cleary is the Anna M. R. Lauder Professor of Public Health and Professor of Sociology at Yale University. He is also the Dean of the Yale School of Public Health and the Director of the Center for

Interdisciplinary Research on AIDS (CIRA). His research includes developing better methods for using patient reports about their care and health status to evaluate the quality of medical care and studying the relationships between clinician and organizational characteristics and the quality of medical care.

Alberto Palloni is the Samuel Preston Professor of Sociology and the Director of the Center for Demography of Health and Aging at the University of Wisconsin-Madison. In recent research, Palloni conducted the first study to consider selection mechanisms arising from early childhood experience as a source of socioeconomic differentials in health and mortality in developed countries. He is also reconstructing adult mortality patterns for Latin American countries from 1850 onwards. 

Mark Caldwell Funded by the 2013 CARI Grant

The September/October issue of *Footnotes* ran an article announcing the recipients of the 2013 Community Action Research Initiative (CARI) awards, which inadvertently omitted the project by Mark Caldwell, University of Wisconsin-Milwaukee. His project, “Assessing User Experience and Deliverable Outcomes for an Online Certification Program in Aquaponics,” seeks to create a survey instrument that will allow the Sweet Water Foundation, a nonprofit organization dedicated to interdisciplinary education, to measure outcomes for their AQUAPONs online certification program. The AQUAPONs program will provide free education in the STEM areas by requiring users to design and maintain their own aquaponics garden—the combination of hydroponics (vegetables grown in water) with aquaculture (the use of fish or other marine life as fertilizing agents in gardens).

This small grants program encourages and supports sociologists in bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. CARI provides up to \$3,000 for each project to cover direct costs associated with the community action research. The next deadline is February 2, 2014. For more information and to apply, visit www.asanet.org/funding/cari.cfm. 

Nominations Sought for 2014 Section Awards

Each year the ASA's 52 sections celebrate the achievements of sociologists working in their topic areas. Awards are given to authors of books, dissertations, or articles, to students, and to celebrate career achievements. Please consider nominating colleagues and students who are doing outstanding work. For more information about individual section awards, see www.asanet.org/sections/section_awards.cfm.

announcements

Call for Papers

Publications

Studies in Symbolic Interaction invites submissions for a second special issue on "Radical Interactionism," from Norman K. Denzin, the series' founding editor. Before submitting a completed paper, submit a three- to four-page summary of your proposed project. Deadline: July 1, 2014. Contact: Lonnie Athens at athenslo@shu.edu.

Conferences

The British Sociological Association (BSA) Annual Conference 2014, April 22-25, 2014. University of Leeds. Theme: "Changing Society." The British Sociological Association (BSA) invites submissions to its Annual Conference. Participants can present on any sociological research topic. Suggestions for grouped sessions within the open steams are welcomed. All BSA Study Groups are encouraged to contribute posters/papers and other activities. Deadline: January 17, 2014. Contact: events@britsoc.org.uk. For more information, visit; <www.britsoc.co.uk/events/conference>.

16th Annual Chicago Ethnography Conference, March 15, 2014. Evanston, IL. Theme: "Cultural Production and Reproduction." The conference provides an opportunity for graduate students to share their ethnographic scholarship with one another and get feedback from faculty and other graduate students based in the Chicago area and beyond. Deadline: January 15, 2014. For more information, visit; <www.chicagoethnography.wordpress.com/>.

The Conference of Ethnography and Qualitative Research, June 5-7, 2014, Bergamo, Italy. Theme: "Ethnography of Disasters: History, Resistance, Struggles." Papers with both ethnographic and qualitative contributions that deal with disastrous events in the widest possible sense; analyze the social, economic, historical, legal, and political context within which disasters develop; and explain how the restoration of normal life conditions are, or are not, pursued by different private and institutional actors. Deadline: February 17, 2014. Contact: Pietro Saitta at psait@gmail.com and Domenica Farinella at dominca.farinella@gmail.com. For more information, visit; <www.etnografiaricercaqualitativa.it/?p=8>.

The Global Awareness Society International 23rd Annual International Conference, May 22-27, 2014, Montego Bay, Jamaica. Theme: "The search for peace in a challenging global environment." This interdisciplinary conference invites presentations and panels from all areas of sociology, social work, and criminal justice with emphasis on international and global concerns. Full call for papers. Deadline: March 30,

2014. Contact: James Pomfret at gasi@bloomu.edu, (570) 389-5177. For more information, visit; <www.orgs.bloomu.edu/gasi>.

International Conference on Capital, Labor and South-South Development, October 9-11, 2015. Ithaca, NY. Theme: "Capital, Labor, and South-South Development." The dynamic of global development in the 21st Century differs from the historically unidirectional "North to South" flow of capital, technology, and models of development. Interested in original research papers within the context of South-South development. Deadline: January 31, 2014. Contact: Sarosh Kuruvilla at sck4@cornell.edu, Eli Friedman at edf48@cornell.edu, and Ching Kawn Lee at cklee@soc.ucla.edu.

The Society for the Study of Social Problems (SSSP) 64th Annual Meeting, August 15-17, 2014, San Francisco, CA. Theme: "Fifty Years Later: From a War on Poverty to a War on the Poor." SSSP is an interdisciplinary community of scholars, practitioners, advocates, and students interested in the application of critical, scientific, and humanistic perspectives to the study of vital social problems. Deadline: January 31, 2014. Contact: sssp@utk.edu. For more information, visit; <www.sssp1.org>.

Meetings

January 23-24, 2014 Danish Sociological Conference (DSC) 2014. University of Copenhagen. Theme: "Social Stratification and Inequality—Changing Social Dynamics in the 21st Century." For more information, visit; <www.sociological.dk/conference2014/>.

April 2-5, 2014 Southern Sociological Society (SSS) Annual Conference. Charlotte Marriot City Center, Charlotte, NC. Theme: "Poverty, Social Policy, and the Role of the Sociologist." Contact: program@southernsociologicalsociety.org. For more information, visit; <www.southernsociologicalsociety.org/annual.html>.

Funding

The Society for the Study of Social Problems (SSSP) is soliciting applications for the 2014 Racial/Ethnic Minority Graduate Scholarship. Persons identified as Black/African American, Hispanic/Latino, Asian/Asian American, Native Hawaiian or Other Pacific Islander, or American Indian, or Alaska Native and accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$12,000 Racial/Ethnic Minority Graduate Scholarship. Deadline: February 1, 2014. Contact: Hoan Bui at hbui@utk.edu. For more information, visit; <www.sssp1.org/index.cfm/m/261/Racial/Ethnic_Minority_Graduate_Scholarship/>.

Fellowships

Columbia University Post-Doctoral Fellowship Position to begin September 2014. The goal of the fellowship is to train researchers whose work is focused on the ethical, legal, and social implications of advances in genetics, with a special focus on psychiatric, neurologic, and behavioral genetics. Training programs, which will generally last two years, include course work, mentored research activities, guidance in seeking research funding, and participation in the activities of the Columbia University Medical Center. All activities are designed to accommodate the skills and interests of the fellows. Candidates should have a doctorate (e.g., PhD, JD, MD) in the social and behavioral sciences, genetics or other basic sciences, and substantial empirical research skills. Deadline: February 1, 2014 Contact: Sharon Schwartz at sbs5@columbia.edu.

National Research Service Award (NRSA) Postdoctoral Fellowship Program, sponsored by the Sheps (Cecil G) Center for Health Services Research. This fellowship program is intended to expand the pool of investigators capable of undertaking policy-relevant mental health and substance abuse services and systems research. It will assist persons with a doctoral degree in sociology to gain experience in applying research methods to the systematic

analysis and evaluation of mental health, substance abuse services, and their associated public policy issues. Contact: Joseph P. Morrissey at joe_morrissey@unc.edu. For more information, visit; <www.shepscenter.unc.edu/fellowships/nrsa-mental-health-postdoctoral/nrsa-mental-health-postdoctoral-fellowship-application/>.

The Robert Wood Johnson Foundation (RWJF) Center for Health Policy at the University of New Mexico invites applications for the Doctoral Fellowship program. Up to four new doctoral fellowships will be awarded to PhD students in sociology with educational and research interests that include health and health policy analysis and research. RWJF seeks to increase the participation of underrepresented groups (e.g., Hispanic, Native American, black, etc.) in the development, implementation, and analysis of health policy. Fellows will receive up to five years of funding support including paid tuition, a \$27,000 annual stipend, and health insurance. Fellows also have access to travel funds for research or conferences, as well as statistical and writing support staff, office space, and a laptop computer for the duration of their fellowship. Deadline: January 15, 2014 Contact: Nancy Lopez at nlopez@unm.edu. For more information, visit; <www.healthpolicy.unm.edu>.



Independent Social Research Foundation 2014 Essay Competition Theory of Social Behaviour

Topic: "The research investigator as instrument across the human sciences"

The Independent Social Research Foundation (ISRF) and the Journal for the Theory of Social Behaviour (JTSB) intend to award a prize of 7000 CHF for the best essay on the topic 'The research investigator as instrument across the human sciences'.

The essay will be judged on its originality and independence of thought, its scholarly quality, its potential to challenge received ideas, and the success with which it matches the criteria of the ISRF and the JTSB. The successful essay will be intellectually radical, orthogonal to existing debates, and articulate a strong internal critique across the fields of social science research. Its challenge to received ideas will have the potential to provoke a re-thinking of the topic.

Essay Title: Authors will choose an essay title within the topic

Essay Length: 10,000 words, all inclusive

Submission Deadline: 31 March 2014

Call +44 (0) 20 7262 0196
Email essayprize2014@isrf.org
or visit
www.isrf.org/essay-prize
for more information

announcements

Rutgers University Beyster Professorship, Fellowship, and Related Fellows Programs for sociologists with an interest in economic sociology, sociology of organizations, sociology of work, labor movements, and political sociology for the 2014-2015 academic year to study of employee stock ownership, profit sharing, broad-based stock options, and broadened ownership of capital and economic democracy in the corporation and society in the United States. Fellowships in the amount of \$25,000 will be offered by the Rutgers University's School of Management and Labor Relations to doctoral candidates, recent PhD graduates, and pre- and post-tenure scholars in sociology. Deadline: December 31, 2013. Contact: Joseph Blasi at blasi@smlr.rutgers.edu and fellowship_program@smlr.rutgers.edu. For more information, visit; <www.smlr.rutgers.edu/research-and-centers/fellowship-programs>.

Competitions

2014 Outstanding Recent Contribution in Social Psychology Award. The Social Psychology Section of the ASA invites submissions for the Outstanding Recent Contributions in Social Psychology Award. In 2014, the award will be given to an article or chapter published between January 1, 2011, and December 31, 2013. Nominations must include a PDF copy of the article or chapter and a brief statement (1-2 paragraphs) regarding its merits. Nominators must be members of the ASA Social Psychology Section; self-nominations are welcome. Deadline: February 1, 2014. Contact: Matthew O. Hunt at m.hunt@neu.edu.

In the News

Pallavi Banerjee, Vanderbilt University, authored a June 19 post, "An Immigrant Wife's Place? In the Home, According to Visa Policy," on the *Ms. Magazine* blog.

Liberty Walther Barnes, Cambridge University, was quoted in an October 21 *Atlantic* article, "Men Have Biological Clocks, Too."

Wendell Bell, Yale University, was interviewed for a *Development of Market Engineering* article on the sociological study of possible, probable, and preferable futures (published in Farsi in Iran).

Nick Berigan, East Tennessee State University, was quoted in an October 2 *LiveScience.com* article, "Gov't Shutdown Science: Why Human Nature is to Blame." The article also appeared on *NBCNews.com* and *Yahoo!News* on October 2.

Mary Bernstein, University of Connecticut, was quoted in an October 27 *New York Times* article, "Choosing to Say 'I Don't,'" about why same-sex couples might not want to get married. The article also mentioned her book, *The Marrying Kind?*, which she co-authored with **Verta Taylor**, University of California-Santa Barbara. In addition, Bernstein was quoted in an October 22 *Record* article, "NJ Same-Sex Couples Now Face Big Question: 'So, When are You Going to Get Married?'" She was also quoted in an August 30 Associated Press article, "Gay Marriage Push Looking to Unions, Immigrants." The article appeared in a number of media outlets including *U.S. News and World Report* and *The Huffington Post*.

Joel Best, University of Delaware, was quoted in an October 29 *Salon* article, "Trick-or-Treating Nightmares are Urban Legends" and in an October 30 *Chicago Tribune* article, "Halloween Safety Worries Lead to Trunk-or-Treating." He was also mentioned in an October 18 *Smithsonian.com* article, "Where Did the Fear of Poisoned Halloween Candy Come From?"

Donna Bobbit-Zeher, Ohio State University-Marion, was quoted in an October 29 *Tribune* article, "There's No Optimal Family Size."

Susan Brown, Bowling Green State University, **Bradford Wilcox**, University of Virginia, and **Christine Schwartz**, University of Wisconsin, were quoted in an October 26 *NBCNews.com* article, "Marriage as a 'Luxury Good': The Class Divide in who Gets Married and Divorced."

Tom Buchanan, Mount Royal University, was quoted in an October 27 *USA Today* article, "Take Your Parents to Work? Good for Employees, Business."

Jennifer Carlson, University of Toronto, was quoted in an October 25 *Christian Science Monitor* article, "Cop Kills California Boy Toting Toy Rifle; a Gun-Anxious Nation Pauses," and in a September 18 *CBC News* article, "U.S. Gun Homicides, the Gap Between Perception and Reality."

Wendy Chapkis, University of Southern Maine, was quoted in an October 28 *Atlantic* article, "Marijuana and the Modern Lady."

Andy Clarno, University of Illinois at Chicago, was a guest on KPFA/Pacific Radio's "Against the Grain" for a segment on comparisons between the contemporary treatment of Palestinians and the treatment of blacks in apartheid-era South Africa.

Peter Conrad, Brandeis University, was mentioned in an October 20 *New York Times Magazine* article, "No Diagnosis Left Behind."

David Cort, University of Massachusetts-Amherst, was interviewed on October 10 on *The Daily Show* where he discussed the health impact of immigration in a segment on illegal immigration.

Thomas Cushman, Wellesley College, was quoted in an October 26 *New York Times* article, "Chinese University Defends Outspoken Teacher's Firing."

Michele Dillon, University of New Hampshire, was recently interviewed on WGBH Boston Public Radio and was quoted in a September 19 *Christian Science Monitor* article about Pope Francis's comments concerning abortion and sexual issues. She was also quoted in a September 27 *Huffington Post* article, "U.S. Catholic Women at Crossroads as Gender Gap Disappears: Will Pope Francis Make a Difference?" The article also quoted **Mary Gautier**,

Georgetown University, **William D'Antonio**, Catholic University of America, and **Patricia Wittberg**, Indiana University-Purdue University.

Karla Erickson, Grinnell College, was interviewed on October 24 on Iowa Public Radio about the lives of those who care for people in the final stages before death.

Hilary Levey Friedman, Harvard University, was quoted in an October 29 *FoxNews.com* article, "Did Hampshire College Group Ban Afro-Beat Band for Being 'Too White?'"

Heather Gautney, Fordham University, wrote an October 11 *Washington Post* op-ed, "The Tea Party is Giving Anarchism a Bad Name."

Thomas R. Hochschild Jr., Valdosta State University, was quoted in an October 17 *Atlantic Cities* article, "The Case for Cul-de-Sacs." He was also mentioned in an October 27 *Boston Globe* article, "For Friendly Neighbors, Try a Cul-de-Sac."

Megan Holland, University of Buffalo, and **Simone Ispa-Landa**, Northwestern University, were mentioned in an October 21 *Atlantic* article, "Black Boys Have an Easier Time Fitting In at Suburban Schools than Black Girls." They were also mentioned in an October 22 *AtlantaBlackStar.com* article, "Study: Stereotypes Cause Black Boys to Adjust Better Socially Than Black Girls in Suburban Schools."

Matthew W. Hughey, University of Connecticut, was interviewed in an October 1 *Diverse Issues in Higher Education* article, "Negative Qualities Ascribed to Blacks at Root of Discrimination by White Greek-Letter Groups" about his research on racism and collegiate fraternalism. He and his 2010 *Social Problem's* study, "A Paradox of Participation: Nonwhites in White Sororities and Fraternities," were mentioned in an October 2 *USA Today* column, on racial bias in fraternities.

Nathan Jurgenson, University of Maryland, was quoted in an October 3 *Bloomberg Businessweek* article, "Flirty Frat App Goes Philosophical: Snapchat Has Its Own Sociologist." The article also mentions **Nicholas Christakis**, Harvard University, and **Elihu Katz**, University of Pennsylvania.

Lisa Keister, Duke University, was quoted in an October 28 *LiveScience.com* article, "Bishop of Bling Catholics Aren't Alone in Struggle with Wealth."

Michael Kimmel, Stony Brook University, **C.J. Pascoe**, University of Oregon, **Barbara Risman**, University of Illinois at Chicago, and **Tristan Bridges**, The College at Brockport, were quoted in a May 31 *Atlantic* article, "What About the Guys Who Do Fit the 'Gay Stereotype?'"

Eric Klinenberg, New York University, was quoted in an October 26 *Al Jazeera*



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

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America article, "From Katrina to Sandy: Better Than Where We Were."

Maria Krysan, University of Illinois at Chicago, was quoted in a June 16 *Chicago Tribune* article, "Galewood Crossings at a Crossroad," and a recent *Los Angeles Times* article about racial equality.

D. Michael Lindsay, Gordon College, wrote an October 27 *Huffington Post* article, "October's Lesser-Known Holiday (The Most Important of Them All)." He was also quoted in a September 20 *Washington Post* article, "In Interviews, Gestures, Catholic Church Experts See Savvy Pope Wooing the Middle."

John Logan, Brown University, and **Roderick Harrison**, Howard University, were quoted in an October 24 *Al Jazeera America* article, "Demographic Shift: Compton's New Latino Majority."

Jeff Manza, New York University, was quoted in an October 1 *NBCNews.com* article, "Gov-Love was Fading Long Before the Shutdown: Study," centered around a recent *American Sociological Review* study he co-authored with **Clem Brooks**, Indiana University. Manza and Brooks were also mentioned in an October 2 *Slate* article about their study.

Isaac William Martin, University of California-San Diego, was quoted in an October 16 *Inside Higher Ed* article, "Rich People's Movements."

Douglas Massey, Princeton University, and **Nancy Denton**, University at Albany, were mentioned in an October 30 *Colorado Springs Independent* article, "How Do We Even the Economic Scales for Americans?"

Theresa Morris, Trinity College, was interviewed on WPR and WNPR on October 22 and quoted in a WNPR.org article on October 23 about her research on c-sections, from her book, *Cut It Out: The C-Section Epidemic in America* (New York University Press, 2013).

Margaret K. Nelson, Middlebury College, was mentioned in an October 29 *New Republic* article, "Big Mother Is Watching You."

Bridget Rose Nolan, University of Pennsylvania, was quoted in an October 1 *Slate* article, "Office Humor of America's Counterterrorism Analysts."

Freedeen Oeur, Tufts University, wrote an October 18 *CNN.com* op-ed, "Single-Sex Schooling Can Empower Black Boys."

Aaron Z. Pitluck, Illinois State University, was the subject of an August 13 *Bloomberg Businessweek* article, "What Do Traders in Emerging Markets Want? Just Ask Them."

Frances Fox Piven, The Graduate Center-CUNY, was the subject of an October 12 *Salon* Q&A, "Terrified Tea Party Reviving Slaveholder Ideology: Notorious Sociologist Talks to Salon."

Dudley Poston, Texas A&M University, was interviewed by ABC News on July 10 about China's so-called "left-over women" and on July 2 by London, England, radio station *Monocle-24* about China's new law that adult children must visit their parents. He also participated in a three-person panel discussion on China's one-child policy that was broadcast worldwide on May 15.

Michael Rosenfeld, Stanford University, and **Kevin Lewis**, University of California-San Diego, were quoted in an October 21 *USA Today* article, "Internet Leads to Dates and Relationships, Pew Says."

Barbara J. Risman, University of Illinois at Chicago, was quoted in a May 30 *Today's Chicago Woman* magazine article about Chicago-area golf clubs that exclude women and she was a guest on Wisconsin Public Radio for a discussion about single-father households.

Robert J. Sampson, Harvard University, wrote an October 27 *New York Times* opinion article, "Division Street, U.S.A." The article mentioned **William Julius Wilson**, Harvard University, **Douglas Massey**, Princeton University, **Nancy Denton**, University at Albany, and **Patrick Sharkey**, New York University.

Saskia Sassen, Columbia University, was mentioned in an October 2 *Economist* article, "Global Cities Revisited."

Richard Settersten, Oregon State University, wrote an October 5 *Oregonian* op-ed, "We Need to Invest in Men (and Get Men to 'Woman Up'): Guest Opinion."

Theda Skocpol, Harvard University, was the subject of an October 17 *Salon* Q&A, "Tea Partyers' Grave Fear: Why They Disdain Young People — Even Their Own!" The Q&A mentioned **Frances Fox Piven**. The Graduate Center-CUNY. Skocpol also co-authored an October 3 *CNN.com* op-ed, "Worst Shutdown in Modern U.S. History."

Darrell Steffensmeier, Pennsylvania State University, and **Jennifer Schwartz**, Washington State University, were mentioned in an October 14 *Washington Post* article, "Women Don't Commit as Much Corporate Crime as Men," about their recent *American Sociological Review* study.

Ray Swisher, Bowling Green State University, spoke at an invited White House conference on "Parental Incarceration in the United States: Bringing Together Research and Policy to Reduce Collateral Costs for Children" in August 2013.

Sudhir Venkatesh, Columbia University, was quoted in an October 24 *Wall Street Journal* review of his new book, *Floating City: A Rogue Sociologist Lost and Found in New York's Underground Economy*. He was also mentioned in an October 2 *Baltimore City Paper* review of his book.

Margaret Weigers Vitullo, American Sociological Association, was quoted in an October 17 *SciDev.Net* article, "Access to Science Defined as a 'Continuum.'"

David Wachsmuth, New York University, wrote an October 28 *Atlantic Cities* article, "How Local Governments Hinder Our Response to Natural Disasters." The article mentioned **Lee Clarke**, Rutgers University.

Lisa Wade, Occidental College, wrote an October 28 *Pacific Standard* article, "What People Really Think About Women, Men, and Feminists." The article mentioned **Sarah Sobieraj**, Tufts University.

Tracy Weitz, University of California-San Francisco, was quoted in an October 9 *Los Angeles Times* article, "New California Abortion Law: More Dangerous Than Skydiving?"

Awards

Amy Bailey, University of Illinois-Chicago, is the recipient of funding from the National Science Foundation for her new project, "Expanding Our Understanding of Victimization: A New Database of Individuals Threatened with Mob Violence."

Julio Capeles-Delgado, University of Illinois-Chicago, doctoral candidate, is the winner of the first annual UIC Undergraduate Mentoring Award for Graduate Students.

Lorena Garcia, University of Illinois-Chicago, received the 2013 Distinguished Contribution to Scholarship Book Award from the ASA Section on Race, Gender and Class.

Victor Nee, Cornell University, received the Academy of Management 2013 George R. Terry Book Award with **Sonja Oppen**, Lund University, for their groundbreaking book *Capitalism from Below: Markets and Institutional Change in China* (Harvard University Press, 2012).

Transitions

Elizabeth Aranda, University of South Florida, began her three-year term as Chair of the Department of Sociology at the University of South Florida.

Amy K. Bailey, University of Illinois-Chicago, joined the Sociology Department.

James C. Cavendish, University of South Florida, was elected to serve as the Executive Officer of the Association for the Sociology of Religion through 2016.

Pamela Anne Quiroz, University of Illinois-Chicago, joined the Sociology Department.

Erica Toothman Florida State University, joined the faculty in the Department of Sociology at the University of South Florida in August of 2013.

Meredith Williams, Washington State University-Pullman, and **Renée Byrd**,

University of Washington, are both now assistant professor at Humboldt State University in its new Criminology and Justice Studies BA program.

People

Melissa Abad, University of Illinois-Chicago, doctoral student, was accepted into the Association for Research on Nonprofit Organizations and Voluntary Associations (ARNOVA) doctoral seminar.

Gretchen Arnold, St. Louis University, and **Tristan Bridges**, College a Brockport-SUNY, were elected to the Membership Committee for Sociologists for Women in Society.

Rebecca Bach, Duke University, was elected Treasurer-Elect for Sociologists for Women in Society.

Chloe E. Bird, RAND, was elected to the Nominations Committee for Sociologists for Women in Society.

Christine E. Bose, University of Albany-SUNY, was elected to the Publications Committee for Sociologists for Women in Society.

Wendy M. Christensen, William Paterson University, and **Roberta Villalon**, St John's University, were elected to the Academic Justice Committee for Sociologists for Women in Society.

Mindy L. Fried, Arbor Consulting Partners, was elected to the Career Development Committee for Sociologists for Women in Society.

Lorena Garcia, University of Illinois-Chicago, was elected Sister to Sister Co-Chair for the Sociologists for Women in Society.

Lorena Garcia, University of Illinois-Chicago, was promoted to Associate Professor with tenure.

Kathleen Gerson, New York University, and **Jerry Jacobs**, University of Pennsylvania, were elected the Co-Presidents-Elect for Sociologists for Women in Society (SWS).

Angela J. Hattery, Wake Forest University, was elected the next Secretary for Sociologists for Women in Society.

Robert A. Hummer, University of Texas-Austin will lecture on November 14, 2013 on "De-mystifying the Hispanic Paradox." For more information, visit; <www.pop.psu.edu/events/2013/djl/2013-deJong-lecture/view>.

Sukari Ivester, University of California-Berkeley, has accepted an offer from California State University-East Bay as an Assistant Professor of Sociology.

Charles Kurzman, University of North Carolina-Chapel Hill, was elected to the board of the Middle East Studies Association.

Thomas A. LaVeist, Johns Hopkins University, was elected to the Institute of Medicine (IOM) of the National Academies of Science.

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Susan Lee, Boston College, was elected chair of the International Committee for Sociologists for Women in Society.

Sancha Medwinter, Duke University, was elected Student Representative for Sociologists for Women in Society.

Stephen J. Morewitz, Stephen J. Morowitz, PhD, & Associates, has co-edited the first *Handbook of Forensic Sociology and Psychology* (Springer, August 2013).

Anastasia H. Prokos, Iowa State University, **Carrie Lee Smith**, Millersville University, and **Wendy Washington**, Borough of Manhattan Community College, were elected to co-chair the Awards Committee for Sociologists for Women in Society (SWS).

Marcia Segal, Indiana University-Southeast, was elected to the chair to the Discrimination Committee for Sociologists for Women in Society (SWS).

Elizabeth Vaquera, University of South Florida, was awarded tenure and promoted to Associate Professor in the Department of Sociology at the University of South Florida beginning in August 2013.

Mary Virnoche, Humboldt State University, was elected as the Pacific Sociological Association Vice President-Elect.

Patricia Y. Warren, Florida State University, was elected to the Nominations Committee for Sociologists for Women in Society.

Christine L. Williams, University of Texas-Austin, was elected to the Publications Committee for Sociologists for Women in Society.

New Books

Jacqueline Adams, University of California-Berkeley, *Art Against Dictatorship: Making and Exporting Arpilleras Under Pinochet* (University of Texas Press, 2013).

David Baronov, St. John Fisher College, *The Dialectics of Inquiry Across the Historical Social Sciences* (Routledge, 2013).

Shannon Elizabeth Bell, University of Kentucky, *Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice* (University of Illinois Press, 2013).

Catherine Bliss, Brown University, *Race Decoded: The Genomic Fight for Social Justice* (Stanford University Press, 2012).

Tamara Mose Brown, Brooklyn College-SUNY, **Joanna Dreby**, University of Albany-SUNY, Eds., *Family and Work in Everyday Ethnography* (Temple University Press, 2013).

Claire Laurier Decoteau, University of Illinois-Chicago, *Ancestors and Antiretrovirals: The Biopolitics of HIV/AIDS in Post-Apartheid South Africa* (The University of Chicago Press, 2013).

Al DeMaris, Bowling Green State University, and **Steven H. Selman**, University of Toledo, *Converting Data into Evidence: A Statistics Primer for the Medical Practitioner* (Springer, 2013).

Susan Eckstein, Boston University, **Adil Najam** Eds., *How Immigrants Impact Their Homelands* (Duke University Press, 2013).

Janet Gornick, The Graduate Center-CUNY, *Income Inequality: Economic Disparities and the Middle Class in Affluent Countries* (Stanford University Press, 2013).

Michael Hechter, Arizona State University, *Alien Rule (Cambridge Studies in Comparative Politics)* (Cambridge University Press, 2013).

Gayle Kaufman, Davidson College, *Superdads: How Fathers Balance Work and Family in the 21st Century* (New York University Press, 2013).

Edith W. King, Worldmindedness Institutes of Colorado, *Encounters with Social Thought*, 2nd edition (Edith W. King, 2013).

Richard Quinney, Northern Illinois University, *A Sense Sublime* (Borderland Books/University of Wisconsin Press, 2013).

Jeffrey Ian Ross, University of Baltimore, Ed., *American Indians at Risk* (ABC-CLIO Publications, 2013).

Aili Mari Tripp, University of Wisconsin-Madison, **Myra Marx Ferree**, University of Wisconsin, **Christina Ewig**, University of Wisconsin-Madison, Eds., *Gender, Violence, and Human Security: Critical Feminist Perspective* (New York University Press, 2013).

Joseph Woelfel, University of Buffalo, *Culture of Science: Is Social Science Science?* (RAH Press, 2013).

Earl Wyszong, Indiana University-Kokomo, **Robert Perrucci**, Purdue University, **David Wright**, Wichita State, *The New Class Society: Goodbye American Dream?* 4th edition, (Rowman & Littlefield, 2013).

Summer Programs

21st Annual RAND Summer Institute, Santa Monica, CA. July 7-10, 2014 Two conferences addressing critical issues facing our aging population: Mini-Medical School for Social Scientists; 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>.

Summer Institute for Israel Studies (SIIS) 2014. A program of the Schusterman Center for Israel Studies at Brandeis University, the Summer Institute (SIIS) helps college and university professors design new courses on Israel. The institute is a two-week seminar-in-residence at Brandeis and a weeklong study tour in Israel. Over 200 faculty members from 180 universities worldwide have participated in SIIS since its inception in 2004. Faculty from the social sciences and humanities are invited to apply. Deadline: January 21, 2014. Contact: Keren Goodblatt at kereng1@brandeis.edu. For more information, visit; <www.brandeis.edu/israelcenter/SIIS/index.html>.

New Publications

Issues in Race & Society: An Interdisciplinary Global Journal The Association of Black Sociologists (ABS) is pleased to announce the launch of *Issues in Race & Society: An Interdisciplinary Global Journal*. The Journal is an academic resource published through a partnership between the ABS and Peabody College of Education and Human Development at Vanderbilt University. As the official

journal of ABS, *Issues in Race & Society* will be produced bi-annually (Spring and Fall) and will emphasize sociological interpretations of race as one of the fundamentals of societal universal processes. The journal distinguishes itself as an interdisciplinary, comprehensive and global examination of the increasingly racial and racialized world that connects us all. The journal also provides a space where all voices can be heard and diverse conversations can occur about the relationships and interconnections between race, power, privilege, and location operating across cultures and societies. We encourage submissions that are multi-disciplinary, multi-cultural, theoretically diverse, informed by empirical data (both qualitative and quantitative), innovative, and respectful of diverse perspectives. For more information, see <associationofblacksociologists.org/journal/>.

Deaths

Suzanne Bianchi, University of California-Los Angeles, died on November 4, 2013, after a brief battle with pancreatic cancer.

Ernest Q. Campbell, Vanderbilt University, former dean of Vanderbilt University and a former President of the Southern Sociological Society, died Sunday in Nashville at the age of 86.

Bill Erbe, University of Illinois-Chicago, retired in 1995 after 26 years of teaching, passed away on June 11, 2013, after several years of decline.

Richard P. Gale, University of Oregon, died on September 27 after a stroke. He was Professor Emeritus of Sociology at the University of Oregon.

Juan Linz, Yale University, Sterling Professor Emeritus of Political and Social Science, passed away on October 1, 2013, at the age of 86.

Obituaries

Suzanne M. Bianchi

Suzanne M. Bianchi, a Dorothy Meier Chair in Social Equities and Distinguished Professor of Sociology at University of California-Los Angeles (UCLA), passed away from pancreatic cancer on November 4, 2013, at the age of 61. She was a prominent family sociologist-demographer known for her paradigm-shifting research on the dramatic changes in the American family in the latter half of the 20th century. Some of the highlights of Suzanne's seasoned career include President of the Population Association of America (PAA), founding director of the Maryland Population Research Center, Editor of the top-tier journal *Demography* (with Ken Hill), and chair of the Executive Committee of the California Center for Population Research at UCLA.

As the valedictorian of her high school in Fort Dodge, IA, Suzanne was the first in her family to attend college. She

save the date

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earned her undergraduate degree from Creighton University, master's degree from Notre Dame University, and PhD from the University of Michigan at the age of 26. Taking her first job at the U.S. Census Bureau, she quickly rose to Assistant Division Chief for Social and Demographic Statistics in the Population Division. In 1994, she joined the faculty of the University of Maryland College Park as Professor of Sociology and began her position at UCLA in 2009.

The author of numerous award-winning books and articles, Suzanne often questioned conventional wisdom about trends in family life by carefully examining empirical evidence, including data that she often collected. Her widely cited 2000 Population Association of America presidential address challenged common assumptions that increased maternal employment resulted in reduced time with children. Suzanne's analysis of time use studies revealed that over the period of mothers' rising labor force participation, maternal time with children remained steady. Employed mothers adjusted their work hours, curtailed their housework and leisure time to protect the time with their children. In subsequent work, she analyzed how fathers' lives changed over the same time period, doing more housework and childcare than fathers in previous generations.

Suzanne once described her research agenda as having three acts. In the first she focused on the time people spend working for pay and on how women balanced family time and employment. Her books, *Balancing Act: Motherhood, Marriage, and Employment Among American Women* (1996) and *American Women in Transition* (1986), both with Daphne Spain, defined this period. At the start of the second act of her agenda, she wrote *Continuity and Change in the American Family* (2002 with Lynne Casper), which won the Otis Dudley Duncan award from the ASA Population section. In that act, Suzanne focused more on the gendered division of labor in the home and how pressured women and men feel by the demands of work and family life. Her second act culminated in multiple articles published in top-tier peer-reviewed journals, including *Social Forces*, *Demography*, and the *American Journal of Sociology*, and the book *Changing Rhythms of American Family Life* (2006) with Melissa Milkie and John Robinson, for which she received a second Otis Dudley Duncan award and the William J. Goode Award from the American Sociological Association. By the third act, she was studying transfers of time and money between parents and children, such as when parents launch children by helping them financially and looking after grandchildren and when children help aging parents with errands and caregiving. At the time of her death she was writing a book on parent-child

relationships in later life (with Judith Seltzer). The common thread to the three acts of her scholarship was the focus on the intersection of gender, work, and family. In August of this year she received the Distinguished Career award from the ASA Family Section.

Suzanne's research contributions were matched by her service to the profession. She chaired the Family and Population sections of the ASA and was an active contributor on many committees, boards, and panels.

Beyond the lasting impression Suzanne's work leaves on the field of sociology is the lasting impression she leaves on collaborators and as a mentor to countless junior faculty and students, many of whom have gone on to build influential careers under Suzanne's pragmatic guidance and continual support through critical career milestones. She will be fondly remembered as a dedicated colleague and teacher who dispensed sage advice, possessed exemplary editing skills, and always carried her weight, no matter how trivial the task. Never losing sight of her Midwestern humility, Suzanne often seemed unaware of the reach of her professional influence and the extent to which her students and those who admired her work would delight in her sought-after seals of approval.

Suzanne's studies in the areas of gender, work, and family paralleled her efforts to combine an accomplished career and a rich family life that included her large extended family, three children, and a fully involved husband to whom she was married for 31 years. Suzanne is survived by her children Jennifer, James, and Jonathan; her husband, Mark Browning; her mother, Rita Bianchi; five siblings; and relatives and friends throughout the world who will miss the rest of her third act.

Sara Raley, *McDaniel College*; Judith Seltzer, *University of California Los Angeles*; Ren Farley, *University of Michigan*; Joan Kahn, *University of Maryland at College Park*; Daphne Spain, *University of Virginia*

Richard P. Gale
1937-2013

Richard P. Gale passed away on September 27, 2013, in Laguna Woods, CA, weeks after suffering a stroke, at age 75. Dick retired in 1997 as Professor of Sociology at the University of Oregon, whose faculty he joined 30 years earlier after graduate work at Michigan State University.

Dick was born in Chicago and raised in Portland, OR, where he developed a love of the outdoors. Following his BA at Reed College in 1960, Dick moved to Washington State University for his MA in 1962, and then to Michigan State—receiving his PhD in 1968. His dissertation on Argentinean auto workers was part of a multi-national study directed by his advisor, William Form.

The outdoors captured Dick's continuing interest, both personally and professionally, especially after two summers on U.S. Forest Service (USFS) fire lookouts in Washington State while a graduate student. First-hand experience with how the USFS dealt with the conflicting demands of serving timber industry needs while also fulfilling its mandate to manage a national resource sparked Dick's sociological imagination.

As soon as he joined the University of Oregon faculty Dick began focusing on environmental issues. Over the course of his career he published more than 50 articles and chapters analyzing the environmental movement, natural resource agencies and management systems, social impact assessment, resource-dependent communities, and sustainability. He also co-edited *Social Science in Natural Resource Management Agencies* (Westview 1987).

Dick was a central figure among sociologists pushing for greater disciplinary attention to environmental issues in the 1970s. These efforts led to formation of the ASA Section on Environmental Sociology in 1976, and Dick was the Section's inaugural Secretary and later served as Council Member.

Dick's commitment to understanding how natural resource agencies operate and his desire to put sociological knowledge to use led to short-term appointments with both the USFS and the National Marine Fisheries Service as well as a position as Affiliate Professor of Marine Affairs with the University of Washington. His ability to work effectively with non-sociologists—including fellow academics, agency representatives, and various stakeholders—enabled Dick to bring a sociological perspective to a range of venues and policy debates.

Besides producing a strong body of scholarly and applied work, Dick was the driving force in establishing UO's thriving interdisciplinary Environmental Studies Program. It began as an undergraduate minor, but now offers majors at the undergraduate, master's, and PhD levels, and Dick is widely ac-

knowledged as the principal architect of the program's expansion and success. He also played an important role in helping set up collaborative (course-sharing) programs in Environmental Science at Oregon State University and in Environmental Science and Management at Portland State University.

Dick's hallmark was a firm belief in the importance of interdisciplinary environmental education and research, and the strong programs he did so much to create and nurture continue to grow and prosper and constitute a wonderful legacy. Of course, he also planted the seed for the University of Oregon Department of Sociology's current world-class program in environmental sociology, another highly significant legacy.

Dick was a dedicated instructor and mentor, working tirelessly as an advisor for students in both sociology and environmental studies and supervising the sociology internship program. He loved working with students, providing patient and tireless advice to both undergrad and grad students.

Dick was a "giver," always helping others. He was also a "doer," as indicated by his commitment to applied research and program building. Both orientations were reflected in his retirement—first in the coastal town of Florence, OR, and then in Laguna Woods, CA. He served on the Florence Chamber of Commerce and as an ombudsman for a local nursing home, and helped initiate the annual Fall Festival celebration and obtain funding for the Events Center. After relocating to Laguna Woods in 2001, he tutored and mentored college students and joined with other retirees in organizing to pursue their musical and literary interests.

Dick is survived by his wife, Susan Gale; his sister, Jean Schaefer; and his nieces Julie Smith and Laurie Batten. Donations to his memory may be made to the Siuslaw Public Library (1460 Ninth St., Florence, OR 97439).

Riley E. Dunlap, *Oklahoma State University*, and Patricia A. Gwartney, *University of Oregon*

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