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*A Sociologist Tackles Pharmaceuticals:*

## The Epidemic of Sickness and Death from Prescription Drugs

*Donald W. Light, Rowan University, and 2013 recipient of ASA's Distinguished Career Award for the Practice of Sociology*

At the intersection of medical and economic sociology sits prescription drugs. Economically, the strange, government-protected markets for drugs lead to prices largely unrelated to either value or cost, though companies claim they reflect one or the other, or both at the same time. This sentence summarizes my first eight years of research on the corporate construction of costs and prices. That work demonstrated a constellation of markets infused with culture, false rhetorics, and the manipulation of evidence that misleads providers,

payers, and patients.

Epidemiologically, appropriately prescribed, prescription drugs are the fourth leading cause of death, tied with stroke at about 2,460 deaths each week in the United States. About 330,000 patients die each year from prescription drugs in the United States and Europe. They cause an epidemic of about 20 times more hospitalizations, as well as falls, road accidents, and about 80 million medically minor problems such as pains, discomforts, and dysfunctions that hobble productivity or the ability to care for others. Deaths and adverse effects from overmedication, errors, and self-medication would increase these figures. During my

year as a research fellow at Harvard last year, colleagues and I pulled together the evidence in an article, which is the most downloaded article in its subfield<sup>1</sup>.

The Edmund J. Safra Center for Ethics at Harvard is devoted to researching “institutional corruption” in a range of domains, including Congress, the Environmental Protection Agency, and the Food and Drug Administration (FDA). Institutional corruption refers to legal ways in which an institution’s social mission and basic values get distorted, usually by big money. For example, the FDA, developed around a series of drug disasters to

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## Contemporary Sociology and Borges’s Total Library

*Gabriel Abend, New York University*

Like Elias Canetti’s character Peter Kien, the new editor of *Contemporary Sociology* loves books. While Michael E. Sauder is not particularly interested in sinology, he is an avid and insightful reader of social science, a discerning reader of philosophy, and a passionate reader of fiction: from Canetti to Voltaire; from Borges to David Foster Wallace; from Kafka to Gaddis. Sauder has read extensively and widely, but what makes him a superb editor for *Contemporary Sociology* is the kind of reader he is: a most charitable and broadminded one.

For charitableness and broad-mindedness are arguably the chief epistemic and moral obligations of any reader, and *a fortiori* of a book reviewer, and *a fortiori* of the editor of a journal of book reviews. As it is

easy to notice in Sauder’s published work (and his friends and col-

leagues have experienced first-hand), he always puts himself in the author’s shoes, tries to really understand what they are up to, and takes their intentions and preferences as seriously as if they were his own. Thus, never will he have this kind of criticism: regrettably the author did

not make the choices *I* would have made! Further, he is not only an epistemically and morally excellent reader, but also an excellent commentator and interpreter.

Like David Foster Wallace, Sauder has a keen analytical mind, a subtle and somewhat peculiar sense of humor, and strong biographical and cultural ties to the Midwest. He enjoys thinking about the English language in general and U.S. usage



Michael Sauder

## After Lean In: Research Reflections on Gender Studies

*Marianne Cooper, Stanford University*

In the fall of 2011, I received an e-mail from Professor Shelley Correll, director of the Clayman Institute for Gender Research at Stanford University. Its subject line read: “An opportunity.” Shelley explained that Sheryl Sandberg, the COO of Facebook, was looking to hire someone to do research for her on women and work and to help translate the research into everyday language for a general audience. This seemed like an intriguing opportunity. I said yes, and a meeting was set up.

At this first meeting, Sheryl and I had a wide-ranging conversation about why so few women get to the top. We talked about structural barriers like gender bias and the lack of

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from the executive officer

## Creating Standards for High School Sociology

Sociology as a discipline has a long history of resisting efforts to define its own curricular parameters. We have preferred to defer to the prerogative of individual sociologists or sociology departments to make determinations about appropriate course and program content. The same has been true at the high school level, where sociology was first introduced as a subject in 1911. The debates over the appropriate content for high school sociology courses started then and have continued in a documented history covering nearly 100 years.<sup>1</sup>

That said, the need to have curricular parameters has been recognized by ASA Council as something with which the discipline as a whole should have concern. The issue lies in how those parameters should be established and by whom.

The ASA publication *Liberal Learning and the Sociology Major, Updated*, makes clear that shared learning goals are essential for meaningful assessment (2005:27). Recognition of the need for shared learning goals is also found in another ASA publication, *Creating an Effective Assessment Plan for the Sociology Major*: “[T]o conduct meaningful program assessment, colleagues must move beyond a statement of program mission to the articulation of specific program goals and objectives” (2005:9).

These recommendations reflect major changes in the educational context in the United States, at both the secondary and post-secondary levels. Like it or not, standards-

based education is now the norm in American high schools and high school teachers regularly call the ASA office to ask for the ASA standards for high school sociology.

In 2013 ASA took a small but highly significant step toward creating discipline specific high school standards by getting sociology included in *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History*. Created by the National Council for the Social Studies (NCSS), the purpose of the document, known

as the C3 Framework, is to show how social studies are aligned with the Common Core State Standards. Initially sociology, anthropology, and psychology were not included in the C3. ASA members drafted the “Sociology

Companion Document for the C3 Framework,” which was included as an appendix and defines four major learning domains, each accompanied by a set of assessable competencies.<sup>2</sup> While the Sociology Companion Document for the C3 Framework provides helpful input for high school introduction sociology courses (and even for college introductory courses, according to feedback received by the ASA Academic and Professional Affairs Department), it was not voted on by ASA Council and is not, therefore, an official document of the American Sociological Association.

Nonetheless, ASA will need to confront the lack of disciplinary guidance for the high school sociol-

ogy curriculum there will be greater standardization (for better or for worse) and, of course, high school teachers would like it to be for the better but have no national organizational structure for accomplishing this.

Therefore, the ASA High School Sociology Planning Program<sup>3</sup> and the program’s Advisory Panel of ASA members skilled in this area have built upon the substantial base provided by the C3 Sociology Companion Document to draft a set of sociology standards that is currently being pilot tested in four high schools around the country. If successful, the full set of standards will be presented for ASA Council review and discussion at its winter 2015 meeting. The goal is for the initial standards to include a three-to-five-year cycle for continuous revision in order to be responsive to feedback and trends in the discipline. When the ASA Standards for High School Sociology are finished and, we hope, approved by Council, we will join a wide range of other disciplines, such as (but not limited to) psychology, geography, civics, economics, and chemistry, biology, physics, and economics that have developed and published high school standards.

ASA is working to support high school teachers of sociology in a variety of other ways as well. High school teachers can join ASA through a special promotional package that costs \$65 and includes subscriptions to both *Contexts* and *TRAILS*. The ASA High School Listserv currently has nearly 300 subscribers and has become an active forum for comments, suggestions, and other feedback on teaching sociology in high schools. This month ASA is sponsoring a one-day symposium on teaching sociology in high schools at the NCSS Annual Meeting in Boston.

There have been serious ramifications for our discipline from failing to provide high school curricula with authoritative standards for sociology courses. It deters schools from offering sociology as an

elective social science, and most students do not even see the word sociology until they attend college. This has negative implications for expanding the sociology major. The absence of “regular” sociology classes in high schools has stymied efforts by ASA to get the College Board to establish an AP Sociology course. Moreover, whether we approve or not, schools are increasingly teaching to standardized tests based on the Common Core, and funding will flow toward courses and disciplines that are included on those tests. If sociology stands aside as the reality of standards-based K-12 education continues to dominate, we will pass up an important opportunity to teach our country’s high school students an intellectual perspective that will help them become better informed and more actively engaged members of the public. Through the development of standards for the high school sociology curriculum, ASA can help sociology take an important step toward becoming more visible and more effective in the high school education. ☺

### Endnotes

- 1 DeCesare, Michael. 2005. “95 Years of Teaching High School Sociology.” *Teaching Sociology* 33:236-251.
- 2 The writing team for the “Sociology Companion Document for the C3 Framework” included Jeanne H. Ballantine, Wright State University, Hayley L. Lotspeich, Wheaton North High School (IL), Chris Salituro, Stevenson High School (IL), Jean H. Shin, American Sociological Association, Margaret Weigers Vitullo, American Sociological Association, and Lissa Yogan, Valparaiso University
- 3 The High School Planning Program is led by Hayley Lotspeich, Director, and Chris Salituro, Assistant Director, with assistance from Jean Shin, ASA Director of Minority Affairs and Margaret Weigers Vitullo, ASA Director of Academic and Professional Affairs.



**“Through the development of standards for the high school sociology curriculum, ASA can help sociology take an important step toward becoming more visible and more effective in the high school education.”**



Sally T. Hillsman is the Executive Officer of ASA. She can be reached by email at [executive.office@asanet.org](mailto:executive.office@asanet.org).

science policy

**Love Data Mining? 2011–2013 American Community Survey Estimates Now Available**

The U.S. Census Bureau recently announced the release of the “2011–2013 American Community Survey (ACS) 3-Year Estimates,” the most relied-upon source for up-to-date socioeconomic information every year. The release covers a three-year period and more than 40 topics, such as educational attainment, income, health insurance coverage, occupation, language spoken at home, nativity, ancestry and selected monthly homeowner costs. The statistics are available in detailed tables for the nation, all 50 states, every congressional district, every metropolitan area, and all counties and places with populations of 20,000 or more. For more information about the ACS Data Release Schedule, new ACS products, documentation, and a list of new tables for the 2011–2013 ACS



3-Year release, visit the 2013 Data Release page [www.census.gov/acs/www/data\\_documentation/2013\\_release/](http://www.census.gov/acs/www/data_documentation/2013_release/). Also recently released were the 2013 ACS 1-Year PUMS (Public Use Microdata Sample) files.


The PUMS files are a set of anonymized untabulated records that data users can access to create custom tables. To read more about how the

PUMS files are created, browse code lists, or look up subjects, visit the Census PUMS Documentation Page [www.census.gov/acs/www/data\\_documentation/pums\\_documentation/](http://www.census.gov/acs/www/data_documentation/pums_documentation/). The ACS provides reliable statistics that are indispensable to anyone who has to make informed decisions about the future. These statistics are required by all levels of government to manage or evaluate a wide range of programs, but are also useful for research, education, journalism, business, and advocacy. Want more information on how ACS statistics are used to make

decisions and future plans? See the Census Stats in Action videos [www.youtube.com/user/uscensusbureau/](http://www.youtube.com/user/uscensusbureau/) featured.

**The NSF on Youth Violence: Opportunity for Breakthroughs in Fundamental Basic Research**

In a Dear Colleague Letter, the National Science Foundation expressed its interest in receiving proposals that will enable a better understanding of the contributing factors, causes, and consequences of violence perpetrated by and against youth. The Foundation is interested in both disciplinary and interdisciplinary research. Although the incidence of youth violence is at a historic low, the continuing loss of life is tragic and the long-term consequences of youth violence are of ongoing public concern. In 2013, the National Science Foundation sponsored a workshop on “Youth Violence: What We Need to Know.” This two-day workshop brought together researchers from sociology, anthropology, psychology, com-

munications, computer science, information systems, and public policy. The resulting report summarized much of the existing scientific evidence regarding the precursors and causes of violence perpetrated by children and adolescents ([wolf.house.gov/sites/wolf.house.gov/files/documents/Violence\\_Report\\_Long\\_v4.pdf](http://wolf.house.gov/sites/wolf.house.gov/files/documents/Violence_Report_Long_v4.pdf)). It underscored the need for additional study to enhance our understanding of the dynamics of, contributors to, and impact of violent ideology and violent acts. NSF is looking for research addressing fundamental scientific questions that might advance understanding of youth violence. This is not a special competition or new program. NSF expects the research conducted in response to this letter to be of the same high quality as for other awards, with scientifically sound research plans that are rooted in relevant theory and literature. For more information, visit <http://www.nsf.gov/pubs/2014/nsf14049/nsf14049.jsp>. 

**Get Posterized in Chicago**

“Posterized” is basketball slang for rim-rattling dunks so spectacular that both dunker and defender are forever linked in a vivid visual image. The etymology is unclear, but we wouldn’t be surprised if the term originated in Chicago during the Jordan years. With the 2015 Annual Meeting in Chicago, the ASA aims to bring similarly exciting visual images to the annual poster session—for the first time, inviting new media applications as well as classic research posters.

What is different? We will provide LCD screens as well as standard bulletin boards to encourage the use of *new media and multimedia applications to present research in a visual format*. The 2015 Call for Papers will spell out the complete details. All topics and a great diversity of formats will be considered. These include performances, the administration of interactive tests, and research-based film and video. We are aiming for a vibrant and exciting multimedia session. *Authors must provide their own devices for connecting to the equipment* (ASA will provide standard cabling). Wireless internet access (WiFi) will be available in the Poster Session meeting space. Poster displays will be available throughout the meeting. As always, visitors will have an opportunity to speak with poster presenters during the dedicated time slot. New for 2015, displays will also be judged by meeting attendees and roving judges.

You must use the ASA’s online submission system to propose a poster presentation in a variety of formats: a full paper with abstract, a 1- to 2-page abstract with an outline, links to online materials or the display presentation, and visual media. We hope you will consider submitting a poster and joining us in Chicago this August!

Chris Uggen, University of Minnesota



call for papers

The 2015 Annual Meeting Call for Papers is now available online at [www.asanet.org/meetings/callforpapers.cfm](http://www.asanet.org/meetings/callforpapers.cfm). The Online Paper Submission System will open on December 5, 2014. At that time, authors may submit their scholarly work to Regular Session topics, Section Paper Sessions and roundtables, and Open Refereed Roundtables. The deadline for all submissions is January 7, 2015.





# ASA Council Establishes Task Force for *Liberal Learning and the Sociology Major*: Volunteers Sought

The slim volume *Liberal Learning and the Sociology Major, Updated* is the Association's primary statement regarding best practices for sociology curriculum and programs. It is also arguably the most cited curricular document in the discipline. It provides the core evaluation criteria used by members of the ASA Department Resources Group (DRG) when conducting external reviews of undergraduate sociology departments, and it is regularly sent to departments who contact ASA with questions about program development and expansion as well as courses and assessment. It is available online as a free PDF ([www.asanet.org/documents/teaching/pdfs/Lib\\_Learning\\_FINAL.pdf](http://www.asanet.org/documents/teaching/pdfs/Lib_Learning_FINAL.pdf)), and print copies can be purchased through the ASA Bookstore.

Originally published in 1990, *Liberal Learning* is based on the work of a task force. In 2004 a second task force's work culminated in *Liberal Learning and the Sociology Major, Updated*. *Liberal Learning* does not currently include "standards" for sociology programs or delineate content for courses. Rather, it offers a set of 16 broad recommendations for sociology programs, with clear statements explaining that because of the diversity of sociology departments and the institutions where sociology is taught, as well as the diversity within the discipline, all recommendations may not be appropriate for all departments.

## Time for a New Edition

It has been 10 years since the second task force concluded its work on *Liberal Learning and the Sociology Major, Updated*. During the intervening years the higher education landscape has been evolving along multiple dimensions. At least three sets of issues have emerged that impact sociology departments and raise questions regarding best practices for curricula and program development as well as how the discipline's national association can best support departments.

## The Proliferation of Online Courses and Programs

The word "online" appears in the 2004 edition of *Liberal Learning* exactly once, and not in the context of an online course or program. Yet by the 2012 ASA Department Survey, 50 percent of responding departments reported offering at least one online course and another 11.8 percent were in the process of developing one. The Survey found more than 10 percent of departments said they had a fully online sociology degree (Spalter-Roth, Van Vooren, and Kisielewski 2013). In order to establish concise and actionable recommendations for sociology departments, we need to better understand the range of current practices in our discipline regarding online education, and how those practices relate to the extensive but broader literature on effective pedagogy for online instruction.

## An increasing Emphasis on Employment Outcomes

Larger student loan burdens, the continuing effects of the Great Recession, and an increasingly diverse student body mean that students (and their parents) are considering the employment implications of their college choices from the start of college. In 2013, 86 percent of first-year college students said the ability to get a better job was "very important" in their decision to go to college. And nearly 70 percent of these first-time freshman said they either "agree strongly" or "somewhat agree" with the statement "the current economic situation significantly affected my college choice." (Eagan et al. 2013).

The U.S. Department of Education's proposed college ranking system (the "College Scorecard") and changing institutional criteria for measuring program success may be creating even more impetus for departments to provide career advising. Moreover, student satisfaction with the sociology major has been shown to increase when they are able to participate in discipline-specific career preparation activities (Senter et al. 2012).

## Increasing Pressure to Establish a core for the Undergraduate Sociology Curriculum

Over the past 10 years, developments in higher education highlight the need for the Association to once again consider the possibility of establishing more explicit curricular parameters for undergraduate sociology programs. As ASA Executive Officer Sally Hillsman notes in her Vantage Point in this issue of *Footnotes*, sociology as a discipline has a long history of resisting efforts to define its own curricular parameters, yet the need for establishing standards for high school sociology are pressing. If the Association does not do so, other organizations, such as the National Council for Social Studies and state departments of education, will fill that void.

Pressure for standards also arises in the context of sociology in community colleges. The vast majority of respondents to a recent survey conducted by the ASA Task Force on Community College Faculty said that their courses are covered by blanket articulation agreements regarding the transfer of credits to four-year state colleges and universities. This means that individual

sociology programs no longer have the prerogative to determine appropriate content and learning goals for 100- and 200-level sociology courses. One response to this situation would be for the ASA to provide more specific guidance on *minimum content* for undergraduate courses.

Another relevant development is a project called "Measuring College Learning," led by sociologists Richard Arum and Josipa Roksa, with funding from the Social Science Research Council (SSRC) and the Gates Foundation. They have established a panel of sociologists, well known in the scholarship of teaching and learning with deep expertise in curricular issues, who are attending a series of working group meetings with the aim of defining learning outcomes for the introductory course and for the major. When those learning goals are established, they hope to create comparable assessment instruments.

These developments, both with the Association's involvement and especially without it, point to the need for the ASA to thoughtfully respond to the ways meeting the challenge of teaching sociology

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## Call for Task Force Volunteers

The task force will have representation from four-year colleges and universities as well as community colleges and will have a term of two years, starting in February 2015 and concluding in January 2017. Edward Kain, Southwestern University, and Jeffrey Chin, LaMoyné College, are serving as Task Force Planning Co-Chairs. The task force will meet on a regular basis through conference calls; all task force members will actively engage in gathering data, developing recommendations, and writing. If you are interested in serving on this task force, send a letter of interest and curriculum vitae to [apap@asanet.org](mailto:apap@asanet.org) by Friday, December 12, 2014.

## 2014 Section Awards

The winners of this year's section awards are now available on our website. ASA has also placed all records of all past award winners online for your reference. See [www.asanet.org/sections/section\\_awards.cfm](http://www.asanet.org/sections/section_awards.cfm).

## Facing an Unequal World: The 2014 ISA World Congress at Yokohama, Japan

Bandana Purkayastha, University of Connecticut and ASA's National Representative to the ISA.

The International Sociological Association (ISA) was formed in 1949 amidst the upheavals and reconstructions that followed World War II. At that time the United Nations and other international bodies were formed to address significant inequalities across the world, especially those engendered by colonialism and fascism. Sixty-five years later, amidst inequalities and turmoil generated by a wave of market forces, more than 6,000 sociologists, from 104 countries, gathered in Yokohama, Japan in July 2014 for the first ISA Congress in East Asia. The theme for this year was "Facing an Unequal World: Challenges for Global Sociology." Nearly 600 sociologists from the United States participated in this conference.

As Michael Burawoy (ISA President, 2010-2014) pointed out in his welcome address, inequality remains the most pressing issue of our times and that has inspired new thinking and new social movements.

"The last four years alone have seen the Arab Spring, the Indignados in Southern Europe, the spread of the Occupy movement across many countries, the international student movement inspired by protest in Chile and Quebec, as well as transformed feminist, environmental, labor, human rights, and indigenous people's movements. Nor must we forget reactionary and xenophobic movements. Propelling all these movements, and their often tragic denouements, are resurgent market forces engulfing labor, finance, and nature, and creating precarity, debt, and ecological degradation."

### Diverse Presentations

Thousands of sociologists from across the globe participated in the discussions and debates during different plenaries and sessions at Yokohama. The Presidential sessions featured scholars Guy Standing (UK), Sarah Mosoetsa (South Africa), Chizuko Ueno (Japan), Luc Boltanski (France), and Dov Jaron (France) who discussed "Facing an Unequal World," while Erik

Olin Wright (United States), Elizabeth Jelin (Argentina), Ngai Pun (China), and Walden Bellow (Phillipines) discussed "Alternatives to an Unequal World." Other plenaries included topics such as "Production and Practice of Inequality"; "Conceptions of Justice from Different Historical and Cultural Traditions"; "Crisis, Transnational Migration, and the Gender Order in Europe"; "Addressing Inequality Before, During, and after Difficult Times"; "The Global South and Postcolonial Perspectives in International Sociology"; "Mobilizations: Progressive, Regressive or Irrelevant;" and "Precarious Work and Employment Risks in East Asia."



The past ISA President Michael Burawoy (2010-2014) embraces current ISA President Margaret Abraham (2014-2018). She is the second female president of the ISA.

A highlight of the conference were the sessions organized by Japanese sociologists, led by Koichi Hasagawa (Chair, Japanese Local Organizing Committee) and Hiroyuki Torigoe (President Japanese Sociological Society), on sociologies of disasters and responses, focusing especially on the destruction and displacements caused by the 2011 tsunami and nuclear disaster.

When ISA was first organized it was shaped by European and

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## Purkayastha Appointed ASA Representative to the ISA

The ASA is pleased to announce the appointment of Bandana Purkayastha as the current Representative of the ASA to the International Sociological Association (ISA). Her term began on July 1, 2014, and runs for four years, concluding on June 30, 2018. One of her first duties will be to represent the Association at the XVIII ISA World Congress of Sociology, to be held July 13-19, 2014, in Yokohama, Japan.

"I am excited about serving as the American Sociological Association representative to ISA," said Purkayastha, Professor and Head of Sociology at the University of Connecticut. "I look forward to facilitating productive conversations and collaborations among national associations globally."

"The goal of the ISA is to represent sociologists everywhere and

to advance sociological knowledge throughout the world," said Sally Hillsman, ASA Executive Officer. "The ASA takes very seriously its responsibilities within the ISA community as the official representative of sociologists in the United States."

### Broad Research Interests

Purkayastha's research focuses on the intersections of gender/racism/class/age; transnationalism; violence and peace; and human rights. Her work has led to more than 10 books, including the award-winning co-edited book *Human Rights in Our Own Backyard* (2011), and 35 articles and chapters since 2000. She earned her PhD at the University of Connecticut. She has a significant record of leadership and organizational experience within the ISA, ASA, and Sociologists for Women in Society (SWS), where she most

recently served as President (2013-2014).

As the ASA representative to ISA, Purkayastha replaces Margaret Abraham, who is now the ISA President (see the September/October 2014 *Footnotes*)

"My term is especially meaningful because Margaret Abraham, who is widely known for her research and activism on violence against women and her award-winning book *Speaking the Unspeakable*, has been elected as ISA President," said Purkayastha. "Having known Maggie for decades,



From left to right: ISA President (2014-2018) Margaret Abraham, ASA Executive Officer Sally Hillsman, ISA Representative Bandana Purkayastha.

through our feminist collaborations on research and practice within ISA and ASA and through her contributions to SWS, especially during my term as President. I look forward to supporting Maggie's Presidential agenda for international sociology for the next four years."

## ASA Welcomes its Newest Congressional Fellow

The American Sociological Association has named Lindsay Owens as the 2014-15 ASA Congressional Fellow. Owens recently received her PhD in sociology from Stanford University, where she worked with David Grusky at the Center for Poverty and Inequality since she first arrived at Stanford. They have collaborated on a number of projects, including several policy briefs and an online course on poverty and inequality that covers the wide range of social science evidence on relevant topics (see the December



Lindsay Owens

2014 issue of *Footnotes* for more on that topic).

Prior to earning her PhD, Owens had a great deal of experience working on policy-relevant projects. During graduate school, she collaborated with several local and national organizations on policy issues related to her research on income inequality and social mobility, including as an informal consultant to Third Way, a DC think tank, on an initiative that educates policymakers on how capital markets enhance economic growth. She also

worked with Carolina Reid during her tenures at the San Francisco Federal Reserve and the Center for Responsible Lending to evaluate the effectiveness of the Home Affordable Modification Program.

### Translating the Research

"I have taken existing social science research and adapted it for a policy audience and for the general public," wrote Owens in her application. "During the Occupy Wall Street movement, interest in income inequality skyrocketed. Most journalists had little working knowledge of the extensive body of social science research on inequal-

ity. I collaborated with a fellow graduate student at Stanford to curate a chartbook featuring the key research on inequality in a number of domains such as income, wealth, debt, and education."

"[Owens] is deeply committed to academic social science and to its policy relevance," said Karen S. Cook, Stanford University, in her letter of recommendation. "The committee that would be lucky enough to have her as a staff member for a year would also benefit tremendously from her social science background, commitment to making social science research

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## The Spivack Program Awards Eight CARI Grants

*The deadline to apply for the 2015 CARI Award is February 1, 2015.*

The ASA Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2014 Community Action Research Initiative (CARI) awards. This small grants program encourages and supports sociologists in bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. Awardees work directly with community organizations on research projects. CARI provides up to \$3,000 for each project to cover direct costs associated with the community action research. The principle investigators are listed below along with a description of their funded proposals.

**Tony Cheng**, Yale University, will work with StreetSafe Bridgeport on "Keeping the StreetSafe: Focused Reduction of Youth Violence in Bridgeport, CT." He will examine a new approach to reduce gun and gang violence using peer outreach workers (OWs) in place of law enforcement. "By developing legitimacy and trust with the community, OWs simultaneously re-direct youth into more productive programs and gather information about fluid group conflicts." Tony hopes to find that the use of street outreach work is an effective strategy for lessening violence and to determine whether OWs could help other U.S.

cities similar to Bridgeport.

**Gloria Gonzalez**, University of Maryland-College Park, will help the National Hispana Leadership Institute's Executive Leadership Program (ELP) identify how Latina leaders are impacting their communities. Women who complete the ELP are responsible for creating a leadership program that positively affects their communities. Gloria will be conducting an evaluation of how the leadership projects affect the community long term.

**Maryann Mason**, Northwestern University, has partnered with Beyond the Ball (BTB), a youth athletics and character development program in the Little Village community in Chicago. With the help of the community, BTB has founded a safe space for activity between two gang groups. Since its founding, BTB has seen less gang-related crime. With the help of community members Maryann will develop a community survey on community efficacy, perceptions of the community safety environment, and physical activity behaviors and participation in community events. She aims to evaluate BTB's efforts to change their community.

**Jennifer Randles**, California State University-Fresno, and the Fresno POPS (Proving Our Parenting Skills) program are part-

nering to assess how "fatherhood programs influence men's views of themselves as responsible parents, their relationships with their children and their children's mothers, and their economic opportunities." Jennifer began her research this past summer as a participant observer at four sites that offer POPS parenting classes with the goal of identifying paternal identity and involvement.

**Melissa M. Sloan and Jane Roberts**, University of South Florida-Sarasota-Manatee, will work with the Family Safety Alliance, a local organization devoted to engaging the community in the oversight and improvement of the local child welfare system. Their project goal is to "identify gaps, strengths, and weaknesses in the system of care for families and children of Sarasota, Manatee, and DeSoto Counties in the state of Florida in order to strengthen community partnerships."

**Rebecca L. Som Castellano**, Boise State University, has partnered with the Idaho Hunger Relief Task Force to assess the food security concerns and needs of the Duck Valley Tribal Community. Rebecca will collaborate with the Duck Valley Tribal Community to develop and conduct surveys, interviews, and focus groups with the goal of designing and implementing pro-

grams to help improve community food security.

**Elizabeth L. Sweet and Donna Marie Peters**, Temple University, will use their funding to work on a project titled "Migrant Women's Experience of Gender Violence in the New Latino Diaspora." Collaborating with the Women's Center of Montgomery County, Elizabeth and Donna set out to answer "How do migrant women experience gender violence in the New Latino Diaspora?" They hope to provide the Women's Center with insight on migrant women's experiences with gender violence in their communities as part of their migration experience.

**Leslie K. Wang**, University of Massachusetts-Boston, seeks to "reduce mental health disparities that are often linked to socioeconomic inequality among recently-arrived Asian immigrant groups." Working with the Boston Chinatown Neighborhood Center (BCNC), Leslie will use her findings from focus groups to "develop, refine, and implement an approach known as 'Family Connectors,' a family-centered, community-based coordinated care system that is being established at BCNC." 

*For more information, visit the ASA website and click on "Funding."*



## Call for ASA Award Nominations

ASA members are encouraged to submit nominations for the following ASA awards. Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The deadline for submission of nominations is January 31, 2015, unless otherwise noted. Initially you need only submit a name for the Excellence in Reporting on Social Issues Award or the Distinguished Contributions to Teaching ASA Award. Selection committee members will follow up and assist you in completing the nomination packet.

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

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

### **Distinguished Book Award**

This award is given for a single book published in 2013, 2014, or in the month of January in 2015. Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

### **Distinguished Contributions to Teaching Award**

The ASA Distinguished Contributions to Teaching Award

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

### **Distinguished Career Award for the Practice of Sociology**

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

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

### **Excellence in the Reporting of Social Issues Award**

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public.

This award is intended to promote a broader vision of sociology and gain public support for the discipline. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

### **Cox-Johnson-Frazier Award**

The Cox-Johnson-Frazier Award is given to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars. Cox, Johnson, and Frazier placed their scholarship in service to social justice, with an eye toward advancing the status of disadvantaged populations. Their scholarship was not limited to just the gather-

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

### **Award for Public Understanding of Sociology**

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

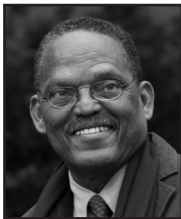
*Continued on Page 11*

## Major ASA Award Recipients Honored in San Francisco

The American Sociological Association (ASA) presented the 2014 major awards at this year's Annual Meeting on August 17 in San Francisco. The Awards Ceremony, followed by the Presidential Address, was well attended. These awards are given to sociologists for their outstanding publications, achievements in the scholarship, teaching, and practice of sociology, as well as for their overall advancement of the discipline. Below are the profiles of three of the awardees. The rest of the profiles will appear in the December 2014 issue of Footnotes.

### W.E.B. Dubois Career of Distinguished Scholarship Award

William Julius Wilson, Harvard University



William Julius Wilson

The 2014 recipient of the W. E. B. Du Bois Distinguished Career of Scholarship Award is William Julius Wilson. Wilson is Lewis P. and Linda L. Geyster University Professor at Harvard University with appointments in Sociology, African American Studies, and the Kennedy School. Wilson has received numerous awards and appointments in recognition of his outstanding scholarship and public service. He is Past President of the American Sociological Association, the recipient of 45 honorary degrees and a MacArthur Prize. Wilson is an elected member of the National Academy of Sciences, the American Academy of Arts and Sciences, and recipient of the 1998 National Medal of Science. For decades, Wilson has been the premier scholar in race and ethnicity, urban sociology, inequality, poverty studies, and urban policy. Among his award-winning books are *The Declining Significance of Race*, *The Truly Disadvantaged*, and *When Work Disappears*. These works have reoriented scholarship in race and ethnicity, urban sociology, inequality, poverty studies, and urban policy.

Like Du Bois, Wilson's work has investigated dynamics associated with the indelible color line. Reminiscent of Du Bois, while Wilson's scholarship has stirred controversy, debate, and even occasional acrimony, it has succeeded

in illuminating complex interactions among race, class, poverty, and policy initiatives designed to address the needs of the nation's most vulnerable citizens.

During the last decade of the Nineteenth century, Du Bois published his classic work *The Philadelphia Negro*, in which he demonstrated that the Black community was not homogeneous as extant scholarship of the period depicted. Du Bois' research revealed that the Black community was stratified by social class and that black life chances and viewpoints, varied by class even as the color line restricted those chances. Similarly, Wilson's work demonstrates that internal class stratification existed in the Black community during the second half of the Twentieth century. Wilson has insisted emphatically that inequality is most severe for the Black poor. Thus, to be effective, public policy must take black stratification seriously if the Black poor are to be lifted from their wretched condition. An exclusive race policy would leave the conditions of the poor largely unscathed.

Assessing the broad impact of Wilson's work, one nominator surmised it is because his arguments—like W. E. B. Du Bois's—have been novel, accessible, and bold. Wilson's work has influenced large numbers of scholars and policy makers for four decades. Wilson has been a tireless mentor of students who have made important, scholarly contributions, in their own right. Perhaps his students have reached such lofty height because, as one put it, "He wanted us to be bold and irreverent in our relationship to his work, so long as we get his argument right."

With his National Medal of Science and a MacArthur Award, the Du Bois Award completes the third

in a triad of honors indicating Wilson has reached the pantheon of scholarship. While Wilson is an exemplary sociologist, his work has been influential far beyond the discipline and academe. As Wilson received the Du Bois Award, the City Council of San Francisco declared August 17, 2014, as the William Julius Wilson Day. When Wilson approached the podium to receive the Du Bois Award, he was greeted with a prolonged standing ovation. The ASA is honored to choose William Julius Wilson as the 2014 recipient of ASA's highest honor, the W. E. B. Du Bois Distinguished Career of Scholarship Award.

### Cox-Johnson-Frazier Award

Richard O. Hope, Woodrow Wilson Foundation



Richard O. Hope

The scholars, for whom this award is named, were pioneers in our field, great teachers, and activists. Like them, Richard Oliver Hope is a visionary and trailblazer with a distinguished career that is dotted with achievement "firsts." He has had a hand in transforming how race is dealt with in the U.S. military, diversifying the racial and ethnic representativeness of the U. S. Foreign Service, and opening pathways for scholars of color and women in the academy.

While on the faculty at Brooklyn College, Hope studied race and the condition of the public education in Harlem, New York City, and Newark. His research with psychologist Kenneth B. Clark was instrumental in the U.S. Supreme Court's 1954 *Brown v. Topeka Board of Education* decision on school desegregation, and he informed the first federally funded anti-poverty programs during the Kennedy administration. At Fisk University's Race Relations Institute, Hope worked with Charles Johnson, one of the award's namesakes. He was appointed the first Director of Research and Evaluation for what is now the Department of Defense Equal Opportunity Management

Institute, 1969 to 1974. He was responsible for the creation, administration, and development of human relations research within the U. S. military worldwide. His findings and recommendations were published in *Racial Strife in the U.S. Military: Toward the Elimination of Discrimination* (1979). The Richard Oliver Hope Research Building at the Institute was dedicated in 2011.

Hope has served as a Professor of Sociology at Morgan State, Indiana, Purdue, MIT, and Princeton universities, and served as chair in several of these departments. At each institution, his engaging teaching and critical scholarship provoked students and colleagues to think carefully about the complex issues of race and inequality. He co-authored two additional books, *African-Americans and the Doctoral Experience: Implications for Policy* (with Charles Willie and Michael K. Grady, 1991) and *Educating a New Majority: Transforming America's Educational System for Diversity* (with Laura I. Rendon, 1995), and produced numerous articles and agency reports, including "Strengthening the Capacity of Underrepresented Minorities to Pursue International Service Careers" and "Latino Achievement."

Hope's global interests deepened while at Indiana, where he helped establish and directed the Center for International Studies. While serving on the faculties in Sociology and African-American Studies at Princeton University, he joined the Woodrow Wilson National Fellowship Foundation where he flourished for more than two decades. At the behest of Secretary of State Colin Powell, he developed the Pickering Foreign Affairs Fellowship Program that supports the post-graduate training of minorities, women, and those from low-income backgrounds for careers in international affairs. Nelson Mandela was so impressed by the Pickering's impact that he asked Hope to create a parallel program.

More broadly, Hope created a suite of programs to enhance the educational opportunities for

*Continued on the next page*



## ASA Awards

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minorities and women from high school to graduate studies. His responsibilities also encompassed administering dissertation fellowships in women's studies and religion, and most importantly the Mellon-Mays Program. When initiatives to support underrepresented individuals came under wide attack, Hope fundraised and shepherded programs through myriad challenges and ensured their original missions remained intact. The Mellon programs, now in their 12th year, have produced 12 cohorts of scholars (more than 3,400 alumni) who have established robust academic careers, including more than two dozen rising and established minority sociologists.

Hope has volunteered, consulted, and lectured on issues of race, social justice, and human rights at the local, national, and international levels. Through his life, Richard Hope has embraced a family legacy of promoting educational opportunity and a commitment to racial equity. He participated in the earliest sit-ins in Atlanta and was involved in the formation of the Student Non-Violent Coordinating Committee. He has dedicated his life's work to counter racism and poverty.

Richard Oliver Hope has never abandoned those early ideals and has institutionalized his practice in ways rarely seen and honored these days. Few scholars equal the scope of his achievements across such different spheres of influence—government, international affairs, foundation world, and the academy. For his innovative intellectual and applied interventions and uncompromising commitment to greater racial and social justice, the ASA is honored to name Richard O. Hope the 2014 Cox-Johnson-Frazier Award recipient.

### Award for Public Understanding of Sociology

Juliet B. Schor, Boston College

The 2014 Award for Public Understanding of Sociology went to Juliet Schor, Professor of Sociology at Boston College. The award recognizes Schor for more than

two decades of work on consumption and contemporary social life that has significantly impacted public discourse, public policy, and the visibility of sociology in cultural life.



Juliet B. Schor

Originally trained as an economist, Schor burst onto the sociological scene in the early 1990s with the publication of *The Overworked American: The Unexpected Decline of Leisure*. Using household survey data on hours of paid work in conjunction with periodic time-use data, it showed that, contrary to popular hopes and scholarly expectations, average time at work had increased by roughly a month a year between 1969 and 1987. Schor also developed a model to predict hours of unpaid work in the home and thus highlighted the growing burden of women's work. Beyond the excellent scholarship presented in *The Overworked American*, Schor made countless appearances and wrote numerous overviews, op-eds, and extensions promoting the project; the public learned about her work in the *New York Times Book Review*, *Wall Street Journal*, and *Newsweek*.

This combination of high quality research on timely topics with a commitment to outreach and engagement became Schor's trademark, evident in all her subsequent endeavors. For example, *The Overspent American* and *Born to Buy* explore the social and cultural pressures that drive consumer spending and debt. These books have tapped into many Americans' experiences and given them a critical framework to understand the context of their work and spending, one that shifts away from the more popular human nature and addiction models. They also helped produce an institutional base from which to engage in social change. Schor's vision, paired with Donella Meadows' *Limits to Growth* perspective, formed the intellectual basis of The Center for a New American Dream, a national sustainability organization that promotes new ideas and conversations about work,

consumption, and environmentalism and has reached millions in its roughly 15 years.

This tireless scholar does not stop at empirical analysis and appropriate critique in her work, nor even at institution building and public advocacy. Schor also offers constructive policy solutions to address the problems she diagnoses. Often working behind the scenes, she writes policy memos and essays addressed to those who shape our society through legislation and regulation.

Schor's latest book, *Plenitude: The New Economics of True Wealth*, is an account of the widespread, destructive practices driving the 2008 financial collapse and the small-scale, socially grounded, low-impact economy emerging in its wake. A brilliantly original reformulation of the relations among ecology, economics, and sociology, this book is Schor's clarion call for a "new economics" character-

ized by a socially driven economy rooted in humanity and responsible consumption. Ever a leader and innovator in media and public engagement, Schor is promoting the research in *Plenitude* in novel ways: a short, animated video on YouTube, numerous web forums and webinars, and a "Twitter tour." She is lecturing, contributing to the *Guardian's* Sustainable Business blog, and blogging for the *New York Times* and on a web site for the book. There's even talk of a film.

In conducting cutting-edge research on topics of crucial societal relevance, exhibiting a keen understanding of the workings of publicity and the mass media, and continually investing in and committed to dissemination, institution building, and public policy, Professor Juliet Schor serves as a model of scholarship, outreach, and engagement for all sociologists.

### Fellow

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understandable to broad audiences, and her basic intelligence and presence. She is not only smart, she is also highly energetic and engaging."

During her tenure in Washington, Owens will apply her past experiences and research to her Fellowship in Sen. Elizabeth Warren's office, where she will work on the Senate Banking and pensions projects. "I'm really excited," she said about her new placement.

While Owens's work on Capitol Hill will encompass a broad number

of economic- and pensions-related issues, she hopes to especially contribute to policy initiatives like student loan debt and income inequality as well.

"Given the recent interest in Washington in addressing income inequality and creating ladders of opportunity for social mobility, there is perhaps no better time for sociologists to be involved in the legislative process," said Owens.

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

## Vision Statements for ASR, SM, ST Editor Candidates Available Online for Member Comment

As part of the editor selection process, the ASA Committee on Publications requests candidates to include a one-page anonymous "vision statement" to be posted online for ASA member comment. The vision statements for the editor candidates for the *American Sociological Review*, *Sociological Methodology*, and *Sociological Theory* (the term of editorship for each will be 2016-2018) are now available at [www.asanet.org/journals/upcoming\\_editorships.cfm](http://www.asanet.org/journals/upcoming_editorships.cfm). Interested ASA members may read the statements and send comments by December 1 to [publications@asanet.org](mailto:publications@asanet.org). At the Committee on Publications meeting in December, the Committee will vote on recommendations for editors. Those recommendations will then be forwarded to Council; Council makes the formal appointment of editors.

## Lean In

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flexibility in so many jobs. We also talked about internal barriers such as the fact that women often have lower expectations for success than men. At the end of the meeting, we agreed that I would do a preliminary project and then progress from there. I left with a list of topics she wanted to know more about; on my way out Sheryl said, “It’s important to me that I get the research right.” I took this as a positive sign.

About a month later, I sent Sheryl my write up of the research. Later, when discussed the findings by phone, Sheryl asked a lot of questions and was very engaged. She reminded me of the eager students who come to office hours and ask for more reading on a topic. At the end of the call, Sheryl said, “I’m writing a book. Do you want to do the research for it?” “Yes,” I said. “I’m in.” So, along with Sheryl’s writing partner, Nell Scovell, we started working on the book.

### The Power of a Sociological Imagination

At the beginning, we underestimated the amount of work involved. I don’t exactly remember the number of hours we thought this would take, but, very soon after we started, I was living and breathing this book.

In some ways, my work on the book reminded me of preparing for my oral qualifying exams in graduate school. I would have a topic, read everything there was on it, and summarize it. The difference with *Lean In* was that I didn’t keep the summaries just for myself. I would send them on to Sheryl and Nell, they would incorporate the research into a chapter draft, and then we would go back and forth to edit it so that it was both accurate and accessible.

My job was to substantiate points made in every chapter of the book. Over time I began to play another role, which was to bring a sociological imagination to the book—to take Sheryl’s stories, experiences, and observations and combine them with research to show that they were not just her anecdotal experiences. In actuality, they were personal experiences that reflected much larger social patterns. This is one reason why I think the book reso-

nated so much with readers. It was through this combination of story and research, well told, that enabled people to “re-see” their own experiences through a gendered lens.

When people realize that the things they experience are not just individual problems but are often societal issues, it is transformational. Right after the book came out, a woman came up to me at a party, and with tears rolling down her cheeks thanked me for the book. She recounted a story of overhearing a conversation between her manager and a man who was being hired into her same position. The manager offered her male counterpart a salary that was \$10,000 higher than the one she was earning. “I thought I was crazy,” the woman told me, “but, after I read the book, I realized that this isn’t just happening to me.” This story showcases the power of the sociological point of view.

### Gaps in the Literature

In a testament to the richness of gender studies, there were few areas where I had trouble finding research. In fact, on issue after issue, there was so much research that I was unable to cite all of it in the book. But, there were a few gaps I did come across that need to be filled.

An area where we really need more work is the **intersectionality of gender** and other categories like race and sexuality. As many scholars have noted, the vast majority of research, especially within the subfield of gender and leadership, has focused on straight, white women. An exception is work by Robert Livingston, University of Sussex, and his colleagues, which found that women of color face distinct penalties when it comes to attaining leadership positions. While white women experience penalties for being assertive, black women experience greater penalties for seeking power and for being self-promotional. When something goes wrong, black women also appear to face harsher criticism, and are seen as less effective leaders than their peers. We need to better understand how membership in multiple social groups impacts the issues and obstacles that women encounter.

Another area where we need new research is on **gender socialization** and gender development in children.

I can’t count the number of times people have said to me, “I treat my son and daughter exactly the same, but they are different. My son likes cars and my daughter likes anything pink.”

These kinds of essentialized gender beliefs are widespread. But, when I go to the research to illustrate how gender fundamentally shapes the way we interact with our children, which then influences the outcomes these parents observe, I have to turn to studies done mostly in the 1980s and 1990s. For academics, citing studies from several decades ago is standard practice. But, for the average person, these studies seem woefully out of date and thus not credible. We need more research about how gender works at the micro level in children’s everyday lives.

### A Public Voice

After working on *Lean In*, I have learned a few things about communicating with a general audience. The most important is that we need to get comfortable with getting the gist of our research out. What often happens is that in an effort to be technically accurate, most academics don’t write in a style understandable to the general public. We will spend two paragraphs talking about minor nuances in the literature or use overly complicated jargon like “multivariate analysis.” To us, we would not be doing our jobs if we left this information out. But, including this information makes us incomprehensible to the average person. Making adjustments in how we talk about data is not easy. I have spent many nights concerned about technical accuracy. But, my worry has now been assuaged by something truly revolutionary—the endnote. I used endnotes in *Lean In* to get into the nuances, the notable exceptions, the theoretical implications, etc. Now, in blog posts, I keep the writing accessible, but I add links to articles that provide all the academic details. If more of us could get the gist of our work out, this would enable sociologists to have a stronger public voice.



Marianne Cooper at the 2014 ASA Annual Meeting.

### Giving Thanks

When the final draft of *Lean In* went to the publisher, I sat down in my office and cried. My office looked like a tornado of articles, papers, notes, and books scattered everywhere as my year of research coalesced around pulling together the endnotes. As I looked at all of it, I felt grateful to all of these scholars, mostly women, whose work has made gender a legitimate field of sociological inquiry. There were so many names looking up at me from these papers and books. Behind each neatly typed name was a real person. I thought of the personal sacrifices so many of them made to create this canon—the slights inflicted by colleagues who questioned whether gender was a “real” field of study, partners who were less than supportive, tenures denied—issues that linger today.

I didn’t know what the response to *Lean In* would be, but I sensed that it would make a splash. I just hoped that it would reignite a conversation about gender, both inside and outside the academy. Thus, it’s been heartening to hear from many professors who have said that the book has had a positive impact on their work. Some have told us that they are now able to teach more gender classes, others have said that their colleagues are now taking their gender-focused scholarship more seriously, and still others have decided to include gender in their analysis for the first time. I am excited to see where this renewed focus on gender takes us. 📍

Marianne Cooper is a sociologist at the Clayman Institute for Gender Research at Stanford University and a contributor to *LeanIn.Org*. She was the lead researcher for *Lean In: Women, Work, and the Will to Lead*.

## Contemporary Sociology

From Page 1

in particular. Yet, unlike Wallace, Sauder was actually born in Illinois, and he is better at basketball than tennis. A native of Eureka (Olio Township), Sauder studied psychology and philosophy at Truman State University, obtaining his BA in 1993. Eventually, he came to realize that Comte was right about the hierarchy of the sciences and switched to sociology: He got his MA from Pennsylvania State University in 1997 and his PhD from Northwestern University in 2005. Then he joined the University of Iowa's faculty, where he is currently an Associate Professor of Sociology. In addition, Sauder was a Robert Wood Johnson Scholar in Health Policy at Harvard University from 2010 to 2012.

Like Jorge Luis Borges's fictional writer Pierre Menard's, the visible product of Sauder's pen is substantial—even if he cannot be said to be the author of the *Quixote*. And like Borges' detective Erik Lönnrot, Sauder cares both about his hypotheses' obligation to be interesting and relevant and about their testability and fit with reality. There is another reason why he is so well suited for the *Contemporary Sociology* editorship: the many areas and subfields to which he has made

important contributions. A scholar well versed in social theory, status and stratification, organizations, sociology of law, cultural sociology, sociology of knowledge, ethnography, among other subfields, Sauder has broad interests, eclectic influences, and catholic tastes (though a Protestant work ethic). Moreover, he has secondary interests in Plato's ethics, Guided by Voices, crossword puzzles, American baseball and "football," and Native Uruguayan cultures.


Turning to the substance of Sauder's research, one of his main lines of work asks how recent movements toward accountability, quantitative evaluations, and rankings affect organizations and the actors that inhabit them. In particular, he examines the effects, both direct and indirect, of educational rankings on the institutions they evaluate—and, more generally, the intended and unintended consequences of public evaluations. This is the first intensive empirical project about the increasingly consequential phenomenon of rankings and, as such, has been of great interest to scholars who study organizations, education, culture, law, and the history of science. Sauder has published several high-quality articles on these issues, some of which are in collaboration with Wendy Espeland, and whose exceptional quality can itself be

objectively quantified and measured (and ranked, if *U.S. News & World Report* were to develop such rankings). The culmination of Sauder and Espeland's groundbreaking project will be their forthcoming book, *Fear of Falling: How Media Rankings Changed Legal Education in America*.

Sauder's second main line of work investigates the role of contextual factors in status relationships. Instead of the characteristics of status actors (individuals or organizations), he focuses on how situational factors also determine who possesses status advantages and to what effect. This is an essentially sociological move, which connects Sauder's research to the heart of the sociological tradition. For example, in a remarkable article, "Third Parties and Status Position," he shows that the introduction of formal third parties alters the distribution of status within a status system, the number and types of status distinctions that are meaningful to participants, and the ability of organizations to control their own reputations. These third parties he refers to as "status judges."

More generally, Sauder's sociological work is to some extent a product of the Northwestern school in the 1990s and 2000s. On the whole, this is work that takes up slightly unusual or heterodox topics

(yet is still in conversation with the mainstream), raises intrinsically interesting questions about them, does theoretically imaginative things with them, and often bears the mark of Art Stinchcombe's barely legible handwritten comments on printouts' margins.

In "The Total Library" (1939), Borges, drawing on Kurd Laßwitz, imagines a library whose books consist of all possible permutations of 25 characters: 22 letters, the comma, the period, and the space. Most of these books are of course completely meaningless. However, this library also contains Marx's *Capital*, Durkheim's *Suicide*, Weber's *Protestant Ethic*, Canetti's *Auto-da-Fé*, and Borges' *The Garden of Forking Paths*. More important, it also contains all the wonderful books that sociologists will be writing and publishing in the coming years. It is our good fortune that Sauder is now in charge of locating these books in Borges' library, and steering the journal that will tell us about them. 

*Contemporary Sociology: A Journal of Reviews*, published bimonthly, publishes reviews and critical discussions of recent works in sociology and related disciplines that merit the attention of sociologists. Because not all sociological publications can be reviewed, a selection is made to reflect important trends and issues in the field.

## Awards


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### Jessie Bernard Award

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

supporting letters.

### Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2014 calendar year will be eligible for consideration for the 2015 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. 

Please send nominations to: American Sociological Association, 1430 K St. NW, Suite 600, Washington, DC 20005; (202) 383-9005; [governance@asanet.org](mailto:governance@asanet.org). For more information, see [www.asanet.org/about/awards.cfm](http://www.asanet.org/about/awards.cfm).

## Call for Submissions: Sociological Lives

ASA-ORN (Opportunities in Retirement Network) is sponsoring a book, to be published by ASA and tentatively titled *Sociological Lives*, edited by Rosalyn Benjamin Darling and Peter Stein. An editorial board is being formed and all submissions will be peer reviewed. The book will be a compilation of autobiographical accounts written by retired sociologists, focusing on the evolving meaning of sociology in their lives. We are looking for accounts that take a life-span perspective and go beyond academic experiences. We are especially interested in post-retirement activities, challenges, and accomplishments. Submissions should be 3,000-4,500 words. Please send inquiries to [rdarling@iup.edu](mailto:rdarling@iup.edu). Submissions should be sent to [steinpeterj@gmail.com](mailto:steinpeterj@gmail.com). The deadline is March 1, 2015.



## Prescription Drugs

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protect the public from unsafe and ineffective drugs, devotes only 10 percent of its budget to monitoring for harmful side effects. Further, evidence of serious risks is reviewed by the same committee that approved the drug in the first place as “safe and effective.” This builds on another institutionally corrupt arrangement—companies testing their own products. They use well-documented techniques to produce evidence that new drugs appear safer and less harmful than they are in actual practice. These practices include randomly sampling from a preselected biased population, using substitute outcome measures, and using a high dose to hasten evidence of benefit while running trials too short to record the resulting adverse side effects.

Despite the prevalence of mild and serious harms from prescription drugs, there is a lack of sociological research in this area. Medical sociologists often concentrate their research on diabetes or Alzheimer’s disease rather than on prescription drugs as major cause of illness and death. Drugs as a major health risk, especially given that few new ones have offsetting advantages compared to their higher risks, unites the two sides of medical sociology because physicians prescribe them to help patients. It’s a field waiting for graduate students and faculty to explore.

### Few New Benefits

I first became interested in drugs as a founding fellow at the Center for Bioethics at the University of Pennsylvania, because it was found that older Americans were skipping or splitting vital pills they could not afford. Big Pharma (as companies with revenues over \$10 billion a year are often called) said prices had to be high to recoup huge research costs and fund future research. I investigated this claim and found it greatly exaggerated. An invitation to the Netherlands Institute for Advanced Study led me to realize that a far worse problem existed—the epidemic of harmful side effects from drugs that usually offer few or no new *clinical* advantages over existing drugs to offset their risks.

The FDA criteria for approving new drugs do *not* include evidence that new drugs are clinically better than existing ones. Many people, even doctors, assume that if the FDA approves a new drug, it must be safe, effective, and better; but this is far from actual practice. The criteria for approval are so low that more than 90 percent of all new drugs approved are judged by independent review physicians and pharmacists as providing few or no clinical advantages. Yet, the probability of serious harmful side effects in new drugs is one in five. Company-designed trials show they are better than a placebo or not too much worse than existing drugs but not clinically superior. Is the risk: benefit ratio of new drugs often greater than 1:1?

While I was at the Center for Bioethics, one of greatest drug disasters took place as Merck decided to promote heavily an anti-inflammatory called Vioxx that proved little better than others, but it cut stomach bleeds in half for the four percent of users at risk for that problem. They got about 80 million people on the drug by misleading physicians while pushing under the rug its four-fold risk of cardiovascular trauma. Some experts claim it killed more people than American soldiers killed in Vietnam. Since then, drug disasters have kept occurring.


### Unjustified High Prices

Meanwhile, federal law requires Medicare to pay for any drug approved by the FDA at the prices that companies set. The industry has constructed a new class called “specialty drugs” for serious diseases like cancer. The rhetoric implies that specialty drugs justify special prices, and indeed companies charge so much that even insured patients become impoverished because of the co-payments imposed by insurance companies.

Drug companies make two claims to justify high prices: high research costs and significantly better clinical benefits. A professor of cancer research at the University of Texas, Hagop Kantarjian, who is also Chief of Leukemia at the MD Anderson Cancer Center in Houston, joined me in publishing an article in *Cancer* showing that neither explanation holds up.

Based on the information about research costs that companies release, a high proportion of these costs comes from public or charitable sources. In addition, taxpayers end up paying about 45 percent of corporate research costs through tax credits and deductions. Thus the *net corporate* research costs to develop a cancer drug may be lower than developing most other drugs. Kantarjian and his colleagues conclude that 90 percent of new cancer drugs provide few or no additional benefits for patients.

What, then, is going on? We concluded that companies charge unaffordable, impoverishing prices because legal protections in the United States encourage them. Further, we found in the large data


set on prescription prices gathered by Express Scripts that companies keep raising these prices in subsequent years, doubling every five years. Thus the pricing of cancer, cardiovascular, and other specialty drugs can be characterized as “market spiral pricing.” This analysis was featured in the May 2014 *AARP Bulletin*, which went out to 23 million readers. We will see what happens next in this applied sociological initiative. 

### Endnotes

<sup>1</sup> Light, Donald W., Joel Lexchin, and Jonathan J. Darrow. Institutional Corruption of Pharmaceuticals and the Myth of Safe and Effective Drugs. *Journal of Law, Medicine and Ethics*, 2013, 14,3: 590-610. Available at SSRN: <http://ssrn.com/abstract=2282014>

## Liberal Leaning

From Page 4

in the Twenty-first Century has changed in the decade since *Liberal Leaning and the Sociology Major*. Updated was published. 

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Senter, Mary and Nicole Van Vooren, Michael Kisielewski, and Roberta Spalter-Roth. 2012. “What Leads to Student Satisfaction with Sociology Programs?” American Sociological Association: Washington DC. - [www.asanet.org/footnotes/mar14/career\\_0314.html#sthash.2J3rBVP.dpuf](http://www.asanet.org/footnotes/mar14/career_0314.html#sthash.2J3rBVP.dpuf)

Spalter-Roth, Roberta, Nicole Van Vooren, and Michael Kisielewski. 2013. *Changes in Technology, Courses, and Resources: What’s Happening in Your Department? The AY 2011-2012 Department Survey*. Washington DC. American Sociological Association.

## American Sociologist Awarded Prestigious Humboldt Award

Donald Tomaskovic-Devey, University of Massachusetts-Amherst, recently received a prestigious Anneliese Maier Research Award from the Humboldt Foundation. Funded by Germany’s Federal Ministry of Education and Research to outstanding researchers worldwide in all fields of the humanities, social science, cultural science, law, and economics, the award amount is generally £250,000 over a period of five years.

Sociologist Donald Tomaskovic-Devey is an eminent expert in workplace and labor market inequality, which is a field of research that is usually addressed by economists. His aim is to formulate an empirically verifiable theory of social inequality focusing on all the important factors such as social environment, education, mobility and income, and identifying the causes as well as the individual and social consequences of social inequality. From 2006 to 2010, he was the elected secretary of the American Sociological Association and has been the President of the Southern Sociological Society since 2011. At Bielefeld University, his host institution, Tomaskovic-Devey will be involved in expanding an international research network dedicated to analyzing the roots of social inequality.

The Humboldt Foundation grants about eight awards annually with the goal of contributing toward the further internationalization of the humanities and social sciences in Germany. Award winners are expected to spend a period of up to five years cooperating on a long-term research project with the nominator and/or specialist colleagues at a research institution in Germany. For more information, visit [www.humboldt-foundation.de/web/anneliese-maier-award.html](http://www.humboldt-foundation.de/web/anneliese-maier-award.html).

## TRAILS Seeks an Editor

ASA is seeking a sociologist to volunteer to serve as the editor of TRAILS. The editor of this curated library of web-based teaching materials will have a three-year term starting September 1, 2015. The TRAILS editor is responsible for working to expand the range, quantity, and quality of teaching resources in the library; leading the TRAILS peer-review process; and providing leadership to the library staff, area editors, and contributors.



Teaching Resources  
and Innovations Library  
for Sociology

will hold a yearly meeting with TRAILS area editors and APAP staff at the ASA Annual Meeting each

year of their term, including just prior to the start of the term.

### Eligibility:

Candidates must be members of the ASA and hold a tenured or

emeritus/a position or equivalent in an academic setting. Applications from members of underrepresented groups are encouraged.

**Selection Criteria:** The following criteria will be considered:

- An established record of contributions to the scholarship of teaching and learning in sociology, including the preparation of teaching materials that demonstrate innovative teaching techniques and curricula;
- Evidence of understanding the mission of TRAILS and its operation demonstrated by having been an active user, successfully submitted or reviewed TRAILS materials or TRC syllabi sets, or having been an area editor;
- An assessment of the present strengths and weaknesses of TRAILS, and a vision for TRAILS' future;

- Openness to the variety of methods, theories, and approaches to sociology found in the discipline;
- A record of responsible service to the ASA; and
- Evidence of organizational skill and intellectual leadership.

**Deadline:** March 30, 2015.

**Selection Process:** Electronic applications received by the ASA will be reviewed by the ad hoc TRAILS Editor Selection Committee. Prospective editors may be contacted to clarify matters in their applications. The ASA Executive Officer appoints the TRAILS editor.

### Preparing an Application Packet

The application should be no more than five pages (approximately 2,500-3,000 words, excluding the vita) and should include the following:

**Vision Statement:** Set forth your goals and plans for expanding the range and quantity of high-quality teaching materials in TRAILS and for further developing TRAILS' peer-review process. This may include an assessment of current strengths, weaknesses, or gaps you plan to address and potential strategies for doing so. Unlike a journal, TRAILS submissions are accepted and placed in the TRAILS library on a rolling basis so applicants must

provide evidence that they can manage the timely review and revision of the Library content.

### Editor Background Information:

Include the applicant's name, affiliation, and other relevant information. Evidence of extensive teaching experience and the ability to provide sound judgment and guidance to potential TRAILS authors is central to the application. Include a vita or resume, which is not included in the five-page limit; no standard format is required.

Candidates should also consider and address their ability to serve as TRAILS editor. The editor of this curated electronic library of teaching resources is a volunteer who does not receive support from the ASA for office space or release time. Members of the ASA Executive Office, including the Director of Academic and Professional Affairs and the TRAILS coordinator, will collaborate closely in the management of TRAILS. TRAILS area editors collaborate with the editor in soliciting and reviewing submissions and identifying gaps in the library's substantive content. The TRAILS editorship includes an honorarium of \$1,500 per year.

Send an applications packet to TRAILS@asanet.org with the subject: TRAILS Editor Application.

## ISA

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American sociologists; now the leaders, membership, and themes of interest reflect the aspiration and knowledge produced by sociologists from 167 countries. It is important to recognize the significant efforts of Michael Burawoy, Margaret Abraham (Vice President, Research, 2010-2014), and other leaders of the ISA in fostering this transformation. They have created new models and spaces for global dialogue. Sociologists from different parts of the world are now able to interact with each other on more equal terms in new digital spaces, especially the *Digital Worlds: Social Justice and Democratization Space* ([sjdpspace.sagepub.com/](http://sjdpspace.sagepub.com/)) and *Global*

*Dialogue* ([isa-global-dialogue.net/](http://isa-global-dialogue.net/)), which is published in 15 languages.

### Spotlight on American Sociologists

My term as ASA representative to the ISA began in 2014, so I had the pleasure of enjoying several moments where the spotlight was on American sociologists. It was an honor to be present when Immanuel Wallerstein was recognized for his lifetime contributions to international sociology with the ISA award for Excellence in Research and Practice. As Wallerstein noted in his speech, the emphasis on *research and practice* recognizes the ways in which sociology is practiced around the world, not simply within academic walls, but through work outside academia.

Another American sociologist made history at the ISA this year. Margaret Abraham (Hofstra University) was elected the 18<sup>th</sup> President of ISA, the second woman to hold this position, after British sociologist Margaret Archer (President, 1986-1990). Among other American sociologists who now hold leadership positions within the ISA executive are Marcus Schulz (University of Illinois, ISA-VP Research 2014-2016), Rosemary Barberet (CUNY) and Guillermina Jasso (NYU).

As the Past President of Sociologists for Women in Society (2014-2015), I am particularly proud of the fact that we have an American feminist sociologist and a first-generation immigrant from India, at the helm of ISA (see also

the September/October issue of *Footnotes*). Maggie is well known for her pioneering research on violence experienced by immigrant women. As President, Maggie intends to focus on gender and violence as one of her core themes. Having collaborated with her on some recent publications on research and practice, I know that she will bring a race/ethnicity/class/gender/sexuality/nationality/religion approach to her initiatives on understanding violence across different levels of society. You can read more about her vision at [isa-global-dialogue.net/strengthening-sociologys-commitment-to-social-justice/](http://isa-global-dialogue.net/strengthening-sociologys-commitment-to-social-justice/)

The next ISA meetings are the ISA Forum of Sociology in Vienna (2016) and the World Congress in Toronto (2018).



## announcements

## Call for Papers

## Publications

**Food and Poverty: Food Insecurity and Food Sovereignty among America's Poor**, a new book with a target publication date of summer 2016, is looking for manuscripts submissions for potential chapters in this upcoming first volume or a series of proposed textbooks. With the increased focus on the poor came stories about the newly poor who were turning towards assistance for the first time in their lives, assistance they never thought they were going to need. Deadline: December 15, 2014. Contact: Jill Waity at waity@uncw.edu and (910) 962-3660.

**Revue Française de Sociologie / French Sociological Review** invites submissions for its special issue, "Sociology of the Internationalizations of Sciences." Contributors are invited to develop, on the basis of their material, a reflection on the changing nature of the internationalization of the sciences. Deadline: November 15, 2014. Contact: Michel Dubois at michel.dubois@cnsr.fr or Claude Rosental at claude.rosental@ehess.fr or Christelle Germain at christelle.germain@cnsr.fr. For more information, visit [www.rfs-revue.com/spip.php%3Fflang=en.html](http://www.rfs-revue.com/spip.php%3Fflang=en.html).

## Conferences

**General Online Research (GOR) Annual Conference**, March 18-20, 2015, Cologne, Germany. Theme: "Online Research Methodology, Survey Research, Internet and Society, Social Media Research." Since 1997, GOR has been attended by more than 300 researchers and other professionals who want to stay on top of new developments in research. All submissions relevant to online research are welcome. Deadline: Not Available. Contact: Lars Kaczmirek at [Lars.Kaczmirek@gesis.org](mailto:Lars.Kaczmirek@gesis.org). For more information, visit [www.gor.de](http://www.gor.de).

**International Conference at the University of Jena, Germany**, May 21-23, 2015, Jena, Germany. Theme: "Good Life Beyond Growth." Organized by the Friedrich-Schiller University in Jena, and the Max-Weber-Center for Advanced Cultural and Social Studies in Erfurt, the conference seeks to connect current empirical research on the patterns of economic growth, social inequality, and the ecological crises, with normative questions of the good life. Deadline: December 15, 2014. Contact: Michael Hoffman at [michael.hoffman@uni-jena.de](mailto:michael.hoffman@uni-jena.de) and Christoph Henning at [christoph.henning@uni-erfurt.de](mailto:christoph.henning@uni-erfurt.de). For more information, visit [www.uni-erfurt.de/max-weber-kolleg/archiv/presse/2014/call-for-papers-good-life-beyond-growth/](http://www.uni-erfurt.de/max-weber-kolleg/archiv/presse/2014/call-for-papers-good-life-beyond-growth/).

**Northeast Ohio Undergraduate Sociology Symposium (NEO-USS)**, March 14, 2015, Kent, OH. Theme: "Students Today, Scholars Tomorrow: The Promise of Sociology." NEO-USS

is a one day conference that brings together undergraduate students, graduate students, and faculty mentors to showcase the undergraduate scholarship of Northeast Ohio and surrounding regions. Traditional papers (including original empirical research, theoretical explorations, and reviews), posters, and creative works (including video and photography of a sociological nature) are all welcome. Deadline: January 9, 2015. Contact: Manacy Pai at [NEOUSS@kent.edu](mailto:NEOUSS@kent.edu). For more information, visit [www2.kent.edu/sociology/neo-uss/index.cfm](http://www2.kent.edu/sociology/neo-uss/index.cfm).

**Pacific Sociological Association (PSA) Annual Meeting**, April 1-4, 2015, Long Beach, CA. Theme: "Sociology and/or Economics of Memory: New and Classical Conceptualizations of Memory, Personal or Commodity, Public or Private?" Papers about collective memory, personal memory, narrative, new and classical sociological theories regarding individual, etc. Deadline: October 15, 2014. Contact: Noel Packard at [packardn@prodigy.net](mailto:packardn@prodigy.net). For more information, visit [www.pacificsoc.typepad.com/psa2015/](http://www.pacificsoc.typepad.com/psa2015/).

**9th Pan-European Conference on International Relations**, September 23-26, 2015, Sicily, Italy. Theme: "The Worlds of Violence." Organized by the European International Studies Association (EISA) and the University of Catania. Submissions are invited for section proposals based around a theme with a clear programme. Deadline: October 12, 2014. Contact: [paneuroconf2015@gmail.com](mailto:paneuroconf2015@gmail.com). For more information, visit [www.paneuroconference.org/2015/docs/EISA%202015%20-%20Call%20for%20Section%20Chairs.pdf?u=aba95b083500281fe0b5219f8&id=57ff1ccacf&e=bb11d407c7](http://www.paneuroconference.org/2015/docs/EISA%202015%20-%20Call%20for%20Section%20Chairs.pdf?u=aba95b083500281fe0b5219f8&id=57ff1ccacf&e=bb11d407c7).

**11th Social Theory Forum**, April 17-18, 2015, Boston, MA. Theme: "New Perspectives in Intersectionality: Race, Gender, Class, and Sexuality." Submissions are invited for papers and panels. Seeking papers and panels that examine how intersectionality functions in a variety of realms. Deadline: December 15, 2014. Contact: Meredith Gamble at [socialforum@umb.edu](mailto:socialforum@umb.edu).

## Meetings

**December 15-16, 2014**. Federal Committee on Statistical Methodology (FCSM) Annual Meeting, Washington, DC. Theme: "Official Statistics in a Changing Society—Making Choices and Balancing Tradeoffs." For more information, visit [www.copafs.org/UserFiles/file/2014fcsfm/EarlyAnnouncement%202014FCSMSeminar.pdf](http://www.copafs.org/UserFiles/file/2014fcsfm/EarlyAnnouncement%202014FCSMSeminar.pdf).

**February 12-15, 2015**. Florida International University's (FIU) African & African Diaspora Studies Program, Miami, FL. Theme: "Roots/Heritage Tourism in Africa and the African Diaspora: Case Studies for a Comparative Approach."

For more information, visit [www.africana.fiu.edu](http://www.africana.fiu.edu).

**February 26 - March 1, 2015**. Eastern Sociological Society (ESS) Mini-Conference, New York, NY. Theme: "Crossing Borders: Military Sociology in the Early 21<sup>st</sup> Century." For more information, visit [www.essnet.org/?page\\_id=9](http://www.essnet.org/?page_id=9).

**March 25-28, 2015**. Southern Sociological Society 78<sup>th</sup> Annual Meeting, New Orleans, LA. Theme: "Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century." For more information, visit [www.southernsociologicalsociety.org/annual.html](http://www.southernsociologicalsociety.org/annual.html).

**March 26-29, 2015**. Annual Meeting of the Midwest Sociological Society, Kansas City, MO. Theme: "Sociology and Its Publics: The Next Generation." For more information, visit [www.themss.org](http://www.themss.org).

## Funding

**Carrie Chapman Catt Prize for Research on Women and Politics** provides an award designed to encourage and reward scholars embarking on significant research in the area of women and politics. Research projects submitted for prize consideration may address any topic related to women and politics. Deadline: November 26, 2014. Contact: [cattcntr@iastate.edu](mailto:cattcntr@iastate.edu). For more information, visit [www.cattcenter.las.iastate.edu/catt-research/catt-prize/how-to-apply/](http://www.cattcenter.las.iastate.edu/catt-research/catt-prize/how-to-apply/).

**The Humboldt Foundation** is accepting nominations for its Anneliese Maier Research Award. This award is for researchers from abroad whose scientific achievements have been internationally recognized in their research area and from whose research collaboration with specialist colleagues in Germany. The award is also aimed at researchers who are not yet so advanced in their scientific careers but who are already internationally established. Deadline: April 30, 2015. For more information, visit: [www.humboldt-foundation.de/web/anneliese-maier-award.html](http://www.humboldt-foundation.de/web/anneliese-maier-award.html).

**National Collegiate Athletic Association (NCAA)** will award \$100,000 in grants for the 2015 calendar year to support research and data-driven pilot programs designed to enhance student-athlete psychosocial well-being and mental health. Deadline: Not Available. Contact: Lydia Bell at [lbell@ncaa.org](mailto:lbell@ncaa.org). For more information, visit [www.ncaa.org/about/resources/research/ncaa-innovations-research-and-practice-grant-program](http://www.ncaa.org/about/resources/research/ncaa-innovations-research-and-practice-grant-program).

## Fellowships

**American School of Classical Studies at Athens** announces the availability of The M. Alison Frantz Fellowship, formerly known as the Gennadeion Fellow in Post-Classical Studies. The Fellowship is awarded to scholars whose fields of study are represented

by the Gennadius Library in Athens, (i.e. Late Antiquity, Byzantine Studies, post-Byzantine Studies, or Modern Greek Studies). Deadline: January 15, 2015. Contact: [application@ascsa.org](mailto:application@ascsa.org). For more information, visit [www.ascsa.edu.gr/index.php/admission-membership/student-associate-membership](http://www.ascsa.edu.gr/index.php/admission-membership/student-associate-membership).

**Center for Research on Ethical, Legal and Social Implications of Psychiatric, Neurologic and Behavioral Genetics** at Columbia University announces the availability of a post-doctoral fellowship position to begin September 2015. 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. Deadline: December 20, 2014. Contact: Sharon Schwartz at [sbs5@columbia.edu](mailto:sbs5@columbia.edu).

**The Department of Sociomedical Sciences at Columbia University's Mailman School of Public Health** will offer a Predoctoral Fellowship in Gender, Sexuality and Health to a PhD applicant entering in fall 2015. This fellowship is funded by a training grant award from the National Institute of Child Health and Development, Population Dynamics Branch. Deadline: Not Available. Contact: Rachel M. Ferat at (212) 305-0788. For more information, visit [www.mailman.columbia.edu/academic-departments/sociomedical-sciences/academic-programs/doctoral-program/predocdoctoral-fellowship](http://www.mailman.columbia.edu/academic-departments/sociomedical-sciences/academic-programs/doctoral-program/predocdoctoral-fellowship).

**Dorothy and Lewis B. Cullman Center for Scholars and Writers** is offering a fellowship to people whose work will benefit directly from access to the research collections at the Stephen A. Schwarzman Building at Fifth Avenue and 42<sup>nd</sup> Street in New York City. The Selection Committee awards up to 15 fellowships a year. Deadline: September 26, 2014. Contact: (917) 275-6975 and [csw@nypl.org](mailto:csw@nypl.org). For more information, visit [www.nypl.org/help/about-nypl/fellowships-institutes/center-for-scholars-and-writers/fellowships-at-the-cullman-center](http://www.nypl.org/help/about-nypl/fellowships-institutes/center-for-scholars-and-writers/fellowships-at-the-cullman-center).

**Robert Wood Johnson Foundation Health Policy Fellows** program provides the nation's most comprehensive fellowship experience at the nexus of health science, policy, and politics in Washington, DC. Up to six awards of up to \$165,000 each will be made in 2015. Deadline: November 13, 2014. Contact: (202) 334-1506 and [info@healthpolicyfellow.org](mailto:info@healthpolicyfellow.org). For more information, visit [www.rwjf.org/en/grants/funding-opportunities/2014/hpff6.html?rid=Q12ZEnLLMRrhHNwlcDgWJDW7rTq6Khl&et\\_cid=65035](http://www.rwjf.org/en/grants/funding-opportunities/2014/hpff6.html?rid=Q12ZEnLLMRrhHNwlcDgWJDW7rTq6Khl&et_cid=65035).

**Rutgers University School of Management and Labor Relations** is offering fellowships ranging from \$12,500 to \$25,000 for sociologists with an interest in economic sociology, the sociology of organizations, the sociology of



announcements

work, labor movements, and political sociology for the 2015 academic year to study. Deadline: December 31, 2014. Contact: Joseph Blasi at blasi@smrl.rutgers.edu and fellowship\_program@smrl.rutgers.edu. For more information, visit [www.smrl.rutgers.edu/research-and-centers/fellowship-programs](http://www.smrl.rutgers.edu/research-and-centers/fellowship-programs).

Competitions

**The Society for Applied Anthropology (SfAA)** invites paper submissions for the annual Peter Kong-ming New Student Research Competition. Students at all levels (undergraduate and graduate) are eligible. Papers should be based on original research in the area of health or human services, broadly construed. Deadline: December 31, 2014. Contact: (405) 843-5113 or [info@sfaa.net](mailto:info@sfaa.net). For more information, visit [www.sfaa.net](http://www.sfaa.net).

In the News

**Syed Ali**, Long Island University-Brooklyn, was quoted in an August 16 *Linkiesta* article, "I Paradossi Degli Emirati Arabi Uniti."

**Fred Block**, University of California-Davis, and **Margaret Somers**, University of Michigan, were featured in a July 18 Q&A interview about their new book, *The Power of Market Fundamentalism: Karl Polanyi's Critique*, on *The Washington Post's* "Monkey Cage" blog.

**Sarah Bowen** and **Sinikka Elliott**, both of North Carolina State University, and **Joslyn Brenton**, Ithaca College, were mentioned in a September 3 *Slate* article, "Let's Stop Idealizing the Home-Cooked Family Dinner," about their research, "The Joy of Cooking?," which appeared in the Summer 2014 issue of *Contexts*. The research was also featured in a number of other media outlets including the *Chicago Tribune* on September 18 and *The Washington Post* on September 19.

**Chad Broughton**, University of Chicago, wrote September 1 and September 16 *Atlantic* columns, "When Labor Day Meant Something" and "The Last Refrigerator," respectively.

**Michelle Budig**, University of Massachusetts-Amherst, and **Shelley J. Correll**, Stanford University, were quoted in a September 7 *New York Times* article, "For Working Mothers, a Price to Pay."

**Karen A. Cerulo**, Rutgers University, and **Janet M. Ruane**, Montclair State University, had their June *Social Psychology Quarterly* study, "Apologies of the Rich and Famous: Why We Care and Why We Forgive," covered by *The New Republic*, [mycentraljersey.com](http://mycentraljersey.com), WOBM AM and FM, and the "Black, White and Gray" blog.

**Marianne Cooper**, Stanford University, was quoted in a February 21 "Marketplace" article and radio segment about whether it is getting easier for people

to express emotion at work, an April 19 *New York Times* article, "What to Expect When a Clinton is Expecting," a May 2 *Atlantic* article, "Are People Becoming More Open to Female Leaders?," and a July 17 *NBCNews.com* article, "How 50 American Families Revealed One Economic Story."

**Sarah Diefendorf**, University of Washington, was interviewed in an August 17 *New Republic* Q&A article about her paper, "After the Wedding Night: Sexual Abstinence and Masculinities Over the Life Course," which she presented at the 2014 ASA Annual Meeting. Her research was covered by a number of media outlets including *New York* magazine and *Salon* on August 18; *LiveScience.com*, *Yahoo!News*, and *FoxNews.com* on August 19; the *Seattle Post-Intelligencer* on August 20; the *Daily Mail* and the (New York) *Daily News* on August 21; and *Pacific Standard* on September 2.

**Janette Dill**, University of Akron, was quoted in an August 19 *New York* magazine article about her paper "Motivation and Care Dimensions in Caring Labor: Implications for Nurses' Well-Being and Employment Outcomes," which she presented at the 2014 ASA Annual Meeting. The paper, co-authored with **Rebecca Erickson**, University of Akron, was covered by other media outlets such as *PsychCentral.com* and *FierceHealthcare* on August 20.

**Peter Dreier**, Occidental College, co-authored an August 21 *Washington Post* op-ed, "Suburban Ghettos Like Ferguson Are Ticking Time Bombs," and a September 12 *New York Times* op-ed, "Making Top Colleges Less Aristocratic and More Meritocratic," and authored a June 19 *Los Angeles Times* op-ed, "How President Obama Can Help Rebuild the Middle Class." Dreier also wrote July 20, August 26 and September 12 and 14 *Huffington Post* articles titled, "Honoring Rachel Robinson, Baseball Pioneer and Civil Rights Activist," "I Question America' Remembering Fannie Lou Hamer's Famous Speech 50 Years Ago," "On Her Search for Low Income Students, Which Top Colleges Walk the Walk?," and "How George Bush Benefited From Affirmative Action," respectively. In addition, he wrote a September 6 *Truthout* article, "Emmett Till, Michael Brown and the Ongoing Struggle for Racial Justice," and a September 14 *American Prospect* article, "A Book for the People of Ferguson — And Oppressed People Everywhere," about community organizer Fred Ross Sr.

**Amy Dunckel Graglia**, Stony Brook University-SUNY, wrote an August 28 debate feature on women's safety in public transportation for *The Weekly Work's* "Up For Discussion."

**Riley Dunlap**, Oklahoma State University, was quoted in a regional NPR program, "The Environment in Focus," broadcast on September 10 from Baltimore's WYPR. The program

focused on political polarization over environmental issues, documented in his co-authored article published in *Social Science Research*.

**Claude S. Fischer**, University of California-Berkeley, was mentioned in a September 29 *Al Jazeera America* op-ed, "America Needs Marijuana Bars."

**Susan R. Fisk**, Stanford University, was quoted in an August 17 *Telegraph* article about her paper, "Risky Spaces, Gendered Places: The Effect of Risky Settings on Women's and Men's Negative Affect and Task Performance," presented at the 2014 ASA Annual Meeting. Her paper was covered by a number of media outlets including *Women's Health* and *PsychCentral.com* on August 17; the *Daily Mail* on August 18; *The Huffington Post* on August 28; and *FoxNews.com* on September 5.

**Charles Gallagher**, La Salle University, was quoted in a May 2 *Christian Science Monitor* article about how one person can make a difference. This article also appeared in the *Las Vegas Sun*, *Alaska Dispatch.com*, and *Yahoo!News*. In addition, Gallagher was quoted in April 29, May 13, and May 16 *Christian Science Monitor* articles about, respectively, the state of racism in America, NBA owner Donald Sterling's "apology" for his racist comments, and a small town police chief who used a racial slur when referring to President Obama; April 10 and August 23 *CNN.com* articles about, respectively, how the U.S. Supreme Court could strike down key provisions of the 1964 Civil Rights Act and the future of race relations in America; and an August 20 *Philadelphia Inquirer* article about Ferguson, MO. He was also interviewed April 30 on the PBS radio show, "Background Briefing with Ian Masters," about racism in America and August 21 on WTXF (Channel 29) about the racial unrest in Ferguson, MO.

**Amin Ghaziani**, University of British Columbia, had his new book, *There Goes the Gayborhood?*, covered by nearly 50 media outlets including *The New Yorker*, *TIME* magazine, *Salon*, *BBC Radio 4* ("Thinking Allowed"), *CBC News*, *NBC News*, the *Chicago Tribune*, *Chicago NPR*, *WGN Chicago* radio news, the *Seattle Times*, *Seattle NPR*, *The Huffington Post*, *Yahoo!News*, *Vox.com*, *National Post*, the *Advocate*, *Towleroad*, *Joe.My.God.*, *Queerty*, *Pink News*, *Andrew Sullivan's "The Dish,"* and others.

**Angelina Grigoryeva**, Princeton University, was quoted in an August 19 *USA Today* article about her paper, "When Gender Trumps Everything: The Division of Parent Care Among Siblings," presented at the 2014 ASA Annual Meeting. Her paper was covered by a number of media outlets including the *Washington Post*, the *Huffington Post*, the *Tennessean*, the *Chicago Tribune*, the *Telegraph*, the *Daily Mail*, *CBSNews.com*, and the *Detroit Free Press* on

August 19; *Jezebel* on August 21; *TIME.com* on August 22; *Scientific American* and *U.S. News and World Report* on August 26; and *National Journal* on August 28.

**Debra Guckenheimer**, Stanford University, was quoted in a September 19 *USA Today* article, "Devaluing of Women by Big-Time Sports Must Stop."

**Sally T. Hillsman**, American Sociological Association, was mentioned in an August 12 *Bisnow* article, "Five Ways To Make Meetings Worth the Trip."

**Arne L. Kalleberg**, University of North Carolina-Chapel Hill, appeared on "The David Pakman Show" on August 7 to discuss the kinds of jobs that are being created in the United States and on "The Jeff Santos Show" on September 2 to talk about Labor Day events. In addition, he was quoted in an August 8 *Chicago Tribune* article about the problems of part-time workers, an August 15 *Bloomberg BNA Daily Labor Report* about the minimum wage, an August 21 *Fortune* article about job insecurity, an August 31 (Cleveland) *Plain Dealer* article about long-term unemployment; and a September 2 *Philadelphia Inquirer* article about insecurity resulting from the Great Recession.

**Sabino Kornrich**, Emory University, was quoted in a September 30 Associated Press article about how education spending by affluent parents is widening the wealth gap. The article appeared in a number of media outlets including the *Boston Herald* and the *Columbian* on September 30 and the *Times-Picayune* and *CNBC.com* on Oct. 1.

**Michael T. Light**, Purdue University, was mentioned in an October 1 *New Republic* article, "Juries Dole Out Harsher Sentences to Non-Citizens," centered around an October *American Sociological Review* study he co-authored with **Michael Massoglia**, University of Wisconsin-Madison, and **Ryan D. King**, Ohio State University. The study was also covered by other media outlets including *Yahoo!News*, *Agence France-Presse*, and *NPR* on October 1.

**Annulla Linders**, University of Cincinnati, was quoted in an August 26 *Pacific Standard* article, "The Transformative Effects of Bearing Witness," which references her paper, "Bearing Witness: Victim's Relatives and Challenges to the Execution Narrative," presented at the 2014 ASA Annual Meeting. The article also appeared in *The Week* on September 3.

**Stephen J. Morewitz**, California State University-East Bay, and Stephen J. Morewitz, PhD, & Associates, was interviewed by *KRON-TV News* in San Francisco about aviation security related to the boy who was a stowaway on a flight that departed from the San Jose airport. Morewitz's forthcoming book, *Kidnapping and Violence: New Research*

## announcements

and *Clinical Perspectives*, discusses aircraft hijackings and other patterns of kidnappings and hijackings.

**Christin Munsch**, Furman University, was quoted in an August 18 *Washington Post* article about her paper, "Flexible Work, Flexible Penalties: The Effect of Gender, Childcare, and Type of Request on the Flexibility Bias," which she presented at the 2014 ASA Annual Meeting. Her paper was covered by a number of media outlets including CBSNews.com and *Salon* on August 18; *The Huffington Post*, *Al Jazeera America*, *Elle*, and the *Los Angeles Times* on August 19; the *New Republic* and the *Guardian* on August 20; and NBC's *Today* on August 26.

**Devah Pager**, Harvard University, was mentioned in a September 29 *Milwaukee Journal Sentinel* column, "Second Chances? Not for Black Men with Criminal Records."

**Andreas Pekarek**, University of Melbourne (Australia), co-authored an August 12 *Guardian* op-ed about the "bamboo ceiling" as a barrier to workplace equality for people of Asian descent.

**Jillian Powers**, Brandeis University, was a September 3 guest on WBEZ Chicago's "Morning Shift with Tony Sarabia," where she took calls and spoke about American customs and beliefs as well as immigration and assimilation.

**Chris Rhomberg**, Fordham University, was quoted in a September 4 Associated Press article on the strike actions by fast-food workers in 150 cities throughout the United States. The article was published in dozens of news outlets across the United States,

Canada, Britain, and Australia including *The Washington Post*, *The Boston Globe*, and FoxNews Latino.

**Christian Smith** and **Hilary Davidson**, both of the University of Notre Dame, authored a September 3 post, "Are Americans a Stingy Lot of People?" on the "PBS Newshour" blog, "Making Sense."

**Irving Smith**, West Point, and **David R. Segal**, University of Maryland, were interviewed for a September 11 *USA Today* article on the scarcity of black officers in the senior ranks of the army.

**Steven Stack**, Wayne State University, wrote an August 23 *New Scientist* op-ed, "Dangerous Words: Copycat Deaths are Likely in the Wake of the Suicide of Robin Williams."

**Barbara Sutton**, University at Albany-SUNY, was featured in an August 29 article, "Materia Prima," in the nationally-distributed Argentinian newspaper *Página/12*. The piece is largely based on Sutton's book, *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*.

**Kristin Turney**, University of California-Irvine, was quoted in an August 16 *U.S. News and World Report* article about her paper, "Stress Proliferation Across Generations? Examining the Relationship Between Parental Incarceration and Childhood Health," which was presented at the 2014 ASA Annual Meeting and appeared in the September issue of the *Journal of Health and Social Behavior*. Her paper was also covered by a number of media outlets including *Motherboard* on August 16; *OC Weekly* on August 19; *Salon* on August 22; *USA Today*, *The Indianapolis Star*, and *The News Journal* on August

25; and *Mother Jones* on August 26.

**Carrie Wendel-Hummell**, University of Kansas, was quoted in an August 18 *Slate* article about her paper, "Nature and Culture: Lay Accounts of Perinatal Mental Health Disorders," presented at the 2014 ASA Annual Meeting. Her paper was also covered by a number of media outlets including *New York* magazine on August 18; *DailyRX*, *PsychCentral.com*, and *NBC's Today.com* on August 19; *CNN.com* on August 22; and *CTV News* on September 12.

**Brad Wilcox**, University of Virginia, was quoted in a September 22 *Sacramento Bee* article, "The Secret to a Long Marriage? Coming From a Big Family Helps."

## Awards

**Wayne Baker**, University of Michigan, received the 2014 Senior Faculty Research Award from the Stephen M. Ross School of Business.

**James A. Holstein**, Marquette University, was awarded the 2014 Lawrence G. Haggerty Faculty Award for Research Excellence, recognizing a career of scholarly distinction.

**Joseph A. Kotarba**, Texas State University, received the 2014 Society for the Study of Symbolic Interaction (SSSI) Charles Horton Cooley Award for Outstanding Book for his book: *Baby Boomer Rock 'n' Roll Fans: The Music Never Ends*.

**Donileen R. Loseke**, University of South Florida, is the recipient of the 2014 George Herbert Mead Award for lifetime achievement from the Society for the Study of Symbolic Interaction.

**Nancy A. Naples**, University of Connecticut, received the 2014 Lee Founders Award from the Society for the Study of Social Problems.

**Kathleen C. Schwartzman**, University of Arizona, is the recipient of the William M. LeoGrande Prize for her book *The Chicken Trail: Following Workers, Migrants, and Corporations across the Americas*.

## Transitions

**Loretta E. Bass**, University of Oklahoma, was promoted to the rank of Full Professor in the Department of Sociology at the University of Oklahoma.

**Jason D. Boardman**, was promoted to Professor in the Department of Sociology at the University of Colorado-Boulder.

**Lori M. Hunter**, in the Department of Sociology at the University of Colorado-Boulder.

**Leslie Irvine**, was promoted to Professor in the Department of Sociology at the University of Colorado-Boulder.

**Madonna Harrington Meyer**, Syracuse University, was named Chair of The Sociology Department.

**William A. Mirola**, is now Chair of the Department of History and Social Science at Marian University.

**Nancy A. Naples**, University of Connecticut, was appointed University of Connecticut Board of Trustees Distinguished Professor of Sociology and Women's, Gender, and Sexuality Studies.

**Isaac Reed**, was awarded tenure and promoted to Associate Professor in the Department of Sociology at the University of Colorado-Boulder.

**John H. Stanfield, II**, Indiana University-Bloomington, was promoted to Distinguished Professor of Social Sciences and Public Policies and Founding Director, Mogae International Development and Governance Research Institute, Botswana International University for Science and Technology.

**Judith Stephan-Norris**, has been appointed University of California-Irvine Vice Provost for Academic Planning effective September 1, 2014.

## People

**Archibald O. Haller**, University of Wisconsin, recently published two new books. One is a professional autobiography that covers his doctoral and postdoctoral studies in the United States and Brazil; and lectures around the world. His article "Empirical Stratification Theory: Ibn Khaldun (1377) to Today" featured in the *Population Review* journal.

**Wendy D. Manning**, Bowling Green State University, has been invited to deliver the Pennsylvania State University's 9th annual De Jong Lecture in Social Demography to be held on November 5, 2014 State College, PA. The lecture's topic is "Well-being in Same-Sex Relationships." For more information, visit [www.pop.psu.edu/event/519/9th-annual-de-jong-lecture](http://www.pop.psu.edu/event/519/9th-annual-de-jong-lecture).

**Thomas Pettigrew**, the University of California-Santa Cruz, has been invited to deliver the 2015 Jos Jaspas Memorial Lecture at Oxford University in May 2015. Jaspas was a beloved Dutch leader of social psychology in post-war Europe who taught at Oxford.

## New Books

**Loretta E. Bass**, University of Oklahoma, *African Immigrant Families in Another France* (Palgrave-Macmillan, 2014).

**Debbie Becher**, Barnard College and Columbia University, *Private Property and Public Power: Eminent Domain in Philadelphia* (Oxford University Press, 2014).

**Fred Block**, University of California-Davis, and **Margaret R. Somers**, University of Michigan, *The Power of Market Fundamentalism: Karl Polanyi's Critique* (Harvard University Press, 2014).

## ASA footnotes

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announcements

**Tracy Brower**, Herman Miller, *Bring Work to Life by Bringing Life to Work: A Guide for Leaders and Organizations* (Bibliomotion, 2014).

**Rosalind S. Chou**, Georgia State University, and **Joe R. Feagin**, Texas A&M University, *The Myth of the Model Minority: Asian Americans Facing Racism*, 2<sup>nd</sup> edition (Paradigm, 2015).

**Peter Dreier**, Occidental College, **John Mollenkopf**, CUNY-Graduate Center, and Todd Swanstrom, University of Missouri-St. Louis, *Place Matters: Metropolitcs for the 21st Century*, 3rd edition (University Press of Kansas, 2014).

**Theodoros Fouskas**, New York College-Greece, *Nigerian Immigrants in Greece: Low-Status Work, Community, and Decollectivization* (Nova Science Publishers, 2014).

**Joe Feagin**, Texas A&M University, **Herman Vera**, University of Florida, and **Kimberly Ducey**, University of Winnipeg, *Liberation Sociology*, 3<sup>rd</sup> edition (Paradigm, 2015).

**Jan Marie Fritz**, University of Cincinnati and University of Johannesburg, and **Jacques Rheume**, University of Quebec-Montreal, Eds., *Community Intervention: Clinical Sociology Perspectives* (Springer, 2014).

**Geoff Harkness**, Grinnell College, *Chicago Hustle and Flow: Gangs, Gangsta Rap, and Social Class* (University of Minnesota Press, 2014).

**Xiaoshuo Hou**, St. Lawrence University, *Community Capitalism in China: The State, the Market, and Collectivism* (Cambridge University Press, 2014).

**Shirley A. Jackson**, Southern Connecticut State University, Ed., *Routledge International Handbook of Race, Class and Gender* (Routledge, 2014).

**Daniel Jaffee**, Portland State University, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*, revised edition (University of California Press, 2014).

**Stephen Kalberg**, Boston University, *Searching for the Spirit of American Democracy: Max Weber's Analysis of a Unique Political Culture, Past, Present, and Future* (Paradigm Publishers, 2013).

**Edith W. King**, Worldmindedness, *Institute, Social Thought on Education*, 2nd edition (Amazon Kindle Press, 2014).

**Peter Kivisto**, Augustana College, *Religion and Immigration: Migrant Faiths in North America and Western Europe* (Polity, 2014).

**Peter Kivisto**, Augustana College, and **Samir Dasgupta**, University of Kalyani, Eds., *Postmodernism in a Global Perspective* (Sage, 2014).

**Donald B. Kraybill**, Elizabethtown College, *Renegade Amish: Beard Cutting, Hate Crimes, and the Trial of the Bergholz Barbers*, (Johns Hopkins University Press, 2014).

**Robert E. Mitchell**, USAID, *A Concise History of Economists' Assumptions about Markets: From Adam Smith to Joseph Schumpeter* (Praeger, 2014).

**Diditi Mitra**, Brookdale Community College, **Joyce Weil**, University of Northern Colorado, Eds., *Race and the Lifecourse: Readings from the Intersection of Race, Ethnicity, and Age* (Palgrave, 2014).

**Beth Montemurro**, Pennsylvania State University, *Deserving Desire: Women's Stories of Sexual Evolution* (Rutgers Press, 2014).

**Alejandro Portes**, Princeton University, **Rubén G. Rumbaut**, University of California-Irvine, *Immigrant America: A Portrait, Updated and Expanded* (University of California Press, 2014).

**Adam D. Reich**, Columbia University, *Selling Our Souls: The Commodification of Hospital Care in the United States* (Princeton University Press, 2014).

**Mary Romero**, Arizona State University, **Valerie Preston** and **Wenona Giles**, both at York University, Eds., *When Care Work Goes Global: Locating the Social Relations of Domestic Work* (Ashgate, 2014).

**Beth Roy**, University of California-Berkeley, *The Bernal Story: Mediating Class and Race in a Multicultural Community* (Syracuse University Press, 2014).

**Janet M. Ruane**, Montclair State University, **Karen A. Cerulo**, Rutgers University, *Second Thoughts: Sociology Challenges Conventional Wisdom*, 6<sup>th</sup> edition (Russell Sage, 2014).

**Teresa L. Scheid**, University of North Carolina-Charlotte, *Comprehensive Care for HIV/AIDS: Community Based Strategies* (Routledge, 2014).

**Christian Smith**, University of Notre Dame, *The Sacred Project of American Sociology* (Oxford University Press, 2014).

**Christian Smith** and **Hilary Davidson**, both of University of Notre Dame, *The Paradox of Generosity: How by Giving We Receive, Why by Grasping We Lose* (Oxford University Press, 2014).

**Richard Swedberg**, Cornell University, *The Art of Social Theory* (Princeton University Press, 2014).

**A. Javier Treviño**, Wheaton College, *Investigating Social Problems* (SAGE, 2014).

**Robert Wuthnow**, Princeton University, *Rough Country: How Texas Became America's Most Powerful Bible-Belt State* (Princeton University Press, 2014).

Other Organizations

**The Midwest Sociological Society (MSS)** seeks an individual with a distinguished scholarly record and editorial experience to be the next editor of

*The Sociological Quarterly (TSQ)*. Since 1960, TSQ's contributors, peer-reviewers, advisory editors, and readers have made it one of the leading generalist journals in the field. The review process begins February 1, 2015. Finalists will be interviewed during the MSS Annual Meeting, March 26 – 29, 2015, in Kansas City, MS. Contact: (319) 338-5247 or MidwestSS@centurytel.net. For more information, visit [www.TheMSS.org](http://www.TheMSS.org).

Summer Programs

**2015 Crime and Justice Summer Research Institute** at Ohio State University (OSU). Organized by Ruth Peterson and funded by the National Science Foundation and OSU, the institute promotes successful tenure/careers among faculty from underrepresented groups working in areas of crime and criminal justice. Each participant will complete an ongoing project for journal submission or agency-funding review. Deadline: February 13, 2015. Contact: [kennedy.312@sociology.osu.edu](mailto:kennedy.312@sociology.osu.edu). For more information, visit [www.cjrc.osu.edu/sites/cjrc.osu.edu/files/General-flier-2015.pdf](http://www.cjrc.osu.edu/sites/cjrc.osu.edu/files/General-flier-2015.pdf).

**American School of Classical Studies at Athens** announces the 2015 summer session on the teaching of Medieval Greek. One of the two major research libraries of the School, the Gennadius Library, is devoted to post-classical Hellenic civilization, and will offer a month-long Summer Session for Medieval Greek at the intermediate level from June 30 – July 29, 2015. Contact: [application@ascsa.org](mailto:application@ascsa.org). For more information, visit [www.ascsa.edu.gr/index.php/gennadius/medieval-greek-summer-session](http://www.ascsa.edu.gr/index.php/gennadius/medieval-greek-summer-session).

**Short Courses on Research Methods (SCRM)** is offering a program of intensive, five-day courses on research methods in cultural anthropology. The program is directed by H. Russell Bernard, with support from the National

Science Foundation. The SCRM courses are held at the Duke University Marine Laboratories in Beaufort, NC. Deadline: March 1, 2015. For more information, visit [www.qualquant.org/methods-mail/scrm/](http://www.qualquant.org/methods-mail/scrm/).

Obituaries

**Susan Schwartz Danziger Borchert** 1947-2014

Susan died on August 9, 2014, at the age of 67 after a one-year battle with bronchiectasis (COPD). She received her BA (1970), MA (1972), and PhD (1979) in sociology from Ohio State University. She held several social services administrative positions in Youngstown, OH and Santa Clara County, CA. Her primary academic position was as Lake Erie College's (Painesville, OH) lone sociologist (1984–2005). She taught the full range of undergraduate sociology courses and several classes for the school's MBA program, including "Health Care Delivery Systems" and "Organizational Behavior." Susan also taught at Adrian College, MI, Youngstown State, Ursuline College, and San Jose State University. For the latter, she taught "Changing Gender Roles" at the California State Prison at Soledad. Susan co-authored a book, *Lakewood*, and articles in *Social Science History*, *Slovakia*, *Michigan Academician*, and elsewhere; she also reviewed books, films, and manuscripts for 30 years. Susan engaged a broader public in op-ed pieces in local newspapers and served on several social change efforts including the Cuyahoga Co. (OH) Pay Equity Task Force. She fused experiential and classroom learning experiences whenever she could as in her course on Habitat for Humanity, which engaged students in the analysis of U.S. housing conditions and an applied experience volunteering in home building. She is

save the date



**110<sup>th</sup> ASA Annual Meeting**  
**August 22-25, 2015**  
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Sexualities

in the social world





## announcements

survived by her husband of 32 years, historian Jim Borchert.

Jim Borchert

**Llewellyn Z. Gross**  
1914-2014

A member of the ASA for more than 70 years, Llewellyn Z. Gross, professor emeritus, University at Buffalo (SUNY), died on August 21, one month after celebrating his 100th birthday with his family. His wife of 74 years, Genevieve, died a few years before. Lew began his career at the University of Minnesota where he received his doctorate, spent two years at the University of Idaho, before moving onto Buffalo where he taught for 34 years and served as chair for 13 years.

Author or editor of four books and numerous articles, Lew's most influential book is *Symposium on Sociological Theory* (1959). A 1968 study ranked it 16th in a list of 1,000 books that 52 doctoral programs expected their doctoral candidates to know and 10th among living authors.\* More than a half-century later many of the contributions to *Symposium* remain relevant and provocative, including an early version of C. Wright Mills' essay "On Intellectual Craftsmanship," and chapters with members of Lew's theory group, Reinhard Bendix, Bennett Berger, Robert Bierstadt, Alvin Gouldner, C. Wright Mills, Gideon Sjoberg, and Kurt H. Wolff.

Lew's intellectual journey began with philosophy and turned to sociology in search of a fuller understanding of human behavior. What he encountered instead was a discipline that was, at the time, intent upon reducing the complexity of human behavior to what could be operationalized and measured—an approach that effectively ruled out one of humankind's most powerful forces, emotion. This conundrum cast this gentle, soft-spoken, and open-minded man in the unlikely role of a disciplinary gadfly who critiqued the dominant trends in the field from Lundberg to Parsons and most recently in a 2008 exchange with Randall Collins (*Contemporary Sociology* 37:2). Throughout his career, he opposed, on philosophical grounds, pressures toward premature paradigmatic closure in the field, advocating, instead a "neodialectical" meta-framework that remained open to interdisciplinary insights into social behavior. For Lew, diversity was both a matter of justice and a methodological imperative. He anticipated the linguistic turn in contemporary scholarship by decades, urging attention to 'patterns' or 'social logics' in language use, which bears affinity to George Lakoff's work on metaphor. Lew saw this social logic as complementing scientific logic with a rational rhetoric of everyday discourse. Or, as he once put it, with a smile and a wink, during a spirited seminar

discussion of postmodernism: a "good rationality" that absorbs well-grounded critiques of Enlightenment rationality but refuses to surrender to irrationality. He believed a neodialectical approach would infuse sociology with new ideas, engender intellectual humility and a self-correcting reflexivity that could produce the kind of sociologically grounded advancement of knowledge envisioned by C.S. Pierce. He lived long enough to see his views vindicated.

Lew's pedagogy was gently Socratic, never confrontational but always probing. Students looking to him for answers were usually disappointed as he was more concerned with providing them with resources to find their own answers. He modeled humane tolerance, displaying zest for and joy in the play of ideas accompanied by deep compassion for human suffering. A fellow graduate student once described him as "a mountain." He explained his odd metaphor saying something to the effect that "Dr. Gross's intellect is so formidable that it is impossible to reach the summit, but the rewards are in the effort and they are inexhaustible." My own contact with Lew spanned more than a half-century, from student to friend, and that metaphor has never lost its resonance.

A theorist first, and perhaps as much philosopher as sociologist, Lew nonetheless undertook a broad range of applied studies in social psychology, medical sociology, educational sociology, social stratification, and organizational analysis. His commitments to openness and reflexivity did not prevent him from drawing conclusions though he always regarded the closure that produced them as temporary.

In retirement, he continued to write but his audience gradually shifted from the profession to family and friends. Never losing his sense of humor, in recent years, he sometimes signed letters, "Still alive, Lew." He was pleased that he could still do his own planting until he was 89; and he didn't mean petunias, but trees, acres of them.

Sue Curry Jansen, Muhlenberg College

\*B.J. Kelly, *Sociology and Social Research* 48 (1968): 449-53.

**Harvey Huston Marshall**  
1939 – 2014

Harvey Marshall joined the Purdue faculty in 1969 after obtaining the PhD in sociology from the University of Southern California. He also received a bachelor's degree in sociology from San Francisco State University and a master's degree in sociology from Washington State University. Marshall was an urban sociologist, demographer, and quantitative methodologist. One of his early contributions to the Department was the creation of an advanced statistics sequence that was required for all graduate students.

Professor Marshall's entire career was as a teacher and scholar and he published extensively on changing patterns of urban change in major metropolitan areas in the United States. Among his many contributions was his early analysis of so-called "white flight" in urban areas as a response to changing policies in school desegregation. Later in his career his interests included the sociology of developing nations. During the 1990-1991 academic year, he was a visiting professor of sociology at the University of Hamburg, Germany. This experience contributed to his growing interest in comparing developed and developing nations.

Professor Marshall was born in San Diego, California, on November 25, 1939, and he grew up in a military family which entailed frequent moves. In 1956, he joined the U.S. Navy, serving on the USS Carbonero, a submarine on duty in the Pacific. Following his time in the Navy, he returned to San Francisco and began his academic studies.

Professor Marshall passed away on May 23, 2014, and is survived by his wife Joan, who is Senior Associate Dean in the College of Liberal Arts, and his son Jeffery who attained his PhD in economics from Stanford University.

Carolyn Cummings Perrucci and Robert Perrucci, Purdue University

**Norman Miller**  
1921-2014

On March 26, 2014, Norman Miller died at his home in Brookline, MA. Ben Miller, Norman's son, organized a June 22 memorial gathering for family and friends. This obituary draws freely on the statements written to mark Norman's passing.

Norman was born in Romania, was raised in Philadelphia, and during WWII served in the U.S. Army. Ben Miller wrote of his father's age that "he was either 92 or 93 depending on whether you believe the Romanians or the Army." Following the war, he studied for his PhD at Columbia University, where he studied under Robert K. Merton.

At the time of his death, Norman was Professor of Sociology Emeritus at Trinity College in Hartford, CT. Norman arrived at Trinity in 1969. Like several other male liberal arts schools in New England, Trinity offered no sociology. The college recruited Norman specifically to found a sociology department. In that same year the College went coed. Rebecca Adams, University of North Carolina-Greensboro and one of the first sociology graduates, especially appreciated Norman's supportive attention to the work of women sociologists. It is a tribute to Norman that in this environment he successfully established a department that within three years increased in size with tenure track posts and, at Norman's behest, recruited a new chair to routinize the founder's charisma. Norman

was certainly a charismatic figure to many of his students and colleagues, and like most such figures was not only inspiring but also challenging, perhaps even intimidating. As Steven Barkan, another of his early students writes "... he was gruff but loving, or should I say loving but gruff. He continuously prodded me to think like a sociologist and constantly told me in a commanding tone, 'Don't psychologize!'"

Recruited in 1972 to follow Norman as chair of the newly enlarged sociology department, I can attest that Norman laid a solid intellectual foundation for sociology at Trinity College. From the start, Norman emphasized the integration of teaching and research. He provided students with training and equipment to analyze data and then initiated a departmental survey of the freshman class each year to provide data for use in courses. He also established a sociology laboratory and a corps of student laboratory assistants. These both enhanced the new department's presence on the campus and attracted research-oriented students, a number of whom went on to graduate school and notable professional careers as sociologists. As Steven Barkan, University of Maine, observed, "He trained several future sociologists in data analysis with card sorters and keypunch machines, and it never bothered him when a card got shredded." To name just a few of the earliest, students include Jeffery Chin, LeMoyne College, and Diane Colasanto, co-founder and retired President of Princeton Survey Research Associates. Colasanto noted that it was from Norman that she learned "how much you can learn from the careful and clever analysis of data."

Before Trinity, Norman held positions at New York University, the University of Chicago, the National Opinion Research Center, and the University of Buffalo. Norman's intellectual collegiality is evident in his many coauthored papers and articles with other eminent social scientists in a variety of substantive areas. And from the beginning to the end, his scholarly advice was sought and respected. For example at Buffalo in the 1950s he taught with Alvin Gouldner who wrote in the preface to his early book *Patterns of Industrial Bureaucracy*.

Judaism and Jewish life was a central theme running through Norman's life and career and a central matter of study after his retirement in 1988. Thus one of his earliest projects was the study of leadership in the Jewish community and one of his chief accomplishments in retirement was his founding of Mendele, a free moderated mailing list devoted to the Yiddish language and Yiddish-related news. Harold Bershad, Emeritus at the University of Pennsylvania, described Mendele: "The meanings and origins of words and idiomatic expressions my

announcements

parents and grandparents used that I remembered but weren't understood were revealed to me more fully, and sometimes for the very first time. In a way, this actually brought me closer to my family, gave me a bit more understanding of how they thought and even what they felt.... And very far from least, Mendele has helped keep marvelous literary elements of this Yiddish culture from being forgotten."

As Norman made clear in an email to Mike Gerver, he thought of himself as definitely secular but also definitely Jewish, and most definitely a student of Judaism: "And I too fast on Yom Kippur. But certainly not as an act of atonement (for that I'd have to fast 364 days a year) but as an act that ties me to other Jews... But as for belief, none at all. I don't believe in a god who cares more for Jews than for others or who cares at all or is in fact capable of caring." And as to the relationship between religion and science he wrote, "I hold the by-now dated ideas that faith and science exist in parallel universes. Neither has the slightest bearing on the other. We are free to move back and forth between the two but we try in vain to make the two worlds one, to resolve contradictions."

As the foregoing suggests, Norman was a man with many enthusiasms. Some of these, such as fishing and birding, remained at the level of leisure activities. But Norman integrated others, in particular literature and photography, into his professional life. Norman read widely and voraciously, with a penchant for the novels of Jane Austen. The breadth of his knowledge allowed him to teach a fine course in the sociology of literature in cooperation with a highly respected member of Trinity's English department. The depth of his knowledge of Jane Austen's work led to papers, well received by the English Department as well as by sociologists, analyzing her novels from a sociological viewpoint. In the many years that I knew Norman in the pre-digital age, when photography was more restricted both in practice and in access to content, I rarely saw him without a camera at hand or saw him inhibited in shooting by everyday social conventions. In short, he had assumed the persona of a professional photographer. Through both self-education and courses of study in photography, he acquired the knowledge and skill to legitimate that persona.

He used that knowledge and skill to practice what became known as visual sociology and to teach what was surely one of the first courses in that subject. I wish that a collection of Norman's photographs was publicly available today so that we might benefit from the instantaneous visual records of social life that this highly perceptive sociologist produced.

John Brewer, Trinity College

**Leonard I. Pearlin**  
1924-2014

Leonard I. Pearlin, whose work on the social origins of mental illness shaped sociological research on the stress process, passed away July 23 at the age of 89 after a brief illness. He is survived by his wife Gerrie, daughters Susan and Gina, and grandson Derick. Len also leaves behind a small army of colleagues who also count him as a cherished friend.

Len Pearlin was born December 26, 1924, in Quincy, MA, the birthplace of two presidents, John and John Quincy Adams, a fact he took pleasure in reporting, perhaps because his parents were immigrants from the Ukraine and Latvia. After being wounded during his military service in the South Pacific in World War II, for which he was awarded a Purple Heart, Len returned to the United States under the sole surviving son policy after his two older brothers were killed, a loss he carried throughout his life.

Len received his BA in sociology from Oklahoma University in 1949. He intended to study Social Anthropology but chose sociology instead because, as he was fond of explaining, the line to sign up was shorter and his young wife was waiting for him. Len received his PhD from Columbia University in 1956, writing his dissertation under the direction of Herbert Hyman while also teaching at a Women's College in Greensboro, NC. He then went to Ohio State University for a year before moving to the Laboratory of Socio-Environmental Studies at the National Institute of Mental Health (NIMH) to work as a Research Scientist. For more than two decades at NIMH, Len collaborated with a number of other influential sociologists, including Melvin Kohn, Morris Rosenberg, and Carmi Schooler, to contribute a number of seminal papers in the emerging area of the sociology of mental health. It was during this time that he conducted his classic Chicago study, which introduced concepts and measures that would go on to change the way sociologists thought about stress and the ways in which stress infiltrated people's lives. This study led directly to the development of the "stress process" with which he is most closely identified.

In 1982, he retired from NIMH to become Professor in the Human Development and Aging Program at the University of California-San Francisco (UCSF), assuming the Directorship of that program, 1982-1984. During his tenure at UCSF, Len Pearlin developed and elaborated the stress process paradigm. It would become the dominant model that influenced research on social structure and mental health over the next four decades. He also initiated studies of caregiving for two important populations that could be assumed *a priori* to be under considerable demand and hardship. The first

was a longitudinal study of informal caregivers to persons with AIDS, which evolved quickly into a study of bereavement. The second was a longitudinal study of family caregivers to persons with Alzheimer's disease, for whom caregiving typically extended for years. Both of these studies were conducted at sites in San Francisco and Los Angeles, in collaboration with Carol S. Aneshensel at the University of California-Los Angeles.

Len retired from UCSF in 1994 and returned to the Washington, DC, area where he became Graduate Professor and Senior Research Scientist in the Department of Sociology at the University of Maryland. It was during this time that he extended the stress process paradigm to incorporate principles of the life course perspective. In collaboration with Scott Schieman, he conducted still another influential study of stress and health, in this case among the older population. He retired in 2007.

Len's contributions to the field have been monumental. His ideas about the ways in which the social organization of society shapes the psychological well-being of its members form the intellectual roots for a vast body of research on stress and mental health. The publication of "The Structure of Coping" in 1978 and "The Stress Process" in 1981 propelled forward sociological research on how enduring stressors encountered in ordinary daily life lead to the depletion of the very social and psychological resources that might otherwise offset the damaging emotional impact of these stressors. Both of these papers are Citation Classics on the Web of Science. This emphasis on everyday life stood in contrast to the dominant paradigm at the time. It also opened the door to the further conceptual elaboration of the universe of stressors to encompass a much wider array of challenges and obstacles that impinge on people's mental health.

His 1989 article, "The Sociological Study of Stress," chastised sociologists for the prevailing tendency to reduce social phenomena to intra-individual processes. This critique reoriented sociological research toward the ways in which social stratification generates differences in risk for psychological distress. The agenda set forth in this paper is still being actualized.

Len also articulated the connections between the stress process and other areas of study. An influential and much cited 1990 paper spelled out concepts and measures for the study of caregiving within gerontology. In 1996 and 2005 articles he spelled out how the stress process and the life course perspective form a paradigmatic alliance. In addition to his theoretical contributions to the field, his empirical research spanned a broad spectrum of social life including work and the family, aging and the life course, and caregiving. His

research has a lasting legacy.

This extraordinary record of scholarly achievement garnered Len a lengthy list of accolades. He was the 1991 recipient of the Leo G. Reeder Award for Distinguished Scholarship in Medical Sociology from the American Sociological Association. In 1992, he received the award for Distinguished Contributions to Psychiatric Sociology from the Society for the Study of Social Problems. That same year, he received a MERIT Award from the NIMH. He received the award for Lifetime Contributions to the Sociology of Mental Health from the ASA Mental Health Section in 1996. In 1998, he was named recipient of the ASA Distinguished Career Award for the Practice of Sociology. Leonard Pearlin also received an honorary doctorate from the University of Ghent in Belgium. He was the 2004 recipient of the Distinguished Career Contribution Award of the Behavior and Social Sciences Section of the Gerontological Society of America.

His service in other capacities is also noteworthy. He was a special grants consultant for a host of National Institutes of Health review committees for more than 40 years. Len also served on the Advisory Committee of the National Institute on Aging and on the Medical and Scientific Advisory Committee of the Alzheimer's Association. He served on the National Board of the Alzheimer's Disease and Related Disorders Association as well as the Advisory Committee of the Herzog Institute on Aging in Israel. Len was Editor of the *Journal of Health and Social Behavior* from 1982-1984.

Len was one of the finest mentors in the discipline. He trained a number of outstanding doctoral students who have gone on to have excellent careers. He always had time to encourage and support the work of new researchers. He helped to launch the careers of a number of people who have gone on to make important contributions to the field in their own work. Len has been a helpful and approachable colleague whose efforts have resulted in a stronger and more vibrant field. In 2000, Len and Gerrie generously established the Leonard I. Pearlin Award for Distinguished Contributions to the Sociological Study of Mental Health.

As much as Len is esteemed by his colleagues, this regard is surpassed by their affection for him.

Carol S. Aneshensel, University of California-Los Angeles, and William R. Avison, University of Western Ontario

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