

inside

- 3** **COSSA Modernizes its Governance System**  
The revision of the bylaws seeks to comply, streamline, and simplify.
- 5** **Connecting Students with Careers**  
SUNY Potsdam professor provides tips, suggestions, and resources to integrate into your sociology department.
- 5** **Choosing ASA's Slate of Candidates**  
Before names end up on the ballot there is a rigorous selection process.
- 7** **Updating the U.S. Constitution as a Class Activity**  
Want to insert human rights lessons into your classroom? Have students tackle updating the constitution.
- 9** **Get to Know ASA Staff**  
Find out who is behind those e-mails and answering your questions.

From the Executive Officer.....	2
Science Policy.....	3
ASA Forum.....	10
Announcements.....	10
Obituaries.....	14

**Back to Sweet Home Chicago**

*William T. Bielby,  
University of Illinois, Chicago*

*Come on  
Oh baby don't you want to go  
Come on  
Oh baby don't you want to go  
Back to that same old place  
Sweet home Chicago*

The Annual Meeting was first held in Chicago in 1919, and we've met at "that same old place" a total of 14 times, most recently in 2002. (Chicago was to have been the site of the 2011 meeting until labor issues at the Hilton resulted in a move to Las



Vegas.) The Great Recession took a toll on Chicago in the years since we last met there. It is smaller, experiencing a population loss of 200,000 between 2000 and 2010, and the recovery has been less robust than in other large cities. It is also more unequal than it was 13 years ago. Tremendous wealth has

been generated in the booming technology and professional and financial services sectors, with predictable impacts on wealth concentration, economic

vitality, and conspicuous consumption in the city's affluent neighborhoods and North Shore

suburbs. Gentrification continues apace in every direction from the Loop, while leap frogging African American communities. New immigrant gateways in the suburbs provide new avenues for social mobility for some, but poverty is growing faster in Chicago suburbs than in any other region of the state.

**Mayor Emanuel and the Neo-Liberal Turn**

In 2011 Rahm Emanuel succeeded Richard Daley as mayor. That may or may not have been the end of the Chicago machine domination of city politics, but it certainly marked a neoliberal turn. Rahm has the well-earned nickname of "Mayor 1%." He grew up in the affluent North Shore suburb of Wilmette and

*Continued on Page 8*

**Reflections on the Charlie Hebdo Massacre**

*Erik Olin Wright, University of Wisconsin-Madison*

In the second week of January 2015, I traveled to Paris to give a lecture at a research institute and participate in a meeting of the scientific council of the International Panel on Social Progress, a new organization roughly modeled on the Intergovernmental Panel on Climate Change. Its goal is to produce a massive report on the global status of progress on the many dimensions of social justice by 2017. The council consists of social scientists from around the world, including many economists as well as some sociologists. I had anticipated a typical, interesting academic trip; it turned out to be much more intense than I imagined.

I arrived in Paris the day after two masked gunmen armed with assault rifles forced their way into the offices of the French satirical newspaper, Charlie Hebdo, and

killed 12 people. "What terrible events," I wrote in my travel journal. I had heard of Charlie Hebdo, but had not been aware of its place in France as a real political-cultural institution: biting, irreverent satire, criticism through mockery. Some of the senior editors who were murdered were icons in the world of intellectuals in Paris. France, more than almost any other place I know of, reveres its serious intellectuals. In addition to being a terrible loss, the political ramifications are also unsettling. In France right-wing forces have been gaining strength around hyper-nationalist ideologies, and one of the ideological anchors of this political current is Islamophobia intertwined with racism. These killings, and the subsequent hostage situation that occurred while I was in Paris, are likely to intensify this.

*Continued on Page 6*

**Recipients of 2015 ASA Awards**

The American Sociological Association proudly announces the recipients of the major awards for 2015. These outstanding scholars will be recognized at the 2015 Annual Meeting Awards Ceremony on Sunday, August 23, at 4:30 p.m. The Awards Ceremony will immediately precede the formal address of the ASA President Paula England. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President England and the award recipients.

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

*Continued on Page 4*

## Communicating Social Science

Let me tell you a story...

A few weeks ago, an ASA staff member was telling me about his recent trip to visit his in-laws. They are semi-retired snow birds who spend the winter in the California desert—basking in the blue skies and warmth. His father-in-law is a successful entrepreneur with an advanced degree in the physical sciences. While sitting on his porch, enjoying a drink, he told my colleague about the ways of the world and defended as truths numerous myths that have been debunked by scientists related to poverty, vaccines, climate change, etc. My colleague attempted to refute his father-in-law's claims with research but this further strengthened the father-in-law's insistence and only made the conversation more awkward. As his brief story concluded, my colleague asked me, "Why is it that when I tried to use scientific fact to refute a myth, my father-in-law's opinion became more entrenched?"

### Been there, done that, you'll say

We've all been there, and we know the answer (from research): confirmation bias. In 1979, Stanford University psychologists Charles Lord, Lee Ross, and Mark Lepper ([psycnet.apa.org/psycinfo/1981-05421-001](http://psycnet.apa.org/psycinfo/1981-05421-001)) showed empirically that our beliefs shape the information we receive. Our brains have been evolutionary wired to flee or fight perceived attacks and my colleague's father-in-law's brain reacted to the scientific facts presented to him as an attack. Another way to say it is that emotion tends to trump fact.

Two political scientists, Jason Reifler and Brendan Nyhan, further examined this phenomenon and identified "backfire effect" in their paper *When Corrections Fail: The persistence of political misperceptions*. According to Reifler and Nyhan, the more emotion-based or ideological a belief is, the more ineffective any contrary evidence

will be. We see this today in the debate surrounding the vaccination of children.



### What's a scientist to do?

Appealing to people's emotions has been used to bludgeon political opponents—Presidents Reagan and George W. Bush were masters at this. (See Drew Weston's *The Political Brain: The Role of Emotion in Deciding the Fate of the Nation*). Policies rooted in emotion, like mandatory minimum sentencing or drug testing welfare recipients, have become the law across the country even though scientific experts state that they are ineffective.

(You add to this list.)

Scientists in our nation's capitol often lament that there is a "war on science" and that scientists (social scientists included) and their expertise is not being heard. I would argue that scientists are not losing a "war on science" rather they are losing a communications war.

So, how *should* scientists communicate? Scientists need to do a better job of separating their professional identity from an issue they want to discuss. For instance, when a scientist states that it is just plain wrong scientifically to assume vaccines lead to autism, parents who made the choice not to vaccinate their children feel this as a personal attack, that is, they are being perceived as bad parents. Instead, scientists should think about some other strategies that do not trigger an emotional response.

### Consider Tested Communication Strategies

Raymond Mar argues that listening to a story or reading fiction generates empathy. (See [www.yorku.ca/mar/mar%202004\\_neuropsychology%20of%20narrative.pdf](http://www.yorku.ca/mar/mar%202004_neuropsychology%20of%20narrative.pdf)) It seems that reading stories

triggers neurons in the brain that revive past experiences. A child reading the Harry Potter series is not merely reading about wizards going to school, rather they are reflecting on and learning about good overcoming evil through reliance on friendship, education, and perseverance. Using Mar's analysis as a foundation, scientists should consider "showing instead of telling" when initiating a presentation based on their expertise.

This does not mean scientists should consult with the university's Creative Writing Department prior to releasing research to the public. Ummm, well, maybe we should.

According to the FrameWorks

Institute—a Washington, DC, communication think tank that designs, conducts, and publishes communications

research to further public understanding of social issues—simply incorporating a *metaphor* into the description of one's research can help it be received better by the public. For example, instead of saying "recent research identifies why there is an increased recidivism rate among felons in urban areas", a scientist might say "like the last piece completing a puzzle, recent social science research completes our understanding of why felons returning to urban areas have an increased recidivism rate."

The FrameWorks Institute has been collaborating with a committee of the National Academy of Science's National Research Council, chaired by past ASA President Douglas Massey. The Committee is investigating a multitude of issues including better ways to communicate social science research. One question that has arisen is: In what framework does the public perceive social science research? According to FrameWorks' research many in the public initially view social scien-

tists as social workers who are not scientists and not equal in stature to physical and life science researchers. However, even without overcoming the basic identity problem, once social science research is presented to the public beginning with a metaphor or story the acceptance level changes.

Sociological research can lead to a better understanding of the world in which we live and the social ramifications of human behavior. It often leads scientists to argue for social change. Arguing for social change, however, generates an emotional response from those many people in the society who fear change. As a result we often feel like we are pulling an obstinate mule down a path.

### Moving forward

Let's consider new ways we can use our research and that communicate scientific knowledge to the public—incorporating narratives (i.e., stories!) or metaphors is likely to be just a start. Science isn't accumulated stories, but stories can help frame scientific facts in meaningful ways. If we do this we can be better prepared for those conversations on a desert porch, at a backyard barbeque, and at a holiday dinner, or for those policy discussions in the local government centers, state capital buildings, and during a Capitol Hill hearing. And maybe someone who actually makes social change happen will be listening (i.e., hearing). 🌀

### References

- Nyhan, Brendan and Jason Reifler. 2010 "When Corrections Fail: The Persistence of Political Misperceptions." *Political Behavior* 32(2) 303-330.
- Western, Drew. 2008. *The Political Brain: The Role of Emotion in Deciding the Fate of the Nation*. New York: Public Affairs.



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

**Criminologist Appointed Director of NIJ**

Nancy Rodriguez was sworn in as the Director of the National Institute of Justice (NIJ) on February 9, 2015. She was appointed by President Barack Obama in October 2014 to head up NIJ, the scientific research arm of the U.S. Department of Justice. Rodriguez’s research expertise covers a wide range of criminal justice issues from the collateral consequences of imprisonment; the intersection of race, ethnicity, crime, and justice; to evaluations of drug courts and restorative justice programs. Her most recent work includes a longitudinal study of families affected by maternal and paternal incarceration. From 1998–2012, Dr. Rodriguez was a professor in Arizona State University’s (ASU) highly respected School of Criminology



and Criminal Justice. She was named Associate Dean for Student Engagement in ASU’s College of Public Programs in 2012.

**Belief in “Raw Brilliance” May Decrease Academic Diversity**

A study supported by the National Science Foundation finds that messages about hard work rather than innate skill could level out gender representation in academia. When academic communities send the message that raw brilliance, or a high level of innate intellectual aptitude, is required for success, these messages combine with cultural stereotypes to decrease that community’s diversity. Published in the journal *Science*, Sarah-Jane Leslie, philosophy professor at Princeton University, and Andrei Cimpian, a psychology professor at

the University of Illinois at Urbana-Champaign, conclude that women and minorities often are underrepresented in certain STEM fields because of a mix of oversimplified, stereotyped images of brilliance and field-specific beliefs concerning performance expectations. Women are not underrepresented in all STEM disciplines; and the problem is not unique to STEM fields. They argue that when practitioners believe raw, innate talent is the main requirement for success and women are stereotyped as not possessing such talent, the field will be less welcoming to women.

**New Steps to Enhance Transparency and Accountability at NSF**

Over the last year, the National Science Foundation (NSF) has taken new steps to enhance transparency and accountability. The Foundation recently sent out a notice regarding

NSF’s award abstracts, which states that: “Should a proposal be recommended for award, the PI (Principal Investigator) may be contacted by the NSF Program Officer for assistance in preparation of the public award abstract and its title. An NSF award abstract, with its title, is an NSF document that describes the project and justifies the expenditure of Federal funds.” It goes on to say that “NSF would like to share the Foundation’s guidelines [with PIs] about NSF award abstracts with the science, engineering and education communities to help improve communication about the nature of the award to the public.” The nontechnical component of the NSF award abstract must: explain the project’s significance and importance; and serve as a public justification for NSF funding by articulating how the project serves the national interest, as stated by NSF’s mission.

**New Bylaws to Modernize COSSA’s Governance Structure**

Wendy Naus, Consortium of Social Science Associations (COSSA)

The Consortium of Social Science Associations (COSSA) embarked on a comprehensive review and revision of its bylaws in 2014, which were ultimately enacted by the COSSA Board of Directors in November 2014 and took effect January 1, 2015. A primary goal of the revision was to streamline and modernize COSSA’s governance structure to put into a place an infrastructure that will provide COSSA with the flexibility and the leadership needed to pursue future goals. COSSA’s bylaws were last revised in 2004.

The revision sought to do three things:

- Ensure compliance with DC Nonprofit Code,
- Streamline COSSA’s governance structure, and
- Simplify the bylaws, where appropriate, giving COSSA more flexibility to conduct its business.

Upon joining COSSA as the new Executive Director in January 2014, I called for a legal review

of the bylaws in order to ensure compliance with the *DC Nonprofit Corporation Act of 2010*, which was enacted into law in February 2011 and took effect on January 1, 2012. The law made a number of changes to the DC Nonprofit Code—such as definitions of membership organizations and structures of governing boards—and applies to nonprofit organizations incorporated under DC law. The legal review found that COSSA’s bylaws were in need of modernization in order to comply fully with the Code; this finding also provided an opportunity for COSSA to take a closer look at the bylaws to see if other changes—such as structural changes—might be desirable to streamline the organization’s governance. The COSSA Executive Committee and full Board of Directors spent about 10 months discussing if and how to amend the bylaws to simplify the structure while still providing COSSA with the leadership it needs to thrive as the advocate for social and behavioral science research.

**New Governance Structure**

Under the previous bylaws, the COSSA Board of Directors was comprised of two representatives from each of the 18 Governing Member associations (including ASA) plus up to 7 at-large directors. Under this configuration, the Board could include as many as 43 members.

Under the new bylaws, the number of Board representatives was reduced from two from each Governing Member association to one, plus a mandatory three at-large directors to ensure that COSSA’s broader constituency is represented. Under this structure, the Board immediately shrank from 43 members to 21 members, while remaining representative of the COSSA community. A nominations committee was formally created to make recommendations to the Board for at-large directors, who serve three-year staggered terms.

Governing Member associations have the flexibility to determine the appropriate Board representative for their association, whether it is

the executive director, president, or another member, so long as the representative is aware of the responsibilities, including fiduciary, he/she holds on behalf of the association. They serve until replaced by their association. ASA Executive Officer Sally Hillsman serves as the ASA representative to the COSSA Board of Directors.

The revision also changed the position of the “COSSA President” to the “Board Chair;” the other officers—Secretary, Treasurer, and Executive Director (ex officio)—remain unchanged.

Elections for COSSA officers and at-large directors were held in December 2014. A list of the 2015 COSSA Board of Directors—the first under the new structure—can be viewed on the COSSA website: [www.cossa.org/about/board/](http://www.cossa.org/about/board/).

**Increased Flexibility**

Finally, the revision addresses other ways to simplify the bylaws, allow for greater flexibility, and clarify roles and responsibilities of

*Continued on Page 4*



**Awards**

From Page 1

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

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

*John W. Meyer* (Stanford University)

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

**Distinguished Scholarly Publication Award**

*Elizabeth A. Armstrong* (University of Michigan) and *Laura T. Hamilton* (University of California-Merced) for *Paying for the Party: How College Maintains Inequality*

This annual award is given for a single book or monograph published in the three preceding calendar years.

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

*Eleanor Lyon* (University of Connecticut)

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

**Distinguished Contributions to Teaching Award**

*Gwen Sharpe* (Nevada State College) and *Lisa Wade* (Occidental College) for "Sociological Images"

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociol-

ogy, which improve the quality of teaching.

**Cox-Johnson-Frazier Award**

*Howard Winant* (University of California-Santa Barbara)

The Cox-Johnson-Frazier Award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition.

**Jessie Bernard Award**

*Nancy Naples* (University of Connecticut)

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

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

*Bill Moyers* (Journalist, Moyers & Co.)

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

**Public Understanding of Sociology Award**

*Katherine Shelley Newman* (Johns Hopkins University)

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

**Dissertation Award**


To be announced at a later date. 

**COSSA**

From Page 3

the Board. For instance, the bylaws no longer include specific reference to categories of "affiliate" members (e.g. non-Governing Member associations). This will allow COSSA to add and/or amend membership categories<sup>1</sup> as needed, without having to revise the bylaws. The new governing document also removed a requirement that the COSSA annual meeting occur in the fourth quarter of the fiscal year; traditionally held in the fall, the COSSA Annual Meeting will now occur in March starting in 2015 in order to more strategically align with the

legislative calendar. For more on the COSSA meeting, see [www.cossa.org/event/annual-meeting/](http://www.cossa.org/event/annual-meeting/).

Thanks to the hard work of the Executive Committee and Board of Directors in 2014, COSSA now has a structure in place to more effectively and nimbly carry social and behavioral science advocacy into the future. 

**References**

1 COSSA membership currently includes the following categories: Governing Members, Membership Organizations, Centers and Institutes, and Colleges and Universities. Only Governing Members have representation on the Board; however, non-governing organizations could be represented through the at-large director seats.

**2015 ASA Annual Meeting Film Screening**

The Academic and Professional Affairs Program is accepting new submissions for the 110th Annual Meeting to be held in Chicago. ASA will show 14 films over the course of the meeting. The film titles, times and room locations will be printed in the annual meeting program and will be available via the online program directory. The program traditionally features short documentary films that illustrate sociological concepts that are applicable as teaching resources.

**Submission Criteria**

ASA Members, filmmakers and distributors who wish to propose a film for inclusion in the 2015 screening series may submit a copy of the film/video and a brief description of the work that notes its relevance to sociological instruction and research. Film/video nominations (in DVD format) should be post marked by March 30, 2015 to:

Jaime Hecht  
Academic Professional Affairs Program  
American Sociological Association  
1430 K Street NW, Suite 600  
Washington, DC 20005

For more information, visit [www.asanet.org/AM2015/film\\_video.cfm](http://www.asanet.org/AM2015/film_video.cfm). Contact: [apap@asanet.org](mailto:apap@asanet.org)

**Send Us Your News**

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



## Choosing the Slate of Candidates for ASA Elections

Each spring the American Sociological Association holds the national and section elections in which ASA members decide on a President-Elect, Vice President-Elect, and Secretary-Elect as well as elect members to Council, the Committee on Nominations, Committee on Publications, and Committee on Committees. ASA's national election is noted for voter participation that consistently has high rates of participation. And each year some of the best and brightest of ASA's members run for one of the national election's coveted offices.

### There Are No Records

The members who are nominated for officer positions, such as the ASA President, the ASA Vice-President, the ASA Secretary, must first go through a rigorous selection

process conducted by the members of the Committee on Nominations (CON). Behind closed doors, with absolute confidentiality and no records being kept—these members spend an entire day endeavoring to determine which ASA members they feel are most deserving of nomination to ASA national office.

At the end of a long day of discussions during the ASA Annual Meeting, coffee, pastry items, and the occasional paper airplane flying by someone's ear, the CON ends with a list of quality names. These are individuals that they believe would best exemplify ASA's commitments to the sociological discipline.

The nominees are then contacted and asked if they will accept the nomination. Sometimes nominated members, already carrying a full


plate of responsibilities, are unable to run for office. For this reason the ranked list of nominees always contains twice the number of candidates needed for each opening among Council Members-at-Large, the Committee on Committees, and the Committee on Publications—a list long enough so as not to run out of names. Those members who accept their nominations are added to the ballot.

After all necessary slots are filled for each position in the national election, the nomination process is then closed for that election year. The nomination process starts long before the committees enter the meeting room, with calls to all members to submit suggestions of possible candidates.

How are the Committee on Nominations members selected?

Council Members-at-Large, under the guidance of the Vice President-Elect, provide nominations for vacancies on the Committee on Nominations.

### It's Important to Vote

It is important to vote in the election each year because as members of ASA, you are voting for the people who will direct ASA policy and the Annual Meeting. If you disagree with a bylaw or how a bylaw is being implemented, then you as an ASA member have the power to vote for someone who you feel will best represent your sentiments and this includes the members of Council, representatives on ASA committees, and section officers. You are voting for the Association you want to be a part of. To be eligible to vote, members must have joined or renewed no later than March 31. 

## Helping Students Make the Connection Between Sociology and Careers

Heather Sullivan-Catlin, SUNY Potsdam, [sullivha@potsdam.edu](mailto:sullivha@potsdam.edu)

Over the years I have had the pleasure of meeting sociology students from numerous colleges while serving on their departments' program review teams. Diverse in backgrounds and interests, they expressed a common desire for greater career preparation. This is consistent with ASA research showing a dramatic gap between undergraduate students' overall program satisfaction (78%) and satisfaction with career advising (18%) and graduate school advising (13%) (Spalter-Roth, et.al. 2010). It is also understandable given rising student debt and a challenging job market. Apart from student demand, external social forces are increasingly driving departments to enhance career advising and preparation (Vitullo 2014). Below I offer ideas for both curricular and extracurricular activities and suggest a variety of resources for integrating career preparation into departmental programs.

### Curricular Activities

Attention to careers in the sociology major can begin as early as the introductory course. Many textbooks provide sidebars or end-of-chapter information on applying sociology and "real-world" applications of sociological concepts and methods. Departments might consider distributing the ASA's booklet *21st Century Careers with an Undergraduate Degree in Sociology* as an investment in major recruitment as well as embedding career preparation across the curriculum. A valuable resource with potential application in multiple courses is the ASA's *Launching Majors into Satisfying Careers: A Faculty Manual with a Student Data Set* (Spalter-Roth et al 2010)

The most logical course for career preparation is the capstone or senior seminar. Activities or skill development could include exploring graduate school, résumé and CV development, job shadowing, informational and mock interviewing, grant-writing, portfolio development, crafting

personal statements and cover letters, and more. However, this final course is often too late for much important information such as the graduate school application process. Departments might want to consider adding a junior-year professional-development course. Though my own department does not yet do this, an excellent model on my campus is the Professionalism in Anthropology course required of juniors in that major. The catalog description reads: "This course covers both practical and theoretical aspects of the discipline. Topics include ethics, careers, and preparation of resumes, graduate school and grant proposal applications." Students moan about the rigorous requirements and rave about the helpfulness of this course for their own development.

Courses at all levels can include guest speakers (alumni are of particular interest to students), field trips, and applied activities such as service-learning projects. Service learning can be especially fruitful for bringing sociological concepts to life (Howery 1999) while simultane-

ously enabling students to see the career possibilities of our discipline. In a recent reflection on an experience mentoring in an after-school program as part of a course on juvenile delinquency, one student commented: "I did not know what I wanted to do when I attended SUNY Potsdam. Towards the end of my senior year I took Troubled Youth for 'credits' [which] helped me with my future in the long run. I enjoyed every minute of it. It was a hands-on experience that made me realize what I wanted to do for a career."

The ultimate curricular career preparation is the credit-bearing internship. Ideally, the internship will have a strong academic component with either a seminar or close supervision by a faculty member with expertise in the area. Internships can play an important role in career exploration, helping students test the waters and discover whether their intended career path is a good fit. In the best of circumstances internships lead to offers of

*Continued on Page 7*

## Charlie Hebdo

From Page 1

### Solidarity March

Sunday, January 11 was the day of the manifestation in solidarity over the killings at Charlie Hebdo. A crowd of over a million was expected. All public transport in Paris was free that day because of the need for people to get to the solidarity rally. The march began at the *Place de la République* at 3:00 p.m. and was to go from there to *Nation*. After visiting the strange and fantastic *Fondation Louis Vuitton* Gehry building in the Bois de Boulogne, I took the metro from *l'Étoile* towards *Nation*.

*L'Étoile* was at the beginning of the line, so there weren't very many people in the station, but by the third station the train was packed and by the fifth it was packed like the Tokyo subway at rush hour—literally impossible to squeeze in a single additional person. Each station we came to was also more and more packed with people, until by central Paris the platforms were filled to capacity. This of course is not surprising: how do you move over a million people to the *Place de La République* without having utterly packed metro cars? Almost everyone got off at the Belleville station, perhaps a kilometer from *la République*, so I did as well. I had no idea where to go, but it wasn't a problem as I flowed with the crowd. There were thousands of people streaming down side streets to *Republique*. Soon the streets were filled completely from side to side. As we approached *Republique*, all movement stopped.

We were packed like sardines. There were periodic chants: *je suis Charlie! je suis Charlie! je suis Charlie!* I saw no overt signs of Islamophobia. One of the symbols of sympathy for freedom of speech in Paris right now is the pencil. Some people had pencils in their hair. Others had made large pencil mock-ups and held them like banners, and others simply held up handfuls of pencils. People carried placards, mostly the white on black *Je Suis Charlie* signs. One read: “*Je suis musulman, je suis juif, je suis athée, je suis Charlie.*” (I am Muslim, I am Jewish, I am atheist, I am Charlie). This was the main spirit of the day:

an affirmation not just of freedom of speech, but also of tolerance and pluralism. And yet, there was also something disquieting in the demonstration. There were almost no identifiable Muslims in the crowd, indeed almost no one who was not white. There was no recognition of the cultural exclusion and poverty that fuel the disaffection and anger reflected in the attacks.

There was also clearly a nationalistic undercurrent. Occasionally people sang *Le Marseillaise*. At one point I overheard a conversation among some people about my age discussing the rally. One of them objected strongly to singing the *Marseillaise* with its talk of *aux armes* and *sang impur* (impure blood). That is not the message we need in France now, she said. And then there was the gathering of world leaders at the head of the demonstration, some of whom are hardly defenders of free speech. Hypocrisy and posturing by powerful people in moments like this is always especially galling.

Slowly I squeezed forward and managed to actually get to the center of the square near the statue symbolizing the French Republic. People had climbed up the pedestal, and some higher. I was tempted to join them, if just to get a better view of the crowd. But my back was a bit sore from travels, and I certainly didn't want it to go out on me in that scene, so in the end I remained in the crowd. There was no indication of an actual march, just people standing around plastered to each other. So I did the same, soaking up the scene.

### Meeting Time

On Monday and Tuesday, I attended the meeting of the IPSP scientific council. Our task was to go through the proposed topics for the final report one by one, discuss the content, clarify the normative issues, propose changes in the 17 chapters, and generally get things lined up for the massive task of recruiting people to actually do the work of writing.

Monday was devoted to the economic and political themes, anchored in normative concerns with fairness and democracy. Tuesday, we continued the discussion focusing on part three of the proposed report dealing with

transformations in values, norms, and culture. This was the least coherent part of the planned project. We had an extensive discussion of the idea of solidarity and whether it could anchor this section. What is social progress with respect to “solidarity”? Some intensification of solidarity becomes very exclusionary—like solidarity against Muslim immigrants in some European countries. There are regressive and emancipatory solidarities, dangerous solidarities, and benign solidarities. This led to an interesting discussion of cosmopolitanism and universalism—an idea of a solidarity that also allows for diversity and difference and reciprocal tolerance. This was a bit slippery, but interesting. It was also very loaded because of the Charlie Hebdo massacre.


Another interesting issue ran throughout the discussion: the problem of geographical scale. The theme was introduced by Saskia Sassen, who proposed that the idea that “new geographies” be an organizing principle for the whole volume. While unlikely, she was right that this theme implicitly runs through many of the topics: new geographies of the economic, of the state, of identity. What is especially interesting are the disjunctures in the geographical scales at which problems are generated and problem-solving institutions are located. The cultural diversity and heterogeneity that characterizes cities is because of flows of people globally, and since they bring their identities with them there is a “new geography” of identity. There is the conventional geographical demarcations of local/regional/national/global and also various notions of networks that transect these scales. These create ambiguous borders and contested rule. The discussion was engrossing, sophisticated, and productive.

We were clearly running out of steam by the afternoon. We had a fairly scattered discussion about



culture, education, and media and how to deal with these issues, and another about where health should be placed in the report. We also meandered around the problem of religion and world views, again salient issues because of Charlie Hebdo. How should we think about religion in terms of social progress? Is the issue here tolerance or religion as such? Is the problem understanding how belief systems that give people meaning can become fanatical and intolerant rather than just constitute groundings for action? Perhaps we need a specific discussion of fanaticism? These and many other issues were left on the table as the meeting wrapped up and we went our separate ways.

### Social Progress

We live in a time of urgency, where pressing, devastating problems threaten prospects for any sense of advance in social justice and human flourishing. It is easy in such times to slide into fear and despair with a turn to authoritarian repression of problems rather than more emancipatory solutions. The coincidence of the Charlie Hebdo massacre, the massive demonstration in favor of pluralism and tolerance, and the two days of intensive discussion on the dilemmas and possibilities of social progress brought all of this into sharp relief, both intellectually and emotionally. Social Progress is, of course, a fraught expression much criticized for implying some kind of unitary vision of human betterment. Yet, it is crucial to sustain some sense of hope for progress, and for this sociologists have a vital role to play in diagnosing the problems of the world as it is, pointing the way forward to a better world that could be, and understanding the nature of the obstacles we face to get there. 



# Class Activity: Learning Sociology by Updating the U.S. Constitution

Judith Blau, University of North Carolina at Chapel Hill, [judith\\_blau@unc.edu](mailto:judith_blau@unc.edu)

As many of us have experienced, our students often have boundless enthusiasm when we challenge them to think of ways that would make the world a better place. For most students their lives stretch out before them, and they are aware of perils the planet will face. A sociology class is the perfect setting for getting students to consider social justice issues because they are bound to think about how their own communities and society can be better places. Chances are that class discussions will encompass topics such as peace, global warming, women's rights, the rights of minorities, education, housing, economic inequalities, and indigenous Americans.

In another country, besides the United States, the discussions would no doubt be peppered with references to that particular country's constitution. Here in America that

is unlikely to be the case. While the U.S. Constitution was pioneering when it came to formalizing individual freedoms, it did not, and does not, encompass positive rights (human rights) and provisions for peoples' wellbeing.

In the fall of 2014 I posted invitations to instructors on various listservs to join an initiative of Sociologists without Borders to give students in Spring 2015 classes the opportunity to "update the U.S. Constitution by including human rights."

## Sociology and Civics

More than 20 faculty and graduate instructors signed on. One question that I was occasionally asked is: "What could sociologists possibly offer since the constitution is a legal document?" While it is true that lawyers have played a key role in interpreting and applying U.S. constitutional laws, these laws are grounded in 18th century legal doctrine. Besides, while the 1791 Bill of Rights lays out civil and

political rights that protect individual rights vis-à-vis the state, it does not embrace "human rights." These rights are a more comprehensive and holistic concept which refers to the broader rights of humans—as corporal beings, with varied cultural orientations; as members of groups and collectivities; as personalities in their gendered roles; and in various roles as parents, workers, immigrants, citizens, and so forth. Indeed, this is a gold mine for sociologists!

To be more historically precise, the 1787 U.S. Constitution and the 1789 French *Déclaration des droits de l'homme et du citoyen* were the first in the world to comprehensively defend the rights of citizens. The U.S. Constitution was amended in 1791 to include the 10 Bill of Rights, and over the years 17 more amendments have been added. Probably the most significant are the 13th (abolishing slavery), the 19th (assuring women the right to vote), and the 24th (prohibition of the poll tax to expand

suffrage to blacks.) Nowhere does the U.S. Constitution mention that corporations have rights, although such rights were recognized by the Supreme Court in 1886, and have been upheld ever since.

The U.S. Constitution has never been updated, while in contrast, other constitutions have been comprehensively revised to incorporate aspects of the 1948 Universal Declaration of Human Rights and to take emergent global realities into account. The 1948 Declaration reconfigures individual negative rights (e.g., "Congress shall make no law ...") as positive rights (e.g., "all are equal before the law..."), emphasizing that rights are collectively shared and encompass economic, social, and cultural rights.

## Contributing to Society

Most constitutions, through their human rights provisions, lay out the dimensions of what we might call, "the

*Continued on Page 9*

## Students

From Page 5

employment and a seamless transition from college to career.

## Extracurricular Activities

Outside of the classroom there are a variety of possible mechanisms for career exploration and preparation including advising, student organizations, and department resources. The context for advising varies with regard to who students see (faculty vs. staff) and the extent to which they must do so (required vs. optional). On my campus students are required to meet with a faculty member in their declared major each semester before registering for classes. This is an important opportunity to encourage students to consider and plan for internships, access departmental resources as described below, and pursue other resources such as a campus career center or job fair.

Sociology clubs and Alpha Kappa Delta chapters also have great potential for providing career development for their peers. The ASA's *Sociology Club Guide* (Jiggetts and Havrilla 2010) is an


excellent resource and includes a long list of such activities including career nights, guest speakers, colloquia, field trips, and an alumni group.

Student handbooks, listservs, and webpages all offer important opportunities to provide students with career information, such as lists of recent alumni placements, links to campus career resources, links to the ASA's student resource sites, and publications described below. These are also useful to have on hand at open house and major fair events. In my department we have an "advising center" area in the main office with advising checklists for each major/minor, and a resource library of books on sociology careers, ASA graduate school directories, and other materials like the *ASA Style Guide*.

## Additional Resources

The ASA is a treasure trove of resources on careers in sociology, many of which are useful for undergraduate students. In addition to those mentioned above, I recommend the sections of the ASA website labeled "Research on

Sociology" and "Employment." Both have extensive links and data. The ASA's ongoing longitudinal survey, "What Can I Do With a Bachelor's Degree in Sociology?" is a useful tool, and there are numerous reports and briefs that can be shared with students (as I do in my research methods and senior seminar classes) or used to develop programming within the department. For the latter, I recommend the research brief *Social Capital for Sociology Majors* (Spalter-Roth, et.al. 2013), which includes an appendix, with a sample of sociology departments' websites promoting career information complete with links.

There are several books devoted to careers in sociology. Though becoming dated, I have found Lambert (2008), Stephens (2003), and Wall and Vollmer (2007) useful with internship and senior seminar students. They provide information on career paths, graduate school, job searching, and job profiles. With greater attention to our students' career preparation, we can help them achieve greater success applying what they've learned in the wider world. 

## Resources

- Howery, Carla. 1999. "Sociology, Service, and Learning, For a Stronger Discipline." Pp.151-155 in *Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology* edited by Ostrow, Hesser, and Enos. Washington, DC: American Association for Higher Education.
- Jiggetts and Havrilla, eds. 2010. *The Sociology Club Guide: Ideas for Generating Student Involvement in Departments of Sociology*. Washington, DC: American Sociological Association.
- Lambert, Stephen. 2008. *Great Jobs for Sociology Majors*. New York: McGraw Hill.
- Spalter-Roth, Roberta, Mary Senter, and Nicole Van Vooren. 2010. *Launching Majors into Satisfying Careers: A Faculty Manual with a Student Data Set*. Washington, DC: American Sociological Association.
- Spalter-Roth, Nicole Van Vooren, and Mary Senter 2013. *Social Capital for Sociology Majors: Applied Activities and Peer Networks*. Washington, DC: American Sociological Association.
- Stephens, Jr., W. Richard. 2003. *Careers in Sociology*. Allyn and Bacon.
- Vitullo, Margaret Weigers. 2014. "National Trends Push Departments to Focus on Career Advising: ASA Can Help." *Footnotes*. 42(3): 7-10.
- Wall, Jay and Lisa Vollmer. 2007. *What to Do With Your Psychology or Sociology Degree*. The Princeton Review.

## Annual Meeting

From Page 1

is the first mayor in over a century who was not raised in one of the city's neighborhoods. No fan of organized labor and facing a daunting fiscal crisis, Rahm cut pensions and took on the Chicago Teachers Union, closing 49 schools, mostly in impoverished neighborhoods in Chicago's South and West Sides. Unlike his counterpart in New York, so far the mayor has had been able to maintain a working relationship with the city's police unions.

Like most big cities, violent crime is lower now in Chicago than it has been in decades, though the mayor has been on the defensive regarding the uneven distribution of crime across the city. It's an extraordinarily safe city so long as one lives among the one percent (not unlike New York). Unlike his predecessor, who refused to pursue allegations of police torture when he was State's Attorney, Mayor Emanuel has made a commitment to address and resolve the damage done by notorious police commander Jon Burge and his subordinates, who used torture to elicit confessions from over 100 African American men in the 70s and 80s. While activists continue to press for reparations to be paid to the victims of abuse during the Burge era, the mayor has been, as they say, "non-committal" on that topic.

### Regional Spotlight Sessions on Chicago's Challenges in the Neoliberal Age

At the 2015 ASA Annual Meeting, the Regional Spotlight sessions will focus on some of the most serious challenges facing Chicago today. Robert Sampson and Jackelyn Hwang have organized a panel titled "City on the Remake? Gentrification and Urban Change in Chicago," which will examine gentrification as it relates to public housing, residential segregation, cultural change, and trends in violent crime. Nicely complementing their session is one organized by Black Hawk Hancock and Roberta Garner on "Social Inequality, Racial Isolation and the Windy City," which features presentations by eminent scholars who have done definitive work on race and spatial inequality in the

city, with commentary by the always provocative Sudhir Venkatesh. Also in the works is a session on "Schooling in Chicago in the Neoliberal Age," which will feature both social scientists and individuals who have been involved in the day-to-day struggles over school closures and the future of Chicago Public Schools, the third largest school district in the United States. Andrew Baer, a historian who studies the police torture scandal is organizing "Policing De-Industrial Chicago: Racial Violence and the Struggle for Police Accountability." Finally, urban ethnographer David Grazian, whose subject matter has ranged from urban nightlife to zoos, is organizing a session on "Public Life in the City."

### Tours Highlight a Vibrant City with Rich Connections to Our Discipline

Sociology's connection to Chicago dates back to 1889, when Jane Adams co-founded Hull House with her partner Ellen Gates Starr. One of the first U.S. facilities of the settlement house movement, Hull House served as both a center for sociological research on urban poverty and a social service agency committed to addressing the challenges of daily life faced by impoverished working women. Heartland Alliance, Chicago's largest social justice organization, has a relationship with Hull House dating back to 1908. We are fortunate to have Amy Terpstra of Heartland's Social IMPACT Research Center leading a tour of the Hull House museum. Of course, over the years Chicago has been the site of scores of path-breaking sociological studies, ranging from the Polish neighborhoods studied by Thomas and Znaniecki, to Bronzeville, where Clayton and Drake did research they later developed into *Black Metropolis*, to the near North Side that Zorbaugh wrote about in the *Gold Coast and the Slum*, to the planned development of south suburb Park Forest, where Whyte did the field work for our first glimpse into the *Mad Men* world of *Organization Man*. Sociologist Ray Hutchison will offer a tour of some of the sites of classic studies that came out of the Chicago School; Bronzeville will be the starting point for a tour that

highlights the role Chicago played in the underground railroad and the fight against slavery.

The Pilsen neighborhood on Chicago's Lower West Side, originally home to German and Irish immigrants and later to Czechs and other Eastern Europeans, became a significant immigrant gateway and home to immigrants from Mexico in the early 1960s. Chicago activist José Guerrero will offer a tour of public murals in Pilsen, which will also include a tour of the National Museum of Mexican Art. Up at Lincoln Park Zoo, sociologist Christena Nippert-Eng will guide first-hand observation of human-primate interaction at the Regenstein Center for African Apes, one of the world's leading centers for primate research. Almost everyone with a connection to Chicago has strong feelings one way or another about the Chicago Cubs (not the ones at the zoo). That's especially true about residents of Lakeview, one of the city's most vibrant neighborhoods and home to Wrigley Field, where the Cubs have pursued their dream with scant success since 1916. James Gramlich will take a group to the stadium to see the Cubs host the Milwaukee



Brewers. Word on the street is that the home team is going to have better luck this year.

On Monday August 24, music fans will have an opportunity to experience firsthand Chicago's jazz and blues traditions, with an evening at the world-famous Jazz Showcase, a fixture on the city's jazz scene since 1947. Performing at the Showcase will be the Newport Jazz/Funk Allstars, musicians from Chicago's South Side with musical roots in the city that go back 50 years. Finally, if you have been looking for a venue to display your own musical talents, come to the Welcoming Reception, Friday, August 21 from 9:00-10:30 p.m. (immediately following Opening Plenary Session at 7:00 p.m.) at the Hilton Chicago. My band Thin Vitae is hosting open mic, and we're looking for ASA members to perform in a broad range of musical genres. We'll provide the stage, the musical instruments, the sound system, and even the backup band if you need it.

See you in August! 🍷

## Review for Contemporary Sociology

*Contemporary Sociology* reviews over 400 books each year. Given this volume of books, the journal is always on the lookout for qualified reviewers. If you hold a doctorate and are interested in reviewing for *Contemporary Sociology*, please send us an email at <contemporarysoc@uiowa.edu> describing your areas of expertise along with a current CV.

Also, a reminder for recent authors: please encourage your publisher to submit your book to *Contemporary Sociology* for review. The journal will only consider books received directly from publishers. Books should be sent to: Michael Sauder, Department of Sociology, 140 Seashore Hall West, Iowa City, IA 52242.



## New ASA Executive Office Staff

There are 28 employees on staff at the ASA Executive Office in Washington, DC. Here are three of our newest staff members.

### Redante

#### Asuncion-Reed

worked previously at ASA as Publications Assistant from 1998-2000 and again as Production Manager from 2002-06. Proving that the third time is the charm, he returned to ASA as the Webmaster in mid-2014. In this position, Redante is responsible for maintenance and improvements to the current website and will be a key player in the planned redesign of the ASA website. A veteran of four web redesigns and content migrations, Redante previously worked for several Washington, DC, area nonprofit associations in web and social media positions prior to working once again for ASA. Redante has a bachelors degree in sociology from the University of Vermont, was an



Redante Asuncion-Reed

ASA MOST (Minority Opportunity Summer Training) Fellow in 1992, and has a master's degree in Communications from American University. In his free time he likes to play and improve his guitar skills and enjoys quality family time with his wife and four-year old daughter.

### John Curtis

became Director of Research on the Discipline and Profession in July 2014. "As a long-time ASA member, I'm very pleased to have joined the staff of my disciplinary society. It's been a fast-paced introduction as I get up to speed on a number of research projects already under way and work with my colleagues to develop new projects for the coming year," said Curtis. "Our continuing focus will be on sociology careers both within and outside academia and on the structure of sociology departments at colleges and universities of all types. I look forward to



John Curtis

working with ASA members and other sociologists in many different settings, including participation in regional and aligned society meetings." While at ASA, he intends to continue his earlier work on gender equity and contingent employment in academia, turning his focus to sociology but with an eye for comparisons across disciplines. Prior to joining the ASA staff he served for 12 years as Director of Research and Public Policy for the American Association of University Professors (AAUP), as an institutional researcher and assessment coordinator at community colleges in Montana and Virginia, and as research fellow at the University of Bayreuth in Germany. He completed his PhD in sociology at Johns Hopkins University, with a dissertation on social networks in Kenya, and recently had the opportunity to return to Kenya and revisit some of this earlier work, which he hopes to continue. He is the proud father of two adult children, a librarian and a wildlife conservationist, and sings in one of Washington's fine choral ensembles in his spare time.

### Brandon

McCain is the membership and customer service representative for ASA working in the Membership Department.



Brandon McCain

"I am the first point of contact for our members handling anything from answering questions regarding membership to maintaining member accounts to placing bookstore orders." He is originally from Norfolk, VA, where he attended Old Dominion University and received his BA in criminal justice. While in college he worked at the Boys and Girls Club of America as a Youth Program Counselor. Upon graduation he was offered a Public Policy Fellow position at Cavarocchi, Ruscio, Dennis Associates, which led to his relocation to Washington, DC. When he is not working for the Association he enjoys site seeing around DC and exploring his adventurous side, including horse-back riding, indoor rock-climbing, and travelling.

## Class Activity

From Page 7

good society." They do so by clarifying rights that are inclusive—and thereby of social significance—as well as the duties of citizens to their communities, government, and society. All have provisions for civil and political rights, as well as positive rights. Let me give a few examples. Out of 194 national constitutions, 182 mention the importance of pursuing peace; 153 include provisions about protecting the environment or environmental rights; 136 have provisions to protect the right to work and 97 the right to strike; 134 provide for universal suffrage; 134 guarantee healthcare; 132 have provisions for free education; 126 have provisions for the disabled; 121 for the elderly; 71 state that housing is a fundamental right; 43 address the rights of indigenous peoples; and 8 prohibit discrimination on the basis of gender orientation.

Virtually all constitutions include the rights laid out in the 1791 U.S. Bill of Rights. Out of the 194, 184 constitutions protect freedom of

expression; 183 grant people religious freedom; 181 grant freedom of assembly; 160 protect freedom of opinion; 152 protect freedom of the press; and 102 have protections from self-incrimination. Yet only five constitutions, besides the U.S. constitution, give people the right to carry guns, whereas 53 give conscientious objectors the right to be exempt from military service.

### How our Constitution Update Works

Each instructor teaches independently of one another, having designed their own course syllabus, requirements, etc. We have a listserv and post syllabi and other materials on the webpage. That way, we have a collective identity while each instructor pursues his or her own goals. (Having retired in 2013, I give workshops on revising the constitution at the local library.)

What has made this semester so much easier compared with my earlier research on constitutions is the availability of a new online resource—constituteproject<sup>1</sup>, which makes possible searches and analyses of constitutions

that earlier were exceedingly difficult.


In addition to the U.S. Constitution, the Bill of Rights, and the web page for the constitutions, I recommended to my colleagues a number of resources that they might share with their students: Universal Declaration of Human Rights; core international human rights treaties, links for the International Labour Organization and UNESCO .

I have greatly enjoyed teaching classes in which students "revised the U.S. Constitution." In the fall semester of 2007, students from each of my classes at Chapel Hill ("Social and Economic Justice" and "Sociology of Work") engaged in this project and then held a joint one-day

conference. Beth Latshaw, then a graduate student, wrote about her experience for *Footnotes*, published in the March 2008 issue. She wrote, "As the forces of globalization have created an increased reliance on other countries and cultures, sociologists are in a unique position to foster national attention to the topic of human rights." I encourage other instructors to use this project.

### References

1 This online resource, funded by the National Science Foundation and Google, facilitates analyses and comparisons of constitutions. It includes 194 country constitutions in force as of September 2013; has searchable features; and is both in English and Arabic.



Teaching Resources and Innovations Library for Sociology

"I love using TRAILS to see what other folks are doing and to jump start my thinking about assignments and activities. It's so easy to do a quick search of TRAILS and get some already-vetted resources to think with." - TRAILS Subscriber

<http://trails.asanet.org>  
trails@asanet.org

**Commentary on the Paris Killings at Charlie Hebdo**

In the January 7, 2015, attack on the office of the French satirical weekly magazine *Charlie Hebdo* (Weekly Charlie), two Islamist gunmen killed 12 people, and wounded 11 others. The magazine has for years featured irreverent and stridently non-conformist cartoons, polemics, and jokes, which repeatedly lampooned the Prophet Mohammed. In 2006 it published a Danish cartoon linking Muslims with Muslim terrorists, showing Mohammed with a bomb in his turban. The November 3, 2011, issue defied the Muslim prohibition against showing the face of the Prophet by printing a cartoon showing Mohammed's lampooned face. Muslims found *Charlie Hebdo's* "mocking tone toward Islam" very objectionable.

The media have constructed a version of this story that almost exclusively centers on the "global chorus of outrage" and rallies around the world in support of press freedom—the all-important freedom of expression. The banners held by the protesters proclaim "Je suis Charlie," thus implying that an

opposing value orientation—that ridicule of Mohammed is blasphemy—is of no merit.

Durkheim's theory of religion, presented in his *The Elementary Forms of the Religious Life*, should remind sociologists of an important, and quite different, interpretation of these events than the mass media's version.

Let me briefly point out Durkheim's relevance.

Durkheim defined religion as an integrated system of beliefs and practices relative to sacred things. All religious beliefs presuppose a division of all things into two absolutely heterogeneous and opposed categories-- the sacred and the profane. The only property common to all sacred things is sacredness, which lies not in the intrinsic property of things, but rather, in the particular attitude people take toward them. This attitude is one of "respect." Durkheim's most fundamental substantive proposition in his theory of religion is that there is an identity in the attitude of respect people have to (1) religious ideas and (2) moral rules. This attitude of respect believers have toward things they regard as sacred is the basic criterion of sacredness.

The inference to draw from this

with reference to the Paris events is that, while it may be acceptable to satirize and otherwise belittle profane things, it is unacceptable to satirize sacred things. To secular modern Europeans the Prophet Mohammed is not sacred, and is therefore as open to satire as any politician or celebrity. But when we recognize the sacred character of the Prophet to devout Muslims, we should understand from Durkheim that the attitude we have toward the Prophet ought to be one of respect. The value that enjoins us to respect other people's religion requires that understanding "freedom of expression" and liberty are not values that sweep all competing values aside.

Robert M. Marsh, Brown University

**Google Offers Free Research Assistance**

For many years I have been using Google Scholar and Google Ngrams in my work; the two together are like having a full-time but free Research Assistant. To my surprise, I find that many of my friends and acquaintances use only Scholar or, more likely, neither. Here are some tricks I have learned to make Scholar easy and extremely helpful.

If you search a term "stigma" in Google, for example, the results are so plentiful as to be overwhelming—almost a million. So the first step is to search only one year.

Searching 2014, there are only 34,400 results. Better, but still too many. The next step is to use quotation marks around one or more additional terms that interest you in connection with stigma. For example, "stigma, shame" brings the total down to 244 for 2014, a manageable amount. I could get a still smaller group by inserting a third term, such as crime or mental illness.

There are a number of further tricks available on Scholar itself that require either some instruction or exploration time for the new user; for example, searching a single year other than the current one. Please email me if you find you need help.

Ngrams are based on an incredible adventure by Google in which they searched millions of digitalized books in 28 languages. I used them in a recent article to test the idea that the use of the word shame has been decreasing for the last 200 years in five modern societies. An appendix to the article explains Ngrams at greater length. See "Toward Defining Basic Emotions" in *Qualitative Inquiry*. The article can be accessed at <qix.sagepub.com/cgi/reprint/1077800414550462v1.pdf?ikey=IGXNYxdIz5Ksor&keytype=finite>.

Thomas Scheff



announcements

Call for Papers

Publications

**American Journal of Cultural Sociology** is planning a special issue devoted to inequality. Inequality has come roaring back onto the public agenda, punctuated by Barack Obama's December 2013 claim that income inequality is "a defining challenge of our time". Deadline: September 1, 2015. Contact: ajcs@yale.edu. For more information, visit [www.palgrave-journals.com/ajcs/author\\_instructions.html](http://www.palgrave-journals.com/ajcs/author_instructions.html).

**The Michigan Sociological Review (MSR)** encourages submissions for its Fall 2015 issue. The MSR is the official, peer-reviewed publication of the Michigan Sociological Association. The MSR publishes research articles, research reports, commentaries, and book reviews on a range of topics. All files should be in .doc or .rtf format (not

.pdf) and follow ASA format. Deadline: May 15, 2015. Contact: [mrs@gvsu.edu](mailto:mrs@gvsu.edu). For more information, visit [www.gvsu.edu/mrs/](http://www.gvsu.edu/mrs/).

**Social Currents**, the official journal of the Southern Sociological Society, is a broad ranging social science journal that focuses on cutting-edge research from all methodological and theoretical orientations with implications for national and international sociological communities. *Social Currents* consists of a front end devoted to short, theoretical agenda-setting contributions and short empirical and policy-related pieces, and the back end is standard journal article, ranging anywhere from 1,500 to 4,000 words. For more information, visit [www.sagepub.com/journals/Journal202241/boards#tabview=manuscriptSubmission](http://www.sagepub.com/journals/Journal202241/boards#tabview=manuscriptSubmission).

**Social Science Research** is inviting submissions for a special issue on "big

data" in the social sciences. This special issue will include methodological and empirical papers that generate insights into how social scientists can make the most of big data to advance research and theory. Deadline: April 1, 2015. For more information, visit [www.journals.elsevier.com/social-science-research/call-for-papers/big-data-in-the-social-sciences/](http://www.journals.elsevier.com/social-science-research/call-for-papers/big-data-in-the-social-sciences/).

**The Turkish Journal of Sociology** invites submission for a special issue on military sociology. Manuscripts that use a variety of levels of analysis and methodologies, apply different theoretical orientations, and explore diverse sociodemographic foci related to the military institution, military service, and/or civil-military relations are welcomed. Deadline: March 31, 2015. Contact: Ryan Kely at [rkelty2@washcoll.edu](mailto:rkelty2@washcoll.edu). For more information, visit [www.palgrave-journals.com/ajcs/ajcs\\_cfp\\_inequality.pdf](http://www.palgrave-journals.com/ajcs/ajcs_cfp_inequality.pdf).

Conferences

**Association for Humanist Sociology (AHS) Annual Meeting**, October 21-25, 2015, Portland, OR. Theme: "Locavore Sociology: Challenging Globalization, Embracing the Local." The HS announces its call for participation for its upcoming conference. Submit your complete abstract related to the conference theme or more broadly to the AHS mission of equality and social justice. Deadline: May 31, 2015. Contact: Anthony E. Ladd at [aladd@loyno.edu](mailto:aladd@loyno.edu) or Kathleen J. Fitzgerald at [fitzy88so@gmail.com](mailto:fitzy88so@gmail.com).

**Fragile Families Summer Data Workshop**, June 17-19, 2015. New York, NY. The Columbia Population Research Center is now accepting applications for its summer workshop; designed to familiarize participants with the data available in the Fragile Families and Child Wellbeing Study. About 25-30 applicants will be selected. Deadline:

announcements

March 1, 2015. For more information, visit [www.cupop.columbia.edu/research/signature-research-areas/fragile-families-data-workshops](http://www.cupop.columbia.edu/research/signature-research-areas/fragile-families-data-workshops).

**13<sup>th</sup> International Conference on Statistical Sciences**, March 16-18, 2015, Khyber Pakhtunkhwa, Pakistan. Theme: "Statistics: Future Risks, Challenges and Developments." The Islamic Countries Society of Statistical Sciences (ISOSS) is holding the 13th International Conference on Statistical Sciences. Seeking papers and abstracts on topics related to statistics. Deadline: Not available. Contact: Munir Ahmad at [ceditor@pakjs.com](mailto:ceditor@pakjs.com). For more information, visit [www.isoss.net](http://www.isoss.net).

**Journal of Interdisciplinary Studies Symposium**, August 6-9, 2015, Pasadena, CA. Theme: "Freedom & Virtue: Re-Inventing Free Institution in an Era of Globalization." The Journal of Interdisciplinary Studies endeavors to bring together scholars from a wide range of disciplines and denominations for an exciting international conference that takes both scholarship and faith seriously. Deadline: April 15, 2015. Contact: Oscar Gruenwald at [go@jji3.org](mailto:go@jji3.org). For more information, visit [www.ji3.org/symposium2015.htm](http://www.ji3.org/symposium2015.htm).

**Justice Studies Association (JSA) 17<sup>th</sup> Annual Meeting**, May 28-30, 2015, Boston, MA. Theme: "Justice/Injustice, Complexities of Race." JSA invite submissions for abstracts. This conference

will explore many aspects of racial justice/injustice on multiple levels as it intersects in all areas of society. It will raise questions, stimulate discussion, and encourage positive interactions. Deadline: March 1, 2015. Contact: Robert Grantham at [JSA.papercall.2015@gmail.com](mailto:JSA.papercall.2015@gmail.com). For more information, visit [www.justicestudies.org](http://www.justicestudies.org).

**Meetings**

**March 19-21, 2015.** Political Economy of the World-System 39th Annual Conference, Freie Universität in Berlin, Germany. Theme: "Global Inequalities: Hegemonic Shifts and Regional Differentiation." For more information, visit [www.desigualdades.net/News/cfp\\_world\\_systems\\_conference0151.html](http://www.desigualdades.net/News/cfp_world_systems_conference0151.html).

**March 26-29, 2015.** 2015 Annual Meeting of the Midwest Sociological Society, Kansas City, KS. Theme: "Sociology and Its Publics: The Next Generation." Contact: Douglas Hartmann at [mss2015@umn.edu](mailto:mss2015@umn.edu). For more information, visit [www.themss.org](http://www.themss.org).

**April 1-4, 2015.** Pacific Sociological Association 86<sup>th</sup> Annual Meeting, Long Beach, CA. Theme: "People, Place and Power." For more information, visit [www.pacificsoc.org](http://www.pacificsoc.org).

**June 8-11, 2015.** International Conference on Computational Social

Science, Helsinki, Finland. Theme: No given. For more information, visit [www.iccss2015.eu/](http://www.iccss2015.eu/).

**June 25-27, 2015.** International Conference on Identity and Nationhood. Dublin, Ireland. Theme: "Pulling Together or Pulling Apart." For more information, visit [www.tcd.ie/Hispanic\\_Studies/PTPA-conference/](http://www.tcd.ie/Hispanic_Studies/PTPA-conference/).

**August 21-23, 2015.** The Society for the Study of Social Problems (SSSP) 65<sup>th</sup> Annual Meeting, Chicago, IL. Theme: "Removing the Mask, Lifting the Veil: Race, Class, and Gender in the 21<sup>st</sup> Century." For more information, visit [www.sssp1.org](http://www.sssp1.org).

**Funding**

**Disability Determination Process Small Grant Program** awards \$10,000 stipends for graduate-level research on improving disability determination processes. This is a one-year stipend program that allows graduate students, both full-time and part-time, to conduct supervised independent research on improving the efficiency and reducing the complexity of disability determination processes. Contact: [ddp@policyresearchinc.org](mailto:ddp@policyresearchinc.org). For more information, visit [www.ddp.policyresearchinc.org/](http://www.ddp.policyresearchinc.org/).

**National Institute of Health (NIH)** is offering a new funding opportunity on "Big Data to Knowledge" and "En-

hancing Diversity in Biomedical Data Science." The goals of the program are to complement and enhance the training of a workforce to meet the nation's biomedical, behavioral, and clinical research needs; enhance the diversity of this workforce; and assist in recruiting individuals with specific specialty or disciplinary backgrounds to careers in these sciences. Deadline: March 19, 2015. For more information, visit [www.smr.od.nih.gov/documents/reports/PEBS\\_12152014.pdf](http://www.smr.od.nih.gov/documents/reports/PEBS_12152014.pdf).

**National Endowment for the Humanities (NEH)** has announced a new grant opportunity, the Public Scholar Program, intended to support well-researched books in the humanities that have been conceived and written to reach a broad readership. Books supported through the Public Scholar Program might present a narrative history, tell the stories of important individuals, analyze significant texts, provide a synthesis of ideas, revive interest in a neglected subject, or examine the latest thinking on a topic. Deadline: March 3, 2015. For more information, visit [www.neh.gov/grants/research/public-scholar-program](http://www.neh.gov/grants/research/public-scholar-program).

**Fellowships**

**Brandeis University Israel Studies** is offering both a doctoral and post-doctoral fellowship. Candidates must be accepted in Brandeis University



**Survey Michigan**

**Courses in Survey Research Techniques,**  
Data Collection Methods, Questionnaire Design and Survey Data Analysis

**June 1 – July 24, 2015**      **www.si.isr.umich.edu**

68th annual **Summer Institute** in Survey Research Techniques  
Survey Research Center, Institute for Social Research, University of Michigan  
For more information: Phone (734) 764 6595, Toll Free (877) 880-9389

Photo credit: Thinkstock



## announcements

graduate school programs. Full and partial fellowships of up to \$24,000 are renewable, after review, for up to five years. The post-doctoral fellows teach one course per semester, give one or more public lectures, and actively participate in the intellectual life of the Schusterman Center. Stipend of \$52,500 plus research fund. For more information, visit [www.brandeis.edu/israelcenter/support/gradStudent.html](http://www.brandeis.edu/israelcenter/support/gradStudent.html) and [www.brandeis.edu/israelcenter/support/postdoctoral.html](http://www.brandeis.edu/israelcenter/support/postdoctoral.html).

**Bremen International Graduate School of Social Sciences (BIGSSS)** invites applications to its PhD program. BIGSSS is an inter-university institute of the University of Bremen and Jacobs University Bremen and is funded by the German Excellence Initiative. The program provides close supervision of dissertation work within a demand-tailored education and research framework. Fellows are expected to choose Bremen as their place of residence. Deadline: February 15, 2015. For more information, visit [www.bigsss-bremen.de](http://www.bigsss-bremen.de).

**Population Studies Center** is searching to fill several postdoctoral positions sponsored by the National Institute on Aging and The Eunice Kennedy Shriver National Institute of Child Health and Human Development. Appointments will begin on September 2, 2015. Fellows devote most of their time to independent research. There are many opportunities for collaboration with ongoing projects, including the Health and Retirement Study and Panel Study of Income Dynamics. Applicants must have completed the PhD before fellowship support can begin.

For more information, visit [www.psc.isr.umich.edu](http://www.psc.isr.umich.edu).

## Competitions

**ASA Medical Sociology Section.** Nominations are being accepted for the 2015 Roberta G. Simmons Outstanding Dissertation in Medical Sociology Award. The award is given each year by the Medical Sociology section. The awardee will receive a \$750 travel grant to attend the ASA meetings and an award certificate, as well as, attend the Reeder dinner as a guest of the Medical Sociology section. Self-nominations are acceptable. Deadline: March 1, 2015. Contact: Bridget Gorman at [bkgorman@rice.edu](mailto:bkgorman@rice.edu). For more information, visit [www2.asanet.org/medicalsociology/awards.html](http://www2.asanet.org/medicalsociology/awards.html).

**National Science Foundation's (NSF) Science, Behavioral and Economic Sciences (SBE) competition for NSF's Cyberinfrastructure Framework for 21<sup>st</sup> Century Science and Engineering (CIF21)** to produce a new large-scale database with analytic tools that would serve to enhance the database use to address significant research questions with the SBE sciences. Deadline: February 23, 2015. Contact: [nspubs@nsf.gov](mailto:nspubs@nsf.gov) and (703) 292-7827. For more information, visit [www.nsf.gov/pubs/2015/nsf15523/nsf15523.htm#toc](http://www.nsf.gov/pubs/2015/nsf15523/nsf15523.htm#toc).

**Russell Sage Foundation Project Awards.** The Foundation's awards are restricted to support for basic social science research within our announced programs, which are: social inequality; behavioral economics; future of work; immigration; and cultural contact. Deadlines for both

letters of inquiry and project proposals are oriented around the Foundation's regularly-scheduled Board meetings. All Project Awards with budget requests greater than \$35,000 must be approved by the Foundation's Board of Trustees; all budget requests up to \$35,000 are treated as Presidential Authority Awards and may be approved without prior Board review. Deadline: June 1, 2015. For more information, visit [www.russellsage.org/how-to-apply](http://www.russellsage.org/how-to-apply).

**SAGE Publications** and more than 20 SAGE authors are sponsoring the SAGE Teaching Innovations & Professional Development Award. Awards up to \$600 are intended to cover expenses for ASA's Section on Teaching and Learning Workshop. This award is meant to prepare a new generation of leaders in the sociology teaching movement. The 20-25 awards are to cover expenses and not to exceed \$600. Deadline: March, 1, 2015. Contact: Keith Roberts at [robertsk@hanover.edu](mailto:robertsk@hanover.edu). For more information, visit [www.sagepub.com/asa.sp](http://www.sagepub.com/asa.sp).

## In the News

**David Baronov**, St. John Fisher College, was quoted in a December 11 *Democrat and Chronicle* article, "Social Segregation Still an Issue Among Youths."

**Howard Becker** was profiled in a January 12, 2015, *New Yorker* article, "The Outside Game," about his work on deviance and his lifetime of research.

**Jennifer Dawn Carlson**, University of Toronto, wrote a December 13 *Los Angeles Times* op-ed, "Body Cameras Aren't Going to Fix Policing." She was also quoted in a December 16 BBC News article, "What's Behind Growing Gun Rights Support in the US?"

**Prudence Carter**, Stanford University, was quoted in a December 17 *Christian Science Monitor* article, "Race in School Discipline: Study Looks at Silence Among Educators."

**Andrew Cherlin**, Johns Hopkins University, was quoted in a December 14 *New York Times* op-ed, "The Imitation of Marriage." The op-ed also appeared in *The Seattle Times* on December 15 and *The Columbus Dispatch* on December 16.

**Philip Cohen**, University of Maryland, was quoted in a December 11 *Deseret News* article, "What's in a Name? Why 'Mary' Is Disappearing."

**Sarah Damaske**, Pennsylvania State University, was quoted and **Elaine Howard Ecklund**, Rice University, was mentioned in a December 4 *Science* article, "Paradigms and Prejudice."

**Riley Dunlap**, Oklahoma State University, was quoted in a December 11 *Slate* article, "Red States Are Getting a New Shade of Redder."

**Morten Ender**, West Point, contributed to a December 30 *Washington Post* article that highlights the controversy and online collective action against a children's book and the authors that attempted to re-label and rebrand children of American military personnel from "Brats" to "C.H.A.M.P.s" (Child Heroes Attached to Military Personnel).

**Amitai Etzioni**, George Washington University, was mentioned in a December 16 *New York Times* article, "Innovators of Intelligence Look to Past" and was quoted in a December 11 *AMNewYork* article, "Some New Yorkers Pass on the Christmas Tree Tradition."

**William Helmreich**, Graduate Center and City College of New York, CUNY, was featured in a December 28 (*New York Daily News*) article and video about his book, *The New York Nobody Knows: Walking 6,000 Miles in the City*.

**Thomas Janoski**, University of Kentucky, was quoted in a November 19 *Washington Post* article, "The Strange Case of the Anti-Union Union at Volkswagen's Plant in Tennessee."

**Guillermina (Willie) Jasso**, New York University, was interviewed on CNN TV and quoted in articles in a number of media outlets including CNN, the Associated Press, Fox, and the *New York Post* on December 25 and 26 about the screening of the film, *The Interview*.

**Erin L. Kelly**, University of Minnesota, was quoted in a December 12 *USA Today* article, "Working Parents Juggle Jobs, Seasonal Illnesses."

**Jerry Lembcke**, College of the Holy Cross, was quoted in the November 9 *Stars and Stripes* article, "The Lingering Stigma of the 'Troubled Vet,'" which referenced his book, *The Spitting Image: Myth, Memory, and the Legacy of Vietnam*.

**James M. Loewen**, Catholic University of America, was mentioned in a December 11 *Newsweek* article, "Notre Dame Will Offer 'White Privilege' Seminar in 2015."

**Silvia Pedraza**, University of Michigan, was featured in a televised debate about the U.S. restoring ties with Cuba on December 21 on Fox News Detroit's program, "Let it Rip." She argued that the restoration of ties was positive, for both countries. Pedraza was also quoted in December 22 *LatinPost.com* article on the demographic divides in attitudes regarding U.S.-Cuba relations within the Cuban American community.

**Daniel Ritter**, The University of Nottingham, had his book *The Iron Cage of Liberalism: International Politics and Unarmed Revolutions in the Middle East and North Africa* reviewed by the *Financial Times* on January 12.

**George Ritzer**, University of Maryland, was mentioned in a December 12 *Huffington Post* column, "McDonald's Marketing Misery."

## ASA footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Mailed to all ASA members.

Editor: *Sally T. Hillsman*

Associate Editor: *Margaret Weigers Vitullo*


Managing Editor: *Johanna Olexy*

Secretary: *Mary Romero*

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

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

Copyright © 2015, American Sociological Association.

 footnotes is printed on recycled paper

announcements

**Martin Ruef**, Duke University, was mentioned in a December 14 *Quartz* article, "A Better Formula for Calculating Startup Equity."

**Thomas Shapiro**, Brandeis University, was quoted in a December 10 *Atlantic* article, "The Minister Who Went to Jail for Financial-Aid Fraud."

**John Skrentny**, University of California-San Diego, wrote an August 29 *TIME.com* op-ed, "Equal Opportunity Is Over. It's Time for 'Racial Realism,'" and was quoted in October 20 and November 4 *Deutsche Welle* articles, "AI Decries Exploitation of Migrant Workers in South Korea" and "No Country for Refugees? Japan and South Korea's Tough Asylum Policies."

**Pamela Stone**, Hunter College, CUNY, was quoted in a December 14 *New York Times* article, "The Flexibility Gap."

**Sudhir Venkatesh**, Columbia University, was mentioned in a December 10 *Vice News* article, "How Selling Crack is Like Working at Walmart."

**Y. Claire Yang**, University of North Carolina, was mentioned in a December 7 *Washington Post* op-ed, "The Happiness Curve."

**Viviana Zelizer**, Princeton University, was quoted in a December 10 *Chicago Tribune* article, "All Joy and No Fun" Author Jennifer Senior Talks Modern Parenting."

## Awards

**Archibald Haller**, University of Wisconsin, was recognized by the Brazilian Sociological Society for his contributions to understanding the stratification system of Brazil.

**Young-Il Kim**, Baylor University, was awarded a \$100,000 research grant from the Fatherhood Research and Practice Network, a national project of Temple University and the Center for Policy Research, funded by the U.S. Department of Health and Human Services, for his randomized controlled study of a fatherhood program operated by the Ridge Project, Inc. in Ohio.

## Transitions

**George W. Dowdall**, St Joseph's University, has been appointed Professor Emeritus of Sociology at St Joseph's University, and serves as Adjunct Fellow at the Center for Public Health Initiatives at the University of Pennsylvania.

**Roslyn Arlin Mickelson**, University of North Carolina-Charlotte, has been awarded the designation of University Professor.

**Keith M. Moore**, Virginia Polytechnic Institute, has been appointed Interim Executive Director of the Office of International Research, Education and Development at Virginia Polytechnic Institute and State University.

## People

**Guillermina Jasso**, New York University, was elected to serve a four-year term on the Executive Committee of the International Sociological Association, from July 2014 to July 2018.

**Joseph A. Kotarba**, Texas State University, will deliver the annual Peter Hall Lecture at the Midwest Sociological Society meetings in Kansas City, MO, on March 28, 2015. His lecture is "From Basic to Applied to Policy: Teaming in Symbolic Interactionism."

## New Books

**Christopher Bail**, Duke University, *Terrified: How Anti-Muslim Fringe Organizations Became Mainstream* (Princeton University Press, 2014).

**Brian Barrett**, SUNY-Cortland, and **Elizabeth Rata**, University of Auckland, *Knowledge and the Future of the Curriculum: International Studies in Social Realism* (Palgrave Macmillan, 2014).

**Henning Best**, University Würzburg, **Christof Wolf**, University Mannheim, Eds., *Handbook of Regression Analysis and Causal Inference* (Russell Sage, 2015).

**Melanie E. L. Bush**, Adelphi University, **Roderick Bush**, St. John's University, *Tensions in the American Dream: Rhetoric, Reverie, or Reality* (Temple University Press, 2015).

**Arnold Dashefsky**, University of Connecticut, and **Ira Sheskin**, University of Miami, Eds., *American Jewish Year Book 2014* (Springer, 2015).

**Pierrette Hondagneu-Sotelo**, University of Southern California, *Paradise Transplanted: Migration and the Making of California Gardens* (University of California Press, 2014).

**Louis Kriesberg**, Syracuse University, *Realizing Peace: A Constructive Conflict Approach* (Oxford University Press, 2015).

**Roslyn Arlin Mickelson**, University of North Carolina-Charlotte, **Stephen Samuel Smith**, Winthrop University, and **Amy Hawn Nelson**, University of North Carolina-Charlotte, *Yesterday, Today, and Tomorrow. School Desegregation and Resegregation in Charlotte* (Harvard Education Press, 2015).

**Robert Perinbanayagam**, Hunter College-CUNY, *The Varieties of the Gaming Experience* (Transaction Publishers, 2014).

**Robert Perinbanayagam**, Hunter College-CUNY, *Murder, Most Academic* (Trafford Publishing, 2014).

**Daniel P. Ritter**, University of Nottingham, *The Iron Cage of Liberalism: International Politics and Unarmed Revolutions in the Middle East and North Africa* (Oxford University Press, 2015).

**Roland Robertson**, University of Pittsburgh and University of Aberdeen, *European Globalization in Global Context* (Palgrave Macmillan, 2014).

**Sandro Segre**, University of Genoa (Italy), *Contemporary Sociological Thinkers and Theories* (Ashgate Publishing, 2014).

**Gay Young**, American University, *Gendering Globalization on the Ground: The Limits of Feminized Work for Mexican Women's Empowerment* (Routledge, 2015).

## Other Organizations

**Midwest Sociological Society** 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. Editing *TSQ* is a unique and rewarding professional responsibility that brings visibility and distinction to a department and university. Contact: MidwestSS@centurytel.net or (319) 338-5247. For more information, visit [www.TheMss.org](http://www.TheMss.org).

## Summer Programs

**Summer Institute for Israel Studies** is offering a three-week fellowship preparing faculty in any discipline to teach about Israel. The 2015 program opens with an intensive seminar at Brandeis from June 15-29, followed by a study tour of Israel from June 30 to July 9, 2015. The stipend is up to \$2,500; travel, accommodations, and meals are included. For more information, visit [www.brandeis.edu/israelcenter/SIIS/](http://www.brandeis.edu/israelcenter/SIIS/).

**22<sup>nd</sup> Annual RAND Summer Institute, July 6-9, 2015**, Santa Monica, CA. Two

conferences addressing critical issues facing our aging population: Mini-Medical School for Social Scientists; Workshop on the Demography, Economics, Psychology, and Epidemiology of Aging. Interested researchers can apply for financial support covering travel and accommodations. For more information, visit [www.rand.org/labor/aging/rsi.html](http://www.rand.org/labor/aging/rsi.html).

## Deaths

**Joseph Gusfield**, University of California-San Diego, founding Chair of the University of California-San Diego Sociology Department, passed away on January 5, 2015. Among his major works are *Symbolic Crusade: Status Politics and the American Temperance Movement* and *The Culture of Public Problems: Drinking-Driving and the Symbolic Order*.

**Elizabeth (Liz) Markson** died on January 1, 2015 at age 80 after a difficult struggle with cancer. Since 2009, Liz was Resident Scholar at the Women's Studies Research Center, Brandeis University and for 20 years served as the Director of the Boston University Gerontology Center.

**Eugene S. Uyeki**, Case Western Reserve University, who was Professor Emeritus, former chair of the Department of Sociology, and Provost for Social and Behavioral Sciences during a 44-year career, died on September 5, 2014 at the age of 88. Professor Uyeki was born in Seattle, Washington, and graduated from high school in a Japanese-American internment camp. He served in the U.S. Army for 22 months during 1954-1955. During 1985, he was a Fulbright Scholar at Hokkaido University in Sapporo, Japan.

**Hernán Vera**, University of Florida, Emeritus Professor of Sociology, passed away on November 26, 2014, after a long illness.

save the date



# Sexualities

in the social world

**110<sup>th</sup> ASA Annual Meeting**  
**August 22-25, 2015**  
**Hilton Chicago**  
**Hilton Palmer House**  
**Chicago, IL**



ASA  
AMERICAN SOCIOLOGICAL ASSOCIATION



## Obituaries

Albert K. Cohen  
1918-2014

Albert K. Cohen, the noted criminologist whose work and life enlightened and inspired scholars and law enforcement practitioners around the world, passed away on November 25 in Chelsea, MA. Al was born in Boston on June 15, 1918. He graduated from the Boston Public Latin School in 1935 and from Harvard University in 1939 with high honors. At Harvard Al took courses from Pitrim Sorokin, Talcott Parsons, and Robert Merton.

Despite his outstanding academic record, Al was denied admission to most graduate programs to which he applied. One department explained they were not allowed to admit Jews. However, just as Al was preparing for a career in journalism, he was accepted by Indiana University. The sociology chair was Edwin H. Sutherland, whom Al described as another powerful influence on his intellectual development. Al received his MA in 1942 and worked for nine months at the Indiana Boys School, a state institution for juvenile delinquents.

Al then served as a lieutenant in the Army until June 1946, including one year in the Philippines, where he met and "instantly" fell in love with his future wife, Natividad Barrameda Manguerra (Nati), who worked at the Army's Office of Information and Education. Al returned to Harvard spending one year in residence before leaving ABD to teach at Indiana University in 1947. Nati joined Al in 1948 and they were married in December. Al completed his thesis, *Juvenile Delinquency and the Social Structure*, and received his PhD in 1951. His most famous work, *Delinquent Boys: the Culture of the Gang*, considered an instant classic explanation of delinquency and gangs and a major breakthrough in criminological theory, was published in 1955. Al later wrote *Deviance and Control*, a textbook on the sociology of deviance, and published many scholarly papers in journals or as book chapters.

In 1965, Al moved from Indiana to become University Professor of Sociology at the University of Connecticut, where he taught until retiring in 1988. Al and Nati's home in Storrs was always a warm and welcoming gathering place for faculty members, graduate students, and visiting scholars.

Al was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Palo Alto and a Visiting Professor or Visiting Scholar at the University of California-Berkeley, the University of California-Santa Cruz, the John Jay College of Criminal Justice, Arizona State University, the Institute of Criminology (Cambridge, England), Trinity College (Dublin, Ireland), the University of Haifa, the University of the Philippines, and Kansai University.

Al served as President of the Society for the Study of Social Problems, Vice-President of the American Society of Criminology (ASC), and actively involved in the American Sociological Association. In 1993, Al received the ASC's Sutherland Award.

Al and Nati moved for the sake of her health first to Arizona and then to San Diego. Nati passed away there in 2003. Al moved back to Storrs, where his friends greatly enjoyed having dinners with him. Al was always in great physical shape. As a teenager in Boston he was adept at the art of running alongside a truck, hopping on to catch a ride, and jumping off as the truck slowed down anywhere near his destination. In Storrs he enjoyed walking many miles and, despite the distress of friends and family, kept hitchhiking into his 90s.

Amazingly, Al assisted in an FBI investigation. The FBI informed Al that a financial planner he was working with was suspected of stealing from him and others. Al consented to having his Storrs condominium bugged and the FBI gathered important evidence that, with Al's testimony, led to the perpetrator's conviction. Ever the criminologist, Al wanted to interview the incarcerated con man.

Anyone who met Al soon realized he had a tremendous love of life, enormous compassion, and an incredible wit and sense of humor. He kept everybody laughing at his jokes even while lying in a hospital bed. He loved to take pictures of flowers on his walks and enjoyed crafting all sorts of household items into pendants and other works of art. He also wrote many amusing poems. Al was enormously kind and helpful to everyone he knew. He was a strong supporter of the ACLU and contributed to many charities and to the universities where he studied and taught.

Al is survived by his loving niece Gerianne, who took great care of her beloved Uncle Al after he could no longer live independently, and by his nephews Richard Segal, Philip Segal, and Marc Cohen, his niece Cindy Peterson, and Al and Nati's niece Therese Eckel.

Of all the attributes that we could ascribe to Al, that he was a distinguished sociologist and criminologist as well as a caring individual, the greatest accolade that we could bestow upon him was that he was a "mentsh" (or "mensch"). This is an English loan word borrowed from Yiddish and German, which, as noted in Wikipedia, means a person of "character, dignity, a sense of what is right, responsible.... a high compliment, expressing the rarity and value of that individual's qualities." Surely, this is a term that Al would have recognized and one that we lovingly offer as a posthumous tribute.

We all love you and miss you, Al.

Al Cohen (University of Connecticut), Gerianne Cohen, Arnold Dashefsky (University of Connecticut), Jim DeFronzo (University of Connecticut) and Jungyun Gill (Stonehill College)

Scott R. Eliason  
1959-2015

Scott Eliason, Associate Professor of Sociology at the University of Arizona, passed away peacefully at his home in Sarasota, FL, on January 7, 2015, surrounded by family and close friends. Scott was known for his path-breaking work in quantitative methodology and statistics, focusing in particular on models for discrete outcomes and causality. He worked in a number of substantive areas including stratification, the sociology of work, economic sociology, the life course, the comparative welfare state and recently, the sociology of law.

After completing a PhD at Pennsylvania State University under the tutelage of Clifford Clogg, Scott began his career at the University of Iowa in 1989. In 2000 he moved with Robin Stryker to the University of Minnesota and then to the University of Arizona in 2008. Early in his career, Scott developed a fruitful collaboration with Clogg on statistical models for categorical data and their applications to sociological questions. He quickly developed a reputation as one of the leading experts on categorical models, developing and maintaining one of the early computer programs for such analyses, teaching short courses at the ASA meetings and publishing methodological papers on log-linear models, models for adjustment of rates, and models for labor force outcomes. Of particular note was his very popular Sage book on maximum likelihood, his endogenous switching model of labor markets and his latent class approach to characterizing the life course as role configurations and pathways. More recently he worked to combine fuzzy set qualitative comparative analysis with causal inference with Stryker.

Scott worked with many collaborators and was valued for his capacity to develop innovative statistical techniques to capture and test the nuances of theoretical arguments. In recent years he worked with Lauren Edelman, Linda Krieger, Catherine Albiston, and Virginia Mellema to develop a statistical model of legal endogeneity theory, which posits that judges defer to organizational forms of compliance with law, and with Rachel Best, Edelman, and Krieger on an empirical test of intersectionality theory in civil rights litigation. He also worked with Erin Leahey and Sondra Barringer on complex issues on causal inference and with Stryker and Eric Tranby on the comparative welfare state.

Scott was an amazing teacher with an uncanny ability to explain complex statistical concepts not just through mathematical formulas, but also through intuitive analogies for those who were not so mathematically

inclined. Scott was known for his wicked sense of humor, which he often used to defuse tense situations. At times his humor would sneak out against his better judgment. In trying to explain to his undergraduate students that there is nothing magical about the Greek letters used to represent parameters in statistical models, Scott exclaimed, "There's no mu-ness to mu and no pee-ness to pi!" The students laughed so uncontrollably, Scott had to end the class early. While Scott was not exactly known for his patience when dealing with bureaucrats or bureaucratic requirements, he had seemingly endless patience for students and colleagues who genuinely wanted to understand statistics. Well, maybe not quite endless. He was famous for responding to student requests to explain a statistical concept in a different way with "the only other way I can say it is louder."

Scott was a mentor to a number of successful graduate students from Iowa, Minnesota, and Arizona. Two of his early graduate students, Teri Fritsma and Melissa Bonstead, once gave Scott a tissue box labeled "Graduate Student Tool Kit," with a series of detailed instructions of when to bring out the tissues and what to say to graduate students who cried in his office, including "It will be okay; there are many things you can do with your life." Scott taught his students not only sociology and statistics, but also the importance of maintaining a sense of humor in difficult times.

Scott fell ill with esophageal cancer in 2011 and was presented with a grim prognosis. Ever the statistician, he pointed out that someone had to be in the tail of the distribution. Scott lost his battle with cancer far too early. His many friends, colleagues, and students as well as his family already miss his wry sense of humor and his unique blend of cynicism and kindness.

Bill Bielby, University of Illinois, Chicago and University of Arizona; Laurie Edelman, University of California-Berkeley; Ross Matsueda, University of Washington; Robin Stryker, University of Arizona

Linda Majka  
1947-2014

Linda Majka, Professor of Sociology at the University of Dayton, died on November 17, 2014. She was 67.

She earned a BA in economics from the College of William and Mary in 1969, and a MA and PhD in sociology from the University of California-Santa Barbara in 1973 and 1978. Linda joined University of Dayton (UD) in 1981 with her husband University of Dayton Sociology Professor Theo Majka, both having previously taught at Portland State University.

In her more than 30 year career at UD, Linda authored three books and more than 20 scholarly contributions on human rights, economic policies, farm labor movements, and immigration.



announcements

Her most recent book, *Children's Human Rights* (2005), was co-edited with UD professor Mark Ensalaco. Linda played an active role in various programs at the University of Dayton, especially Human Rights Studies and Women and Gender Studies, serving as director of the Women's Studies Program from 1995-99.

With her spouse, Linda received the College of Arts & Sciences 2011-12 Award for Outstanding Service. Both have engaged in extensive service to the University and the broader Dayton community, particularly around issues involving immigration and social justice. For example, they were involved in the creation of the city's Welcome Dayton: Immigrant-Friendly City initiative and have engaged in activities that facilitate the initiative's goals, such as researching challenges immigrants and refugees experience in becoming better integrated into their new communities and organizing three local conferences on immigration.

Linda had a reputation for being a dedicated teacher and mentor, both to students and other faculty. A recent UD graduate wrote, "Getting to know and work with Dr. Linda was one of the greatest blessings of my undergraduate experience. Her class on the Sociology of Human Rights awakened a passion in me and has led me to pursue a research career dedicated to social justice, thanks entirely to the sincere passion with which Dr. Linda taught." Former department chair Sister Laura Leming noted, "I knew of Linda's work on immigration long before I joined the department as a colleague through one of my Marianist Sisters who worked with Linda and Theo on local migrant communities. Linda was a welcoming and supportive presence when I became a sociologist, and her engagement in Women's Studies and in writing for justice helped encourage me to forge my own path as a scholar engaged in local and global communities." Mark Ensalaco of UD's Human Rights Studies Program commented that "Linda represented what is best about higher education. She had a fierce devotion to freedom of inquiry and education. She was committed to the pursuit of the truth and she devoted her marvelous talents as a sociologist to the cause of justice."

Linda is survived by her husband of 44 years, Theo Majka, with whom she co-authored *Farm Workers, Agribusiness and the State* (1982) and numerous articles.

Leslie Picca, University of Dayton

Elizabeth Warren Markson  
1934-2015

Elizabeth Warren Markson passed away on January 1, 2015, at the age of 80, after a struggle with cancer. Liz was known for her work in social gerontology and especially the experiences of women as they age. She is survived by her husband of 50 years, Ralph, daughter

Alison, son David, and grandson Noah. Liz also leaves behind a small army of colleagues for whom she was a cherished friend.

It was a pleasure to be her friend and colleague. Liz was a person of impressive intellect, sharp insight, warmth, and a great sense of humor. She was always a careful listener, problem solver, and a woman full of creative ideas.

Since 2009 Liz was a Resident Scholar at the Women's Studies Research Center, Brandeis University. From 1985 to 2005 she served as the Director of the Boston University Gerontology Center where she developed a multidisciplinary pre- and postdoctoral training program funded by the National Institute on Aging and an annual summer institute on gerontology. For 15 years Liz was also a Psychotherapist and family counselor with a focus on life transitions.

Liz had received her BA from Bryn Mawr College and her PhD in sociology from Yale University. She taught at Boston University, Northeastern University, SUNY-Albany, Wellesley College, and was a visiting scholar in gerontology at the University of Auckland. She was a fellow of the Gerontological Society of America (GSA), the Association for Gerontology in Higher Education (AGHE) and a clinical member of the American Association of Marriage and Family Therapy. Liz was the author and co-author of 10 books and over 70 journal articles.

Liz published extensively in the area of social gerontology including four editions of *Growing Old in America* (with Beth Hess), *Aging and Old Age* (with Beth Hess), *Social Gerontology Today*, *Intersections of Aging*, and *Social Gerontology: Issues and Prospects* (with Peter Stein). Her book *Older Women*, one of the first in the field to focus on women in later life, received the Book of the Year Award from the *American Journal of Nursing*. With Hess and Stein, Liz also co-authored five editions of *Sociology*.

Liz was active in various professional organizations: she was President of the Northeastern Gerontological Society, chair of the Aging and Life Course Division and the Family Division of the Society for the Study of Social Problems, a member of the Publications Committee of GSA, and on the Executive Committee of AGHE. She was also very active in American Association of University Women (AAUW) and served as program chair for the Bedford-Lexington Massachusetts Chapter of AAUW.

Liz's media appearances included CNN, PBS, WHDH, WBZ and Pacific Radio (NZ). Her research on women and film has been featured in various publications. Liz's long-term interests focused on gender, aging, family, and film. Her research, including a number of published papers and book chapters, focused on the persistence and change in culturally constructed cinematic versions of older women's lives. Liz asked,

"to what extent do cinematic images reflect persistent or time-bound ageist and gender stereotypes?" as she sought to identify the messages the celluloid American dream created of older women.

Liz's research also covered other — of long-term care among members of the Framingham cohort; decision making to live in elder housing; views of clergy concerning the needs of older parishioners; and sexuality in later life.

She will be missed by all who were fortunate to know her.

Peter Stein, University of North Carolina-Chapel Hill Institute on Aging

JoAnn L. Miller  
1949-2014

On Christmas Day 2014 JoAnn Miller, age 65, lost her battle against primary peritoneal cancer. She joined the Department of Sociology at Purdue University in 1984, after receiving her PhD in sociology from the University of Massachusetts-Amherst. Earlier, she had earned an Associate of Arts degree from the Merrimack Valley Branch of the University of New Hampshire in 1976, a bachelor of arts degree from Keene College in New Hampshire in 1978, and a master's from the College of William and Mary in Virginia in 1980.

From the moment that she arrived in West Lafayette as an Assistant Professor of Sociology, Miller has served Purdue and Greater Lafayette, bringing together academics and community leaders to address social problems and implement solutions. Her life embodies scholarship in pursuit of social justice.

As part of her contribution to building the Law and Society program in the Department of Sociology at Purdue, she worked with the local prosecutor's office, obtaining a substantial (\$121,000) grant from the National Institute of Justice in 1988. Later she turned to more general community development efforts, building on a series of relatively small grants to develop the "Downtown Lafayette Weed and Seed Program" (2007-2008), which brought in over a half million dollars in funding for a five-year program. At the same time (2007), she developed a two-year program studying sex offenders returning from state prison (\$168,136) and another project focused on "Affordable Housing: A Tool for a Successful Re-entry Problem Solving Court" (\$256,485). Even in failing health she managed to secure a grant to study rental assistance to complement the affordable housing project as another aspect of the "Re-entry Court."

Meanwhile, back at Purdue, Miller rose through the academic ranks, achieving national and international distinction, as Associate Editor, from 1994-1996 (with Robert Perrucci), of

*Social Problems*, the official journal of the Society for the Study of Social Problems (SSSP) and as co-Editor, from 2001-2005 (with Robert Perrucci), of *Contemporary Sociology*. In 2008, she was named Professor of Sociology and appointed Associate Dean for Interdisciplinary Studies and Engagement for the College of Liberal Arts. In 2009-2010, she served as Interim Head, for the Department of Sociology, stepping back temporarily from the dean's office in a moment of departmental need. Then, after years of noteworthy scholarship and invaluable national service, she was elected President (2009-2010) of the Society for the SSSP. Most recently, she became head of the newly created School for Interdisciplinary Studies at Purdue, in April 2014.

Her published works includes six books. These include two edited collections (1984 and 1986) for *Research in Social Problems and Public Policy* (volumes III and IV), two books (1991 and 2007) on child abuse and family violence (with Dean Knudsen), and two books (2009 and 2011) on "Problem Solving Courts" (with the honorable D.C. Johnson). This last project epitomizes her effort to bring academics and community leaders together in developing better ways to serve the noble goal of social justice within the context of civil and criminal law. Her scores of shorter papers include numerous publications coauthored with her many students.

JoAnn was born July 12, 1949, in Manchester, NH, the second of five children born to John Rogers Langley and Rita Violet Langley (née Carrier), both deceased. She is survived by four siblings, Donna Lee Leinsing, Debra Lou Fuchs, Ruby Margaret Stevens, and John Richard Langley. She was the loving wife and partner of Scott Frankenberger, devoted mother to Jonathan Miller, and his wife, Maura Smale, and was especially devoted to their son, her grandson, August ("Gus"). JoAnn was also a warm stepmother to Jennifer (Frankenberger) Segovia and Casey Frankenberger. She will be sorely missed by her family, her colleagues, and her many friends locally and nationally.

A memorial scholarship fund will be established in the College of Liberal Arts in her name. The exact nature of the scholarship is still to be determined, but if you wish to contribute to this fund, contact Lori Sparger in the CLA Development office at lsparger@prf.org or 765-494-9314. Checks to the Purdue Foundation can be mailed to the CLA Development Office, 100 N. University St., West Lafayette, IN 47907 with "JoAnn Miller" in the memo line.

Richard Hogan and Carolyn Cummings Perrucci, Purdue University



American Sociological Association  
1430 K Street NW, Suite 600  
Washington, DC 20005

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
ALBANY, NY  
PERMIT NO. 364

call for applications

## Student Forum Travel Grants

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

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

To apply, complete the PDF file and e-mail it to [studentforum@asanet.org](mailto:studentforum@asanet.org) or mail one copy of the Student Forum Travel Award Application form no later than **April 1, 2015**. The application can be found at [www.asanet.org/funding/sfta.cfm](http://www.asanet.org/funding/sfta.cfm).

### *For Members Only*

## Individual Health Insurance Plans

ASA members are eligible for discounts through **Health Insurance Mart** offered by the insurance brokerage firm, Marsh US Consumer.

Members have the choice of short-term or longer-term insurance coverage plans. Marsh also offers Limited Medical coverage plans to people who have been denied coverage from other health insurance plans.

Short-Term Medical Insurance is an excellent option for ASA members who are unemployed, working as independent contractors, or currently enrolled as graduate students. Short-term coverage plans run from 1 to 12 months depending on your choice of coverage term.

Individual Health Insurance Plans are available at competitive premium rates. Visit [asoa.healthinsurance.com](http://asoa.healthinsurance.com) and click on the "Individual Medical" link to get your rate quotes and choice of different health plans offered by insurance providers. The health plan information includes deductible amounts, insurance co-pays, office visit payment information, and what medical procedures are covered by the particular insurance plan. You may also add a spouse and children to your coverage.

Limited Medical Insurance plans are available for people who have been denied coverage due to pre-existing health issues or have serious ongoing health conditions. Some states might not have limited medical plans. Call (877) 249-7868 for more details about this particular benefit.

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

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

**For complete information on these and other ASA member benefits, visit <[www.asanet.org/members/benefits.cfm](http://www.asanet.org/members/benefits.cfm)>.**

**Membership in ASA benefits you!**