

inside

**3 W.J. Wilson Gives Kluge Lecture**

Wilson discussed the ways race and class influence Americans' opportunities.

**4 2017 Theme and Call for Suggestions**

President Michèle Lamont has chosen the theme "Culture, Inequalities, an Social Inclusion Across the Globe."

**5 2015 Meeting Was a Rocking Success**

Great Chicago weather and lots of discussions about sexualities. Who could ask for more?

**9 The Importance of State and Regional Association Meetings**

Don't think of them as the minor league of the discipline.

**10 Socius Is Seeking Manuscripts**

Read the inaugural editorial and consider submitting your research.

From the Executive Officer .....2  
 Science Policy .....3  
 ASA Forum ..... 16  
 Announcements ..... 17  
 Obituaries..... 21

**Meet the 2016 ASA President: Ruth Milkman**

*Sarah Jaffe, Fellow, The Nation Institute*

For Ruth Milkman, being a sociologist is about doing research that speaks to the issues of the day. That mindset has led her to crisscross the country, from the East Coast to California and back again, to dig into historical archives to uncover the struggles of women workers during the Great Depression, to hang out in factories with autoworkers trying to save an industry being dismantled, to follow immigrant janitors as they disrupted an entire city, and to trace the beginnings of the Occupy Wall Street uprising. And now, it has led her to the presidency of the American Sociological Association.



Ruth Milkman

It was Milkman's commitment to public sociology, to making social change and calling out injustice through rigorous academic work that inspired Kristen Schilt, now Associate Professor of Sociology at the University of Chicago. Schilt studied under Milkman at the University of California-Los Angeles (UCLA), and noted that for many people, the tension between wanting to change the world and wanting to be a committed scholar can be difficult to manage, but in Milkman she had a mentor who helped her find a way to do both. "Ruth combines the rigor and high standards for critical thinking that's demanded of somebody who

works in the academy with a real world outlook," says Dan Rounds, a former student of Milkman's at UCLA who is now Deputy Director of Legislation, Policy, and Research at the California Workforce Investment Board. Milkman, he notes, encourages students to get involved, an outlook that served him well in academia as well as in the public policy position he now holds. From Milkman, he says, he learned that "Objectivity is not about having no opinion, it means that you form your opinions based on solid evidence. It doesn't mean you sit on your hands."

I have experienced this firsthand as a journalist who covers labor and social movements, I have relied on Milkman repeatedly as

*Continued on Page 6*

**Sociological Theory Welcomes New Editor Mustafa Emirbayer**

*Chad Alan Goldberg, University of Wisconsin-Madison*

The ASA journal *Sociological Theory*, which has prospered since 2009 under its superb outgoing editor Neil Gross, will remain in good hands with incoming editor Mustafa Emirbayer.

Emirbayer is one of the most prominent theorists working in the discipline today. He received his PhD from Harvard University in 1989, taught at the New School for Social Research from 1991 to 1999, and since then has been at the University of Wisconsin-Madison, where he is currently Professor of Sociology. As a former chair of the ASA Theory Section (2010-2011), a recipient of the Lewis Coser Award for Theoretical Agenda-Setting (2010), and a contributor, consulting editor (2004-2008), and frequent reviewer for *Sociological Theory*,



Mustafa Emirbayer

Emirbayer is eminently qualified to take the journal's helm.

When he was a graduate student, Emirbayer recalled, "sociological theory occupied a highly ambivalent position in the discipline." But now, he notes, there is greater appreciation for theoretical inquiry and debate. Emirbayer's own scholarly contributions have contributed in no small part to that development. In the course of his career he has shaped the sociological agenda through a series of brilliant and innovative articles in some of the discipline's most prominent and widely read journals, including the *American Journal of Sociology*, *Theory and Society*, and *Sociological Theory*. In addition, he has edited a volume on the sociological contributions of Émile Durkheim

*Continued on Page 14*

**Executive Officer Hillsman to Retire in May 2016**

Sally T. Hillsman has announced that she will retire from her position as Executive Officer of the American Sociological Association



ASA Executive Officer Sally Hillsman

in May 2016. Since becoming the Executive Officer in 2002, she has overseen all the activities of the Executive Office, with special attention to public affairs, scientific publishing, and social science funding. She has championed the establishment of section-sponsored journals, including *Sociology of Race and Ethnicity* and *Society and Mental Health*, as well as *Contexts* and the new open-access journal, *Socius: Sociological Research for a*

*Continued on Page 8*

from the executive officer

## Council Approves Disciplinary Standards for High School Sociology

It has been a long, sometimes difficult road for sociology that began over 100 years ago when sociology was first taught in high schools. But at its August 26, 2015, meeting in Chicago, Council unanimously approved National Standards for High School Sociology.

The ASA standards represent the culmination of decades of work by sociologists and high school teachers collaborating to advance sociology at the secondary level. Intensive work over

the past 18 months by members of the ASA High School Planning Program team and Advisory Board during more than 40 meetings produced the final sections and topical areas of the high school standards document approved by Council. The goal was to develop stan-

dards that would appropriately convey the essential aspects of the discipline at the secondary level, be widely acceptable, and be fundamentally useful to high school teachers. Council's vote to adopt these standards and have them promulgated by ASA is of central importance to our discipline for many reasons, but there are three that make this action by ASA of vital importance today.

First, **standards-based education has become the accepted best-practice** in secondary education in the United States. "If sociologists want educators to take their high school presence seriously, we must work within the existing structure and con-

sider current educational reform movements—namely, standards-based education" (Andriot 2007).

Standards are specific shared learning goals; they are not a specific curriculum. Identifying shared learning goals for a discipline at the secondary level is essential to developing effective and meaningful assessment of student learning outcomes across a variety of approaches to curriculum and course development by individual teachers and departments. This process can lead to

improvements in educational practices to increase learning. For this reason, standards-based education is also referred to as evidence-based education by the National Science Foundation. In approving the ASA National Standards for High School Sociology, Council com-

municated its support of high-quality, evidence-based sociology education at the secondary level.


Second, high school teachers of sociology have expressed an **urgent need for discipline-specific standards** that have been developed by disciplinary experts. The teachers who have been calling ASA regularly for a number of years asking where they can find the high school sociology standards for sociology on our website have been dismayed to learn that there were no standards—until now. Most high school teachers today are expected to be able to demonstrate to administrators how their courses satisfy the national standards estab-

lished for their discipline. Many disciplinary organizations have already developed and published standards, including (but not limited to) psychology, geography, civics, economics, and history. In the absence of standards for high school sociology, *states have been doing so in our place, typically without disciplinary experts*. Eleven states already include standards for sociology within their social studies standards (Andriot 2007), and a 12<sup>th</sup> state, Illinois, is currently engaged in a process to do so. Indiana, which has had sociology standards for some time, is currently attempting to revise them. In approving the ASA National Standards for High School Sociology, Council responded directly to the expressed needs of high school teachers in our discipline while also providing crucial guidance for state departments of education.

Third, our **ongoing efforts to advance sociology at the post-secondary level will be greatly aided** by a stronger presence for sociology at the high school level. Although sociology was first taught at the high school level more than 100 years ago (Decesare 2005), early sociologists tended to be more interested in studying schools as social institutions than engaging in efforts to develop secondary-level curricula or content. As a result, sociology was excluded from the definition of social studies at the K-12 level even though there was always a close relationship between sociology and the topics typically examined in social studies classes (Hertzberg 1981).

Most students do not even see the word "sociology" during their education until they arrive in college. That sociology is not a "destination major" has negative implications for the number of college sociology majors. The severely limited evidence of well established "regular" sociology classes in high schools has

stymied the discipline's efforts to get the College Board to establish an Advance Placement (AP) Sociology course. The ASA High School Planning Team and its Advisory Board were pleased to read in ASA President-Elect Lamont's candidate statement that she intended to "reinitiate efforts to create high school Advanced Placement sociology courses and support ASA staff in developing K-12 sociology programs." In approving the ASA National Standards for High School Sociology, Council laid the groundwork for long sought advances for our discipline, including a potential AP course.

Hayley Lotspeich, ASA High School Planning Team Director, and Chris Salituro, Assistant Director, both high school sociology teachers, came to the Hilton Chicago to personally present the proposed standards to ASA Council. After their presentation and some additional Q&A, Council voted unanimously to pass the ASA National Standards for High School Sociology. When the votes were in, Kathleen Gerson, ASA Vice-President Elect, commented, "This may have been the most important thing we do here today." I couldn't agree more. 

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**“High school teachers of sociology have expressed an urgent need for discipline-specific standards that have been developed by disciplinary experts. The teachers who have been calling ASA regularly for a number of years asking where they can find the high school sociology standards on our website have been dismayed to learn that there were no standards—until now.”**



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

**HHS Releases Proposed Revisions to the Common Rule**

The U.S. Department of Health and Human Services released on September 2 proposed revisions to the Common Rule for the Protection of Human Subjects. The Division of Behavioral and Social Sciences and Education, National Research Council, reports that the notice of proposed rulemaking (NPRM) now more thoroughly addresses social science and behavioral research perspectives. The Common Rule has not been updated since 1991. The NPRM is the next step in a process that began in 2011 with the issuance of an Advanced Notice of Proposed Rulemaking (ANPRM) that asked for input. A number of the current proposed changes address concerns raised by the social and behavioral science community, particularly those that attempt to make the level of review proportional to the potential level of harm. The recent NPRM acknowledges benefiting from the guidance



provided in the National Academies of Science report, *Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences* (December 2014). The social science community is encouraged to send comments by December 7, 2015.

For the full report, see [www.federalregister.gov/articles/2015/09/08/2015-21756/federal-policy-for-the-protection-of-human-subjects](http://www.federalregister.gov/articles/2015/09/08/2015-21756/federal-policy-for-the-protection-of-human-subjects).

**White House Announces New Steps to Improve Federal Programs by Leveraging SBS Research Insights**

On September 15, the White House announced new actions to improve the effectiveness and efficiency of Federal programs, which included an Executive Order “Using Behavioral Science Insights to Better Serve the American People.” The Executive Order directs Federal agencies to identify programs in which applying social and behavioral science insights can yield substantial improvements; develop strategies for

applying behavioral science insights to programs, and, where possible, for rigorously testing and evaluating the impact of these insights; recruit behavioral science experts to join the Federal Government; and strengthen agency relationships with the research community. The Executive Order directs Federal agencies to take action in four areas in which behavioral science insights can play an especially strong role in program outcomes: streamlining access to programs, improving the presentation of information, structuring choices carefully, and considering a full range of incentives. To read the White House Fact Sheet, see <http://1.usa.gov/1L8VtWj>, and read the Executive Order at <http://1.usa.gov/1Js7oqV>.

**William T. Riley Selected as Next Director of the NIH Office of Behavioral and Social Sciences Research**

A letter from the National Institutes of Health Director Francis S. Collins on July 30, 2015, stated, “It gives me great pleasure to announce

the selection of William T. Riley, PhD, as the next Director of the Office of Behavioral and Social Sciences Research (OBSSR).” Riley has served as Acting Director of the OBSSR since May 2014. Riley first came to the NIH in 2005, as Deputy Director of the Division of AIDS and Health & Behavior Research at the National Institute of Mental Health. In 2009, he joined the National Heart, Lung, and Blood Institute as Program Director of the Clinical Applications and Prevention Branch. He moved to the National Cancer Institute (NCI) in 2012, where he was Chief of NCI’s Science of Research and Technology Branch in the Division of Cancer Control and Population Sciences. A clinical psychologist by training, Riley’s research interests include behavioral assessment, psychosocial health risk factors, tobacco use/cessation, and the application of technology to preventive health behaviors and chronic disease management. For more information on OBSSR, see [obssr.od.nih.gov/index.aspx](http://obssr.od.nih.gov/index.aspx).

**William Julius Wilson Says His Arguments on Race and Class Still Apply**

On May 21, William Julius Wilson concluded his four-month residency at The John W. Kluge Center with a public lecture at the Library of Congress’s Thomas Jefferson Building on the ways race and class influence Americans’ opportunities for success. During his residency as The Kluge Chair in American Law and Governance, Wilson revisited the arguments he made in his 1978 book, *The Declining Significance of Race*, to see if they still apply today. He shared that economic class continues to be more important than race in determining life outcomes for blacks. Wilson added that this basic argument now seems to apply to all racial and ethnic groups not just blacks.



William Julius Wilson, 2015 Kluge Chair in American Law and Governance, speaks on a panel about freedom of expression during the conclusion of #Scholarfest, June 11, 2015. Photo by Shawn Miller.

“One would be naive to say that race is no longer a factor in American life. This talk about a post racial society is silly,” said Wilson, Lewis P. and Linda L. Geyser University Professor at Harvard University, in an interview with Carol Castiel of Voice of America. “Race and racism continue to be important factors in American life, but we should not reduce every problem facing people of color to race and racism. That’s just part of the overall problem.”

Wilson’s research explored the impacts of economic changes like globalization, mechanization and the decline of medium-wage jobs on low-skilled workers. He argues that

income segregation has increased for all people, but at an even more accelerated rate for blacks. In his lecture at the Library of Congress he said, “Today, I argue, racial tensions and conflicts have more to do with competition for and access to residential areas, public schools, and municipal political systems than with competition for jobs.”

The Kluge Chair of Law and Governance is appointed by the Librarian of Congress and holds a distinguished senior research position at the Library of Congress. Founded in 2000, the John W. Kluge Center brings together senior scholars and researchers from around the world. Academics conduct resident research for a period of 6 to 12 months, during which time they have access to the world’s largest library and the opportunity to interact with policymakers in Washington, DC. Lectures, along with conferences,

discussions, and similar programming help connect residential scholars like Wilson’s with the public. For more information about the Kluge Fellowships, see [www.loc.gov/loc/kluge/fellowships/kluge.html](http://www.loc.gov/loc/kluge/fellowships/kluge.html),

His residency at the Kluge Center reflects Wilson’s numerous scholastic achievements. He has authored numerous influential works including *More than Just Race* (2009), *The Bridge over the Racial Divide* (1999), and *When Work Disappears* (1996). Many college courses feature his 1987 book, *The Truly Disadvantaged: The Inner City, The Underclass and Public Policy*. He received the National Medal of Science in 1998, was one of *Time* magazine’s “America’s 25 Most Influential People”, and was a MacArthur Fellow from 1987-1992. Wilson’s academic contributions have significantly improved our understanding of urban poverty, race and class.



## Think Ahead to 2017!

# Invited Session Proposals Are Solicited for the 112<sup>th</sup> Annual Meeting

**August 12-15, 2017**

**Montréal, Québec, Canada**

*Deadlines are November 13, 2015, and February 5, 2016.*

The substantive program for the 2017 Annual Meeting is now taking shape under the leadership of President-elect Michèle Lamont and the 2017 Program Committee. The theme of “Culture, Inequalities, and Social Inclusion across the Globe” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats. The spectrum of sessions on the Annual Meeting program reflects the ASA’s commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences.

Members are now encouraged to submit session proposals for the components of the program where participation is by *invitation only*. That is, proposals should include both the topic for this session and the name of individuals who will be invited to speak at the session. The process of submitting proposals is competitive. The Program Committee often has many more proposals than can be accepted, but we truly appreciate hearing from members. We recommend submitters confer with the members of the proposed session to ensure that they are available and ask them to submit a tentative paper or “talk” title. Those who wish to volunteer to serve as organizers for Regular Session topics, which are open to paper submissions, should watch for an announcement in mid-December 2015.

The ASA meeting is a program of the members, by the members, for the members. But a meeting of this size and scope requires advance planning. Think ahead and propose session topics and organizers now. With the collective input of ASA members, the 2017 Annual Meeting program will achieve a high mark of excellence.

### Six Types of invited sessions:

**Thematic Sessions** examine the meeting theme. These sessions are broad in scope and endeavor to make the theme of the meeting come alive. Ideas for Thematic Sessions are due by **November 13, 2015**. The ASA Program Committee works actively on these sessions, but proposals from members are welcome.

**Special Sessions** focus on new areas of sociological work or other timely topics which may or may not relate to the theme. They generally address sociological issues, of importance to the discipline or of interest beyond whether in research or its application. Proposals for sessions co-sponsored with sister sociological associations are usually accommodated under this component.

**Regional Spotlight Sessions** provide opportunities to look at issues pertinent to the host site for the Annual Meeting. With Montreal, Quebec Canada, as the site of the

2017 Annual Meeting, there are many opportunities to develop interesting session topics with invited panelists, as well as ideas for local tours and site visits.

**Author Meets Critic Sessions** are designed to bring authors of recent books deemed to be important contributions to the discipline together with discussants chosen to provide different viewpoints. Books published between 2013-2016 are eligible for nomination. Only ASA members may submit nominations; self-nominations are not acceptable.

**Workshops** provide practical advice or instruction to sociologists at every professional level. Topics focus on careers and professional growth, academic department strategies, research skills and use of major datasets, teaching challenges, publishing advice and tips, grant opportunities and grant-writing skills, enhanced teaching of standard courses, ethical issues, and more. If you have tried a pedagogical approach that has been effective,

developed insightful career advice, or have wisdom to share about using sociology in applied and research settings, volunteer to organize and lead a workshop. Workshops are open to all attendees; no fees are involved.

**Courses** are designed to keep sociologists abreast of recent scholarly trends and developments. These intensive sessions are led by expert instructors who are considered to be at the forefront of a given field. Course instructors are urged to prepare reading lists, teaching materials (e.g., handouts, etc.), and to use the same teaching techniques they would use in advanced graduate courses. If you have cutting-edge methodological or theoretical knowledge in an important area, or know a colleague who has such expertise, submit a proposal for a course. Participants in courses register in advance and pay a small fee to cover cost of materials.

*Continued on Page 12*

### 2017 Annual Meeting Theme:


## Culture, Inequalities, and Social Inclusion across the Globe

Rising inequality has brought the unequal distribution of material resources to the center of political debates in the United States and Europe. Social scientists routinely mobilize their deep knowledge of the structures of economic inequality to inform decision-making and conversations in the public sphere. Yet our understanding of the cultural dimensions of inequality lags far behind, despite the omnipresence and the urgency of cultural polarizations as manifested in anti-immigration rhetoric, international refugee crises, domestic racial confrontation, and increased class segregation. The 112<sup>th</sup> Annual Meeting of the American Sociological Association will make its central goal the improvement of our understanding of the nexus of culture, inequalities, and group boundaries in order to promote greater social

inclusion and resilience, collective well-being, and solidarity in the United States and globally.

The program committee invites sociologists to consider: 1) the role of cultural processes, such as stigmatization and racialization, in the production and legitimation of inequalities and social exclusion; 2) meaning-making in social processes typically associated with inequality, such as domination, discrimination, exploitation, and opportunity hoarding; 3) Cultures of inequality (e.g., occupational or class cultures) and the cultural differentiation of sexual, ethnoracial, gender, and religious groups; and 4) how political processes, institutions, and public discourses (at the local, national, and global levels) shape material and cultural inequalities.

We equally welcome papers on social inclusion, dynamics of

cultural and social change, and the bridging and transformation of group boundaries across the globe. New comparative, qualitative, quantitative, and mixed methods for the systematic empirical study of cultural processes will also be on the menu. Because sociologists are uniquely equipped to study inequalities in all their dimensions, it is high time to focus on the politics of social recognition and interaction with and impact on the distribution of social and material resources, including how they are mediated by and/or manifest themselves in education, labor, immigration, consumption, law, social movements, health, science, the family, the economy, and beyond. 

*Michèle Lamont, ASA President-elect and Chair of the 2017 Program Committee, Harvard University*

# Sociologists Take Windy City by Storm

Daniel Fowler and Catherine Turvey,  
ASA Public Information Office

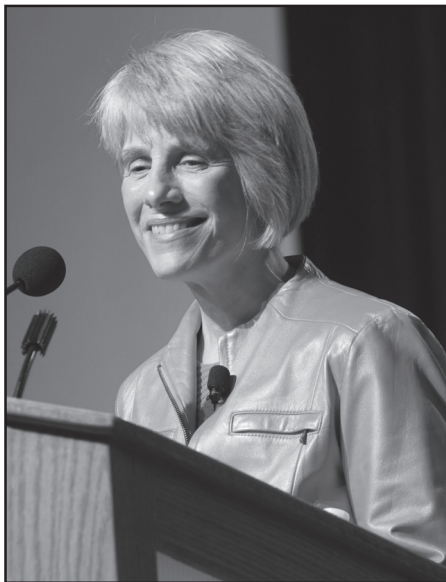
Sociologists took the Windy City by storm in August as they gathered for the 110<sup>th</sup> Annual Meeting of the American Sociological Association (ASA). With 5,712 registrants, the meeting had the highest attendance of any meeting outside of New York or San Francisco and the fourth largest crowd ever.



The 2015 meeting was ASA's first meeting in Chicago since 2002. "We had an outstanding turnout," said ASA Executive Officer Sally T. Hillsman. "2015 ASA President Paula England's dynamic program, centered around the theme 'Sexualities in the Social World,' contributed greatly to the widespread interest in the meeting. Additionally, Chicago is a wonderful city to visit anytime, but particularly during the summer— and our attendance reflects that fact."

## Program Details

Paula England's Presidential Address, titled "Sometimes the Social Becomes Personal: Gender, Class, and Sexualities," highlighted the importance of research by sociologists in illuminating how social norms and social inequalities affect



Paula England presenting her Presidential Address following the Awards Ceremony.

what sexual behavior is acceptable and who partners with whom.

"Sex and all the things it is intertwined with are important to people, and yet there has been some stigma associated with studying sex," England said. "So I wanted to use the spotlight the Annual Meeting shines on its theme to explore sexualities and make clear that sex is a legitimate topic for

sociological research. The topic also seemed timely given late-breaking legal developments on same-sex marriage and continued conflicts about abortion, contraception, sex education, LGBT rights, and policies to combat HIV."

The conference featured 608 sessions and 3,221 studies covering such subjects as children, health, family, immigration, consumerism, food, gender, education, technology, sex, politics, disability, development, substance abuse, environment, religion, culture, same-sex marriage, bullying, work, race, relationships, and criminal justice.

"I was heartened by the feedback I got on the meeting," England said. "Thematic sessions on sexualities ranged from queer theory to qualitative research on diverse sexualities to demographic studies of cohabitation and non-marital births. And of course, as it should be, section and regular sessions on topics having nothing to do with this year's theme went on to provide something of interest for many."

One of the most anticipated sessions of the meeting was the Saturday plenary, titled "Modern Romance: Dating, Mating, and Marriage," featuring comedian and actor Aziz Ansari and NYU sociologist Eric Klinenberg who co-authored the new book *Modern Romance*. The book explores the transformation of modern romance over the past century, paying particular atten-

tion to recent changes related to the Internet, globalization, the rising status of women, the acceptance of non-conventional sexual relationships, and the search for a soulmate. Other session participants



"Modern Romance: Dating, Mating, and Marriage" plenary with Eli Finkel, Hellen Fisher, Christian Ruder, Aziz Ansari, and Eric Klinenberg.

Rutgers University anthropologist Hellen Fisher, Northwestern University psychologist Eli Finkel, and OkCupid co-founder Christian Ruder.

"Going into the meeting, there was a lot of buzz about this session," Hillsman said. "Based on the response we received from attendees, the session lived up to the hype."

## Media Coverage

Sociologists were not the only ones who took an interest in the Annual Meeting. Ten reporters—including journalists from *The Huffington Post*, *Inside Higher Ed*, and *The Chronicle of Higher Education*—attended the meeting. More impressive was the amount of media coverage that research presented at the meeting received in the United States and abroad. The ASA and the research presented at the meeting were mentioned in hundreds of articles, as well as on radio and television.

A study by Daniel Carlson, Sarah Hanson, Andrea Fitzroy, all of Georgia State University, was covered in more than 230 articles, according to a Google news search. Some of the media outlets that reported on the study, which found that couples that split childcare duties have higher quality relationships and sex lives, included the *New York Times*, BBC News, *The Washington Post*, CNN.com, *Newsweek*, CBSNews.com, *The Huffington Post*, the *Chicago Tribune*, *U.S. News and World Report*, and *The Telegraph* in England.

"The media coverage has been a very pleasant surprise and I am

overjoyed that our work has been so well received," said Carlson, who humorously noted that "perhaps the ultimate reward in all this was that our study was satirized by *The Onion*."

Adam Lankford, University of Alabama, authored another study that was popular with the media. Titled, "Mass Shooters, Firearms, and Social Strains: A Global Analysis of an Exceptionally American Problem," Lankford's study was covered in at least 130 articles, according to Google. Media outlets that reported on Lankford's research included: the *Los Angeles Times*, *The Washington Post*, Yahoo!News, TIME.com, CNN.com, *Mother Jones*, *The Dallas Morning News*, and *The Globe and Mail* in Canada. He was also interviewed twice on MSNBC about his study.

"Like most scholars, I find it gratifying when others are interested in my research," Lankford said. "But what I found particularly encouraging was that people seem so interested in the nuances and complexities of sociological studies. I think we're entering an increasingly thoughtful period in which many people want to know 'what' you found, but also 'how' you conducted the study, methodologically, and 'why' you think it matters, in terms of broader theories and social trends. The details aren't dismissed as boring anymore; they're actually considered important and exciting."

A study by Stanford University's Michael Rosenfeld also received a significant amount of interest from the media. "I was pleased by the breadth of the coverage of my paper about who initiates break-

*Continued on Page 7*



## Milkman

From Page 1

an expert source on issues from the beginnings of the Fight for \$15 to intersectional feminism in the Black Lives Matter movement. Her support for my own work has been valuable; I can only envy her students at CUNY's Graduate Center and Murphy Institute in the CUNY School of Professional Studies, where she combines rigorous theoretical work with hands-on field research on the daily doings of the labor movement.

Her colleagues admire her generosity, her constructive criticism and her commitment to economic justice; her current and former students value her always-honest advice and support for their work both within and without the bounds of academia. I have no doubt that Ruth Milkman's time as President of the ASA will push the field to have even greater impact.

### Inspirations and Beginnings

Returning to New York in 2009 was something of a homecoming for Milkman, whose parents were both born in Brooklyn to immigrant parents and both educated at CUNY's Brooklyn College, where they met. Milkman herself was raised in Annapolis, MD, where her father taught at the Naval Academy, and credits her mother's progressive politics for helping shape her—especially when it came to labor issues. She recalls a trip to New York with her mother to visit her grandparents: “We were going to go shopping and there was a picket line in front of the store,” she says. “I still can picture this shopping bag they were giving out, it said ‘ILGWU: Don't buy Judy Bond blouses.’ and so my mother said ‘We're not going in there!’”

In Annapolis, Milkman says, she felt like an outsider, a feeling she also credits with bringing her to sociology. She learned to study what was going on around her, noticing things that other people assumed were normal—a feeling that later helped her understand the immigrant workers who have been the subject of much of her research.

As an undergraduate at Brown, she created her own major, a sort

of women's studies degree before women's studies was considered worthy of its own department. She valued the freedom that Brown allowed to do such a thing, a freedom she also found in her graduate work at the University of California-Berkeley. “Both of them were places where you could define your own agenda,” she says.

She was drawn to Berkeley in 1975 because of the political activism that occurred there. Though the explosiveness was mostly gone by the time she arrived, she became involved in feminist and leftwing activism there. She also worked on the journal *Socialist Review*, learning from her colleagues, who met weekly to read and debate papers submitted for publication there.

At Berkeley, her interdisciplinary approach to sociology was welcomed, and she delved into archives to create what became her dissertation and then the book *Gender at Work: The Dynamics of Job Segregation by Sex during World War II*. At the time, gender was not nearly as large a part of the scholarly work as it has become. But what might have been a liability she managed to turn into an asset when students began to demand feminist studies. Labor studies too was less popular when she began her research than it has since become. “When I was starting, I felt like I was on the edges but the great thing about sociology is that it's so eclectic, it includes so many things, it's a big tent,” she says. “That's always suited me.”

When she finished her doctorate, she immediately looked for jobs in vibrant urban environments, and found her first home at CUNY's Queens College. “I'm a CUNY girl from beginning to end,” she says with a smile. At Queens College, she discovered a love for teaching adult students that has carried over into her work at the Murphy Institute.

### Right in her Backyard

From her time at Queens College onward, Milkman has found research subjects making history on her doorstep. She credits this to luck, but it also requires a knack for realizing what is going to be significant.

For instance, her work on the

auto industry in *Gender at Work* led her to reach out to the workers at the General Motors factory in Linden, NJ, where the United Auto Workers members were struggling against concessions, and to organize a field trip there for her students in 1982. That course and that field trip led to years of research and eventually to her book *Farewell to the Factory: Auto Workers in the Late Twentieth Century*.

Then, just after she was recruited to UCLA in 1988, the Justice for Janitors campaign erupted. “How could you not get interested in that?” she says. “It became a huge part of my life for a while.” That research led to an ongoing fascination with immigrant workers, particularly Latino immigrants, and the militancy and dynamism they have brought to the U.S. labor movement. It also led to another book, *L.A. Story: Immigrant Workers and the Future of the U.S. Labor Movement*, and an edited volume, *Organizing Immigrants: The Challenge for Unions in Contemporary California*.

In 2001, Milkman became director of the UCLA Institute for Research on Labor and Employment (IRLE), a position she held until 2008, which brought her into conflict with the Terminator himself, Arnold Schwarzenegger. In his first year in office Schwarzenegger used his line-item veto to cut just one budget item from the University of California system—her institute. The fight against Schwarzenegger would continue every year that he was governor, and nearly every year the IRLE managed to get its money back in the budget. Running the institute, Milkman says, “was the hardest thing I've ever done. It was extremely intense but I learned so much.”

### Mentoring Students

Milkman's love for teaching graduate students (and learning from them) led to another project, one that began in California and was later replicated in New York. She, Joshua Bloom, and Victor Narro brought together students with interests in labor and helped connect them with worker centers and other labor organizations to do fieldwork. Each student produced

a case study, and these became chapters in their co-edited book, *Working for Justice: The L.A. Model of Organizing and Advocacy*.

Milkman's mentoring style, the way she can lift up the work of her students while also pushing them to do better, has always been valuable to her students. “Much of my mentoring style I learned from having been a student of Ruth's,” Kristen Schilt says. The value of the reading groups that Milkman created, and her invitation to the students to her home for discussions helped build trust. “She's managed to take a feminist community-oriented sense of politics and bring it into her academic work,” Schilt says. teaching students while not making them feel lesser.

When Milkman returned to New York in late 2009, to a job at the CUNY Graduate Center and the Murphy Institute for Worker Education and Labor Studies, she decided that a similar project to the *Working for Justice* book would help her learn more about what had been happening within New York's labor movement since she had left more than 20 years earlier. With Ed Ott, she assembled students from the Murphy Institute and the Graduate Center and put together a two-semester course with the goal of having the students produce articles for a similar book. That book, *New Labor in New York: Precarious Workers and the Future of the Labor Movement*, came out last year.

“Those projects were a way of lifting up the research that graduate students do and finding a way to collectivize it and focus it on a particular topic,” Milkman says. As with so many times before, she found herself in the right place at the right time. The groups that included her students were embedded flourished and, in many cases, became national organizations. For example, the Fight for \$15 was born in New York while the book was in progress.

And then there was Occupy. Milkman recalls the total devastation among labor people after Scott Walker's attacks on unions in Wisconsin, and the elation that many felt when the Occupy

Continued on Page 8


## How Is Your Program Preparing Undergrads for Employment? Liberal Learning Task Force Seeks Examples

As previously reported in *Footnotes* (November 2014), a new Task Force has formed to revise the ASA volume *Liberal Learning and the Sociology Major, Updated*. The revision of the *Liberal Learning* document is prompted in part by the increasing focus on employment outcomes evidenced in surveys of sociology majors (Senter, et. al. 2012) and of college students generally (Eagan, et. al. 2013), as well as the use of data on graduates' employment in a variety of measures of institutional and program quality.

To inform its work, the Employment Outcomes Subcommittee of the Liberal Learning Task Force is compiling examples of the range of ways that sociology programs currently prepare undergraduate students for employment post-graduation. These could be **curricular** (e.g., in capstone courses, research methods/data analysis courses, applied sociology courses, pro seminars, service

learning courses, internships), or **co-curricular** (e.g., programming done through student sociology clubs, chapters of Alpha Kappa Delta, or offices of Career Services), and might focus on **skill-building** (e.g., in particular courses, specific assignments, or co-curricular activities), or **networking** (via social media platforms or through more traditional means).

We seek contributions from a broad range of institutions, including community colleges as well as four-year colleges and universities, and a broad array of departmental structures, including joint departments as well as stand-alone sociology departments. If you have evidence that your program's efforts have been successful, please include that as well.

Send contributions no later than October 30, 2015 to [apap@asanet.org](mailto:apap@asanet.org). Use "Subcommittee on Employment/LL Task Force" in the subject line. 

## Sex and Gender Categories for ASA Membership

*Committee on the Status of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Persons in Sociology*


Beginning with the 2016 ASA membership year—which will open for renewals and new memberships in October—members will have an expanded range of sex and gender options to choose from in the ASA member database. The revised sex and gender reporting categories will allow members to choose one or two of the following:

- Male
- Female
- Transgender Male/Transgender Man
- Transgender Female/Transgender Woman
- Genderqueer/Gender Non-conforming
- Different Identity [an open-text field]
- Prefer not to state

Providing a gender identity, as with all demographic and education information in the member database, is optional, and the data will be held in strict confidence. Providing these data, however, helps the ASA maintain an accurate picture of the composition of our membership.

This schema was proposed by the Committee in 2014 with input from ASA members as well as the members of the LGBTQ Caucus, and was approved by the ASA Council in August 2014. The categories are based on research by the Williams Institute on Sexual Orientation and Gender Identity Law and Public Policy at UCLA School of Law. You can see more information about the Williams recommendations at [williamsinstitute.law.ucla.edu/wp-content/uploads/GenIUSS-Gender-related-Question-Overview.pdf](http://williamsinstitute.law.ucla.edu/wp-content/uploads/GenIUSS-Gender-related-Question-Overview.pdf).

This revised system is not perfect; no system can perfectly capture the diversity and complexity of people's lived experiences of sex and gender, but the committee believes this is an improvement from the previous categorization used by the ASA. We hope that this new, more inclusive system will provide a more accurate portrait of gender identification among ASA members.

To ensure the correct category is selected, please revisit your category selection when renewing your membership for the 2016 year. 

## Windy City

From Page 5

ups in heterosexual unions," said Rosenfeld, whose study was covered in at least 50 articles, according to Google. "In my research, I found that marital breakups were mostly initiated by women, but breakups of non-marital unions were gender neutral. My research speaks to some longstanding interests about gender roles and marriage."

Some of the media outlets that reported on Rosenfeld's study included: *The Washington Post*, *The Huffington Post*, *TIME.com*, *Pacific Standard*, *CBSNews.com*, the *Daily Mail* in England, the *Hindustan Times* in India, and the television program, "CBS This Morning."

Including press releases on the

research by Carlson and his co-authors, Lankford, and Rosenfeld, the ASA Public Information Office distributed 27 press releases on studies presented at the Annual Meeting and responded to scores of media inquiries about them. Additional U.S. media outlets that reported on research from the Annual Meeting included: the Associated Press, *Inside Higher Ed*, *Today.com*, *WebMD*, *New York* (magazine), the *Seattle Post-Intelligencer*, the *Houston Chronicle*, *WYNC.org*, the *New York Post*, *Smithsonian.com*, the *New York Daily News*, the *Chronicle of Higher Education*, *NBC New York*, and many others.

International media outlets—such as the *Toronto Star*, the Canadian Broadcasting Corporation, the *Times*

*of India*, the *Business Standard*, *The Indian Express*, the *New Zealand Herald*, *Der Tagesspiegel* (Germany), *MDZ Online* (Argentina), the *Independent* (England), and *The Australian*—also covered research presented at the meeting.

## Technology

As in years past, people who were unable to attend the meeting could watch live webcasts of the plenary sessions as well as the Awards Ceremony and the Presidential Address on the ASA website. Live transcripts accompanied the webcasts. You can view video archives of plenary sessions online at [video.archive.asanet.org/](http://video.archive.asanet.org/). In addition to live streaming plenaries, attendees were encouraged to live tweet while at the meeting using the hashtag

#asa15; during the month of August there were 10,700 tweets using that hashtag.

## Looking Ahead

Planning for the 2016 (and 2017!) meeting has already begun. The 111<sup>th</sup> Annual Meeting will take place in Seattle, WA, August 20-23. Ruth Milkman, who succeeded Paula England as ASA President at the end of the 2015 meeting, and the 2016 Program Committee are hard at work developing an exciting program centered around the theme, "Rethinking Social Movements: Can Changing the Conversation Change the World?" ASA will post the call for papers and launch the online paper submission tool on its website ([www.asanet.org](http://www.asanet.org)) in early November. See you in Seattle! 

## Milkman

From Page 6

encampment in Manhattan's financial district spawned similar camps across the country. "It just felt so compelling to me, and I wanted to document it somehow," she says. She moved quickly to find collaborators and apply for funding, but the NYPD was a little bit quicker and evicted the occupants of Zucotti Park two days after the funding came in. She and sociologists Stephanie Luce and Penny Lewis, her Murphy Institute colleagues, nevertheless put together one of the first published studies of the movement, which has been widely cited in both popular media and scholarly publications.

Of working with Milkman, Lewis says, "She has this fantastically broad and ambitious vision for all the projects she embarks on, and the tenacity and intellect to make them all happen. You can rely on her; Ruth always does what she says she will do. If she can't do something she'll say so, and—as is more often the case—when she takes anything on she sees it through to the end."

Occupy also brought Milkman to study the so-called Millennial generation, a subject of her current work. "If we are in a new movement moment, as some people think, they're it. So we've got to pay attention to what they're about." As always, she is learning from her students as they learn from her.

## Changing the Field, Changing the World

Over Milkman's career, she says, that there's been a convergence between the type of work she has always been interested in doing and the direction of the field of sociology. She'd never expected to win election as ASA president.

But it shouldn't be that surprising, as her work has been influencing people inside and outside of the academy, even shaping public policy, for decades. She co-led a 2009 study of wage theft and other labor violations in New York, Los Angeles, and Chicago, which was widely covered in the media and helped bring public attention to the issue. Another recent research topic, paid family leave is the focus of a 2013 book Milkman co-authored

with economist Eileen Appelbaum, *Unfinished Business*. It will likely be a major issue in the 2016 presidential election, as Democratic candidates vie to put forward the best paid leave plan.

California's paid family leave bill was one of the last bills signed into law before Gray Davis was replaced by Schwarzenegger. The law didn't take effect for a couple of years, though, setting up the perfect opportunity for researchers to collect baseline data and to conduct follow-up studies. She and Appelbaum took up the project, and now, she gets almost more calls about that research than she can handle.

With the family leave project, Milkman is returning to her gender studies roots. A collected edition of her articles is due out in spring 2016. *On Gender, Labor, and Inequality* assembles her articles on gender published over the years and features a new essay comparing women's experiences in the Great Depression and the Great Recession.

"I have always thought that the whole point of doing this work is to share it with the world," Milkman said when I asked about her accessibility to people like me, outside of the university. "Many academics feel like it cheapens your work somehow but I've always wanted to have a broad audience for whatever I do; if people are interested I'm thrilled."

Milkman's attitude has served her students well both inside and outside the academy. Rounds says, "Ruth's more activist public intellectual bent helped me recognize that I could apply those [research and critical thinking] skills outside of the academy." Through the Murphy Institute, Milkman's students wind up scattered throughout the labor and activist world, helping to create the movements that she continues to study and that inspired her theme for the 2016 ASA Annual Meeting, "Rethinking Social Movements: Can Changing the Conversation Change the World?"

Milkman considers her current position as Distinguished Professor of Sociology at the Graduate Center and Research Director at the Murphy Institute—the perfect combination for her, teaching doctoral students in an open environ-

ment, lots of politically-oriented people, and a deep involvement in labor studies through the Murphy Institute's master's program.


"I have these great colleagues and instant access to the New York labor movement, so it's perfect. I'm very lucky," she says.

## Hillsman

From Page 1

*Dynamic World*. Even with limited resources, she has slowly but steadily moved the ASA into the digital world, including establishing TRAILS, the ASA Job Bank, and an Annual Meeting mobile app. She has successfully raised the visibility and presence of sociology in the public eye from a booth at the USA Science and Engineering Festival to congressional briefings on Capitol Hill and increased press coverage of sociological research. In addition to developing a successful Leadership Campaign to raise money to support the Minority Fellowship Program, she has worked to expand funding for sociology at the National Science Foundation, other federal agencies, and private foundations. She has also played a leadership role on research, education, and science policy issues, especially professional ethics and the protection of human subjects. As ASA representative, Hillsman has served on the Board of Directors of the Consortium of Social Science Associations and of the National Humanities Alliance. In recognition of her distinguished work on behalf of the advancement of social, economic, and political sciences, Hillsman was elected as a Fellow of the American Association for the Advancement of Science in 2011. Previously, she was elected a fellow of the National Academy of Public Administration in recognition of her work on reform of the courts and the criminal justice system.

Arne Kalleberg indicated that a huge bonus in serving as both Secretary and President of the American Sociological Association "was getting to know and work with Sally Hillsman. Indeed, I have long regarded hiring Sally as ASA Executive Officer

But those of us who've worked with Milkman think that we're the lucky ones. Stephanie Luce concludes, "Not only is she immensely supportive of junior scholars such as myself, but she also continues to be the role model of an engaged academic." 

as the main accomplishment of my term as Secretary! Her contributions to the ASA are numerous. Continuing to build, nurture and motivate the excellent ASA staff; representing the ASA to policy-makers and other professional associations, and to sociologists in the United States and around the world; shepherding the move of the ASA to its new headquarters in Washington, DC; overseeing the strengthening of ASA's financial position; and positioning the ASA to take advantage of developments in information technology, publishing, and scientific ethics, are a few of the many the topics in which she is knowledgeable. She has done all these things with gentle prodding and suggestions, but also with a firm and guiding hand. I've thoroughly enjoyed the many meetings and dinners we have had together, learning from her about the workings of the profession, life in general, and the exotic places in the world to which she has travelled (and I'm sure will continue to visit in her retirement from ASA). I am confident that the ASA will find an able and capable person to succeed her as the Executive Officer, but I have great difficulty seeing how she can be replaced."

Donald Tomaskovic-Devey pointed out that during his four years as Secretary-Elect/Secretary, Hillman's accomplishments included the purchase of new space for the Executive Office, switching from self-publishing the ASA journals to partnering with SAGE Publications, and leading the organization safely through the belt-tightening necessary to survive the Great Recession. Tomaskovic-Devey concluded that "during all of these large, and many, many smaller challenges Sally Hillsman was calm, organized, and always

Continued on Page 12



# The Importance of State and Regional Associations

Douglas Hartmann, University of Minnesota and 2015–16 President, Midwest Sociological Society

Many sociologists—especially those, like me, who spend the bulk of their time in Research I institutions—think of regional and state associations as the minor leagues of the discipline. As with any stereotype, there is some truth to this perception. The executive officers of these organizations aren't necessarily the most famous scholars, and the meetings they host don't usually attract the big-name keynotes or high-end speakers. However, having spent the better part of the past two decades in organizations like the Midwest Sociological Society (MSS) and the Sociologists of Minnesota, I think this tendency to minimize state and regional associations is both unfortunate and, to use the baseball analogy once again, a bit off-base.

For starters, state and regional organizations are the actual face, interface, and home base of many sociologists, particularly those without the wherewithal to cover hefty annual memberships or attend national meetings in expensive cities just as fall classes get started. The annual meetings of these organizations, usually held in the fall and spring of the academic cycle, are where these scholars present their work and stay abreast of new research and thinking in the field, where they reconnect with old colleagues and meet new collaborators, where they get teaching tips, and where they process the institutional forces transforming the worlds in which they live, work, and study.

## Demographics

And these groups are incredibly diverse and democratic. In both membership and leadership, they include tenured professors as well as new assistants, long suffering adjuncts, and up-and-coming PhD candidates, sociologists from large state schools, smaller liberal arts institutions, community colleges, and even some high school instructors (several state organizations over the past decade have targeted this few but proud crew). In addition, at regional meetings I've met more

applied sociologists in these groups than any other scholarly context. Moreover, in the MSS, where I currently serve as President, upwards of one-third of our membership in any given year comes from outside of our official nine-state footprint, and almost half of those active members are students. Many find these communities incredibly supportive, and organizers and leaders work hard to ensure that the gatherings are warm and hospitable. (No nametag-gazing here!). I daresay that regional and state associations comprise and serve the broadest, most representative cross-section of the field. And these rank-and-file folks, in my experience at least, are true believers in sociology. Not caught up in doctrinal disputes and less invested in the staid status politics of the academy, these are sociologists who believe in the grand, ambitious traditions of the field, who love nothing more than spreading the gospel of sociology's imaginative and empirical power.


Regional meetings and state organizations also tend to have unique points of emphasis in the context of the field writ large. For example, the MSS has a long tradition of and commitment to innovative teaching and learning, and our annual meetings typically have as many sessions about curriculum, pedagogy, and the student experience as about research, theory, and methodology. And there is no doubt that state and regional associations are an integral point of entry and training ground for the next generation of sociologists (although this contribution tends to be overlooked or even looked down upon, rather than celebrated). Also, sociologists in these organizations are incredibly committed to social action and community engagement. It was not accidental, in my view, that Michael Burawoy honed his pitch for public sociology while making the rounds of the various state and regional associations in the year leading up to his ASA Presidency a decade ago. Indeed, I chose the theme "Sociology and Its Publics: The Next Generation" for the 2015 MSS meetings because I knew that the call of public duty is of utmost importance

for our members. What I was gratified (though not surprised) to see was that speaker after speaker talked about public engagement as the key to the continued revitalization and renewal of sociology itself, self-consciously positioning themselves—quite rightly, in my view—on the cutting edge of the discipline.

## Contributions and Opportunities

There are administrative and organizational contributions here as well. For example, when funding got tight a few years back, regional and other affiliated sociological associations stepped in to help fund the ASA's Minority Fellowship Program. Also, I know that many of my colleagues find that more locally oriented associations offer easier, more immediate, and more fulfilling opportunities for leadership than national and international groups. And we cannot overlook the journals. In a time when article pub-

lishing has become incredibly specialized and often cutthroat, society publications such as *Sociological Forum* (the Eastern's), *Sociological Perspectives* (PSA), the brand new *Social Currents* (the Southern's), and *The Sociological Quarterly* (MSS) provide established, high-quality venues for the production and dissemination of the most basic, general, and crucial knowledge we have to offer.

For all these reasons, I think it is incumbent upon all of us who care about sociology to recognize state and regional sociology associations as far more than a training ground or mid-market outpost. Indeed, I prefer to think of these organizations, the meetings they host, and the journals they publish as part of a large, federated system, each playing a distinctive and irreducible role in sustaining that notoriously big, multifaceted, and sometimes conflicted enterprise we know as sociology. 

## 2015-2016 Regional and Aligned Association Meetings

### *Association for Applied and Clinical Sociology*

"Social Justice from the Local to the Global: Sociology on the Move"  
October 8-10, 2015  
Montgomery, AL  
www.aacsnet.net

### *Mid-South Sociological Association*

"On the Edge of Theory and Practice: A Sociology without Borders"  
October 21-24, 2015  
Lafayette, LA  
www.midsouthsoc.org

### *Sociologists for Women in Society*

"Feminist Perspectives: Race, Place and Justice"  
February 4-7, 2016  
Memphis, TN  
www.socwomen.org

### *Eastern Sociological Society*

"My Day Job: Politics and Pedagogy in Academia"  
March 17-21, 2016  
Boston, MA  
www.essnet.org

### *Midwest Sociological Society and North Central Sociological Association (Joint Meeting)*

March 23-26, 2016  
Chicago, IL  
www.ncsanet.org  
www.themss.org

### *Southwestern Social Science Association*

"Social Sciences and Public Conversations"  
March 24-27, 2016  
Las Vegas, NV  
www.sssaonline.org

### *Pacific Sociological Association*

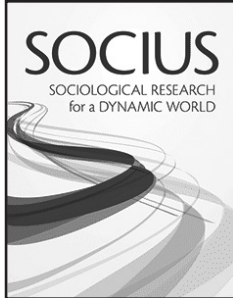
"Linking Theory and Practice: The Conduct of Sociology"  
March 30-April 2, 2016  
Oakland, CA  
www.pacificsoc.org

### *Southern Sociological Society*

"The Politics of Marriage: From Intimacy to Public Policy"  
April 13-16, 2016  
Atlanta, GA  
www.southernsociologicalsociety.org.

# ASA Open Access Journal *Socius* Is Accepting Manuscripts

*Socius: Sociological Research for a Dynamic World* is the ASA's first general sociology, open-access journal. Covering all areas of the discipline, ASA and inaugural editors Lisa A. Keister and James Moody (Duke University) are pleased to announce that *Socius* is now accepting manuscripts. The journal will be funded through support from the ASA and SAGE Publications, as well as article processing charges (APCs), although waivers are offered for at least the first 12 months for any author unable to pay an APC for any reason.



*Footnotes* is reprinting the inaugural editorial below. For additional information and to find out how to submit an article, visit [www.asanet.org/journals/socius.cfm](http://www.asanet.org/journals/socius.cfm).

## Inaugural Editorial

Welcome to *Socius*, the open-access journal of the American Sociological Association. The goal of *Socius* is to make new research readily available by providing an online forum for the rapid dissemination of high-quality, peer-reviewed research, produced in time to be relevant to ongoing research and public debates. *Socius* will feature original research that is relevant to sociologists of all subfields, and we are committed to an efficient peer-review process and broad accessibility.

We have several specific goals for the journal:

- **Publish high-quality, innovative, rigorously reviewed scientific research online:** Similar to other top sociology journals, the aim of *Socius* is to publish cutting-edge research across sociological subfields. Papers will contribute to expanding current knowledge and be reviewed by experts in the field. Online publication will make the findings available worldwide and at no cost to users.
- **Quick turnaround:** Unlike traditional print journals, an

important objective of *Socius* is quick turnaround. The rate of turnaround (from submission to publication) will vary with paper length because review times will necessarily vary; however, our goal is that turnaround will be faster for all submissions to *Socius* than to traditional journals.

- **Limited R&Rs:** Revise-and-resubmit decisions will be rare, allowing authors to publish their work more rapidly and to have greater impact.
- **The number of published papers will not be restricted by printed page limits:** Print-journal page limits necessitate ranking submissions and allow the publication of only a tiny fraction of submitted papers. This heavy ranking risks substituting quality for matters of taste. *Socius* will feature all papers of acceptable quality, as determined by peer reviewers, without a need to reject good papers solely because we lack the space to publish them. This will provide a forum for riskier and more speculative work.


- **Papers are not restricted by traditional structure or page limits:** The online format facilitates the publication of papers that do not conform to traditional journal article structure (i.e., introduction, theory, methods, results, and conclusion) and length (i.e., longer or shorter papers than are published in traditional journals will be accepted). We welcome traditional papers, but we also encourage authors to submit innovative, high-quality papers using novel formats. Examples include the following:
  - **Focus on findings and discoveries:** Papers that follow the traditional paper structure but have limited, very concise, or no literature reviews and theory sections. These papers present sociologi-

cally relevant, scientifically important findings from any data form (e.g., quantitative, qualitative, simulation) but are not accompanied by elaborate theoretical development. These papers likely pose new questions on the basis of data-driven discovery that can help push future work.

- **Pure theory, formal theory:** Papers that develop sociologically relevant theory but are not accompanied by empirical tests of those theories.
- **Qualitative:** Papers that use qualitative data either inductively or deductively and that might be longer than papers published in most sociology journals.
- **Visualizations and simulations:** Papers of any format could include visualizations and simulation models,

including dynamic and interactive visualizations and simulations, that are readily accommodated by the online format, including code or data repository functions.

- **Accompanying materials:** Papers may include (but would not be required to include) data and/or code for replication, full interview transcripts, survey instruments, additional tables, and other materials.

We think sociology is ripe for a journal like *Socius*; a journal that is open access and has quick turnaround allows our work to be relevant and accessible. The inclusion of speculative theory, new data-based discovery, and a code and data repository are features that take seriously a dynamic, interactive model of science that is forward focused. 

Lisa A. Keister and James W. Moody, Editors



## CALL FOR PAPERS

Editors: Lisa A. Keister and James Moody, Duke University

***Socius: Sociological Research for a Dynamic World*** aims to make new research readily available. ***Socius*** is a place to find fresh ideas, early discoveries, and open theoretical problems that can pose new challenges for social science.

***Socius*** welcomes traditional manuscript styles, but strongly encourages short papers and those providing interesting empirical findings that may spark innovation and future work.

**Article Processing Charge\*:**  
 ASA Members: \$400      ASA Member Students: \$100  
 Non-member Individuals: \$700      Non-member Students: \$150  
\*Authors who are not able to pay the Article Processing Charge may request a waiver of the fee

Submit your manuscript online at  
<http://mc.manuscriptcentral.com/srd>



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American Sociological Association



# The Graduate Teaching Seminar Project Using TRAILS

*Diane Pike, Augsburg College,  
TRAILS Editor 2012-2015*

A vigorous discipline of sociology requires the creation of meaningful research knowledge and the training of professional sociologists able to pass on that knowledge effectively. In spring 2015, four ASA Department Affiliate institutions participated in a pilot project to integrate TRAILS, ASA's Teaching Resources and Innovations Library for Sociology, into their graduate teaching seminars. These leaders—Martha Thompson, University of Illinois Chicago; John Zipp, University of Akron; Jennifer Lundquist, University of Massachusetts-Amherst; and Howard Aldrich, University of North Carolina-Chapel Hill—took advantage of the opportunity to advance their own course goals while promoting the mission of TRAILS.

TRAILS launched in 2010 as a result of ASA support, an NSF grant, Sally Hillman's and Margaret Weigers Vitullo's leadership as well as the diligent efforts of then APAP

Assistant Valerie Jiggetts. Thanks to the legacy of Hans Mauksch, Carla Howery, the ASA Section on Teaching and Learning, and the scores of

authors, editors, and contributors to the Teaching Resources Center (TRC) materials, the TRAILS database went live with the digitized version of all 2,700 editorially reviewed TRC materials. Since then, over 275 new submissions proceeded through the two-tiered peer review process. Area Editors complete substantive reviews guided by the published criteria and the Editor completes a second review and confirms the final decision. At the end of 2014, there were over 1,100 subscribers and 95 submissions, a 64% increase over 2013. TRAILS

is healthy. Endeavors such as the Graduate Teaching Seminar Project are part of the ongoing work to keep TRAILS thriving.

The goal of the **Graduate Teaching Seminar (GTS) Project** is to increase the awareness of TRAILS among sociology graduate faculty and to engage graduate students beginning their professional teaching careers. Each of the four faculty incorporated a TRAILS assignment into their course syllabus, typically requiring the design and submission of a pedagogical activity or a syllabus. The 34 graduate students and the faculty members were given a complimentary one-year subscription to the library as part of the project. All the submissions received detailed feedback from the respective Area Editors, and a variety of resources have already been published.

Based on interviews with the faculty, a reading of the graduate student submissions, and of the Area Editor reviews, three themes emerge from the project thus far:

- 1) embedded TRAILS assignments promote learning about teaching;
- 2) it makes sense to incorporate the project at this stage of professional socialization;
- and 3) the

involvement of TRAILS provides external validation of the work of graduate students, particularly, but not exclusively, for those new colleagues who will obtain jobs at teaching colleges and universities.

## TRAILS in Graduate Seminars

Faculty members used different approaches to embedding the assignment, demonstrating the flexibility available depending on the specific course and instructor. One faculty member's students explored 3 to 5 versions of different activities before selecting one type of activity to develop; students then received peer feedback


and did the activity in an actual class before submitting. A different faculty member constructed the opportunity simply as an expectation beyond what was already expected in a full course. Relatively little class time was spent on TRAILS projects directly (there was some peer review), but products were submitted independently. All faculty participants stated either a firm commitment or an openness to including the assignment again the next time the course is taught. As Jennifer Lundquist pointed out about her particular assignment, "I wouldn't have thought to do this (work) without the partnership with TRAILS."

When asked about the student feedback on the project, faculty report positive reactions; not surprisingly, students who had submissions published as resources were particularly delighted. Individual experiences varied but faculty report that most students found the database enlightening and useful. "The students would not have consulted TRAILS that much unless the assignment was part of it; they needed to do it and were stunned at some of the things they found that had already been done," said John Zipp. Martha Thompson noted, the assignment "helped them see the importance of a collaborative community of teachers, not just individual enterprises." She also expressed that her assignment was a lot of work for students. While a small number of students learned from the experience of having a submission rejected, most students participated in the revise and resubmit process.

Of course, the project was also designed to benefit TRAILS. We are eager to increase the visibility and utility of the database for all sociologists who teach.

Incorporating TRAILS as a component of a professional identity as a scholarly teacher fits with sociology's long-standing commitment to teaching and learning. By working with graduate students at this stage of their career, we garnered

topics and activities that are especially current and innovative. Examples include: Carla Ilten's (UIC) media activity "Watching the Culture Industry at Work: Super Bowl Commercials as Cultural Products"; Struther Van Horn's (U of Akron) resource on "Identifying Sociological and Psychological Perspectives on Mental Illness"; David Rigby's (UNC) "Linguistic Ideology, Fallacies of Racism, and the Construction of the Racial 'Gaffe'"; and Ember Kanelee's (UMass) "Throw Like a Girl" Challenging and Unpacking Modern Day Gender Norms within Sports."

As Editor, my aspirational goal with the GTS Project was/is that TRAILS is incorporated in some way in every graduate teaching seminar in sociology, both in the United States and abroad. Whether used as a unique database for specific ideas and getting the lay of the pedagogical landscape or for adopting techniques as new teachers who are informed by scholarship, not just experience or for publishing original pedagogical work that strengthens a teaching portfolio, integrating TRAILS as part of career socialization (whether teaching only graduate students at a flagship university or in a small liberal arts classroom) benefits the discipline. Thank you to these leaders and graduate students and welcome future participants. Research of discovery, the scholarship of teaching and learning, and scholarly teaching all contribute to a vibrant and evolving intellectual field. 



**“This TRAILS project created the ability to let students do something with external recognition of their commitment to teaching.”**

—Dr. Howard Aldrich,  
UNC Chapel Hill



2017

From Page 4

**Guidelines for Session Proposals**

**Thematic Session, Special Session, and Regional Spotlight Session** proposals must include:

- Designation of the session type: Thematic Session; Special Session; Regional Spotlight Session
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2017 program;
- Recommendation(s) for session organizer, including address, telephone, and e-mail; and
- A list of potential participants including address, telephone, and e-mail.

**Author Meets Critics** Session proposals must include:

- Name and affiliation of book author(s);
- Complete title of the book;
- Publication date and name of publisher;
- Brief statement about the book's importance to the discipline of sociology;
- Rationale for inclusion on the 2017 program; and
- Suggestions for critics and session organizer.

**Workshop** proposals must include:

- Working title for the session;
- Brief description of the focus, goals, and intended audience for the workshop;
- Rationale for inclusion of the


topic on the 2017 program;

- Recommendation for workshop organizer/leader, including address, telephone, and e-mail information; and
  - A list of potential co-leaders or panelists, if desired.
- Course** proposals must include:
- Working title for the Course;
  - Brief description of the focus and content;
  - Rationale for inclusion of the

topic on the 2017 program; and

- Recommendation for course instructor, including address, telephone, and e-mail information.
- Organizer Eligibility.** All session organizers must be members of ASA. Students are not eligible to serve as sole organizers of invited sessions.
- Deadlines.** Proposals for Thematic Sessions are due by

**November 13, 2015.** Proposals for all other sessions are due by **February 5, 2016.**

**Submission.** Proposals should be submitted through the online module located on the 2017 Annual Meeting website. The module will ensure the proper transmission of proposals to the Program Committee—**do not mail or e-mail proposals directly to Program Committee members.** 

**The following list is illustrative of the types of topics the 2017 Program Committee would like to have on the table:**

- Maximizing sociology's impact on social and cultural change
- Destigmatization processes: new approaches for the study of social inclusion
- Morality and inequality: an alternative to moral psychology
- Spatial and symbolic boundaries: a new challenge for urban sociology
- Occupational cultures and micro inequalities
- The roles of institutions and cultural processes in health, illness, disability and help-seeking behaviors
- The cultural turn in demography
- When ethnoracial groups had "a culture:" beyond essentialism in the sociology of ethnicity and immigration
- Meaning making and misery: recent developments in the study of extreme poverty
- Culture in racial domination: competing paradigms
- Financialization as culture
- The interaction of political and cultural processes in opportunity hoarding and closure
- Strengthening the dialogue between cultural analysis and population health
- The relationship between network effects and cultural processes
- The salience of religion as a dimension of group boundaries around the world
- The co-evolution of cultural and economic sociology: how markets became cultural
- Theorizing a cumulative program for the study of intersectionality
- The boundedness of organizations and fields
- Innovation, technology and social media as cultural divides
- Narratives and emotions in the study of social movements: what is next?
- The impact of neoliberalism on scripts of personhood
- Decentering the West: The global south and the new cultural world order
- Work and gender: how cultural scripts enable and constrain social change
- The relationship between normativity, pleasure, and gender inequality
- Empirical approaches to shifting cultures of sexual violence
- Culture and labor: from resistance studies to the new sociology of work
- Beyond social reproduction: culture and identity in the sociology of education and higher education
- Globalization of the art world and inequalities
- Globalization of evaluation and consequences for inequalities
- Cultures of health and the challenges of class inclusion
- Science, knowledge, and cultures of expertise
- Narratives and institutions in the study of law and society
- The Bourdieusian and post-Bourdieusian agendas: omnivorousness, multiple forms of capital, and field analysis
- Evaluation, standardization, rationalization, and the audit society
- The persistent micro-dynamics of male and white privilege in academia
- Beyond the sixties' culture/structure binary: Sociology's responses to behavioral economics and cognitive science
- Methodological pluralism and the politics of methods

**Hillsman**

From Page 8

took a long-term perspective on the health of sociology, the ASA, and its membership. She also, always got things done."

One of Hillman's accomplishments has been to make the ASA's finances and operations more transparent to the membership through the publication of an annual report. Indeed, Evelyn Nakano Glenn observed that, "Sally is the rare

executive who keeps her eyes on the big picture while simultaneously keeping track of the smallest details. Deeply committed to democratic decision-making and transparent governance, Sally has been an ideal executive officer during a period of growing diversity and complexity in ASA operations. During my term as President, she provided sage advice and marshaled indispensable support to mount a highly successful annual meeting. I am in awe of her energy and dedication and

am extremely grateful that she was executive officer not only for my presidential term, but for the many other years I served on Council. When an updated history of ASA is written, the 'Sally Hillsman years' will stand out as a period of tremendous benefit to the entire field of sociology."

This benefit goes beyond the national reach of the discipline. "Sally Hillsman has played an invaluable leadership role in building stronger ties between ASA

and ISA," said Margaret Abraham, International Sociological Association President "Both ASA and ISA have benefited from her organizational expertise and her understanding of the critical need for American sociologists to be part of a global community of scholars as well as bringing international scholars into the association."

Troy Duster captured the sentiments of many of the elected leaders

Continued on Page 16

## Impactful IDEAS

Christopher Wetzel, Stonehill College

In a moment where myriad structural challenges affect student learning at colleges and universities (Armstrong and Hamilton 2013, Arum and Roksa 2011), my students' struggles are not unique. The 2,400 undergraduate students at Stonehill College, a small, private liberal arts college in southeastern Massachusetts, are earnest, hard-working students who often feel they lack avenues to explore their passions. Hailey Chalhoub, a 2013 Stonehill graduate with whom I regularly collaborated on research and teaching, and I decided to do something to reshape these conversations because we recognized that small institutional interventions can profoundly affect student outcomes (Chambliss and Takacs 2014).

Integrating Democratic Education at Stonehill (IDEAS), the program that we co-created, is a series of interdisciplinary one-credit student-led courses, which seek to foster engagement and active learning by creating an environment for students to share their passions, wisdom, and knowledge with one another. Like the dynamic democratic education programs that have taken root elsewhere—from Tufts University's "Experimental College" to UC Berkeley's "DeCal"—IDEAS promotes innovative pedagogies and topics that are not always reflected in traditional curricula.

Initially endorsed as a two-year pilot (fall 2012–spring 2014), IDEAS received permanent approval in January 2014. During the program's first three years, we have offered 24 classes and involved 207 students: 47 as facilitators and 160 enrolled in courses. Preparation for the IDEAS program begins late in the spring semester when would-be facilitators propose courses. The application process invites reflection, asking students to articulate a course narrative, learning objectives, and potential challenges and opportunities, as well as their personal experiences as engaged learners. During the fall semester, my student co-director and I work with the facilitators on course development. Since the program is capped at up to

10 courses, facilitators also collaboratively decide which courses will be offered. The one credit, pass/fail courses run in the spring semester with enrollments kept between four and eight students to foster engagement.

### How Participating in IDEAS Impacts Students

The program illuminates the Millsian (1959) promise of the sociological imagination by linking the personal and the public in at least two important ways: Students talk about their enriched excitement for learning and in their strengthened connection with their peers.


After participating in IDEAS, students are animated about going beyond what is required and pursuing their curiosity. Some of this generative excitement is rooted in the exploration of new topics and questions. As one student wrote, these "relaxing yet still engaging [classes] do not simply teach standard subjects such as math or English or history, rather they tend to educate us about something that we often encounter everyday but take for granted or do not ever think about." Another regarded IDEAS as a release from their major. "It is a nice break from regular classes to have your voice be heard and be exposed to disciplines you might not typically talk about in your majors."

Undergraduate students report that IDEAS classes enhance their passion for the process of learning. "[S]timulating your brain in a different format than traditional lecture and quizzing... is so important. It helps you see the value in learning and education again," said one student. The classes also engender a desire to do more, as another student wrote in an evaluation, "The work was so enjoyable and felt like I was learning so much ... I've never had a class where I wanted it to be longer and meet more than once a week, I was always discovering new things." This excitement about big ideas produced a sense of agency for many students, helping them feel they had a voice in their own educations. IDEAS "redefines your

expectations of a classroom and allows you, as a student, to have a say in your own education." IDEAS is both an invitation for students to dialogue and an urging to act on their interests.

Students involved with IDEAS frequently celebrated their connections with other students. They reflected on "sharing and gaining knowledge with peers" and "learning from your friends." Students routinely commented on how, regardless of topic, IDEAS classes link students. "I've always loved IDEAS classes because they are a cooperative learning environment where everybody is a teacher and a student," wrote one student. From the program side, we encourage these moments of seeing self in other. Facilitators are encouraged to design their syllabi with flexibility based on who enrolls in the class and what excites them. We find that students respond to this milieu of peer learning and relationships building. Students learn through new content and questions, as well as learning from new students. Facilitators seek to create spaces

that highlight that each participant has something valuable to offer. "I enjoyed going to this class every single time. ... We did activities and different assignments to help us understand more about the world. I think it is really great too that Stonehill students are your teachers. We all learned as a class and that was what I really loved. We were all equal in that class."

For more information on *Integrating Democratic Education at Stonehill*, including annual program assessments, see [www.stonehill.edu/offices-services/ideas/](http://www.stonehill.edu/offices-services/ideas/). 

### References

- Armstrong, Elizabeth A. and Laura T. Hamilton (2013), *Paying for the Party: How College Maintains Inequality*, Cambridge: Harvard University Press.
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- Chambliss, Daniel F. and Christopher G. Takacs (2014), *How College Works*, Cambridge: Harvard University Press.
- Mills, C. Wright (1959), *The Sociological Imagination*, New York: Oxford University Press.

### 2014 Journal Citation Reports

## American Sociological Review Ranked #1

In the newly released *Journal Citation Reports (JCR)* for 2014, the *American Sociological Review* was again the top-ranked sociology journal with an impact factor of 4.390. Two other ASA journals, *Sociological Methodology* (fifth) and *Sociological Theory* (sixth), were also ranked in the top 10 in sociology and the *Journal of Health and Social Behavior* was ranked sixth in social psychology. *JCR* is the world's most influential resource for evaluating peer-reviewed publications. See other ASA journal rankings at [http://asr.sagepub.com/site/includefiles/ASA\\_IF.pdf](http://asr.sagepub.com/site/includefiles/ASA_IF.pdf).



## Sociological Theory

From Page 1

and co-authored (with Matthew Desmond) an important new textbook and a forthcoming monograph on the sociology of race. The impact of these publications is evident in Emirbayer's high citation counts: around 7,000 on Google Scholar and 2,000 to 3,000 on Web of Science in terms of career totals so far.

One of the reasons Emirbayer's work has been so influential is that it moves across conventional intellectual boundaries to engage with a wide range of questions and topics. Many of his publications address core theoretical problems at the heart of all social research. For instance, three of his most widely cited articles—"Network Analysis, Culture, and the Problem of Agency" (1994, co-authored with Jeff Goodwin), "Manifesto for a Relational Sociology" (1997), and "What Is Agency?" (1998, co-authored with Ann Mische)—aimed to clarify the nature of agency and its relationship to structure while re-conceptualizing agency and structure in relational terms. Other publications of his have reinterpreted and reconstructed the work of classical social theorists such as Emile Durkheim, Max Weber, and John Dewey. By linking

classical theory to contemporary concerns and by showing that its potential for intellectual stimulation is not yet exhausted, these contributions have revitalized sociology's theoretical heritage. At the same time, Emirbayer has engaged with the ideas of recent or contemporary theorists such as Jeffrey Alexander, Erik Olin Wright, Norbert Elias, Harold Garfinkel, Charles Tilly, and especially Pierre Bourdieu. He has brought Bourdieu's ideas into fruitful dialogue with democratic theory, organizational analysis, and social movement research. Lastly, Emirbayer has given new theoretical direction to a variety of sociological subfields, including comparative-historical sociology, political sociology, and, most recently, the sociology of race and ethnicity. The extensive range of his intellectual engagements will undoubtedly help Emirbayer attract diverse scholarship to *Sociological Theory* and provide him with a sound basis for choosing reviewers and evaluating submissions.

### Beyond his Research


Emirbayer's personal qualities also suit him for the editorship of *Sociological Theory*. As one of his former students, coauthors, and colleagues, I have come to know those

qualities firsthand. He encourages in others the same broad engagement found in his own work rather than a narrow confinement to one's preferred corner of the sociological universe. (I remember, for instance, his admonition to critically-minded New School students not to ignore what we then disparagingly called "mainstream American sociology." You don't have to like the mainstream, he told us, but you should endeavor to be conversant and in conversation with it. That's good advice about any sociological perspective.)

While insisting on careful thinking and intellectual rigor, Emirbayer also encourages students and colleagues to think big, pursue intellectually ambitious agendas, and make explicit the broader implications and contributions of their research. He combines these high expectations with extraordinary dedication, to students and colleagues he has devoted much of his time and energy throughout his career to nurturing, cultivating, and preparing graduate students and junior colleagues. These same qualities will undoubtedly serve him well as he works in his editorial role with authors and reviewers to assess manuscripts and identify revisions that would improve them.

Emirbayer vows to build on Gross's


legacy, to maintain *Sociological Theory's* increasingly prestigious reputation for high-quality work, and to capitalize on the enthusiasm for theorizing that he sees among many of his colleagues. At the same time, he plans to put his own distinctive stamp upon the journal with several innovations, including the publication of shorter papers in symposia devoted to important theoretical issues. These symposia would complement, not replace, full-length articles. He hopes to make the journal an "intellectual home" for scholars who want to move beyond old divisions between quantitative or qualitative research, professionally oriented or public sociology, and empirically rich or theoretically sophisticated inquiry.

"I would like to see the journal take in the full range of exciting theoretical inquiry currently going on around the discipline," Emirbayer says adding, "not only in the U.S. but also abroad; not exclusively around core sociological problems but also concerned with heretofore neglected or marginalized themes; located not only in the field of sociological theory proper but also in many substantive fields of which sociology is composed." We look forward to the unfolding of this expansive vision in future issues. 

## ASA Member-Get-A-Member Campaign a Success

The 2015 ASA Member-Get-A-Member campaign concluded on July 31. Sixty-five current ASA members (see list below) sponsored at least one new member for 2015.

For every new non-student member sponsored during the campaign, sponsors will receive a \$10 discount on their 2016 member dues. In addition, every member who sponsored a new member (student or non-student) was entered into a drawing to win a \$250 Amazon.com gift certificate and other prizes. Congratulations to this year's gift certificate winner, Joseph P. Broschak (University of Arizona).

The ASA extends its gratitude to all participating sponsors in the 2015 Member-Get-A-Member campaign and throughout the year. 

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# Applications Invited for Editorships

Applications are invited for the Editorships of the *Journal of Health and Social Behavior* and *Sociology of Education*.

The official terms for the new editors (or co-editors) will commence in January 2017 (the editorial transition will be in summer 2016) and is for a minimum of three years (until December 2019), with a possible reappointment of up to an additional two years.

- The *Journal of Health and Social Behavior (JHSB)* is a medical sociology journal that publishes empirical and theoretical articles that apply sociological concepts and methods to the understanding of health and illness and the organization of medicine and health care. Its editorial policy favors manuscripts that are grounded in important theoretical issues in medical sociology or the sociology of mental health and that advance our theoretical understanding of the processes by which social factors and human health are interrelated.
  - *Sociology of Education (SOE)* provides a forum for studies in the sociology of education and human social development. The journal publishes research that examines how social institutions and individuals' experiences within these institutions affect educational processes and social development. Such research may span various levels of analysis, ranging from the individual to the structure of relations among social and educational institutions. In an increasingly complex society, important educational issues arise throughout the life cycle. The journal presents a balance of papers examining all stages and all types of education at the individual, institutional, and organizational levels. Contributions are invited from all methodologies.
- Both journals are published quarterly. *JHSB* is published in March, June, September, and

December. *SOE* appears in January, April, July, and October.

## Qualifications

Candidates must be members of the ASA and hold a tenured position or equivalent in an academic or non-academic setting. Applications from members of underrepresented groups are encouraged.

In accordance with ASA's mission to publish high-quality scholarship, the following criteria are considered in selecting editors:

1. An established record of scholarship;
2. Evidence of understanding the mission of the journal and its operation, indicated by experience with the journal/series across any of a wide variety of activities (e.g., publication, reviewing, editorial board experience);
3. Assessment of the present state of the journal, its strengths and challenges, and a vision for the journals' future;
4. Openness to the different methods, theories, and approaches to sociology; and
5. A record of responsible service to scholarly publishing and evidence of organizational skill and intellectual leadership.

The time demands associated with these responsibilities vary from week to week, but, in general, require one to two full days per week.

ASA encourages applications for both sole editorships and co-editorships. In order to minimize conflicts of interest if you are chosen as editor, we ask that you do not submit any of your own work to the journal for which you apply after December 31, 2015, until the decision has been announced.

## Selection Process


Applications will be reviewed by the Committee on Publications in December 2015. Prospective editors may be contacted to clarify issues raised in the deliberations. A list of potential editors will be forwarded to ASA Council for review in early 2016. Council appoints the editors. The chosen editors are contacted by the ASA Secretary.

Given that the Committee on Publications receives a number of qualified applications, appointment to the editorship of an ASA journal is highly selective. The guidelines below offer suggestions to streamline the application process.

The application packet should be no more than six pages (excluding vitae) and include:

1. **Vision Statement:** Set forth your goals and plans for the content of the journal. This may include an assessment of the current strengths, weaknesses, or gaps that you plan to address and how you will implement your plan.
2. **Editor/Co-Editor Background Information:** The name, affiliation, and other important information about the potential editor and, if applicable, co-editors is required. Describe the qualifications of each person that support her/his inclusion. Evidence of the ability and experience of the editor and editorial team to provide sound judgment and guidance to potential ASA authors is central to the application. Provide a clear description of and justification for the structure of the editorial office and responsibilities, as you envision them at this point. *Name only those individuals who will serve as editor/co-editor. Please do not include names of individuals that you would like/plan to include on the larger editorial board.* Contacting potential editorial board members can be a time-consuming task that should be done only after an editor is selected.
3. **Institutional Support:** It is important for candidates to consider and address the feasibility of serving as editor in light of the resources ASA can provide, and other resources likely to be available to the

candidate. The ASA is not able to pay for office space, release time, or tuition, but does provide financial support for office resources as necessary to journal editors. This support may include funds for editorial assistance, office supplies, postage, and telephone beyond what will be provided by the editor's home institution. In addition to the staff determined necessary for the work involved in processing and reviewing manuscripts (including copyediting), incoming editors have the opportunity to request additional funding or staff support for special initiatives or extra features (although most do not choose to do so). Since the support offered by different institutions varies widely, candidates are encouraged to contact the ASA Executive Office as necessary to determine the level and type of ASA support that is available. At this point in the submission process, letters of support from deans or other appropriate institutional officials are not required. Specific arrangements with a potential new editor and with that individual and his or her institution will occur after the ASA Council makes a selection and the ASA Secretary, with support from the ASA Executive Officer, works out the final agreement with the candidate. Examples of successful past proposals are available on the journals page of the ASA website ([www.asanet.org/journals/successful\\_proposals.cfm](http://www.asanet.org/journals/successful_proposals.cfm)).

Application packets should be sent by November 1, 2015, to Jamie Panzarella, Publishing and Employment Services Manager, ASA, 1430 K Street NW, Suite 600, Washington, DC 20005; [publications@asanet.org](mailto:publications@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 want to promote your meeting to other sociologists? Send your announcements to *Footnotes* at [footnotes@asanet.org](mailto:footnotes@asanet.org).



# Misconceptions of Our Social Brains

## ASA Forum



David D. Franks, Virginia Commonwealth University, Chair of ASA section on Evolution, Biology and Society

In 2000 Douglas Massey gave a presidential address saying we have gone too far in privileging the social over the biological. Nonetheless, a problematic distrust of the latter remains. What follows are reasons why such distrust is based on misconceptions of the way the biological is used in “neurosociology”.

Perhaps most important is that the biological is seen by many sociologists as reductionist as well as deterministic. But many neuroscientists do not see it this way. For example, leading neuroscientist Antonio Damasio rejects the kind of reduction that minimizes the importance of social processes and assumes that we are nothing more

than their parts. He says:

I am not attempting to reduce social phenomena to biological phenomena, but rather to discuss the powerful connection between them. It should be clear that although culture and civilization arise from the behavior of biological individuals, the behavior was generated in *collectivities of individuals interacting in social environments*. Culture and civilization could not have arisen from single individuals and thus cannot be reduced to biological mechanisms, and even less, can they be reduced to a subset of genetic specifications. Their comprehension demands not just general biology and neurobiology but the methodologies of the social sciences as well. (Italics added by this author)


Edelman (1992:166) a Nobel Prize winner, uses more direct language about the matter:

To reduce a theory of an individual's behavior to a theory of

molecular reactions is *simply silly*, a point made clear when one considers how many different levels of biological and social interactions must be put in place before higher-order consciousness emerges. (Italics by this author)

While the fact that the human brain is seen as encapsulated in the individual's head is obviously true, neuropsychologist Leslie Brothers told us long ago that “while our individual brains are singular and self-contained, the *processes* on which they depend for functioning are social ones.... The functioning brain is social in the sense that any given brain is completely dependent on other brains for its development.”

In Matthew Lieberman's book, titled *Social: Why Our Brains Are Wired to Connect* (2013), he tells of confederates who were waiting for an experiment to begin and started throwing a ball to each other. They also included a naïve subject. Then they stopped throwing it to him and just threw it to each other. In all of

these experiments, results included lowered self-esteem for the subjects and increased conformity to group norms. An important finding by Lieberman is that the social brain is never at rest. When the person is at rest the default part of the brain is still busy, and it is unconsciously thinking about other people. I rest my case! 


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## The ASA Minority Fellowship Program

The ASA Minority Fellowship Program (MFP) has existed since 1974 and celebrated its 40th anniversary in 2013–14. For the 2016–17 MFP Fellowship award year, MFP is supported by significant annual contributions from Sociologists for Women in Society, Alpha Kappa Delta, and the Midwest Sociological Society, along with the Association of Black Sociologists, the Southwestern Sociological Association, Pacific Sociological Association, Eastern Sociological Society, and numerous individual ASA members.

MFP applicants should have completed one full academic year in their PhD program in sociology. All MFP applicants must be members of an underrepresented racial/ethnic minority group in the United States (e.g. Blacks/African-Americans, Hispanics/Latinos, Asians or Pacific Islanders, or American Indians/Alaska Natives). Applicants must also be U.S. citizens, non-citizen nationals of the U.S., or have been lawfully admitted to the U.S. for permanent residence. The application deadline is January 31; notifications are made by April 30. The Fellowship is awarded for 12 months. Tuition and fees are arranged with the home department.

MFP Fellows are selected each year by the MFP Advisory Panel, a rotating, appointed group of senior scholars in sociology. Fellows can be involved in any area of sociological research. For more information or an application, visit the ASA website and click on “Funding” or contact the ASA Minority Affairs Program at [minority.affairs@asanet.org](mailto:minority.affairs@asanet.org). 




Minority Fellowship Program

## Hillsman

From Page 12

of the ASA who had the privilege of working with Hillsman when he wrote, “Sally's leadership of the Association quietly achieved the right balance between steering a strong and supportive staff while managing to be flexible and responsive to the membership. That outcome is as artful as it is difficult. I am happy to have this occasion to express my appreciation for all that she has done over these many years of service.”

Michael Burawoy noted, “for over a decade Sally has taken the ASA on an ever upward trajectory. She has always been ready to explore new avenues, new directions, caring for her staff, welcoming newcomers, humoring presidents, doing what's best for sociology. I'm very sad to see her leave.” Randall Collins characterized Sally Hillsman as “one of the great Executive Officers the ASA has had. Upbeat, knowledgeable, effective; she kept everything moving. We will miss her.” 

## Add Us to Your Email Address Book

General ASA announcements, including the monthly e-newsletter ASA Member News and Notes, renewal notices, and new member benefits, are now sent from [membermail@asanet.org](mailto:membermail@asanet.org). Please add this e-mail address (and the [asanet.org](http://asanet.org) domain) as necessary to any personal and institutional filters so you will receive important ASA communications. ASA uses your e-mail address judiciously and carefully, for official ASA communication only, and does not sell or otherwise distribute it for use by other organizations.



announcements

## Call for Papers

### Publications

**Gender and Food: From Production to Consumption and After**, edited by Marcia Texler Segal and Vasiliki Demos, is looking for papers exploring the relationship between gender and food as evidenced globally, societally, and locally with respect to the full range of issues associated with production, consumption and the effects of both. Deadline: January 15, 2016. Contact: Danielle Lavin Louks at [danielle.lavinlouks@valpo.edu](mailto:danielle.lavinlouks@valpo.edu).

**Social Class in Education**, a series edited by Buffy Smith and Victoria Svoboda and published by Rowman, is seeking paper submissions from sociologists focused on Pre-K through post-secondary school environments, as well as manuscripts that explore intersections of classism and other forms of identities and oppressions. While education is often heralded as a means of social mobility, educational outcomes suggest that schools, colleges, and universities actually replicate rather than transform social class inequities. Deadline: November 1, 2015. Contact: Buffy Smith at [bsmith@stthomas.edu](mailto:bsmith@stthomas.edu); Victoria Svoboda at [tsvoboda@uwlax.edu](mailto:tsvoboda@uwlax.edu) or Nicolette Amstutz at [namstutz@rowman.edu](mailto:namstutz@rowman.edu).

**Religions** announces a special issue on global religions. Global religions involve the blending or fusion of global religious expression with local particularity. Contributions from all religious traditions are welcome. The theme of global religion has been in circulation under a variety of labels (syncretism, hybridity). Deadline: October 15, 2015. For more information, visit [www.mdpi.com/journal/religions/special\\_issues/glocal\\_religions](http://www.mdpi.com/journal/religions/special_issues/glocal_religions).

**Research in the Sociology of Health Care** seeks papers for its research annual: "Issues in Health and Healthcare for Special Groups, Social Factors, and Disparities." Papers dealing with macro-level system issues and micro-level issues involving special groups, social factors, and disparities linked to issues in health and health care are sought. Papers that focus on linkages to policy, population concerns, and either patients or providers of care as ways to meet health care needs of people both in the U.S. and in other countries are solicited. Deadline: November 15, 2015. Contact: Jennie Jacobs Kronenfeld at Sociology Program, Sanford School of Social and Family Dynamics, Box 873701, Arizona State University, Tempe, AZ 85287-3701; (480) 965-8053; [jennie.kronenfeld@asu.edu](mailto:jennie.kronenfeld@asu.edu).

**Research in the Sociology of Work (RSW)**, a widely respected research annual since 1988, invites submissions to be included in RSW volume 28, no. 2 (Fall, 2016). Beginning in 2016, RSW will appear twice annually to better represent the best and most provoca-

tive sociological thinking being done on work, organization, and employment relationship. Deadline: November 1, 2015. Contact: Steven Vallas at [s.vallas@neu.edu](mailto:s.vallas@neu.edu).

**Social Class in Education**, a series edited by Buffy Smith and Victoria Svoboda and published by Rowman, is seeking paper submissions from sociologists focused on Pre-K through post-secondary school environments, as well as manuscripts that explore intersections of classism and other forms of identities and oppressions. While education is often heralded as a means of social mobility, educational outcomes suggest that schools, colleges, and universities actually replicate rather than transform social class inequities. Deadline: November 1, 2015. Contact: Buffy Smith at [bsmith@stthomas.edu](mailto:bsmith@stthomas.edu); Victoria Svoboda at [tsvoboda@uwlax.edu](mailto:tsvoboda@uwlax.edu); or Nicolette Amstutz at [namstutz@rowman.edu](mailto:namstutz@rowman.edu)

### Conferences

**European Association for Population Studies**, August 31-September 3, 2016, Mainz, Germany. Theme: "Demographic Change and Policy Implications." The conference is carried out by the European Association for Population Studies (EAPS) in cooperation with the Federal Institute for Population Research. The EPC2016 is a general scientific population conference where the theme will receive special attention. Submissions should be made to one of the conference themes, which will be developed into a series of sessions by the convener of each theme. Authors will be informed about acceptance of their submission by early March 2016. Deadline: December 15, 2015. For more information, visit [www.epc2016.princeton.edu](http://www.epc2016.princeton.edu).

**Mid-America American Studies Association 2016 Conference (MAASA)**, March 4-5, 2016, University of Kansas, Lawrence, KS. Theme: "Defining Who and What Matters in the U.S. and Beyond." MAASA welcomes papers, proposed panels, roundtables, poster sessions, and other session formats from students, faculty, and activists. The major issues of the 21st century are being fought in the backyards of the Midwest, the geographical U.S. center. The Midwest has become the political battleground for policies, rhetoric, and practices that are shifting definitions of who and what matters in the US and beyond. These trends indicate the direction of our humanity. Deadline: November 1, 2015. For more information, visit [www.americanstudies.ku.edu/call-papers-and-sessions](http://www.americanstudies.ku.edu/call-papers-and-sessions).

## Meetings

**October 8-10, 2015.** Association for Applied & Clinical Sociology (AACS) 2015 Annual Conference, Montgomery, AL. Theme: "Social Justice from the Local to the Global: Sociology on

the Move." Contact: Karen Albright at [AACSsubmission@gmail.com](mailto:AACSsubmission@gmail.com). For more information, visit [www.aacsnet.net/conference/2014-call-papers/](http://www.aacsnet.net/conference/2014-call-papers/).

**October 12-15, 2015.** 2015 World Conference on North Korean Studies (WCNKS), Seoul, Korea. The objectives of the WCNKS are to encourage experts who study North Korea in various academic fields such as politics, economics, investment, health, women's rights, culture, arts, history, science, and technology, and communication. Contact: [wcnks.open@gmail.com](mailto:wcnks.open@gmail.com).

**October 21-25, 2015.** Association for Humanist Sociology's 2015 Annual Meetings, Portland, OR. Theme: "Localvore Sociology: Challenging Globalization, Embracing the Local." Contact: Kathleen J. Fitzgerald at [fitzy88so@gmail.com](mailto:fitzy88so@gmail.com).

**November 9, 2015.** UK Ethics Conference, Brighton, United Kingdom. Theme: "Have We Become too Ethical?" One concern is when is ethics review too constrictive and when is it too permissive? The aim of this conference is to formulate the basis for feasible, fair, and effective ethical review at home and in transnational collaborative research. For more information, visit [www.centreforbionetworking.org](http://www.centreforbionetworking.org).

**November 23-26, 2015.** The Australian Sociological Association (TASA), Cairns, Far North Queensland, Australia. Theme: "Neoliberalism and Contemporary Challenges for the Asia-Pacific." For

more information, visit [www.conference.tasa.org.au](http://www.conference.tasa.org.au).

**December 14-15, 2015.** Science of Dissemination and Implementation 8th Annual Conference, Washington, DC. Theme: "Optimizing Personal and Population Health." For more information, visit [www.diconference.academy-health.org/callforabstracts/cfa](http://www.diconference.academy-health.org/callforabstracts/cfa).

## Funding

**American Academy in Berlin** invites applications for its residential fellowships for the 2016-17 academic year. The Academy welcomes applications from sociologists who wish to engage in independent study in Berlin. Twenty Berlin Prizes are conferred annually. Fellowships are typically awarded for an academic semester or, on occasion, for an entire academic year. Bosch Fellowships in Public Policy may be awarded for shorter stays of six to eight weeks. Benefits include round-trip airfare, partial board, a \$5,000 monthly stipend, and accommodations at the Academy's lakeside Hans Arnhold Center in the Berlin-Wannsee district. Deadline: September 20, 2015. For more information, visit [www.americanacademy.de/home/fellows/applications](http://www.americanacademy.de/home/fellows/applications).

**Berlin Program for Advanced German and European Studies** offers up to one year of research support at the Freie Universität Berlin. The program accepts applications from U.S.

## ASA Funding Opportunities

### ASA Congressional Fellowship Deadline: February 1

Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, the Congressional Fellow serves for 12 months in an office in the U.S. House or Senate. The Fellow will learn the workings of Congress and will share the uses and contributions of sociology with the placement site.

### Carla B. Howery Teaching Enhancement Grants Program Deadline: February 1


The ASA Teaching Enhancement Fund Small Grants Program provides support to an individual, department, program, or committee of a state/regional sociology association to enhance the teaching of sociology that will have systemic and enduring impact on the teaching and learning of sociology.

### Community Action Research Initiative Deadline: February 1

Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, these small grants encourage sociologists to undertake projects that bring to bear social science knowledge, methods, and expertise in addressing community-identified issues and concerns.

### Fund for the Advancement of the Discipline Deadline: June 15 and December 15

Supported by the ASA through a matching grant from the NSF, FAD provides small grants (\$7,000 maximum) for innovative research with potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration.

For more information on funding opportunities, visit [www.asanet.org](http://www.asanet.org) and click on "Funding." 



announcements

and Canadian nationals, permanent and long-term residents. Applicants for a dissertation fellowship must be full-time graduate students enrolled at a North American university who have achieved ABD status by the time the proposed research stay in Berlin begins. Also eligible are U.S. and Canadian PhD's who have received their doctorates within the past two calendar years. Deadline: December 1, 2015. For more information, visit [www.fu-berlin.de/bprogram](http://www.fu-berlin.de/bprogram) or send an email to [bprogram@zedat.fu-berlin.de](mailto:bprogram@zedat.fu-berlin.de).

**National Science Foundation** Discovery Research PreK-12 program (DRK-12) seeks to significantly enhance learning and teaching of STEM by PreK-12 students and teachers through research and development of STEM education. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills. Anticipated Funding Amount: \$50 million. Deadline: December 7, 2015. For more information, visit [www.nsf.gov/pubs/2015/nsf15592/nsf15592.htm?WT.mc\\_id=USNSF\\_25&WT.mc\\_ev=click](http://www.nsf.gov/pubs/2015/nsf15592/nsf15592.htm?WT.mc_id=USNSF_25&WT.mc_ev=click).

Fellowships

**American Council of Learned Societies (ACLS) Fellowships** are intended as salary replacement to help scholars devote six to twelve continuous months to full-time research and writing. ACLS Fellowships are portable and are tenable at the fellow's home institution, abroad, or at another appropriate site for research. An ACLS Fellowship may

be held concurrently with other fellowships and grants and any sabbatical pay, up to an amount equal to the candidate's current academic year salary. Tenure of the fellowship may begin no earlier than July 1, 2016, and no later than February 1, 2017. Deadline: September 23, 2015. For more information, visit [www.acls.org/programs/acls/](http://www.acls.org/programs/acls/).

**American Council of Learned Societies (ACLS) Collaborative Research Fellowships** The aim of this fellowship program is to offer small teams of two or more scholars the opportunity to collaborate intensively on a single, substantive project. The fellowship supports projects that produce a tangible research product (such as joint print or web publications) for which two or more collaborators will take credit. The fellowships are for up to 24 months, to be initiated between July 1, 2016 and September 1, 2018. Deadline: September 23, 2015. For more information, visit [www.acls.org/programs/collaborative/](http://www.acls.org/programs/collaborative/).

**American Philosophical Society (APS)** is offering one to two fellowships for the 2015-16 academic year. The first one is in collaboration with the British Academy: an exchange postdoctoral fellowship in the archives and libraries of London during 2016. This award includes travel expenses between the U.S. and UK and a monthly subsistence paid by the APS. The second one is in collaboration with the Institute for Advanced Studies in Humanities (IASH) at the University of Edinburgh. Available to scholars of postdoctoral or equivalent standing, includes travel, private office, library, research facilities at the IASH, and a monthly subsistence paid by the APS. Deadline: October

1, 2015. Contact: Linda Musumeci at [LMusumeci@amphilsoc.org](mailto:LMusumeci@amphilsoc.org). For more information, visit [www.amphilsoc.org](http://www.amphilsoc.org).

**Center for Advanced Study in the Behavioral Sciences (CASBS)** at Stanford University is now accepting applications for residential fellowships for the 2016-17 academic year. CASBS has hosted generations of scholars and scientists who come for a year as fellows. The CASBS fellowship provides an excellent opportunity for scholars to pursue innovative research and expand their horizons while engaging in a diverse, interdisciplinary community. Deadline: November 6, 2015. For more information, visit [www.casbs.org/individual-residential-fellowships](http://www.casbs.org/individual-residential-fellowships).

**National Humanities Center** invites applications for academic-year or one-semester residencies. Fellowship applicants must have a PhD or equivalent scholarly credentials. Mid-career as well as senior scholars from all areas of the humanities are welcome; emerging scholars with a strong record of peer-reviewed work are also encouraged to apply. Located in the progressive Triangle region of North Carolina, the Center affords access to the rich cultural and intellectual communities supported by the area's research institutes and universities. Fellows have private studies; the library service delivers all research materials. Scholars from all parts of the globe are eligible; travel expenses, in addition to a stipend, are provided. Deadline: October 15, 2015. For more information, visit [www.nationalhumanitiescenter.org/fellowships/fellowships2016.html](http://www.nationalhumanitiescenter.org/fellowships/fellowships2016.html).

Competitions

**2017 Catharine Stimpson Prize for Outstanding Feminist Scholarship** from the University of Chicago Press and *Signs*. Named in honor of the founding editor of *Signs: Journal of Women in Culture and Society*, the Catharine Stimpson Prize is designed to recognize excellence and innovation in the work of emerging feminist scholars. The prize is awarded biennially to the best paper in an international competition. The prize-winning paper will be published in *Signs*, and the author will be provided an honorarium of \$1,000. All papers submitted for the Stimpson Prize will be considered for peer review and possible publication in *Signs*. Deadline: March 1, 2016. For more information, visit [www.signsjournal.org/cfps](http://www.signsjournal.org/cfps).

**Peter K. New Student Research Annual Competition** from the Society for Applied Anthropology (SfAA). The Competition invites papers (maximum of 45 pages) based on original research in the general area of health or human services (broadly interpreted) from students at the graduate or undergraduate level. The Competition winner will receive \$3,000 as well as an engraved Baccarat trophy. Travel funds

will also be provided for the winner to present the paper at the SfAA Meeting in Vancouver, BC Canada in March 2016. Second and third prizes will be awarded depending on the quality of the competition. Deadline: December 31, 2015. Contact: (405) 843-5113; [info@sfaa.net](mailto:info@sfaa.net). For more information, visit [www.sfaa.net](http://www.sfaa.net).

In the News

**Richard Alba**, CUNY-Graduate Center, wrote a June 11 *New York Times* op ed, "The Myth of a White Minority."

**Karl Alexander**, Johns Hopkins University, was mentioned in a June 17 *Baltimore Sun* article, "A Hopkins Sociologist Busts an American Belief: Study of 800 Baltimoreans Found Those Born Poor Stayed Poor."

**Margaret Archer**, University of Warwick, was mentioned in a July 21 *Crux* article, "World Mayors Vow to Fight Climate Change, Human Slavery."

**Elizabeth Armstrong**, University of Michigan, was quoted in a June 16 *Washington Post* article, "The Best Things Parents Can Do to Help Prevent Sexual Assault? Talk About It."

**Sandra L. Barnes**, Vanderbilt University, wrote an essay, "Emanuel AME has Long Been a Target for Hate - As Well as Place of Hope," for *The Conversation* (June 26). She was quoted in a June 19 *Washington Post* article, "How the African American Church Became a Social Step Ladder" and in a June 20 *FiveThirtyEight* article, "The Charleston Shooter Struck The Heart of the African-American South." Barnes was interviewed about the Charleston murders on June 23 on the Channel 5 Plus Network *MorningLine with Nick Beres* show, titled "Black Churches and White Supremacists." She was also interviewed on June 30 about the historic and contemporary Black Church on the Channel 5 Plus Network *Urban Outlook with April Eaton* show entitled, "The Black Church" as well as on racial identity ("Rachel Dolezal and Racial Identity") in another segment of that same show.


**Jessica Barron**, Duke University, was quoted in a June 24 *Guardian* article, "Racism is Alive in the U.S. North Too - Just without Southern Accents and Flags."

**Bianca Bersani**, University of Massachusetts-Boston, was quoted in a July 27 *New Yorker* article, "American Limbo," on crime and immigrants.

**Amy Blackstone**, University of Maine, was quoted in a June 5 *Pacific Standard* article, "Can a New Parent Remain a Good Friend?"

**Joseph Blasi**, Rutgers University, was mentioned in a July 22 *Washington Post* article, "The Trouble with Hillary Clinton's Profit-Sharing Plan."

**Kathleen M. Blee**, University of Pittsburgh, was quoted in a June




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

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announcements

24 *National Post* article, "How White Supremacist Groups Have Used the Deaths of Trayvon Martin and Other Black Men to Grow their Ranks."

**Camille Zubrinsky Charles**, University of Pennsylvania, was quoted in a June 15 *Wall Street Journal* article, "Rachel Dolezal Resigns as Head of Spokane NAACP Chapter" and in a June 14 *South Bend Tribune* article, "Controversial NAACP Leader to Talk Monday."

**Andrew Cherlin**, Johns Hopkins University, was quoted in a July 23 *New Republic* article, "The New Nuclear Family."

**Carolyn Chernoff**, Skidmore College, was quoted in a July 27 the *Nation* article, "Minaj Shows Black Women's Challenges," on race and body image in pop music.

**Noelle Chesley**, University of Wisconsin-Milwaukee, was mentioned in a May 5 *Huffington Post* article, "Only 6 American Men Identified as Stay-At-Home Dads in the 1970s. Today, It's A Different Story," and in a May 13 *Huffington Post* article, "The States with The Most Stay-At-Home Fathers."

**Philip Cohen**, University of Maryland, was quoted in a June 8 *Pacific Standard* article, "How Women Provide an 'Invisible Subsidy' to the World's Health Care Systems."

**Scott Coltrane**, University of California-Riverside, was mentioned in a June 18 *Boston Globe* article, "The Changing Role of Fathers: Fathers More Involved in Child Care Become Better Parents — and that's Good for the Whole Family."

**Cheryl Cooky**, Purdue University, was mentioned in a June 9 *Phys.org* article, "Attitudes about Women's Sports in Mainstream Media."

**Marianne Cooper**, Stanford University, was quoted in a March 27 *CNet* article, "Juror Kerfuffle Leads to High Drama in Ellen Pao Discrimination Trial."

**Marianne Cooper**, Stanford University, **Jennifer Silva**, Bucknell University and **Lane Kenworthy**, University of California-San Diego, were quoted in a February 15 *Washington Examiner* article, "The Mighty but Elusive Middle Class."

**Sarah Damaske**, Pennsylvania State University, was mentioned in a June 15 *CNN* article, "Kids of Working Moms Are Better Off."

**William D'Antonio**, Catholic University, was quoted in a June 16 *SunHerald* article, "Pope's Stern Climate Encyclical Faces Deep Political Divides."

**Jenny Davis**, James Madison University, was quoted in a July 28 *Washington Post* article, "Beme Wants to Be the App for Social Media 'Authenticity.' Too Bad There's No Such Thing."

**William Davies**, University of Warwick, was featured in a June 5 *New York Magazine* Q&A article, "Your Boss Wants

You to be Happier. This is Not a Good Thing."

**Thomas Dietz and Kenneth Frank**, Michigan State University, were mentioned in a June 15 *Los Angeles Times* article, "Do a State's Politics Influence its Greenhouse Gas Emissions? Yes, Study Says."

**Kathryn Edin**, Johns Hopkins University, was quoted in a June 15 *Time* magazine article, "How Deadbeat are Deadbeat Dads, Really?"

**Joe Feagin**, Texas A&M University, was featured in a July 27 *New York Times* Q&A article, "American Racism in the 'White Frame.'"

**Dana Fisher**, University of Maryland, was quoted in an April 26 *Baltimore Sun* article, "Sociologist Says Mood from Protest Can Change from Block to Block."

**Charles Gallagher**, La Salle University, was quoted in a July 19, *CNN Politics* article, "Obama, You're Still No Regan." He was also quoted with **G. Reginald Daniel**, University of California-Santa Barbara, in a June 17 *Yahoo News* article, "Controversial US Activist: 'I Definitely Am Not White.'"

**Roberto Gonzales**, Harvard University, was mentioned in a June 17 *Phoenix New Times* article, "DREAMers Celebrate DACA's Three-Year Anniversary—With Reservations."

**Kieran Healy**, Duke University, was quoted in a July 24 *Washington Post* article, "11 Essential Facts About Guns and Mass Shootings in America."

**William Helmreich**, CUNY-City College of New York, was mentioned in a July 29 *New Yorker* article, "The City So Nice They Walked It Twice."

**Carole Joffe**, University of California-San Francisco, was quoted in a June 7 *Associated Press* article, "Number of Abortions Drops in Montana," which appeared in a June 7 *Washington Times* article and a June 8 *NBC Right No* feature.

**Dustin Kidd**, Temple University, was quoted in a June 18 *LA Times* article, "How Did We Let This Happen? The Amy Winehouse Question and Social Science's Take on Modern Fame."

**Peter Kivisto**, Augustana College, was interviewed by Francesco Cargnelutti on immigration in Europe today, with a focus on the impact of anti-Muslim attitudes, specifically the claims that the continent is experiencing an "invasion." The article appeared in *Corriere del Trentino* on May 27.

**Rebecca Chiyoko King-O'Riain**, National University of Ireland Maynooth, was quoted in a June 6 *Newsweek* article, "A Half Black Japanese Beauty Queen Is Raising Eyebrows- But Will She Change Minds?"

**Eric Klinenborg**, New York University, was mentioned in a June 24 *USA Today*

article, "Readers Fall for Aziz Ansari's 'Modern Romance,'" about his book *Modern Romance*, co-authored with comedian, Aziz Ansari. His collaboration on the book was also covered in the *Guardian* on June 7, *The New York Times* June 13, *The National Post* on June 30, *Bustle* on July 22, the *International Business Times* on July 1 and the *Chicago Reader* and *Time* on July 13, among many other media outlets. He also wrote a July 2 *Slate* article, "The Heat Is On: Climate Change Will Make Deadly Heat Waves like Pakistan's and Europe's Worse Than Ever."

**Maria Krysan**, University of Illinois-Chicago, and **Michael Bader**, American University, were quoted in a July 17 *Washington Post* article, "How Race Still Influences Where We Choose to Live."

**Arielle Kuperberg**, University of North Carolina-Greensboro, was quoted in a June 9 *Today* article, "Never Married, Living Alone, Number of Young Singles 'Dramatically' Rises."

**Jennifer Laird**, University of Washington, was quoted in a June 24 *Huffington Post* article, "What's Happening to America's Black Working Class?"

**Jennifer Lee**, University of California-Irvine, wrote a June 16 *Houston Chronicle* article, "Asian Americans and the 'Bamboo Ceiling,'" was quoted in a July 28 *Daily News* article, "Friend's Account about Canadian Woman Convicted of Hiring Hit on Asian Immigrant Parents Reveals Life of Stress, Rebellion," and was mentioned in a July 8 *Boston Globe* article, "Complaint Alleging Harvard Bias against Asians Dismissed."

**R. L'Heureux Lewis-McCoy**, CUNY-City College of New York, was interviewed for a June 19 *Huffington Post* article, "A Sociologist Explains the Charleston Church Shooting and Racism in the U.S."

**Daniel Lichter**, Cornell University, was quoted in a July 30 *Atlantic* article, "White Flight Never Ended."

**Kris Marsh**, University of Maryland, was quoted in a July 17 *Voice of America* article, "Racism in U.S. Harder to Spot, Even Harder to Combat."

**Gustavo Mesch**, University of Haifa, and **Kent Schwirian**, Ohio State University, were mentioned in a February 6 *New York Times* article, "Debate Over Vaccine Requirements Forge Strange Alliance," a February 3 *Huffington Post* article, "Anti-Vaccination Advocates Don't Trust the Government, Study Finds," and a February 5 *Economist* article, "Politics and Vaccination: What Experts Say and What People Hear."

**Ann Morning**, New York University, provided insight into the Rachel Dolezal case on June 16 on *MSNBC Politics Nation* and on June 17 on *Good Morning America*. She was also interviewed by the *BBC*, *CBS Evening News*, *CBS Local News*, *ABC Eyewitness News*, *ARISE TV* and *KPCC radio*. In mid-June she gave interviews on U.S. Census racial classification that appeared in *The Washington Post*, *Time*, and the *Pew Research Center Fact Tank*.

**Guðmundur Oddsson**, Northern Michigan University, was quoted in a July 8 *The Independent* article, "Norway's Police Only Fired Two Bullets Last Year...and No One Was Killed." He was also quoted with **Paul Hirschfield**, Rutgers University, in a July 30 *Business Insider* article, "American Police Kill More People in One Day than Norwegian Cops have in 10 Years."

**Andrew Papachristos**, Yale University, was mentioned in a July 22 *Rolling Stones* article, "Inside Chicago's Endless Cycle of Gun Violence." He was quoted in *The Chicago Sun* on June 27, *The Wall Street Journal* on July 6, *New York Times* on July 9, and *The Digital Journal* on July 11.

111th ASA Annual Meeting  
August 20-23, 2016  
Washington State Convention Center  
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RETHINKING SOCIAL MOVEMENTS: CAN CHANGING THE CONVERSATION CHANGE THE WORLD?

111TH ASA ANNUAL MEETING AUGUST 20-23, 2016 WASHINGTON STATE CONVENTION CENTER SEATTLE, WA

ASA AMERICAN SOCIOLOGICAL ASSOCIATION



## announcements

**David Pedulla**, University of Texas-Austin, was quoted in a July 31 *Today* article, "Can Modern Dads Have it All? Work Realities Clash with Millennial Men's Ideals" and in a July 30 *New York Times* article, "Millennial Men Aren't the Dads They Thought They'd Be." He also discussed his research in a July 31 segment of the *Today* show. The news coverage was on his research in the February *American Sociological Review*.

**David Pettinicchio**, University of Toronto, wrote a July 19 *USA Today* article, "How to Aid the ADA: Column," which discussed his work with Michele Maroto, University of Alberta.

**Craig Reinerman**, University of California-Santa Cruz, was quoted in an April 22, *Foreign Policy* article, "Feds Gone Wild: Why Federal Agents Act So Badly." He was also interviewed about the U.S. movement for cannabis legalization in a March 15 article in *Tiimi*, a Finnish magazine for alcohol and drug professionals. His was also featured in a May 15 article in *PopNAD: Nordic Studies on Alcohol and Drugs*.

**Lauren Rivera**, Northwestern University, was mentioned in a June 15 *Guardian* article, "The Guardian View on Social Mobility: No Room at the Top."

**John P. Robinson**, University of Maryland, was quoted in a June 24 *Wall Street Journal* article, "We're Working More Hours—and Watching More TV."

**Robert Sampson**, Harvard University, was quoted in a July 8 *Herald Review* article, "Trump and the Myth of Immigrant Crime."

**Robert Sampson** and **William Julius Wilson**, both of Harvard University, and **Elijah Anderson**, Yale University, were quoted in a July 15 *International New York Times* article, "Who Will Pay the Political Price for Affordable Housing?"

**Liana Sayer**, University of Maryland, was featured in a July 1 *PBS NewsHour* article, "How a Time-Use Expert Uses Her Time."

**David Schleifer**, Public Agenda, was mentioned in a June 17 *Washington Post* article, "Why Some Doctors Used to Tout Trans Fats."

**Christine Schwartz**, University of Wisconsin, was quoted in a July 16 *Bustle* article, "Australian Men Are Happier When Their Wives Don't Work, Says New Study, And Here's Why That's Total BS."

**Christian Smith**, University of Notre Dame, was mentioned in a June 16 *Washington Post* article, "Here are Three Reasons Why Southern Baptists are on the Decline" and in a June 16 *Christian Science Monitor* article, "Giving is Way Up, But for What Reason?"

**Jeremy Brooke Straughn**, Westminster College, provided commentary for a July 8 *WalletHub.com* article, "2015's Most and Least Patriotic States." He was

also interviewed on November 9 2014 for a *USA Today* article about Cold War Presidential speeches and for an article in the *Nikkei Newspaper* on Winston Churchill's "Iron Curtain" speech.

**Sarah Thebaud**, University of California-Santa Barbara, was quoted and **David Pedulla**, University of Texas-Austin, **Kathleen Gerson**, New York University, and **Pamela Stone**, Hunter College, were mentioned in a July 30 *New York Times* article, "Millennial Men Aren't the Dads They Thought They'd Be."

**Ruth Thompson-Miller**, University of Dayton, wrote a July 11 *Atlantic Black Star* article, "Jim Crow: The History of 'Racial Cleansing'" and mentioned sociologist **Joe Feagin**, Texas A & M University.

**Zeynep Tufekci**, University of North Carolina-Chapel Hill, was mentioned in a June 15 *Fortune* article, "Would You Rather Have Apple's Human Editors Filtering Your News or Facebook's Algorithms?"

**Gerry Veenstra**, University of British Columbia, was referenced in a June 9 *Huffington Post* article, "Did the Internet End Cultural Elitism? New Study Shows Snobbery Is Alive and Well."

**William Julius Wilson**, Harvard University, was quoted in a May 4 *Atlantic Black Star* article, "Why Sociologist William Julius Wilson Could Have Predicted Baltimore More than 25 Years Ago."

**Christine Williams**, University of Texas-Austin, was quoted in a July 2 *Pacific Standard* article, "Going to the Strip Club with Sociologists."

**David Williams**, Harvard University, was quoted in a July 18 *International New York Times* article, "Our Racial Moment of Truth."

**Nicholas Wolfinger**, University of Utah, was quoted in a July 17 *Washington Post* article, "The Best Age to Get Married if You Don't Want to get Divorced," about his study on the connection between age at marriage and divorce. The study was also covered in *Jezebel* on July 16, *Huffington Post* and *Cosmopolitan* on July 17, *Vox*, *Elle*, and *CBS News* on July 20, *Time*, *People* and *New York Magazine* on July 22, and many other media outlets.

## Awards

**Robert Braun**, Cornell University, received the ASA Section on the Sociology of Religion Student Paper Award for his paper, "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust," *American Journal of Political Science*.

**Jay W. Borchert**, University of Michigan, received the Mellon/ACLS Dissertation Completion Fellowship for his paper, "Mass Incarceration, The Profession of Corrections, and the Way

Prison Workers Construct Meanings about their Participation in our Punishment State."

**Rebecca Elliott**, University of California-Berkeley, received the Mellon/ACLS Dissertation Completion Fellowship for her paper, "Underwater: Floods and the Social Classification, Pricing, and Distribution of the Risks of Climate Change in the United States."

**Elizabeth Hordge-Freeman**, University of South Florida, received the McKnight Junior Faculty Fellowship (2015-2016), sponsored by the Florida Education Fund, which awards her a one-year research leave from the University of South Florida.

**Anthony Abraham Jack**, Harvard University, was chosen to be the 2015-16 National Academy of Education/Spencer Dissertation Fellow. A fellowship award of \$27,500.

**Wendy Luttrell**, Graduate Center-CUNY, received the ACLS Fellowship for her paper, "Care-ful Visions: Reimagining Education Through Working-Class Children's Eyes."

**Joshua Meyrowitz**, University of New Hampshire, received the 2014 International Communication Association's Fellows Book Award for his book: *No Sense of Place: The Impact of Electronic Media on Social Behavior* (Oxford University Press, 1985).

**Pamela Prickett**, Rice University, received the Community and Urban Sociology Society (CUSS) Best Graduate Student Paper Award for her paper: "Contextualizing Disorder From Within: Perceptions of Physical Disorder in a South Central L.A. African American Mosque."

**Norella Putney** and **Susan Harris**, both of the University of Southern California, received the ASA Section on Sociology of Religion Distinguished Award for their book, *Families and Faith: How Religion is Passed Down Across Generations* (Oxford University Press, 2013). They share this award with Vern Bengston.

**John L. Rury**, University of Kansas, received the ACLS Collaborative Research Fellowship for, "The Color of Mind: Why the Origins of the Achievement Gap Matter for Justice."

**Patrick Sharkey**, New York University, received the Community and Urban Sociology Society (CUSS) Robert E. Park Award for his book, *Stuck in Place: Urban Neighborhoods and the End of the Progress Toward Racial Equality* (University of Chicago Press, 2013).

**David R. Segal**, University of Maryland, received the 2015 Julius E. Uhlaner Award from the American Psychological Association, Division 19 (Society for Military Psychology), for his research on military selection and recruiting, the demography of the American military, and changes in military manpower policy.

**Kyla Thomas**, Princeton University, received the Mellon/ACLS Dissertation Completion Fellowship for, "Hidden (Dis)Advantages of Class: How Cultural Signals of Class Shape Hiring Outcomes."

**Melissa Wilde** and **Sabrina Danielson**, both of University of Pennsylvania, received the ASA Section on the Sociology of Religion Distinguished Article Award for her article, "Fewer and Better Children: Race, Class, Religion and Birth Control Reform in America," *American Journal of Sociology* 119:1710-1760.

## People

**Riley E. Dunlap**, Oklahoma State University, gave the keynote speech at the 10th Italian Environmental Sociology Conference in Italy.

**Bill Hadden**, University of Maryland, was elected the 2015-16 Treasure to the District of Columbia Sociological Society.

**Leslie Irvine**, University of Colorado-Boulder, was elected President-Elect of the Society for the Study of Symbolic Interaction.

**Lynda L. Laughlin**, U.S. Census Bureau, was elected the 2015-16 President-Elect to the District of Columbia Sociological Society.

**Kris Marsh**, University of Maryland-College Park, was elected the 2015-16 Secretary to the District of Columbia Sociological Society.

**Avideh Mayville**, George Mason University, was elected the 2015-16 Student Liaison Secretary to the District of Columbia Sociological Society.

## New Books

**Katrin B. Anacker**, Ed., George Mason University, *The New American Suburb: Poverty, Race and the Economic Crisis* (Ashgate, 2015).

**Lonnie Athens**, Seton Hall University, *Domination and Subjugation in Everyday Life* (Transaction, 2015).

**Javier Auyero**, University of Texas, **Philippe Bourgois**, University of California-San Francisco, and **Nancy Scheper-Hughes**, University of California-Berkeley, Eds., *Violence at the Urban Margins* (Oxford University Press, 2015).

**Javier Auyero**, University of Texas, Ed., *Invisible in Austin: Life and Labor in an American City* (University of Texas Press, 2015).

**David Abrahamson**, Northwestern University, **Marcia R. Prior-Miller**, Iowa State University, Eds., *The Routledge Handbook of Magazine Research: The Future of the Magazine Form* (Routledge, 2015).

**Estela G. Ballón**, California State Polytechnic University-Pomona, *Mexican Americans and Education: El saber es poder* (University of Arizona Press, 2015).



announcements

**Tim Bartley**, Ohio State University, **Sebastian Koos**, University of Konstanz, **Hiram Samel**, University of Oxford, **Gustavo Setrini**, MIT, and **Nikolas Summers**, Indiana University, *Looking Behind the Label: Global Industries and the Conscientious Consumer* (Indiana University Press, 2015).

**Colin J. Beck**, Pomona College, *Radicals, Revolutionaries, and Terrorists* (Polity, 2015).

**Adele E. Clarke**, University of California-San Francisco, **Rachel Washburn**, Loyola Marymount University, Eds., *Situational Analysis in Practice: Mapping Research with Grounded Theory* (Left Coast Press, 2015).

**Victor Tan Chen**, Virginia Commonwealth University, *Cut Loose: Jobless and Hopeless in an Unfair Economy* (University of California Press, 2015).

**Ernest L. Cowles**, California State University-Sacramento, **Edward Nelson**, California State University-Fresno, Eds., *An Introduction to Survey Research* (Business Expert Press, 2015).

**Bruce K. Friesen**, University of Tampa, *Moral Systems and the Evolution of Human Rights* (Springer, 2015).

**Akiko Hashimoto**, University of Pittsburgh, *The Long Defeat: Cultural Trauma, Memory, and Identity in Japan* (Oxford University Press, 2015).

**Scott R. Harris**, Saint Louis University, *An Invitation to the Sociology of Emotions* (Routledge, 2015).

**James M. Jasper**, Graduate Center-CUNY, and **Aidan McGarry**, Eds., *The Identity Dilemma: Social Movements and Collective Identities* (Temple University Press, 2015).

**Donna King**, University of North Carolina-Wilmington, and **Catherine G. Valentine**, Nazareth College, *Letting Go: Feminist and Social Justice Insight and Activism* (Vanderbilt University Press, 2015).

**Brian K. Obach**, SUNY-New Paltz, *Organic Struggle: The Movement for Sustainable Agriculture in the United States* (MIT Press, 2015).

**Paul D. Numrich**, University of Illinois-Chicago, **Elfried Wedam**, Loyola University-Chicago, *Religion and Community in the New Urban America* (Oxford University Press, 2014).

**Stella R. Quah**, Duke University, Ed., *The Routledge Handbook of Families in Asia* (Routledge, 2015).

**Craig Reinerman**, University of California-Santa Cruz, **Robert T. Granfield**, University of Buffalo, Eds., *Expanding Addiction: Critical Essays* (Routledge, 2015).

**Howard Schuman** and **Amy Corning**, both of University of Michigan, *Generations of Collective Memory* (University of Chicago Press, 2015).

**Alexander I. Stingl**, University of Clinic-FAU Erlangen-Numberg, *The Digital Coloniality of Power: Epistemic Disobedience in the Social Sciences and the Legitimacy of the Digital Age* (Rowman & Littlefield, 2015).

**Jennifer Utrata**, University of Puget Sound, *Women Without Men: Single Mothers and Family Change in the New Russia* (Cornell University Press, 2015).

**Salvador Vidal-Ortiz**, American University, *Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism* (University of Texas Press, 2015).

**Ruth E. Zambrana**, University of Maryland, **Sylvia Hurtado**, University of Southern California-Los Angeles, *The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond* (University of Texas Press, 2015).

**Ruth E. Zambrana**, University of Maryland, **Virginia M. Brennan**, Meharry Medical College, **Shiriki K. Kumanyika**, University of Pennsylvania, Eds., *Obesity Interventions in Underserved Communities* (John Hopkins University Press, 2014).

## Caught on the Web

**SES Indicator Website:** The new website [www.npb-ses.info](http://www.npb-ses.info) provides information on the previous and new versions of the Nam-Powers-Boyd Occupational Status Scale, and assists users in determining how occupational reports can easily be translated into N-P-B occupational status scores.

## Obituaries

### Leonard Gordon 1935-2014

Professor emeritus Leonard (Len) Gordon, a founding member and former dean of the Emeritus College at Arizona State University (ASU), passed away March 4. He was 79.

A vital member of the emeritus community, elected senator to the University Academic Senate Executive Committee, and chair of the student faculty policy committee for 2014-2015, Gordon first joined the university in 1967. He taught and did research with ASU's Department of Sociology, now part of the T. Denny Sanford School of Social and Family Dynamics, and he received grants from the National Science Foundation, the Rockefeller Foundation, and other funding sources.

Gordon published articles and books primarily in the area of collective behavior and social movements. He penned two books, *Sociology and American Social Issues* and *A City in Racial Crisis: Detroit Pre and Post the 1967 Riot*, in addition to published articles in professional journals and the Encyclopedia of Sociology.

Following his nine years as chair

of sociology, Gordon then served as the associate dean for the College of Liberal Arts and Sciences for 11 years, followed by six years as the dean of the Emeritus College, where he worked to advance the college's programs "as a benefit to the many talents of our emeritus faculty and to the university community."

An avid educator and as dean of the Emeritus College, Gordon continued to teach courses, ranging from an examination of collective behavior and mass media and keys to healthy aging and the changing dynamics of our growing older population, to national and international perspectives through the lens of sport and politics. He contributed to the 2013 Project Humanities "Humor... Seriously" series, exploring human humor and the link between witty silliness and sociology. Most recently, Gordon took his interest in social behavior, sports, and politics to the community through the Osher Lifelong Learning Institute, where he taught a continuing education course that examined sports as a vehicle for social cohesion.

Gordon earned history degrees at University of Michigan and Wayne State University, where he also completed his doctorate in sociology.

"Len was a wonderful colleague and friend and will be deeply missed," said Elmer Gooding, dean of the Emeritus College. "He was unselfishly willing to help others and to serve in whatever capacity he was needed. His positive impact on ASU was felt wherever he served - whether it was in the former Sociology Department, the College of Liberal Arts and Sciences, the University Senate, or the Emeritus College. ASU is clearly a better place because Len spent over four decades of his career here."

Outside of university and community work, Gordon was a sports enthusiast. He played competitive softball and was a fan of the Detroit Tigers and the University of Michigan Wolverines. He also wrote a memoir of his life with his wife, Rena, upon her passing, as part of the Virginia G. Piper creative writing program. He also established the Len and Rena Gordon "Spunky" Award, which is presented each academic school year to a student who has shown "spunk" in overcoming obstacles to succeed as an undergraduate. He is survived by his wife, Dorthy.

A colleague once wrote that the Emeritus College owes its inception and follow-through to a number of people, "but certainly at the top of that list is Len Gordon. He is public image, negotiator, wise old professor, and he never asks something he is not willing to do."

A memorial service for Gordon took place March 8, and a special issue of the Emeritus College Newsletter will be devoted to Gordon later this year. Memorial donations are being given

to the Len and Rena Gordon "Spunky" Award fund ([asufoundation.org/spunkyaward](http://asufoundation.org/spunkyaward)).

*Adapted from [asunews.asu.edu/20150310-leonard-gordon-passes](http://asunews.asu.edu/20150310-leonard-gordon-passes) by Peggy Coulombe, Arizona State University Office of the Provos.*

### Randy Hodson 1952-2015

Randy Dale Hodson passed away on February 26, 2015, at the age of 62, following a valiant battle with cancer. Randy is survived by his beloved wife, Susan Rogers, and cherished daughters Debbie Mei (13) and Susie Xin (11), parents Warren and Erma Hodson, brother Robert Hodson, as well as many admirers, friends, collaborators, and students who loved him and now miss him dearly.

There are so many intellectual accomplishments and imprints that Randy made on our field, including 9 authored or edited books, 100 plus refereed articles, many large grants, teaching and research awards, and two editorships. We feel it important to share the deep and enduring mark that Randy made on us as well as many of his students, collaborators, and friends. With amazing humility, Randy gently bestowed dignity on anyone who crossed his path. Perhaps such gifts, and Randy's approach to others, were driven by his burning sociological interest in human dignity and worth. Or, just maybe, his sincere and ever-present care for others emanated from something deeper within him as a person. We believe it was both, reflected in his work, to be sure, but also in the interpersonal connections he forged in his nurturing of others—connections and nurturing that he held so very dear.

Randy completed his BS in sociology from University of Wyoming-Laramie in 1975 before moving into the graduate program in sociology at University of Wisconsin under the supervision of Robert Hauser and scholars such as David Featherman, Erik Wright, Charles Halaby, Sheldon Danzinger, and William Sewell. Sensing limitations in dominant strands of status attainment and more monolithic class approaches, perhaps owing to both his graduate training and his experiences in low-status jobs, Randy became convinced that proximate structural dynamics within local labor markets were central to the well-being of workers and their identities. Making this case within the field was his first major intellectual accomplishment.

Landing a job as an assistant professor at University of Texas-Austin in 1980 and breaking new ground with his dissertation work, he published several core articles, including "Labor in the Monopoly, Competitive, and State Sectors of Production" (*Politics & Society* 1978), "Companies, Industries, and

## announcements

Measurement of Economic Segmentation" (*American Sociological Review* 1984), and a series of related pieces with collaborators and friends Neil Fligstein, Robert Kaufman, Paula England, to name a few. This work fundamentally transformed conceptions and modeling in inequality research. Randy's penetrating and career-long interest in this, and in the labor process, dignity, and inequality more generally, began with such work, but probably really germinated from the job experiences he had as a youth and by his observations of workers around him.

Randy's concerns regarding workplace dignity, his deep appreciation for the workplace ethnographic tradition, and his understanding that the workplace is a contested domain ultimately led to his watershed and transformative project—the *Workplace Ethnography Project*. He started this project as part of a graduate research practicum with his move to Indiana University in 1986 and then continued it following his move to Ohio State University in 1996. Ambitious and creative in its design, and meticulous and rigorous in its execution, Randy, along with a team of collaborators (Vincent Roscigno, Andrew Martin, Steve Lopez) and graduate students (Martha Crowley, Lindsey Chamberlain, Dan Tope, Marc Dixon), sought and blended the rich insights of hundreds of workplace ethnographies with the comparative leverage that content coding and related analyses would allow.

The result of these efforts included, Randy's now classic *Dignity at Work* (2001), and no less than 30 important solo and collaborative articles on workplace dignity, resistance, and inequality, as well as his *Analyzing Documentary Accounts* (1999)—a "must read" for anyone interested in systematizing qualitative materials. While there are many deep sociological lessons within this body of work, the most essential lies in Randy's conclusion that workers—often through acts of resistance—pursue dignity in their everyday work lives and efforts. Dignity is nevertheless fragile and can be undermined or bolstered in an ongoing way by unique configurations of workplace structures and relations, particularly interactions with immediate supervisors.

Randy enjoyed and felt honored in his connections to others, often going out of his way to make sure that the person sitting across the table felt respected and appreciated. This included his students, who recognized immediately Randy's passion for mentorship and teaching—something Randy engaged in even when he knew his time was growing shorter. It is thus no surprise, that Randy was a celebrated teacher (winning The Ohio State University's prestigious Alumni Distinguished Teaching Award in 2001) while also penning (with Teresa Sullivan) one of

the most recognized and appreciated undergraduate textbooks, *The Social Organization of Work*. Randy also received The Ohio State University's prestigious Distinguished Scholar Award in 2007, the Sociology Department's Outstanding Faculty Award in 2014, the OOW section's Max Weber (1999) and W. Richard Scott Awards (2005), and the IPM section's Robert M. Hauser Distinguished Scholar Award (2014).

Randy's astounding blend of superb teaching and excellence in research was rare enough. Even rarer was his grace and humility, the fact that he considered himself privileged to teach and mentor, and that he constantly sought ways to subtly nurture others within his department and the field. In addition to his mentoring, what his friends and collaborators will note is that Randy never lost sight of the human being sitting beside him, how their life was going, and how he himself might connect to, appreciate, and learn from them.

Randy's also broadly engaged questions about social inequality and, appreciating the need to address the societal, organizational, and individual levels, linked personal biographies to public issues in sociological tradition. At the societal level, he looked beyond the United States to a range of other countries—for instance, in his work with Dan Cornfield on work and labor processes cross-nationally; his research with Garth Massey, Duško Sekulić, and Robert Kunovich on ethnic conflict and war in Yugoslavia; and attention to economic transformation and inequality in China with Lisa Keister. Randy brought a flair for thoughtful conception coupled with a deep concern for how sociology might inform how real people are impacted.

For all of his recognitions and visibility at Ohio State and in the field more broadly, Randy remained incredibly humble, preferring to avoid the limelight. This hardly meant, however, that he shirked service to the field. Randy reviewed for countless journals, served on the editorial boards of *American Sociological Review*, *Administrative Science Quarterly*, *Work & Occupations*, *Work, Employment & Society*, *Sociological Quarterly*, *Advances in Applied Sociology*, and the *International Journal of Management Studies and Research*, served as a council member for the OOW section, and led the charge in forming the Inequality, Poverty and Mobility Section of the ASA. Randy served for 10 years as the editor of *Research in the Sociology of Work* (1996-2006) and for three years as co-editor of the *American Sociological Review* (2007-09). The task, as he saw it, was to nurture creative, rigorous, and important work in the field and to offer all scholars valuable, hopefully nurturing, and timely feedback. Randy was very proud, albeit often quietly, of the role he played in these regards.

We will truly miss Randy, his impact, and the place he occupied as an intellectual leader as well as his presence as a dear colleague and friend in our own lives. Indeed, Randy was a warm and kind person, unassuming in character, and deeply appreciative of others. Beyond all else, Randy was a proud, loving, and deeply engaged partner to Susan and father to Debbie and Susie. Randy and Susan's adoption of Debbie and Susie, and his role as a father, fundamentally enriched Randy's love for life. Randy's delight in his children was easily gleaned from the joyous and fulfilled look in his eyes when he shared stories about them; watching his daughters grow, laugh, and flourish clearly bolstered his optimism and sense of the future. We, Randy's friends, now move forward with his family as best we can and carry such optimism within us too. With Randy as a model for the ways in which we should conduct ourselves, with humility, and approach our lives as academics and human beings.

Vincent Roscigno and Rachel Dwyer, Ohio State University; Garth Massey, University of Wyoming; and Lisa Keister, Duke University

### Burkart Holzner

#### 1931-2015

Burkart Holzner lived 83 years when he died on August 25, 2014. Educated in Munich, Bonn, and the University of Wisconsin, he chaired the University of Pittsburgh's Department of Sociology from 1966 until 1980 when he became Director of Pitt's University Center for International Studies. He held this position for the next two decades. His career as academic administrator was infused with his vision as a sociologist.

Burkart was always concerned with how people act together to create knowledge. In 1968 he published his pathbreaking *Reality Construction in Society*, which treated "the interconnections between cognitions and social structures". Four decades later, he and his wife Leslie Holzner published *Transparency in Global Change*, addressing the social conditions for free flows of information. When I joined Pitt Sociology as a new PhD in 1972, it was very much a department deeply shaped by Burkart as its chair. Everyone in the department spoke of "epistemic communities" to describe connected people trying to advance knowledge.

Burkart was much more than a theorist of the social organization of knowledge. He aimed for a sociology department that would be open to important recent and varied disciplinary currents. In Burkart's department Roland Robertson was developing his analyses of global processes and Tom Fararo, Pat Doreian, and Norm Hummon were developing mathematical tools for an array of theoretical and empirical purposes. But Burkart was also always concerned in his own writing and teaching, with

how current trends in sociological theory and research built on the past. His graduate seminars were places that invited students to think about how recent ways of framing issues were imbedded in intellectual traditions as well as about the social conditions in which ideas are generated. Modeling the search for knowledge as a shared activity, his courses were frequently team-taught.

The department was open to the world. Burkart believed deeply that we needed to think on a wider geographic scale than the national states and on a deeper temporal scale than the current moment. This led him to promote comparative and historical studies and especially what was being called civilizational analysis—the study of large geocultural areas with distinctive historical trajectories and ways of understanding. But for Burkart this field was not just about difference but about connection. His favorite theme was the "intercivilizational encounter" and this soon led to a deep interest in what's everywhere now called "globalization". Pitt's Sociology Department was one of the early places where that word was becoming part of everyday academes. It was a most natural step for Burkart to move from that creative period in building a department to assume the directorship of our University Center for International Studies.

Burkart used to say that a good comparativist needed to be deeply engaged in at least three cultures. Perhaps he was thinking of his own connections to the United States, Germany, and China, where he was working with that country's sociologists. But insights acquired by scholars need to be passed on and Burkart was long active in international higher education; he became president of the Association for International Education Administrators in 1990.

I fear I've not conveyed how much pleasure Burkart took in all these activities and how much a pleasure it was to talk to him and hear some elegant anecdote with a sociological point. Burkart was someone who delighted in learning new stuff and this delight spilled over. I find the following at the beginning of the book he and Leslie gave us on transparency: "We had a good time writing this book. We have learned a lot that we didn't know before we started and the actual work needed to prepare for it was a joyful shared adventure." Knowledge as a joyful shared adventure. What a great thing to invite our students to share, too.

John Markoff, University of Pittsburgh

### Thomas S. Korllos

#### 1925-2015

Thomas S. Korllos, Associate Professor of Sociology at Kent State University passed away peacefully at his home in



announcements

Sugar Bush Knolls, Ohio, on June 16, 2015, surrounded by family. He was 89. Tom was known for his commitment to teaching particularly social theory. He was especially interested in the work of micro-sociologists including Georg Simmel and Erving Goffman. In addition to sociological theory, he worked in a number of substantive areas including the sociology of international societies focusing on Greece, Russia and China, the application of social theory to social problems and the sociology of architecture. In regard to the last area, he developed a popular course on its social aspects.

Tom was an Army Air Corps veteran of World War II. After leaving the service, he began teaching in high school. He earned a Masters' degree in sociology from Kent State University in 1964. He joined the department at that time and commuted to The Ohio State University to earn his Ph.D in sociology a few years. He remained associated with KSU, in various teaching roles, until he was 80 years old. He took several years (1970-1978) away from the department to serve as an administrator in Kent State's College of Arts and Sciences but returned to the Sociology Department because he missed teaching.

Tom was a demanding professor, in the best sense of those words, who set the bar high for his students. Not only did he expect his students to master the complexities of social theory, but they were expected to apply these ideas to contemporary social problems.

Tom was an academic internationalist. As one local newspaper obituary noted, Tom and his wife, Marion, "...traveled extensively throughout the world... and brought his experience into the classroom."

He is survived by his wife of 66 years, Marion, and their sons, Stephen and Christopher and their families. Private services were held at the Annunciation Greek Orthodox Church in Akron, Ohio.

**Suet-ling Pong**  
**1955-2015**

Suet-ling Pong died May 12, 2015, after a brief recurrence of breast cancer, which was first diagnosed in 1998. In the 17-year interval she had a successful career as a sociologist and demographer of education and of immigration, and she raised her daughter to adulthood.

Pong was born in 1955 into a crowded public housing estate of post-war Hong Kong. One effect of this density and material poverty was that the (also crowded) public schools seemed like havens of comparative security and nurturing. Although her parents lacked formal education and could not offer much help with her studies, she managed to pass the necessary tests to continue beyond fourth grade, beyond sixth grade, beyond ninth grade, and finally to become one of the 3 percent of children (2% of girls) who won a

place to attend university. Although her primary and secondary and university studies were largely supported by government scholarships, during her student years she also supported her family with such jobs as sewing dolls for export toy companies; working on a radio assembly line; and (while in university) working as a bet-maker and odds calculator for horseracing at the Jockey Club.

In 1982 Pong began studies in the Department of Education of the University of Chicago. During her first semester she supplemented her scholarship with weekly housecleaning in neighborhood homes. By the end of the first semester, she had done so well in a statistics class that she was hired as his research assistant by the professor. After a short time, Suet-ling was recognized as invaluable and she was offered research assistant work first by the director of NORC and then by the department chair of education. She also received Hewlett Foundation support even before she began to write her dissertation (on marriage and income inequality). She subsequently won awards from the Rockefeller Foundation and Population Council to complete her studies. Prior to finishing her dissertation—one of the first to process raw census data tapes of household characteristics in Hong Kong—Suet-ling was also recruited for a job at her alma matter, Chinese University of Hong Kong. In 1991 she joined the faculty in the Department of Education Policy Studies at the Pennsylvania State University.

Suet-ling tried to answer many types of research questions and she learned to use an eclectic array of methods, most of them cutting edge in the social sciences and certainly in the field of education. Her research won top honors in her field, and she received many prizes and grants over the years. Her deep curiosities drove her studies of: social capital and single motherhood; the revealed sex preferences of different ethnic groups (living in Malaysia); the impact of women's earnings and increased education on household income inequality. She was interested in variations in class-size effects on achievement; preferential ethnic policies; immigrant destinations and strategies; family welfare policies and their effect on children; and demographic processes in the family leading to social stratification. She enjoyed collaborating with some of the best scholars in the different fields of her effort. In 1999 she won the ASA "Willard Waller" Award for the best scholarly article in sociology of education over the 1996-99 period.

She is survived by her husband, David Post, who still teaches at Pennsylvania State, and by her daughter, Sara Yin-ling Post, who recently graduated in biology from Reed College and will continue her studies in nursing at the

University of Washington. Memorial gatherings took place in Pennsylvania on May 17 and at the Chinese University of Hong Kong on May 25.

*The original biography was written by David Post and submitted by Katerina Bodovski, Pennsylvania State University.*

**Jack Siegman**

Jack Siegman, 84, passed away on April 21, 2015. He retired from the University of Nebraska-Lincoln (UNL) in 2001 to Laguna Woods, CA, following 35 years of teaching sociology and community activism.

Jack graduated with undergraduate majors in sociology and philosophy from Brooklyn College-CUNY in 1953 and then attended the New School for Social Research to study social stratification and industrial sociology. Working with Bernard Karsh at the Institute of Labor and Industrial Relations at the University of Illinois, Urbana-Champaign, he completed his PhD in 1966.

Jack was doing public sociology well before it was in vogue. As a faculty member at UNL, he was engaged in classroom and community-based social movements. In 1968 he activated his interests in political and urban sociology and minority relations by teaching one of the first Black Studies courses at UNL. He helped initiate, organize, and structure the first Ethnic Studies Program at UNL. Jack continued to teach Race and Ethnicity and Political Sociology courses throughout his career. As Chair of the Urban Studies Program at UNL from 1975 to 1981, he forged interdisciplinary connections that linked him and his students to the civil rights and other community movements. Jack also expanded his students' understanding of the global meaning of urban inequality through the Semester in England, Semester in the Czech Republic, and Summer Course in Italy programs he taught in the 1990s.

Jack was a passionate champion of participatory democracy and social justice, values displayed and pursued in his various university leadership roles as well as via community activism. As Chair of the Department of Sociology from 1980 to 1983 and through his service on numerous college and university committees, he collaborated with colleagues to enhance shared governance. In the community of Lincoln, he enthusiastically applied the principles set out by Alinsky's *Rules for Radicals* (1971), especially working with the evolving Lincoln neighborhood organizations. He served on the Lincoln Human Rights Commission in the early 1970s, on the Mayor's Community Cabinet, the Lincoln City Charter Revision Commission (appointed by the mayor), and the Lincoln Public Schools Equal Opportunity Task Force. He also chaired the Lincoln Police Review Board. In the

Lincoln Community Congress, he was involved with such issues as downtown re-vitalization, neighborhood development, scattered site affordable housing, and recreation opportunities. In response to several gun incidents on or near campus, including a failed attempt by a student to shoot his classmates, Jack successfully co-organized a "Gun-Free Zone Movement" on the UNL campus in 1994. In 1996, he was interviewed by the campus and community newspapers on the red-lining activities of local banks in the racialized and class-based profiling of mortgage loans in the historically Black Malone community.

Jack Siegman's early philosophy on public sociology is quoted in the 1969 UNL Yearbook regarding campus activism during the 1960s: "How ironic it is that the university—that haven of separation from everyday affairs, of contemplation and truth-seeking—is at the forefront of ferment and disaffection in our society. Is something wrong? The Ivory Tower is now a blade dissecting through the truths of the world 'outside.' Where did it go 'wrong?' Some say it went 'wrong' because of racism in our land, or Vietnam, or poverty, or boredom, or affluence. Yes, all of this and more. It went 'wrong' because the world outside wasn't 'right.' I assume that's what it's all about. You tell it like it is. Maybe this is one among other functions of a university. Maybe it is our task to go 'wrong' in the search for what is 'right.'"

Jack was an enthusiastic recreational poker player, participating in a local weekly game (which he fondly referred to as "the probability seminar") with other professors throughout his 35 years in Lincoln. As with most other endeavors in which he engaged, the outcome of the poker game was not nearly as important to Jack as was the process. He thoroughly enjoyed the camaraderie, the kidding, the witty repartee, and the conviviality.

He is survived by his wife Collette, children, grandchildren, family, many friends, and countless appreciative students.

*Helen Moore, University of Nebraska Lincoln and Rob Benford, University of South Florida*

Do you have an announcement for **Footnotes**? Send it to **footnotes@asanet.org**.



funding

## Fund for the Advancement of the Discipline

*Application Deadline: December 15 & June 15*

The ASA invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. FAD is supported by a grant from the National Science Foundation with matching monies from ASA. The goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives that will advance the discipline. FAD awards provide scholars with “seed money” for innovative research that provides opportunities for substantive and methodological breakthroughs, broadens the dissemination of scientific knowledge, and provides leverage for acquisition of additional research funds.

Proposals are reviewed for scientific merit and the importance of the proposed research project or a conference for sociology as a discipline. Specific evaluation criteria include:

- Innovativeness and promise of the research idea;
- Originality and significance of research goals;
- The potential of the study as a building block in the development of future research;
- Appropriateness and significance of the research hypothesis;
- Feasibility and adequacy of project design; and
- Plans for dissemination of results; and

Principal investigators (PI) and co-PI(s) must have a PhD or equivalent. Awards shall not exceed \$8,000. Awardees must agree to meet the reporting requirements of the award and must be ASA members when they receive the award. Proposals must be submitted online at [www.asanet.org/funding/fad.cfm](http://www.asanet.org/funding/fad.cfm).

**Contact:** For more information, see the “Funding” page at [www.asanet.org](http://www.asanet.org). For questions, contact The ASA Research and Development Department at [research@asanet.org](mailto:research@asanet.org) or call (202) 383-9005. For examples, see previous issues of Footnotes.

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## TRAILS To Be Free Member Benefit in 2016

At its meeting in August, ASA Council approved a proposal to make full access to the TRAILS online database of teaching resources a new benefit of ASA membership for 2016. Pending the launch of the 2016 application and renewal system on October 15, paid member subscriptions have been discontinued in advance of the transition to free access. However, anyone may sign up now for free access through October 15 using a special promotion code that is available on the TRAILS subscription page. Activate your free subscription today!



For more details on this and other Council actions, see the November issue of *Footnotes*.

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