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TRAILS Completes First Full Calendar Year; ASA Announces Call for TRAILS Editor

Margaret Weigers Vitullo, ASA Academic and Professional Affairs Program

With the close of 2011, TRAILS (Teaching Resources and Innovation Library for Sociology) has now completed its first full calendar year, and it has been a year full of learning, growth, and considerable success.

TRAILS is ASA's subscription-based, online, interactive, peer-reviewed library of teaching and learning materials. It includes the entire corpus of the ASA Teaching Resources Center Syllabi sets, as well as a growing number of newly published teaching resources (see



<trails.asanet.org>). In addition to searching the library for syllabi, lectures, class activities, or assignments available for download, sociologists can also submit

their own teaching resources for peer review by trained area editors and possible publication. TRAILS currently includes 2,876 sociological

teaching resources, each with an automatically generated cover page and suggested citation. Subscribers to TRAILS sign an agreement stating that any resource they use, either in its original or modified form, will contain a clear citation with the author's name. In this way,

TRAILS is working to establish a cultural norm in citing each other's teaching scholarship (even if it is online), just as we cite each other's research scholarship.

Although, in 1990, Ernest Boyer once called for the recognition of teaching as a central scholarly activity, much work remains in this area. In an *Inside Higher Ed* article discussing the launch of TRAILS, Mary Taylor Huber, senior scholar emeriti and consulting scholar at the Carnegie Foundation for the Advancement of Teaching, was quoted saying "I think there is a long way to go before there is a wide enough understanding and acceptance of this kind of peda-

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Recipients of 2012 ASA Awards

The American Sociological Association proudly announces the recipients of the major awards for 2012. These outstanding scholars will be recognized at the 2012 Annual Meeting Awards Ceremony on Sunday, August 15, at 4:30 pm. The Awards Ceremony will immediately precede the formal address of the ASA President Erik Olin Wright. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Wright and the award recipients.

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

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

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

William A. Gamson (Boston College)

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

Distinguished Scholarly Publication Award

Frank Dobbin (Harvard University) for *Inventing Equal Opportunity* and Chandra Murkerji (University of California-San Diego) for *Impossible Engineering: Technology and*

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Finding Sociology in Colorado

N. Prabha Unnithan, Colorado State University

As one of the many sociologists who will gather in Denver, Colorado, August 17-20, you probably will be making your way out of Denver International



Airport and heading south to the site of the 2012 Annual Meeting in search of the meeting's "Real Utopias." After passing the 9,000-pound sculpture of a bucking horse painted cobalt blue and sporting fiery red eyes, look to the west and marvel at the Rocky Mountains in the distance (the unfortunate story about a part of the "Blue Mustang" falling down on its sculptor, Luis Jimenez, and killing him is true). I have lived in Colorado for nearly 25 years and this view of the mountains never fails to induce a sense of well-being and rejuvenation.

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from the executive officer

Fostering Continuity and Engagement with ASA during Career Transitions

The Council of the American Sociological Association (ASA) recently moved to foster the ability of sociologists to retain, renew, or begin their engagement with their national professional association during times of change in their professional careers, specifically times of unemployment as careers evolve and retirement from principal employment.

This commitment to fostering continued or new engagement with the ASA during the life cycle of sociologists' careers supports the vitality of the Association. ASA's organizational capacity to advance sociological knowledge, promote the discipline, and positively inform public policy with scientific knowledge arises from the membership. Correspondingly, as a member-

ship association, ASA's goal is to serve members by providing multiple forums for communicating new scholarship and for professional development, as well as for expanding professional networks that increase social capital (Granovetter 1973), positively impact affect (Smith-Lovin 2007), and guard against depression (Joonmo, Lin and George 2008).

Council's recent effort to foster new and continued membership, especially during sociologists' career transitions, is essential to the wellbeing of the Association and its members and enriches the discipline.

New unemployed membership category

In the 2011 ASA election, 58 percent of members approved a new dues structure for the

Association. Most changes will go into effect for the 2013 membership year, but Council implemented one of the important changes a year early: a new membership category for unemployed sociologists that reduces the total cost of membership (including a journal subscription) to \$50. By early February 2012, 154 sociologists have joined the Association or renewed their membership in this "unemployed" category, more than one-third of whom have never before been a member of the ASA. Each of these sociologists—both new and renewing—has a vital contribution to make to the Association, and in turn, the Association has much to offer them during a transitional period in their professional lives. The early success of the new unemployed membership category in encouraging first-time and continuing ASA membership is good news.

Revised Emeritus membership category

Maintaining the participation of retired sociologists in ASA is equally important for the health of the discipline and the Association. The new dues structure includes important changes for sociologists who are retiring from their primary places of employment. The former ASA "emeritus" membership category was limited to sociologists who had long-standing membership (in each of the prior 10 years) in the Association and did not include special access to journals. The new "emeritus/retired" category is open to any retired sociologist and includes online access to all ASA journals. Council also implemented these changes a year early in 2012.

The emeritus/retired category changes reflect the changing demographics of our society and profession, as well as the reality that retiring from one's primary workplace does not necessarily mean retirement from the profession. Bob Segalman, a second

generation ASA member who got his PhD at the University of Wisconsin-Madison, recently renewed his membership (for the first time since 2000) in the "retired" category. He did so in order to stay in contact with other sociologists and to continue drawing on emerging sociological research to support his ongoing work as the founder of Speech-to-Speech (STS). STS makes it possible for individuals with speech impairments to use the phone 24 hours a day, 7 days a week from any telephone in the United States at no cost to the user. In honor of his success in creating Speech-to-Speech, the University of Wisconsin awarded him a second (honorary) Doctorate of Science.

Segalman is one of over 500 retired sociologists who have joined ASA or renewed their membership for 2012. To date, the proportion of members in the emeritus/retired category in 2012 has increased to 5.6 percent from 4.5 percent for all of 2011.

Council welcomes this increase, and encourages the various nominations committees to include emeritus and retired members on committees and editorial boards of the Association. 

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Upcoming Program Review? Browse ASA's List of Highly Qualified External Reviewers

The new Department Resources Group (DRG) referral page is now available. The page provides a list of DRG consultants along with each consultant's institutional affiliation, program type, CV, and statement of consulting approach and availability. DRG consultants receive training at each ASA Annual Meeting and are in regular communication throughout the year about trends, data, and new resources that can help build strong departments. DRG consultants are committed to the advancement of the discipline and to empowering department chairs and faculty. For more information, visit <www.asanet.org/teaching/drg.cfm>.



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

Social Scientists and Research Development: What Do Research Development Professionals Do?

Gila Budescu, *The Rockefeller University*,
and Barbara L. E. Walker, *University of
California-Santa Barbara*

The concept of Research Development (RD) has existed for three decades, and select academic institutions have even created RD offices during this time. Over the last five years, precipitated by the economic downturn (and subsequent decline in overall research funding) and the increasingly complex and collaborative nature of research problems, RD programs have spread to more universities, colleges, and research institutions—large and small—that span the Carnegie Classification of Institutions of Higher Education index.

The National Organization of Research Development Professionals (NORDP) is the leader in this burgeoning area of research administration. Through our new and rapidly growing peer network, NORDP members develop and implement cutting-edge approaches and best practices to support researchers in pursuing strategic research initiatives. Work within our individual institutions and our RD network is expanding the boundaries of traditional faculty and institutional approaches to organized research and to capturing research resources.

RD professionals catalyze new research, enable interdisciplinary partnerships, facilitate research excellence, and support a culture of collaboration. Data from the 2010 survey of NORDP members indicate that RD is a diverse profession driven by a multitude of needs and expertise. Members represent a broad spectrum of disciplines, ranging from the biological and biomedical and life sciences, social sciences, engineering and mathematics, humanities, physical sciences, to business and management, design, and law. Additionally, 41 percent of our members have social sciences training, 46 percent of our members have PhDs, and 60 percent of our membership has been working in RD for seven years or less. (For more on the survey of NORDP members, see <www.nordp.org/assets/resources-docs/2011-nordp-numbers.pdf>.) In the last two years, there have been more than 100 post-

ings to the NORDP Job Board, a testament to the vibrancy and value of our growing field, and the priority placed on it by academic leadership.

The Making of Two Research Development Professionals from the Social Sciences

Gila Budescu: I relocated to the United States in 1992, joining my spouse in a Midwest university town. I had two young children, a PhD in Organizational Behavior (OB) from Technion in Israel, training and work experience in psychology and anthropology, but no job.

A university town is an exciting intellectual environment for PhDs, especially those pursuing academic careers. It was less so for a new PhD considering an applied career. Nonetheless, a short while after my arrival, I came across a job listing for a Coordinator at a university's NIH-funded facility for research in biophysics and in computational biology. I applied, outlining my academic credentials, organizational knowledge and insights into the nature and operation of service organizations. I promised to bring in a unique set of management skills informed by my academic training, my research, and my consulting accomplishments. Just in case, on the way to the interview, I stopped at the public library to find out about computational biology and biophysics. These fields, as I learned, tackle broad and complex research problems that rely on team efforts across disciplines.

The interview was short. The facility director, a renowned scientist, only asked about my management perspective and appeared enthusiastic about having an OB PhD supporting the non-science oversight of the facility. His open-minded and thoughtful approach remained unchanged during my 11 years at the facility, empowering me to perform independently, grow on the job, and develop and nurture a team with a common vision and a productive climate of collaboration and excellence. Over time, my work included not only team and relationship building, but also seeking and disseminating funding opportunities, creating and sharing new knowl-

edge, providing training, offering guidance on grants requirements, conducting qualitative and quantitative evaluations of service quality and stakeholders' satisfaction, and other entrepreneurial efforts; in short many of the functions performed by today's RD professionals. Toward the end of my tenure in this position I also contributed as a co-investigator on a significant award made to the facility, combining my onsite experience with my previous training in social science research methodology (e.g., the design, administration, and analysis of software user surveys; the evaluation of software products and support). My next positions allowed me to similarly integrate practical experiences with—and take advantage of—my formal training. I am now the Director of the Sponsored Research and Program Development Office at Rockefeller University in New York.

Barbara L. E. Walker: Despite a passion for social science research and analysis, I have never been excited about teaching. After receiving my PhD in cultural geography at University of California-Berkeley, I began my job search with uncertainty about pursuing a tenure-track career. Several job and post-doctoral applications later, I accepted an NSF Post-Doctoral Fellowship at UC-Santa Barbara. I have always loved writing grant proposals because of the way that you can lay out a beautiful and elegant research plan that is not complicated by the realities of field work, the drudgery of coding data, and all the other nuisances that make the best laid plans go awry.

Initially intended as a stopover on the way to the tenure-track, my post-doc turned into a series of increasingly larger and more collaborative research programs and grants. I continued to apply for teaching positions half-heartedly, but several factors kept me in Santa Barbara, including a consistent flow of funding that supported long-term fieldwork and a competitive salary, along with strong cultural and family ties to Southern California. Over the next decade I received close to \$1 million in research funding, and my proposal writing skills had been honed through the submission of

countless proposals with a variety of interdisciplinary collaborators (a drop in the bucket compared to research funding for “hard” sciences, but evidence that there are abundant funding sources for social scientists, even for someone whose focus is on social theory and qualitative methods). My research career also sharpened my knack for academic administration as well as my ability to organize and execute complex academic programs that serve faculty and students.

The arrival of three children in short order coincided with a job opening in the UCSB Office of Research for a Director of RD specializing in the social sciences, humanities, and fine arts. Established in 1987, UC-Santa Barbara has one of the oldest Research Development offices and one of the few campuses that employ a RD professional exclusively for the social sciences, humanities, and fine arts. Recognizing that there are myriad opportunities for research funding in these areas, and increasing interdisciplinary opportunities calling for collaborative projects that combine hard sciences with social sciences, humanities, and arts, my office provides multiple training opportunities and other programs that catalyze proposal development and submission. Ironically, I do a lot of teaching now. I teach an annual graduate grant-writing course, a faculty grant-writing seminar series, and several workshops on various aspects of grantsmanship. Sharing my expertise with my colleagues is fun and rewarding, and it is exciting to learn about and contribute in a small way to the range of brilliant research topics being pursued on my campus.

Lessons Learned

The design/adoption of smart, proactive, and relevant organizational solutions to meet strategic and routine challenges at the forefront of R&D administration depends on multi-disciplinary integration and knowledge crossover. Brought together, administrative positions, open-minded leadership, and a social science PhD can lead to fertile and mutually beneficial partnerships that foster

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TRAILS

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gological work as a serious intellectual enterprise, and I think this is a step forward.... There is power in having the discipline take it on.”

The ASA has long been dedicated to the cause of teaching and learning in sociology. To understand the origins of TRAILS, one would need to go back to when Hans Mauksch established the Teaching Resources Center (TRC). Mauksch was the ASA Executive Director from 1975-1977. He was a medical sociologist who looked at the way doctors are trained, with extensive hands-on practice and intensive feedback, and he believed that sociologists needed to become far more intentional, scholarly, and iterative about the teaching and learning process. Under his leadership the ASA established the Section on Undergraduate Education (now the Section on Teaching and Learning) and began publishing the journal *Teaching Sociology*.

Although Mauksch started the TRC, it gained momentum and sustained growth under the leadership of Carla Howery, in her roles as the ASA Director of Academic and Professional Affairs Program (APAP) and later as ASA Deputy Executive Officer. As an interactive web application that includes not only text documents, but also PowerPoint files, images, and videos, TRAILS continues ASA’s long-standing commitment to teaching and learning, while bringing that commitment into a format that is responsive to today’s instructors.

TRAILS During 2011

Because TRAILS subscriptions run 12 months from the date of purchase, total subscriptions vary throughout the year. At the end of 2010 there were 607 TRAILS subscribers; at the end of 2011 there were 781 TRAILS subscribers, a 29 percent increase. In addition, nearly 100 TRAILS submissions were accepted in 2011.

Google Analytics also offer encouraging news about TRAILS performance in 2011. People visited the TRAILS website more than 11,000 times during the year, with more than 6,000 of those visits being from “unique visitors.” Nearly

81,000 pages were viewed, and visitors to the site viewed on average 7.28 pages, staying on the site for around 6 minutes. A small proportion of site visitors left after one page view—31.74 percent, which is an A+ in the world of web analytics. The table presents these numbers along with the numbers for the ASA web page to provide some context. While the ASA website has far more traffic, visitors to the TRAILS site view more than twice as many pages, stay on the site far longer, and are far less likely to “bounce” off the site after one page view. Overall, these measures suggest that TRAILS is offering a resource that is seen as valuable to many people; that those people return to TRAILS many times throughout the year; and that once they are on the site, they find materials that interest them for extended periods of time.

TRAILS seeks an Editor

As TRAILS moves into its second calendar year of existence, ASA is seeking a sociologist to volunteer to serve as the editor of TRAILS. The editor of this curated library of web-based teaching materials will have a three-year term and will be responsible for working to expand the range, quantity, and quality of teaching resources in the library; further developing the TRAILS peer-review process; and providing leadership to the library staff, area editors, and contributors.

The TRAILS editor must possess skill in reviewing, processing, making publication decisions, and following accepted teaching resources through to their publication in TRAILS. Additionally, the editor should demonstrate a willingness to perform outreach, openness to communicating with scholars about diverse ideas, and a zest for building new connections to enhance the significance and breadth of the sociological teaching resources in the library.

This editorship requires working closely with the ASA Academic and Professional Affairs Program and TRAILS area editors. In addition to periodic conference calls, the editor will hold a meeting with TRAILS area editors and APAP staff at the ASA Annual Meeting.

Eligibility: Candidates must be members of the ASA and hold a

2011 Google Analytics for TRAILS and the ASA Website		
	TRAILS	ASA website
Visits		
Number of times anyone opened the site in a browser	11,132	849,777
Unique visitors		
Measured according to visitors’ unique IP addresses	6,285	474,792
Page views	80,992	2,490,189
Pages/visit	7.28	2.93
Average time on site (minutes)	6:04	2:23
Bounce rate		
Proportion of visitors who left after one page view	31.74	50.82

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

Selection Criteria: The following criteria will be considered:

- An established record of contributions to the scholarship of teaching and learning in sociology, including the preparation of teaching materials that demonstrate innovative teaching techniques and curricula;
- Evidence of understanding the mission of TRAILS and its operation demonstrated by having successfully submitted or reviewed TRAILS materials or TRC syllabi sets or having been an area editor;
- An assessment of the present strengths and weaknesses of TRAILS, and a vision for TRAILS’ future;
- Openness to the variety of methods, theories, and approaches to sociology found in the discipline;
- A record of responsible service to the ASA; and
- Evidence of organizational skill and intellectual leadership.

Deadline: March 30, 2012.

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

Preparing an Application Packet


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

Vision Statement: Set forth your

goals and plans for expanding the range and quantity of high quality teaching materials in TRAILS and for further developing TRAILS’ peer-review process. This may include an assessment of current strengths, weaknesses, or gaps you plan to address and potential strategies for doing so. Unlike a journal, TRAILS submissions are accepted and placed in the TRAILS library on a rolling basis so applicants must provide evidence that they can manage the timely review and revision of the Library content.

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

Candidates should also consider and address their ability to serve as TRAILS editor. The editor of this curated electronic library of teaching resources is a volunteer who does not receive support from the ASA for office space or release time. Members of the ASA Executive Office, including the Director of Academic and Professional Affairs and the TRAILS coordinator, will collaborate closely in the management of TRAILS. TRAILS area editors collaborate with the editor in soliciting and, reviewing submissions and identifying gaps in the library’s substantive content. The TRAILS editorship includes an honorarium of \$1500 per year.

The applications packet should be sent to TRAILS@asanet.org with the subject: TRAILS Editor Application. 

Chinese Social Science, Stability and the State

Leta Hong Fincher, Tsinghua University

China's vice president, Xi Jinping, spoke in November about the urgency of going into the field to conduct research on "the masses." In his speech to the Central Party School, where Communist Party leaders are trained, Xi made an impassioned plea for Party cadres to find out the deepest "hopes, worries, anxieties and resentments" of the Chinese people (see <politics.people.com.cn/GB/1024/16332666.html>). Xi, set to become China's next president, criticized cadres who curry favor and flatter superiors: "They are unwilling to look squarely at reality, they do not dare to speak the truth." Then, he made a striking parallel between Chinese society today and the beginning of the 1960s.

Xi did not name the Great Leap Forward, Mao Zedong's disastrous revolutionary campaign, which resulted in mass starvation and death. Rather, Xi referred to the time when Communist Party officials toured the country, recognized the widespread falsification of statistics, and abandoned Mao's Great Leap policy: "At the beginning of the 1960s...all Communist Party comrades undertook survey research...to solve a series of major economic and social problems with the correct policy, thereby quickly turning around a difficult situation."

Xi's suggestion is similar to a passage from Yu Hua's recent book, *China in Ten Words*, which compares China's economic miracle today with the revolutionary zeal of the Great Leap Forward, when "fakery, exaggeration, and bombast were the order of the day." Could China's future president, too, believe that his country's breakneck economic growth might be based on distortions and exaggerations in urgent need of correction?

If China's senior leadership truly wants to encourage more accurate social research, Chinese social scientists should be uniquely positioned to "look squarely at

reality," as Xi puts it. Yet, in one of the many contradictions typical here, social science in China is so tightly controlled by the state, it is difficult for academics to publish the very research on "anxieties and resentments of the masses" that Xi's speech exhorts. Although democracies such as the United States also direct research through government funding, China has taken the concept of social science in the service of the state to an entirely different level.

But the Truth Is

Prominent social scientists in China take on complicated, simultaneous roles as university professors, social activists and advisors to senior Party leaders. Sociologists Ching Kwan Lee and Yuan Shen wrote of the "paramount impact of government policy in defining the agenda of sociological research." The government provides social scientists with generous funding to publish on "national research topics" (*guojia keti*). Social scientists and other academics are strongly urged to apply for state funding for these *guojia keti* projects, as a condition of their promotion. Recent sociology topics assigned by the Central Propaganda Department include research on a gross national happiness index, the theory of socialism with Chinese characteristics, and Internet social movements and their control. One social scientist says it is dispiriting how many in the field have been co-opted by the Communist Party.

The state routinely censors social scientists who use words viewed as politically inflammatory. The Chinese word for totalitarianism, for example, is *jiquanzhuyi*, which translates literally as "extreme power – ism." The Central Propaganda Department bans the use of *jiquanzhuyi* in reference to China, so some sociologists use the word *gongtongzhuyi* or "together – ism" instead.

Tsinghua University sociologists published a report on stability maintenance (*weiwen*) in 2010,

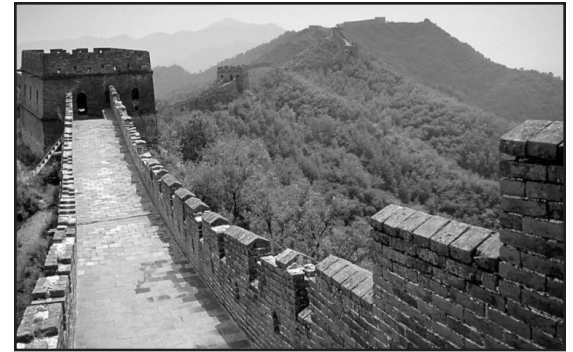
revealing that China spent as much money on internal security as it did on national defense (see <chinaelectionsblog.net/?p=5220>). Since then, China's internal security budget has exceeded

the military budget. The report detailed ways in which the state's obsession with maintaining stability caused a vicious cycle of instability and conflict. One sociologist who has briefed senior leaders said that they "were not happy" about the *weiwen* report. "You have to know when the leaders are receptive to your ideas and when they do not want you to push," said the sociologist.

A Frost for the Spring of Sociology

In 2005, Chinese President Hu Jintao announced that the "spring of sociology" is coming. Yet with the heavy surveillance on campuses over the past year, this "spring" has at times felt like a deep freeze. Last February, a classmate of mine received a call from a security agent asking the student to report on anyone participating in online appeals for a Chinese social movement inspired by the Arab Spring protests. "This is the first I've heard of it," replied the student. Security police called in a social science professor to "drink tea" (a euphemism for interrogation). The police warned the professor not to speak or write about "sensitive" topics. This professor's latest book cannot be published in China and the individual's Sina Weibo Internet account—the Chinese version of Twitter—has been shut down.

The harassment and silencing of Chinese academics appear to be increasing as China prepares for a crucial leadership transition at the 18th Congress of the Chinese



The Great Wall of China

Communist Party later this year. Vice-President Xi recently ordered universities to tighten "ideological control" over students and faculty (see <http://tgr.ph/xym2BZ>). Xi said "powerful measures needed to be taken to maintain harmony and stability at universities," according to China's official Xinhua News Agency.

Given the heightened intervention of the government, it should be no surprise that some social scientists are very pessimistic about the future of China. Many continue to push against the political boundaries, however. Some are able to get away with pointed criticism of government policies in Chinese-language publications, while others turn to English-language journals to publish work that would never be permitted in China. These social scientists withstand enormous pressure from the state and carry out their research with a sense of grave responsibility, which inspires my deepest respect. ☺

Leta Hong Fincher is the first American doctoral student in Tsinghua University's Department of Sociology. Her PhD thesis is Brides, Billionaires and Buildings: the Gendering of Real Estate in Postsocialist China. She has an MA in East Asian Studies from Stanford University and a BA magna cum laude from Harvard University. Follow her on Twitter @letahong.

Reference

Lee, Ching Kwan, and Yuan Shen 2009. China: The Paradox and Possibility of a Public Sociology of Labor. *Work and Occupations*, 36:110-125.

Colorado

from Page 1

Heading towards Denver, if you are so inclined, take time to contemplate the various communities that have developed, struggled and survived in this high and arid region. From Cheyenne, WY, in the north to Pueblo, CO, in the south, this area has come to be known collectively as the Front Range, while the communities on the “other side” of the Rocky Mountains are referred to as the Western Slope. Denver, sometimes called the Queen City of the Plains (look eastward and away from the mountains and you will know why), is more commonly referred to as the Mile-High City (if running, climbing multiple flights of stairs or other strenuous activity is your thing, beware of altitude sickness and let your body acclimate). The capital of Colorado, it is the state’s biggest city and is located more or less in the middle of the Front Range.

The conference location is the Colorado Convention Center in downtown Denver with its iconic 40-foot tall blue bear peeking into the building. If you would like to step away from the Convention Center, you might be happy to know that you are next to the Denver Center for the Performing Arts. The 16th Street Mall, a 1.25 mile-long pedestrian corridor that opened in 1982 and was later expanded, should be of interest to all sociologists. No big box stores line its sides; however, there are several department stores, many hotels, restaurants and hordes of people at all times of the day. Denver has an impressive art museum close by and the Museum of Nature and Science a short distance away. A botanical garden and a zoo are two other major attractions in the city. Activist sociologists and students of social movements might find the local version of the Occupy movement, namely Occupy Denver, at nearby Civic Center Park, which is located in front of Colorado’s Capitol building.

If you wish to journey to the aforementioned Rocky Mountains from Denver you will need both time and transportation. If you have both of those, consider visiting one

or more of my favorite mountain towns: Estes Park, Steamboat Springs, and Breckenridge. In addition to time and transportation, if also you have the requisite finances, at the extremely expensive mountain resort areas of Aspen and Vail you will be able to observe members of the one percent in their “natural” leisure habitat. However, skiing, which is one of Colorado’s main attractions, is highly unlikely given that you will be here in August.

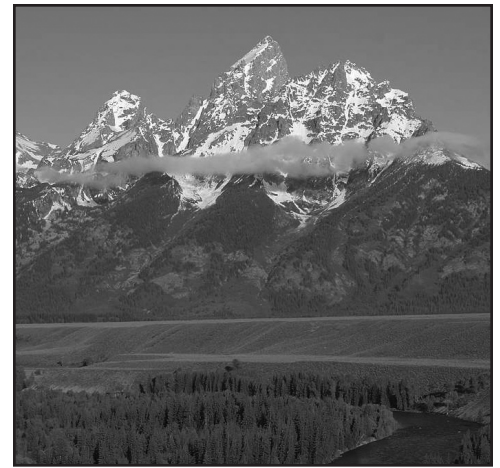
Perhaps you are more inclined to inquire how academic sociology and sociologists fare in Colorado. The campus nearest to the Convention Center with sociology programs and faculty is home to three institutions. The Auraria Campus in downtown Denver houses the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado-Denver. A student could take classes at the lower undergraduate, upper undergraduate, and graduate levels from three different institutions without leaving this campus. Colorado-Denver’s Master’s program specializes in criminology, family, and medical sociology. A little to the south is the Department of Sociology and Criminology at the University of Denver, a private school, providing undergraduate degrees in both areas included in the department’s name. This department—along with five others on the same campus—participates in a certificate program in socio-legal studies. Another private school nearby is the Jesuit-run Regis University which also offers an undergraduate major in sociology.

If you travel south from Denver on the main north-south interstate (Interstate 25), you will reach sociologists at the University of Colorado-Colorado Springs, Colorado College (also in Colorado Springs), and Colorado State University-Pueblo. Of these, Colorado-Colorado Springs has a Master’s program that provides certificates of specialization in the sociology of diversity and in teaching sociology. Colorado College, a private undergraduate liberal arts institution, organizes its curriculum using a block calendar whereby students take only one course at a time for four weeks.

Other nearby institutions further towards the west and south that offer undergraduate sociology programs include:

- Western State College in Gunnison (sociology major and, if desired, a criminal justice emphasis);
- Adams State College in Alamosa (sociology major with either a criminal justice or social welfare emphasis);
- The newly renamed Colorado Mesa University, previously Mesa State College, in Grand Junction (sociology major with a possible concentration in human services) on the Western Slope.
- Fort Lewis College in Durango hosts a major in sociology/human services (with options in general sociology, criminology and ethnic studies).

Continuing our travel in-search-of-sociology motif, the University of Northern Colorado is located in Greeley, northeast of Denver, and the sociology program there offers undergraduate specializations in applied sociology, family studies, and social issues. This brings us to the two largest universities in Colorado with sociology programs and their associated research centers. A short drive to the northwest (on U.S. Highway 36) is the University of Colorado-Boulder. Its Department of Sociology runs a doctoral program that specializes in



The Colorado Rockies

environmental sociology; gender; crime and deviance; qualitative and interpretive sociology; and population and health. Finally, my own institution, Colorado State University in Fort Collins (an hour to the north of Denver on Interstate 25) hosts a sociology doctoral program that provides training in environmental and natural resources; food, agriculture, and development; crime, law, and deviance; and social inequality, social justice, and governance.

As you can see, sociology and sociologists have a solid presence in the Centennial State. Without lapsing into tourist brochure clichés about western friendliness and informality, your fellow sociologists are glad that you are visiting Denver and hope that you will explore both the region and the discipline while you are here. **S**

N. Prabha Unnithan is Professor of Sociology and Director of the Center for the Study of Crime and Justice at Colorado State University in Fort Collins.



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Moving Beyond “Doing the Right Thing”

Valerie Jiggetts, ASA Academic and Professional Affairs Program

As a sociologist-in-training, many decisions in my life are driven by a desire to make as positive a social impact as I can. When the opportunity came for me to volunteer as a coach with The Future Project (TFP) I was overjoyed, and approached this situation with the same sociological perspective and drive for social change as I have most commitments.

Class, race, and gender have informed the culture under which community service and volunteering have been shaped. Privilege in any of these areas is often an assumed component of the volunteer identity; disadvantage in any of these areas is often an assumed component of the identity of the community hosting the volunteers. As a result, the relationships between volunteers and their host community can become hierarchical and volunteers, in a blind effort to do the right thing, may adopt colonizing mentalities. These mentalities produce scenarios where volunteers enter communities that are not their own, with the assumption that they are there to fix or better their host community.

In my experience, the potential for this hierarchical and coloniz-

ing mentality is rarely challenged or even acknowledged in volunteer settings—by coordinators, in volunteer orientations, or by volunteers. This is why I was impressed when The Future Project made it clear in its volunteer application and interviews that coaches must understand that our relationship with our fellow is a mutually beneficial one, where everyone teaches, everyone learns, and everyone leads. I had all the best intentions for my role as a coach in TFP. I was an outsider entering into a community not my own. In order to avoid this hierarchical dynamic I would need more than good intentions I was going to have to move beyond doing the right thing.

What Is The Future Project?

The Future Project (TFP) was founded in October of 2011 by Ashoka Fellow, Andrew Mangino, and White house speech writer Kanya Balakrishna. Its mission is to transform education by inspiring and encouraging a culture of action among high school students. The Future Project is a community-based organization that has set an expectation of its volunteers that they will help build valuable and sustainable relationships between the organization, volunteers, and

their host community.


The organization pairs high school students (Future Project Fellows) at Woodrow Wilson High School in Washington, DC; the New Haven Academy in New Haven, CT; the Legacy School for Integrated Studies; and the Richard R. Green High School of Teaching in New York City, NY, with volunteers who are local young adults in college or graduate school, and young professionals (Future Project coaches). The volunteers coach the students as they develop and implement “Future Projects”—projects that aim to positively impact the student’s communities.

I appreciated that The Future Project had set this expectation of its coaches. It encouraged me to use my sociological imagination to take into account many of the ways that social identities and privilege could potentially impact the way I thought about my role as a Future Project coach. I could not approach my relationship with my Fellow as a sociologist offering perspectives that would change my fellow’s social condition. I could not approach this Fellow from the perspective of an older person offering my wisdom to a person younger than me. I needed to familiarize myself with my

Fellow, her life, her community, and understand how my resources could work together with her resources to promote social change.

The Future Project has taken into account the role of privilege in community-based volunteer initiatives and has set its standard above and beyond many programs that lack this perspective. Yet, this is only one aspect of how race, class, gender, and privilege impact the dynamics of community-based non-profits.

On January 15, 2012, TFP provided an opportunity for further analysis of this impact by holding a voluntary workshop on issues of social justice diversity and inclusion for the TFP coaches in the Washington, DC, area. The workshop provided the opportunity for coaches to identify social justice issues, examine their own social identities, and recognize ways those identities interact with their role as Future Project coaches.

As TFP continues to explore the implementation of social justice issues into its framework, it serves as a model to other community-based organizations and to its Future Project fellows who will launch their own initiatives in the form of Future Projects. For more information, visit thefutureproject.org/. 

Awards

from Page 1

Territoriality on the Canadalu Midi

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

Distinguished Contributions to Teaching Award

Diane Pike (Augsburg College) and Katherine Rowell (Sinclair Community College)

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

Cox-Johnson-Frazier Award

James W. Loewen (Catholic University of America)

The Cox-Johnson-Frazier Award

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

Distinguished Career Award for the Practice of Sociology

Judith Blau (University of North Carolina)

This annual award honors outstanding contributions to sociological practice. The award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole,

or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

Jessie Bernard Award

Michael A. Messner (University of Southern California)

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

Excellence in the Reporting of Social Issues Award

Katha Pollitt, reporter for *The Nation*

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

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

Public Understanding of Sociology Award


Douglas S. Massey (University of Southern California)

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

Dissertation Award

To be announced at a later date. 

Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following individuals, whose financial contributions to the Association during the 2011 membership year (October 16, 2010, through October 15, 2011) greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Teaching Enhancement Fund, the Congressional Fellowship, the Fund for the Advancement of the Discipline, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.) For individuals wishing to donate to ASA, send contributions to the Business Office, American Sociological Association, 1430 K St. NW, Suite 600, Washington, DC 20005, or call Girma Efa at (202) 383-9005 ext. 306. 

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Graduate School Poster Session

The ASA Academic and Professional Affairs Program is now accepting reservations for the 2012 Graduate Program Poster Session. Departments will be assigned a spot based on the order that the reservations are received. There is no fee to participate in the conference but **please note that the person who sets up the display must be registered for the Annual Meeting**; badges are required for entry into the exhibit hall. Reservations must be received by **April 15, 2012** so that your department name can appear in the program schedule. **If you would like to reserve a spot, please send an email to apap@asanet.org**. The Academic and Professional Affairs Program is delighted to once again bring together representatives of departments from across the country with undergraduate students and Masters students looking to continue their education. The information provided at the poster session is also useful to undergraduate advisors researching programs of interest to their students.

Applied Sociology

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individual, professional, and organizational growth. It can provide a unique and exciting context for testing and applying aspects of social science theory, principles, and methodology. Social science PhDs can bring fresh and innovative views and ideas into research institutions creating worthwhile and lasting intellectual and practical impact.

Job Requirements

A recent discussion on the NORDP listserv focused on what qualities universities look for when hiring a research development professional. The most common traits mentioned were: the ability to write and communicate well; an understanding of academia and the field

being served; experience in getting grants, especially involving large multi-investigator grants; administrative/process/project management skills; political savvy to foster relationships with sponsors and/or key individuals within sponsoring organizations; and most of all, a desire and enthusiasm to do the job!

When applying for jobs, identify those elements of your training and background that can add significant value to the position and the institution. Be confident about your abilities. Work with leaders that respect your education and understand that it could benefit the organization. Identify colleagues, peers, and networks who will support you and your efforts and advocate the need for them. In an RD position, speak with the investigators and learn and respect their

research needs. Have the capacity to translate investigators' needs into simple, intuitive, and cost-effective solutions that would be meaningful. Increase investigators' funding success, yet minimize the administrative burden on them. Be able to reflect, anticipate, evaluate, align with institutional priorities and changing funding landscape, and change course if/when needed. Supporting today's academic research enterprise and sustaining excellence can be accomplished through true partnerships, flexibility, and reason. Social scientists have much to contribute.

Does Research Development need social scientists? Absolutely. Explore the NORDP site and Job Board for positions and other career opportunities. See www.nordp.org. 

announcements

Call for Papers

Publications

The Body in a Global World invites chapter proposals of original work. The volume will consist of multi-disciplinary, historical, and comparative reflections on the body in a global world. The editor invites scholars to think of the various ideals and practices associated with the body and how these have developed and changed in a world characterized by a fast-paced flow of ideas, products, and people. Since the volume is focused on the globalized and globalizing nature of body practices and ideals, proposed works should consider how these practices and ideals have travelled from their place of origin to where they are practiced now; and how specific practices and ideals regarding the body are changing, or resisting change, in a particular society through the process and rhetoric of globalization and/or nationalism. The volume will comprise two kinds of essays: original scholarly essays (between 6,000-9,000 words) and shorter original personal reflection pieces (under 2,500 words). Deadline: March 10, 2012. Contact: Afshan Jafar at afjafar@conncoll.edu.

Special 2013 Issue of *Teaching Sociology on Writing*. Writing is an essential element of sociological pedagogy. Many of our classes rely on written work as the means for students

to demonstrate their acquisition of a sociological perspective. This special issue of *Teaching Sociology* will address critical issues and the unique concerns related to the use of written work in our discipline. The goal of this issue is to showcase the wide range of approaches, forms, and purposes that sociologists ascribe to the written work we assign in our classes. We hope this issue will expose and dissect the ways in which we transmit our logic surrounding writing pedagogy in our discipline to the students in our classrooms, our colleagues, and institutional leaders. We encourage papers that explore the meaning and application of writing across a wide range of themes and provide evidence of improvement in student writing and critical thinking skills. We strongly encourage authors to incorporate the broader literature on the scholarship of teaching and learning about writing as well as sociological literature in their work. Deadline: June 1, 2012. For *Teaching Sociology's* submission guideline, visit http://www.sagepub.com/journalsProdDesc.nav?ct_p=manuscriptSubmission&prodId=Journal201974. Contact: Suzanne Hudd at suzanne.hudd@quinnipiac.edu; or Kathleen S. Lowney at teachingsociology@valdosta.edu.

Meetings

38th New England Undergraduate Sociology Research Conference, April

27, 2012, Bryant University, Smithfield, RI. A wide variety of presentation types are invited, including traditional academic papers, multimedia presentations, and trifold or easel posters. The conference provides a supportive atmosphere for students to present a professional paper. Registration is free, but required. Deadline: March 15, 2012. Contact: Gregg Carter at gcarter@bryant.edu. For more information, visit neursc.bryant.edu.

First Annual International Feminist Journal of Politics (IFJP) Conference, August 2-4, 2012, University of the Free State, Bloemfontein, South Africa. Theme: "Leaving the Camp - Gender Analysis across Real and Perceived Divides." The aim of this conference is to serve as a forum for developing and discussing papers that IFJP hopes to publish. Papers can be on the conference theme or on other feminist international relations-related questions. We invite submissions for individual papers or pre-constituted panels on any topic pertaining to the conference theme and sub-themes. Deadline: March 30, 2012. Contact: Heidi Hudson at HUDSONH@ufs.ac.za. For more information, visit www.ifjp.org.

Global Awareness Society International's 21st International Interdisciplinary Conference, May 24-27, 2012, Hilton Times Square Hotel, New York, NY. Theme: "Global City, Global Cultures, Global Awareness." Papers from

all disciplines are invited for presentation. The central focus of the conference will address how globalization impacts various peoples and geographic regions of the world. Contributed papers are normally presented with a 15-minute time limit in a session with 3-5 other papers in a related thread. Deadline: March 30, 2012. Contact: George Agbango at gagbango@bloomu.edu or Jay Nathan at nathanj@stjohns.edu. For more information, visit orgs.bloomu.edu/gasi.

Meetings

February 23-26, 2012. Eastern Sociological Society 2012 Annual Meeting, Millennium Broadway Hotel, New York, NY. Theme: "Storied Lives: Culture, Structure, and Narrative." For more information, visit essnet.org.

February 24-25, 2012. 30th Southeastern Undergraduate Sociology Symposium, Emory University, Atlanta, GA. Theme: "Identity and Inequality in Society." Contact: Karen A. Hegtvad at khegtvte@emory.edu. For more information, visit www.sociology.emory.edu/SEUSS/.

March 29-April 1, 2012. Midwest Sociological Society (MSS) Annual Meeting, Minneapolis, MN. Theme: "Sociological Understandings of the Global Transformation." Contact: Linda Lindsey and Priya Dua at mss2012@maryville.edu. For more information, visit www.theMSS.org.

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March 30, 2012. *Eastern Community College Social Science Association (ECCSSA) 38th Annual Conference*, Center for Innovative Technology, Herndon, VA. Theme: "The Great Renewal: Rebuilding Our Nation—Visions and Challenges." ECCSSA's conference will include a new format: a one-day roundtable. Contact: Rosalyn M. King at roking@nvcc.edu or (703) 450-2629. For more information, visit <www.cit.org>.

April 13-15, 2012. *Conference on Poverty, Coercion, and Human Rights*, Loyola University, Chicago Water Tower Campus. Contact: Randall Newman, (773) 503-2373; newman2@luc.edu. For more information, visit <poverty-coercionandhumanrights.wordpress.com/about/>.

April 18-20, 2012. *2012 AAHRPP Conference: Quality Human Research Protection Programs*, Denver, CO. Theme "Protecting Vulnerable Participant." For more information, visit <www.aa hrpp.org>.

April 25-27, 2012. *The Mutual Challenges of the Neurosciences and Public Health*, London, England. Contact: ensn@lse.ac.uk.

April 27, 2012. *8th New England Undergraduate Sociology Research Conference*, Bryant University, Smithfield, RI. Contact: Gregg Carter at gcarter@bryant.edu. For more information, visit <neurc.bryant.edu>.

May 15-16, 2012. *Income, Inequality, and Educational Success: New Evidence About Socioeconomic Status and Educational Outcomes*, Stanford University, Palo Alto, CA. For more information, visit <cepa.stanford.edu/conference2012>.

May 21-22, 2012. *Living Together 'in' Diversity. National Societies in the Multicultural Age*, Central European University, Budapest, Hungary. Contact: Marco Antonsich, Central European University, +36-1-327-3017; fax +36-1-327-3243; AntonsichM@ceu.hu; or Tatiana Matejskova, Central European University, +36-1-327-3000/2327; fax +36-1-328-3501; MatejskovaT@ceu.hu.

May 24-27, 2012. *Global Awareness Society International's 21st International Interdisciplinary Conference*, Hilton Times Square Hotel, New York, NY. Theme: "Global City, Global Cultures, Global Awareness." Contact: George Agbango at gagbango@bloomu.edu or Jay Nathan at nathanj@stjohns.edu. For more information, visit <orgs.bloomu.edu/gasi>.

May 30-June 1, 2012. *Justice Studies Association (USA) 14th Annual Conference*, Loyola University Chicago-Lake Shore Campus. Theme: "Justice and Work." Contact: Dan Okada at dokada@csu.edu.

June 14-16, 2012. *The Fourth US-UK Medical Sociology Conference*, Queens University, Belfast, Northern Ireland. Theme: "Expanding Perspectives

on Health, Illness and Medicine." Contact: Peter Conrad, Department of Sociology, MS-71 Brandeis University, Waltham, MA 02454-9110.

June 20-23, 2012. *43rd Annual International Meeting of the Society for Psychotherapy Research*, Virginia Beach, VA. Theme: "Change Mechanisms in Psychotherapy: State of the Art, State of the Science, and a Bridge Between Them." For more information, visit <www.psychotherapyresearch.org/displaycommon.cfm?an=1&subarticlenbr=318>.

July 26-29, 2012. *The 75th Annual Meeting of the Rural Sociological Society*, Palmer House Hotel, Chicago, IL. Theme: "Local Solutions to Inequality." Contact: Keiko Tanaka at (859) 257-6878; ktanaka@uky.edu; <www.ruralsociology.us>.

August 1-4, 2012. *ISA Thematic Group on Institutional Ethnography*, Buenos Aires, Argentina. For more information, visit <www.isa-sociology.org/tg06.htm>.

August 1-4, 2012. *RC 31 Sociology of Migration Session N*, Buenos Aires, Argentina. Theme: "Migrating Out of the Home and Into the Gendered and Racialized Globalized Market of Household Labor." For more information, visit <www.isa-sociology.org/buenosaires-2012/rc/rc.php?n=RC31>.

August 2-4, 2012. *First Annual International Feminist Journal of Politics (IFJP) Conference*, University of the Free State, Bloemfontein, South Africa. Theme: "Leaving the Camp - Gender Analysis across Real and Perceived Divides." Contact: Heidi Hudson at hudsonh@ufs.ac.za. For more information, visit <www.ifjp.org>.

August 16, 2012. *ASA Section on Teaching and Learning Pre-Conference Workshop*, Denver, CO. Theme: "The Art at the Heart of Learner-Centered Teaching." For information on travel grants, contact Keith Roberts at robertsk@hanover.edu. Contact: Melinda Messineo at mmessine@bsu.edu; <sites.google.com/site/alphakapadeltainternational/Home/asa-pre-conference-workshop>.

August 16-18, 2012. *The Society for the Study of Social Problems (SSSP) Annual Meeting*, The Grand Hyatt Denver Hotel, Denver, CO. Theme: "The Art of Activism." For more information, visit <www.sssp1.org>.

August 29-31, 2012. *7th European Conference on Gender Equality in Higher Education*, Radisson Blu Royal Hotel, Bergen, Norway. Theme: "Gender Equality in a Changing Academic World." For more information, visit <www.uib.no/gender2012>.

September 21-24, 2012. *2nd Biennial Kwame Nkrumah International Conference (KNIC2)*, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. Theme: "Africa's Many Divides

and Africa's Future." Contact: Charles Quist-Adade, Department of Sociology, Kwantlen Polytechnic University, British Columbia, Canada; (604) 599-3075; charles.quist-adade@kwantlen.ca; <www.kwantlen.ca/knic/>.

October 19-20, 2012. *Minorities in Islam/Muslims as Minorities*, Wake Forest University, Winston-Salem, NC. For more information, visit <www.wfu.edu/politics/MESAminoror>.

December 5-7, 2012. *Exploring the Micro History of the Holocaust*, Ecole Normale Supérieure, Paris, France. Contact: Tal Bruttman at shoahconference@gmail.com.

April 11-14, 2013. *2013 Organization of American Historians (OAH) Annual Meeting*, San Francisco, CA. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." For more information, visit <meetings.oah.org>.

Spring 2013. *The Henry Kaufman Conference on Religious Traditions and Business Behavior*, College Park, MD. Contact: Michelle Lui, (301) 405-0400; mlui@rhsmith.umd.edu or David Sicilia, (301) 405-7778; dsicilia@umd.edu; <www.rhsmith.umd.edu/cfp/news/Fall11KaufmanForum.aspx>.

Funding

Creative Research Awards for Transformative Interdisciplinary Ventures (CREATIV) Initiative. The National Science Foundation (NSF) has announced a new initiative to support bold interdisciplinary projects in all NSF-supported areas of science, engineering, and education research. CREATIV will feature a pilot grant mechanism under the Integrated NSF Support Promoting Interdisciplinary Research and Education (INSPIRE) initiative, which was announced in the FY 2012 budget request. CREATIV's distinguishing characteristics are: only internal merit review is required; proposals must be interdisciplinary and potentially trans-

formative; requests may be up to one million dollars and up to five years duration. NSF expects to spend up to \$24 million in FY 2012 for these awards. The CREATIV grant mechanism would support proposals on any NSF-supported topic. The award must have substantial co-funding from at least two intellectually distinct NSF divisions or programs. NSF strongly advises that principal investigators discuss this issue with NSF staff early in the process, before committing significant effort to writing a proposal. Deadline: June 15, 2012. For more information, visit <www.nsf.gov/pubs/2012/nsf12011/nsf12011.jsp?WT.mc_id=USNSF_25&WT.mc_ev=click>.

Cyberlearning: Transforming Education program. The National Science Foundation (NSF) seeks to integrate advances in technology with advances in what is known about how people learn in order to better understand how people learn with technology. Cyberlearning will explore how technology can be used productively to help people learn, through individual use and/or through collaborations mediated by technology; better use technology for collecting, analyzing, sharing, and managing data to shed light on learning, promoting learning, and designing learning environments; design new technologies for these purposes; and advance understanding of how to use those technologies and integrate them into learning environments so that their potential is fulfilled. It is expected that Cyberlearning research will shed light on how technology can enable new forms of educational practice and that broad implementation of its findings will result in a more actively engaged and productive citizenry and workforce. Cyberlearning awards will be made in three research categories: Exploratory (EXP), Design and Implementation (DIP), and Integration and Deployment (INDP). The Cyberlearning program will also support small Capacity-Building Projects (CAP) and a Cyberlearning Resource Center (CRC).



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For more information, visit <www.nsf.gov/pubs/2011/nsf11587/nsf11587.htm>.

Oregon State University's Center for Healthy Aging Research has been awarded the first Interdisciplinary Graduate Education and Research Training (IGERT) grant with interdisciplinary training in aging sciences as the thematic focus. This program is designed to address key themes in the field of aging research: 1) understanding mechanisms of aging from molecular to societal levels and 2) engineering social and built environments to optimize aging. Students will participate in research training in two out of four research cores established in the Oregon State University Center for Healthy Aging Research: Diet and Genetic Factors; Musculoskeletal Factors; Psychosocial Factors; and Gerontechnology. Applicants enroll in a doctoral program at the Oregon State University. Students must be U.S. citizens or permanent residents. All IGERT students will receive NSF stipends of \$30,000 per year along with tuition support, health insurance, and funds for research and travel. Contact: Anne Hatley, Program Coordinator, at Anne.Hatley@oregonstate.edu. For more information, visit <www.hhs.oregonstate.edu/igert/>.

Fellowships

The National Institute for Direct Instruction (NIFDI) is proud to announce the 2011-12 Research Fellowship program. Annual fellowships are available to support research on direct instruction and promote the development of emerging scholars in the field of education. Master's, doctoral, and post-doctoral students are welcome to apply. Applications are accepted on an ongoing basis. NIFDI is a non-profit organization dedicated to providing superior training and support for direct instruction implementations. Contact: (877) 485-1973; research@nifdi.org. For more information, visit <www.nifdi.org>.

Post-Doctoral Democracy Fellows. The Ash Center for Democratic Governance and Innovation invites advanced doctoral and post-doctoral students to apply for its Post-Doctoral Democracy Fellowships. Democracy Fellowships aim to support scholars and research that is excellent in two dimensions. First, research must illuminate aspects of democratic governance in ways that are outstanding according to the standards of the applicant's academic discipline. Second, research must provide normative or practical guidance regarding an urgent substantive policy or social problem. The duration of the fellowship is August 15, 2012-June 1, 2014. Democracy Fellows will be expected to participate in a regular graduate workshop, a public lecture series, and to engage in the activities of the Ash Center and the Harvard

Kennedy School. Fellows will receive a stipend of \$50,000 annually and \$2,500 per year for research and/or health coverage during the fellowship. Deadline: April 1, 2012. Contact: Archon Fung, Juanne Zhao at juanne_zhao@hks.harvard.edu. For more information, visit <www.ash.harvard.edu/Home/Students-Education/Fellowships/Democracy>.

The Climate Change and African Political Stability (CCAPS) program will offer up to three pre-doctoral fellowships for the 2012-13 academic year. The CCAPS fellowship program aims to stimulate the development of the next generation of researchers and thought leaders on the topic of climate change and political stability in Africa. Fellowships are available to advanced PhD students, with preference given to those who have made substantial progress toward the completion of their dissertation. CCAPS will consider applicants working on a broad range of topics related to climate change, political stability, and security in Africa. Contact: Dominique Thuot at (512) 471-7307. For more information, visit <ccaps.strausscenter.org/fellowship>.

Competitions

The Beth B. Hess Memorial Scholarship is awarded to an advanced sociology PhD student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited PhD program in sociology in the United States is eligible to apply if she or he studied at a U.S. two-year college either part-time or full-time for the equivalent of at least one full academic year that was not part of a high-school dual-enrollment program. The Scholarship carries a stipend to be used to support the pursuit of a PhD in the amount of \$15,000 from Sociologists for Women in Society (SWS) and an additional \$300 from the Society for the Study of Social Problems (SSSP), as well as a one-year membership in SWS and SSSP. The American Sociological Association joins SWS and SSSP in supporting and celebrating the awardee at their Annual Meeting. The travel will be paid by SWS. The committee will be looking for high quality research and writing in the proposal and letter of application, a commitment to teaching, especially at a community college or other institution serving less-privileged students, research and activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive, and service to the academic and/or local community, including mentoring and activism. Deadline: April 1, 2012. Contact: Denise Copelton at dcopelto@brockport.edu; <www.sssp1.org/index.cfm/m/336>.

Community and Urban Sociology Section (CUSS) Student Paper Award.

The CUSS Student Paper Award goes to the best graduate student paper in community and urban sociology. The competition is open to both published and unpublished article-length papers written by a graduate student in 2010 or 2011. The committee will accept sole-authored and multiple-authored papers as long as the applicant is the lead or senior author. No student-faculty collaborations can be accepted. Self-nominations are welcome. The committee will select the paper that demonstrates the most thoughtful, competent, or innovative analysis of a theoretical or empirical issue that is germane to the section's main interests. Deadline: March 1, 2012. Contact: Michael Bader at bader@american.edu.

The Feminism & Family Studies Section of the National Council on Family Relations 2012 Awards. The Feminism and Family Studies Section of the National Council on Family Relations is seeking applicants for two awards to be given at the November 2012 NCFR Annual Conference in Phoenix, AZ. *The Outstanding Research Proposal from a Feminist Perspective* is given in honor of Jessie Bernard. Graduate students and new professionals are encouraged to apply for this award of \$750 to fund feminist research. Proposals will be reviewed for their potential contribution to feminist scholarship about families and the use of feminist frameworks and methods. *The Outstanding Contribution to Feminist Scholarship Paper Award* is accompanied by a gift of complimentary books and a \$250 cash award. Applications for this award are open to all graduate students and new professionals. Papers should contribute to feminist scholarship about families and the use of feminist frameworks and methods. Deadline: April 15, 2012. Contact: jbawards2012@gmail.com.

The Robert E. Park Award for Best Book. The Park Award (formerly the Park Book Award) goes to the author(s) of the best book published in the past two years. Nominations are now being sought for books that were published in 2010 or 2011. Nominations should include standard bibliographic information about the work, a brief comment on its merits, and copies of the book. Deadline: March 1, 2012. Contact: Robert Garot (Chair), John Jay College-CUNY, 736 Ayres Avenue, North Plainfield, NJ 07063. For more information, visit <www.asanet.org/sections/community_awards.cfm>.

Society for the Study of Social Problems (SSSP) Mental Health Division Graduate Student Paper Competition. The Mental Health Division of SSSP announces the 2012 Graduate Student Paper Competition. Papers should involve an empirical analysis, either qualitative or quantitative, dealing with any aspect of the sociology of mental health. A paper must have been written during 2011 or 2012, and it may not be published

or accepted for publication. Papers that have been presented at a professional meeting, submitted for presentation at a professional conference, or are under review for publication are eligible. Papers must be student authored. They may be single authored by the student or co-authored by more than one student, but may not be co-authored by a faculty member or other nonstudent. Paper must not exceed 28 pages including all notes, references, and tables. Submit papers to: Richard Carpiano at richard.carpiano@ubc.ca. Include a cover letter indicating that you are submitting your paper for the competition and a letter from your advisor that certifies your graduate-student status and offers some brief comments about your work. The winner will receive a \$150 cash award, conference registration, and student membership. Deadline: May 15, 2012.

In the News

The **American Sociological Association** was mentioned in a December 26 *Washington Examiner* article, "Crime History: Dean of Criminology Coins 'White-Collar Criminal.'"

The **American Sociological Review** was mentioned in a December 29 *Huffington Post* article, "Who's Still in the Closet? The Future of Prejudice."

Peter Bearman, Columbia University, was mentioned in a December 25 *New York Times* article about tipping doormen.

Juan Battle, The Graduate Center-CUNY, was quoted in a December 16 WPIX.com article, "For Gays in Harlem, Change But Not Enough."

Andrew Beveridge, Queens College and The Graduate Center-CUNY, was mentioned in a January 10 post on the *New York Times*' blog, "The Loyal Opposition," about the demographic differences between Iowa, New Hampshire, and the United States as a whole.

Jessica McCrory Calarco, University of Pennsylvania, was quoted in a January 3 *Chicago Tribune* article about her *American Sociological Review* study, which found that middle-class elementary school students ask for help more often than their working-class peers. Her study was also the subject of a column that appeared in a number of media outlets including the *Sacramento Bee* and the *San Antonio Express-News* on January 15.

Andrew J. Cherlin, Johns Hopkins University, wrote a December 16 *Washington Post* op-ed in which he outlines three unwritten rules of love and marriage for Republican presidential candidates.

Patricia Hill Collins, University of Maryland, was mentioned in a January 11 *Times Herald* op-ed, "Greason: Crossing Intersections."

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Ed Collom, University of Southern Maine, appeared in a December 27 NBC Nightly News story on time banking. He was also quoted in a December 19 *American Medical News* article and in the November edition of *The American Conservative* about local currencies.

Stephanie Coontz, Evergreen State University, was quoted in a December 29 *New York Times* article about how younger women are dropping out of the workforce to get more education.

Marie Cornwall, Brigham Young University, was quoted in a January 12 *Washington Post* article about a poll, which found that Mormons worry about acceptance but embrace differences.

Patrick G. Coy, Kent State University, was quoted in a November 18 *Montreal Gazette* article, "Ability to Morph and Adapt Will Keep Occupy Movement Going." The article appeared in other major daily newspapers throughout Canada. He was also quoted in a December 5 *Christian Science Monitor* article, "Occupy Wall Street, Act II: Go local."

Matthew Desmond, Harvard University, was quoted in an Associated Press article about how movers are cashing in as more renters are being evicted. The article appeared in a number of media outlets including MSNBC.com, WTOP.com, and ABCNews.com on January 8 and Yahoo!Finance on January 9.

Morten Ender, United States Military Academy-West Point, was quoted in a December 28 *USA Today* article about the West Point, NY, cemetery and the graduates buried there in the aftermath of the wars in Iraq and Afghanistan.

Morten Ender and Irving Smith, both of the United States Military Academy-West Point, and **David Rohall**, Western Illinois University, had their recent article, "Civilian, ROTC, and Military Academy Undergraduate Attitudes Toward Homosexuals in the U.S. Military," published in *Armed Forces & Society*. The article was summarized and reviewed in a December 27 post on the *U.S. News and World Report's* blog, "Washington Whispers."

Amitai Etzioni, George Washington University, wrote a December 27 CNN.com column, "Why Health Care Competition Won't Work" and a January 6 CNN.com column, "Is China America's New Enemy?"

David Finkelhor, University of New Hampshire, was mentioned in a January 8 *Forbes.com* article, "Why Do We Always Sell the Next Generation Short?"

Marion Goldman, University of Oregon, was mentioned in a January 3 *Jewish Week* article about an innovative Jewish cultural group, that recently hired a new director.

Michael Hout, University of California-Berkeley, was mentioned in a January 6 *New Republic* article, "The White Working Class Isn't Republican."

Patricia Leavy, Stonehill College, was quoted in a January 10 *Montreal Gazette* article, "Cheap Laughs at Stereotypes Come at High Price, Says Expert."

John Logan, Brown University, was mentioned in a December 30 *Atlantic* column, "What Does it Mean to Be 'Middle Class?'"

Ye Luo, Clemson University, was quoted in a January 12 post on the *New York Times'* blog, "The New Old Age," about her study on age discrimination.

Ashley Mears, Boston University, was quoted in a January 15 *Boston Globe* article, "A Former Model Delves into the Industry."

Phyllis Moen, University of Minnesota, was mentioned in a December 29 *Atlantic* article about a *Journal of Health and Social Behavior* study she coauthored, which suggests flexible workplaces promote better health behavior and well-being. Moen's coauthors include **Erin Kelly** and **Qinlei Huang**, both of the University of Minnesota, and **Eric Tranby**, University of Delaware.

Alondra Nelson, Columbia University, wrote an October 28 *Dissent* column on health politics in the Occupy movement. She was also interviewed or quoted in stories by several media outlets about her new book, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*. They include *Uprising Radio* and *Community Journal* on November 25, *RadioActive* on December 5, the *Marc Steiner Show* on December 19, *BET.com* on December 22, and *AlterNet* on December 23.

Robert Putnam, Harvard University, was mentioned in a January 8 post on the *Vancouver Sun's* blog, "The Search," about trends in Canadian immigration.

Amy Schalet, University of Massachusetts-Amherst, was quoted in a December 22 *Boston Globe* article centered around research for her new book, *Not Under My Roof: Parents, Teens, and the Culture of Sex*, and was interviewed on CNN on December 26 about the book.

Richard Sennett, London School of Economics, wrote a December 19 *Bloomberg* op-ed, "In Wall Street's Back Offices, Loyalty Is Lost."

Robin Simmons, Wake Forest University, was mentioned in a January 3 post on the *Washington Post's* blog, "On Parenting," for her *Contexts* article on the school calendar.

Roberta Spalter-Roth, American Sociological Association, was quoted in a January 8 *Chronicle of Higher Education* article about how the job market is improving for some PhDs.

D. Paul Sullins, Catholic University, was quoted in a January 7 *New York Times* article about married Roman Catholic priests.

Reuben Thomas, City College-CUNY, was quoted in a January 10 *Jezebel.com* article, "You Won't Meet Prince Charming at the Supermarket, No Matter What Crystal Light Says."

Sherry Turkle, Massachusetts Institute of Technology, was mentioned in a January 6 *Guardian* article about her book, *Evocative Objects: Things We Think With*.

Linda J. Waite, University of Chicago, was quoted in a January 12 *Philly Post* column, which argues that gay unions might be able to save the institution of marriage.

R. Stephen Warner, University of Illinois at Chicago, is quoted in a January 12 *Deseret News* article about how immigrants are transforming American Christianity.

Anita M. Waters, Denison University, was interviewed in the 2011 documentary, *Women, War and Resettlement: Nasro's Journey*, which was broadcast on public television nationally, about her research on young Somali refugees in Ohio.

Mary Waters, Harvard University, was quoted in a January 14 *New York Times* article, "For Many Latinos, Racial Identity Is More Culture Than Color."

S. Craig Watkins, University of Texas-Austin, was quoted in a December 28 *Washington Post* article about the use of Twitter by an administrator and students at a high school in Upper Marlboro, MD.

Ronald Weitzer, George Washington University, was the featured guest on the Michael Medved national radio program on December 27, where he discussed his new book, *Legalizing Prostitution*.

Awards

S. M. Miller, Boston University, and his late wife, **Jean Baker Miller**, received the 2011 Lifetime Achievement Award of the Human Dignity and Humiliation Studies Association.

Christian Smith, University of Notre Dame, had his book, *What is a Person?*, named one of 25 top academic titles of 2011 by *Choice*, the magazine of the Association of College and Research Libraries.

William G. Staples, University of Kansas, has been recognized with a Higuchi-KU Endowment Research Achievement Award. One of four awards given annually and considered the state's most prestigious recognition for excellence in research. Staples received the Balfour Jeffrey Award in Humanities and Social Sciences.

People

Seth Abrutyn, University of Memphis, has been appointed Visiting Professor of Sociology at the University of Bielefeld in Germany, summer 2012. He will be responsible for teaching a graduate-level course in sociological theory as well as delivering lectures on Institutions, Institutional Autonomy, and the evolution of religion.

New Books

Maya A. Beasley, University of Connecticut, *Opting Out: Losing the Potential of America's Young Black Elite* (University of Chicago Press, 2011).

Wendell Bell, Yale University, *Memories of the Future* (Transaction, 2012).

Jennie Jacobs Kronenfeld, Arizona State University, *Access to Care and Factors That Impact Access, Patients as Partners in Care and Changing Roles of Health Providers* (Emerald Group Publishing Limited, 2011).

Bernard Phillips, Boston University, and David Christner, *Revolution in the Social Sciences: Beyond Control Freaks, Conformity, and Tunnel Vision* (Lexington Books, 2012).

Charles Post, Borough of Manhattan Community College-CUNY, *The American Road to Capitalism: Studies in Class Structure, Economic Development and Political Conflict, 1620-1877* (Brill, 2011; Haymarket (Paperback), 2012).

Robert A. Stebbins, University of Calgary, *The Idea of Leisure: First Principles* (Transaction, 2012).

Caught in the Web

The Caucus on Transnational Approaches to Gender and Sexuality has launched a Facebook page at <www.facebook.com/groups/socglobe/>. Contact Daniela Jauk at da18@zips.uakron.edu and Mary Robertson at robemary@gmail.com for questions about the website. Contact Vrushali Patil at vrushali.patil@gmail.com and Salvador Vidal-Ortiz at vidalort@american.edu for questions regarding the Caucus.

Deaths

Arlene Kaplan Daniels, Professor Emerita at University of California-Berkeley, died of heart failure on January 29.

Obituaries

Charles Phillip Bosserman
1931-2011

Charles Phillip ("Phil") Bosserman died on September 7, 2011 in Delmar, Delaware. He was Professor of Sociology and Peace Studies, founder of the Center for Conflict Resolution at Salisbury University (Maryland), and a lifelong peace activist. Prior to getting his PhD

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in sociology and social ethics at Boston University, he did graduate training in theology at Boston University and was a classmate of Martin Luther King, Jr.

October 9, 1931, Phil's interest in French sociology took him to Paris where he not only studied with the noted Georges Gurvitch at the Sorbonne, but wrote his dissertation on him, which was eventually published as *Dialectical Sociology: An Analysis of the Sociology of Georges Gurvitch* (1968). Phil was active in both the International Association of French-Speaking Sociologists (AISLF)—the first American to join it—and in the Research Committee on Work and Leisure in the International Sociological Association. He successfully mixed academic appointments at Boston University, the University of South Florida, and chair for nearly 20 years of the Sociology and Anthropology Department (1975-1994) at Salisbury University with equally rewarding work, first as clergyman, then as a civil rights worker, and later as Director of Peace Corps training programs appointed by Sargent Shriver. In one of his programs in Gabon (Equatorial Africa), he became ill and came into contact with the noted Albert Schweitzer at the latter's hospital in Lambarané; the Schweitzer's "reverence of life" philosophy became part of Phil's own code of living.

Phil Bosserman was an intellectual with a heart and a keen gusto for life. He sponsored my membership in AISLF, which has opened many doors for me in francophone sociology. In 1978, he was a participant in the six-week NEH interdisciplinary seminar for college teachers that I organized at Duke University, and he was a major factor in making that a sociological "community." Visiting him subsequently at Florida and at Salisbury, I witnessed his dedication to teaching students a love for sociology, and the reciprocal admiration of his students.

Beloved by his family, students, and colleagues wherever he went, Phil Bosserman lived well the life of a "complete sociologist."

Edward A. Tiryakian, Duke University

April Brayfield 1959-2011

April Brayfield, Tulane Associate Professor of Sociology, died on December 13, 2011, following a long battle with cancer. She leaves behind a rich legacy of scholarship and mentorship of numerous students. In her own words, her "core identity" was as a teacher-scholar.

April began her journey as a sociologist at a young age. As the daughter of a military family, she traveled widely during her childhood and quickly recognized patterns of interaction and inequality in everyday life. When she was no longer an officer's daughter because her father was demoted after the Vietnam War, she experienced

first-hand how stratification shapes our social world. She completed a BS in sociology at the University of California-Riverside in 1981 and received her PhD in sociology from the University of Maryland-College Park in 1990. Upon completing her doctoral studies, she was a post-doctoral research associate at The Urban Institute in Washington, DC. April began her career as an Assistant Professor at Tulane University in 1992. She was also a Newcomb Fellow and Women's Studies/Gender & Sexuality Studies faculty associate at Tulane University.

April was an accomplished scholar in her field. Her areas of specialization included gender, work-family nexus, sociology of childhood, and cross-national research. Her widely published research investigated critical questions on changes in the domestic and work spheres in the United States and internationally. She made important contributions to the academic and applied policy literatures on gender roles, childhood, and child-care policy. Much of her international scholarship focused on gender ideology and work in Germany (along with her long-time co-author Marina Adler). April's recent research was on childrearing in Hungary (with Márta Korintus), a country she regularly visited to conduct research on the lives of children in Hungary.

April was deeply committed to her students and her passion to teaching and mentoring was immeasurable. April trained and advised hundreds of Tulane undergraduates and dozens of graduate students in research analysis, the sociology of childhood, gender, and the family. It is no exaggeration to say that each and every student was important to April and that she worked hard to give each one the best education possible. Through the lens of sociology, she regularly taught a writing proficiency course for first-year undergraduates. April also recognized that graduate students needed better preparation to become teachers and created a pedagogy class for Sociology PhD students.

April was honored for this dedication and commitment to students on numerous occasions that date back to graduate school. Before finishing her doctorate, the University of Maryland recognized her qualities with its Excellence in Teaching Award. At Tulane, she received the 1997 Excellence in Undergraduate Teaching Award, the 1997-1998 Mortar Board Salute for Excellence in Academics, the 1999 Sociology Graduate Student Award for Excellence in Graduate Teaching, the 1999-2000 Mortar Board Salute for Outstanding Teaching, the 2001-02 Distinguished Newcomb Fellow of the Year, the 2003 President's Recognition Certificate for Innovative Use of Technology in Teaching, the 2003 R.C. Read Award for Excellence in Teaching, the 2004 President's Medal for

Excellence in Undergraduate Teaching, the 2008-09 John Stibbs Award for Outstanding Faculty Member, and the 2010 Outstanding Teaching Award. In the words of one of her colleagues, Carl Bankston, "If there was a teaching award she did not win, she must not have been eligible for it!"

April was extremely active in the university at large, in her profession, and in her department. She will be remembered by her colleagues for her unstinting service efforts and active engagement on the Tulane campus. April was also a member of the American Sociological Association, European Sociological Association, International Sociological Association, and other regional U.S. sociology organizations. She was a long-time member of the Sociologists for Women in Society. Through her active engagement with this organization and as a feminist sociologist, April was instrumental in mentoring many students to become feminists and feminist sociologists. She also created a unique space to mentor Tulane graduate students who were studying different aspects of gender. The "Gender Krewe" met monthly to discuss gender-related academic readings, peer reviews of krewe members' work, and overall professional development.

April was a longstanding board member of the Tulane University Women's Association. She was also the founder of Crafty Ladies, a women's service organization dedicated to raising funds for various charities through the production and sale of their artwork and crafts. She led a project called "Stitches of Hope," where Crafty Ladies knit scarves and "chemo caps" for patients at the Tulane Cancer Center. She also taught knitting at "Fridays at Newcomb," a series of gatherings for campus women at the Newcomb College Institute.

To many of her colleagues and former students, she was also well-known for her love of good food, traveling, Jazz Fest, and Mardi Gras. She embraced life with zest! Her friends and colleagues remember her as a valuable person in their lives and as a model of a university professor. She is survived by her husband, Sandor Furedi and her mother, Joan Brayfield. April will be deeply missed by her many colleagues and friends.

There will be a session at the upcoming Southern Sociological Society meetings to honor and recognize April's scholarly contributions to sociology.

Krista M. Brumley, Wayne State University

Lawrence R. Carter 1936-2011

Lawrence Carter was a sociologist, a demographer, and a statistician. He was a deeply scholarly man who loved ideas. His academic career was spent at

the University of Oregon in the Sociology Department, which he chaired from 1998 to 2002.

His life and interests were multidimensional, with his family at the center. He was a life-changing mentor to many, a community mediator, and an inspiration to graduate students and young faculty. He had a close circle of friends. He loved fishing. But the life of the mind was especially important for him, and he was a brilliant researcher whose work has affected the lives of many people in the United States and around the world.

Lawrence Carter worked on many research topics in social demography, including population dynamics and age structure, marriage and fertility, migration, and mortality. Work on marriage and fertility in the 1980s led to a new way of looking at the way these interacted over time. He used this new approach to forecast U.S. marriages and births.

This was followed by the work for which he was best known: a long series of path-breaking studies on mortality. These studies changed the way that demographers, statisticians, government agencies and insurance companies forecast mortality. While this may seem to be an esoteric topic, in fact it has very important implications for all of us on a day-to-day basis. For example, the Social Security Administration prepares long-run projections of the finances of the system over a 75-year horizon. A key component of these is how long retirees will live in the future. The same is true of long-term projections of Medicare and Medicaid finances. These are the largest and most important federal entitlement programs. The long-run projections show that the current taxes and benefits for Social Security are unsustainable, and that the costs of Medicare and Medicaid will rise dramatically and probably unsustainably in the 21st century. Projections like these are affecting today's efforts to balance the federal budget and therefore affect our tax rates and budget cuts today, at both the federal and state levels. Larry Carter's work has shaped these projections. Studies have found that official government projections have systematically underestimated future gains in life expectancy, particularly at older ages. The methods that Larry Carter developed led to higher projections of life expectancy, helping to remove the downward bias.

The first and most fundamental of these studies was published in 1992. It developed a new way to analyze historical trends in death rates by age and to project them into the future. As a natural byproduct of the approach, the method also gave probabilities that different levels of mortality would occur in the future. This method quickly caught on, and is now viewed as the leading approach, and sometimes is

announcements

referred to as the “gold standard” for mortality projections. The article has been cited more than a thousand times, and dozens of extensions and modifications of the original method have been suggested.

Larry Carter went on to publish many additional studies of mortality, mainly building on this original article. He analyzed mortality by race and by sex. He experimented with more complex statistical methods for forecasting. He developed methods for combining subjective forecasts with those based on historical trends. He worked on ways to make the forecasts more stable. He studied structural shifts in mortality and how they could be recognized and used in forecasts.

Larry also worked on the demography of local areas, including Oregon, using quite different methods.

During his career, in addition to many articles published solo, Larry often collaborated with other researchers. From the early 1980s through the mid-1990s, he collaborated with demographer Ronald Lee, with whom he developed the original method for forecasting mortality, which came to be known as the Lee-Carter method, and on an earlier method for modeling and forecasting births and marriages. He spent two sabbaticals at the University of California-Berkeley working with Lee on these projects; together they jointly published five articles. He also collaborated with the mathematical biologist and demographer Shripad Tuljapurkar, with Ed Shafer on local demography, and with the Austrian economist Alexia Prskawetz, as well as others.

Ronald Lee, University of California-Berkeley

James C. Kimberly
1927-2011

James C. Kimberly, Professor Emeritus at the University of Nebraska-Lincoln and former Chair of the Department of Sociology, passed away in Beaverton, OR, on November 3, 2011. He was 84. Known to his family as Carlton and to friends and professional colleagues as Jim, Kimberly is survived by his wife of 62 years, Barbara Scheeler Kimberly; his daughter and son-in-law, Elizabeth S. Kimberly and Dan Franks, two sisters and several nieces and nephews.

Jim served in the U.S. Army from 1945 to 1947, during which time he was stationed in the Pacific near Bikini Atoll during the first atomic bomb test. He graduated from Armstrong Junior College in Savannah, the city of his birth, in 1948, and earned his BA in social sciences from Emory University in 1950, his Master’s in sociology from Emory in 1955, and his PhD in sociology from Duke University in 1963. During his academic career, Kimberly taught at Stanford University, Emory University, and the University of Nebraska-Lincoln, where he served as Chair of the Depart-

ment of Sociology during the 1970s. In the early 1970s, he was Program Director for Basic Research in Sociology at the National Science Foundation.

Throughout his academic career, Kimberly conducted basic research in social psychology, small groups, and inequality, publishing numerous articles in professional journals. After his retirement in 1989, he produced a book, *Group Processes and Structures: A Theoretical Integration* (1996), which sought to integrate what was then known about group processes and the structures they produce. It examined group development, group stability, orderly change in the group, and group disintegration. The processes and structures considered are attraction, consensus, prestige, power, authority, influence, trust, and justice in the allocation of tasks and economic rewards to members. The theory Kimberly developed is related to conformity, deviance, and social control. Social-psychological theories of individual behavior are used in formulating the integration of processes and structures. Cognitive balance, reinforcement, exchange, and external status theories are used in developing the formulation.

Kimberly was a lifelong advocate for social justice, something he often attributed to growing up in the South during the Great Depression. He expressed his passion for justice through his involvement in a number of organizations in the community, a barrage of letters to the editors of local newspapers, and in his work in multiple capacities in his church—the Unitarian Church of Lincoln.

Jim maintained a number of interests and hobbies throughout his lifetime. He continued to paint and write poetry until the last year of his life. His paintings have been shown in a number of regional juried art shows in the Midwest. In his poetry, he wrote about his observations and reflections on nature and science. Two of his poems were published in *The Mid-America Poetry Review*.

Throughout his life, Jim was a serious student of American Civil War history and the sciences of physics and astronomy, reading widely in those areas during most of his teaching and research career and continuing in retirement. His professional work was highly abstract and largely theoretical, and he always said that physics and astronomy informed his development of sociological and social psychological theory.

Jim was a deeply loving and caring man, in all ways a true gentleman and a gentle man, though he was always willing to fight tenaciously for his principles. As Chair, he not infrequently took on the administration in defense of the best interests of the department, and he worked tirelessly to ensure that his family would be able to follow their dreams and aspirations, particularly in academics and lifelong learning. His stories, often told and always enjoyed

by family, friends, and professional colleagues, will be missed.

Hugh P. Whitt, University of Nebraska-Lincoln

Gert Harald Mueller
1922-2011

Gert Harald Mueller, Professor Emeritus of Sociology at American University, died at the age of 89 on October 23, in Washington, DC.

Mueller was born in Dresden, Germany, on July 20, 1922. After WWII, he was admitted to the Freie Universität of West Berlin. He received his PhD from the University of Munich in 1954. The title of his dissertation was “The Structure of Pure Dialectics.”

He subsequently returned to Berlin to pass his first state examination, which entitled him to teach history, philosophy, and French in the German gymnasia system, where he taught from 1954 to 1962. After spending four years as a private scholar, he accepted a position as assistant professor at the University of Pittsburgh, where he taught sociology from 1968 to 1972.

In 1973, he became an assistant professor at American University, where he taught sociology until his retirement in 1991 and advanced to full professor. As an emeritus professor, he remained active in pursuing his research and writing on sociological theory up to the time of his death.

Mueller’s work in analytical sociological theory was the fruit of more than 50 years of scholarly research. His work in theory was the product of a painstaking curiosity leading to exhaustive studies in religion, philosophy, history, and sociology. The body of Mueller’s work bears witness to a lifelong passion for uncompromising scholarship and intellectual craftsmanship in the pursuit of sociology as a rigorous science.

He was a scholar in the classical mold whose breadth of knowledge reflected a singular dedication to thinkers who came before him, theorists like Aristotle, Comte, Hegel, Marx, Weber, Husserl, and Wittgenstein. He argued that reality (physical, biological, social, moral, and cultural) could be conceived most fruitfully as forming a hierarchy of founding and controlling relationships that condition social reality rather than determine it. Mueller tested the hierarchical relationships posited in his theory by applying the tools of mathematical logic and, more specifically, the “foundational truth function,” which he constructed to map and test the relationships between what he called “emergent and dominant superstructures.”

Mueller left a substantial body of original work in analytical sociological theory, much of which remains unpublished. But a selection of these manuscripts can be found on the American University Sociology Depart-

ment website (www.american.edu/cas/sociology/ast/index.cfm). He published more than 75 journal articles and one book, *Sociology and Ontology: The Analytical Foundations of Sociological Theory* (1989).

Mueller is survived by his first cousin, Solveig Woelfel of Frankfurt, Germany. In his trust he wrote, “I have no children, living or deceased. My friends have been family to me.” He will be greatly missed by his students and those who knew and loved him.

Jurg Siegenthaler, American University

Joseph T. Mullan
1949-2011

Joseph T. Mullan, PhD, 62, died at home December 23, 2011, after a long battle with colon cancer. He was Associate Professor in the Department of Social and Behavioral Sciences and Associate Adjunct Professor in the School of Nursing, both at the University of California-San Francisco (UCSF), where he had worked in various capacities since 1985. Much of Mullan’s research used a life-course perspective to understand how adults marshal social and psychological resources to adapt to stressful life circumstances, including chronic illness, disability, institutionalization, bereavement, and role strain.

Mullan had methodological expertise in the organization and conduct of complex multi-wave studies; the study of change in individuals under stress; causal modeling; and the development and testing of multivariate models using longitudinal data to assess change over time. His work often involved both qualitative and quantitative methods to develop, refine, and evaluate survey measures. He was involved in numerous studies, including the experiences of family and friends caring for and grieving loved ones with Alzheimer’s or AIDS/HIV; measurement of nursing home quality; and diabetes disease management.

Mullan was a valued co-investigator and collaborator on a diverse group of projects, to which he brought demanding standards, a broad intellectual perspective, and a distinctive thoughtfulness. He was a mentor to many students and was highly regarded as a teacher.

Mullan earned a BA in Social Relations from Harvard University and his MA and PhD in Human Development from The University of Chicago; he also completed a Postdoctoral Fellowship in Social Gerontology at UCSF. He was a member of the American Sociological Association, American Diabetes Association, American Psychological Association, and the Gerontological Society of America.

Joseph Mullan is survived by his wife, Sandra Grayson, and their son, Jamie Mullan.

Sandra Grayson and Lisa Canin



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