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Philadelphia Pioneered Worldwide Criminal Justice Systems

Julie Wiest,
West Chester University of Pennsylvania

Contemporary Philadelphia is known for many things: cheesesteaks, cream cheese, the *Rocky* movie franchise, that *Always Sunny* television show, and its many universities. In scholarly circles, it's renowned as the cradle of American history. But the city—the site of the upcoming ASA 2018 annual meeting—is perhaps less known for its longstanding influence on criminal justice systems worldwide.

Founded in 1787, the Philadelphia Society for Alleviating the Miseries of Public Prisons became the first prison reform association in the world. The late nineteenth century was

an important turning point for American prisons, which were starting to be used for punishment after a history of mostly serving as temporary detention centers for those awaiting trial or sentencing. Until that time, punishments for convicted criminals mostly involved fines, physical pain, and public humiliation (e.g., whippings, the stocks or pillory, ban-



An inside view of Historic Eastern State Penitentiary.

ishment, and capital punishment at the gallows). The reform group developed out of growing concerns over the model dominating U.S. prisons at the time. Known

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Recipients of the 2018 ASA Awards

The ASA awards are conferred on sociologists for outstanding scholarship, teaching, practice, and advancing the public understanding of sociology. The ASA proudly announces the recipients of the awards for 2018. Congratulations to the following honorees:

Cox-Johnson-Frazier Award

Joe R. Feagin, Texas A&M University

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.

Dissertation Award

The awardee will be announced in late spring.

Distinguished Career Award for the Practice of Sociology

Kristin Anderson Moore, *Child Trends*

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

Distinguished Contributions to Teaching Award

Daniel F. Chambliss, *Hamilton College*

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

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Almost 1/2 Million High School Students Enroll in Sociology Courses Each Year

Nearly 470,000 high school students enroll in sociology courses each year according to an analysis of recently released High School Longitudinal Study (HSLs) transcript data. ASA believes that sociology is an important element in a strong secondary school curriculum, and that it is crucial for ASA to support high quality instruction for these students. Our newly approved membership category for high school teachers of sociology is an important step toward supporting high school teachers.

As ASA members, high school teachers of sociology receive resources to engage and excite

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A Year of ASA Advocacy Activities

This was a busy year on the advocacy front for ASA. From defending academic freedom to fighting for evidence-based policy-making, ASA has been actively working to advance the discipline of sociology. Here we share the ASA's council approved guidelines for taking action and a sample of recent advocacy activities.

Which issues fall within the association's purview?

As human beings and citizens, many sociologists are concerned about a variety of issues evolving in local, national, and international arenas. ASA acknowledges that there is a range of opinions on such matters among our members, and we respect this plurality of positions as a basic condition for democracy.

As an association, topics on which we can and should take public positions concern developments that affect the professional lives of sociologists as well as the conduct of social science research. These include threats to data sharing, data collection, funding for scientific scholarship, academic freedom, and peer review, as well as policies that inhibit the exchange of ideas. We can also defend the conditions for the exercise of our professional responsibilities, which include free speech, democracy, the rule of law, and the values of diversity and meritocracy. All of these have direct effects on scholarly research and teaching. We can also take positions on public policy issues for which there is clear sociological evidence.

What have we addressed lately?

We can't possibly list all of the issues on our plate, but here is a sample of our activities over the past 12 months:

- **Ensure robust funding for social science.** Among our many efforts toward this goal, we worked with the Census Project to request adequate funding for the 2020 Census, the Coalition for National Science Funding to request an increase in spending caps for discretionary programs, and the Consortium of Social Science Associations to request

adequate funding for the National Institute of Justice and the Bureau of Justice Statistics. We participated in the Coalition for National Science Funding Capitol Hill exhibition with a booth featuring NSF-funded sociological research on wounded warriors. We cosponsored a Congressional briefing with the Population Association of America, "Small Towns/Big Changes: The Shifting Demographics of Rural America."

- **Don't add a citizenship question to the Census.** We sent letters to the Secretary of Commerce and the Director of the Office of Management and Budget asking them not to add a citizenship question to the Census and we issued an action alert urging sociologists to contact their Members of Congress and Secretary Ross about this issue. We also signed a community letter from the Leadership Conference on Civil and Human Rights with about 150 other organizations.
- **Support speech rights and condemn harassment for speech.** We wrote a statement called "Communicating Across Difference: Free and Responsible Speech" in which we affirmed the critical value of speech rights, irrespective of whether some might object to the content of the speech. We condemned efforts intended to threaten, harass, and silence those exercising their speech rights. The nature of the educational work we do on campuses is predicated upon the assurance that our institutions of higher education serve as strong and safe forums for the free exchange of ideas. We sent this statement to administrators at schools where sociologists have been under attack, and we also created a resource page on this topic on the ASA website.
- **Expedite emergency efforts in Puerto Rico and U.S. Virgin Islands.** We expressed concern with the humanitarian crisis in the American territories of Puerto Rico and the U.S.V.I. in the wake of Hurricane Maria. We urged the federal government to accelerate recovery and support

initiatives and to invest the needed resources to reconstruct and rebuild. We encouraged sociologists to pursue empirically rigorous and culturally informed research on the unfolding social effects of the crisis. Our statement was grounded in sociological research that demonstrates that "natural hazards become disasters as a result of...human decisions."

- **Reverse decision to end DACA.** We asked President Trump to reverse his decision to end the Deferred Action for Childhood Arrivals program. Absent such a reversal, we implored Congress to reinstate the program with expedience. We expressed concern about the impact of this decision on classroom and campus life and on integral parts of our broader communities.
- **Support affirmative action.** In response to the Justice Department's announcement that it would begin working on "investigations and possible litigation related to intentional race-based discrimination in college and university admissions," we shared sociological research demonstrating that affirmative action creates a more diverse and inclusive environment that benefits all students.
- **Support evidence-based decision making.** We wrote a letter to the members of the relevant Congressional committee supporting the bipartisan Ryan-Murray legislation, "Foundations for Evidence-Based Policymaking Act." We also signed a community letter with more than 40 other scientific organizations urging the Director of the Office of Management and Budget to ensure that the federal government uses science-based decision making in its policy formulations and that scientific information is communicated in an accurate manner in government sources.



- **Protect graduate students in the tax bill.** We signed a community letter to Congressional leadership urging them not to eliminate the tax exemption on graduate tuition waivers. We also circulated a National Humanities Alliance action alert on this topic and encouraged sociologists to send messages to their respective Members of Congress.
- **Support transgender rights.** We sent a letter to President Trump expressing support for administrative policies on sex segregation that treat transgender students as members of their professed gender for all school-sponsored activities.
- **Oppose the "travel ban."** We signed a community letter with sister scientific societies opposing the initial Executive Order regarding entry into the U.S. for people from seven majority Muslim countries, arguing that scientific progress depends fundamentally on an open exchange of ideas. We signed another letter concerning the second version of the Executive Order as well as a subsequent letter reiterating concerns about immigration policy proposals that would impede scientific progress. Letters were sent to President Trump, the Office of Management and Budget, and the Department of State.

ASA's mission is serving sociologists in their work, advancing sociology as a science and profession, and promoting the contributions and use of sociology to society. Not only does your membership support direct services for sociologists, but it also allows the association to make the efforts described here, and many others, to advance the discipline of sociology. Thank you, ASA members, for your commitment to our discipline. 🌐

A Tribute to Neil Smelser, 88th President of the American Sociological Association

Sociologist Neil Smelser, whose research on collective behavior and economic sociology were rivaled by his tenure as a mentor, teacher, and liaison to a restive University of California-Berkeley student body in the 1960s, died at age 87. According to the university, he died peacefully at his Berkeley home on October 2.

Smelser had a storied academic career, starting at an early age—he was tenured a year after earning his PhD—and continuing deep into his retirement. From his retirement in 1994 until the last year of his life, Smelser remained a whirlwind of activity on campus and beyond. Those activities included writing seven books, directing the Center for Advanced Behavioral Sciences at Stanford (1994-2001), serving as the president of the ASA in 1997, and mentoring Berkeley undergrads, junior faculty, and Robert Wood Johnson postdoctoral fellows.

It was as an academic theorist that Smelser's impact was felt the widest, as many of his peers recognized well before his death. Jeffrey Alexander, Gary Marx, and Christine Williams wrote in *Self, Social Structure and Belief* (2004), "Future historians will write about Neil Smelser as an iconic figure in twentieth-century sociology's second half. ... In many respects, both Neil Smelser and the social sciences matured together in the second half of the last century. Smelser expanded his areas of research to include sociology, psychology, economics, and history at the same time that newly synthetic cross-disciplinary programs, area studies, and applied programs appeared."

Neil Joseph Smelser was born on July 22, 1930, at his grandparents' farm outside Kahoka, Missouri. His parents, both teachers, moved to Phoenix, AZ, six weeks later, and that's where Neil and his two brothers grew up. He attended Harvard University, graduating summa cum laude in 1952. From Harvard, he attended Oxford University as a Rhodes Scholar, returning to

Harvard for his PhD in sociology. In his first year of graduate school, Smelser co-authored *Economy and Society* with Talcott Parsons, establishing both his propensity for economic sociology and achievement at a young age.



Neil Smelser

After earning his PhD in 1958, he joined the faculty at Berkeley as an associate professor of sociology, and achieved tenure the next year. Two years later, at age 31, he became editor of the

American Sociological Review.

In 1965, during the Free Speech Movement, Smelser acted as a liaison between the university administration and student groups. The experience cemented his reputation as an authority on the nuances of political activism. An outspoken and influential advocate for social and behavioral sciences, Smelser mentored generations of scholars.

Smelser could be counted on to serve his home campus, and over the years acted as assistant chancellor for educational development, chair of sociology, UC Berkeley faculty representative to the UC regents, and chair of the Academic Senate Policy Committee, among other roles.

As a theorist—and a trained psychoanalyst—Smelser's research encompassed "sociology, psychology, economics, and history at the same time that newly synthetic cross-disciplinary programs, area studies, and applied programs appeared," Alexander, Marx and Williams noted in their book.

His largest academic contributions generally centered on economic sociology, such as his value-added theory, which echoed his work as a Free Speech era liaison by setting out the conditions for some kinds of collective behavior to succeed. Also known as the "strain theory," one key condition is for some sort of injustice to strain society.

Smelser was also a prolific writer, as his post-retirement count suggests. He wrote more than a dozen books, including classics such as 1962's *Theory of Collective Behavior*, 1963's *The Sociology of Economic Life*, 1991's *Social Paralysis*

and *Social Change: British Working-Class Education in the Nineteenth Century*, 1997's *Problematics of Sociology*, and 2007's *The Faces of Terrorism: Social and Psychological Dimensions*. Recent books include *Dynamics of the Contemporary University: Growth, Accretion, and Conflict* (2013), *Getting Sociology Right* (2014), and his most recent book, *The Odyssey Experience: Physical, Social, Psychological, and Spiritual Journeys* (2009).

Smelser was named to the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. In 2000 he was named Ernest W. Burgess Fellow of the American Academy of Political and Social Science.

He is survived by his wife of 50 years, Sharin Smelser, four children — sons Joseph and Eric, daughters Sarah and Tina — and a number of grandchildren. Contributions in his memory may be made to the Neil J. Smelser Graduate Student Support Fund; for information on the fund, contact Michael Schneider at mschneider@berkeley.edu

This obituary is adapted from the Social Science Space, published on October 18, 2017. For the complete article, see www.socialsciencespace.com/2017/10/sociologist-synthesis-neil-smelser-1930-2017/.

Colleagues and Friends Pay Tribute

I was saddened to learn of Neil's passing. I had him as a professor during my graduate schooling at Berkeley. Then, I was on ASA's EOB during Neil's term as president. I held him in the very highest regard in both situations. He was a great sociologist and a great human being. Here's something I bet few people knew. Sitting around with coffee in Styrofoam cups, Neil would decorate his cup with a ballpoint, turning it into a true work of art. At one EOB (Executive Office and Budget) meeting, we auctioned off his cup with the winning bid going to ASA. Anyone who crossed paths with Neil was blessed by that and will miss him deeply now.

Earl Babbie, Chapman University

I will add another angle to Neil Smelser, the scholar, teacher, and leader of the discipline. He was a consummate political actor—in the best sense of the term. In the midst of conflict and tension, Neil would sense the common ground and direct the deliberations, gently, calmly, and thoughtfully, to that common ground. He was a masterful diplomat and negotiator who used his skills for the common good. Would that the world had more such like him.

Claude Fischer, University of California-Berkeley

Until a person like Neil Smelser has passed from life, it is hard to appreciate the enormity of the intellectual and emotional space a person inhabits in a discipline, an institution, and the lives of many students. For all these other great accomplishments, I know I am one of many graduate students whom he took time to mentor. This he did through his even-tempered positive attitude, his ecumenicalism and his reassuring sense of forward motion. "Helped" is too weak a word for what Neil did for me as a mentor. Without his support, I would have dropped out of sociology. What I felt was "rescued." Neil read my feeble papers with lightning speed and helpful, encouraging comments. I would disappear, not see him for months and reappear with another paper. Again, he responded within the week and with many comments. Had he actually read so quickly something I'd struggled months to write? I wondered. Yes. He'd written two single-spaced pages of comments adding an encouraging final remark.

I remember bringing in yet another research paper on a rather minor topic — the invisible work done by the wives of foreign service officers, who represented their husbands and country in whom they saw, what they could say, how they should seem to feel and nearly everything they did. I had shown the paper to another male

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ASA Holds Successful High School Sociology Symposium at NCSS 2017

On November 17, 2017, in San Francisco, ASA sponsored the latest multi-session symposium for high school teachers at the 2017 National Council for the Social Studies (NCSS) Annual Conference. With nearly 100 social studies teachers in attendance, this was the seventh such event that ASA has sponsored since 2011. This year's NCSS event featured two sessions on teaching with the ASA National Standards for High School Sociology and a third session featured sociologist Arlie Russell Hochschild discussing her acclaimed book, *Strangers in Their Own Land: Anger and Mourning on*

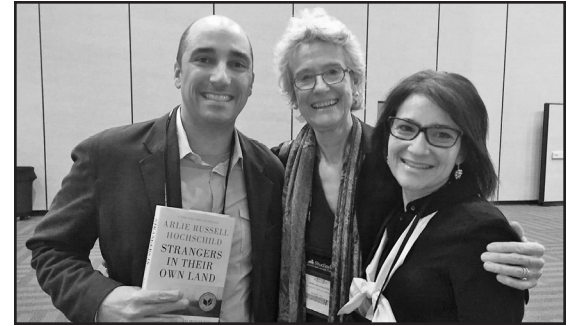
the American Right.

The sessions were facilitated by ASA's High School Sociology Program Team—Hayley Lotspeich (Wheaton North High School), Chris Salituro (Adlai E. Stevenson High School), Margaret Weigers Vitullo (ASA), and Jean H. Shin (ASA).

In the final session, Hochschild, University of California-Berkeley, captivated the near-capacity audience by discussing her long journey in researching and writing *Strangers in Their Own Land*. She connected the many "deep stories" of people found in her book with suggestions about how high school

teachers could encourage their students to cultivate empathy and understanding, even in the face of a significant political and social divide in the United States.

Beginning in the 2018 membership year, there is a new ASA membership category available for high school teachers. For more



Chris Salituro, ASA High School Sociology Program Assistant Director, Arlie Russell Hochschild, author of *Strangers in Their Own Land: Anger and Mourning on the American Right*, and Hayley Lotspeich, ASA High School Sociology Program Director.

information, visit www.asanet.org/highschool.

High School

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students and help launch the next generation of sociologists. High school teachers receive benefits of ASA membership at a discounted rate, including full access to TRAILS, the Teaching Resources and Innovations Library for Sociology. In order to better serve these new members, a high school editorial board has been established for TRAILS, charged with expanding the number and range of high school-specific teaching and learning resources available. The TRAILS high school editorial board will be actively working to solicit resources that support learning of the essential concepts and competencies in the National Standards for High School Sociology which were approved by ASA Council in 2015.

The Social Implications

The large number of students taking sociology in high schools on an annual basis not only has implications for ASA's work but, more importantly, has broad social implications.

"It is highly encouraging that so many high school students nationwide enroll in sociology courses," National Council for the Social Studies Executive Director Lawrence Paska said. Paska believes that such courses "help young people develop the ability to make

informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

The HSLs data reveal that, compared to students in many other elective courses, the typical student taking sociology in high school is more likely to be from a racial and ethnic minority group, come from a lower-income class, and have at least one parent who did not go to college.

Paska said that the results show sociology "courses provide critical equity of access for all students to the wider fields of study that are vital to a well-rounded education."

The HSLs data reveal the popularity of sociology courses, especially among low-income and minority groups. The potential for sociology courses to positively impact students' lives should not be ignored.

Mark Lockfeer understands that well. Now a law student, he says that insights from the sociology class he took his senior year of high school helped him find his way toward a successful career. Lockfeer used what he learned in his high school sociology class to find success in the Marines, then at DePaul University, and now at Michigan State University College of Law where he's "hoping to become a constitutional litigator one day to make sure the people in our country don't have their civil liberties trampled."

Lockfeer recently contacted his former high school sociology teacher, ASA High School Program Director Hayley Lotspeich, saying: "I wanted to let you know that your classes ... were a big part of what led me to this path."



For more information on ASA's collaboration with high school teachers, see www.asanet.org/highschool.

Smelser

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professor, now deceased, who had written me "Fine, if you want to write for the *Ladies Home Journal*..."

Neil, on the other hand, suggested I revise the paper and send it to the *Journal of Marriage and the Family*, which he said "had improved in recent years." He made this latter remark in such an offhand way, as if he were on the journal's side as it was improving, and as if I, like the journal, might also be improving, might one day have an opinion, and join the tribe. At least I took the remark that way. My topic didn't fall within Neil's areas of interest. It didn't reflect his conceptual approach. But Neil was far bigger than that; he never asked similarity of his students; he cared about helping us

grow in the ways we seemed to need to grow. That paper became the first I ever published. I think of it as my Neil Smelser paper, the one that got me going... I know I speak for many former students and colleagues, when I say, "Thank you so much, Neil. We will miss you very much and remember you always."

Arlie Hochschild, University of California-Berkeley

I am indebted to him for his consistent encouragement to be receptive to new ideas as well as interdisciplinary perspectives, and to embrace the challenges that so often accompany them. He urged me to approach research with an open mind, but with an equally open critical eye. His

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2018 ASA Annual Meeting Tours in Philadelphia

Plan your schedule now to take advantage of this year's local tours at the 2018 ASA Annual Meeting. Tours are a great way to experience and learn about the city and to meet with, talk to, and learn from the people who live and work in the area. The schedule and description of tours is listed below. Registration is required. Visit the ASA 2018 Annual Meeting website to register (www.asanet.org/annual-meeting-2018).

Mural Arts Philadelphia Walking Tour

Saturday, August 11
6:00 p.m. – 8:00 p.m.

For 30 years, Mural Arts Philadelphia has united artists and communities through a collaborative process, rooted in the traditions of mural-making, to create art that transforms public spaces and individual lives. Mural Arts engages communities in 50–100 public art projects each year, and maintains its growing collection through a restoration initiative. Core Mural Arts programs such as Art Education, Restorative Justice, and Porch Light yield unique, project-based learning opportunities for thousands of youth and adults. Each year, 12,000 residents and visitors tour Mural Arts' outdoor art gallery, which has become part of the city's civic landscape and a source of pride and inspiration, earning Philadelphia international recognition as the "City of Murals." This tour is a walking tour departing from the Arch Street entrance of the Pennsylvania Convention Center. The route is wheelchair/scooter accessible. The tour registration fee is \$20 per person. Space is limited and registrations are accepted on a first come, first serve basis.

Industrial Landscapes of Philadelphia

Sunday, August 12
10:00 a.m. – 12:30 p.m.

This tour will be led by Diane M. Sicotte, Associate Professor of Sociology at Drexel University. The tour features the landscapes of the Philadelphia area's industrial past, present, and future. We will

view some abandoned rundown industrial plants, some contaminated former industrial sites (Brownfields and/or Superfund sites), and some of the area's largest currently operating petrochemical complexes. We will also visit sites important to Philadelphia's role as fossil-fuel conduit in the age of fracking. Although all are symbols of environmental destruction, many find these landscapes weirdly beautiful, so bring your camera. This tour is a bus tour with optional walking portions. Bus transportation is wheelchair/scooter accessible and will depart from the Arch Street entrance of the Pennsylvania Convention Center. The tour registration fee is \$25 per person. Space is limited and registrations are accepted on a first come, first serve basis.

Tides of Freedom: African Presence on the Delaware River at the Independence Seaport Museum

Sunday, August 12
1:00 p.m. – 3:00 p.m.

Tukufu Zuberi, Professor of Sociology and Africana Studies at the University of Pennsylvania and exhibit curator, will lead a tour of his *Tides of Freedom: African Presence on the Delaware River* at the Independence Seaport Museum. Zuberi will introduce each major section of the exhibit, touching on important themes and crucial artifacts to provide visitors with a dramatic and engaging overview. The exhibit features recently uncovered artifacts from the Museum's collection, gripping first-person accounts and interactive elements, providing visitors with opportunities for discovery and communication. Using four key moments in Philadelphia's history representing the themes of Enslavement, Emancipation, Jim Crow, and Civil Rights, *Tides of Freedom* urges visitors both to bear witness to a story central to Philadelphia and American history, and to think about the meaning of "freedom" both historically and in today's world. Bus transportation is provided to/from the museum and will depart from the Arch Street entrance of the Pennsylvania

Convention Center. The bus transportation and the museum facility is wheelchair/scooter accessible. The tour registration fee is \$25 per person. Space is limited and registrations are accepted on a first come, first serve basis.

Bloque de Oro Tour with Taller Puertorriqueno

Monday, August 13
10:00 a.m. – 12:30 p.m.

Taller Puertorriqueno is a community-based cultural organization whose primary purpose is to preserve, develop and promote Puerto Rican arts and culture, grounded in the conviction that embracing one's cultural heritage is central to community empowerment. Taller is also committed to the representation and support of other Latino cultural expressions and our common roots. Taller's organizational goals promote social justice and equality. These include serving as an educational vehicle in the advancement of the Puerto Rican/Latino community's pursuit of identity and reaffirmation; striving for the development of the Puerto Rican/Latino community through the arts; and supporting increased understanding and appreciation of other cultures within the wider community. Join Taller on a tour of their state-of-the-art building -- which opened in December 2016 -- including its art gallery, a walk through the Bloque de Oro neighborhood, and a discussion of Taller's programs and work. Bus transportation is provided to/from Taller and will depart from the Arch Street entrance of the Pennsylvania Convention Center. The bus transportation, facility, and walking portion is wheelchair/scooter accessible. The tour




Mural Arts Philadelphia

registration fee is \$25 per person. Space is limited and registrations are accepted on a first come, first serve basis.

In the Footsteps of WEB DuBois: From Philadelphia's Old 7th Ward to the "Cosmopolitan Canopy"

Tuesday, August 14
10:00 a.m. – 1:00 p.m.


Professor Elijah Anderson, who wrote the Introduction to the 1996 edition of DuBois' *The Philadelphia Negro: A Social Study*, will lead a tour through the neighborhood that DuBois studied, the Old 7th Ward, including a visit to the Mother Bethel AME Church. Final stops of the tour will be Rittenhouse Square and the Reading Terminal Market, locations featured in Anderson's 2011 book *The Cosmopolitan Canopy: Race and Civility in Everyday Life*, an ethnographic study of Center City, Philadelphia. After the tour, everyone is welcome to purchase lunch "to go" at the Market and then meet up for a final conversation. This tour is a bus and walking tour. Bus transportation is wheelchair/scooter accessible and will depart from the Arch Street entrance of the Pennsylvania Convention Center. The tour portion will take three hours followed by an optional one-hour lunch (self-purchase at Reading Terminal Market) with Anderson to discuss the day's events. The tour registration fee is \$25 per person. Space is limited and registrations are accepted on a first come, first serve basis. 

Evidence of Outstanding Pedagogical Accomplishment: TRAILS Top 10 Downloaded Resources of 2017



TRAILS, the Teaching Resources and Innovation Library for Sociology, is ASA's online, peer-reviewed repository for teaching and learning materials. Access to TRAILS is a benefit of ASA membership. With more than 3,600 resources, including syllabi, class activities, assignments, and lectures, TRAILS also features a citation system that helps provide evidence of teaching excellence as defined through peer review. It is also possible to track resource-specific downloads from TRAILS, and every year we publish a countdown of the top 10 most downloaded resources, providing additional evidence of outstanding pedagogical accomplishment.

- 1 The most frequently downloaded TRAILS resource in 2017 is a recently published resource, "Who's White Now? An Examination of The Social Construction of Race" by **Quintin W.O. Myers**. This activity begins by outlining how students perceive race initially and then demonstrates how understanding race in the United States has changed over time. In Part I, a class discussion establishes the baseline for students' understanding of race. Part II is a guided activity in which students act as Census Enumerators and sort photos of famous individuals into census categories. Lastly, in Part III students will return to their original conceptions of race and discuss how the activity has impacted their understandings of race.
- 2 Climbing from number eight in 2016 to number two in 2017 is "Understanding Intersectionality Through a Roll of the Dice: What Might the Experience Be" by **Nicole Rosen** and **Aya Christie de Chellis**. The nuances of intersectionality can be rather abstract for some undergraduate students. This hands-on activity helps students understand intersectionality by using homemade dice labeled with different social identities. Students are asked to consider how the three different social identities they roll may intersect and influence a person's life. A take-home reflection paper is assigned that incorporates readings on intersectionality.
- 3 At number three in our countdown is a resource that was in the number 1 spot for the past two years in a row, "Stratification Active Learning Assignments" by former ASA President **Annette Lareau**. The resource is assigned during a lower division stratification seminar and consists of a series of five exercises to be completed across the semester. The exercises represent an engaging set of active learning assignments that TRAILS users can adapt for their own courses. The activities are empirically based and lead students to a deeper understanding of the impact of inequality.
- 4 Reaching number four this year is the class activity, "Education and Conflict Perspective: A College Admissions Committee Activity" by **Todd Ferguson**. Students are asked to take on the role of a college admissions committee to help illustrate concepts of the conflict perspective. Students work in small groups and select candidates for admission and then discuss and debate their choices as a class. The activity helps students understand how the current education system can perpetuate economic, gender, and social class inequalities.
- 5 "The Other Me: An Assignment to Develop the Sociological Imagination by Imagining a Walk in Someone Else's Shoes" by **Fletcher Winston** is the fifth most downloaded resource for the second year in a row. This assignment asks students to explore their personal biographies and the social forces that impact their lives. Students are then asked to create new biographies, choosing a new gender, ethnicity, income, education level, religion, and home state and describe how these changes impact their newly created lives.
- 6 "A Mini Mini Ethnography" by **Jerome Hendricks** was the sixth most frequently downloaded resource in 2017, and has been in the countdown three years in a row. This assignment is designed to encourage discussion of central concepts in qualitative research as well as the application of different methods of research and skills. Students begin with a research question and conduct a mini ethnography throughout the course. This hands-on approach gives students a realistic glimpse into the organization and engagement necessary when conducting field work. The lab exercises that accompany this resource can be implemented throughout the course to help reinforce the importance of these concepts.
- 7 The activity that is number seven on our top 10 list has had a spot in our countdown for the last few years. "Power and Privilege Class Activity," by **Brianna Turgeon**, introduces the often emotionally charged topics of privilege, oppression, intersectionality, and the matrix of domination. Students first consider the multiple status positions of well-known public figures, and how those positions confer, or fail to confer, privilege. This part of the activity is designed to reduce the chances of students becoming uncomfortable or defensive. Then students write a self-reflection examining their own lives in light of these challenging concepts.
- 8 **Daniel T. Buffington's** "The Four Sources of Evidence," has been in the top 10 resources for six years in a row. This year it is number eight. This in-class activity is designed to introduce students to the four major sources of evidence (ethnography, surveys, experiments, and archival documents/texts). Students use activity sheets that contain a brief abstract of a fictional research project describing the methods for gathering data without explicitly identifying the source of evidence. Students are then given five questions to answer, applying the reading and lecture. Small groups share their answers so the whole class is exposed to each source of evidence.
- 9 Our ninth most downloaded resource of 2017 was also a top 10 favorite on last year's countdown. "Fact Detective," by **Allison Wisecup**, requires students to locate the original research on which five NPR articles are based. The students then analyze the legitimacy of the claims made in the articles and report on the methodology of the studies. Wisecup observes that an undergraduate research methods class may be the only exposure to research many students will have. Her resource is designed to engage students, lead them to appreciate and understand the research process, and help them become critical consumers of news and information.
- 10 In 2017, close to 40,000 downloads of TRAILS resources were made. The 10th most downloaded resource from among those was "Self-Graded SPSS Lab Exercises" by **Aya Kimura Ida**. This assignment is a set of four lab exercises that help students practice using SPSS techniques they learned in class and get used to interpreting the univariate and bivariate results (e.g., proportions, means, standard deviations, independent sample t-test, ANOVA, chi-square test, and Pearson's correlations). Students use self-grading which builds confidence in the subject, provides immediate feedback, and shortens grading time for instructors.

Congratulations to these authors on their outstanding pedagogical accomplishments. TRAILS is a great place to explore other sociologists' teaching ideas and to generate and publish your own new ideas for courses and classrooms. 

Call for Applications for TRAILS Editorship

TRAILS is ASA's peer-reviewed digital library of teaching and learning resources for sociology (www.asanet.org/teaching-learning/trails). Access to TRAILS is a benefit of membership in the ASA; subscriptions are also available for non-members. TRAILS publishes an average of 100 new resources a year. In 2017 alone, TRAILS resources were downloaded 40,000 times.

The TRAILS editor is responsible for leading the TRAILS peer-review process and providing leadership to the TRAILS subject area editors and contributors. The editor also works to expand the range, quantity, and quality of teaching resources in the library.

The new editor will serve a three-year term beginning on September 1, 2018 and ending on August 31, 2021. This is a volunteer position; ASA does not provide support for office space or release time. Administrative support is provided by staff in the ASA Executive Office. The TRAILS editorship includes an honorarium of \$2,000 per year,

plus funding to cover the cost of attending one regional sociological association meeting per year for TRAILS outreach and promotion.

The editorship requires working closely with ASA staff and TRAILS area editors. In addition to regular conference calls with the editorial leadership team, the editor leads a meeting with TRAILS area editors at the ASA annual meeting each year of the term, including the meeting just prior to the start of his or her term.

Eligibility: Candidates must be members of the ASA. Applications from members of underrepresented groups are encouraged.

Selection Criteria: The following criteria will be considered:

- An established record of contributions to the scholarship of teaching and learning in sociology, including the preparation of teaching materials that demonstrate innovative teaching techniques and curricula;
- Evidence of understanding the mission of TRAILS and

its operation, demonstrated by having been an active user, having successfully submitted or reviewed TRAILS materials or TRC syllabi sets, or having been an area editor;

- Openness to the variety of methods, theories, and approaches to sociology found in the discipline;
- Willingness to perform outreach and build new connections to enhance the significance and breadth of the sociological teaching resources in the library;
- Evidence of organizational skill and intellectual leadership; and
- Evidence of a supportive institutional context, including holding a tenured position, or ongoing non-tenure track position, in an academic institution.

Preparing an Application

Packet: The application should include the following:

Vision Statement: Set forth your goals and plans for expanding the range and quantity of high quality teaching materials in TRAILS and for further developing TRAILS'

peer-review process. This may include an assessment of current strengths, weaknesses, or gaps you plan to address and potential strategies for doing so.

Editor Background Information: Include your 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. Candidates should also address their ability to serve as TRAILS editor in light of their current employment conditions.

Applicant's CV or Resume: The vision statement and editor background information should be submitted in a combined document of no more than five pages (approximately 2,500-3,000 words). There is no page limit for the CV and no standard format is required. The application packet should be sent to TRAILS@asanet.org with the subject: TRAILS Editor Application.

Deadline: March 30, 2018. 

TRAILS Welcomes New Area Editors and Thanks Outgoing Editors

Julie Pelton, TRAILS Editor; University of Nebraska Omaha

TRAILS has been a core benefit of ASA membership for two years and a key resource for teaching and learning in sociology for seven years. TRAILS depends on the talent and dedication of sociologists who volunteer to serve as area editors. These scholar-teachers are the heart of TRAILS: reviewing resources related to their topical areas, providing detailed feedback to authors, recruiting submissions, and advocating for the teaching and learning community. On behalf of TRAILS, I would like to introduce the newest class of area editors who are beginning their three-year terms and extend my appreciation for the work of area editors whose terms



have just ended. Our sincere appreciation and gratitude goes out to seven colleagues who have now finished their terms as area editors. They provided steadfast support for TRAILS authors, users, and staff for six, and in some cases seven, years of service:

- Gordon Chang, Western Illinois University
- Jason Crockett, Kutztown University
- Carol Jenkins, Glendale Community College - Arizona
- Tim Madigan, Mansfield University
- Natalie Ruiz-Junco, Auburn University
- David Tindall, University of British Columbia

- William Tsitsos, Towson University
- We are pleased to welcome the seven new area editors listed below to the TRAILS team. They each bring unique experiences and expertise, and also a unified commitment to the mission and vision of TRAILS. They will help TRAILS continue to grow and stay on the cutting edge of teaching and learning in sociology.
- Erin Anderson, Washington College
 - Debjani Chakravarty, Utah Valley University
 - Kerry Greer, The University of British Columbia-Vancouver
 - Kristin Holster, Dean College
 - Diane Pike, Augsburg University
 - Philip Schwadel, University of Nebraska-Lincoln
 - Matthew Ward, University of Southern Mississippi
- In addition, TRAILS welcomes the brand new High School Area

Editorial Team. While high school teachers have been adapting TRAILS resources for high school classes since the collection launched, there are currently few resources in TRAILS designed explicitly for the high school classroom. The High School Area Editorial Team will be working to build a robust collection of sociology instructional materials specifically tailored to the needs of secondary-school students and their teachers. The team will also develop strategies to align TRAILS resources with the National Standards for High School Sociology. Welcome to the TRAILS team:

- Anna Park, Northside College Prep High School (Chicago, IL)
- Ryan Sladek, Rangeview High School (Aurora, CO)
- Jared Wagenknecht, Papillion-La Vista South High School (Papillion, NE) 

Philadelphia

From Page 1

as the “New York system,” it was based on the traditional English workhouses and emphasized rehabilitation through hard labor. The Philadelphia reformers viewed the model as both inhumane and ineffective for rehabilitation. Thus, the group initiated an experiment the following year at the city’s Walnut Street Jail, establishing 16 solitary cells to test a theory that perpetual solitude would lead to deep personal reflection and genuine penance (hence, the term *penitentiary*). The idea was somewhat sociological, in that proponents of the “Pennsylvania system,” as it came to be known, believed criminal behavior was mostly a result of environmental factors. The notion that eliminating interaction among inmates would be the key to their reformation, however, seems to overlook the role of normative interaction in the resocialization process.

Once the jail experiment was deemed a success, it laid the groundwork for the later construction of Eastern State Penitentiary, the world’s first true penitentiary. When the prison opened in 1829, it was a remarkable—and formidable—structure. It covered 11 acres on the then-outskirts of Philadelphia, with stone walls 30 feet high and 10 feet wide, and an innovative radial design that was subsequently used as a template for hundreds of prisons around the world. It housed hundreds of solitary cells that inmates rarely left, ensuring that they would have no contact with another person. At the time, Eastern State was one of the largest and most-expensive buildings in the United States. Visitors from all over the world came to see it, including Alexis de Tocqueville and Gustave de Beaumont, who praised the prison and the philosophy behind it (Beaumont & Tocqueville, 1833, p. 23):

... (I)f it is true that in establishments of this nature, all evil originates from the intercourse of the prisoners among themselves, we are obliged to acknowledge that

nowhere is this vice avoided with greater safety than at Philadelphia, where the prisoners find themselves utterly unable to communicate with each other; and it is incontestable that this perfect isolation secures the prisoner from all fatal contamination.

Eastern State remained in operation until 1971, subsequently falling into disrepair for years until it was preserved as a historical site in the early 1990s. It officially opened for daily tours in 1994 and remains a popular attraction today (see www.easternstate.org and follow its fascinating tweets at twitter.com/easternstate). Besides touring the historic prison, visitors learn from the rotating exhibits focused on criminal justice reform and social justice issues. Eastern State’s current exhibit, “Prisons Today: Questions in the Age of Mass Incarceration,” is of particular interest to sociologists, as well as its monthly Searchlight Series (free and open to the public), which features discussions about contemporary criminal justice issues. The prison is located in the Fairmount neighborhood, about five blocks northeast from the Philadelphia Museum of Art. Those visiting Eastern State may also enjoy a visit to the Crime and Punishment Brewing Co. (crimeandpunishmentbrewingco.com), about a mile north of the prison in the Brewerytown neighborhood. Themed beers include Indecent Exposure, The Guillotine, and House Arrest.

Philadelphia’s prison reform group is still active today as the Pennsylvania Prison Society (www.prisonersociety.org). The society’s mission is threefold: to provide oversight and advocacy, to arrange prisoner visitation, and to provide assistance to newly released prisoners (Johnston, n.d.). In particular, volunteers work toward systemic policy change, respond to the interests and needs of inmates and their families, and provide resources for current and former prisoners to help them successfully return to their community. The society also maintains a network of volunteers who visit inmates throughout the Commonwealth,

often serving as their only outside contact. In addition, Philadelphia is home to the Clery Center (www.clerycenter.org), founded in 1987 by Connie and Howard Clery to promote safety on university campuses after the rape and murder of their daughter, Jeanne. The associated Clery Act, which was signed in 1990, is a federal statute that requires all institutions of higher education that receive federal financial aid to record and disclose information about campus crime.


An exemplar of the city’s ongoing commitment to innovative solutions is Mural Arts Philadelphia (www.muralarts.org/tours). Now in its 30th year, it is the largest public art program in the United States. Started as part of the Philadelphia Anti-Graffiti Network in an effort to redirect the energies of graffiti writers into constructive public art projects, it has successfully promoted restorative justice, community engagement, and economic revitalization in the city. Tours of the unique outdoor art gallery are available by foot, trolley, train, and Segway most days of the year (and often sell out).

The city remains a leader in criminal justice reform efforts. In 2016, the City Council ordered a Special Committee on Criminal Justice Reform to dismantle the school-to-prison pipeline and establish policies to reduce crime and recidivism. In one of its initial acts, the committee released recommendations for juvenile justice reform (Special Committee on Criminal Justice Reform, 2016). In late 2017, Philadelphia voters elected progressive civil rights lawyer Larry Krasner to be the city’s next district attorney, despite his complete lack of prosecutorial experience. As a defense attorney, Krasner represented—pro bono—



Eastern State Penitentiary

activists with Occupy Wall Street and Black Lives Matter, and he has sued the Philadelphia Police Department at least 75 times for alleged civil rights violations (Feuer, 2017). As part of his platform, Krasner promised not to seek the death penalty in any case, to abolish money bail, and to send those struggling with substance abuse to treatment programs instead of prison.

Philadelphia is not only a captivating place to visit, but it should be a particular draw for sociologists. The city has played a longtime role in shaping national and international penal systems and policies, and it remains at the forefront of movements for social justice and prison reform. Eastern State Penitentiary exemplifies the city’s historical criminal justice significance, while Mural Arts Philadelphia demonstrates a long-time dedication to social justice issues. 

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Awards

From Page 1

Distinguished Scholarly Book Award

Lauren B. Edelman, University of California-Berkeley, for Working Law: Courts, Corporations, and Symbolic Civil Rights

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

Jessie Bernard Award

Michael Kimmel, State University of New York-Stony Brook

In August 2018, ASA Council voted unanimously to defer delivery of the Jessie Bernard Award. See <https://www.asanet.org/message-asa-members-regarding-jessie-bernard-award>

Smelser

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influence on my own approach to pedagogy in general, to mentoring undergraduate and graduate students, has been unparalleled. Neil has left a towering legacy not only to the department to which he dedicated most of his academic career, but to the University of California more broadly, to sociology across the globe, and to the promotion of scholarship as well as the practice of psychoanalysis.

Gail Kligman, University of California-Los Angeles

Whether in his prodigious writing and editing across disciplines, listening to and giving detailed feedback to students, service to his department, the university, the Center for Advanced Study in Behavioral Sciences, foundations, the profession of sociology, and the social science community more broadly, or in his role as a mediator and interpreter. Smelser filled the unforgiving moments with *more* than 60 seconds worth of distance run. In addition, he was a loving and gentle partner, parent, and grandparent who found time for camping and participation in play reading groups

Beyond his words, scholarship, and encompassing intellect, for so many of us Neil had a profound impact on what it meant to be a good person and live the good life.

If we are among the very fortunate, sometime in life we are inspired and gently guided by a person of extraordinary insight, character, competence,

The Jessie Bernard Award is recognizes 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.

Public Understanding of Sociology Award

Adia M. Harvey Wingfield, Washington University in St. Louis

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

and kindness. Neil Smelser was such a person for legions of students and colleagues in higher education. His unselfish dedication to individuals and hallowed institutions set the bar as high, and at times it seemed even higher, than was humanly possible. Such persons by their deeds and the simple act of being, help others find their own path, uplift the human spirit and create and sustain our highest civilizational ideals. While I profited intellectually from other mentors, their lessons were largely practical, professional, and impersonal. Not so with Neil, who was a role model both personally and professionally.

Gary Marx, Massachusetts Institutes of Technology

[E]verything Neil wrote was fundamental in any of the various fields he approached—incontournable, as the French say, which means unavoidable and indispensable. His works were like his teaching: clear, lucid, critical, removing and resetting boundaries, daring us to go where we thought we needed to go, but with rigor, with discipline, with reason and humility, guided by painstaking research.

In times of turmoil, Neil was always the voice of reason, and he was listened to and heard. He was a great teacher and a necessary mentor, one who asked the right questions and helped us see where we were wrong, or just superficial, which is something he was not. I think of him, above all, as one of the kindest, gentlest, and calmest men I have ever met. His integrity and depth as a human

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

Elijah Anderson, Yale University

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

being and as an intellectual always reminded us of what universities are or should be, starting with Berkeley, which we all loved and to which he gave so much. We all owe him so much that there is no goodbye to say, only living love and gratitude.

Magali Sarfatti-Larson, Temple University

From my first days in graduate school, where Neil taught the introductory theory course, to long after I had left Berkeley and then returned, Neil was a generous, inspiring, steady presence. I still remember much of what he taught us about theory—the difference between a strong theory that took the risk of being wrong and a weak theory that aspired to account for everything, for example. His great intellectual contributions as well as his many kindnesses have stayed with me. I remain grateful for all he gave to the discipline, the department, and the University he loved.

Ann Swidler, University of California-Berkeley

Neil was Professor Smelser to me when I was a graduate student in the 1960s. It wasn't until some 40 years later when I wrote him a note acknowledging his impact on me in my own career as an academic that he became Neil to me. I was not surprised when he wrote back that he was "still at it" seven years after his retirement. What I said then I still believe even now that I too am retired. As a teaching assistant in his introductory course in sociology, I learned

subfield.


Award recipients are selected by committees appointed by the ASA Committee on Committees and the ASA Council. These outstanding scholars will be recognized at the 2018 Annual Meeting Awards Ceremony on Sunday, August 12, at 4:30 p.m. in Philadelphia. The Awards Ceremony will precede the formal address of the ASA President Eduardo Bonilla-Silva. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Bonilla-Silva and the award recipients. 

what it meant to prepare lectures that were rigorous, challenging, and yet totally captivating for [student] engagement with core sociological issues. As a student in his seminar on Talcott Parsons, I learned what it was to be a committed scholar who was nevertheless open to perspectives that might challenge those commitments. Neil was someone who had much to give to his students but was never too proud to learn from them as well. When I look back at the intellectual ferment of the 1960s, I think of Neil as one of the few scholars during that period whose vision of scholarship and embrace of teaching as a vocation never faltered. Neil inspired me as I know he inspired others to try to live up to his high ideals in their own careers.

Richard Weisman, University of California-Berkeley

I was a socialist feminist interested in psychoanalytic theory when I asked Neil to be my advisor. People are often surprised by this. But more than any other person, Neil taught me how to be a sociologist. He was open-minded and fair and never dogmatic. He encouraged me to be adventurous in my thinking. Knowing he had my back, I developed confidence in my abilities. My career owes everything to him. I miss him very much.

Christine Williams, University of Texas-Austin

The above tributes were taken from the alumni site of the Sociology Department at the University of California-Berkeley. For more tributes, see sociology.berkeley.edu/neil-smelser-1958. 

A Brief Report from the ASA Committee on Publications

Kathleen Blee, University of Pittsburgh,
past Chair of the ASA Committee on
Publications

Among its many services to the profession, ASA publishes nine journals, a magazine (*Contexts*) and a book series (the ASA Rose Series in Sociology). The ASA Committee on Publications (PubsComm) is charged with overseeing these publications and supporting the editors as well as the editors of four ASA Section journals. PubsComm also advises the ASA Council and the Committee on the Executive Office and Budget (EOB) on matters such as the appointment of editors and policy changes.

In this article, I summarize three major activities of PubsComm during my tenure as its chair, from 2015-2017. Full minutes from all PubsComm meetings are published on the ASA website (www.asanet.org/PubsComm).

A main activity of PubsComm is to solicit nominations and applications for the editorships of the ASA journals, magazine, and book series; to evaluate the applications; and to make recommendations to the ASA Council for editor appointments. During the past two years, PubsComm has been active in making the process of editorial selection and appointment more transparent and accessible to our broad and

diverse membership. This has taken several forms.

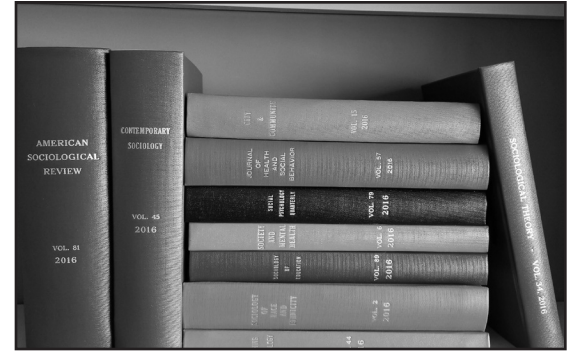
In order to make the editorial application process more transparent, PubsComm widely distributes notices of open editor positions, including through relevant section membership lists. PubsComm now sponsors a session at each ASA Annual Meeting featuring panels of experienced editors and PubsComm members to explain the application process for an editorship and what it is like to serve as an editor. We have revised the notices of open editorship positions to indicate the available resources from ASA for an editorial office, making clear that these positions are accessible for all sociologists, including those at less-resourced colleges and universities. PubsComm has also appointed a subcommittee on the editorial pipeline to develop additional resources that will be made available online to potential editors.

PubsComm has been concerned with ensuring that the editorial boards, as well as the editorships, are composed of strong and engaged scholars who reflect our diverse membership. To that end, PubsComm reviews nominations for editorial board positions, paying attention to such factors as the diversity of the board nominee's institution (small/large, public/

private, region, academic/nonacademic), faculty rank, gender, and race/ethnicity, as well as scholarly profile.

Another activity that consumed much time and effort during my tenure at PubsComm was a project to create a digital research archive of manuscripts and reviews from ASA journals that were retained from 1990-2009. This project is supported by a grant from the National Science Foundation. PubsComm, with the approval of the ASA Council, conducted a survey of ASA members to assess opinions on changing the policy on retention of future manuscripts and reviews from ASA journals by modifying the agreements with authors and reviews.

Respondents generally favored the creation of a research archive, but were divided on whether these materials should remain anonymous and whether a retention policy might affect their willingness to submit or review a manuscript. Ultimately, the tasks of securing permissions and archiving manu-



scripts and related files proved more time-consuming than anticipated. At the August 2017 meeting, PubsComm voted to discontinue the archiving process for research purposes. Manuscripts, reviews, and related materials will be retained for administrative purposes only, making use of the existing ScholarOne archive and deletion policies.

PubsComm works well because of the wonderful support of Karen Gray Edwards (ASA Director of Publications), Jamie Panzarella (ASA Publications Manager), and Rachel Pines (Publications Assistant). They are constantly working to assist our editors, PubsComm members, subscribers, and readers, and the ASA as a whole. The work of the Chair was not only manageable—but also constantly pleasurable—thanks to Jamie, Rachel, and, especially, Karen. 

announcements

Call for Papers

Publications

Human Rights Working Paper Series. The Rapoport Center's Working Paper Series publishes innovative papers by established and early-career researchers as well as practitioners. The goal is to provide a productive environment for debate about human rights among academics, policymakers, activists, practitioners, and the public. For the 2017-18 series, we encourage papers that explore the relationship between labor, inequality, and human rights, in line with the Rapoport Center's current thematic focus. For the late Spring 2018 round the deadline is March 31, 2018. For more information, visit rapoport-center.org/working-paper-series/ or contact rcwps@law.utexas.edu.

Perspectives on Politics is seeking papers for a special issue on "Trump: Causes and Consequences." The journal seeks to devote a full issue to thinking in depth about the causes of the Trump victory and the potential consequences of his presidency. Papers are encouraged from a range of perspectives, subfields, and approaches within the discipline, and collaboration between authors who practice political science from different subfields and differing points of view. Among the many topics that potential submissions might address are the following: Does Trump's victory signify a realignment of the American party system? What does Trump mean for the future of conservatism? What is the impact of Trump on the global economy and political system? What does Trump mean for the institutions and norms

that guide American politics? Authors must submit papers for consideration by March 15, 2018. Direct questions to perspectives@apsanet.org. For more information, visit www.cambridge.org/core/journals/perspectives-on-politics.

Public Seminar, an online project of The New School for Social Research, is seeking essays of 800-2,000 words written by scholars for a general audience. We strive to create a space where both academics and practitioners can articulate original frameworks for thinking and acting beyond the oppressive racial formations that currently condition our lives. Our task is to contribute to the forums of fugitivity currently cultivating critical thinking and praxis. In these pages, we want to think through and fight for the diasporic futures of people of color across the world. Texts and queries should be submitted to pub-

licseminar@newschool.edu. For more information, visit www.publicseminar.org/submit-to-public-seminar.

Conferences

Association for Applied and Clinical Sociology Annual Conference. October 11-13, 2018. Norfolk, Virginia. Theme: "Translating Complexity into Action." Open to all applied social scientists, as well as those looking to use their social science skills in applied and clinical areas. Participants include: academics, policy, program and project leaders, business consultants, health care and government professionals. The meeting will be a point of mutual learning and growth among practitioners in the field and professionals challenged with building systems for human improvement. AACCS has a reputation as a student-friendly conference for both

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undergraduates and graduate students, featuring student problem solving, paper competitions, and mentoring opportunities. Papers, full sessions, workshops, and poster submissions welcomed. Professional development pre-conference (Thursday afternoon) workshops will be included in the conference registration fee. Deadline: June 1, 2018. For more information, visit www.aacsnet.net and explore the Conferences tab.

The Global Awareness Society International 27th interdisciplinary conference will be held in Atlanta, GA, May 24-27, 2018, at the Hilton Atlanta. Proposals for Papers and Sessions from a wide selection of disciplines addressing the theme, "The Impact of Globalization on Social Institutions", are invited. Continuing Education Credits in Social Work are available. Contact Hiram Martinez, West Chester University of Pennsylvania, hmartinez@wcupa.edu for more information or visit www.GlobalAwarenessSociety.org.

Meetings

March 22-25, 2018. Midwest Sociological Society Annual Meeting. Minneapolis, MN. Theme: "Sociology and the Public's Health." For more information, visit www.themss.org/meeting-overview.

April 9-12, 2018. Qualitative Data Analysis Camp, Carrboro, NC. The analysis camp fosters data-based decision-making, reflection and strategizing about qualitative analysis with guidance from the ResearchTalk mentor team. For more information, visit researchtalk.com/upcoming-events or email info@researchtalk.com

May 11-12, 2018. Small Cities Conference 2018, Ball State University, Muncie, IN. Theme: "Vulnerable Communities: Research, Policy, and Practice." For more information, visit cms.bsu.edu/academics/centersandinstitutes/middletown/research/smallcities.

May 21-24, 2018. Qualitative Writing Camp, Chapel Hill, NC. Explore formal writing more deeply via interactive sessions guided by discussion and feedback on your current writing project from ResearchTalk's mentor team. For more information, visit researchtalk.com/upcoming-events or email info@researchtalk.com

June 6-8, 2018. Cambio de Colores conference, University of Missouri-Kansas City. Theme: "Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections." For more information, visit cambioconference.wordpress.com.

June 6-9, 2018. Ethnography and Qualitative Research Conference, Bergamo, Italy. For more information, visit www.etnografiaricercaqualitativa.it.

Fellowships

The Max Planck Sciences Po Center on Coping with Instability in Market

Societies in Paris invites applications for doctoral fellowships. Fellowship recipients are required to apply for formal enrollment in the doctoral program in sociology or political science at Sciences Po in Paris. We welcome original and independent proposals. Research topics should be situated in economic sociology, political economy, or economic or political history. The fellowship consists of 2,188 euros (monthly gross salary); three-year contract starting in October 2018; including a 12-week period of administrative service to MaxPo and a research stay at the IMPRS-SPCE in Cologne. Deadline: March 15, 2018. For more information, visit www.maxpo.eu/.

The Mellon/ACLS Public Fellows. The Mellon/ACLS Public Fellows program places up to 25 recent PhDs from the humanities and humanistic social sciences in two-year staff positions at partnering organizations in government and the nonprofit sector. Fellows participate in the substantive work of these organizations and receive professional mentoring. The program encourages academic research, practitioner reflection, and public debate in order to explore dramatic changes in the media and how these changes contribute to, and potentially can rectify, current democratic anxieties. The deadline for applications is March 14, 2018. For a list of participating agencies and positions and more information, visit www.acls.org/programs/publicfellowscomp.

In the News

Ellen Berrey was cited in an October 9 issue of the *New Yorker* for her book, *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice*. The article "The Limits of Diversity," discussed the problems of the win-win language of diversity for political and legal struggles against racial injustice.

William Bielby, University of Illinois-Chicago, and **Jim Baron**, Yale University, were cited in *Harvard Business Review* on March 30 for their seminal article, "Bringing the Firms Back In: Stratification, Segmentation, and the Organization of Work" (1980).

Elaine Howard Ecklund, Rice University, and **Dan Bolger**, Rice University, were cited for their research in a November 14 *Houston Chronicle* article, "Study: Latino Parents Worry about Impact of Science Education on Faith."

Morten Ender, West Point, participated in a Los Angeles NPR affiliate show (89.3 KPCC), titled "AirTalk: In Honor of Veterans Day, What's Behind the Military/Civilian Cultural Divide?" on November 10.

Barry Glassner was quoted in a December 22, 2017, *New York Times* article, "Do Security Systems Make Your Home Safer?" The article also referenced his book, *The Culture of Fear: Why Americans are Afraid of the Wrong Things*.

Oscar F. Gil-García, Binghamton Uni-

versity, wrote an August 6, 2017, article for *The Conversation* on his research on the legal barriers to naturalization and citizenship of indigenous Mayan refugees who fled Guatemala during the civil war. The article was re-published in *Plaza Pública* and *América Sin Muros*, in Guatemala and Mexico, respectively.

Drew Halfmann, University of California-Davis, was quoted in a November 30 *Huffington Post* article, "The Republican Tax Plan Is a Christmas Gift to Big Business and the Rich," and in a December 12 *Washington Post* article, "How Abortion Became Roy Moore's Response to Sexual Misconduct Allegations."

William Helmreich, City College and CUNY Graduate Center, and his book, *The Brooklyn Nobody Knows*, featured on December 26 on New York's PBS Channel 13.

William Grady Holt, Birmingham-Southern College, was quoted on November 24 in an *Atlanta Journal-Constitution* article, "In Deeply Diverse Gwinnett, White Residents Confront Minority Status."

Maria Krysan, University of Illinois-Chicago, was featured in *Vox* on January 18, 2017, for her research on racial residential segregation and the housing search process.

Pamela Jackson, Indiana University-Bloomington, and **David Williams**, Harvard University, were cited for their

research on "intersectional paradox" in a December 26, 2017 *NBCnews.com* article, "The Elephant In The Delivery Room: How Doctor Bias Hurts Black And Brown Mothers."

Philip Kasinitz, Richard Alba, and John Mollenkopf, all at the CUNY Graduate Center, were quoted in a *New York Times* article on U.S. immigration policy and family reunification on December 13, 2017.

Peter Kivisto, Augustana College, wrote a letter on the Republican Party in the Age of Trump that was published in the December 17, 2017, issue of *The New York Times*.

Amanda Lewis, University of Illinois at Chicago, was interviewed by *NPR* on March 31, 2017 about Chicago's Metropolitan Planning Council's report, "The Cost of Segregation: Lost income. Lost Lives. Lost Potential. The Steep Costs All of Us in the Chicago Region Pay by Living So Separately from Each Other."

James K. Loewen, Catholic University, was quoted in a November 21 *New York Times* article, "Most Everything You Learned About Thanksgiving Is Wrong," which built substantially on his book, *Lies My Teacher Told Me*.

Stephen J. Morewitz was interviewed on October 8, 2017, by a *Chicago Tribune* reporter for an article about a young woman who went missing at the Crowne Plaza Hotel in Rosemont, IL. Morewitz is Co-Editor of *The Handbook*



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of *Missing Persons* (with Caroline Sturdy Colls).

Alondra Nelson, Columbia University, was interviewed about her recent book, *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome*, in a November *Washington Post* article on genetic genealogy and the founding fathers. On November 15, she was quoted in a *Wired* story on the social implications of new technologies.

Barbara Risman, University of Illinois–Chicago, was quoted in a June/July 2017 *Economist* article “The Man Trap” about contemporary gender roles at home and in the workplace. She was also quoted in the January 2017 edition of *Glamour* about gender inequality in the fashion and beauty industry.

Allyson Stokes, University of Waterloo, was also quoted in the article.

Benita Roth, Binghamton University, was interviewed by NPR station KJZZ (Phoenix, AZ) for a story “What Makes a Social Movement Catch Fire?” on January 2, 2018.

Natasha Kumar Warikoo, Harvard University, wrote an opinion piece on affirmative action, “Centering on ‘Diversity’ Ignores the Real Focus of Affirmative Action” for the August 2 *Boston Globe*. Her book, *The Diversity Bargain*, was mentioned in the *New Yorker*, “The limits of ‘Diversity’” on October 9, 2017, and she was interviewed on WBUR Boston Public Radio on a show, titled “The Diversity Bargain: How Students View Affirmative Action,” on September 19, 2017.

Andrew Whitehead, Clemson University, **Samuel Perry**, University of Oklahoma, and **Joseph Baker**, East Tennessee State University, were quoted on their research in a December 13 *Washington Post* article, “A Spiritual Battle: How Roy Moore Tested White Evangelical Allegiance to the Republican Party” and a December 15 *100 Days in Appalachia* article, “The Alabama Election and the Politics Of Christian Nationalism.” Their research was also mentioned in a September 13, 2017, article on *Think Progress* concerning Christian nationalism and Trump. The article also quotes recently published work by **Evan Stewart**, **Jack Delehanty**, and **Penny Edgell**, the University of Minnesota.

Corey L. Wrenn, Monmouth University, was interviewed on December 10 with Animal Concerns Texas on KTEP Radio El Paso about the politics of the American animal rights movement.

David Yamane, Wake Forest University, was quoted in articles on American gun culture in Paris in *Le Monde* on July 25, *Infobae* of Argentina October 7, the French magazine *Reforme* on October 11, *The Times* of London on November 11, *Univision Noticias* on November 18, *The Guardian* on November 19, *Le Devoir* of Montreal on November 25, and *Racked.com* on December 15.

Cristobal Young, Stanford University, published an op-ed in the *Guardian* on November 20, titled “If You Tax the Rich, They Won’t Leave.” His research was also covered in the December 17 *Wall Street Journal*. The article included a link to his *American Sociological Review* paper, “Millionaire Migration and Taxation of the Elite.”

Awards

Elijah Anderson, Yale University, received the William Julius Wilson Award for the Advancement of Social Justice from Washington State University in recognition of his scholarly and applied work to promote racial integration and social harmony.

Shannon Monnat, Syracuse University, along with co-principal investigators **Glenn Sterner** and **Ashton Verdery** of Pennsylvania State University, were awarded a \$990,000 grant from the National Institute of Justice for her project “Identifying and Informing Strategies for Disrupting Drug Distribution Networks: An Application to Opiate Flows in Pennsylvania.”

Jennifer Karas Montez, Syracuse University, received a 5-year \$1.3 million grant from the National Institutes of Health for her project “Educational Attainment, Geography, and U.S. Adult Mortality Risk.”

Rebecca Schewe has been appointed an O’Hanley Faculty Scholar in the Maxwell School at Syracuse University in recognition of her outstanding contributions in research, teaching, and service to the department.

Merril Silverstein, Syracuse University, has been elected to the Sociological Research Association, an honor society of sociological scholars.

Transition

Timothy J. Haney has been promoted to Professor of Sociology at Mount Royal University in Calgary, Alberta.

Scott Landes joined the Sociology Department at Syracuse University as an Assistant Professor.

Shannon Monnat joined the Sociology Department at Syracuse University as an Associate Professor and as Chair of the Lerner Center for Public Health Promotion.

Catherine Richards Solomon, Quinipiac University, was appointed for her second term as Department Chair for a three-year term, effective July 1, 2017.

Terrell Winder joined the Sociology Department at Syracuse University as an Assistant Professor.

People

Óscar F. Gil-García, Binghamton University, was honored when a photo-documentary component of his study, titled “Guatemalan Forced

Migration” was selected for the *Art & Oppression* exhibition at the Marion Center for Photographic Arts in Santa Fe. Its now on permanent display at CENTER in New York.

Guillermina Jasso, New York University, delivered a keynote address, “Theoretical Insights for Empirical Inequality Research,” at the Second International Workshop of ISA RC45 on Social Inequality, co-sponsored by the Stratification and Social Psychology Project, in Japan and the International Sociological Association’s Research Committee 45 on Rational Choice, Utrecht University, Netherlands, September 2017.

Enrique S. Pumar, Santa Clara University, was appointed Visiting Lecturer at the Instituto Cultural Felix Varela in La Habana Cuba, where he lectured on research methods and ethics during the months of September and October.

New Books

Brian Barrett, SUNY Cortland, **John Morgan**, University of Auckland, and **Ursula Hoadley**, University of Cape Town, *Knowledge, Curriculum and Equity: Social Realist Perspectives* (Routledge 2017).

Ellen Berrey, University of Toronto, **Robert Nelson**, Northwestern University/American Bar Foundation, **Laura Beth Nielsen**, Northwestern University/American Bar Foundation, *Rights on Trial: How Workplace Discrimination Law Perpetuates Inequality*. (University of Chicago Press, 2017).

Dan A. Chekki, University of Winnipeg, *The Social System and Culture of Modern India* (Routledge, 2017).

Andy Clarno, University of Illinois at Chicago, *Neoliberal Apartheid: Palestine/Israel and South Africa After 1994* (University of Chicago Press, 2017).

Elaine Howard Ecklund, Rice University, and **Christopher P. Scheitle**, West Virginia University, *Religion vs. Science: What Religious People Really Think* (Oxford University Press, 2017).

Kenneth F. Ferraro, Purdue University, *The Gerontological Imagination: An Integrative Paradigm of Aging* (Oxford University Press, 2018).

Michael Flynn, Global Detention Project, and **Matthew B. Flynn**, Georgia Southern University, Eds., *Challenging Immigration Detention Academics, Activists and Policy-makers* (Edward Elgar, 2017).

Ginny Garcia-Alexander, **Hyeyoung Woo**, and **Matthew J. Carlson**, Portland State University, Eds., *Social Foundations of Behavior for the Health Sciences* (Springer, 2017).

Chad Alan Goldberg, University of Wisconsin–Madison, *Modernity and the Jews in Western Social Thought* (University of Chicago Press, 2017).

Thomas J. Gorman, Queens College-CUNY, *Growing Up Working Class: Hidden Injuries and the Development of Angry White Men and Women* (Palgrave-Macmillan, 2017).

Nan Edith Johnson, Michigan State University, *Images of an Invisible Disability: Framing Hearing Limitation in Film and Television* (Peeled Eyes Press, 2017).

Joseph A. Kotarba, Texas State University, *Understanding Society through Popular Music* (3rd ed.) (Routledge, 2018).

Michel S. Laguerre, University of California at Berkeley, *The Postdiaspora Condition: Crossborder Social Protection, Transnational Schooling, and Extra-territorial Human Security* (The NYU European Studies Series and Palgrave Macmillan, 2017).

Yingyi Ma and **Martha A. Garcia-Murillo**, Syracuse University, Eds., *Understanding International Students from Asia in American Universities: Learning and Living Globalization* (Springer, 2017).

Patrisia Macías-Rojas, University of Illinois at Chicago, *From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America* (NYU Press, 2016).

Sal Restivo, New York University Tandon School of Engineering, *Sociology, Science, and the End of Philosophy: How Society Shapes Brains, Gods, Maths and Logics* (Palgrave Macmillan UK, 2017).

Benita Roth, Binghamton University, *The Life and Death of ACT UP/LA: Anti-AIDS Activism in Los Angeles from the 1980s to the 2000s*. (Cambridge University Press 2017).

Matthew J. Salganik, Princeton University, *Bit by Bit: Social Research in the Digital Age* (Princeton University Press, 2017).

Catherine Richards Solomon, Quinipiac University, *The Lives of Stay-at-Home Fathers: Masculinity, Carework, and Fatherhood in the United States* (Emerald Publishing, 2017).

Avron Spiro, Boston University, **Richard A. Settersten, Jr.**, Oregon State University, and **Carolyn M. Aldwin**, *Long-Term Outcomes of Military Service: The Health and Well-Being of Aging Veterans* (American Psychological Association Press, 2018).

Jack Trammell, Randolph-Macon College, *A Short History of Richmond* (The History Press, 2017)

A. Javier Treviño, Wheaton College (Massachusetts), *Investigating Social Problems*, (2nd ed.) (SAGE, 2018).

Cristobal Young, Stanford University, *The Myth of Millionaire Tax Flight: How Place Still Matters for the Rich* (Stanford University Press, 2017).

Summer Programs

25th Annual RAND Summer Institute, July 9-12, 2018, Santa Monica, CA. The

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RAND Corporation will hold two conferences addressing critical issues facing our aging population: The Mini-Medical School for Social Scientists on July 9-10, 2018, and the Demography, Economics, Psychology, and Epidemiology of Aging conference on July 11-12, 2018. Interested researchers can apply for financial support covering travel and accommodations. Deadline: March 5, 2018. For more information and an application form, visit www.rand.org/labor/aging/rsi.html.

Qualitative Research Summer Intensive, July 23-27, 2018, Chapel Hill, NC. Join ResearchTalk and University of North Carolina Odum Institute for qualitative research professional development courses and networking. Gain both theoretical and practical understanding of qualitative inquiry while learning from leading scholars in the field. Course topics include: analyzing online conversations, CBPR, mixed methods, using qualitative inquiry to solve social problems, writing proposals, qualitative data collection, analysis, and more. ASA members: Use the discount code ASA15 to receive 15% off registration. For more information visit researchtalk.com/qrsi-2018 or email info@researchtalk.com

Summer Research Laboratory at Illinois (SRL), June 11-August 3, 2018. With hundreds of thousands of volumes in Russian, East European, and Eurasian languages, alongside extensive microfilm collections of rare and archival materials, the University Library at Illinois ranks among the best research collections in the world. Graduate students, academics, independent scholars, librarians, and government employees are encouraged to apply. Some financial aid in the form of housing and travel stipends are offered. The SRL is open to all scholars with research interests in Russian, East European and Eurasian Studies for eight weeks this summer. Each year, during the SRL, we host research workshops and training sessions that may be of interest to visitors. The deadline for grant funding is March 15, 2018. For more information, visit reec.illinois.edu/programming-and-events/summer-research-laboratory.

Death

William "Bill" Pooler, Professor Emeritus of Sociology at Syracuse University passed away on August 30. He was on the faculty for 45 years.

Obituaries

Allen H. Barton
1924-2017

Allen Hoisington Barton of Chapel Hill, NC, died on December 18, 2017, at age 93. Allen was Professor of Sociology at Columbia University and served as Director of the Bureau of Applied Social Research (BASR) in New York City, NY.

Barton was a tireless advocate for the value of public opinion survey data for understanding important political and social issues. He is survived by his wife, Judith Schneider Barton (married Paris, France, March 11, 1949), his children (and their spouses) Stephen (Barbara) in El Cerrito, CA; Hugh (David) in Mystic, CT; Matthew (Maya) in Chapel Hill, NC, and Julia in Bethel, CT. He is also survived by two grandchildren, Sunjay (Susannah) in New York, NY, and Pravin in Somerville, MA, and by his brother, David K. Barton, and sister, Maida B. Follini and many nephews, nieces, and cousins.

Following graduation from Harvard University (1947) and service in the army in World War II (1943-46), he studied sociology at Columbia under Paul Lazarsfeld and Robert Merton, obtaining a PhD in 1957. Starting as a research assistant at the BASR in 1947, he worked on a wide range of projects, becoming Director of the BASR (1962-77) and a professor in the Department of Sociology (1958-1990).

Following his retirement, he enjoyed privileges as adjunct Professor and Scholar with the Sociology Department at the University of Florida in Gainesville, FL and University of North Carolina at Chapel Hill. He spent a year (1948-49) at the newly created Institute for Social Research at the University of Oslo working on a survey of voting and interviewing government economic planners.

During three years at University of Chicago he worked on the law school's jury study (1954-57). Major projects at Columbia included studying methods of teaching reading in the US public schools, reviewing disaster studies, surveys of elites in Yugoslavia and the U.S., and a study of citizen-government relations in NYC neighborhoods.

He received the Robert M. Worcester Prize for best article published in the *International Journal of Public Opinion Research* in 1995. Allen received the International Research Committee on Disasters 2002 E.L. Quarantelli Award for contributions to disaster theory. These were published in his book, *Communi-*

ties in Disaster: A Sociological Analysis of Collective Stress Situations (1969), which was translated into numerous languages and widely cited.

His immediate family requests that family, friends, and colleagues across the globe take time to remember Allen and share those remembrances with others around them.

Andrew A. Beveridge, Social Explorer, and Judith Barton

Olaf Larson
1910-2017

Olaf F. Larson, a pioneer in rural sociology research in the 1930s and a Cornell faculty member for 71 years, died November 14 in Mount Dora, FL. He was 107 years old and had been Cornell's oldest living emeritus professor.

Larson was born Feb. 26, 1910, on his parents' farm in Fulton, Wisconsin.

During a telephone interview last summer, Larson was asked to explain his longevity and quipped: "That's a secret." He then laughed, before providing ideas on living a long life. He did go on to mention genetics, close relationships to family and friends, good doctors, and lastly, good luck.

Larson joined the Cornell faculty in the Department of Rural Sociology (now the Department of Development Sociology) in 1946 as an associate professor, rising to full professor in 1949; he served as department chair for 11 years, from 1957 to 1966.

Twice a Fulbright scholar, he also directed Northeast Regional Center for Rural Development. In 1954, he was voted into the Sociological Research Association, and was among the first members of the Rural Sociological Society. In the early 1960s, he helped to organize the first World Congress of Rural Sociology.

Larson co-authored the book *Sociology in Government: The Galpin-Taylor Years in the U.S. Department of Agriculture, 1919-1953* (2003) with Julie Zimmerman.

Larson published two books after turning 100: *Opening Windows onto Hid-*

den Lives: Women, Country Life, and Early Rural Sociological Research (2010) with Zimmerman, and his autobiography *When Horses Pulled the Plow* (2011).

Before joining Cornell in 1946, Larson worked as a regional sociologist for the Division of Farm Population and Rural Life for the U.S. Department of Agriculture's Bureau of Agricultural Economics, where he conducted research on low-income rural families. He had been an assistant and an associate professor at Colorado State University from 1935 to 1938.

He earned a bachelor's (1932), a master's degree (1933) and a doctorate (1941) all from the University of Wisconsin, Madison.

He is survived by two sons.

Blaine Friedlander, Cornell Chronicle

Lee Rainwater
1928-2017

At a Meeting of the [Harvard University] Faculty of Arts and Sciences on Dec. 5, 2017, the following tribute to the life and service of the late Lee Rainwater was placed upon the permanent records of the Faculty.

Lee Rainwater, Professor of Sociology Emeritus, in the Faculty of Arts and Sciences, passed away on July 4, 2015, in Cambridge, Massachusetts. He was 87 years old.

Over his academic career, Rainwater published twenty books and well over a hundred articles. Throughout, Rainwater's scholarship was concerned with the nature and consequences of poverty and economic inequality. His early work, best exemplified by his influential book "Behind Ghetto Walls", was based on interviews and participant observation. "Behind Ghetto Walls" documented the horrid conditions in Saint Louis's notorious public housing project, Pruitt-Igoe. Much of the book described the life of the housing project's residents—their attempts to deal unemployment, poverty more generally, strained family relations, and promiscuous sexual relations. Although Rainwater, like many other scholars

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of his time, believed that there was a culture of poverty, he argued that the culture was an adaptation to the high levels of income inequality in U.S. society, not an autonomous entity of its own as many others were claiming. A year after the publication of Rainwater's book, Pruitt-Igoe was torn down.

Rainwater's research took a dramatic turn with the Moynihan report controversy, arguably the most heated controversy over the relationship between race and poverty of the second half of the twentieth century. Harvard's Daniel Patrick Moynihan, then Assistant Secretary of Labor, had first shown that the rates of children being born out of wedlock in what was then called the Negro community were rapidly rising. Furthermore, the rates of out of wedlock births were no longer associated with the unemployment rate as they had been in the past. The assumption many made was that Moynihan, in the classic phrase of the time, was "blaming the victim."

With William L. Yancey, Rainwater documented, analyzed, and provided commentary from a host of others, including Moynihan himself, on the controversy in their book, "The Moynihan Report and the Politics of Controversy." Subsequently, Rainwater's own research would become far more quantitative and removed from the day-to-day lives of the poor.

Throughout his academic writings, Rainwater argued that poverty should be measured in relative, not absolute, terms. Poverty was not just a matter of one's ability to meet basic needs, but also one's status relative to others. His most ambitious attempt to show that ordinary people also understood poverty in relative terms came in his 1974 book, "What Money Buys." The analyses in the book were based on a survey of 600 Bostonians, who were

asked a range of questions about what constituted poverty. Rainwater was able to make a convincing case that people thought that poverty was not just a matter of an inability to meet basic needs, but also a function of one's diminished social standing and resulting exclusion from society's core institutions.

The most lasting impact of Rainwater's work will likely be his co-founding in 1983 of the Luxembourg Income Study, now known as "LIS: Cross-National Data Center in Luxembourg." Rainwater developed LIS over time to provide researchers with comparable microdata, mainly focused on household income, across countries. A decade after LIS was founded, it became enormously influential, following the 1995 Organisation for Economic Co-operation and Development publication titled "Income Distribution in OECD Countries: Evidence from the Luxembourg Income Study (LIS)," a study that Rainwater co-authored with Anthony Atkinson and Timothy Smeeding. At first, LIS covered only high-income countries, with data available at approximately five-year intervals. Today, it covers over fifty high- and middle-income countries, with data available at three-year intervals. For a host of researchers, LIS has become the primary database for comparative research on household and individual economic well-being. More than 6,000 researchers have used the LIS data and LIS currently lists over 600 research papers based on the data.

In the later decades of his career, most of Rainwater's research was based on analyses using the LIS database. His book "Poor Kids in a Rich Country," co-authored with Timothy Smeeding, used the LIS data to compare the economic status of children in the United States to those in other rich countries. They found that children in the U.S. were far worse off and substantially

more likely to be living in poverty—considering both relative and absolute income levels—than their counterparts in other countries. Importantly, they showed that this was not primarily due to cross-national differences in demographics, such as the share of children in single-parent households or their ethnic or racial composition. Rather, it was a function of country-level public policies. In essence, the high levels of child poverty in the United States were the result of decisions made by American policymakers.

Rainwater's other important LIS-based book, "Wealth and Welfare States," co-authored with Timothy Smeeding and Irwin Garfinkel, provides a comparison of welfare states across a set of rich countries. Using convincing evidence, they showed that the United States was a laggard in its provision of both social insurance and social assistance but had once been a leader in public education, although it was no longer. They took on the argument that large welfare states undermine economic productivity and growth, arguing that just the opposite is true.

Rainwater was born January 7, 1928, in Oxford, Mississippi. As a college student, he bypassed the BA degree and earned an MA degree in sociology in 1951 and PhD in human development in 1954 from the University of Chicago. He started his career in Chicago at Social Research, Inc., where he worked for 13 years. In 1963 he moved to Washington University in Saint Louis where he was a professor of sociology and anthropology. In 1969 he then moved to Harvard. After 24 years at Harvard, he retired in 1993.

Lee was well loved by all, but particularly by his family and by his colleagues and students. He was a gentle and quiet man of modest demeanor despite his considerable intellect and scholarly accomplishments.

Orlando Patterson, Mary C. Waters, Christopher Winship, Chair, Harvard University

The above memorial appeared in the December 6, 2017, Harvard Gazette.

Richard L. Simpson 1929-2017

After a period of declining health, Richard (Dick) Simpson passed away in his sleep on December 30. He is survived by his wife of 62 years Ida, son Robert, daughter-in-law Catherine Matsen, and granddaughter Caroline Matsen Simpson. Another son, Frank, pre-deceased him by less than a month.

Dick retired as a Kenan Professor of Sociology in 2004 after 46 years on the faculty at University of North Carolina-Chapel Hill. A native of the Washington, DC area, he had earned his BA and PhD degrees in sociology from UNC in the 1950s, along with an MA degree from Cornell. After short so-

journs at Penn State and Northwestern, he returned to join the UNC Sociology faculty in 1958.

One of the last links to Howard Odum, the legendary founder of the UNC Sociology Department and one of his teachers, Dick developed specialties in the sociology of organizations and work. He was an exceptional scholar and teacher who served as a steady department chair during the locally and nationally tumultuous period of the early '70s. He was also elected president in 1972 of the Southern Sociological Society.

Dick's most sustained and impressive professional activity was as editor of the distinguished journal *Social Forces* from 1969 to 1972 and 1983 to the end of his academic career. In that role, he reviewed and was responsible for selecting for dissemination many important contributions to the field. More than anything else, this made him a central figure in Sociology of the late 20th century. In 2006, his name was embossed in the Southern Sociological Society's prestigious Roll of Honor.

Soft-spoken and even-tempered, Dick was a master in turning phrases and possessed a delightfully droll sense of humor. When he retired, his high level of erudition and wit was a loss to the Department, and now, sadly, it is totally extinguished.

Richard Cramer, (retired) University of North Carolina-Chapel Hill, with contributions from John Reed, (retired) University of North Carolina-Chapel Hill, and Robert Simpson, Richard's son

Morris "Buzz" Zelditch 1928-2017

A major contributor to the field of sociological social psychology and a founding father of the current Department of Sociology at Stanford, Morris "Buzz" Zelditch Jr. influenced generations of students with his courses on sociological theories.

Zelditch, professor emeritus of sociology who taught at Stanford for more than half a century, died of bladder cancer Dec. 8 at his home on campus. He was 89.

Zelditch was chair of the Stanford Department of Sociology twice, and he was part of a group of sociologists Stanford hired around the same time who transformed the department, placing greater emphasis on developing rigorous, testable theories, and methodologies. Despite retiring in 1996, Zelditch continued his research and taught sociology courses every year at Stanford until he became seriously ill earlier this year.

"Buzz was an important figure in the world of sociology and social psychology," said Joseph Berger, professor emeritus of sociology at Stanford who closely collaborated with Zelditch for decades. "But he also loved to teach, and he was a very good teacher."


ASA footnotes

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Originally from Pittsburgh, PA, Zelditch served in the U.S. Army between 1945 and 1947. He received his bachelor's degree from Oberlin College in 1951 and earned his doctorate from Harvard University in 1955. Before coming to Stanford in 1961, Zelditch held academic positions at Columbia University's Department of Sociology.

"He loved Stanford and the area's weather," said his daughter, Miriam Zelditch, who was in the fourth grade when the family moved to Stanford. "The day he interviewed with Stanford he just finished shoveling something like 15 inches of snow, and here he picked a grapefruit from a tree."

Zelditch is especially known for his contributions to the theoretical research on status characteristics and expectation states. This theory, which he helped develop in collaboration with other scholars, consists of a set of theoretical principles that describes how the status value attached to major social distinctions in our society, like gender, race, ethnicity, education, and occupation, affects the assertive or deferential behavior of individuals in interpersonal situations. The theory proposes mechanisms through which these effects add up and create systematic inequality in influence and prominence.

Throughout his career, Zelditch also worked on a theory of legitimacy and stability of authority, which attempts to describe how inequalities of power and authority become legitimized in society. He submitted his final paper for review earlier this year before he got sick.

"He continued his prolific work right up until the end of his life," said Berger, with whom Zelditch co-authored a 1998 book, *Status, Power and Legitimacy: Strategies and Theories*. "Not only did he submit that paper, but he also outlined in detail the plans he had for the next research paper. That really shows how much he just loved what he did."

Zelditch earned the American Sociological Association's Cool-ey-Mead Award in 2000 for his lifetime contributions to sociology and social psychology. He served as president of the Pacific Sociological Association and editor of the *American Sociological Review*. He was twice a recipient of Stanford's Humanities & Sciences Dean's Award for Distinguished Teaching – in 1978 and 2007.

"He was a highly creative individual and so easy to work with," said Berger. "I'm not exaggerating when I say that we actually never had an argument during the entire time of working together. Of course, we disagreed, and we sometimes saw things differently. But we were always able to resolve disagreements with back and forth interaction."

Cecilia Ridgeway, a professor of sociology, said Zelditch's reputation helped draw her to Stanford in 1991.

"What made Buzz so distinct is his intellectual seriousness and generosity," Ridgeway said. "He was always trying to understand things, and he wanted to help you. He wanted to work together with people. There was no ego involved in doing that for him."

Although Zelditch succeeded as an administrator, he did not like that his bureaucratic duties distracted him from what he loved the most – research and teaching, his family and colleagues said.

Ridgeway said she remembers knocking on Zelditch's office door during her first year at Stanford seeking advice on a problem related to her research paper.

"He opened the door with this 'What now?' look on his face, probably thinking that my knock had to do with something administrative," Ridgeway said. "I said, 'I'm sorry to bother you, but I can't figure out this intellectual problem."

"He replied, 'An intellectual problem? Come right in,' and he eagerly pulled out a chair for me," Ridgeway said. "His face lit up. He was so thrilled to talk through an intellectual problem."

Zelditch had a talent for teaching and explaining complicated subjects, his daughter and colleagues said.

"He took teaching students very seriously," Ridgeway said. "If we had a talented student who struggled a bit with writing and tying a logical argument together, we would call on Buzz. He would take them on and teach them how to make clear arguments. Buzz was great at that."

Zelditch also applied his teaching talents at home. When she was a high school student, his daughter said he explained fascism and Nazism to her and her best friend before a history exam.

"He sat down and gave us a lecture, and we took notes," Miriam Zelditch remembers. "He was so confident and patient. He talked to us like we were his Stanford students."

That moment was one of many, his daughter said. She and her father often shared conversations on their patio on the Stanford campus, where they could spend hours talking.

"He truly loved his work – designing studies, doing research and thinking and talking about them," his daughter said. "He was simultaneously my colleague and my daddy."

Zelditch is survived by his daughter, Miriam Zelditch, and her husband, Donald Swiderski, of Ann Arbor, MI; his son, Steven Morris Zelditch, and his wife, Ursula Porod, of Evanston, IL; his grandson Jonathon Swiderski and his wife, Tricia Chicka; and his grandchildren, Benjamin Zelditch and Phillip Zelditch.

Alex Shashkevich, Stanford News Service



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Student Travel Awards for the 2018 ASA Annual Meeting in Philadelphia

Deadline: April 1st

The ASA Student Forum Advisory Board is pleased to announce the availability of 2018 Student Forum Travel Awards. These awards will be made on a competitive basis and are meant to assist students by defraying the expenses associated with attending the ASA Annual Meeting.

Eligibility Requirements

To apply, one must be pursuing an undergraduate or graduate sociology degree in an accredited academic institution and a student member of ASA at the time of application. Participation in the Annual Meeting program (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), financial need, availability of other forms of support, matching funds, and potential benefit to the student are among the factors taken into account in making awards.

Application

To apply, please go to www.asanet.org/funding/sfta.cfm. Applications will only be accepted through this online portal. Decisions will be announced by May 15.

For more information, contact Rebekah Smith at (202) 247-9861 or studentforum@asanet.org

For Members Only

Featured Member Benefit: Teaching and Learning Resources

Faculty are at the heart of the discipline of sociology. ASA offers resources and programs to support pedagogical and career success for faculty and teachers at all stages of their careers and at all types of institutions. Member benefits include:

- Online access to the full archive of 10 ASA journals including *Teaching Sociology* and *Sociology of Education*
- One print ASA journal subscription (included for most membership categories)
- Access to TRAILS, a peer-reviewed online library of over 3,600 discipline-specific teaching and learning resources
- Discounts on resources in the ASA bookstore on teaching techniques, curriculum development, assessment, service learning and internship courses, and graduate student socialization
- New resources tailored to the needs of high school teachers and community college faculty

For more information on these and other ASA member benefits, visit www.asanet.org/member-benefits.