

inside

- 2 **2018 Top 10 TRAILS Downloads**
Citation system provides additional evidence of outstanding pedagogical accomplishment.
- 3 **ASA Program Reviewers and Consultants New Name**
ASA's Department Resources Group is renamed ASA Program Reviewers and Consultants but continues to provide the same great resources for departments.
- 5 **2019 ASA Annual Meeting Tours in New York**
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.
- 9 **Sociologist Rebecca Sandefur Receives a MacArthur Grant**
It doesn't take a genius to see why she was selected.

Announcements..... 10
Obituaries..... 12



A Tribute to Erik Olin Wright, 103rd ASA President

Michael Burawoy, University of California-Berkeley

Erik Olin Wright died on January 23. He was 71 years old. The world lost one of its great social scientists, practitioner as well as thinker. He died as he lived — to the fullest. Diagnosed with acute myeloid leukemia the previous April, he exuded optimism about the world that he was devastatingly sad to leave.



Erik Olin Wright

Not knowing when the end would come, he created a real utopia around him, beautifully described in the book-length blog that enchanted multitudes of followers, often leaving them in tears.. Every day or two he recounted

his thoughts on living and dying, memorably referring to himself as among “the most privileged, advantaged, call it what you will, stardust in this immensely enormous universe.” He was of that special stardust, miraculously “turned into conscious living matter aware of its own existence.” And then, “this complex organization ends and the stardust

that is me will dissipate back to the more ordinary state of matter.”

The blog tells of the ups and downs of the battle with the cancer cells that were attacking his body; he describes his faith in the powers of meditation to control pain; he evokes the poignancy of a fellow

patient disappearing from one day to the next, a fate he knew could catch up with him too. His last post was on the art of being goofy.

He also told of his nightmares — that his closest and dearest were collectively laughing at his silly blog — the fear that life and love had deserted him. In a moving exchange Dr Michaelis, head of the hematology oncology team, a Catholic by faith, recalled the words of Jesus on the Cross: “My God, my God, why have you forsaken me?” Erik, a Marxist atheist, understood the universal significance of the utter abandonment that haunted his sleep.

By day, Erik welcomed all comers into his real utopia. He wrote of the joy of seeing visitors. Friends and

Continued on Page 4

Sexual Harassment at Its Intersections

The ASA sexual harassment working group (HWG), of which I am a member, was organized nearly two years ago following allegations of sexual harassment, including of women of color, at our annual meetings. We understand that sexual harassment and predatory sexual behavior in academia are not necessarily best treated as the work of a few bad actors, but rather are systemic issues that need to be dealt with as such. And while sexual harassment involves all persons on the gender spectrum as victims and perpetrators, for purposes of this essay I will discuss women, who make up the vast majority of victims (NAS 2018).

The HWG purposely adapted an intersectional angle – to ensure an inclusive approach to harassment. The group is composed of sociologists who share my concern that ASA should be doing more to prevent sexual harassment from

occurring. Our charge is to advise ASA Council on policy and procedural matters, how to better support victims, and to educate our membership. We have written a series of articles in *Footnotes*, conducted webinars and workshops at the ASA meetings, and created a video on how bystanders can intervene (see bit.ly/bystandervideo).

Sociology is not the only discipline to acknowledge the problem of sexual harassment. A February 2017 survey by the American Political Science Association (APSA) looked for instances of sexual harassment at its recent conferences. Their list of violations range from being “stared, leered, or ogled” to being bribed with some *quid pro quo* to engage in sexual behavior.” APSA explains that the data are needed “to address the issue of sexual harassment and unwanted sexual advances at our annual meetings.” No surprise that

Continued on Page 9

Candidates for 2019 ASA Election

In accordance with election policies established by the ASA Council, biographical sketches of the candidates for leadership positions in the ASA election appear in alphabetical order by office below.

Candidates for President-Elect

Shelley J. Correll

Present Professional Position: Professor of Sociology, Stanford University, 2008-present.

Former Professional Positions: Associate Professor of Sociology, Cornell University, 2005-08. Assistant Professor of Sociology, Cornell University, 2003-05. Assistant Professor of Sociology, University of Wisconsin, 2001-03. **Education:** PhD, Stanford University, 2001. MA, Stanford University, 1996. BS, Texas A&M University, 1989.

Continued on Page 6

Evidence of Teaching Excellence: 2018 Top 10 TRAILS Downloads



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 For the second year in a row, **Quintin W.O. Myer's** resource "Who's White Now? An Examination of the Social Construction of Race" was the most downloaded resource. This popular activity works well in survey classes like Introduction to Sociology, as well as more advanced courses like Sociology of Race and Ethnicity. The activity begins by outlining how students perceive race initially and then demonstrates how understanding race in the United States has changed over time. The three-part activity includes a class discussion establishing the baseline for students' understanding of race, a guided activity in which students act as Census enumerators, and a discussion of how the activity impacted their understandings of race.
- 2 "Understanding Intersectionality Through a Roll of the Dice: What Might the Experience Be?" by **Nicole Rosen** and **Aya Christie de Chellis** was the second most downloaded resource of the year. This activity is a great resource when teaching about intersectionality and its nuances, even for students who might typically find the concept challenging. The activity has students play with homemade dice labeled with social identities to consider how different identities intersect and influence a person's life.
- 3 The third most popular download from 2018 is the resource "Reasons for Cohabitation Mini Quantitative Analysis" by **Amanda Jayne Miller** and **Sharon Sassler**. In this exercise, students learn both substantive content on the reasons young adult romantic couples decide to move in together and how those reasons differ by sex and social class, as well as get hands-on experience analyzing and interpreting qualitative interview data. We're sure anyone teaching a research methods class, as well as courses that deal with family, gender, and social class stratification will benefit from this resource.
- 4 For anyone who teaches intro and is looking for activities to use on the first day, look no further. The fourth most downloaded TRAILS resource in 2018 was "Flash Data Collecting and Analysis: A First Day Activity" by **Joanna S. Hunter**. Students quickly collect data on a classmate and then use this data to make inferences about their subjects on a variety of outcomes. This is a great resource to get the most out of the class's first day!
- 5 Making the top-10 list for a third consecutive year in a row, the resource "Education and the Conflict Perspective: A College Admissions Committee Activity" by **Ferguson, Andercheck, and McClure**, is ideal for helping students understand how the current education system perpetuates inequalities. Relevant to recent news, students work in small groups and select candidates for admission and then discuss and debate their choices as a class.
- 6 After being the most popular resource for two years in a row, **Annette Lareau's** "Stratification Active Learning Assignments" remains in the top 10 list, this time in the sixth place. The resource is best suited for a lower level stratification seminar and consists of five exercises to be completed across the semester. It is designed to give students an in-depth understanding of the impact of inequality.
- 7 The seventh most downloaded resource of 2018 was "A Mini Mini Ethnography" by **Jerome M. Hendricks**. This is an excellent resource for those teaching a research methods class or teaching about methods in an introductory course. Students gain hands-on experience doing qualitative research by using a series of labs, discussion issues, and field work exercises and activities. In doing so, students not only gain a deeper understanding of research methods concepts but also learn about the complexity and demands of the research process.
- 8 The eighth most downloaded activity was **Alana Gillis' "School Choice and Inequality: Choosing Schools Activity."** In this class activity, students are split into groups and are given a family profile that includes their income, race, family structure, and geographic distance from each available school. Each group must then decide which school to send their child to based on the school profiles for five schools, which include information such as student demographics, test scores, and school type. A class discussion about choices, structural limitations, and implications for inequality conclude the activity.
- 9 Coming in at number nine is **Brianna Turgeon's "Power and Privilege Class Activity."** This activity is designed to get students to think critically about privilege and oppression and apply concepts from an out-of-class reading on privilege, intersectionality, and the matrix of domination. Additionally, students learn how to conduct discussions about privilege with their classmates.
- 10 Finally, the tenth most downloaded resource of 2018 was "The Other Me: An Assignment to Develop the Sociological Imagination by Imagining a Walk in Someone Else's Shoes" by **Fletcher Winston**. In this activity, students create a new biography in an attempt to determine how this change in personal profile affects their interests, predilections, goals, and opportunities. Comparing these two personas along with the projected outcomes of their other me illuminates the way social forces shape their lives and helps students to develop their sociological imaginations.

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. Search more topics at trails.asanet.org/Pages/default.aspx.

ASA Program Reviewers and Consultants: New Name—Same Great Resources for Sociology Departments

Edward L. Kain, *Southwestern University*

The Department Resources Group has been renamed ASA Program Reviewers and Consultants. Although many sociologists are familiar with the work of the Department Resources Group (DRG), a significant proportion continue to ask “What is the DRG?” To address this issue, we have confronted it directly, choosing a moniker that explicitly addresses what this set of ASA-trained consultants do to support and strengthen sociology departments. Namely, the consultants serve as external program reviewers and consult with departments on departmental priorities, retreats, and leadership.

For over four decades, ASA has trained consultants to serve as external program reviewers, lead workshops on a wide range of topics, and assist departments with things like curriculum development and assessment. In the 1970s, under the leadership of Hans Mauksch, Charles Goldsmid, and Carla Howery, the original ASA Projects on Teaching Undergraduate Sociology emerged from the work of a task force on preparing graduate students to teach.

The Projects ultimately led to the establishment of the Teaching Services Program, and eventually the ASA Teaching Resources Center which published syllabi collections and other pedagogical materials. Faculty trained as consultants by ASA were given a parallel name—the Teaching Resources Group (TRG). Over time both became wider in their range of activities. The TRG was renamed the Department Resources Group (DRG). The former Teaching Resources Center was moved to an online format in 2010 with the establishment of TRAILS, a digital collection of peer-reviewed teaching resources that is available for free to members of ASA. (For more on the history of the teaching movement in sociology, see Mauksch and Howery 1986, McKinney and Howery 2006, and Weiss 2007.)

ASA Program Reviewers and Consultants receive ongoing train-

ing on best practices in program review, curricular innovation, and working with departments. In addition to regular training at the Annual Meeting, they stay in touch throughout the year to learn about new resources that can help them when working to strengthen sociology programs across the country.

What types of resources are available from the ASA Program Reviewers and Consultants?

Program Review. Perhaps the most used resource of this group is having them serve as program reviewers. You might ask “Why have an ASA-training program reviewer?” Kyle Longest, chair of the Department of Sociology at Furman University, which just had an external review this year, put it well when he said, “Using the ASA Consultants made the entire process of finding and coordinating External Reviewers seamless. It was easy to research a variety of Consultants’ backgrounds and perspectives to find those who would be the ideal fit for our goals. The ASA Consultants were well trained and had a clear and intentional approach to the entire evaluation process. They made their expectations and objectives transparent, which made our preparation and the entire visit much more effective. Both of our reviewers had a wealth of prior experiences with a diversity of departments to draw upon. I learned more about best practices in their two-day visit than I had during my first two years as a Department Chair.”


Mentoring Program. Another resource available through ASA Program Reviewers and Consultants is a mentoring program for sociology faculty taking on new leadership positions. One participant in the mentor program, Amy Guptill, College at Brockport, SUNY, said, “The work of chairing seemed fairly predictable before I started, but I was surprised by some unanticipated dilemmas. It was enormously helpful to have a mentor with whom to discuss issues as they arose. . . a

person-to-person mentoring relationship was so much more helpful than anything I could read about effective leadership. I benefitted enormously from the opportunity to reflect on my work as chair with my mentor, especially in the context of my own professional goals. . . Having a mentor really helped me get the most out of the experience.”

Teaching Workshops, Assessment, Curriculum Development, and Department Retreats. ASA Program Reviewers and Consultants are also available to work with departments on a range of issues, including development of their curriculum, assessment, and teaching workshops. The consultants can also work with a department to plan and facilitate retreats and workshops.

Learn More About the ASA Program Reviewers and Consultants

At the ASA website, under the “Teaching and Learning” tab, click on “Department Leaders,” then on “ASA Program Reviewers and Consultants” (www.asanet.org/teaching-learning/depart-

[ment-leaders/asa-program-reviewers-and-consultants](http://www.asanet.org/teaching-learning/depart-ment-leaders/asa-program-reviewers-and-consultants)). You will be able to see a list of the current members of the group, read their abbreviated CVs as well as their statements of consulting approach. You can then contact the consultants directly to talk with them about your departmental needs. If you have additional questions or want to learn more about ASA Program Reviewers and Consultants, email ASA’s Research, Professional Development, and Academic Affairs at rpa@asanet.org. 

Resources

Mauksch, Hans and Carla B. Howery. 1986. “Social Change for Teaching: The Case of One Disciplinary Association.” *Teaching Sociology* 14:73-82.

McKinney, Kathleen and Carla B. Howery. 2006. “Teaching and Learning in Sociology: Past, Present, and Future.” Pp. 379-87 in *The Handbook of 21st Century Sociology*, edited by Clifton D. Bryant and Dennis L. Peck. Thousand Oaks, CA: Sage.

Weiss, Gregory L. 2007. “A Pedagogical Boomerang: From Hans Mauksch to Medicine to the Teaching and Learning of Sociology.” *Teaching Sociology*, 35:1-16.

Journals in Transition

Contemporary Sociology: As of August 1, 2019, all books, reviews, and correspondence should be sent to the new editor: Yasemin Besen-Cassino, Department of Sociology, Montclair State University, 1 Normal Avenue, Montclair, NJ 07043; beseny@montclair.edu.

Sociological Methodology: As of July 15, 2019, all new submissions and correspondence should be sent to the new co-editors, David Melamed and Mike Vuolo, Department of Sociology, The Ohio State University, 238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210; email SocMethodology@osu.edu. All manuscripts should be submitted through ScholarOne: <https://mc.manuscriptcentral.com/smx>. Prior to July 15, submissions and correspondence should be directed to the outgoing editor: Duane F. Alwin, Department of Sociology & Criminology, The Pennsylvania State University, 211 Oswald Tower, University Park, PA 16802; soc-methodology@psu.edu.

Teaching Sociology: All submissions should be submitted through ScholarOne <https://mc.manuscriptcentral.com/ts>. As of August 1, 2019, all new submissions will be processed by the new editor, Michele Lee Kozimor, Department of Sociology and Anthropology, Nicarry Hall, Room 225, Elizabethtown College, 1 Alpha Drive, Elizabethtown, PA 17022; teachingsociology@etown.edu. Submissions that were received prior to August 1, 2019, will be processed through September 30, 2019, by the outgoing editor: Stephen Sweet, Department of Sociology, 107 Muller Faculty Center, Ithaca College, Ithaca NY, 14850; teachingsociology@ithaca.edu.

Wright

From Page 1

students (past and present) would crowd around his bed, listen to his stories, and leave in tears.

His first priority was always family — Marcia, his wife and partner for 53 years, their two daughters Jenny and Becky, and their three grandchildren, Safira, Vernon, and Ida. Erik was devoted to his mother who doted on him, while always wanting to make him better. He visited or called her almost every day until she died in the middle of those 10 months, not knowing Erik's life was in jeopardy. Erik didn't fear death; nonetheless he desperately wanted to live, to be with his grandchildren who gave him such ecstasy. He was composing a long letter addressed to them about the lessons of his own life.

He conducted seminars over Skype with colleagues and activists. He reflected on the meaning of Marxism, and worked on his latest book on being anticapitalist — a book that he completed in July, when already under treatment. Until December, he was still thinking of teaching in the spring. He worried about the future of his department, his students, and the Havens Center he had created.

Marcia was the chief organizer of this realm of necessity. She was on 24-hour call to comfort him. She oversaw the scene, organized visits, monitored his medications, questioned the doctors, and slept in the same room as him. At the end, she read to him the last chapter of *The Clearing*, one of his favorite books. Even when he was in some far-off land, they kept in touch every day. Now she wanted him to have his mental freedom, keeping the realm of necessity at bay for as long as she could. He would have done the same for her.

He gave us lessons in both dying and living; he showed us how to be a real utopian in spirit and in practice. But this wondrous ethnography of the struggle between life and death didn't appear from nowhere. I offer a short history of this Marxist utopian.

Arrival

Perhaps he was a Marxist utopian all along. Erik's animated film, *The Chess Game*, made in 1968, expresses the dilemmas of revo-

lution, dramatically played out on a chess board. His unpublished manuscript, *Chess Perversions and other Diversions* (1974), has a similar character. It disturbs the vested interests behind the arbitrary rules that define chess and other games by introducing a series of modifications with transformative consequences.

Erik liked to trace his interest in utopias to 1971 when he was a student at the Unitarian-Universalist seminary in Berkeley, avoiding the draft. It was then that he organized a student-run seminar called "Utopia and Revolution" to discuss the prospects for the revolutionary transformation of American society. He then worked at San Quentin as a student chaplain, joining an activist organization devoted to prison reform. From this emerged his first book, *The Politics of Punishment*, co-authored with some of the San Quentin prisoners and prison-rights activists.

This prepared him well to be a graduate student at Berkeley in the heady days of the early seventies. In those times, especially at Berkeley and especially in sociology, students were more concerned about changing the world than pursuing academic careers. The Free Speech Movement, Third World Strike, antiwar movement, and Civil Rights Movement had left faculty at war with each other, leading graduate students to demand greater control of their education.

Erik and his fellow graduate students put together their own courses, the most important of which was Controversies in Marxist Social Science, which Erik would later teach in Madison. Erik was also an energetic participant in the Marxist collective around the journal *Kapitalistate*, led by Jim O'Connor and a principle organizer of "Commie Camp" — an annual retreat to discuss pressing issues in Marxist theory and practice. He took this project with him to Wisconsin where it became known as RadFest. Sociology itself became a real utopia.

Class Analysis

Erik became a major figure in the intellectual project of those days: to reinvent sociology as a Marxist discipline. So Erik's dissertation challenged mainstream sociology

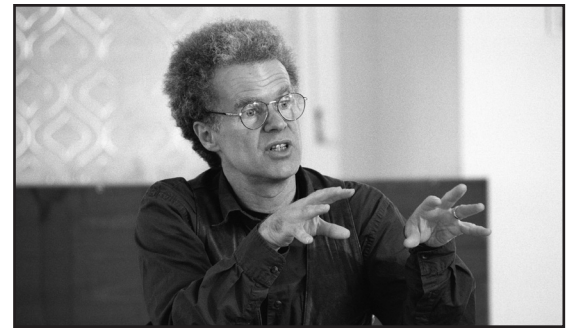
not on ideological grounds but on scientific grounds. He demonstrated that a reconstructed Marxist definition of class could explain income disparities better than existing models of stratification and human capital theory.

He and others effectively put an end to ideas of "stratification" (gradation based on socioeconomic status), then at the heart of sociology, with a notion of "class" based on exploitation. This prefigured sociology's more recent concern with social inequality.

At the same time as he was challenging sociology, Erik was reinventing Marxism. The middle class had long been a thorn in the side of Marxism — it was supposed to dissolve yet it seemed to get bigger. Together with his friend Luca Perrone, Erik solved the problem by introducing the concept of "contradictory class locations" — class positions that were located between the three fundamental classes: capital, labor, and petty bourgeoisie.

Taking up a position as assistant professor at the University of Wisconsin (Madison) in 1976, Erik began to develop a research program of class analysis. As existing surveys were not designed to map his new categories, he applied for and received funding to administer his own national survey, designed to capture his class categories. In this era of Marxist ascendancy, his ideas spread and soon he had organized teams in a dozen other countries, fielding parallel surveys.

Erik's class analysis sparked many invigorating debates about the meaning of class. Through these debates and in response to criticism, Erik revised his scheme over the years, sometimes with small adjustments, sometimes by shifting its foundations. If there is one trait that threads through his scholarly work — and indeed through his life — it is the determination to get things right. You can trace the evolution of his thinking through a



Erik Olin Wright

series of books, starting with *Class, Crisis and the State* (1978), followed immediately by the publication of his dissertation, *Class Structure and Income Determination* (1979), and then to the deeper shift that came with his adoption of John Roemer's notion of exploitation in *Classes* (1985), and his response to his critics in *The Debate on Classes* (1989). The summation of the international project in *Class Counts* (1997) establishes the effects of class on such issues as intergenerational mobility, friendship patterns, gender relations, and class consciousness. His final contribution on this topic, *Approaches to Class Analysis* (2005), fittingly enough, was recognition of the multiple Marxist but also non-Marxist approaches to class analysis that had sprung up on the ruins of stratification theory where he had begun.

Institution-Building

Erik's fame spread far and wide, so in 1984 the university gave him funds for the creation of a center for critical social science that he named after Gene Havens, his close colleague who had recently died of lung cancer. The Havens Center invited visiting scholars and activists and invested in broad left-wing projects. Over its 34 years countless national and international figures on the Left visited the Havens Center, working with students and colleagues.

These visitors will remember Erik, not only for his incisive intellectual contributions, but for his hospitality. They will remember his home and his cooking, they will remember outings to concerts or theater. Through the Havens Center, Madison radiated to the furthest corners of the world.

Continued on Page 8

2019 ASA Annual Meeting Tours in New York

Plan your schedule now to take advantage of this year's local tours at the 2019 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 2019 Annual Meeting website to register (www.asanet.org/annual-meeting-2019/tours). All tours will meet at the Hilton Hotel.

Around the Block: Walking Tour of El Barrio

Saturday, August 10

Take in the sights, sounds and history of our neighborhood on this walking tour. Learn about the legacy of our communities, the icons that once called El Barrio home, and the art that makes streets come alive. Stops may include community gardens, murals, local businesses and landmarks.

A chaperone will lead attendees to El Barrio via subway for this docent-led guided tour. Attendees are responsible for purchasing their own subway fare. If you require the use of a taxi for accessibility reasons, please submit your receipt to ASA for reimbursement. The tour itself is wheelchair/scooter accessible. Advance registration is required, \$12 per person.

Tenement Museum Walking Tour: Then and Now

Sunday, August 11

For generations of immigrants, the Lower East Side wasn't just a place to find a cheap home. It was also where they learned how to start a business, build a congregation, educate their children, and lobby the government. Discover the fascinating history of this neighborhood and find out why it's such an ever-changing mix of the old and the new.

This docent-led guided walking tour does not enter any buildings. A chaperone will lead attendees to the museum via subway. Attendees are responsible for purchasing their own subway fare. If you require the use of a taxi for accessibility reasons, please submit your receipt to ASA

for reimbursement. The tour itself is wheelchair/scooter accessible. Advance registration is required, \$20 per person.

Gay and Lesbian History: Before Stonewall

Sunday, August 11

This tour is a walk of New York's unique and legendary home to artists, writers and radicals, with a special emphasis on the diverse history of the neighborhood. The walk will emphasize social justice topics surrounding immigration, LGBT rights, as well as the history of women, slavery and free Blacks. Stops could include: the Jefferson Market Courthouse, the Stonewall Inn, Electric Lady Studios, and sites associated with Sidney Howard Gay, Gertrude Vanderbilt Whitney, Stanford White, John Sloan, and Thomas Paine.

The tour is a docent-led guided walking tour. A chaperone will lead attendees to the museum via subway. Attendees are responsible for purchasing their own subway fare. If you require the use of a taxi for accessibility reasons, please submit your receipt to ASA for reimbursement. The tour itself is wheelchair/scooter accessible. Advance registration is required, \$25 per person.

Behind the Scenes: The New York Public Library for the Performing Arts Archives

Monday, August 12

The Music Division of the New York Public Library for the Performing Arts is one of the world's preeminent music collections—documenting the art of music in all its diversity—classical and opera as well as the whole spectrum of popular music including spirituals, ragtime, jazz, musical theater, film, rock and world music. While the division contains many scores and manuscripts from centuries past, its curatorial mandate is an activist one, placing major emphasis on capturing the creative output of contemporary composers. Particularly noteworthy is the American Music Collection. From the first edition of "The Star-Spangled Banner" to Native

American songs to extensive manuscript collections of American composers such as Henry Cowell, John Cage, Louis Moreau Gottschalk and Lou Reed, the division has made the documentation of American classical and popular music a major priority. In addition, the Recorded Sound Archive is one of the richest resources of recorded sound in the world. The aural landscape that helps define a community, a country, or a cultural era can be studied through the Archives' holdings, which cover virtually every aspect of recorded sound—from Mozart to Maria Callas to Motown, from symphonic works to presidential speeches, from radio dramas to television specials. A vital research facility for performers, musicians, scholars, critics, and the recording industry, the collection also plays a leadership role in developing technology that allows for the transfer of sound from obsolete to accessible formats.

The tour is a guided tour. A chaperone will lead attendees on a walk to the Lincoln Center. If you require the use of a taxi for accessibility reasons, please submit your receipt to ASA for reimbursement. The tour itself is wheelchair/scooter accessible. Advance registration is required, \$10 per person.




Tenement Museum Walking Tour

Activist New York at the Museum of the City of New York

Monday, August 12

Explore the drama of social activism in New York City from the 17th century right up to the present.

In a town renowned for its in-your-face persona, New Yorkers have banded together on issues as diverse as civil rights, wages, sexual orientation, and religious freedom. Using artifacts, photographs, audio and visual presentations, as well as interactive components that seek to tell the story of activism in the five boroughs past and present, Activist New York presents the passions and conflicts that underlie the city's history of agitation.

The tour is a curator-led guided tour. A chaperone will lead attendees to the museum via subway. Attendees are responsible for purchasing their own subway fare. If you require the use of a taxi for accessibility reasons, please submit your receipt to ASA for reimbursement. The tour itself is wheelchair/scooter accessible. Advance registration is required, \$40 per person. 

2019 Preliminary Program Is Now Online

The preliminary Annual Meeting program is now posted and searchable on ASA's website. Any changes or updates to session listings for the final program must be received by ASA Meeting Services (meetings@asanet.org) no later than June 1, 2019 for inclusion in the printed program. Changes can only continue to be made in the online program and the mobile program app after that date. To search the program, visit convention2.allacademic.com/one/asa/asa19/.

Candidates

From Page 1

Positions

Held in ASA:

Feminist Scholar Action Award Committee (Chair), ASA Section on Sex and Gender, 2012-13. Sally Hacker Best Graduate Student Paper Award Committee (Chair), ASA Section on Sex and Gender, 2011-12. Council, ASA Section on Sex and Gender, 2009-12, Council, ASA Section on Social Psychology, 2008-11. Elected Member, ASA Committee on Nominations, 2008-10.

Offices Held in Other

Organizations: Feminist Mentor Award Committee (Co-chair), Sociologists for Women in Society, 2018-19. Board Member, Social Inequality Book Series, Stanford University Press, 2018-present. Associate PI, Time Sharing Experiments for the Social Sciences, 2001-present. Consulting Editor, *Sociological Science*, 2014-present. Editorial Board, *Gender & Society*, 2005-2011.

Publications: Tak, Elise, Shelley J. Correll and Sarah A. Soule. Forthcoming. "Gender Inequality in Product Markets: When and How Status Beliefs Transfer to Products." *Social Forces*. Correll, Shelley J. 2017. "Reducing Gender Biases in Modern Workplaces: A Small Wins Approach to Organizational Change." *Gender & Society* 31(6): 725-750. Correll, Shelley J., Cecilia L. Ridgeway, Ezra Zuckerman, Sharon Jank, Sara Jordan Bloch, Sandra Nakagawa. 2017. "It's the Conventional Thought that Counts: How Third-Order Inference Produces Status Advantage." *American Sociological Review* 82(2): 297-327. Benard, Stephen and Shelley J. Correll. 2010. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* 24: 616-646. Correll, Shelley J, Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112: 1297-1338.



Shelley J. Correll

Personal Statement: The social scientific knowledge we generate as sociologists can create better, more equitable organizations and societies. Throughout my career, I have produced research with the goal of transforming workplaces, including in academic, nonprofit, and corporate settings. Too often, important research findings stay in the academy and are not translated into policy. As a professional association, the ASA has the important role of publicizing and amplifying sociological research for the betterment of society. My long-standing commitment to fostering this goal is evident in my teaching, research, mentoring, and program building, for which I received the SWS feminist mentoring and lecturer awards. As director of the Clayman Institute for Gender Research for the past nine years, I have worked to build and support a diverse community of scholars, activists, and policy makers committed to putting rigorous research into action to create more diverse and inclusive organizations. If elected president, I will devote my efforts to these goals, working with our membership and the ASA staff to amplify the social impact of our collective research.

Aldon Morris

Present Professional Position:

Leon Forrest Professor of Sociology and African American Studies Northwestern University, 1988- Present.

Former Professional Positions:

Interim Dean of the College of Arts and Sciences, Northwestern University, 2007-08. Associate Professor of Sociology, University of Michigan, 1986-88. Assistant Professor of Sociology, University of Michigan. 1980-86.

Education: PhD (Sociology), State University of New York, Stony Brook, 1980. BA (Cum Laude, Sociology), Bradley University, 1974. AA (Sociology), Olive-Harvey College, 1972.

Positions Held in ASA: Executive Office and Budget, 2016-19. Elected Member, ASA Council, 1994-97.



Aldon Morris

Program Committee, ASA, 1994. Chair, ASA Distinguished Career Award Committee, 1992-93. Elected Member, Nomination Committee, 1990-92.

Offices Held in Other

Organizations: Co-Founder and Board Member of the National Du Bois Scholar Network, 2017. Co-Chair, Board of the Society for the Advancement of the Vivian G. Harsh, Research Collection of Afro-American History and Literature, Carter G. Woodson Regional Library, 2000. Member of Advisory Committee, Leadership for a Changing World, Research and Documentation, Ford Foundation and New York University Wagner School, 2000. Consultant, "Eyes on the Prize, the Television History of the Civil Rights Years, 1954-1965," 1986. President of the Association of Black Sociologists, 1986-88.

Publications: Morris, Aldon. 2017. "W. E. B. Du Bois at the Center: From Science, Civil Rights Movement. to Black Lives Matter," *British Journal of Sociology*.

Aldon Morris. 2015. *The Scholar Denied: W. E. B. Du Bois and the Birth of Modern Sociology*, University of California Press. Mansbridge, Jane and Aldon Morris, 2001. *Oppositional Consciousness: The Subjective Roots of Social Protest* (edited volume), University of Chicago Press. Morris, Aldon. 1984. *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*, Free Press. Morris, Aldon. 1981. "Black Southern Student Sit-in Movement: An Analysis of Internal Organization" *American Sociological Review* Vol. 46.

Personal Statement: Sociological scholarship reveals that systems of domination-patriarchy, race, class, and sexual orientation intersect and mutually reinforce. In these troubling times, a sociology of liberation rooted in empirical observation and theorizing from data rather than ideology is overdue. This sociology is realizable through systematic study and rigorous reasoning in the scholarly tradition pioneered by W. E. B. Du Bois. As ASA president, I would promote using existing methodologies and formulating new ones that facilitate the collection and analysis of critical evidence

leading to new theoretical perspectives on the social conditions faced by oppressed groups. I will organize the conference to push the limits of knowledge to point us toward relief from gender discrimination and sexual harassment, racism, ableism, heteronormativity, and devastating class inequalities. In so doing, we can make sociology relevant to positive social transformation thus reclaiming its radical roots anchored in research. While sociology's strength derives from heterogeneous theories and methodologies, our intellectual habitus need interrogation to generate new insights into an increasingly complex world.

Candidates for Vice President-Elect

Jennifer Earl

Present Professional Position:

Professor of Sociology, University of Arizona, 2012-Present.

Former Professional

Positions: Professor of Sociology, University of California-Santa Barbara, 2011. Associate Professor of Sociology, University of California-Santa Barbara, 2006-11. Director, Center for Information Technology and Society, University of California-Santa Barbara, 2006-09.

Education: PhD, University of Arizona, 2002. MA, University of Arizona, 1998. BS, Northwestern University, 1996.

Positions Held in ASA: Chair, Collective Behavior and Social Movements Section, 2017-18. Chair, Committee on Sections, 2015-17. Chair, Communication and Information Technologies Section (now CITAMS), 2013-14.

Chair, Membership and Mentoring Committee, Sociology of Law Section, 2008-10. Co-Organizer of the Junior Faculty Mentoring Program, Collective Behavior and Social Movements Section, 2004-05.

Offices Held in Other

Organizations: External Advisor



Jennifer Earl

Continued on the Next Page

Candidates

From the Previous Page

for ‘Reinventing Democracy in Europe: Youth Doing Politics in Times of Increasing Inequalities (EURYKA),’ Funded by the European Commission Research Executive Agency, 2017-Present. Co-organizer, ‘Informing Activists’ video series for young activists (co-organized with Thomas V. Maher and Thomas Elliott), published through the Mobilizing Ideas Blog, 2015-Present. Public Voices Op-Ed Project Participant, Tucson, AZ, 2016-17. Associate Editor, *Social Problems*, 2008-11. Member, Editorial Board, *Law and Society Review*, 2007-10.

Publications: Earl, Jennifer, Thomas V. Maher, and Thomas Elliott. 2017. “Youth, Activism, and Social Movements.” *Sociology Compass* 11(4).

Ring-Ramirez, Misty, Heidi Reynolds-Stenson, and Jennifer Earl. 2014. “Culturally Constrained Contention: Mapping the Meaning Structure of the Repertoire of Contention.” *Mobilization* 19(4): 489-504.

Earl, Jennifer and Katrina Kimport. 2011. *Digitally Enabled Social Change: Activism in the Internet Age*. MIT Press.

Earl, Jennifer. 2003. “Tanks, Tear Gas and Taxes: Toward a Theory of Movement Repression.” *Sociological Theory* 21(1): 44-68.

Earl, Jennifer, Sarah A. Soule, and John D. McCarthy. 2003 “Protest under Fire? Explaining the Policing of Protest.” *American Sociological Review* 68(4): 581-606.

Personal Statement: Our professional community is a critical resource for developing and refining sociological insights, expanding our collective impact, and enriching our individual careers. Building on my extensive track-record and commitment to service and outreach, I would promote our field externally to increase support for research and teaching, drive public recognition of sociological contributions, and amplify the impact of sociology on society. Sections anchor the organizational experience of most ASA members and sections are critical to achieving meaningful inclusivity and deeper senses of belonging. My prior experiences in section leader-

ship and the Committee on Sections have helped me identify important financial, data, and governance supports that would improve the health, vitality, and inclusivity of sections. Expanding services to build members’ work and careers is also a high priority, including forward-looking consideration of issues facing early-career members such as high student loan debts and mentoring needs. This nomination is a true honor, thank you.

Rhacel Salazar Parreñas

Present Professional Position:

Professor of Sociology, University of Southern California, 2010-present.

Former

Professional Positions: Chair of Sociology Department, University of Southern California, 2012-15. Professor of American Studies, Brown University, 2008-10. Associate Professor and Professor of Asian American Studies, University of California-Davis, 2003-08.

Education: PhD, University of California-Berkeley, 1998. MA, University of California-Berkeley, 1995. BA, University of California-Berkeley, 1992.

Positions Held in ASA:

Elected Member, Theory Section Council, 2017-20. Member, Book Award Committee, Global and Transnational Sociology Section, 2019. Elected Member, Nominations Committee, 2014-16. Editorial Board, *Contexts*, 2011-14. Member, Article Award Committee, International Migration Section, 2013.

Offices Held in Other

Organizations: Liaison/Mentor, Ford Fellowship Program, 2007-present. Vice President, Sociologists for Women in Society, 2016-18. Editorial Board, *Social Politics*, 2015-present. Member, Sociology and Geographic Sciences National Science Foundation Predoctoral Fellowship Awards Committee, 2012-13; 2014-15. Editorial Board, *Gender and Society*, 2006-09.

Publications: Parreñas, Rhacel, Rachel Silvey, Maria Hwang and



Rhacel Salazar Parreñas

Carolyn Choi. 2018. “Serial Labor Migration: Precarity and Itinerancy among Filipino and Indonesian Domestic Workers,” *International Migration Review*.


Parreñas, Rhacel. 2015. *Servants of Globalization: Migration and Domestic Work, 2nd Edition*. Stanford University Press.

Parreñas, Rhacel. 2011. *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo*. Stanford University Press.

Parreñas, Rhacel. 2005. *Children of Global Migration: Transnational Families and Gendered Woes*. Stanford University Press.

Parreñas, Rhacel. 2000. “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor,” *Gender & Society* 14(4): 560-80.

Personal Statement: I am deeply grateful for this nomination and hope to use this as an opportunity to promote greater diversity in

higher education, encourage public sociology, and foster the works of new scholars. My long-term support for these goals is reflected in my research and service. I am a scholar of labor, gender, the family, and international migration, who in recent years has used qualitative methods to examine the lives of groups identified as human trafficking victims by the U.S. Department of State. My greatest satisfaction from my profession has come from my mentorship of students and from doing public sociology, which I have done for example by helping international groups such as Human Rights Watch gain access to the hard to reach population of domestic workers in the Middle East. I am honored to have received the 2019 Jessie Bernard Award. If elected, I would work on advancing the public engagement of sociologists so we can collectively have a broader impact in the public sphere. 

Special Symposia at the 2019 Annual Meeting in New York

Sociology in Practice Settings
Saturday, August 10

Join sociologists who work in government, industry, research centers, non-profits, and other practice settings for a day of programming at the ASA Annual Meeting in New York. The symposium will include workshops, lightning presentations, and roundtable sessions that address the context-specific challenges of work in these areas. Connect with sociologists who use disciplinary knowledge and skills to solve applied problems and learn more about this career path. The symposium is scheduled the day before sessions organized by the ASA Section on Sociological Practice and Public Sociology, and participants are encouraged take advantage of the opportunity to attend both sets of activities. For more information, visit www.asanet.org/sociologypracticesymposium

Teaching and Learning in Sociology
Monday, August 12

The symposium on teaching and learning in sociology was created to engage a broad array of sociologists in discussions of teaching and learning in the discipline. Participants will gather specific and applied teaching ideas that they can use in their own classrooms. The symposium will include four workshops, lightning presentations of teaching techniques, and informal roundtables. There will also be opportunity to participate in a no-host networking lunch with other participants. The symposium is scheduled the day before the sessions sponsored by the Section on Teaching and Learning, so participants can be a part of two full days of activities related to teaching in sociology. Check out www.asanet.org/teachinglearningsymposium for more information.

Symposia are open to all who have registered for the Annual Meeting.

Questions? Contact rpa@asanet.org.

Wright

From Page 4

In 1981, Erik joined a group of brilliant social scientists and philosophers, among whom he was most influenced by the philosophers G.A. Cohen and Philippe van Parijs and the economist John Roemer. They pioneered “Analytical Marxism,” known more colloquially as “no bullshit Marxism,” clarifying the foundations of Marxism in a no-holds-barred grilling of each other’s work. Over the last four decades the composition of the group has changed and drifted from its Marxist moorings, but Erik remained, a stalwart Marxist in its midst.

A second inspiration was rooted in the changing historical context. Even before the collapse of Soviet communism, the Marxist resurgence within academia had begun to subside. As Erik’s class analysis became part of mainstream sociological orthodoxy, marked by its required presence on prelim reading lists, his work attracted a bevy of critics who announced the end of class and the plurality of identities.

From its beginning Marxism had an allergy to utopian thinking, but now the political conjuncture called for just that. Erik took up the challenge. Directly contesting the pathos of the new conservatism, he advanced a socialist agenda by laying out alternatives to capitalism, but discovering their nuclei within capitalist society.

Real Utopias

The new project began in 1991, the year the Soviet Union collapsed. Erik inaugurated a series of conferences to discuss “real utopias” — not some speculative ideal world but real alternatives that can be found within actually-existing societies.

Over the years, conference topics included associative democracy, market socialism, participatory democracy, universal incomes grants, and gender equality. The conference papers were published in a book series that Erik assembled and often introduced, culminating in his own magnum opus, *Envisioning Real Utopias*. That book starts out by examining a series of pathologies of capitalism: the suffering it creates, the destructive it guarantees, the freedom it

denies, the communities it corrodes, the inefficiencies it promotes, the inequalities it generates.

In 2012, Erik became president of the American Sociological Association, and his annual meeting became a platform for real utopias, featuring 20 special panels devoted to specific real utopia proposals, 50 thematic panels on broad topics connected to real utopias and social justice, and three plenaries focused on real utopias in the areas of environment, equality, and democracy.

He also took to the road with “real utopias,” visiting historically black colleges and universities, Hispanic-serving institutions, and Gallaudet University (where he learned to appreciate the rich dimensions of sign language). Never one to dodge a difficult issue, Erik had deliberately set himself up for questions about the inclusion of race or the deaf in real utopias. Sociology was, temporarily, awash with real utopias.

Erik was returning sociology to its founders — Marx, Durkheim, and Weber — who had been less squeamish about building their theoretical architectures on moral values than the professionals of today. Erik was explicit in defining sociology’s project as understanding the institutional possibilities for realizing those values. What institutions might advance equality, freedom, and community? What are the distinctive attributes of those institutions? What are the conditions of their reproduction and dissemination? What are their contradictions and dynamics?

Erik scoured the earth in search of budding real utopias, putting each of them under his analytical microscope and, on that basis, elaborating more general designs. Some of his favorite examples were participatory budgeting in Porto Alegre, Brazil; the cooperatives of Mondragon in the Basque Country; and the collective self-organization of Wikipedia.

Erik became an archeologist, digging up institutions, organizations, and social movements with potential to challenge capitalism, placing them in their historical context, translating them into a common language, and thereby linking them to one another across the world.

In the last years of his life, Erik discovered that these real utopias were very appealing to activists. He spent much time traversing the world talking to groups keenly interested in hitching his ideological-intellectual framework to their own projects. He set about rendering *Envisioning Real Utopias* in an abbreviated and accessible form, removing the clutter of academic chatter, creating a handbook of anti-capitalism, *How to be an Anti-Capitalist in the 21st Century* (forthcoming from Verso).

His critics will attack him, as they have done before, for being Panglossian. But Erik would respond by saying that today we need not just optimism of the will, but also optimism of the intellect. “It’s easy to be pessimistic,” it’s hard work to be optimistic and realistic under the crushing sinews of capitalism.

Those in the trenches of civil society were enthusiastic to hear this positive message but surprised that it should come from the pen and the mouth of an academic. Here was an intellectual paying tribute to their largely invisible labors, contesting capitalism against all odds, enduring insults and reprisals.

Departure

Erik leaves us with both a way of thinking and a way of being. I know of no one who thought more lucidly, more cogently, more speedily, more effortlessly than Erik; no one who so effectively cut to the chase as to what was at stake in any issue, any paper, any book. Gentle and cogent though he was, exposure to him was both elevating and intimidating. He took your own claims, arguments, facts more seriously than you did yourself.


When he argued with others he never resorted to exaggeration, distortion, or oversimplification. Instead, he zeroed in on the best in his opponents’ arguments, often better than what they could offer themselves. He brought all these gifts to the legions of students he taught, calling on them to be logical, rigorous, and imaginative, but no less important, to be decent and honest, to give others the benefit of the doubt.

We can’t be like him, but we can be inspired by what he has laid down, to follow in his footsteps, guided by his map, refashioning it as

we move forward.

His way of thinking bled into his way of being. There was something remarkably innocent about his engagement with the world. That’s why he loved to be with children, to entertain them with his magical stories. It made him a great theorist — like a child, he was able to get to the root of things, to call into question what the rest of us, inured to the world, take for granted. He didn’t just read stories to his children, he created a world in which children created their own stories and even played them out. He loved to distort old games, like his animated version of class struggle on the chessboard. He had no cookbook, he followed no recipes except his own, manufacturing low-cholesterol fantasy dishes. It was that inventiveness that defined his existence; it was also the principle behind real utopias.

Erik sought to be supremely egalitarian in his dealings with those below him as well as those alongside and above him. There was not an evil bone in his body, nor a jealous fiber in his soul. I never heard him swear — he wondered how anyone could turn the most beautiful act of love into a curse. The rapidity and clarity of his mind gave him an enormous advantage in any deliberative process, and so he recognized the importance of constraints on individual participation. You could call him on his blindness, and he would try to make amends — not always successfully.

He was a sort of Modern Prince, a permanent persuader, an indefatigable builder of community that enabled people to flourish or, as Marx would say, to develop their rich and varied abilities. As one former student wrote to Erik: “You are always yourself in a way that invites all of us to be ourselves too.” He was a great conductor not only in life but in music. But he didn’t go solo, at the end of every party he’d get out his fiddle and have us all square dancing together in unison. And I’ve no doubt, wherever he is, that’s what he’s doing right now — a sparkling stardust in the heavens. 

This obituary was adapted from one that originally appeared on the website Jacobin www.jacobinmag.com/2019/01/erik-olin-wright-real-utopias-practice-theory

Harassment

From Page 1

more women than men reported at least one incident of sexual harassment. In most categories, women reported more instances: 1) feeling put down (42% women and 22% men); 2) inappropriate language or looks (30% women and 10% men); inappropriate sexual advances (11% women and 3% men) (Sapiro and Campbell 2018).

With sexual harassment and its intersections of race, class, gender, and sexuality in mind, I've been thinking quite a bit about the safety of women and girls of color — in departments, the office, at professional meetings, in the home, and on the streets. My concern was recently heightened while watching the A&E six-hour documentary that chronicled sexual assault and kidnapping charges against R & B singer R. Kelly over a 25-year period. As far as authorities can tell, *all* of Kelly's victims during those years were girls of color. According to the documentary, most of his underage victims were lured by fame and promises of music careers. Some may recall Kelly secretly marrying the late singer Aaliyah who began as his mentee when she was only 15 years old and he 27. Or heard about the video showing Kelly urinating on a 14-year-old girl. After Kelly's acquittal on 14 counts of child pornography charges in 2008, at least one white male juror remarked that he did not like the way the victims talked and looked while testifying, leading him and other jurors to conclude that they were not believable. While Kelly and his victims are not associated with ASA, we might regard his many victims as canaries in the coal mine for the regard — and disregard — women of color's issues are accorded in U.S. society. It is difficult to imagine a similar legal scenario if R. Kelly's victims were white girls and women.

A conversation with a Black woman sociology graduate student whom I met some years ago at a sexual assault advocate training session underscores the need for the discipline to regard all women as potential victims and address the issue of sexual harassment beyond our meetings. The student stated to

the group of about 20 other women that she was "uncomfortable" with a professor in her sociology department, specifically with him staring at her breasts and making comments on her personal appearance. Further, according to the student, this professor habitually commented on other grad students' body parts, hair, and otherwise engaged in behavior that is, at best, unprofessional. She was too afraid to report this professor's behavior. And who can blame her? Intersectionality informs us that she may have more to lose than others given her status within the university power hierarchy as a graduate student, as well as her age, gender, and race.


For students of color it is even more difficult to speak up and seek support. Kaitlin Boyle and Ashleigh McKinzie find that 33 percent of graduate or law students have experienced a hostile sexual environment (2018). This experience was not equally shared among students, with higher rates of sexual harassment reported by lesbian, gay, bisexual, transgender, queer, intersex, or asexual women and by multiracial students. It should perhaps not come as a surprise that these underrepresented groups experience higher rates of adverse sexual experiences given scholars have documented that sexual violence "maintains and creates power asymmetries" (Armstrong, Gleckman-Krut and Johnson 2018).

The toll this sort of harassment takes is long lasting and can have devastating impact on careers. Graduate students in these groups report higher rates of depression and anxiety, much of which can be explained by their experience of sexual harassment (Boyle and Mckinzie 2018). It is worth noting that some students who have been warned by their networks about individuals, groups, or departments that exhibit sexually exploitative behavior may seek to maintain their safety by avoiding these people and environments. In doing so, these students may miss out on important academic and career resources— networks, mentoring, and research opportunities. From this perspective, the effects of sexual harassment reach beyond a singular moment or action, shaping people's professional

experiences and careers.

If our goal is to prevent sexual harassment of our members at our meetings and in academia overall, we would do well to consider the experiences of women of color whose victimization is often ignored. My study of African American women in a law enforcement agency was one of the first to consider that this group of women also experiences sexual harassment in sometimes qualitatively different ways. For example, on her first day on the job at a patrol station, one participant quoted her training officer: "I don't like women [on the job] and I especially don't like *Black* women." He proceeded to make her life, according to her, a "living hell." One hundred percent of the women with whom I spoke did not report incidents because of fear of retaliation in the forms of denial of promotions and escalating harassment, particularly by men who carried weapons. In at least two cases, women reported that colleagues retaliated against them by not responding to their calls for emergency backup putting their lives in danger.

The women in my study, like R. Kelly's young victims, often feel that they have little recourse but to endure the harassment. Many turn to ASA for support because they do

not trust their own institutions to handle the issues. Ultimately, what is our obligation to the young Latinx woman in graduate school or the Black woman who described her professor's behavior to a room full of strangers, or the assistant professor who simply wants to present her research at our meetings? HWG is attempting to address the concerns of all members — unlike authorities from Atlanta to Chicago who dismissed R. Kelly's victims — to enable ASA to better support victims now and in the future and to prevent harassment from occurring. 

References

- Armstrong, Elizabeth A., Miriam Gleckman-Krut, and Lanora Johnson. 2018. "Silence, power, and inequality: An intersectional approach to sexual violence." *Annual Review of Sociology* 44 (2018): 99-122.
- Boyle, Kaitlin M., and Ashleigh E. McKinzie. 2018. "The prevalence and psychological cost of interpersonal violence in graduate and law school." *Journal of Interpersonal Violence*.
- Sapiro, Virginia, and David Campbell. "Report on the 2017 APSA survey on sexual harassment at annual meetings." *PS: Political Science & Politics* 51, no. 1: 197-206.
- National Academies of Sciences, Engineering, and Medicine. 2018. "Sexual harassment of women: climate, culture, and consequences in academic sciences, engineering, and medicine." National Academies Press.

Sociologist Rebecca Sandefur Receives a MacArthur Grant

The John D. and Catherine T. MacArthur Foundation announced in October 2018 the 25 winners of this year's "genius" grants. Sociologist **Rebecca Sandefur**, associate professor in the Department of sociology and the College of Law at the University of Illinois at Urbana-Champaign, is among the selected. Each fellowship carries a \$625,000 stipend, paid out over five years, with no strings attached, to extraordinarily talented and creative individuals as an investment in their potential.



Rebecca Sandefur

is intended to encourage people of outstanding talent to pursue their own creative, intellectual, and professional inclinations. They may use their fellowship to advance their expertise, engage in bold new work, or, if they wish, to change fields or alter the direction of their careers. Fellowship recipients don't apply; they're nominated. After a thorough, multi-step review, the Selection Committee makes its recommendations to the President and Board of Directors of the MacArthur Foundation.

The MacArthur Fellows Program

Continued on Page 10

Sandefur

From Page 9


Rebecca Sandefur plans to use her stipend to bring new attention and energy to solving the issue of access to civil justice, which she said is a “problem on a national scale” that’s every bit as important as education, health care and national security.

Her research on how legal ser-

vices are delivered and consumed is informing emerging models for more equal access to civil justice. Although the outcomes of civil cases are potentially life-changing—including eviction, loss of custody of a child, wage garnishment, or loss of government or insurance benefits—one or more parties lack legal representation in more than three-quarters of cases filed in state

civil courts today. Sandefur’s investigations of the civil justice needs of low-income populations are shedding light on the availability of civil legal aid services, the help-seeking behavior of individuals facing civil legal issues, and the impact of lawyers in civil cases.

Her observations have led to the hypothesis that the gap in access to civil justice might be closable

without lawyers and, in current work, Sandefur is advising and evaluating pilot projects in New York and Montana that use non-lawyer alternatives. By bridging legal scholarship and practice, Sandefur is providing the empirical evidence necessary to guide and implement wide-scale reforms to address the civil legal needs of low-income people. 

announcements

Call for Papers

Publications

Genealogy special issue “Genealogies of Terror: Histories of the Present,” guest edited by Professor Michael Blain of Boise State University. This should call attention to the many possible lines of critical research in this area. The purpose of this issue is to provide a venue for scholars engaged in genealogies of terror, terrorism, or counterterrorism that are directly relevant to the history of present (i.e. the “present” understood

in its contemporary globalized or world-wide sense). Deadline: July 15, 2019. For more information, visit www.mdpi.com/journal/genealogy/special_issues/terror

Housing and Society, a peer-reviewed academic journal published by Taylor and Francis welcomes manuscripts on housing-related topics. For more information, visit www.tandfonline.com/loi/rhas20.

The Michigan Sociological Review is seeking submissions of previously unpublished articles in all areas of sociology for the Fall 2019 issue. Manu-

script length should not exceed 10,000 words. Submissions are peer-reviewed. To submit a paper for consideration, send an email with the paper attached (in doc. format, not PDF) to the editor at becht1bh@cmich.edu. Deadline: May 31, 2019. For more information, visit www.michigansociology.org/michigan-sociological-review.html

Social Theory, Digital Education and the Global South: Critical Perspectives.


The book aims to explore the interplay between digital media practices and education (in primary, secondary, further, higher, and adult and community education, as well as informal education) in the context of the Global South. We are particularly keen on chapters which can advance existing social theories and/or propose new theoretical debates given the contexts/settings in which the debates take place. Proposals for chapter contributions, in the form of a 400-word abstract, are requested. Deadline: June 30, 2019. For more information, visit socialtheoryapplied.com/2019/01/24/call-for-chapters-social-theory-digital-education-and-the-global-south-critical-perspectives/

The Journal of Economics, Race, and Policy, a scholarly peer-reviewed publication which examines the intersection of local and global issues concerning economic conditions, race, ethnicity, and gender, announces a call for papers that will explore the status of black academics trained and working in the discipline of sociology: The Status of

Black Sociologists in the 21st Century. The Special Issue will be published in the Fall of 2020. Possible paper topics could include, but would not be limited to: the pipeline of PhD students in the field, the tenure and promotion outlooks for black scholars in the field, the publication output of blacks in the field, key issues of black women in the discipline, HBCU production compared to other institutions, and contemporary contributions of black sociological thought. Both conceptual and empirical submissions are encouraged. We are particularly interested in papers that explore an intersectional lens to the topics noted above. Submit a paper proposal (to include a 300-word abstract, proposed outline, biosketch for each author, and references) to jeffrienne@gmail.com. Deadline: June 28, 2019. Inquiries should be directed to one of the guest editors, Dr. Mamadi Corra (corram@ecu.edu), Dr. Zina McGee (zina.mcgee@hamptonu.edu), or Dr. Jeffri-Anne Wilder (jeffrienne@gmail.com).

Conference

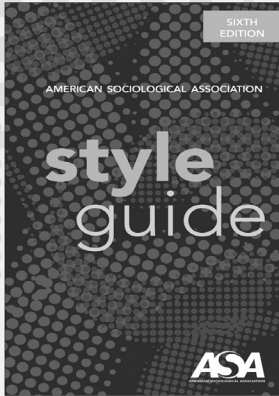
Association for Applied and Clinical Sociology, October 17-19, 2019. Portland, Oregon. Theme: “The Profession of Sociological Practice.” In the last quarter century, applied and clinical sociologists have marshalled significant momentum to “professionalize” sociological practice. Join sociologists who serve the public in sundry occupations in the academic and non-academic workplace and



ASA Style Guide


163 pages, March 2019, ISBN 978-0-912764-55-9
\$15 ASA members; \$30 non-members (includes shipping)

The expanded sixth edition of the *ASA Style Guide* features guidelines for the most common situations encountered by authors and editors in the ASA journal publication process. It is designed to serve as the authoritative reference for writing, submitting, editing, and copyediting manuscripts for journals and other materials using or requiring ASA style.



New features include additional information on grammar and style, revisions to reference formatting, and the use of electronic, digital, and social media sources.

Order your copy today from the ASA store at www.asanet.org/store. Also available in Kindle e-book format at Amazon.com.



1430 K Street NW, Suite 600
Washington, DC 20005
(202) 383-9005
www.asanet.org

Who Gets Accepted and Who Gets Rejected? A NSF-funded Workshop

Thanks to a National Science Foundation (NSF) grant to the Center for Social Science Research (CSSR) at George Mason University, a two-day workshop will be held at NSF, June 6-7, 2019, for researchers interested in learning to manipulate a newly created digital archive of 20 years of manuscripts from the *American Sociological Review*. The ASA and CSSR created a digital archive of ASR’s accepted and rejected manuscripts, their peer reviews, and correspondence between editors, authors, and reviewers from 1991 and 2010. This workshop will provide access to the digital archive as well as training using the archive. Workshop participants will receive travel grants and stipends. Graduate students, junior and senior scholars who are interested in accessing and learning to use this archive should contact Dr. James Witte at jwitte@gmu.edu or Dr. Roberta Spalter-Roth at rspalter@gmu.edu.

announcements

professional marketplace. Open internationally to all sociologists, social and behavioral scientists, and professionals who use social and behavioral science in business and industry, government, and academia. Beyond papers, organize a professional development workshop, panel, roundtable, or poster session. Submit a project for the Social Design Award. Proposals that address teaching with an applied focus are invited. AACS Annual Meetings offer mentoring opportunities for students. Students participate in the undergraduate/graduate paper and client problem-solving competitions. Deadline: June 1, 2019. Visit: www.aacsnet.net/ and explore the "Conferences" tab.

Meetings

May 20-21, 2019. Economy & the Possible: Alternative, Missed and Reified Futures in Contemporary Society, in Warsaw (Poland). The event is the 3rd of the series of meetings on new economic sociology, which are organized within the framework of Polish Sociological Association, Polish Academy of Sciences, and University of Warsaw. For more information, visit economy-and-society.uw.edu.pl/.

June 5-6, 2019. 9th Biennial Positive Organizational Scholarship (POS) Research Conference, University of Michigan, Ann Arbor, MI. This biennial gathering of scholars promotes research that inspires and enables leaders to build high-performing organizations that bring out the best in people. For more information, visit posresearchconference.com.

June 5-7, 2019. Cambio de Colores conference, Columbia, MO. Theme: "Welcoming Immigrants and Newcomers in Turbulent Times: Knowledge, Connections and Action." For more information, visit cambioconference.wordpress.com.

June 9-11, 2019. The Second Global Carework Summit, Toronto, Ontario, Canada. A three-day conference to bring together carework researchers from across disciplines and across the globe. For more information about the Summit, visit www.uml.edu/Research/CWW/carework/carework-network/.

August 9-11, 2019. The Society for the Study of Social Problems (SSSP) Annual Meeting, New York City, NY. Theme: "Illuminating the SOCIAL in Social Problems." Contact: sssp@utk.edu. For more information, visit www.sssp1.org/index.cfm/m/745/2019_Annual_Meeting/.

August 20-23, 2019. The European Sociological Association Annual Meeting, Manchester, UK. Theme: "Europe and Beyond: Boundaries, Barriers and Belonging." For more information, visit www.europeansociology.org/conferences/esa-conference-2019-manchester-uk.

September 11-14, 2019. 17th Polish Sociological Congress, Wroclaw, Poland.

Co-organized by the Polish Sociological Association (PSA) and the Institute of Sociology, University of Wroclaw. Theme: "Me, Us, Them? Subjectivity, Identity, Belonging." For more information, visit 17zjazdpts.uni.wroc.pl/.

March 26-29, 2020. Pacific Sociological Association 91st Annual Meetings/Conference. Eugene, OR. President: Dennis Downey, CSU Channel Islands. Theme: "Democracy in a Divided Society." For more information, visit www.pacificsoc.org.

Funding

U.S. Army Research Institute for the Behavioral and Social Sciences Announcement for Basic Scientific Research. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) solicits new proposals for its programs in basic research. The U.S. Army Research Institute for the Behavioral and Social Sciences is the Army's lead agency for the conduct of research, development, and analyses for the improvement of Army readiness and performance via research advances and applications of the behavioral and social sciences that address personnel, organization, training, and leader development issues. Interested offerors are encouraged to submit white papers prior to submitting proposals. The full research announcement and application instructions for both white papers and proposals may be viewed at FedBizOpps at www.fbo.gov or Grants.gov www.grants.gov, under opportunity number W911NF-19-S-0006. This Broad Agency Announcement closes on July 12, 2019.

National Institute of Justice: Research into Immigration and Crime. With this solicitation, NIJ seeks proposals for research projects that increase understanding of the relationship between immigration, both legal and illegal, and crime. Applicants should propose research projects that have clear implications for criminal justice policy and practice in the United States. NIJ strongly encourages applicants to propose the most rigorous possible methods for isolating the effects of immigration status on criminality, offending and victimization, and how those effects may vary based on subtypes of crimes and subtypes of offenders and victims. Deadline: May 20, 2019. For more information, visit nij.gov/funding/Documents/solicitations/NIJ-2019-15588.pdf.

NCAA Graduate Student Research Grant Program. The Research Committee invites research proposals examining the role of intercollegiate athletics in higher education and the college student-athlete psychosocial experience. The goals of the program are: (1) to stimulate research on intercollegiate athletics; (2) to foster contributions to the empirical research on intercollegiate athletics; (3) to provide financial support

to graduate students interested in engaging in high-quality research related to intercollegiate athletics, and (4) to assist NCAA institutions and the public in gaining access to new, outstanding research in this field. The research grant is a one-time award set at a maximum of \$7,500. Application Deadline: May 3, 2019. For more information, visit ncaaorg.s3.amazonaws.com/research/grants/gsr/2019RES_GSRG_CallProposals.pdf.

Predocctoral Training in Advanced Data Analytics for Behavioral and Social Sciences Research (BSSR) RFA-OD-19-011 - Institutional Research Training Program [T32]. The Office of Behavioral and Social Sciences Research (OBSSR) of the National Institutes of Health (NIH) and participating Institutes are launching a new Predocctoral Training in Advanced Data Analytics for Behavioral and Social Sciences Research (BSSR) Institutional Research Training Program. This Funding Opportunity solicits applications for new BSSR predocctoral training programs that focus on innovative computational and/or data science analytic approaches and their incorporation into training for the future BSSR health research workforce. The vision of the Advanced Data Analytics for BSSR training program is to support the development of a cohort of specialized predocctoral candidates who will possess advanced competencies in data science analytics to apply to an increasingly complex landscape of behavioral and social health-related big data. Deadline: May 25, 2019. For more information, visit grants.nih.gov/grants/guide/rfa-files/RFA-OD-19-011.html.

Russell Sage Foundation (RSF) Programs and Initiatives. The RSF programs that are currently accepting Letters of Inquiry are: Behavioral Economics; Race, Ethnicity, and Immigration; Social, Political and Economic Inequality; Decision Making and Human Behavior in Context; Immigration and Immigrant Integration; Social, Economic, and Political Effects of the ACA. The foundation currently focuses exclusively on supporting social science research in its core program areas as a means of examining social issues and improving policies. Grants are available for research assistance, data acquisition, data analysis, and investigator time for conducting research and writing up results. Budget requests are limited to a maximum of \$175,000 (including overhead) per project (max. 2 years). A detailed letter of inquiry must precede a full proposal. Deadline: May 23, 2019. For more information, visit www.russellsage.org/how-to-apply. Questions should be sent to programs@rsage.org.

Fellowships

Russell Sage Foundation Visiting Scholars Fellowship for Academic Year 2020-2021. The Visiting Scholars Program provides a unique opportunity

for select scholars in the social, economic, political and behavioral sciences to pursue their research and writing while in residence at the foundation in New York City. The foundation annually awards up to 17 residential fellowships to scholars who are at least several years beyond the PhD. Visiting Scholars typically work on projects related to the foundation's core programs and special initiatives. The fellowship period is September 1 through June 30. Scholars are provided with an office at the foundation, computers, library access, supplemental salary support, and some limited research assistance. Questions should be directed to James Wilson, Program Director, at programs@rsage.org. For more information, visit www.russellsage.org/how-to-apply/visiting-scholars-program.

Workshops

April 15-18, 2019. Qualitative Data Analysis Camp, Los Angeles, CA. This 3.5-day camp fosters data-based decision-making, reflection, and strategizing about your analysis approach with guidance from the ResearchTalk mentor team. Camp participants have the opportunity to spend time with their data with coaching from our team of experts and learn to be truly directed by data content using the Sort and Sift, Think and Shift analysis method. ASA members: Use the discount code ASA15 to receive 15% off registration. For more information, visit www.researchtalk.com/qualitative-data-analysis-camp-april-2019 or email info@researchtalk.com.

June 3-7, 2019. Fifth Annual Berkeley Formal Demography Workshop - Special Emphasis Topic: Migration at the University of California-Berkeley. This week-long educational program, with funding by NICHD, will train the population researchers in formal demography methods and consists of three days of hands-on training followed by two days of research presentations by invited faculty. Advanced graduate students, postdoctoral fellows, assistant professors and other early career researchers are encouraged to apply. Expenses for lodging and meals will be covered. Deadline for application. March 1, 2019. For more information, visit www.populationcenter.berkeley.edu/population-center/programs/formal-demography. Contact Dr. Leora Lawton, Berkeley Population Center, Popcenter@demog.berkeley.edu or (510) 643-1270.

Summer Programs

The 2019 Knapsack Institute: Transforming Teaching and Learning, June 6 – 8, 2019, Colorado Springs. The KI is an intensive three-day institute organized by the Matrix Center for the Advancement of Social Equity and Inclusion at the University of Colorado-Colorado Springs. It provides

announcements

much-needed tools, strategies, and support to build inclusive learning environments and deal with resistance in the classroom. We examine and apply the concepts of privilege, oppression, and intersectionality in educational settings. For more information, visit www.uccs.edu/knapsack or email matrix@uccs.edu.

Qualitative Research Summer Intensive, July 22-26, 2019, Chapel Hill, NC. Join ResearchTalk and University of North Carolina-Odum Institute for qualitative research courses. Gain theoretical and practical understanding of qualitative inquiry while learning from leading scholars, including sociologists Elijah Anderson and Rashawn Ray. Course topics include: using qualitative inquiry to contribute to social justice, qualitative research for applied practice, mixed methods, research proposals, phenomenology, implementation research, urban ethnography, grounded theory, qualitative analysis, qualitative writing, rapid turn-around qualitative research, and framing and maintaining a research agenda. For more information, visit www.researchtalk.com/qrsi-2019 or email info@researchtalk.com. Use discount code ASA15 for 15% off registration.

In the News

Amin Ghaziani, University of British Columbia, was interviewed by Pink News, one of the largest online news media sources in the UK, as well as the California-based Instinct Magazine, the Baltimore Sun, and Mashable, an international digital media news source, about gay neighborhoods, his new work on cultural archipelagos, and global changes in LGBTQ nightlife.

Rachel Gordon, University of Illinois-Chicago, was quoted in a Men's Health article "High School Cliques Now Fall Into 12 Categories, Study Shows" on January 9, 2019. The article focuses on the results a study conducted by Gordon, and **Robert Crosnoe**, University of Texas-Austin.

Guillermina Jasso, New York University, was featured in a January 15 *Atlantic* article, "How Individual Actions Affect Economic Inequality," about her research recently published in the *Journal of Mathematical Sociology*.

Shelley Kimelberg, University at Buffalo-SUNY, was quoted in an article in *The Atlantic*, "Parents Are Biased Against Even Quality 'Urban' Schools," on December 12, 2018. Research by Kimelberg and **Chase Billingham**, Wichita State University, was profiled in the article, and research by Billingham and **Matthew Hunt**, Northeastern University, was also cited.

Amanda Lewis, University of Illinois-Chicago, joined the NPR news show "1A" for the segment "Lesson Not Learned: America To Me" Documents Why Race Has Everything to Do with Ed-

ucation" on October 24, 2018 to discuss the Starz network miniseries "America to Me," which focuses on a Chicago high school.

Patrisia Macías-Rojas, University of Illinois-Chicago, was quoted in a *CityLab* article "What Border Security and Police Violence Have in Common" on November 29, 2018.

Jonathan Mijs, London School of Economics, was quoted in a January 24 *The Guardian* article and a February 26 *Washington Post* article about his new research "The Paradox of Inequality: Income Inequality and Belief in Meritocracy go Hand in Hand" published in *Socio-Economic Review*.

Timothy J. Owens, Kent State University, was interviewed by journalists from TV Paraná, Brazil, on November 30, 2018, about his thoughts and experiences while teaching at the inaugural American Academy, a collaboration between the Pontifical Catholic University of Paraná (PUCPR) and Kent State University aimed at increasing Brazilian undergraduate's awareness of global issues. Owens taught a complete Introduction to Sociology course in November of 2018. The Brazilian students are scheduled to attend Kent State for one or two academic years starting in 2020.

Barbara Risman, University of Illinois-Chicago, was quoted in a *New York Times* article "Many Ways to Be a Girl, but One Way to Be a Boy: The New Gender Rules" on September 14, 2018. The article discusses the results of a new poll about the gender attitudes of adolescents and children. She also co-authored a *Psychology Today* blog "Are Baby Boomers Bringing the Sexual Revolution to Aging?" with Nicholas Velotta on October 16, 2018. The article highlights the effects of increases in life expectancy and quality of life on baby boomers' sexuality.

William "Buddy" Scarborough, University of Illinois-Chicago, **Ray Sin**, Morningstar, and **Barbara Risman**, University of Illinois at Chicago, conducted a study featured in the *New York Times* article, "Americans Value Equality at Work More Than Equality at Home," on December 3, 2018.

David R. Segal, University of Maryland, was quoted in a February 24 article in the *New York Times* on a federal court ruling that since women can now serve in combat units and specialties in the army, male-only draft registration under the Selective Service Act violates the equal protection clause of the 14th Amendment and is unconstitutional ("Drafting Only Men for the Military is Unconstitutional, Judge Rules").

Stacy Torres, University of California-San Francisco, wrote an op-ed that appeared in the February 8 *San Francisco Chronicle* about pedestrian safety in Oakland, titled "We Must Prioritize Pedestrian Safety in Oakland and Other Bay Area Cities for the Good of Us All."

Awards

Stephen J. Morewitz, San Jose State University, was awarded a San Jose State University, Sociology and Interdisciplinary Social Sciences Department Travel Grant of \$1,200 to travel to France and lead the First Annual Forensic Social Sciences Association (FSSA) Workshop and FSSA Annual Board Meeting at the Université de Reims, Law Faculty, Reims, France on April 5, 2019.

Transitions

Jan Marie Fritz, University of Cincinnati and University of Johannesburg, is a Distinguished Visiting Professor (Spring 2019) with the Honors College at the University of South Florida.

People

Jan Marie Fritz, University of Cincinnati and University of Johannesburg, was elected to the Executive Committee of the International Sociological Association for a four-year term (2018-2022). She also has been appointed to the U.S. Environmental Protection Agency's National Environmental Justice Advisory Council.

Elizabeth Gorman, University of Virginia, was featured in a February 4 *LinkedIn* article on gender inequality in law firms ("Women are 87% of paralegals, but only 23% of law-firm partners. Let's find out why").

Guillermina Jasso, New York University, delivered the Martha Foschi Honorary Lecture at the Department of Sociology, University of British Columbia, on February 5, 2019. The title of her talk was "From Fairness and Status to Parental Love and Toy Sales, Proportion Disadvantaged and Polarization, Ethnic Percent Split and Segregation, Outsiders/Insiders and Theft, Military Theater Location and PTSD, and Wage Inequality and Divorce Rates: The Case for Basic Research."

New Books

Jake Alimahomed-Wilson, California State University-Long Beach, and **Immanuel Ness**, Eds., *Choke Points: Logistics Workers Disrupting the Global Supply Chain* (Pluto Press, 2018).

Paul D. Almeida, University of California-Merced, *Social Movements: The Structure of Collective Mobilization* (University of California Press, 2019).

Steve Buechler, Minnesota State University-Mankato, *How Steve Became Ralph: A Cancer/Stem Cell Odyssey* (with Jokes), (Written Dreams Publishing, 2018).

José A. Cobas, Arizona State University, **Joe R. Feagin**, Texas A & M University, **Daniel J. Delgado**, Texas A&M University-San Antonio, and **Maria Chávez**, Eds., *Latino Peoples in the New America: Racialization and Resistance* (Routledge, 2018).

Caitlyn Collins, Washington University-St. Louis, *Making Motherhood Work: How Women Manage Careers and Caregiving* (Princeton University Press, 2019).

Carolyn Ellis, University of South Florida, *Final Negotiations: A Story of Love, Loss, and Chronic Illness*, expanded and revised edition (Temple University Press, 2018).

Joe Feagin, Texas A&M University, *Racist America: Roots, Current Realities, and Future Reparations*, 4th ed. (Routledge, 2019).

Lilly Irani, University of California-San Diego, *Chasing Innovation: Making Entrepreneurial Citizens in Modern India* (Princeton University Press, 2019).

Rhonda F. Levine, Colgate University, *When Race Meets Class: African Americans Coming of Age in a Small City* (Routledge, 2019).

Other Organizations

2018 General Social Survey results are now available. Access new modules on science, religion, and social networks and see how Americans' views have evolved over time. The 1972-2018 General Social Survey data and documentation are available at gss.norc.org.

Obituaries

John E. Dunkelberger 1935-2019

John E. Dunkelberger, Professor Emeritus of Rural Sociology at Auburn University, passed away on February 23, 2019, at the age of 84. Born in Sunbury, PA, he often talked fondly of his summers spent as a young man working on the railroad. John received his BA from Franklin & Marshall College, MS from Pennsylvania State University and his PhD in rural sociology from Mississippi State University.

John joined the Auburn faculty in 1962 in a teaching-research appointment in the Department of Agricultural Economics and the Alabama Agricultural Experiment Station (AAES), retiring in 2003. During his long tenure at Auburn he nurtured growth of rural sociology as a discipline that addressed the needs of rural people in Alabama and beyond. John taught the first rural sociology courses at Auburn in 1962, and in 1983 he helped establish a graduate program in rural sociology that continues to produce high quality research. His research interests included youth, housing, and rural crime. The 1975 AAES bulletin "Profiling the Woodsburner: An Analysis of Fire Trespass Violations in the South's National Forests" was a widely appreciated applied publication for which he was justifiably quite proud.

John's influence and leadership extended far beyond the Auburn campus. He was part of the move-

announcements

ment that led to the establishment of the Rural Sociology Section of the Southern Association of Agricultural Scientists in 1969 that later became the Southern Rural Sociology Association. He served as the 1971-72 President. Later, John was Secretary-Treasurer of the Rural Sociological Society for some years.

Early in his career he and a group of colleagues establish a network of researchers spanning the entire south-east focusing on the factors leading to success in youth achievement. Their research team often referred to as the "Southern Youth Study" was responsible a large number of scholarly contributions and helped shape social science understanding of youth development.

He taught rural sociology and several community courses to students from the College of Agriculture major, often the only social science course in their program of study. In later years, he taught a heavily subscribed research methods course for nursing students. He was widely respected by sociologists in the region and was elected President of the Alabama-Mississippi Sociology Association in 2003.

John supported the Auburn community through his affiliations with the First United Methodist Church, several civic clubs, university associations, The Auburn Federal Credit Union, and local charities. He is remembered by his many students and those who worked with him as a good colleague and mentor.

Joseph J. Molnar, Auburn University

Russell R. Dynes 1923-2019

Russell R. Dynes, Professor Emeritus at the University of Delaware and former Executive Officer of the American Sociological Association, died on February 10, 2019, at age 95. Dynes was an early pioneer of the disaster research field and co-founder of the Disaster Research Center (DRC), first founded at the Ohio State University and later relocating to the University of Delaware.

Professor Dynes was born in Dundalk, Ontario, on October 2, 1923, and later moved to the United States with his family. During World War II, he was an Army Specialist Training Group in Engineering at the University of Alabama, later assigned to the 138th Petroleum Distribution Company. After his discharge in 1946, he completed his bachelor's (1948) and master's (1950) degrees at the University of Tennessee, and his PhD in sociology at Ohio State University (1954).

It was at Ohio State where he met Enrico Quarantelli and Eugene Haas. In 1963, he co-founded the Disaster Research Center, one of the most renowned centers in the world focusing

on the social aspects of disasters. Quarantelli and Dynes continued as DRC co-directors for many years, mentoring students who became leaders in the disaster research field. Russell Dynes's influence on scholars stretched beyond disciplines and borders, providing the foundation for much of the knowledge about individual and organizational behavior during disasters and contributing to the formation of the sociology of disasters.

Many of his accomplishments were in service to the sociological profession. He chaired the Department of Sociology at Ohio State University (1974-1977), then left OSU to become Executive Officer of the American Sociological Association (ASA) from 1977 to 1982. This was a time period of great expansion and more diversity in the discipline of sociology, trends that Dynes greeted with great enthusiasm. Many of us who "came of age" during that period saw him as a mentor and friend.

Over the years, he served as president, vice president, and program chair of the North Central Sociological Association; editor of ASA's *Footnotes*, chair, associate editor, and treasurer of the Religious Research Association; and treasurer for the Society for the Scientific Study of Religion, in addition to many other national and regional committees. After the Three Mile Island nuclear power plant accident, he served as the head of the Task Force on Emergency Preparedness and Response for the President's Commission on the Accident at Three Mile Island. He joined the University of Delaware as chair of the Department of Sociology and Criminal Justice from 1982-1988. It was during that time that Quarantelli and the Disaster Research Center moved to its present home at the University of Delaware.

Professor Dynes wrote and edited many books, book chapters, and monographs, including a co-edited volume on the *Sociology of Disasters: Contributions of Sociology to Disaster Research*. He served as President of the Research Committee on Disasters from 1986-1990 and its executive committee from 1990-1994. His honors are many, including multiple Fulbright awards and scholarly awards from the disaster research community: the E.L. Quarantelli Award for Contributions to Social Science Disaster Theory, and the Charles E. Fritz Award for Distinguished Career Service to the Field of Disaster Research, both from the International Sociological Association's Research Committee on Disasters.

Professor Dynes was, at all times, a sharp observer of human behavior, both by individuals and in groups and organizations. His classic book, *Organized Behavior in Disaster*, now nearly 50 years old, presents durable

analyses and findings that remain foundational in our understanding of disasters. His 1995 article on disaster research policy networks was published in the *Journal of Applied Sociology*. In addition to providing a fascinating autobiographical background, he wrote of the importance of "transnational and comparative work, that sociological knowledge should have application, and that sociology, like any intellectual activity, needs to be supported by creating interpersonal networks." Through his Fulbright Awards that brought him to Egypt, India, and Thailand, his international fieldwork, and his conference travel that brought him around the globe several times over, Dynes forged and fostered connections that would last a lifetime, influencing his thinking, writing, and teaching.

The late sociologist and former National Science Foundation program officer William (Bill) A. Anderson commented, "My mentor and friend Russell Dynes has been a most remarkable and productive figure in the social science disaster research community for nearly five decades. With far reaching intellect and collaborative nature, he arrived on the scene of the nascent disaster research field at just the right time to provide leadership to help build a community of scholars that cuts across national borders and to show the way to new and creative ways to capture the essence of human behavior in disaster, train future generations of researchers, and build bridges to policy makers and practitioners."

Dynes was predeceased by his wife, Susan, and his son, Jon. He is survived by his sons, Russ, Jr. (Jane Luke), Patrick, and Greg; and grandchildren, Oliver, Christopher, Madeline, and Andrew.

Those who remember Professor Dynes recall his cheerful demeanor. Throughout his career, the moment he met a student, a scholar new to the field, or an international visitor to the Disaster Research Center, he would immediately conjure a recollection of a visit to the person's home-city, a tie to their interest, or a connection upon which to build. He had the wonderful ability to set someone at ease and quickly build rapport.

We can be grateful for his long and productive life, one whose pursuits led him abroad and kept him coming into the office, writing, and co-editing books well into his 80s. Although we are deeply saddened, those of us who knew him will reflect on many good times. Those who know him only as a pioneering scholar in the field will have the benefit of his many contributions for years to come.

Tricia Wachtendorf, James Kendra, Margaret Andersen, University of Delaware

Ray H. Elling 1929-2018

Ray H. Elling, PhD, 89, died peacefully on Friday, November 23, 2018, in the University of Connecticut's John Dempsey Hospital after a very brief stay. Aware of his options and their risks, Ray chose palliative care rather than restorative care and donated his body to science.

Born July 23, 1929, to immigrant Swedish parents, Ray grew up the youngest of three sons in Minnesota and became an avid and accomplished outdoorsman. In early adulthood, Ray joined the U.S. Army and served in the reconstruction effort in Japan and then in Austria, where he met and married Margit Schreiber in 1952. He returned to the U.S. with Margit, began a family and pursued graduate studies in the nascent field of medical sociology. He received his master's degree from the University of Chicago and his PhD from Yale University.

Ray's deep devotion to the dignity of each individual found its professional expression in his research and instruction in cross-cultural public health. Always one to build bridges, he sparked the development of many interdisciplinary graduate programs that introduced physicians, nurses, social workers, sociologists, epidemiologists, psychologists, and more to one another, to each other's professions and to the people whom they sought to serve. His studies of health care systems and outcomes in a variety of cultures resulted in a two-year appointment as a consultant to the World Health Organization in the early 1970s. He was also instrumental in founding the Connecticut Council on Occupational Safety and Health, Inc. in 1981.

A founding faculty member of the University of Connecticut Medical School, Ray inspired and led the "Social Sciences and Health Care" doctoral program out of the Department of Community Medicine. He was a prolific researcher and an accomplished writer/editor of scholarly works such as *Traditional and Modern Medical Systems* (June 1981), *Struggle for Workers' Health: A Study of Six Industrialized Countries* (February 1986) and *Health and Health Care for the Urban Poor: A study of Hartford's North End* (Connecticut health services research series) 1974.

Ray's real passion was always for teaching, and he leaves behind a generation, if not two, of researchers, academicians, and practitioners. Even in retirement, Ray worked to make sure that UConn medical students were well instructed in the needs of the underserved and overlooked.

Though never a "politician" in the common sense of that word, Ray, a long-time resident of Farming-

ton, served on its Human Relations Commission and the Farmington Democratic Town Committee. From his earliest years he was an ardent peace activist, supporter of women's rights, champion of ethnic and race relations, and, lately, advocate for disability rights. As an officer in the Citizens Coalition for Equal Access (CC=A), he successfully pushed the Unionville, Farmington, and West Hartford branches of the U.S. Postal Service to make their services properly accessible to people with disabilities. These successes led to Concurrent Resolutions calling for automatic doors in all federally funded buildings, which the U.S. Senate unanimously approved. Not content with federal buildings, Ray moved on to push for mandating the use of "universal design" in all Federally funded projects meaning, "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." (The Center for Universal Design, North Carolina State University)

He is survived by his wife of 27 years, Marilyn, his eldest son, Ron, his youngest son, Martin, his daughter-in-law, Xenia, his grandchildren, Tyson, Jessica, Jason, and Kristofer, and many great grandchildren. He was preceded in death by his wife of 38 years, Margit, and his second son, Gerard.

Monetary gifts in memory of Ray Elling can be directed to any charitable organization bettering humanity. You may, if you wish, target your generosity to Connecticut Council on Occupational Safety and Health, Inc. (ConnectiCOSH), 683 North Mountain Road, Newington, CT 06111, or to Farmington Valley Trout Unlimited, c/o John DiVenere, 139 Hopmeadow Rd., Bristol, CT 06010, with a memo in memory of Ray Elling.

Adapted from his Farmington Patch obituary of December 1, 2018 by grateful former students: Sylvia Kenig Snyder, Lois Haignere, Christine Witzel and (in spirit) Helen Raisz.

Peter Kaufman
1967- 2018

Peter Kaufman passed away on November 19, 2018, after battling aggressive metastatic lung cancer; he was 51. After earning a BA in Political Science from Earlham College in 1989 and a PhD in Sociology from Stony Brook University in 1999, Peter found his professional "home" at the State University of New York at New Paltz, where he spent his entire career. He joined the Sociology Department in 1999, received tenure and promotion in 2006, and rose to the rank of full professor in 2014.

Over the course of his career, Peter cultivated a highly reflexive, compassionate, contemplative, and collaborative sociological imagination as a teacher-scholar-activist-athlete in the symbolic-interactionist tradition. How do students form class-based identities in their college environment? How do children respond to the stigmas of homelessness? How do athletes use sport to actively foster progressive social change? How can concepts of sociological theory and Buddhist philosophy inform the sociology of teaching and learning? These are just a sample of the questions that guided Peter's intellectual curiosity and journey. Whether examining identity formation, pedagogy, or sports, Peter made a concerted effort to develop an empathetic understanding of his subjects, always focusing on the relationship between individuals' biographies and history. He was a generous and frequent collaborator, eager to share the labor, laughter, and insights from his well-

honed sociological imagination with colleagues, including Todd Schoepflin, Janine Schipper, Catherine Fobes, Matthew Immergut, Mindy Ross, Eli Wolf, Terry Murray, Anne Roschelle, and Judith Halasz.

Peter established his voice in the social reproduction literature on youth, class, and the self. He published findings from his dissertation in "Learning to Not Labor: How Working-Class Individuals Construct Middle-Class Identities" in *Sociological Quarterly* (2003). He expanded this line of inquiry in "Social Structure and the Individual" with Judith Halasz in *A Sociology Experiment*, edited by Shamus Khan and Patrick Sharkey (2019), "The Sociology of College Students' Identity Formation" in *In Search of Self: Exploring Undergraduate Identity Development*, edited by Chad Hanson (Jossey-Bass, 2014), "Middle-Class Social Reproduction: The Activation and Negotiation of Structural Advantages" in *Sociological Forum* (2005), "Fitting In and Fighting Back: Stigma Management Strategies Among Homeless Kids" with Anne Roschelle in *Symbolic Interaction* (2004), and other articles.

As a teacher-scholar-activist-athlete, he brought his personal and political interests to bear on his scholarship and teaching. Well-known for his contributions to the scholarship of teaching and learning (SoTL), Peter integrated symbolic-interactionism with Freirian critical pedagogy and more recently contemplative practice. *Teaching with Compassion* (2018), co-authored with Janine Schipper, offers eight practices to help teachers at all levels incorporate empathy into teaching and learning. In addition to editing the ASA teaching monograph *Critical Pedagogy in the Sociology Classroom* (2006), Peter's most significant SoTL publications included "Critical Contemplative Pedagogy" in *Radical Pedagogy* (2017), "A Sociology of No-Self: Applying Buddhist Social Theory to Symbolic Interaction" with Matthew Immergut in *Symbolic Interaction* (2014), "Scribo Ergo Cogito: Reflexivity through Writing" in *Teaching Sociology* (2013), "Sociology as Pedagogy: How Ideas from the Discipline Can Inform Teaching and Learning" with Judith Halasz in *Teaching Sociology* (2008), "Critical Pedagogy in the Classroom: Challenges and Concerns" with Catherine Fobes (2008), and numerous teaching resources and essays published by respected academic outlets.

In the classroom, Peter practiced what he published. He was an exceptionally creative, dynamic, and mindful teacher, closely mentoring students' academic and holistic development. Committed to fostering student writing, Peter regularly taught writing intensive courses, chaired the SUNY New

Paltz Writing Board, and frequently coordinated the annual Celebration of Writing Day. As a teaching mentor, he approached junior colleagues as equals sharing in a collective endeavor to improve the learning experience. Recognized as a leading pedagogue on campus and in the field, he received numerous well-deserved accolades, including the SUNY Chancellor's Award for Excellence in Teaching in 2011 and the President's Award for Excellence in Teaching at SUNY Stony Brook in 1998.

Peter extended his sphere of written work beyond academia to the blogosphere and microburst essays on Twitter as well as haikus he shared with family, friends, students, and colleagues. Peter's commitment to making sociological thought available to all students in and outside the classroom was best captured in his 100-plus entries in the *Everyday Sociology* blog (W.W. Norton, 2011-2018). To make sociology accessible, he applied abstract ideas of theory and methodology to everyday situations, from elections to mega-lotteries to his own dying. Peter treated *Everyday Sociology* as a platform to express his academic-activist voice as a public sociologist. Eager to use every opportunity to reflect and teach, one of his final writings addressed his experience with a terminal illness, "A Sociology of My Death," which later expanded into a public talk at SUNY New Paltz, "On Death and Dying." This exercise of reflexivity showed students and colleagues his mindfulness in contemplating this intimate experience and the collective challenges of talking about the life cycle.

Peter was also a lifelong athlete who combined his passion for sports and social justice in several articles including "Playing and Protesting: Sport as a Vehicle for Social Change" co-authored with Eli Wolf in *Journal of Sport and Social Issues* (2010) and "Boos, Bans, and Backlash: The Consequences of Being an Activist Athlete" in *Humanity and Society* (2008). He was recognized for his contributions to the sociology of sport as a Research Fellow in the Sport and Society Center at Northeastern University in 2007.

An avid cyclist and swimmer, he enjoyed riding through the Hudson Valley and down to New York City and swimming in Lake Minnewaska. He not only practiced the mantra of sound body, sound mind, but also patiently and persistently encouraged friends, colleagues, and students to join him on rides, hikes, swims, and races. In the saddle or the trail, no matter how fast he could go, he would always ride or walk *with* you.

Peter also used his musical talents to advocate for social change and forge close friendships with




Editor: Nancy Kidd
Managing Editor: Johanna Olexy

Associate Editor: Naomi Paiss

Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research oriented or scholarly in nature. Submissions will be reviewed for possible publication. Obituaries are limited to 600–900 words and Announcements, 200 words. All submissions should include a contact name and an e-mail address. ASA reserves the right to edit all published material for style and length.

All *Footnotes* communications can be directed to: American Sociological Association, 1430 K Street, Suite 600, Washington, DC 20005; (202) 383-9005; fax (202) 638-0882; email footnotes@asanet.org.

Copyright © 2019, American Sociological Association.

 footnotes is printed on recycled paper

announcements

colleagues. He was the drummer for the all-faculty rock band, Questionable Authorities, joining sociology, psychology, and biology professors. The band played frequently in the New Paltz area to benefit students and social justice causes. He was equally quick to work with community organizations to address social problems large and small, from bigotry to unsafe cycling and pedestrian conditions.

Peter is survived by his partner of 33 years, Leigh Weaver, his parents Toby and Barry Kaufman, brothers Jon and Josh and their families, sister-in-law Ann Ward and her family, greyhound Billy, as well as his New Paltz “family” of friends, neighbors, bandmates, and colleagues. He will be greatly missed, but we take comfort in knowing that his legacy will persist in the work, outlooks, and lives of his family, friends, colleagues, and students.

Roberto Velez-Velez and Judith R. Halasz, SUNY New Paltz.

**Olaf F. Larson
1910–2017**

Olaf Larson, Professor Emeritus of Rural Sociology, passed away on November 14, just three months shy of his 108th birthday. Olaf earned a master’s degree in agricultural journalism with a minor in agricultural economics and a PhD in rural sociology.

In 1936, Olaf joined the faculty of Colorado State University (then Colorado State A&M) as an assistant professor. Olaf’s research during this time focused on national studies pertaining to rural relief problems, farm labor, farm families, population change and mobility, and a study of 3 Colorado communities as part of a nationwide study of agricultural communities. It was also where he met and married his wife Clair.

After being promoted to associate professor in 1937, Olaf began his career’s next chapter at the U.S. Department of Agriculture’s Division of Farm Population and Rural Life. The Division was the first federal government agency devoted to sociological research. As Olaf, and his longtime colleague, Julie N. Zimmerman, were to show in two landmark books published in the 2000s, the “Division” was hugely influential in developing theory-driven empirical social science in America. Olaf’s wide-ranging research for the Division included rural development, racial and other forms of inequality, rural poverty, farm families and led the region’s contributions to a nationwide effort to establish cultural regions within rural America. In 1941, while employed by USDA, Larson completed his PhD at the University of Wisconsin.

In 1946, Olaf accepted an associate professorship in Rural Sociology

at Cornell. Olaf’s work at Cornell spanned all three Land Grant functions: teaching, research and Extension. At Cornell, Olaf’s work included examining migratory farm labor, rural health, and rural values and beliefs, along with his continuing focus on rural community organization. He testified before Congress and his research was used by both President Lyndon B. Johnson’s Commission on Rural Poverty and by the New York State Legislative Committee on Migrant Labor. He was the first director of the Northeast Regional Center for Rural Development. From 1957-1966, he served as Head of the Department of Rural Sociology (now Development Sociology). He became an internationally recognized scholar of rural life in America and was twice selected as a Fulbright Scholar (1951-52 in Oslo, Norway and 1961-62 in Naples, Italy); was voted into the prestigious Sociological Research Association in 1954; elected president of the Rural Sociological Society (RSS) in 1957; and awarded the RSS’s career award of Distinguished Rural Sociologist in 1985.

In 1975, Professor Larson faced mandatory retirement laws in force at the time. Retirement notwithstanding, he remained an active scholar for more than a quarter of a century more including research with Dr. Minnie Miller-Brown of North Carolina State University on Black farmers and Olaf co-edited the influential book on the sociology of agriculture with Fred Buttel and Gilbert Gillespie.

In the late 1980s he began research exploring the profound impact on social science research and public policy of the USDA’s Division of Farm Population and Rural Life – the first unit of the federal government devoted to sociological research and for which he had worked. This project was unique for its support from both the Rural Sociological Society and the American Sociological Association.

While he would lose his wife and lifelong partner Clair, in 2011, Olaf published two books during his centennial year. One of the books, the final in the series on social science research in the USDA, was nominated for the ASA’s History of Sociology Section’s Distinguished Scholarly Publication Award. The other book, published by the University of Wisconsin Press, examined rural life in Wisconsin during his boyhood years.

Professor Olaf Larson was the last of a generation of rural sociologists, and in many ways his career traced the history of rural sociology. He was the Rural Sociological Society’s (RSS) oldest past president, the oldest member of the RSS, the oldest sociologist and rural sociologist in the nation, and the last person who had worked in the first unit of the federal government devoted to sociological

research. To honor his long years of achievement, “in recognition of his significant commitment and contributions to the discipline of sociology” the American Sociological Association bestowed Olaf with an honorary lifetime membership.

Julie N. Zimmerman, University of Kentucky, and David Brown, Cornell University

**Devah Pager
1972–2018**

To truly appreciate Devah Pager, you had to see her in action.

Pager was in my office at Harvard once when a researcher stopped by to tell me about an interview just conducted of men and women recently released from prison. A young man in the study had applied for a job at a pizza place, where the application included a question asking if he had a criminal record.

Employers in Massachusetts are not allowed to ask about criminal records at the first job interview. Pager asked the name of the pizza place, googled the phone number and called them up. Politely but firmly, she told the manager the practice was illegal. The manager apologized and said they’d print new applications right away.

Pager, who passed away on November 2 at age 46, was a generous soul and beloved at Northwestern, Princeton, and Harvard Universities where she had taught. As a graduate student and a native of Hawaii, she had deep interests in the stereotyping and discrimination that accompanied racial injustice. Before attending her PhD program at the University of Wisconsin, she studied sociology in South Africa. She had told me that at Wisconsin she wanted to do dissertation research analyzing data on the employment of formerly-incarcerated men, but a lot of that research was already done (some of it by me). That’s when she switched to the idea of an audit study, which, it turned out, was a much sharper knife.

Her audit study became a landmark work. It examined the job prospects of young men with criminal records. It paired young men posing as job seekers. They were selected to look the same, were given similar clothes and trained to act in the same way in job interviews. But one in each pair was given a resume that indicated a criminal record. Would employers treat them differently?

Conducting the experiment in Milwaukee, Pager found that white job applicants without a criminal record would be called back by employers with a job offer or for a second interview about 34 percent of the time. If the white applicant had a criminal record, the callback rate was only 17 percent. The effect of a criminal record on employers was even more

striking for black applicants. Those without a criminal record were called back about 14 percent of the time. But if they had a criminal record, black job applicants were called back just 5 percent of the time.

The research had a significant impact on social science and public policy. Pager had isolated one important way in which criminal justice involvement had negative effects: the stigma of a criminal record. What’s more, criminal stigma was even larger for blacks than whites. The research also showed that there was substantial racial discrimination. Race plus the stigma of a criminal record nearly eliminated economic opportunity for formerly-incarcerated black men. Pager’s dissertation, *Mark of a Criminal Record*, had an immediate effect on public policy and received the 2003 ASA Dissertation Award. It was published in 2007 as *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration*.

Pager and I replicated the results of her dissertation research in New York City. Again, job seekers with criminal records were found to do poorly in general, but black job seekers with clean records did even worse than whites with prior convictions.

A few years later, we started work on another experiment, this time looking at the legal fines and fees that are levied on criminal defendants. Criminal defendants are usually very poor. What if, she wondered, they didn’t have to pay the court fees and small fines that often begin a downward spiral into incarceration?

The experimental method was a hallmark of her short and brilliant career. In Pager’s hands, the experiment flipped the script. Instead of studying the shortcomings of disadvantaged people, she studied how the world treated them. Like her phone call to the pizza place, her work was infused with a big-hearted sense of justice in which everyone deserves a second chance.

Devah was diagnosed with pancreatic cancer in 2016 and for much of the next two years she worked actively on her research and chaired a PhD program at Harvard. Only in the last month did the disease become overwhelming. She is survived by her father and two brothers, her husband Mike Shohl, and young son, Atticus.

She will be missed, not just as a scholar, but also as a friend whose spirit could warm an auditorium and whose sense of justice and drive for the evidence to support it inspires us all.

Bruce Western, Columbia University. This was adapted from an obituary that originally appeared in Marshall Project website.



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

ASA Fund for the Advancement of the Discipline

Deadline: June 15 and December 15

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

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

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

Principal investigators and co-PIs must have a PhD. The ASA encourages submissions from individuals who are early in their careers, at community colleges, or based at other institutions without extensive support for research, as well as collaborations with 2-year institutions. Awards shall not exceed \$8,000.

For more information, visit www.asanet.org/career-center/grants-and-fellowships, email nvamaya@asanet.org, or call (202) 247-9852.

ENGAGING SOCIAL JUSTICE FOR A BETTER WORLD

114th ASA Annual Meeting
August 10-13, 2019
New York, NY



114th ASA Annual Meeting
August 10-13, 2019
New York, NY

