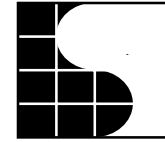


The Student Sociologist

A semi-annual newsletter for students and their departments from the American Sociological Association



December 2005

Learn more about the Student Forum!

The American Sociological Association's Student Forum provides resources for graduate and undergraduate sociology students, helps develop networks among student members, and facilitates student participation in the ASA by encouraging professional development and service.

All students who join ASA as student members automatically become members of the Student Forum, receive the mailings and electronic communications, and have access to the Forum's programming.

The purpose of the ASA Student Forum is to strengthen students' connections to the American Sociological Association and to the discipline. The Forum provides a framework for facilitating students' active participation in ASA and the continued growth of student members in the Association. The Forum encourages professional development and service, fosters the exchange of information and the enabling of networks among student members, and functions as a bridge to the substantive interests, activities, and areas that constitute the Association (e.g., ASA sections, the Annual Meeting, publications, and substantive programs). To accomplish these purposes, the Forum proposes sessions for the Annual Meeting, communicates and works with ASA students throughout the year, and provides a limited amount of funding on a competitive basis to assist students with the cost of attending the Annual Meeting.

For more information check out the website: <http://www2.asanet.org/studentforum/index.html>

"We hope to have an exciting year with the Forum," says Chair Louis Esparza. "We are working on the website and monthly communications with students."

The ASA Call for Papers includes student-proposed sessions. Please send in your work and be a part of the Annual Meeting in Montreal. The Forum also seeks candidates for its Board; please volunteer!

In addition to the monthly newsletter "blast" to all student members, the Forum hopes to have a discussion group. Students will receive information on how to subscribe and post their comments.

To contact the Forum, e-mail Louis at louis.esparza@stonybrook.edu or Carla Howery at the ASA Executive Office at howery@asanet.org.

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MINORITY FELLOWSHIP PROGRAM

Apply for 2006-2007 academic year!

Through its Minority Fellowship Program (MFP), ASA supports the development and training of minority sociologists in mental health. Funded by a grant from the National Institute of Mental Health (NIMH), the MFP seeks to attract talented minority students interested in mental health issues and to facilitate their placement, work, and success in graduate programs throughout the U.S.

Sociological research on mental health and mental illness is germane to core areas of emphasis within the NIMH specifically, and the National Institutes of Health more generally. Research on the social dimensions of mental health includes attention to prevention and to causes, consequences, adaptations, and interventions.

MFP applicants can be new or continuing graduate students. However, the MFP is primarily designed for minority students entering a doctoral program in sociology for the first time or for those who are in the early stages of their graduate programs. MFP applicants must be applying to or enrolled in sociology departments which have strong mental health research programs and/or faculty who are currently engaged in research focusing on mental health issues.

MFP Fellows are selected on the basis of their commitment to research in mental health and mental illness, academic achievement, scholarship, writing ability, research potential, financial need, and racial/ethnic minority background. Specifically, applicants must be members of one of the following racial/ethnic groups: Blacks/African Americans, Latinos/as (e.g., Mexican Americans, Puerto Ricans, Cubans), American Indians or Alaskan Natives, and Asians (e.g., Chinese, Japanese, Korean, Southeast Asian), or

Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino). Fellows must be citizens or non-citizen nationals of the United States, or have been lawfully admitted to the United States for permanent residence and have in their possession an Alien Registration Card.

The application deadline for the 2006-2007 academic year is **January 31, 2006**. For more information, please visit our website or contact ASA Minority Affairs Program; American Sociological Association; 1307 New York Avenue NW, Suite 700; Washington, DC 20005-4701; minority.affairs@asanet.org

<p>2006 ASA ANNUAL MEETING August 11-14, 2006 Montreal Convention Center Montreal, Quebec, Canada</p> <p>Great Divides: Transgressing Boundaries</p> <p>More information at www.asanet.org</p>
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**CREATING A SENSE OF PLACE AT THE ANNUAL MEETING:
THE ASA HONORS PROGRAM**

The ASA Honors Program is currently accepting applications for its 33rd annual gathering, to be held at the 2006 ASA Annual Meetings in Montreal, from August 10-14th. The Honors Program allows talented undergraduate students to attend the Annual Meeting as a learning laboratory where they have the opportunity to attend both general sessions and those crafted especially for the Program. Participants in the program often remark that it is an excellent way to meet professional sociologists and other students.

The ASA Honors Program began in 1974 as a teaching demonstration for introductory sociology. At the 1981 Annual Meeting at Toronto, William Foote Whyte, then ASA President, suggested that the Honors students become participant-observers of ASA meetings, and this has continued to be an activity of the Program to this day. The Honors Program became an official ASA program in 1992. Dr. Dennis Rome of The University of Wisconsin - Parkside currently serves as the seventh Director of the Honors Program.

By participating in the ASA Annual Meeting through the Honors Program, undergraduate students in sociology can become an integral part of the meeting environment with a cohort of other students. Most share hotel rooms and develop lasting friendships with other sociologists at early stages in their careers.

At the 2006 ASA annual meetings in Montreal, Honors Program students will: Attend a special Honors Program Reception and other events where they interact with other undergraduate sociology students; Participate in an Honors Roundtable session as well as ASA events including ASA First-Timers' Welcoming Party and regular paper sessions and roundtables; Learn all about the activities, sections, and governance of the ASA; Meet and talk with sociologists representing graduate programs around the country; and Attend "Conversations With ..." sessions with prominent sociologists that are reserved for Honors Program students.

Participation in the Honors Program requires nomination by a sociology faculty member at your college or university. Your completed application, including the faculty recommendation letter, are due in the office of the ASA Honors Program Director by **February 25, 2006**. After that date, applications will be accepted if places are available on a first come, first served basis.

For more information and application materials, please visit our website at: <http://www.asanet.org> and click on "Students" or contact: Dennis M. Rome; University of Wisconsin – Parkside; Criminal Justice Department; 370 Molinaro Hall; Box 2000; Kenosha WI 53141; dennis.rome@uwp.edu or honors@asanet.org.

Get Involved with State and Regional Sociological Associations!

Information on various regional, state, and aligned sociological groups can be found on our website at:

<http://www.asanet.org/governance/aligned.html>.

Information on state and regional association meetings can be found at:

<http://www.asanet.org/meetings/regmtgsch.html>.

Many of these organizations have special programs and opportunities for students. Use this opportunity to connect with other sociologists near you!

CAREER PROFILES:

The following pieces highlight people using their sociological background in interesting and unconventional ways. More information about careers in sociology can be obtained at www.asanet.org by clicking on the top portal titled "students".

Sociological Skills Used in the Capture of Saddam Hussein

by Victoria Hougham, Academic and Professional Affairs Program

"It is apparent that a requirement on today's battlefield is to make an assessment of the political and social architecture of the operating environment. To successfully

accomplish this requires more than a reading of field manuals, but also an understanding of the local culture, political history, and the basics of managing a successful government. It is my belief that an understanding of the basics of sociological concepts – for example, justice and balance theory, exchange theory, and social networks – could potentially serve as a combat multiplier and therefore be the difference between success and failure.”

-Major Brian J. Reed

For a number of years, Maj. Brian J. Reed, a graduate of West Point Military Academy, currently a PhD student in the Sociology Department at the University of Maryland-College Park and a part of the University of Maryland’s Center for Research on Military Organization (CRMO), advocates sociological training for all military officers.

In a 2001 article, Maj. Scott Efflandt and Reed argue, “For those leaders at the tip of the spear, an academic grounding in sociology may be the most efficient and useful collegiate specialization. Junior military officers who execute the Army’s core function would benefit from an increased understanding of social sciences, sociological concepts in particular.” They believe that with sociological grounding, “[Officers’] decisions and actions on future battlefields reflect deliberate thought and understanding of larger social and political relationships.”

Reed follows distinguished sociologists who have previously advocated for sociological training. Morris Janowitz, in *The Professional Soldier*, in 1971, discussed at great length how the modern military is served well by managers and leaders with “realistic” educations about the complexities of modernity.

Operation Red Dawn

Reed, stationed in Iraq from March 2003 to March 2004, was instrumental in planning the capture of Saddam Hussein. As the

Operations Officer for his Brigade, Reed was the primary planner for Operation Red Dawn, the military operation that resulted in apprehending Hussein. He reports using a layered social network analysis to locate Hussein prior to his capture. “The intelligence background and link diagrams that we built were rooted in the concepts of network analysis. We constructed an elaborate product that traced the tribal and family linkages of Saddam Hussein thereby allowing us to focus on certain individuals who may have had (or presently had) close ties to [him],” said Reed.

While the capture of Hussein was widely covered in the U.S. mass media, most commentators were unaware of the sophisticated methodologies used to prepare the Brigade’s assault tactics. However, some social network theorists, in hotly debated online discussions, have expressed discomfort with the idea of these methodologies being used in such pragmatic ways. Reed counters that these methods are extensions of widely used and non-controversial strategies of mapping one’s opponents.

Sociological Imagination

According to Reed, by applying basic sociological principles he and other military personnel were better able to understand the Iraqi culture.

“Junior officers should apply sociological imagination to see an operation’s larger social operating network and respond appropriately to their missions,” (Efflandt and Reed 2001). Reed recalls how his sociological training helped him become more culturally aware of Iraqi customs, with important practical implications.

“We began by establishing a joint operation with our military police and the Iraqi National Police (INP) in Tikrit—that is, joint police desk operations, joint patrols, joint fixed site security, etc. Our military police were accustomed to a more

systematic operation defined by scheduled patrols and shifts (day and night), checks and balances for the apprehension and detention of criminals, and standardized procedures for day-to-day operations. However, this was not the Iraqi style. In a culture defined by prayer calls, “tea” breaks, and a slower approach to doing things, our military police struggled with instilling in the INP a sense of urgency and some of the more standardized systems that we, as Americans, find useful and successful.”

Military sociologist Charles Moskos, Northwestern University, concurs. “There is no question that American troops need more familiarity with the local cultures....The current handbooks on the local cultures are heavy on weapons and light on social insight.”

Reed said that in the same way various armed services develop new weapons, ships, and other technologies, he and others in the military are committed to finding increasingly sophisticated ways of understanding the social structures and cultures of those they are tasked to fight.

Despite the compelling case made by Reed and Moskos for the value of military sociology, over the last 10 years, the percentage of sociologists in the military has remained relatively constant at less than one and a half percent. Additionally, there are probably fewer than 50 people in all services with graduate training in sociology.

Fortunately, next year, military sociology courses will be taught at West Point, the Air Force Academy, and for the first time, the Naval Academy. Additionally, this year the CRMO was awarded \$1.1 million by the Army Research Institute for research on “Social Structure, Social Systems, and Social Networks.” University of Maryland military sociologist and CRMO director David R. Segal estimates that the international community of military sociologists actively engaged in the research

process numbers between 600 and 700, with the field supporting two specialized journals.

With this increased attention, funding, and commitment to social science research from the U.S. military, and the growing international field of military sociology, sociologists, like Reed, may see increased sociological training for military officers, and increased usage of sociological theories and skills in military operations.

References

Efflandt, Scott and Brian Reed. 2001. “Developing the Warrior-Scholar” *Military Review*. July-August:82-89.

Janowitz, Morris. 1971. *The Professional Soldier*. New York, NY: The Free Press.

Teach for America: Using Sociology in Education

By Erin Miller, 2002 Teach For America Corps Member

Teach For America is an organization that recruits, trains and supports recent college graduates to teach in low-income rural and urban school districts. I learned about Teach For America as a senior Sociology major at Miami University (Ohio). While visiting a friend who was teaching in Mississippi, I learned more about the program, visited the Teach For America website, and attended an information session about the program on my college campus.

After completing my application, interviewing, and being accepted into the program, I was trained to teach at Teach For America’s Houston Institute, with over 800 other corps members. Although the training was intense and the learning curve regarding teaching was sharp, I felt excited and prepared to enter my sixth grade Language Arts classroom in August. My placement site was Greenville, MS, in the heart of the rural Mississippi Delta region. I taught sixth grade with two veteran teachers and we

were able to collaborate and give our students a well-rounded curriculum. I utilized my background in sociology and research to contribute to our analysis of each student's abilities and the best way to help them achieve academically.

Being a part of Teach For America allowed me the amazing opportunity to become a member of a rural community in the South. I had the chance to study the differences between this community, my hometown, and the town where I attended college. I spent time in each of their public school systems, and was able to analyze how the differences in these communities impacted the student's learning. Also, as an educator, I had the opportunity to challenge these differences and use new curriculum and materials to help my students excel in the classroom. I was able to look at qualitative data, like classroom observations and surveys, and use this data to alter my instruction and curriculum. I also utilized my understanding of quantitative data to collect and analyze student knowledge throughout the year, and to discern the level of knowledge gained by the end of the year. My background in sociology helped me understand and utilize the Greenville community, allowing me to support and encourage my students' success.

For more information on how to get involved with Teach for America visit their website at: <http://www.teachforamerica.org>

<p>STUDENTS: GET INVOLVED IN ASA!</p> <p>For more information on student membership benefits, the Honors Program, and the Student Forum visit our website at: www.asanet.org or call one of the membership team members at: (202) 383-9005 x389</p>
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On the Web . . .

Fascinating and innovative websites designed to enhance sociological learning:

Data Exploration:

1. Easy visual browser for common census data (like race and income) by geography: <http://www.censusscope.org/>
2. Census data in maps and change over time: <http://www.socialexplorer.com/home/home.asp>
3. Stats at George Mason University: <http://www.stats.org/>
4. Numbers USA, a site where you can find statistics about all kinds of things: <http://numbersusa.com>
5. Bureau of Labor Statistics, home to gobs of information about the American labor market and economy: <http://www.bls.gov>
6. Methodology, research terminology: Center for Social Research Methods: <http://www.socialresearchmethods.net/>

Education:

1. Related: Is the SAT Test Racially Biased?: <http://www.stats.org/record.jsp?type=news&ID=195>
2. Student World Assembly (SWA) is a non-governmental, non-partisan, organization created to represent students in much the same manner as the U.N. represents governments. It provides a deliberative assembly where students around the world can exchange views and vote on global issues through on-line discussion forums and in-person International Convention. <http://www.studentworldassembly.org>

Environmental issues:

1. Regional Toxic (and other Environmental) Waste Levels: <http://www.scorecard.org/>
2. Food Wars --- quirky video clip based on star wars looking at issue of organic farming: <http://www.storewars.org/flash/>

Gender/Feminist:

1. Gender Genie (supposedly guesses the sex of a passage's writer with 80% accuracy):
<http://www.bookblog.net/gender/genie.html>
2. Wage information by race & sex:
<ftp://ftp.bls.gov/pub.special.requests/lf/aat37.txt>
3. Women's Education and Work, The pay gap:
<http://www.aauw.org/research/statedata/index.cfm>

Military:

1. The Cost of the War in Iraq:
<http://costofwar.com/>

Population & Demographics:

Infoshare Online Population statistics, immigration trends, socio-economic indicators, birth and death data, hospitalizations, local trade data, and much more. The Infoshare Community Information Service is a sophisticated tool that lets ordinary citizens view and analyze a vast array of community and regional data:
<http://www.infoshare.org/default.asp>

Race, Ethnicity & Prejudice:

1. Fun tests to think about your own deep-seated prejudices:
<https://implicit.harvard.edu/implicit/>
2. Tests for Hidden Biases:
<http://www.tolerance.org>

Theory:

1. Michael Kearl's A Sociological Tour Through Cyberspace:
<http://www.trinity.edu/mkearl/>

This list was adapted from a list compiled by Daniel Farr, SUNY – Albany and posted on the TeachSoc listserv.

2006 The North Central Sociological Association Student Paper Competition

Two divisional awards: 1. Graduate Student Division 2. Undergraduate Division (open to all students at 2-year and 4-year colleges, universities, and community colleges)

Competition Rules: The maximum length of a paper is 5000 words (approximately 18-20 pages). An abstract of no more than 100 words must also be included. Papers with multiple authors will be considered provided that all authors are students in the same division category. Winners are expected to present their papers at the 2006 annual meeting to receive the monetary award.

Please submit entries by **January 9, 2006** to: Fayyaz Hussain, chair Student Paper Awards Committee Center for Integrative Studies in Social Sciences 5-H Berkey Hall Michigan State University East Lansing, MI 48824 or contact: hussain3@msu.edu

For more additional information on the awards and judging criteria visit:
<http://www.ncsanet.org/students/papcomp2006.pdf>

The 2006 Pacific Sociological Association Distinguished Undergraduate Student Paper Award and \$200 honorarium

The Pacific Sociological Association's Distinguished Student Paper Award recognizes an undergraduate student for a paper of high professional quality. This award includes a \$200 honorarium and two nights of lodging at the 2006 convention hotel. To be eligible a paper must be (a) worthy of special recognition for outstanding scholarship; and (b) written by an undergraduate student or students in the Pacific region. The paper must be unpublished. You must provide the Committee with three copies of the paper, including an abstract, accompanied by at least one letter of support.

Send Nominations to:
Rebecca Warner; Dept. of Sociology

2307 Fairbanks Hall; Oregon State
University; Corvallis, OR 97331-3703
rwarn@oregonstate.edu

**2006 Eastern Sociological Society – Call
for Undergraduate Student Poster
Abstracts
Boston, MA, February 23-26, 2006
Conference Theme: *The Places of Our
Lives***

The 2006 ESS Annual Meeting will offer an opportunity for us to reflect on the importance of place to the field of sociology.

Undergraduate students are invited to participate in the conference through poster sessions specifically set aside to highlight undergraduate research. These special sessions will take place on **Saturday, February 25**. As a general policy, undergraduate student papers will not be accepted for regular paper and roundtable presentations. Submissions on all sociological topics are welcome, whether they relate to the conference theme or not. Abstract submissions must include all identifying information for both student authors and faculty sponsors, including telephone numbers, complete mailing addresses, and email addresses. The submission deadline is **December 1, 2005**. (Note that this date differs from the submission deadline in the general Call for Papers). Poster abstracts should be submitted with ESS on-line at <http://www.meetingsavvy.com/ess/>

All presenters, including undergraduate poster presenters, must be ESS members and register for the conference; however, for undergraduate students of institutions with 2006 ESS departmental memberships, the student membership fee (\$30) is waived and students need only pay the \$10 undergraduate registration fee. Department memberships are \$50 for BA-granting

institutions, \$100 for MA-granting institutions, and \$150 for PhD-granting institutions. Interested institutions should email ESS at ess@wpunj.edu.

**2006 Alpha Kappa Delta Undergraduate
Student Paper Competition**

Alpha Kappa Delta welcomes submissions from undergraduate students who are members of the AKD Society, whether or not they are involved in AKD chapter activities. All submissions must be received by **June 1, 2006**.

To be considered, each entry must conform to the following requirements: The author(s) must be a current member(s) of AKD and the paper must have been written while the author(s) was/were enrolled as an undergraduate student(s) during at least one term of the 2005-2006 academic year. One, two, or three students may author papers, but no student may be included as an author on more than one paper entered in the 2006 competition. The paper cannot have been previously published or be currently under consideration by a professional journal.

The paper must have sociological content and focus, but may be empirical, theoretical, or a critical review of the literature. An abstract of 100-150 words must summarize the major points of the paper. The paper may not exceed 35 double-spaced pages at 10 cpi or 12 pt, including tables, appendices, and references.

For more information, prize information, paper requirements and additional eligibility requirements please email: Elizabeth Hartung at: Elizabeth.Hartung@csuci.edu.

**24th Southeastern Undergraduate
Sociology Symposium (SEUSS)
Theme: *In The Eye of the Storm***

Co-Sponsored by Emory University and Morehouse College

The 24th SEUSS will be held on **February 26-27, 2006** (Sunday and Monday) at Emory University. The Symposium provides undergraduate students with the opportunity to participate in a professional meeting.

Papers in any area of sociology are welcome. Students whose papers are accepted will give a 12-15 minute presentation of their research.

A banquet will be held on February 27th for all student participants and faculty. The three best papers will receive an **Award for Excellence in Undergraduate Research** (1st place \$100, 2nd place \$75, 3rd place \$50). All presenters will receive Certificates of Professional Participation. Abstracts of all presented papers are published in the Symposium Proceedings.

Application Procedure. Interested students should submit a one-page paper **abstract and a faculty letter of support** by **January 31st, 2006** (please send by email to Dr. Corey Keyes at corey.keyes@emory.edu). The faculty letter should indicate that the paper is, or will be, completed and ready for presentation on February 27th. Students will be notified promptly of their acceptance. A nominal registration fee of \$25 is charged to help defray the costs of the banquet and Proceedings.

Note: Information about paper winners from the last SEUSS, registration and accommodation information, and updates are available at the website <http://www.sociology.emory.edu/SEUSS/>

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NEWS FROM YOUR DEPARTMENT