Progress in Breaking the Glass Ceiling

Indicators of Change for Women in ASA between 2001 and 2007

by Roberta Spalter Roth and Janene Selza, ASA Research and Development Program

The American Sociological Association has been collecting data on women’s status in the profession for more than four decades. The data in this article continue that tradition by providing information on the changing status of women and men who were regular members of the ASA since the start of the 21st century (between 2001 and 2007).

Regular members pay full membership dues, purchase journals, and are eligible to vote in the Association. Full-time faculty members in sociology departments who join ASA do so as regular members. The information provided below is collected from the form that individuals complete when joining the ASA. It should be noted that not all members answer every item. About one-third of all sociology PhDs are members of the Association. For these reasons, the findings cited here should be read with caution since they may not reflect perfectly the changes that are occurring within ASA and may not be representative of all advanced-degree sociologists.

About 8 out of 10 members answered the gender category in 2007. The number of regular members who checked that they were female surpassed the number who checked that they were male (3,925 versus 3,852) for the first time in ASA’s 102-year history. If these figures are reliable, then women represent slightly more than half of the regular membership, an increase of one percent since 2005 and four percent since 2001. Of these regular members, 64 percent of women and 68 percent of men hold PhDs.

Indicators of Progress

Between 2001 and 2007, the membership data suggest that women have broken through the glass ceiling in the academic labor market that historically kept them in part-time positions or lower rank. About one-third of all sociology PhDs are members of the Association. For these reasons, the findings cited here should be read with caution since they may not reflect perfectly the changes that are occurring within ASA and may not be representative of all advanced-degree sociologists.

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New director of the Board on Behavioral, Cognitive, and Sensory Sciences of the National Research Council to be announced

In February, Division of Behavioral and Social Sciences and Education (DBASE) Executive Director Michael J. Feuer announced the appointment of Barbara A. Wanchisen, as the new director of the Board on Behavioral, Cognitive and Sensory Sciences (BBCSS) at the National Research Council of the National Academies. Wanchisen, an experimental psychologist, will begin her work with DBASE on March 31, 2008. She will replace Christine Hartel who successfully led BBCSS since 1991 and stepped down last year. Wanchisen is currently the Executive Director of the Federation of Behavioral, Psychological, & Cognitive Sciences, a position she has held since 2001. In 2004, she was instrumental in the founding of the Federation’s Foundation for the Advancement of Behavioral and Brain Sciences, a non-profit organization that assumed the educational mission of the Federation. Previously, she was Professor in the Department of Psychology and Director of the collegewide Honors Program at Baldwin-Wallace College, near Cleveland, Ohio. As director of BBCSS, Wanchisen will oversee studies that address a wide range of issues, including how to assess sensory and cognitive abilities and disabilities, improve learning environments, and reduce human error in the workforce and in national security. BBCSS was created to offer the best analysis and judgment of the scientific community to inform decisions on these pressing policy issues, and to assist federal agencies in setting research agendas.

Child poverty is highest in rural counties in U.S.
While many people think of poverty in the United States as primarily an urban problem, new data from the U.S. Census Bureau indicate that most of the counties with high child poverty rates are located in rural America. Of the 100 counties with the highest child poverty rates in 2005, 95 are rural. All 100 counties have child poverty rates above 40 percent, more than twice the national rate of 18.5 percent in 2005. Ziebach County, in South Dakota, has the highest rate at 70 percent. There is also a strong racial overlay. Of the 100 counties with the highest child poverty rates, two-thirds (66) are “majority minority,” or less than 50 percent non-Hispanic white. And many others have disproportionately high minority populations. On average, minorities make up 70 percent of the population in these 100 counties. This research report was written by sociologist William O’Hare, visiting senior fellow at the Casey Institute, and Mark Mather, deputy director of domestic programs at the Population Reference Bureau. For more information, see <www.prb.org/Articles/2008/childpoverty.aspx>.

Keep nonscienceous approaches out of the classroom
As scientific research continues to document evolution, the National Academy of Sciences (NAS) and Institute of Medicine (IOM) urge schools to keep unscientific approaches out of the science classroom. They released Science, Evolution, and Creationism, a book designed to give the public a comprehensive and up-to-date picture of the current scientific understanding of evolution and its importance in the science classroom. Recent advances in science and medicine, along with an abundance of observations and experiments over the past 150 years, have reinforced evolution’s role as the central organizing principle of modern biology, said the committee that wrote the book. Biological evolution refers to changes in the traits of populations of organisms, usually over multiple generations. Despite the overwhelming evidence supporting evolution, opponents have repeatedly tried to introduce nonscientific views into public school science classes through the teaching of various forms of creationism or intelligent design. Copies of Science, Evolution, and Creationism are available from the National Academies Press at <www.nap.edu/sep>, for $12.95; a PDF version is free. The NAS’ evolution resources are available at <nationalacademies.org/evolution>.

The lows and highs of fertility rates in Europe
Norway has one of the highest fertility rates in Europe, at 1.9 lifetime children per woman. In 2006, within Europe, only Iceland (2.07 children per woman) and France (1.98 children per woman) have higher rates, according to the Population Reference Bureau (PRB). The PRB regularly monitors fertility trends in low-fertility countries. National total fertility rates from 1995 to the most recent year available for 53 counties can be found on their website at <www.prb.org>. In this most recent update, the lowest fertility rates are found in eastern European countries, where the average is 1.3 or fewer children per woman. For more information, see <www.prb.org/Articles/2007/newfertilityrates.aspx>.

HHS launches childhood overweight and obesity prevention initiative
In late November, the U.S. Department of Health and Human Services (HHS) officially launched its new Childhood Overweight and Obesity Prevention Initiative. It was announced at the National Prevention Summit, which targets obesity prevention and the promotion of healthy weight for children. First Lady Laura Bush delivered the keynote address at the summit, an annual HHS-hosted, cross-sector event that highlights new approaches to prevention and health promotion. According to the Centers for Disease Control and Prevention (CDC), data from the National Health and Nutrition Examination Surveys show that prevalence of childhood overweight is increasing. For children aged 2–5 years, the prevalence increased from 5 percent to 13 percent, for those aged 12–19 years from 5 percent to 17.4 percent. As chair of HHS Childhood Overweight and Obesity Coordinating Council, Rear Admiral Steven Galson, Acting Surgeon General, will work with HHS officials and community stakeholders as they develop and field programs that share the goal of providing options for community-based interventions. The programs include: CDC’s School Health Index: A Self-Assessment and Planning Guide; National Institutes of Health’s We Can! (Ways to Enhance Children’s Activity and Nutrition) program; and Indian Health Service’s diabetes prevention activities. For more information on HHS initiatives, see <www.hhs.gov/news>.
In the early 19th century, David Walker, a freedman from North Carolina, migrated to Boston, helped form the Massachusetts General Colored Association in 1825, and in 1829 published the fiery antislavery pamphlet, The Appeal. Another migrant, Peter Randolph, was born a slave in Virginia and moved to Boston in 1847. He became a Baptist minister, published an autobiographical narrative, studied law, and served as a judge of the peace.

The evolution and struggles of black Bostonians during the antebellum period are encapsulated in the story of three generations of the remarkable Roberts family. Robert Roberts worked as a house servant and published The House Servant's Directory: or, A Monitor for Private Families, (1827). His son, Benjamin F. Roberts, aged 16 in Boston. By 1755 blacks made up nearly half a million workers in the hospital, gaming, apparel, textile, retail, distribution, food service, and laundry industries in North America. He also serves on the Leadership Council of the Change to Win Union, a voice for working people in the fastest growing sectors of the U.S. service economy and society. He is regarded as a pioneer black mason, founding African Lodge No. 457 in Boston in 1787. The present headquarters of the Prince Hall Lodge are located in the Grove Hall district of the city at the intersection of Washington St. and Blue Hill Ave.

No visit to Boston would be complete without seeing Beacon Hill, a northern slope, the geographical center of gravity for Boston's black residents throughout most of the period from 1800-1860. Although blacks also lived in the North End (later identified with Italian Americans), more than 60 percent of the city's entire black population in 1860 lived in the West End. The black-related sites located on Beacon Hill include the granary burial ground in which Crispus Attucks and the other four black victims of the Boston Massacre are buried, the African Meeting House, the Smith School, and the relief sculpture honoring the Massachusetts 54th Regiment (the all black Civil War unit depicted in the film Glory). A tour of the Black Heritage Trail highlights these and other sites on Beacon Hill.

Revolution to Civil War

Like New York and Philadelphia, Boston experienced a significant upsurge of black population between the American Revolution and 1820. By 1820, this city's black population was free and had reached 1,726. Massachusetts blacks in 1820 were three times as likely as Massachusetts whites to live in Boston. From the beginning, Boston's residents of African descent have come from diverse origins and continue to do so today. Migration has been a persistent theme of black life in Boston, beginning with the arrival of the first captured Africans in the colonial period and followed by the immigration of liberated blacks from the West Indies and elsewhere. With the demise of slavery in New England, Massachusetts blacks gravitated toward the coastal cities and towns. By 1850, more than 55 percent of the black population in Boston had been born outside of Massachusetts including nine percent who were foreign-born. By the outbreak of the Civil War, 2,261 blacks lived in Boston, constituting 1.4 percent of the city's population.

Boston's New England Hospital for Women and Children whose charter permitted only one black and one Jewish student to accept a coeducational degree. horowitz, generally regarded as the first trained black nurse in the United States, received a diploma in nursing from that institution on August 6, 1899.

Into the 20th Century

A significant component of the national Progressive movement of the late 19th and early 20th century was an effort to advance the welfare of African Americans, particularly in northern cities. Integral to the process of social reform and to the emergence of social work and sociology was the gathering of facts. John Daniel’s frequently cited classic, In Freedom's Birthplace: A History of the Boston Negro (1914), was one of a number of landmarks, studies on race relations published between W.E.B. DuBois’s The Philadelphia Negro (1899) and Frances Blaksoe’s Colored School Children of New York (1913). DuBois’s work appeared in the Chautauqua magazine, ‘Industrial Conditions Among Negro Men: Boston,’ was a building block toward his book and an example of the Plessy v. Ferguson doctrine in the house movement of the Progressive era. In it he posed and attempted to answer the question of why despite being among the enduring questions exam- ined by social scientists. Noting that there were 11,500 blacks in Boston in 1900, he asked what proportion of black males were gainfully employed and “at what sorts and what grades of work are they employed?” According to the U.S. Census, a higher proportion of Boston’s black males than white males were gainfully employed (76 percent versus 65 percent). But he observed that there was a greater extent of “temporary idleness” because “down at the bottom industrially, they, like they hack-writers of literature, are forced to take whatever they can get” Emphasizing how the word ‘black’ was a common word among the public, Daniel’s indicated that not less than 73 percent of the 4,510 black males worked in the “inferior occupations” (bookkeepers, janitors, laborers, servants and waiters, porters, etc.). Nevertheless, he felt that there was “a progress upward, into the employments of higher grade, the business proprietorships and the professions.”

Looking ahead, the first half of the 20th century would be filled with both challenges and setbacks for black workers in Boston and in New England. There would be the mobilization for two great world wars with a massive economic depression sandwiched in between. The Great Migration of the World War One era brought a black exodus from the South to the industrial centers of the North and social impact as the fragile savages and other black Southerners who had moved to New England during the first half of the last century, such as Richard Wright, Charles Johnson, was described as “a beacon to modern writers.”

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Candidates for ASA Offices in 2008

Evelyn Nakano Glenn

Present Professional Position: Professor, Department of Sociology, University of California-Berkeley, 1962- Present; Director, Center for the Study of Race and Gender (Organized Research Unit), University of California-Berkeley, 2001- Present.

Former Professional Positions Held: Assistant Professor, Department of Sociology, 1971-1972; Associate Professor, Department of Sociology, Florida State University, 1972-1984; Assistant Professor, Department of Sociology, Boston University, 1972-84. Education: PhD, Harvard University, 1971; BA, University of California-Berkeley, 1962.


Present Professional Activities: Editor, Gender and Women's Studies, University of California-Berkeley, 1990- Present; Founding Editor, Race and Gender (Organized Research Unit), University of California-Berkeley, 2001- Present.

Candidate Statement: My primary concern as a scholar and a teacher has been to understand the dynamics of race, gender, and class in processes of inequity and exclusion. My early research documented the work and family lives of heretofore neglected groups—women of color, domestic workers, and women in clerical occupations. I explored the ways in which larger political and economic forces shaped workers’ experiences, while also attending to the workers' agency. This drew me into historical research on the race and gender structure of local labor markets and the consequences of labor market position on workers, including the forms of resistance available to them. More recently, as sociological and historical scholarship on African Americans, Latinos, and Asian Americans has reached a critical mass, I have engaged in comparative analysis of race and gender in the construction of labor and citizenship across different regions of the United States. This comparative research has yielded theoretical innovations, such as conceptualizing citizenship as local practice and relating labor market stratification to degrees of citizenship. My current project explores the persistence of coercive labor regimes in the contemporary world and the dynamics of coercion in the overwhelming allocation of caring labor to women, particularly immigrants and women of color. The way family law and social welfare policy have created and enforced women’s status obligation to perform unpaid caring labor in the family and the workplace. The law treats paid home care workers as quasi-property in order to exclude them from benefits and protections afforded to other workers.

Participation with the ASA Annual Meetings and service on ASA committees have been incredibly important in my development as a sociologist and teacher, offering opportunities to interact with and learn from sociologists developing intersectional approaches to gender, race, class, and labor at a time when these topics were still marginal. Now these subjects are well established and widely taught. My hope is that the ASA will continue to welcome a diversity of topics and approaches to sociological theory and research, and that sociologists carving out new areas of inquiry and engaging in innovative pedagogy can also find support and inspiration for their efforts.

Bernice A. Pescosolido

Present Professional Position: Distinguished Professor, Department of Sociology, Indiana University (Bloomington), 2006 - Present.

Former Professional Positions Held: Chancellor’s Professor for Excellence in Research and Teaching, 1998- present; University Full Professor, Department of Sociology, Indiana University, 1981- Present; Director, Indiana Consortium for Mental Health Services Research, 1992- Present; Co-Director, Emerging Future Program, 1995- Present.

Education: PhD, Yale University, 1982; MPH, Yale University, 1977; MA, Yale University, 1976; BA, University of Rhode Island, 1974.


Positions Held in ASA: Mental Health Section Chair, 2003-05; ASA Vice-President, 2003-04; Task Force on Journal of Health and Social Behavior, Chair, 2000-2001; Publications Committee 1999-2002; Chair, 2000-02; Editorial Board Member (ASA, 2006-07; JHRR, Deputy Editor 2007); Present (Human Rights 1994-97).


Personal Statement: Sociologists bring a broad and deep perspective to understanding how people and the choices made in the discipline’s history is unique, the current embrace of “context,” “disparities,” and “social networks” as core sociological focal, by other social sciences. As we move forward, as we work together across traditions, to generate implications for research, governance, publications, and outreach. With respect to research, my focus has been on an account of health, social networks, scholarship of teaching and learning, race, contemporary social problems, professions, and social policy, in both national and cross-national contexts. Sociology's strengths and promise lies in a rich array of viewpoints and approaches. By challenging each other to work together across traditions, to generate new knowledge without losing ideas central to our discipline, and to foster an understanding among other scholars, students, and our “publics” of how our contributions shape institutions, 1960s and policy landscapes, we can expand and enhance sociology’s legacy.

Candidates for Vice-President Elect

Linda M. Burton

Present Professional Position: James B. Duke Professor of Sociology, Duke University.


Education: PhD, University of Southern California, Los Angeles, 1985; MA, University of Southern California, Los Angeles, 1984; BA, University of Southern California, 1978.

Offices Held in Other Organizations: Board of Directors, Family Process, Member, 2001-2003; National Center for Marriage Research, Advisory Board Member, 2007- Present; Board on Children, Youth, and Families, National A. Member, 2006-Present; National Scientific Council on Child Health and Development, Advisory Board Member, 2003-07; Board on Behavioral, Cognitive, and Sensory Science, Member, 1997-2004.

Offices Held in ASA: Committee on Nominations, Section on Aging and the Life Course, Member, 2007- Present; Council, Member, 2001-04; Task Force on Journal of Marriage Research, Advisory Board Member, 2007 - Present; Board on Children, Youth, and Families, National A. Member, 2006-Present; National Scientific Council on Child Health and Development, Advisory Board Member, 2003-07; Board on Behavioral, Cognitive, and Sensory Science, Member, 1997-2004.

Candidates from page 4

American Family Therapy Academy Award for Innovative Contributions to Family Research, 1996.

Personal Statement: Over the past decade I have directed two national research consortia and postdoctoral training programs—the NIMH-sponsored Family Research Consortium III and the African American Mental Health Research Scientists Consortium. The goals of these programs are to invest in the career development of the next generation of social science researchers through extensive and sustained team mentored experiences, to bridge disciplinary divides and to inform public policy through collaborative social science research. My goals as ASA Vice President would be to continue and broaden these efforts within ASA by promoting mentoring and training programs that enhance the scholarship and grant submission activities of early-career sociologists, fortifying the Minority Fellowship Program, developing additional opportunities for sociologists to become involved in national interdisciplinary research efforts and training programs, and increasing the number of learning opportunities for sociologists interested in translating their research to inform public policy.

John Logan

Present Professional Position: Professor of Sociology and Environmental Studies, Brown University, 2004- Present

Former Professional Positions Held: Director, Spatial Structures in the Social Science, Brown University, 2004- Present; Associate to Distinguished Professor, University at Albany, 1980-2004; Director, Lewis Mumford Center, University at Albany, 1999-2004.

Education: PhD, University of California, Berkeley, 1974; MA, Columbia University, 1968; BA, University of California-Berkeley, 1968.

Offices Held in Other Organizations: Research Committee on Urban and Regional Development, President, 1994-98; Social Sciences and Population Study Section, NIJ, Panel member, 1988-92; Sociology Program, NSF, Panel member, 1997-99; Center for Spatially Integrated Social Science, Advisory board member, 2000-04; Urban China Research Network, Director, 1999-2004.

Offices Held in ASA: Contemporary Sociology, Editorial Advisory Board, 2005; President, Committee on Publications, Elected Member, 1998-2001; Sprack Program Advisory Committee, Member, 1997-2000; CAREER of Distinguished Scholarship Award Committee, Chair, 1995-97; Section on Community and Urban Sociology, Chair, 1993-94.

Sociology at the University of Illinois at Urbana-Champaign Celebrated 100 Years

by Jan Nederveen Pieterse, University of Illinois at Urbana-Champaign

Last September, the University of Illinois at Urbana-Champaign Sociology Department celebrated its centennial. One hundred years ago the Department of Sociology was formed by Edward Hayes—whom played an important role in the formation of American sociology—as the first chair. He was a founding member of the American Sociological Society and was elected its eleventh president.

A list of initial courses shows topics that are still relevant today and some that have lost favor in current sociology—as the first chair. His speech focused on differences between European and American sociology and how they explain what holds societies together and how social orders can be structured in a fair way. Power and self-interest are crucial, but they aren't enough; ethical and emotional convictions are necessary as well. In his analysis, European sociology tends to view society from the top down whereas American sociology looks at society from the bottom up. Looking forward to the next hundred years, Arrighi spoke of the long-term rise of Asia and themes related to his 2007 book, Adam Smith in Beijing. He argues that China emerges as the winner in the war on terror. What sets China apart in his view is not cheap labor or labor exploitation but how those are found in many places, nor the large role of the state, which China shares with other developmental states. It is rather the role of small- and medium-size companies that drive China’s development, building on the role of the township village enterprises (TVEs). In particular, Arrighi argued that China’s higher education and noted that a major difference between U.S. higher education and that of Europe is, in short, graduate students—in greater numbers and densities. "Our SGC-MHS is the first theoretically based study of mental health problems that are stigmatized internationally. We understand the importance of a collective consciousness and how one's power and privilege can coincide with the oppression of others. Sociologists traditionally seek to explain and understand race, class, and gender-based inequalities and disparities in U.S. wages, wealth, health, and education. We have the tools and knowledge to help people organized to recognize collective well-being and the need to combat the lasting racism, sexism, and discrimination with the human rights that have been virtually ignored in the U.S. Constitution (according to international standards)."

Comparing the U.S. Constitution

The main difference between the U.S. Constitution and most other constitutions is that the United States focuses centrally on the State—governance, laws, and citizenship—rather than rights and freedoms. Other constitutions also deal with society. These constitutions spell out the specific rights of all citizens, including their social, economic, cultural, and environmental rights. In contrast, the U.S. Constitution speaks in a language of 18th century civil and political rights, protecting people against the State, while paying little attention to other rights. This contrast is especially clear when comparing the U.S. Constitution to others revised in the recent past. The University of Richmond’s Law School maintains online access to constitutions in their original languages and English (http://www.confinder.richmond.edu). A perusal of a few constitutions will strike Americans as generous, typically including rights to voting, due process, education, and health care. Other constitutions also deal with society. These constitutions spell out the specific rights of all citizens, including their social, economic, cultural, and environmental rights. In contrast, the U.S. Constitution speaks in a language of 18th century civil and political rights, protecting people against the State, while paying little attention to other rights. This contrast is especially clear when comparing the U.S. Constitution to others revised in the recent past. The University of Richmond’s Law School maintains online access to constitutions in their original languages and English (http://www.confinder.richmond.edu).

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A part of its commitment to promote dialogue on critical global issues affecting poor and excluded populations, the Rockefeller Foundation recently provided fiscal support to Indiana University sociologists to organize and host an international conference aimed at developing an understanding of the extent to which mental illness is understood and stigmatized internationally.

The conference, held October 15–18, 2007, in Italy, was presented by Indiana University sociologists Bernice Pescosolido, J. Scott Long, and Jack K. Martin who presented their preliminary data from the Stigma in Global Context (SGC-MHS) study. Pescosolido and colleagues noted that the SGC-MHS is the first theoretically based and methodologically coordinated attempt to understand the manner in which mental illness is understood and stigma operates. "It is true that the differences between the U.S. Constitution and most other constitutions is that the United States focuses centrally on the State—governance, laws, and citizenship—rather than rights and freedoms. Other constitutions also deal with society. These constitutions spell out the specific rights of all citizens, including their social, economic, cultural, and environmental rights. In contrast, the U.S. Constitution speaks in a language of 18th century civil and political rights, protecting people against the State, while paying little attention to other rights. This contrast is especially clear when comparing the U.S. Constitution to others revised in the recent past. The University of Richmond’s Law School maintains online access to constitutions in their original languages and English (http://www.confinder.richmond.edu).

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An International Conference Examines Stigma Research

by Terry White, Indiana Consortium for Mental Health Services Research

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Sociologists in Research and Applied Settings

This occasional column focuses on the interesting career paths and achievements of sociologists whose primary work in sociology is not in the academy or whose "tracurrecular" work outside academic settings is noteworthy for its societal or policy impact. These sociologists are engaged directly with the public, applying methods of science and their sociological expertise.

The Editor in the Field as an Outsider Within

by Mindy Fried, Arbor Consulting Partners

Our status as outsiders within ultimately allows us to interpret multiple perspectives, untangle conflict, and think creatively about how to maximize positive outcomes for an organization.

The above are some of the questions I explore as a public sociologist. The primary focus of my work is in the service of organizational change that promotes a civil society. Whether solo or in collaboration with other social scientists—including the partnership to which I now belong—I bring a "third eye" to solve problems in diverse organizational settings, such as foundations, nonprofits, and universities. To these "clients," I am an evaluation researcher, organizational analyst, educator, and strategic planner.

I view problems through a gendered lens, as well as within the context of larger social systems as they manifest in the microcosms of social and economic institutions. The work I did within the academy—studying and teaching feminist theory and research methods and the sociology of work and organizations—is now central to my applied practice. While I spent many years focusing on work and family issues, I have branched out to work on public health issues. I have also returned to my roots as a dancer (with a twist) as I now evaluate arts-education programs.

The following three brief descriptions introduce some of my recent projects, followed by a discussion of their commonalities, apparent differences, and the sociological thinking that informs my practice:

1. A large research university, government officials, local nonprofit organizations, and low-income community members are working together to improve the health of residents in low-income communities. The early stage of their collaboration was hindered by misunderstanding and miscommunication, yet they stayed together because of a common goal. How could this unique partnership overcome internal differences in order to work more effectively? With my colleagues in Arbor Consulting Partners—both anthropologists—we helped key players develop a deeper understanding of how power, diversity, and agency affected their organizational dynamic. Through a process-oriented evaluation, involving interviews and focus groups with key players as well as participant observation, we developed an organizational analysis and facilitated strategic planning sessions. This resulted in better communication and better outcomes for this complex, but important, collaboration.

2. Across the nation, schools have eliminated or reduced their emphasis on the arts, prioritizing so-called academic rigor and standardized testing. This occurs despite robust research that demonstrates that the arts (i.e., drama, visual arts, dance, and music) result in positive student outcomes in terms of students’ joy for learning and through traditional academic outcomes. A model for teaching “in and through the arts” has been piloted successfully in several states on the East Coast, and is being adapted in a West Coast city. In partnership with a quantitative researcher, I am conducting a four-year qualitative study of the West Coast model, observing four Title I schools as they learn about and gradually implement the model. My research includes participant observation of teacher training, interviews with teachers and administrators at the four schools, and interviews with students. Research findings are being used to identify factors that contribute to the initiative’s success. Ultimately, I will develop case studies that will be used to educate broader audiences about the efficacy of this model.

3. Leaders in the U.S. nonprofit sector face great challenges, including raising funds to meet organizational missions, the accelerating demand for services, and the lack of professional development opportunities, especially for leaders from communities of color. A sociology colleague and I were hired by a community foundation to conduct an evaluation of its nonprofit leadership program. The program awards one-year fellowships to professionals who run nonprofit institutions in varied areas. We conducted in-depth interviews with each cohort of fellows over a three-year period, did baseline and follow-up surveys, attended leadership training sessions, and ultimately wrote case studies focusing on the impact of the leadership program on individuals, their organizations, and their communities. Throughout the three years, we also provided ongoing feedback to the foundation’s program directors, with recommendations for strengthening the program.

What do these three projects have in common and how are they different? How has my work in these different worlds been informed by sociological theory and practice? Each of these research projects is designed to stimulate and support a change agenda. The areas of focus and the audiences may differ, but the goal of change is a constant.

In each case, interventions are mediated through an institutional base, but ultimately they are all aimed at impacting inequities—either directly (e.g., through school reform) or indirectly (e.g., through a nonprofit leadership program or a collaboration that develops programs).

In the above as well as in my other projects, the process of developing and implementing a research plan is guided by feminist principles. This includes working collaboratively with a client, ensuring that the voices of all stakeholders are represented equally in the planning and implementation process, and to the extent possible, mentoring individuals within an organization or institution so that they can independently evaluate their practice after my colleagues and I are gone.

As we carry out this work, we are “outsiders within,” individuals who are not emotionally or professionally involved with the on-site cast of characters. While this provides an opening for trust, we still must prove that we are trustworthy. This process involves listening well and reflecting people’s experience back to them. It requires not assuming that we understand what is in front of us until we have heard multiple perspectives. We must frame individuals’ or a group’s perspectives within a broader context, taking into account the effects of social and economic inequities, gender and racial bias, discrimination, and inadequate resources. Our status as outsiders within ultimately allows us to interpret multiple perspectives, untangle conflict, and think creatively about how to maximize positive outcomes for an organization. Our analysis of data is informed by grounded theory, which we use to layer our understanding of individual behavior in organizational context. In the end, we hope that our analyses lead to organizational learning, that outcomes are met, that individuals achieve better communication, that programs are strengthened, that better social networks are developed, and that eventual outcomes are strengthened.

Many years ago, after running a meeting with people of diverse interests and backgrounds, a colleague asked me if I had “mediated” my parents. I paused not sure whether her comment was intended as an insult or compliment. I hadn’t considered it until that point, but she was right. This was the most comfortable thing I could do in my professional world because I grew up doing it! Sociological theory and methods have helped me to strengthen what comes naturally, providing a powerful framework to better understand complex human relations in the service of creating social change.

Constitution Update

From page 6

constitutions in the world have been recently revised—particularly in the last 15 years—in response to globalization as part of a global democratization movement. Whereas other nations see their constitutions as living documents that must be revised to meet the current needs of their societies, the U.S. Constitution is seen as unchangeable, static, and sacred. While our constitution is the oldest in the world, this may not be something to brag about given that it has changed little since its creation.

The Undergraduate UNC Revision

Increased attention to the consequences of globalization—from environmental dangers to growing economic inequalities—has prompted the United Nations (UN) to call for grassroots movements addressing human rights on a local level. Students at the University of North Carolina-Chapel Hill did just that by planning and hosting a “Constitutional Convention” on December 1, 2007. At this event, undergraduates from three classes related to the Social and Economic Justice Minor formulated the idea and created blogs on constitutional, social, and political rights to serve as discussion boards/debate forums to propose and modify potential revisions and/or additions to the U.S. Constitution. UNC classes used other country’s constitutions, the International Labour Organization’s conventions, and UN human rights treaties as inspiration for the bills they introduced. Ultimately, the process inspired discussion and led to the creation of committees focused on particular issues like worker’s rights, education, healthcare, etc. The event drew participants from UNC classes and the See Constitution Update, page 8

American Sociological Association

 Whereas other nations see their constitutions as living documents that must be revised to meet the current needs of their societies, the U.S. Constitution is seen as unchangeable, static, and sacred. The Undergraduate UNC Revision Increased attention to the consequences of globalization—from environmental dangers to growing economic inequalities—has prompted the United Nations (UN) to call for grassroots movements addressing human rights on a local level. Students at the University of North Carolina-Chapel Hill did just that by planning and hosting a “Constitutional Convention” on December 1, 2007. At this event, undergraduates from three classes related to the Social and Economic Justice Minor formulated the idea and created blogs on constitutional, social, and political rights to serve as discussion boards/debate forums to propose and modify potential revisions and/or additions to the U.S. Constitution. UNC classes used other country’s constitutions, the International Labour Organization’s conventions, and UN human rights treaties as inspiration for the bills they introduced. Ultimately, the process inspired discussion and led to the creation of committees focused on particular issues like worker’s rights, education, healthcare, etc. The event drew participants from UNC classes and the See Constitution Update, page 8
That's a Name: Concerning the ASA Career Award

Not Lester Ward, Albion Small, Franklin H. Giddings, Charles Horton Cooley, William Graham Sumner, Robert Park, Talcott Parsons, Pitirim Sorokin, William Thomas, Dorothy Thomas, Everett Hughes, Robert K. Merton, Erving Goffman, C. Wright Mills, Peter Blau, or Lewis Coser. There is a long list of names not chosen, instead the ASA career award now carries the name W.E.B. DuBois, the noted racial activist and Pan-Africanist. Another, albeit it less comfortable act of publicity on behalf of a professional association, the name change reveals more than it is purported to denote. How else could one account for the appropriation of the name of a person who, even by admission of the name of DuBois to the ASA career award be voted by a majority of the membership (see generally November 2006 Footnotes, p. 1). I therefore wholeheartedly support the idea that the addition of the name of DuBois to the ASA career award be observed with all due ceremonial grandeur at the ASA Annual Meeting (see January 2008 Footnotes, ASA Forum). Such a celebration would serve to mark and honor, plainly and clearly, the very essence of the standing of contemporary sociology and its practitioners. It is a tragic and sad irony of course, of that many significant contributions DuBois made, intellectual and otherwise, could not be done greater injustice than by having his legacy reduced to the self-serving needs of the ASA voting majority.

Mathieu Deflem, University of South Carolina

Constitution Update

from page 7

undergraduate student body as well as local agency representatives, labor organizers, NAACP members, and the mayors of both Chapel Hill and Carrboro, NC.

Reflecting on the success of the event, sociologist Judith Blau said, “Chapel Hill is one of the nation’s leading cities on green energy, and both mayors are pleased their municipalities advance the rights of gay and lesbians. Both mayors described their towns as leading cities on green energy, and both mayors are pleased their municipalities advance the rights of gay and lesbians.” While, as Blau notes, these towns are still “plagued by human rights abuses such as homelessness, inadequate health care, food insecurity, inadequate labor protections, low wages, long work hours, migrants who live in fear of deportations, discrimination, gaps between black and white incomes, and growing numbers without health insurance,” the seed has been planted to begin a dialogue of local, grass roots events. Faculty at Stonehill College, Florida Atlantic University, and Boston College are already engaged in discussions with community activists, and ideas have been discussed at Mary Baldwin College. This is applied sociology, or can be seen as a social movement to advance human rights in the United States. In doing so, students, local agencies, and politicians are beginning the dialogue necessary to foster change and an awareness of the importance of human rights today. While rare moments of a collective consciousness and concern for global wellbeing are apparent (as was evident after the 2004 tsunami in Asia), they are often fleeting. Instead, the nation has ironically become increasingly self-satisfied as the world has become more interdependent and multinational. It is the hope that local, grass roots events like Constitutional Conventions can begin the conversation needed to combat or reverse this tendency in the future.

An Infectious Convention

While UNC was the first to hold a Constitutional Convention, other universities have begun to prepare similar events. Faculty at Stonehill College, Florida Atlantic University, and Boston College are already engaged in discussions with community activists, and ideas have been discussed at Mary Baldwin College. This is applied sociology, or can be seen as a social movement to advance human rights in the United States. In doing so, students, local agencies, and politicians are beginning the dialogue necessary to foster change and an awareness of the importance of human rights today. While rare moments of a collective consciousness and concern for global wellbeing are apparent (as was evident after the 2004 tsunami in Asia), they are often fleeting. Instead, the nation has ironically become increasingly self-satisfied as the world has become more interdependent and multinational. It is the hope that local, grass roots events like Constitutional Conventions can begin the conversation needed to combat or reverse this tendency in the future.

Footnotes


2 The Association for Humanities Sociology (AHS) 2008 Annual Meeting. November 6-9, 2008, Westin Copley Place Hotel, Boston, MA. Theme: “Confronting Fundamental Social Problems.” Our focus is not only on unearthing serious problems but also on taking responsibility for developing insights to address them effectively. Contact: Bernie Phillips at berniep@psi.org.

3 This and other sociology-related cartoons are available in ASA’s The Sociologist’s Book of Cartoons, available through the ASA online bookstore, <www.asanet.org/bookstore>.

4 Footnotes asanet.org
funding

The American Institute of Indian Studies announces its 2008 fellowship convocation. The institute provides awards to scholars who wish to conduct their research in India. Junior fellows are awarded for ten weeks or less of research for their dissertations in India for the purpose of writing and revising their dissertations. They are awarded to scholars who hold a PhD degree and are, as a rule, within five years of their PhD degree. The institute also offers a number of special awards to scholars from India for the purpose of revising their publications and improving their English writing skills. For more information, contact R. Balachandran, Director of the American Institute of Indian Studies, 11215 Shattuck Avenue, Berkeley, CA 94709-1574; balachan@berkeley.edu.

The Institute for Health, Health Care Policy, and Aging Research offers postdoctoral positions for research and training in mental health research. The National Institute of Mental Health provides funding for the program. Trainee stipends range from $33,566 to $51,036 per year. The major focus of the program is mental health services research and practice with vulnerable populations and illness. Participating disciplines include sociology, psychology, psychiatry, history, economics, ethics, anthropology, and public policy. Trainees will conduct research with vulnerable populations. The application deadline is January 1, 2008. Contact: Deborah Cain, Institute for Health Care Policy and Aging Research, Rutgers University, 60 Old York Road, P459, New Brunswick, NJ 08901-5290; dcain@rutgers.rutgers.edu.

The National Children's Study will fund 10-15 additional Study Centers to manage Study operations in communities across the country. The National Institute of Child Health and Human Development (the Study’s home institute at NIH) is planning to have approximately 1,000 active locations in the Study giving more opportunity for all communities and researchers to participate. The Study offers a variety of studies focused on the health and development of the children and young people enrolled. Additional Study Centers will manage Study operations at one or more previously designated Study locations. Proposal deadline: April 1, 2008. For more information, visit www.nationalchildrensstudy.gov. Contact: Fred Eshedale at fishedale@nih.gov.

The National Institutes of Health (NIH) recently unveiled three funding announcements for supplements to current NIH grants to facilitate the exploration of interactions between behavioral/social and health factors in health promotion and disease prevention. The goal is to improve understanding of the complex interplay between behaviors to inform efforts to reduce health risks and address the determinants of disease as well as to advance biomedical and behavioral science. For more information, visit grants.nih.gov/grants/guide/pa-files/PAR-08-076.html.>NCHS/CDC Grants for Public Health Research, Education and Training (Funding Opportunity Announcement FOA 08-076): The purpose of this Funding Opportunity Announcement (FOA) is to invite applications for grants that explore the potential for health research undertaken as part of an academic program. The National Center for Health Statistics (NCHS) invites applications for support of continuing interest in dissertation research on (1) survey methodology and statistics or (2) projects that estimate the determinants of health with other data sets. Dissertation research must focus on methodologies and research topics that address the current public health priorities and interests of Disease Control (CDC). The full FOA can be found at grants.nih.gov/grants/guide/pa-files/PAR-08-075.html, and grants.nih.gov/grants/guide/pa-files/PAR-08-067.html, and grants.nih.gov/grants/guide/pa-files/PAR-08-066.html.>Grants for Public Health Research, Education and Training (Funding Opportunity Announcement FOA 08-075):<br>Timothy Clark, University of Kansas, has his research on cultural amenities in urban communities in the Alabama coastal area on January 1, 2008. He was interviewed on Mississippi Public Broadcasting on the social impacts of Hurricane Katrina along the Mississippi Gulf Coast throughout the month of January. He also appeared on WJUX TV, Blucom, and MS-IPBS TV. He was interviewed on MS-IPBS TV from Hurricane Katrina coverage from Hurricane Katrina which aired on the program Newseum Gulf Coast from January 19 and 20, 2008.>Micheline Dillon, University of New Hampshire, was interviewed on BBC Radio Edinburgh on December 9, 2007, on the impact of the role of American politics on January 9, by Woman’s Enquirer on the place of abortion in the presidential campaign on January 18, by the Unloader and Eagle Tribune on evangelicalism on January 5, and by Agence France Press about the impact of the Roe v. Wade decision on American religion and culture, which appeared in星期刊, 1/26/2008, and by the New York Times about New Orleans. She was invited to present on American politics to the National Education Association about the American health care system on January 12, 2008.>Charles A. Gallagher, Georgia State University, was quoted in a September 10, 2007, article on the importance of black and Latino tensions in high schools in the Atlanta area.>Steve Gold, Michigan State University, was quoted January 16, 2008, by the Jewish Daily Forward as a result of his new book, “American Jewish History” on the topic of how young celebrities are treated in the entertainment industry. Jennifer Goode, Howard University, was interviewed by WYPR radio in Washing- ton, DC, on November 20, 2007, on the NRC’s Anti-Semitism News.>Loreto Hooper, University of California-Berkeley, was interviewed by CBS in Beijing on December 27, 2007, as the head of a team of 14 experts for the Beijing 2008 Olympics. She discussed the impact of foreign-designed architecture on Chinese cities.>Lauren A. Rivera, Harvard University, and Steve Gold, Michigan State University, were quoted in a January 2008 New York Times article on student protests, including strike activity, and student survivors from the events of September 11.>Rubin G. Rumbaut, University of Cali- fornia-Irvine, was quoted in the New York Times on December 17, 2007, about her work on long-term racial and ethnic patterns in US society, including the study of race and ethnicity in the US.>Steve Steven, University of Maryland, was interviewed in a January 24, 2008, article about Clinton’s role in the US National Security Council, was quoted by the Associated Press on January 3, 2008, in a wire service about Clinton’s role in foreign policy.>Terry Clark, University of Kansas, has his research on cultural amenities in urban communities in the Alabama coastal area on January 1, 2008. He was interviewed on Mississippi Public Broadcasting on the social impacts of Hurricane Katrina along the Mississippi Gulf Coast throughout the month of January. He also appeared on WJUX TV, Blucom, and MS-IPBS TV. He was interviewed on MS-IPBS TV from Hurricane Katrina coverage from Hurricane Katrina which aired on the program Newseum Gulf Coast from January 19 and 20, 2008.>Peter Dreise, Occidental College, wrote a column in the Huffington Post on January 15, 2008, about the sexualization of young girls and his primary and secondary emotional response to a picture he was holding up.>Xuefeng Ren, Michigan State University, was quoted in a January 26, 2008, article in the New York Times on the topic of freedom of speech, and freedom of association amongst males and females.>Easter Haiglett, Northwestern University, was quoted in the New York Times on December 17, 2007, about her work on long-term racial and ethnic patterns in US society, including the study of race and ethnicity in the US.>Jennifer Goode, Howard University, was interviewed by WYPR radio in Washington, DC, on November 20, 2007, on the NRC’s Anti-Semitism News.>Evan O. and Asian American student group who has addressed a Christian “setxg from public school.>View a Spring 2008 issue of the Study of Urban Education, FQ 288, 1/3/2008, OX.ex.acces@access.org. prum@rrce.org.>Deadline May 20, 2008.

in the news

Julie Albright, University of Southern California, published in CMH Headline News on the program Return to the City on the topic of how young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman,Boston Univer- sity, was quoted in a February 12, 2008, article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston Univer- sity, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.>Nancy T. Ammerman, Boston University, was quoted in an article on the topic of young celebrities are reflecting a general trend of extended adolescence in America.
March 2008
and the...n at times related to a cardiovascular condition. Wheeler was a prolific scholar known for his leadership in the integrataion of law and social science, teaching at the Law School and serving in the sociology department at Yale University. The subjects he taught included administration of criminal justice, white collar crime, sociology of law, and the law and society. He was a long-time member of Menor College, one of Yale’s undergraduate residence halls, and had strong ties to the athletic and music departments at Yale. He had a passion for jazz and the trumpet and spent time in his youth in Los Angeles and continued to play trumpet, cornet, and buglehorn with jazz bands throughout most of his life. "Stan Wheeler helped to create the field of sociology of law. For decades, he inextricably enriched Yale’s community as a scholar, teacher, college mate, musician, sportman, and friend," said Yale Law School Dean Harold Hongju Koh. Wheeler was born in Pomona, CA, on September 27, 1930. He graduated from Pomona College in 1952 and earned both a Master's and Doctorate in sociology from the University of Washington in 1956 and 1958 respectively. He began his teaching career at the University of Missouri–Columbia in 1961, where he joined the Department of Social Relations. In 1966, he took leave as an Assistant Professor to become a Fulbright Research Scholar at the Institute of Sociology and Criminology at the University of Oslo, Norway. In 1961, he resumed teaching in the Department of Social Relations at Harvard. He left Harvard in 1963 to become an Associate Professor in the Department of Sociology at the University of Washington. He joined the Russell Sage Foundation as a sociologist in 1964, serving there until 1968. From 1968 to 1969, he also served as Adjunct Associate Professor in Law and Sociology at Yale University. He joined Yale Law School in 1969 as Professor of Law and Sociology. From 1970 to 1971, he was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. From 1983 to 1987, he took leave from Yale to serve as president of the Amherst Athletic Foundation of Los Angeles. At the time of his death, he was a member of the Board of Senior Editors, Law and Society Review; the Research Committee of the American Bar Foundation; and the editorial board of the Journal of Law, Economics, and Organization. He was also a member of the trumpet section of the Yale Jazz Ensemble, an undergraduate band. Wheeler was the author of 10 books, including Social Science in the Making: Essays on the Russell Sage Foundation, 1907-1937 (with Paul C. Hammer), 1994; Crimes of the Middle Classes: White Collar Offenders in the Federal Courts (with David Weisbord, E. Waring and B. Bode, 1991); and Sitting in Judgment: The Sentencing of White Collar Criminals (with Kenneth Mann and Austin Sarat, 1998). He discussed his articles of “Rethinking Americanism and the NCA,” “Sentencing Matters,” and “The Problem of White Collar Crime Motivation” in 2004, Wheeler was recipient of The Fellows of the American Bar Foundation Outstanding Scholar Award, presented to a scholar who has engaged in outstanding scholarship in the law or in government. Wheeler is survived by his wife, Marcia Chambers, a former reporter for the New York Times; sons Kenneth and Steven and wife, Pat, and Warren and his Jeanne-Marie; brother Alvin (Bud) Wheeler; sister Nancy Dayton, and grandchildren Jeffrey, Emily, Lauren, Gaydronym, and Owen. The Wheeler family and the Law School have established the Professor Stan Wheeler Fund, which will support Yale Law School faculty and students doing research and writing on sociological topics related to Stan’s areas of interest, which included, but were not limited to, sociology and the law, white collar crime, and sports, entertainment, and the arts. This obituary originally appeared on the Yale Law School website at www.law.yale.edu/News/0507.htm."
ASA seeks applications for student travel to 2008 Annual Meeting

The American Sociological Association Student Forum is pleased to announce that the ASA Council has made funds available to support student travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 30 travel awards in the amount of $225 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2008 ASA Annual Meeting in Boston. All applicants are encouraged to seek additional sources of funding to cover other expenses.

To apply, complete and submit four (4) copies of the 2008 Student Forum Travel Award Application form no later than April 1, 2008. Decisions will be announced by May 15, 2008. No part of the application may be submitted by fax, and only applications from individuals on their own behalf will be accepted.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting program (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support, matching funds, and potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the ASA Student Forum convened especially for this purpose will select awardees.

For more information, and an application for the 2008 Student Forum Travel Award, contact the ASA Executive Office at studentforum@asanet.org or (202) 383-9005, ext. 322. The award application form can also be found on the ASA website <www.asanet.org> under “Funding” and on the Student Forum website <www.socstudentforum.org>.