Sociology Makes a Comeback! The Department Returns to Washington University in St. Louis

Adia Harvey Wingfield, Washington University-St. Louis

Despite recent debates around public engagement and the value of our work, there are indications that sociology is still valued and vibrant. One such indication is the return of sociology to Washington University in St. Louis. Washington University in St. Louis was founded in 1853. Its sociology department quickly became a top, albeit controversial, department. It was home to many noted sociologists including Lee Rainwater, David Pittman, and others. These sociologists did important research with significant implications—work on public housing, substance abuse, and others. The program also produced several well-known contemporary sociologists such as Melvin Oliver, Thomas Shapiro, and Mark Mizruchi. And it made important contributions to scholarship, with its involvement in the founding of the American Sociological Review as an alternative to University of Chicago's American Journal of Sociology. Unfortunately, the department was shuttered in 1991. The few faculty who remained at this time went to other institutions or other departments within the university. Even without a sociology department, the school managed to maintain its status as a top-tier university, but many administrators, faculty, and students were aware that the absence of this important discipline had an impact, and that other departments were simply not able to fill the void. At times, administrators considered various ways to bring back sociology. One idea was to try a “superstar” model for rebuilding—to bring in one or maybe two very high profile, well-known scholars who could attract other faculty by virtue of their reputation and standing in the field. But ultimately, Barbara Schaal, Dean of the Faculty in Arts & Sciences, decided on a different approach—a longer-term project that would involve hiring a few faculty each year to rebuild the

Emeritus Profile

Earl Babbie: An [Accidental] Career in Sociology

Craig Schoar, ASA Membership

When Earl Babbie was giving the inaugural lecture at the ASA's Opportunities in Retirement Network (ORN) meeting this past August in Chicago, he had a slight disagreement with the program title, "A Career in Sociology." For Babbie, it was more like an “accidental” career in sociology. To hear the full ORN speech, go to www.asanet.org/members/ORN/ORN-intro.cfm.

Earl Babbie, currently the Campbell Professor Emeritus in Behavioral Sciences at Chapman University, was born in 1938 and grew up in Vermont and Connecticut. He was raised by a single mother who worked as a housekeeper. When he was 13, his mother married Herman Babbie. The young Babbie took his stepfather’s surname and desired to become an auto-body mechanic just like his stepfather. Fortunately, he listened to the encouragement from his teachers; He applied to one college he’d heard of—and it was Harvard.

Influenced by Parsons

While struggling with his physics
TRAILS Is Now a Core Benefit of ASA Membership

Why TRAILS?

It has long been recognized that communicating the knowledge of sociology is as important to the discipline as the production of new knowledge. Without communication, knowledge does not live, breathe, and grow. The teaching and learning of sociological knowledge has therefore always been at the core of the profession and central to the scholarly life of the academy.

As sociology’s national disciplinary society, ASA has reflected the discipline’s commitment to high quality teaching and learning for decades, but in 2016 ASA will further embed that principle at the core of ASA membership by making TRAILS, the Teaching Resources and Innovation Library for Sociology, an automatic benefit of membership. When you renew or join ASA for 2016, therefore, you will immediately have full access to the TRAILS collection of sociological teaching materials—currently more than 3,100 unique resources. Members are also welcome to add their own authored teaching materials through the TRAILS peer-review process and receive authorship credit for the communication as well as the production of sociological scholarship.

ASA Council’s decision to make TRAILS a benefit to all members continues the Association’s long-standing commitment to the Scholarship of Teaching and Learning by recognizing that members felt they needed TRAILS too and we instituted it as a core member benefit this year.

What Is TRAILS?

ASA developed and built the Teaching Resources and Innovation Library for Sociology (TRAILS) as a digital archive and launched it in May 2010. The content of TRAILS was built on the foundation of 2,700 scanned teaching and learning resources that had been published in print form by the ASA Teaching Resources Center. Since then, all new resources published in TRAILS include explicit learning goals and assessments and have gone through a two-stage peer review process before being published in digital format in TRAILS.

The review process for TRAILS submissions begins with review by one of the 32 TRAILS Subject Area Editors, followed by a review and final decision by the TRAILS Editor. All review criteria are publicly shared on the TRAILS website. Once a submission is approved for publication, TRAILS automatically generates a cover page with a citation including name of the author. TRAILS users electronically sign an agreement stating that any resource they use, either in its original or modified form, will contain a clear citation detailing who authored the material. Professors who modify materials have the option of submitting their adaptations to TRAILS for approval and inclusion in the digital library alongside the original resources.

ASA’s Commitment to the Scholarship of Teaching and Learning

ASA’s commitment to teaching and learning did not begin with TRAILS. Hans Mauksch, ASA Executive Director from 1975-1977, believed that sociologists needed to become far more intentional, scholarly, and iterative about the teaching and learning process. Under his leadership, the ASA established the Section on Undergraduate Education (now the Section on Teaching and Learning) and began publishing the journal Teaching Sociology. ASAs commitment to teaching and learning gained momentum and sustained growth under the leadership of Carla Howery, in her roles as the ASA Director of Academic and Professional Affairs Program (APAP) and later as ASA Deputy Executive Officer. It has continued to flourish under the leadership of Margaret Weigers Vitullo, Director of APAP since 2007.

By developing TRAILS, the Association extended its commitment to teaching and learning into the 21st century with a flexible digital format that is responsive to today’s instructors and new instructional methods and with content that is prepared and tested by, as well as reviewed by, sociological experts, designed explicitly for sociologists.

By meeting the needs of ASA members, we will also greatly expand TRAILS user base and pool of potential authors. This supports TRAILS’ mission to advance scholarly teaching and learning in our discipline, increase access to high quality teaching materials that reflect the latest knowledge in our discipline, and increase the respect and rewards associated with teaching excellence.

If you have not previously explored TRAILS (www.asanet.org/teaching/resources/TRAILS.cfm), I encourage you to do so now. If you have developed a class activity, effective lecture, or a unique syllabus, please consider submitting it to TRAILS.
NSF Seeks Candidates for Division Director of Social and Economic Sciences

The National Science Foundation (NSF) recently announced that it is accepting applications for the position of Division Director for the Social and Economic Sciences (SES) Division within the Directorate for Social, Behavioral, and Economic Sciences (SBE). The Division Director “provides leadership and direction for the support of research and education activities that develop and advance scientific knowledge focusing on political, economic, and social systems and how individuals and organizations function within them.” More information on the position can be found in the Dear Colleague Letter from SBE (www.nsf.gov/sbe/Career/ Dear_Colleague_Letter_for_SES_ DD). Applications may be submitted through USAJOBS.

Census: Measuring Race and Ethnicity across The Decades: 1790-2010

The U.S. Census Bureau recently released a new interactive visualization, which shows how race and ethnicity categories have changed over time since the first census in 1790. This visualization allows interested individuals better understand the relationship between historical classifications and the present time. A static version of this same visualization was presented in April 2015 at the Population Association of America Annual Meeting. The interactive timeline was created to establish a starting point for the public—including community stakeholders, academics, and data users—to understand how race and ethnicity categories have changed over 220 years in the decennial census. This understanding is important in order to interpret results from the 2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment and the current mid-decade testing of race and ethnicity questions, including the 2015 National Content Test. The National Content Test will inform design changes for collecting data on race and ethnicity in the 2020 Census and other ongoing demographic and economic surveys conducted by the Census Bureau. For more information, see blogs.census.gov/2015/11/02/measuring-race-and-ethnicity-across-the-decades-1790-2010/?cid=RS27.

PRB Releases World Population Data Sheet

Each year, the Population Reference Bureau (PRB) provides the latest demographic data for the world, global regions, and more than 200 countries. This year’s collection of indicators includes several focusing on the status of women in key areas such as education, employment, and government. Looking at the numbers across the world, researchers are able to get a picture of women’s progress towards empowerment—available at www.prb.org. This year’s Data Sheet package includes: a digital visualization at www.worldpopdata.org featuring a customized data dashboard where users can view multiple indicators for a region or country, a video focusing on what the data say about the state of women’s empowerment, an interactive world map illustrating key demographic variables by country and region, a lesson plan for teachers, and PRB’s DataFinder database.

The AAPSS Welcomes a New President and a New Fellow

On May 7, The American Academy of Political and Social Science (AAPSS) inducted sociologist Claude S. Fischer as a 2015 Fellow. AAPSS Fellows are recognized for their contributions to the improvement of society through research and influence over public policy. Since the founding of its Fellows program in 2000, AAPSS has inducted almost 100 distinguished scholars and public servants as Fellows.

Fischer is the Natalie Cohen Professor of Sociology at the University of California-Berkeley. While his early research focused on urban studies, social networks, and economic inequality, his most recent works have focused on social history. With funding from the National Institute of Aging, he is currently working on a five-year panel study of how personal ties and networks change. Fischer has authored several award-winning books, including Inequality by Design: Cracking the Bell Curve Myth (with Hout, Lucas, Sánchez-Jankowski, Swidler, and Voss), and received the 1996 Robert and Helen Lynd Award in recognition of his lifetime contributions in urban studies.

After inducting the 2015 Academy Fellows, the AAPSS awarded University of Wisonson Chancellor Rebecca Blank the Daniel Patrick Moynihan Prize. According to the Academy, the prize “was created to recognize social scientists, public officials, and civic leaders who champion the use of informed judgement to advance the public good.”

Kenneth Prewitt, the Carnegie Professor of Public Affairs and director of The Future of Scholarly Knowledge project at Columbia University, succeeded Douglas Massey, as AAPSS President; Massey served as President for nine years. A former director of the U.S. Census Bureau and former president of the Social Science Research Council, Prewitt has been a long-time champion of the ways in which sound data and good social science can advance the public good and inform public policy. Like Massey, Prewitt has demonstrated commitment to the Academy and its work; he is a Fellow, a former AAPSS Board member, and an ANNALS editor and contributor. Founded in 1889, the AAPSS strives to promote the progress of the social sciences and their use for public policy and the advancement of social good. The Academy also produces ANNALS, a bimonthly journal.

Invited Session Proposals Solicited for the 2017 Annual Meeting

The substantive program for the 2017 Annual Meeting is now taking shape under the leadership of President-elect Michèle Lamont and the 2017 Program Committee. The theme of “Culture, Inequalities, and Social Inclusion across the Globe” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats. Proposals for invited sessions are due by February 5, 2016. Invited sessions include Workshops, Special Sessions, Regional Spotlight Sessions, Author Meets Critic Sessions, and Courses (the deadline for thematics has passed). All proposals must be submitted through the online member portal.

For more information, see www.asanet.org/meetings/member_suggestions.cfm.
courses at Harvard, Babbie enrolled in a course on cultural anthropology. “The course changed my life,” he said. “I never conceived of the differences in human culture.” The course led him to change his major to Social Relations—with some courses taught by leading scholars such as Talcott Parsons. “I came out of the exams smarter than I came in,” observed Babbie regarding having Parsons has his professor. Nearing the end of his undergraduate schooling, he met with Parsons for advice on a career in sociology. Parsons recommended the University of California-Berkeley for graduate studies.

Before attending graduate school, Babbie spent three years with the U.S. Marine Corps as part of his ROTC commitment. When he entered the UC-Berkeley sociology program, he expressed an interest in the sociology of religion. Charles Glock was the assigned adviser for that sociological area of interest and would become his mentor through his entire graduate study. Glock was the assigned adviser for his 2013 dissertation, included a national survey of medical school faculty regarding the scientific trends in patient care. He would earn his doctorate from Berkeley in 1969.

### An Expert at Survey Research

Noticing the talent and efforts of his protégé, Glock made Babbie an apprentice at his sociological survey research center, where the graduate student would eventually earn the assistant director position. Glock also hired him as a course material reader and class lecturer.

Douglas Yamamura, University of Hawaii, approached Glock about starting a research center in Hawaii. Glock recommended Babbie to head the new survey research center. This was a big project for a young professional—including supervising two staff members and directing a survey project that involved interviewing rural communities on the large Hawaii island, Manoa. In addition to running the research center, he taught a survey methods course.

While teaching in Hawaii, Babbie had an interesting visit from a Chinese scholar. In 1979, during the reform period of Deng Xiaoping, sociology was being re-established in China. In Retirement

### In Retirement

During his retirement, Babbie relocated to Arkansas where he met his current wife. He serves on the board of two national non-profit organizations: The Population Institute and The Population Media Center. The two groups address overpopulation issues around the globe. He expects to be teaching a methods course via Skype to a women’s university class in Iran. Babbie offers this advice to current students: “It is very important to learn research methods in both quantitative and qualitative methods. I would encourage them as sociologists to look at the potential for society—what is going wrong and how can sociologists do that? As sociologists, we have an obligation to look out for the wellbeing of people in society.”

In 2010, a professor in Shanghai invited Babbie to give a keynote at the first conference of the Chinese Survey Research Association. The professor mentioned in his invitation that the attendees were Earl Babbie’s students. Although Babbie had never taught a course to Chinese students, this is how profoundly his textbooks shaped the learning of many sociology students both in China and in the United States. “An entire generation of us grew up with Earl Babbie as our first guide into the world of systematic social inquiry,” said Edward Day, Director of the Babbie Research Center. Not a bad legacy for a man who accidently found a career in sociology.

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How Sociology Departments Can Help Pre-Med Students

Elizabeth Borland, The College of New Jersey, borland@tcnj.edu

When I became chair three years ago, my predecessor warned me about looming changes to the MCAT. We wanted to attract and support pre-med students, but I was not sure how. Therefore, I eagerly read a December 2012 Footnotes article by Ed Kain about how to “proactively plan for this change.” Below, I share what I learned as I followed his advice in hopes it will be useful to your department.

Collect Data & Advocate for Resources

Kain recommends seeking information from campus pre-med advisors, so I contacted my college’s medical careers advisory committee chair. She told me how many pre-meds apply (100/year at my public primarily undergraduate institution) and shared advising documents. My colleague Lynn Gazley and I used them to create a course planner for pre-med sociology majors.1

In anticipation of rising demand for our courses, Kain suggests advocating for resources. I was surprised to find out that no one knew how many of our entering students were pre-med. When I told my dean, he pressed for a “pre-med” designation on student software. The numbers helped me convince him we needed more SOC101 sections. Some departments have also gained faculty lines; we included this logic in successful bids to hire a medical sociologist and a biological anthropologist. MIT, lacking a major, even shadowed or scribed in medical settings, boosting a weak academic experience.

To respond, I created a workshop for SOC101 instructors. I presented pre-med demographics and gave an overview of the MCAT: social science content is a quarter of the exam; sociology is about 30 percent of this section alongside psychology (65%) and biology (5%). While our learning outcomes for SOC101 provide a sound foundation, I was concerned about specific content coverage because so many professors, including adjuncts, teach it.

To prepare more pre-meds, we need to be prepared to advise them. Erik Larson’s research at Macalester College finds students prioritize social motives for studying medicine. As sociologists, we can help them consider these motives. Anne Figert, who has advised pre-meds at Loyola-Chicago for over 15 years, told me that it is important to help with goal evaluation: “It’s a wonderful experience working with these students and helping them in their discernment process. They are amazing students doing so much for all the right reasons.” Good advising may entail tough conversations about how to prepare, even if it means waiting to apply to medical school and using the time to gain more experience shadowing or scribing in medical settings, boosting a weak academic record with a master’s, or gaining life experience.

We also need to be ready to write letters of recommendation for medical school admissions. A campus-wide process usually filters faculty letters: if you write one, someone on your campus will review it as they create a composite recommendation. In addition to assessing the applicant’s competencies in scientific reasoning, critical thinking, and writing, the Association of American Medical Colleges asks recommenders to note if the applicant has overcome adversity, and to detail intra- and interpersonal qualities.2 As sociologists, we are well-positioned to address these details and can help by including concrete observations from office hours, classroom interactions, and students’ community-engaged work.

Though I was skeptical at first, I believe the new MCAT allows us to support pre-meds as they think critically about the practice of medicine, patients, and medical institutions. It is an opportunity that goes beyond “teaching to the test.”

Endnotes

1 https://sociology.tcnj.edu/ sociology-major-for-pre-med-students/  
2 www.aamc.org/mcat2015exam  
3 www.khanacademy.org/test-prep/mcat  
4 www.aamc.org/advisors  
5 www.mededportal.org/pre-health  
6 www.aamc.org/initiatives/admissionsinitiative/letters/

call for submissions

Carla B. Howery Teaching Enhancement Grants Program

Deadline: February 1, 2016

Applications are being accepted for the Carla B. Howery Teaching Enhancement Grants Program. This small grants program supports teaching projects that advance the Scholarship of Teaching and Learning (SoTL) within the discipline of sociology. The Teaching Enhancement grants can support an individual, a program, a department, or a committee of a state or regional association. ASA will award up to two grants, of up to $2,000 each. Competitive proposals describe projects that will advance the teaching and learning of sociology, will continue to have an impact over time, and optimally, will lead to systemic change. The criteria are intentionally flexible in order to accommodate innovative proposals.

Applications should be sent as a PDF file to apap@asanet.org. Only electronic submissions will be accepted. Notification of awards will be sent out in early April. For more information about the Carla B. Howery Teaching Enhancement Grants Program and required application materials, visit www.asanet.org/funding/tef.cfm or e-mail apap@asanet.org.
Call for ASA Award Nominations

ASA members are encouraged to submit nominations for the following ASA awards. Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The deadline for submission of nominations is January 29, 2016, unless otherwise noted.

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

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Distinguished Book Award

This award is given for a single book published in 2014, 2015, and in the month of January in 2016. Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or a career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the nominee and a one- to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Nominations must now also include at least a paragraph within the nomination letter explaining how the CV illustrates the nominee's contributions to teaching.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of substantial work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Excellence in the Reporting of Social Issues Award

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public. This award is intended to promote a broader vision of sociology and gain public support for the discipline. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

Cox-Johnson-Frazier Award

The Cox-Johnson-Frazier Award is given to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars. Cox, Johnson, and Frazier placed their scholarship in service to social justice, with an eye toward advancing the status of disadvantaged populations. Their scholarship was not limited to just the gathering of more data, but was rather scholarship that was attempting to better conditions globally. Cox, Johnson, and Frazier worked to broaden the thinking of society and to broaden what the mainstream included. In the spirit of the lifetime efforts of Cox, Johnson, and Frazier, the committee invites nominations of individuals or institutions with a record of outstanding work, such as, but not limited to: work on social justice issues, work on human rights, activism, community efforts, the building of institutions, or sustaining programs, with an emphasis on African American or similarly disadvantaged racial/ethnic populations that have experienced historical racial discrimination. Occasionally institutional commitment to social justice and to broadening the tradition to include and empower marginalized scholars and marginalized people, is so compelling that this award can recognize a communal institutional effort. Nominations should include a one to two-page cover letter that explains why the individual or institution fits the criteria, a CV, and possibly one or two additional letters of recommendation.

Award for Public Understanding of Sociology

This award is given annually to a scholar or scholars who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee’s vita and a detailed one to two page nomination statement that describes how the person’s work has contributed to increasing the public understanding and knowledge of sociology. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee’s curriculum vitae, as a package.

Jessie Bernard Award

The Jessie Bernard Award is
At its August 25-26, 2015, meetings in Chicago, ASA Council welcomed seven new Council members: President-Elect Michèle Lamont, Vice President-Elect Kathleen Gerson, Secretary-Elect David Takeuchi, and Council Members-at-large Daniel Chambliss, Cynthia Feliciano, Mignon Moore, and Wendy Ng. Pending Council approval and online posting of the minutes, the following is a brief snapshot of key decisions and information.

Minutes. Meeting minutes for February 7, 2015, were approved. All Council minutes are posted online at www.asanet.org/about/Council_Minutes.cfm.

Audit. The audited financial statement for Fiscal Year 2014 was approved and is available online at www.asanet.org/about/audit.cfm.

Annual Report. The 2014 ASA Annual Report was distributed at the ASA Bookstore during the 2015 Annual Meeting. The online version is posted on the ASA website and will also be available through iTunes later this fall.

Awards. The Committee on Awards was requested to review and prepare a recommendation for the March 2016 Council meeting regarding a proposal from the ASA Dissertation Award Selection Committee that dissertations receiving the award be made publicly available in the year that the dissertation receives the award.

Executive Office. In response to the Executive Officer’s letter of resignation, effective May 2016, the Committee on the Executive Office and Budget (EOB) reported on its plans to commence the search for a new Executive Officer.

Membership.
- Added free access to TRAILS as a new member benefit for 2016.
- Approved giving new sociology PhDs a free one-year membership to ASA and one section of their choice for a two-year trial period (2016 and 2017 membership years).
- Approved the Volunteer Opportunities in a Collaborative Environment (VOICE) proposal as a future member benefit.
- Approved a COLA adjustment in 2016 dues.

Journal Subscription Rates.
- Approved no increase in Member rates, which remain at 2010 levels.
- Approved institutional subscription rate increases of 5 to 6 percent for 2016 as negotiated with the publishers.

Annual Meeting. Fees for registration, events, and services for the 2016 Annual Meeting will remain at 2015 levels.

Job Bank. A new fee structure was approved for job listings and individual non-member subscriptions.

Publications.
- Approved an updated statement of mission for Sociological Theory.
- Affirmed the Secretary’s approval of additional pages for the 2015 volume of Sociological Methodology.
- Established a joint subcommittee to explore alternate business models for Contexts that would be revenue neutral; the subcommittee will be comprised of members of Council, the Committee on Publications, the EOB Committee, the Task Force on Engaging Sociology, and Executive Office staff.
- Approved the Committee on Publications recommendation that the submission process for all ASA journals include a requirement that authors be asked to write short statements on: IRB approval (whether required or not by research institution), data-sharing, funding source(s) for the research, and any conflicts of interest in research or funding.

Committee and Task Force Appointments.
- Accepted the recommendations of the Committee on Committees, ASA Secretary, and ASA Executive Officer for 2016 appointed Association positions.
- Affirmed the long-standing policy that Council members are ineligible to serve on committees for which they have appointive authority.
- Approved President-Elect Michèle Lamont’s recommendation of the following members for the 2017 Program Committee: Sada Aksartova, David Grusky, David Harding, Ann Morning, Kristen Schilt, Graziella Moraes Silva, Yasemin Soysal, and Anna Sun; and ex-officio members Kathleen Gerson (ASA Vice President-Elect), Mary Romero (Secretary), David Takeuchi (Secretary-Elect), and Sally T. Hillsman (Executive Officer).
- Renewed the Committee on the Status of Gay, Lesbian, Bisexual, and Transgendered Persons in Sociology for another five-year term; changed the committee’s name to “Committee on the Status of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) People in Sociology”; and approved the committee’s amended mission statement.

High School Sociology. The proposed National Standards for High School Sociology, prepared by the High School Sociology Planning Program, were approved. The standards focus on four broad learning domains, each of which includes 3-4 assessable competencies.

Sections. The collaboration of the ASA Section on Racial and Ethnic Minorities with the Samuel DuBois Cook Center on Social Equity at Duke University was authorized, if their grant proposal for a mentoring program is approved by NSF.

Task Forces.
- Expressed deep appreciation for the work of the Task Force on Sociology and Global Climate Change in producing the edited volume, titled Climate Change and Society: Sociological Perspectives (Oxford, 2015).
- Received updates on the activities of the Task Force on Engaging Sociology, the Task Force on Community College Faculty, and the Task Force on Liberal Learning and the Sociology Major, 3rd edition.

New Business. Following review of a business meeting resolution asking for the establishment of a task force on contingency faculty, Council asked the ASA Research Department to prepare a summary report on the state of knowledge about contingent employment in sociology, resurrect the report from the previous task force on contingent faculty, and draft in consultation with ASA officers a charge for a possible new task force to be considered by Council at its next meeting.

Next Council Meeting. The next Council meeting will be held on March 12-13, 2016, in Washington, DC.
Influence has been effectively used in education as a major independent variable. His "theoretical perspectives on social stratification to predict the growing isomorphism among educational institutions worldwide..." As a result of his insights, many nations around the globe have drawn on his work and indeed, governments of Botswana, Namibia, Georgia, etc., have asked Meyer to visit their schools and review their educational systems. His research has been conducted with incisiveness, sensitivity, and analytical rigor.

In the area of globalization, reviewers highlighted that "over four decades of empirical work, Meyer established a shared methodological imagination and jointly compiled a remarkable quantitative dataset extending from the early 19th century. These accomplishments have yielded a detailed description of the features of world society, key social entities that are embedded in it, and key processes at work in both stabilizing and transforming it." Meyer has impressively "extended Weber's rationalization thesis into a globalization thesis." He is frequently viewed as the leading figure in world sociology, and his main foundational contributions are contained in "World Society: The Writings of John Meyer" (2010).

Nomination letters consistently reported that they "know of no living American sociologist" who has had a more powerful and transformational "influence on core sociological thinking and research" over the past 50 years. Committee members highlighted the ways in which his work has innovatively impacted not just U.S. sociology but sociology worldwide. They also noted his extraordinary mentorship, stating that as his "influential streams of research," emerged as he worked closely with doctoral students to help them to develop their own ideas and ideas in common. Among faculty, Meyer is described as being intellectually generous and he is referred to as having "remarkable collegiality." Meyer has made a lasting and cumulative impact on the field combining powerful theorization and sophisticated empirical work. The depth, breadth, and lasting impact of his work are highly deserving of the W.E.B DuBois Distinguished Career of Scholarship Award.

### Distinguished Scholarly Book Award

Elizabeth A. Armstrong, University of Michigan, and Laura T. Hamilton, University of California-Merced, for *Paying for the Party: How College Maintains Inequality* (Harvard University, 2013)

This important, provocative ethnographic study examines how college exacerbates class differences rather than offering a pathway for social mobility. Armstrong and Hamilton follow a group of young women through a flagship Midwestern University as they attempt to balance their social and academic lives. The authors took up housing in a women's floor in a residence hall to conduct an ambitious five-year ethnographic study. Initially the study was framed as an attempt to understand college as a site where young women learn about sexuality. Instead, it developed into a study of how institutes of higher learning perpetuate social stratification.

Armstrong and Hamilton distinguish three pathways by which students move through a university. The professional pathway fits ambitious students from privileged families and rests on competition cultivated in high school. Students with AP credit skip the big introductory university classes to take the smaller seminars with more intensive faculty contact. Students aiming for a professional career also search out leadership positions in student or philanthropic organizations. The mobility pathway caters to students of diverse social backgrounds, pointing them to majors connected to specific jobs such as nursing, accounting, or teaching. This pathway depends on academic engagement and social integration but not on heavy partying. The partying pathway indulges students who are interested in a fun, party-filled college experience with few academic demands. Universities accommodate these students with easy majors, ways to opt out of challenging course requirements, and schedules compatible with partying. The "fun" aspect of the party pathway is often delegated to fraternities and sororities, which provide their members with alcohol, partners for hooking-up, and a demanding schedule of meetings and activities.

The book develops the third pathway. Although the authors note that, "extremely affluent students with middling academic credentials are the ideal candidates" (p. 15) for the party pathway, students from other backgrounds—especially underprepared students of underrepresented groups in academia—also end up partying their way through college. These students stress about making the best impression during rush and adjusting their course schedule to accommodate a demanding social calendar. While the wealthy students rely on their parents to bail them out after graduation with an internships at a Fortune 500 company and a condo in the city, the less-advantaged students swept up on the party pathway leave college indebted with low GPAs in worthless majors (such as "event planning"). Armstrong and Hamilton observe that when these students transfer to community colleges with less developed party pathways, they end up doing better.

The authors put some of the blame for the party pathway on the way public universities respond to cutthroat institutional competition. The party pathway demands institutional spending on extracurricular activities such as football and basketball teams that leads to higher tuition for the entire student population. Channeling students to the mobility or professional pathway instead requires an investment in academic advisors, counseling, and professors to attend to the less well-prepared students.

Paying for the Party is a game changer in the sociology of education but also breaks new ground for sociologists interested in gender, class, and social stratification. The book takes issue with the

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self-congratulatory argument that higher education is an engine for social mobility worth billions of dollars in financial aid. Instead, this book reveals the collateral damage of public universities chasing the wealthiest students at a time of retrenchment of state funding for higher education.

Distinguished Contributions to Teaching Award (co-recipients)

Gwen Sharp, Nevada State College, and Lisa Wade, Occidental College, for Sociological Images Blog

A blog and website produced by Lisa Wade (Occidental College) and Gwen Sharp (Nevada State College), Sociological Images has become a central source for contemporary cultural commentary and criticism from a sociological perspective.

Wade began the blog in 2007 and recruited colleagues to contribute materials in the hopes that Sociological Images would become a useful site where professors could share images they used in teaching. Sharp, one of the earliest contributors, joined Lisa as an editor to create an extremely popular and useful teaching resource. Sociological Images curates images and provides basic commentary grounded in and framed by sociological research. Wade and Sharp offer sample assignments, and the site provides a space for readers' commentary and original contributions that leverages the best of the web while ensuring quality content. The site has particular depth in the critical analysis of class, race, and gender and also offers materials on a wide range of other sociological topics.

Hosted by the Society Pages (thesocietypages.org) and attached to Contexts, the blog has become an invaluable teaching tool for sociologists in the United States and around the world. Easy to use, well catalogued, and astutely curated, Sociological Images has also received positive attention in Teaching Sociology, Visual Studies, and Teaching in Higher Education. Christopher Uggen, former Contexts blog editor and current editor of The Society Pages lauds Wade and Sharp for their “brilliant and creative minds” and for an analysis that is “both fiercely intelligent and jargon-free.” What is notable about Wade and Sharp, Uggen goes on to say, is that they “work incredibly hard and selflessly to teach us all about sociology, but make it appear effortless to readers and students.”

Sociological Images has changed the way many of us teach sociology. When Michael Kimmel and Abby Kinchy asked for examples of how sociologists used the blog, within minutes, dozens of colleagues wrote to relay how they used Sociological Images to support teaching and learning in a wide range of sociology courses, including Introduction to Sociology, social stratification and inequality, historical sociology, economic sociology, and the sociology of sex and gender. Sociology teachers have written to say “I check the website every day...”, “I use it all the time...” Sociological Images “has become invaluable to me...I am also a friend of the site on Facebook and frequently share their postings with my own social network”, and “I find them a very helpful way to show students about the everyday application of sociology in the world around them.” In Kimmel and Kinchy’s words, Sociological Images “is, quite simply, one of the most wonderful teaching tools to come along in a very long time.”

Sociological Images is also public sociology of the first order. Wade and Sharp bring a much-needed scholarly dimension to public discussions of feminism, culture, colonialism, U.S. foreign policy, and women’s bodies, and the site is very well trafficked. With an archive of nearly 5,000 descriptive and analytical posts, the site receives about half a million visits a month. Sociological Images enjoys a substantial following on Facebook, Twitter, Pinterest, Tumblr and is used as a source by a wide range of news organizations, including Jezebel, Business Insider, PolicyMic, Pacific Standard, Racialicious, and the Huffington Post. As Myra Marx Ferree asserts in her nomination, Sociological Images provides a “visual commons of various informative images for free use by faculty, students, and interested journalists.” She emphasizes that although the images are gathered collectively as a “true creative commons, they are made useful by Lisa and Gwen’s sophisticated indexing and cross-referencing.” Sociological Images continues to provide high quality images, commentary, and access to sociological research free of charge to a large public audience.

An enormous contribution to sociology, Sociological Images truly has sparked sociological imaginations everywhere.

Distinguished Career Award for the Practice of Sociology

Eleanor Lyon, University of Connecticut

“Knowledge is power.” This statement in Eleanor Lyon’s outcome evaluation brief for the National Resource Center on Domestic Violence is exemplified by her own work, over 40 years, as she has made vital contributions to the knowledge base that has helped to reduce significantly the rate of serious intimate partner violence against women. Through research and scholarship, program leadership, and policy development, Lyon has helped scholars, practitioners, and policymakers understand and improve policies and programs about domestic violence, juvenile detention, families of homicide victims, and other pressing social problems.

Lyon received her PhD in sociology from Northwestern University in 1975 and then briefly taught at Temple University. In 1976, she started teaching sociology at the University of Connecticut—where she has continued to teach and is now Associate Professor Emerita—and served as evaluator for a local domestic violence response program. In 1979, Lyon became Director of the Victim, Offender, and Battered Women’s Program of a Connecticut social service agency, and then in 1981 served as the director of the Divorce Mediation Research Project for a federally-funded project in Connecticut. She served as Research Consultant for United Social and Mental Health Services in Connecticut and, for 15 years, as Research Associate at The Village for Families & Children, Inc. in Hartford.

In 1988, Lyon founded the consulting firm, Lyon & Associates, which extended her research and evaluation work through projects for the Department of Health and Human Services, the Centers for Disease Control and Prevention, the National Resource Center on Domestic Violence, the Rhode Island Coalition Against Domestic Violence, and many others. In 2001, Lyon became Director of the Institute for Violence Prevention and Reduction at the University of Connecticut’s School of Social Work. In these positions, Lyon has led research on a range of issues, including the role of racism and women’s concerns for their children in domestic violence cases, the impact of a culturally-sensitive curriculum for men convicted of domestic violence, the experiences of domestic violence victims/survivors in domestic violence shelter programs.

Lyon’s applied work has contributed to state-wide alternative sentencing programs in Connecticut, gender-specific programming for juvenile girls involved in the legal system, domestic violence programs across the country, and guidelines for shelters by the World Health Organization. Her publications have improved understanding of domestic violence, ethnographic methods, and social policies. Professor Clinton Sanders at the University of Connecticut notes that Lyon’s book with Jill Davies, Domestic Violence Advocacy: Complex Lives, Difficult Choices (now in its 2nd edition with SAGE), has become “the primary source for information and advocacy guidance for domestic violence
programs and coalitions across the country.” Her articles on research methods have been published in the Journal of Contemporary Ethnography and Evaluation and Program Planning, while her insights for service providers have been appeared in such journals as Social Casework and Social Work with Groups.

Lyon has also helped sociologists develop professional organizations in support of sociological practice. She was a member of the Society for Applied Sociology (serving as treasurer and vice-president), the Sociological Practice Association, and the Association for Applied and Clinical Sociology (AACS) (serving as both treasurer and secretary). She has chaired the AASs Section on Sociological Practice and the AACS Commission on Accreditation of Programs. Lyon also received the AACS Robert Ezra Park Award for Sociological Practice in 2008.

Excellence in Reporting on Social Issues Award

Bill Moyers, Journalist

Bill Moyers, a leading journalist for more than four decades, has notably expanded the range and reach of public broadcasting. He is the 2015 recipient of the ASA Award for Excellence in the Reporting of Social Issues.

Bill Moyers was born in 1934 in Hugo, OK, and raised in Marshall, TX. He studied journalism at North Texas State College and then at the University of Texas-Austin where he received his BA, majoring in journalism. He went on to be an ordained minister and received a Master of Divinity at Southwestern Baptist Theological Seminary. He was also an aide to then-Senator Lyndon B. Johnson and in 1959 moved to Washington to work for Johnson full time. His served in the Kennedy administration as Deputy Director of the Peace Corps. When Kennedy was assassinated and Vice President Johnson became president, Moyers became his close and trusted aide, serving first as Johnson’s assistant for domestic policy, later as press secretary 1965–67, and in other posts close to the President.

Thereafter, Moyers went into journalism full-time—for a few years as publisher of Newsday and then in broadcast television. He went to the fledgling PBS in 1971, moving to CBS News 1976–86, and then returning to PBS but supported by his own independent production company. In a succession of several successful formats on public television, Moyers addressed key issues of concern to sociologists and to the general public, including political scandals, economic inequality, climate change, government secrecy, the corruption of government through corporate influence, and media policy.

The selection committee noted that Bill Moyers has shown an enduring engagement by providing “conversations on democracy” and exploring contemporary culture, rich in the historical and sociological context that is rare in contemporary media. He brought to television poets, filmmakers, theologians, and others in discussions that he effectively made at once serious and accessible. He has focused on theologians (Karen Armstrong), organizers (Ernesto Cortes), historians (Howard Zinn and Diane Ravitch), provocative political writers (Ta-Nehisi Coates, Naomi Klein), and unconventional politicians (Senator Bernie Sanders). There is no mistake a strong tilt to the left in his guest list, but this is by no means uniform. He has also interviewed Richard Viguier and Ron Paul and other leading conservatives in pursuit of making television a public sphere of debate and discussion.

Clearly, Bill Moyers has followed his own moral vision in his journalism, never promising to be neutral. A great admirer of journalistic muckraking, he identifies it as “the conviction that news is what’s hidden. Everything else is publicity.” Moyers’ TV shows, as Occidental College political scientist Peter Dreier put it in a 2015 tribute, “roared with a combination of outrage and decency, exposing abuse and celebrating the country’s history of activism.”

There has been no one else on television quite like Moyers. With some three dozen Emmy Awards, a lifetime Peabody award, membership in the Television Hall of Fame, and other honors, he has been widely recognized for his achievements. For television viewers, he helped to broaden the very notion of what television is capable of doing. He treated his audience as people who think and people who seek to transcend the everyday. His television journalism has explored more than it has preached, employing the tools of investigative journalism, and endowing television with a legacy of critique, conversation, and civility.

Cox-Johnson-Frazier Award

Howard Winant, University of California-Santa Barbara

Professor Howard Winant or “Howie” as friends and colleagues know him, continues the legacy of Oliver Cromwell Cox, Charles S. Johnson, and E. Franklin Frazier in the relentless use of academic scholarship in the service of social justice. Through his research, teaching, and service to the profession and the world, Winant embodies the tradition of a public intellectual. He brings sociological analysis to bear on the problems gripping modern society and communicates the insights of his analysis through both word and deed to a professional and lay audience.

Howard Winant earned his PhD in sociology from the University of California-Santa Cruz in 1980, after receiving his BA from Brandeis University in 1968. He is a Professor of Sociology at the University of California-Santa Barbara and was the founding Director of the University of California Center for New Racial Studies (UCCNRS), part of the UC MultiCampus Research Program. Winant is also affiliated with the Black Studies, Chicana/o Studies, and Asian American Studies departments and he has worked and taught in Mexico, Brazil, and Argentina.

For almost 35 years, Howard Winant has crafted a career that demonstrates the transformative potential in the synergy of scholarly and sociological practice. His contributions to the study of racial inequality have been transformational both within and outside of sociology. Winant’s research, particularly his seminal work on racial formation theory (with Michael Omi) has been so influential that it is almost impossible to read a scholarly article on race, institutional racism, or racial inequality from a global perspective and not see reference to his work. In five books, Racial Formation in the United States: From the 1960s to the 1990s (with Michael Omi; 2015, 1994, 1986); The New Politics of Race: Globalism, Difference, Justice (2004); The World is a Ghetto: Race and Democracy Since World War II (2001); Racial Conditions: Politics, Theory, Comparisons (1994); and Stalemate: Political Economic Origins of Supply-Side Policy (1988), and in numerous articles as well as book chapters, he has illuminated the structural forces creating racial and class inequality within and between nations.

Winant’s theoretical sophistication and engagement with social movements and relationships to power have produced lasting insights into the shifting, yet stable, global terrain of race. While the precise nature of “racial formation” took different shapes in Brazil, the Caribbean, and South Africa, the global comparative framework he advances enabled him to articulate underlying patterns that make the entire “world system” a racial project. Winant’s work has fundamentally shaped our understanding of how racial hierarchies reproduce racial inequality and he has relentlessly pursued a progressive agenda that aims to make racial inequality visible while aiding in its amelioration.

Professor Winant’s commitment to racial equality extends far beyond his research; he participates in numerous community movements for justice, at the local, national, and international levels. He was an active participant in the UN World
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Conference against Racism, Racial Discrimination, and Xenophobia and urged other to do the same. He has been praised as an incredibly engaged and generous mentor to minority students, junior faculty of color, and race scholars.

The Cox-Johnson-Frazier Award Committee enthusiastically and unanimously commends Professor Winant for his groundbreaking intellectual agenda and uncompromising commitment to greater racial and social justice. His commitment to scholarship, mentorship, and activism continues the legacy of this award’s namesakes and serves as an example to us all.

Award for Public Understanding of Sociology Award

Katherine Shelley Newman, University of Massachusetts-Amherst

Katherine Newman received the 2015 Public Understanding of Sociology award for her proven record in expanding the public presence of sociology. Newman is the Provost and Senior Vice Chancellor for Academic Affairs at the University of Massachusetts-Amherst. She has written many influential books and articles about how people cope with challenges such as destitution, violence, and global competition. She has worked to translate such research for public audiences in the media, the U.S. Congress, and globally. Finally, she has shaped institutions so they can enable and encourage sociological work, particularly that which is underclass without access to work. Her scholarship on other topics has proven equally influential, such as her treatise on school shootings, Rampage, which has been featured in congressional testimony and extensive news coverage. Many of these books have received acclaim for their excellence; she’s received the Robert F. Kennedy Book Award, the Sidney Hillman Foundation Book Award, and a C. Wright Mills award honorable mention, while the New York Times, Choice, and Library Journal have all named her work to their “best of” lists. At once humane and theoretical, Newman’s widely read research offers us sympathetic accounts of people’s lived experience while also weighing them against existing scholarly explanations.

Her writings have a vast audience among elites and the lay public alike, from congressional testimony to multiple appearances in international media. Several of her books have been the focus of extended hour-long shows by PBS Newshour, the Today show, or Oprah. Newman has also made extensive efforts to broaden the public reach of her scholarly work, including writing more than 25 op-eds in such outlets as the New York Times, Newsweek, and the Nation; presenting her work to gatherings of state judges, economists, and other non-sociological audiences; and serving as a ready resource for many journalists in high-profile venues.

Newman earns this award not only for her outstanding capacity to communicate widely what sociological thinking has to offer the central social problems of our time, however. She is also an institution builder. At Harvard and Princeton University, Newman founded the “Joint Degree Program in Sociology and Social Policy”, programs that continue to produce excellent scholars dedicated to bringing the sociological lens to contemporary social problems. These institutional changes act as a multiplier effect beyond just one person’s group of advisees, to generate many scholars who broaden sociology’s applicability beyond the academy.

Thanks to Newman’s powerful research, her impressive ability to translate it so that it connects with many different people, and her dedication to and achievement in enabling more policy-relevant social science, sociology has a more significant public presence.

Jessie Bernard Award

Nancy A. Naples, University of Connecticut

The Jessie Bernard Award is given annually in recognition of a body of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. Nancy A. Naples is this year’s recipient with a career that exemplifies this award.

Nancy A. Naples is Board of Trustees Distinguished Professor of Sociology and Women’s, Gender, and Sexuality Studies at the University of Connecticut. She is Past President of the Eastern Sociological Society, Past President of the Society for the Study of Social Problems (SSSP), and a Past President of Sociologists for Women in Society (SWS). She is also Past Chair of the ASA Sex and Gender Section. Naples has been recognized repeatedly by a variety of professional societies for her scholarship, her teaching and mentoring, and for a commitment to social justice. She has won numerous awards for her research including the 2008 Faculty Excellence Award in Research (Humanities/Social Sciences) from the Alumni Association and the 2011 Excellence in Research Award for Social Sciences from the College of Liberal Arts and Sciences at the University of Connecticut. In 2010, she won the prestigious SWS Distinguished Feminist Lecturer award and is one of very few SWS Feminist Scholar awardees to have also been singled out, in 2011, for their prestigious Feminist Mentor Award. She further won the 2012 Scholar Activist Award from the SSSP Division of Sociology and Social Welfare and the 2014 Lee Founders Award from SSSP.

Nancy A. Naples uses a variety of methods including ethnography, discourse analysis, archival research, and comparative research to analyze the intersection of gender, sexuality, race, political activism, social policies, and citizenship. Naples has produced seminal works in the areas of feminist theory, methodology, and activism and has advanced our understanding of poor women’s community-based and transnational activism. She has authored two monographs, Grassroots Warriors: Activist Mothering, Community Work, and the War on Poverty (1998) and Feminism and Method: Ethnography, Discourse Analysis, and Activist Research (2003) and edited or co-edited many others. Several of these works have won awards or honorable mentions from the ASA and SSSP. She has also published more than 50 articles and chapters in sociology and other disciplinary and interdisciplinary venues including Gender & Society, Social Problems, Signs, and Feminist Economics.

Naples is known for exceptional engagement in mentoring graduate students and for a commitment to social justice and service. One of Professor Naples colleagues summarizes it best: “It is rare to have the opportunity to commend a scholar who already is a ‘trifecta’ winner of national awards for scholarship, for mentoring and teaching excellence, and for commitment and contributions to social justice and university service. Yet Nancy has repeatedly been singled out as exceptional on all three scores…” Altogether, Nancy A. Naples demonstrates how to blend scholarship, teaching, mentoring, and activism into a distinguished career. The Jessie...
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Bernard Award committee extends their warmest congratulations to Naples.

Dissertation Award

Christopher Michael Muller, Harvard University, for "Historical Origins of Racial Inequality in Incarceration in the United States"

Between 1970 and 2010, the U.S. imprisonment rate increased five-fold, from roughly 100 per 100,000 residents to roughly 500 per 100,000 residents. No other nation incarcerates such a large proportion of its population. As the incarceration rate increased, it retained a striking racial disparity. African Americans today are imprisoned at about six times the rate of whites.

Muller’s dissertation focuses on three historical periods. The first essay examines a unique dataset linking the administrative records of individuals in the convict lease system in the South in the late 19th century to their census records. It describes the highly exploitative convict-lease system that lent out mainly black prisoners to white industrialists and farmers. Muller’s research shows that African-American men were more likely to be incarcerated for property crimes in counties where African Americans had begun to achieve economic and geographical mobility. The second essay focuses on racial disparity in incarceration among African Americans in the North in the early 1900s. It traces a portion of the increase in disparity during this period to increasing rates of African American migration to the North, which triggered economic, residential, and status conflicts with European immigrants. African American incarceration rates in the North increased with the influx of southern migrants, and these increases were largest in states where immigrants from Europe dominated the police force. The third essay provides a descriptive account of trends in racial inequality in imprisonment from the late 1980s through the first decade of the 21st century. It shows that although prison admissions grew dramatically, relative racial disparity in admissions remained roughly stable. Disparity in drug admissions spiked dramatically between 1985 and 2005, particularly in the Northeast and Midwest, but disparity in admissions for non-drug crimes was also high. This suggests that racial disparity in imprisonment cannot be traced to the War on Drugs alone.

This dissertation is timely since the issue of African American and police relations, and, indeed, race relations in the United States as a whole, have dominated the news in the last few years after protests in Ferguson, MO, Baltimore, MD, and New York City. Taken together, these essays suggest that racial disparity in imprisonment is not solely a product of the recent history of the prison boom. Muller’s dissertation has compelling theory and uses rigorous methods. It applies the tools of causal inference to data gathered from archives and historical administrative records. Further, it is timely in showing that African Americans’ distrust of the police has deep historical roots reaching back to the 1930s in the North and the 1880s in the South.

Muller completed this work at Harvard University under the supervision of Bruce Western, Christopher Winship, Orlando Patterson, and Robert Sampson. He is currently a Robert Wood Johnson Foundation Health & Society Scholar at Columbia University. In June of 2016, he will join the sociology faculty of the University of California-Berkeley.

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approaches as well. And finally, we are committed to collegiality with faculty who genuinely respect each other and work well together. Steve, Mark, David, and Jake certainly make this part very easy!

In the 2015–16 academic year, we currently have a search underway for two assistant professors. Following this, we have a commitment from our dean for 10 hires in our first five years. By the 2016–17 school year, we should have nearly 20 courses on the books, and we hope to be able to launch a major and minor. Shortly after that, we plan to establish a graduate program and begin accepting applicants for graduate study. And all the while, we will be searching for other sociologists who want to be part of the dynamic, innovative, and exciting project of building a department from the ground up.

When colleagues find out that I relocated to Wash U, one of the most common sentiments I hear is that it sounds like such a rare and promising opportunity to help take the lead in creating a new department. These colleagues are absolutely right! Sociology is such a well-established discipline that it is very unusual to find a university that does not have a department at all. But throughout my interview process and during the short time that I have been a member of the Wash U community, I’ve been consistently impressed by the fellow faculty’s and the administration’s dedication to, and support of, bringing back sociology. This is definitely not something that we take for granted, given a broader public landscape that can be hostile to sociologists and our conclusions, particularly—and especially—when they challenge the status quo, as good sociology often does. We hope to repay the goodwill, generosity, support, and enthusiasm of the University by fulfilling our mission to create an exceptional home for sociologists and a fertile environment for rigorous sociological education and study.

New Fellowship at the Center for Engaged Scholarship

The Center for Engaged Scholarship has announced that it will give two or three dissertation fellowships of $25,000 in the 2016-2017 academic year to students in the social sciences whose research is of high quality and that has the promise of contributing to progressive social change.

The competition is open to social science PhD students of any nationality at U.S. universities. The Center defines progressive as advancing the values of equality, stronger democratic institutions, and environmental sustainability. Deadline: January 31, 2016. For more information and to apply, visit cescholar.org.

The Center operates under the sponsorship of Community Initiatives. It is led by sociologists Fred Block, University of California-Davis, and Mridula Udayagiri, formerly at Cal State Sacramento. Their goal is to build a durable organization that will be run by and for progressive social scientists. In this time of political polarization and attacks on higher education, they see a need to build organizations that can support and sustain progressive scholars and progressive scholarship. The dissertation fellowship is the Center’s inaugural project. Block and Udayagiri insist that engaged scholarship rooted in progressive values can meet the highest scholarly standards. One of the motivations behind the dissertation fellowship is to counter the professional pressures on graduate students to frame their work as objective and apolitical.

Send Us Your News

Were you recently promoted? Have a book published? Or were you quoted in the news? Did you win an award? Or maybe you know about a funding opportunity or want to promote your meeting to other sociologists? Send your announcements to Footnotes at footnotes@asanet.org.
Visionary Sociology and Academic Recognition

Wesley Shrum, Louisiana State University, and Greg Scott, DePaul University

During the past decade, not long after the “public sociology” debate began in earnest, we asked our academic colleagues whether books or movies were better for reaching non-academic audiences. To be sure, this was an informal inventory. But responses were as close to uniform as one ever sees: ideally books, but most likely movies. Our response came to fruition one year ago with the launch of the Journal of Video Ethnography and Ethnografilm, an annual film festival in Paris.

Why has it taken so long for movies to become an accepted form of sociological output? There has been a mismatch between the conventional means of movie distribution and the conventional means of allocating academic credit: peer-reviewed contributions to the literature. As once dominant means of film distribution (theaters, DVDVs) give way to online forums and film festivals, it seemed time to channel academic movies through the same credentialing process that has, until recently, been reserved for academic journals.

We established a new journal and film festival in an attempt to begin the process of bringing movies into the academic mainstream by treating them in the same fashion as other academic products. The sociology departments at our institutions, DePaul and Louisiana State University, have established linked institutions such as ours. We could imagine a peer-reviewed journal, of audiovisual contributions that are mistakenly considered non-academic. In parallel we would organize a familiar, non-academic institution—a film festival—in an academic way.

And a Journal

The first issue of the Journal of Video Ethnography (JVE) appeared in September 2014 and has since published two regular issues and one special issue. While we intended JVE to serve as a peer-review mechanism for academic films, our biggest impediment was not legal, technological, or institutional prejudice. The problem was our own failure to appreciate that a journal consisting entirely of movies is still but a journal. Our imagined problems disappeared when we fully accepted that this journal is just like any other. It is an academic, peer-reviewed forum in the tradition of ethnographic research, broadly conceived, located at videoethno.com.

Authors may submit films and subscribe for free. The journal is not (1) a website where you post your videos; (2) a journal with multimedia supplements to standard text-based articles; (3) a journal with articles about movies. It is a journal that publishes movies, reviewed by academics. This means that submissions will receive comments and may be asked to revise and resubmit. Authors are free to reject the reviewer comments. And, a film may be rejected for insufficiently taking comments into account. It is, after all, an academic journal. Visit www.videoethno.com for more information.

Movies

Journals are, of course, the traditional forum for disseminating sociological research, and there is good reason that work on a particular subject should culminate in one place. Yet text-based scholarly presentations, are a hurdle for most audiences and a barrier for some. One of the oddest aspects of public sociology is the assumption of literacy, mostly implicit and wholly untenable for any sociology of engagement, owing to the confusion of ends with means (Shrum and Castle 2014).

We realized that we did not know much about the movies that sociologists were creating across the planet. Were there many or few? Who was making them? We began to consider linked institutions such as ours. We could imagine a peer-reviewed journal, of audiovisual contributions that are mistakenly considered non-academic. In parallel we would organize a familiar, non-academic institution—a film festival—in an academic way.

Call for Nominations

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given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the American Sociological Association may submit nominations for the Jessie Bernard Award. Nominations for career achievement should include a narrative letter of nomination, a copy of the vita of the nominee, and three supporting letters.

Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2015 calendar year will be eligible for consideration for the 2016 ASA Dissertation Awards. Nominations must be received from the student’s advisor or the scholar most familiar with the student’s research. Nominations should explain the precise nature and merit of the work.

Please send nominations to: American Sociological Association, 1430 K St. NW, Suite 600; (202) 383-9005; governance@asanet.org. For more information, see www.asanet.org/about/awards.cfm.

2015 Section Awards

The winners of this year’s section awards are now available on our website. ASA has also placed all records of all past award winners online for your reference. See www.asanet.org/sections/section_awards.cfm.

Reference

Call for Papers

Publications

Community Psychology in Global Perspective invites submissions for a special issue on "Structural Violence." Structural violence refers to the production, maintenance, and exacerbation of social inequality and oppression. The concept signifies the mechanisms through which social systems produce and normalize exclusion and marginalization along lines of race, class, gender, ethnicity, nationality, and other invidious categories. Community Psychology in Global Perspective publishes work that is of relevance to community psychologists as well as scholars and professionals from a diverse array of other backgrounds with shared interest in community psychology perspectives. Deadline: January 15, 2016. Contact: Urmitapa Dutta at urmitapa_dutta@uml.edu. For more information, visit www.siba-ese.unisalento.it/index.php/cppg/index.

Contemporary Perspectives in Family Research (CPF) is an annual series that focuses on cutting-edge topics in family research around the globe. It is seeking manuscript submissions for its 2016 volume. The 2016 volume of CPF will focus on the theme of "Divorce, Separation, and Remarriage: The Transformation of Family." While the family remains a core social institution in every society, it is, nonetheless, an institution which continues to evolve. Manuscripts should be submitted directly to the editors in MS WORD format. Manuscripts should not exceed 40 double-spaced pages (not including tables, figures, and references). Manuscripts should adhere to the APA format. An abstract of 150-200 words should be included. Deadline: January 23, 2016. Contact: Giovanna Giansini at giovanna.giansini@unibo.it and Sampson Lee Blair at sblair@buffalo.edu.

The Costs of School Closure: Context and Consequences invites submissions for chapter proposals. Schools are key social organizations that allocate status and facilitate opportunities for upward social mobility. They are also sites where competing and contradictory public policies and/or perceptions of educational and social outcomes, especially for underserved groups. The editor of The Costs of School Closure seeks original, robust manuscripts on the contexts and consequences of recent primary and secondary school closures in the United States and elsewhere. Authors are invited to submit abstracts (up to 250 words) with "School Closure Abstract" in the subject line. Deadline: December 1, 2015. Contact: Ebony M. Duncan at duncanem@wustl.edu

Feminist Africa is the African Gender Institute at the University of Cape Town invites submission for a special issue on "Fashion and Beauty Politics" (features, profiles, standpoints) on the politics of women's diverse fashion and beauty practices in contemporary Africa. Historically and to this day, in all their diversity, women in Africa 'dress up.' They engage in changing and highly reflexive practices of bodily adornment, beautification, clothing and display. They dress up in private, playfully experimenting at home, with friends, or to pose for a camera. They dress to appear and distinguish themselves in public, too. And yet, of course, how women in Africa dress—the clothes they wear, the makeup they apply, what they do or do not do to their hair—is not merely personal, nor is it always or only pleasurable. Deadline: December 31, 2015. Contact: agi-feministafrika@uct.ac.za. For more information, visit www.feministafrika.org.

Journal of Labor & Society invites submissions for a special issue on "The Global Mass Strike, 2009-2013: Results and Prospects." The global economic crisis that emerged in 2008 was accompanied by a global mass strike process. In contrast to general strikes called by trade union federations that parts of Latin America and Europe are still in strike, the mass strike is not a single event enunciated from above. Please submit abstracts (as Microsoft Word documents), no longer than 400 words. Deadline: December 1, 2015. Contact: John Arena at john.arena@csu.csun. edu or Immanuel Ness at many.ness@gmail.com.

Journal of Negro Education issues a call for papers for a special issue to be published in summer 2016 to illuminate the lives and experiences of black women and girls in educational settings, policies, and practices. This special issue will feature articles representing comprehensive, theoretically grounded, cutting-edge scholarship and research that illustrates the lived experiences of Black women and girls in a range of educational contexts. For consideration, submit a 15- to 20-page manuscript inclusive of references. Deadline: December 1, 2015. Contact: jornalnegroed@gmail.com. For more information, visit www.journalnegroed.org/JNE%20Call%20for%20Papers%202016.pdf.

Social Class in Education: a call for book proposals from Rowman & Littlefield. While education is often heralded as a means to social mobility, educational outcomes suggest that schools, colleges, and universities actually replicate rather than transform social class inequities. This series focuses on the ways in which social and socioeconomic class issues, broadly defined, impact educational experiences and outcomes. Submissions are invited from scholars focused on Pre-K through post-secondary environments, as well as manuscripts that explore intersections of classism and other forms of identities and oppressions. Contact: Buffy Smith at bsmitth@stthomas.edu or Tori Svoboda at tsvoboda@uwlax.edu. For more information, visit www.rowman.com/Page/RLAuthFiles.

Social Sciences invites submissions for a special issue on "Women, Gender and Politics: An International Overview." This Special Issue focuses on women, gender, and politics in international perspective with a particular emphasis on the interaction between local organizing and transnational politics; public policy and constructions of gender; effects of women's participation in electoral offices, national governmental agencies, and international governance; gender differences in political participation, activism, and policy outcomes; and queer and transgender politics and policies. Deadline: January 10, 2016. Contact: socsci@mdpi.com. For more information, visit www.mdpi. journal/special_issues/Women_Gender_Politics.

Sociological Studies of Children and Youth (SSCY) invites papers to be considered for a guest-edited volume that will explore the role of schools and education in young people's lives. This volume will consider the lived experiences of education and schools from the perspectives of youth and explore the contemporary issues and inequalities children and youth face today. The volume will also explore the intertwined nature of education and work. Manuscripts should be a maximum of 30 pages or 14,500 words, including references, adhere to the series author guidelines, and use APA 6th edition style. Deadline: December 1, 2015. Contact: beseny@mail.montclair.edu. For more information, visit www.emeraldgrouppublishing.com/products/books/series?hmid=1537-4661.

Society and Mental Health seeks scholarship on public sector mental health, with focus on the role of structural and behavioral correlates of mental health disparities and the consequences of social inequities for those systems that meet the needs of individuals with severe mental disorders. Of particular interest is scholarship that explores the role of the Affordable Care Act and Medicaid expansion. Manuscripts which elucidate the unique contributions of clinical social work research to mental health services research are also welcome. Articles will be peer reviewed and 4 to 6 papers selected for inclusion in this special issue. The guest editor will provide a brief historic overview of developments in public mental health care. Please submit papers using the journal's online system. Deadline: March 15, 2016.

Conferences

Conference on the Barack Obama Presidency by the Department of Political Science and International Studies at the University of Mount Union, in coordination with the Ray C. Bliss Institute of Applied Politics at the University of Akron, March 10-11, 2016, Alliance, OH. Theme: "The Barack Obama Presidency: Legacy and Record." An even-handed, non-partisan, and scholarly examination of the actions and consequences of the Obama Presidency on the United States and world from a variety of perspectives. Deadline: December 1, 2015. Contact: Michael Grossman at grossmmo@mountunion.edu; (330) 829-8740. For more information, visit www.raider.mountain.edu/~GROSSMMO/Obama.htm.

O'Brien Graduate Fellowships in Human Rights is accepting applications for 2016. The fellowship was established in 2005 through a generous gift from David O'Brien for outstanding masters or doctoral students studying in the area of human rights and legal pluralism in the Faculty of Law at McGill University. O'Brien Fellows become members of the Centre for Human Rights and Legal Pluralism, a focal point for innovative legal and interdisciplinary dialogue and outreach on human rights and legal pluralism. Valued at $25,000 per annum, successful applicants will have a strong research proposal in the field of human rights and legal pluralism. Deadline: December 5, 2015. For more information, visit www.mcgill.ca/law-admissions/graduates/financial/obrien.

South Carolina Sociological Association (SCSA) Annual Meeting, February 19-20, 2016, Charleston, SC. Theme: "Gender, Sexuality, and Place in South Carolina." Paper and presentation proposals are invited that use the theories and methods of sociology to reimagine the significance of gender, sexuality, and place in the Palmetto State, with a particular focus on the intersections with other systems of stratification, such as class and race. As one of the most conservative states in the country, South Carolina has a long and complicated relationship with issues of sex and gender. Please send 150-word abstracts or statements of interest. Deadline: December 15, 2015. Contact: Daniel Harrison at southcarolina sociologist@gmail.com. For more information, visit www.scsociology.tumblr.com/.

Work and Family Researchers Network (WFRN) 2016 Conference, June 23-25, 2016, Washington, DC. Theme: "Careers, Care, and Life-Course Fit: Implications for Health, Equity, and Policy." The Work and Family Researchers Network is an international membership organization of interdisciplinary work and family researchers. WFRN invites paper submissions with fresh and innovative scientific contributions on work and family issues. Deadline: November 2, 2015. For more information, visit www.workfamily.sas.upenn.edu/content/call-papers.
Meetings

Funding
Ideas 42 requests proposals for contributions to its research. Physical, sexual, economic and/or psychological harm by a current or former partner, technically known as Intimate Partner Violence (IPV), is a serious issue that affects millions of people around the world, primarily women and girls. As well as being a fundamental injustice that violates women’s basic rights, it affects the mental and physical well-being of survivors, their families, and broader communities. 4-6 teams will be awarded funding for finalizing designs and pilot testing. Funding is not to exceed $250,000. For more information, visit www.ideas42.org/blog/project/intimate-partner-violence/.
International Max Planck Research School on Retaliation, Mediation and Punishment (IMPRS REMEP) announces its call for applications for its doctoral program. IMPRS REMEP offers, in cooperation with the University of Freiburg, in accordance with the conditions of the Max Planck Society for the support of young researchers several doctoral research positions (employment contracts) within the areas of Criminal Law and Criminalogy. Financial support is granted in accordance with the guidelines of the Max Planck Society in the form of a doctoral contract. The financial support regarding the doctoral contract corresponds to the public service of the organizations. Deadline: December 1, 2015. For more information, visit www.remem.mpg.de/24724/2015-09-Call-for-Applications.
National Collegiate Athletic Association (NCAA) will award $100,000 in grants for the 2016 calendar year to support research and data-driven pilot programs designed to enhance student-athlete psychosocial well-being and mental health. Topics funded by the NCAA Innovations in Research and Practice Grant Program may include, but are not limited to, managing transitions, identity development, stress management, substance use, bystander intervention, cultivating healthy relationships, career exploration and sport exit strategies. Proposals will be judged in part on their potential to result in data-driven intervention that can positively impact the well-being of NCAA student-athletes. For more information, visit www.ncaa.org/about/resources/research/ncaa-innovations-research-and-practice-grant-program.
2016 Sakp Sabanci International Research Award involves a Jury Prize of $25,000 awarded to an individual who has made contributions to the theme. An independent and international jury will select the Awardee. In addition, Essay Awards will be given to researchers under 45 years of age. This category includes $10,000 for each of the three award-winning essays selected by the same jury. Submissions that make general and specific contributions to this subject from a wide and interdisciplinary academic perspective are welcome. Deadline: January 15, 2016. For more information, visit www.award.sabanciuniv.edu.

Fellowships
Department of Sociomedical Sciences at Columbia University’s Mailman School of Public Health will offer a Predoctoral Fellowship in Gender, Sexuality and Health to a PhD applicant, starting in Fall 2016. This fellowship is funded by a training grant award from the National Institute of Child Health and Human Development, Population Dynamics Branch. Fellowships cover tuition and include living expenses. There is a stipend of $25,000. For more information, visit award.sabanciuniv.edu.

Society for Research in Child Development (SRCD) Fellowship SRCD is seeking applicants for SRCD Policy Fellowships for 2016-2017. There are two types of fellowships: Congressional and Executive Branch. Both types of fellowships provide researchers with exciting opportunities to come to Washington, DC, and use their research skills in child development to inform public policy. Fellows work as resident scholars with congressional or federal agency offices. Fellowships are full-time immersion experiences and run from September 1, 2016 through August 31, 2017. Deadline: December 15, 2015.
Competitions
National Science Foundation has published a new solicitation for the 2016 and 2017 competitions for RIDER (Resource Implementations for Data Intensive Research in the SBE Sciences). The RIDIR Program supports the development of user-friendly large-scale next-generation data resources and relevant analytic techniques to advance fundamental research in SBE (social, behavioral, economic) areas of study. Successful proposals describe resources that have significant impacts by creating new types of data-intensive research. Deadline: February 29, 2016. For more information, visit www.nsf.gov/funding/pgm_summ.jsp?pims_id=50158.
Peter K. New Student Research Competition is sponsored by the Society for Applied Anthropology (SFAA). The competition invites papers (maximum of 45 pages) based on original research in the general area of health or human services (broadly interpreted) from students at the graduate or undergraduate level. The Competition winner will receive a $2,500 award. Travel funds will also be provided for the winner to present the paper at the SFAA Meeting in Vancouver, BC Canada in March 2016. Deadline: February 12, 2016. Contact: info@sfaa.net or (405) 843-5113. For more information, visit www.sfaa.net.
In the News
Chad Broughton, University of Chicago, wrote a September 23 Atlantic article, “Just Another Factory Closing.”
Stephanie Canizales, University of Southern California, was quoted in an August 18 Los Angeles Times article, “Young Immigrants Placed in Sponsor Homes Are at Risk of Abuse, Experts Say.”
Daniel L. Carlson, Georgia State University, was quoted in a September 1 New York Times article about the study, “The Division of Childcare, Sexual Intimacy, and Relationship Quality in Couples,” which he co-authored with Sarah Hanson and Andrea Fitzroy, both of Georgia State University. The study was covered in numerous media outlets including the Chicago Tribune on August 26, the Huffington Post, CNN.com and U.S. News and World Report on August 24, and the Washington Post, the Daily Mail, and BBC.com on August 23.
Shannon K. Carter, University of Central Florida, was interviewed by Fox “Good Day Orlando” show on June 18, News 13 on July 10, the Orlando Sentinel on June 28, and Orlando Public Radio on June 10 about her research on peer breast milk sharing. The story was also covered in Science Daily, Yahoo!News, El Nuevo Herald, Fit Pregnancy, What to Expect When You’re Expecting, and other media outlets.
Victor Tan Chen, Virginia Commonwealth University, was quoted in a Michigan Radio article and interviewed on Michigan Radio about his new book, Cut Loose: Jobless and Hopeless in an Unfair Economy.
Andrew Cherlin, Johns Hopkins University, and Valerie King, Pennsylvania State University, were quoted in a September 19 Bucks County Courier Times article, “Pope Francis Will Find a Far Different ‘Typical’ USA Family Than Pope John Paul II Did in 1979.”
Jane Collins, University of Wisconsin, was quoted in a September 24 Madison.com article, “Professor Looks at Pope Francis Will Find a Far Different ‘Typical’ USA Family Than Pope John Paul II Did in 1979.”

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Marianne Cooper, Stanford University, was quoted in a June 21 SF Gate article, “For Dads in the Valley, Balancing Work and Home is Tough, Too.” She was mentioned and her book was referenced in a June 26 Slate article, “The Church of Self-Help.” In addition, she wrote a September 22 “PBS NewsHour” blog post, “Why Women Are Often Put in Charge of Failing Companies.”

Matthew Desmond, Harvard University, was quoted in a September 29 Boston Globe article, “Area Researchers Win MacArthur ‘Genius’ Grants.” Desmond was one of the winners.

Elaine Howard Ecklund, Rice University, was mentioned in an August 5 Huffington Post article, “Mere Christianity Meets Mainstream Science.”

Lindsey A. Freeman, State University of New York-Buffalo State, was a guest on the August 6 episode, “Hiroshima: Two Narratives,” of BBC World Service’s radio show, “World Have Your Say.”

Asia Friedman, University of Delaware, was quoted in an August 30 CNN.com article about her study, “There Are Two People at World War I: I’m Fairly Certain Are Black.” Her study was on blind people and racism, the subject of articles in a number of media outlets including the Daily Mail on September 13 and the Philadelphia Inquirer on August 27.

Amin Ghaziani, University of British Columbia, was quoted in an August 1 Los Angeles Times article, “Are Gayborhood’s a Victim of the Gay Rights Movement’s Success?”

Brian Gillespie, Sonoma State University, was quoted and Claude Fischer, University of California-Berkeley, and Stacey Olikar, University of Wisconsin-Milwaukee, were mentioned in a September 11 Press Democrat article, “BFF? Beer Buddies? Sonoma State Study Finds New Facts About Friendship.”

Katherine Giuffre, Colorado College, was quoted in a September 26 News and Observer article, “Drunken Spelunker Calls Nights at The Cave and other Chapel Hill Haunts” about her first novel, The Drunken Spelunker’s Guide to Plato.

Matthews Gross, University of Jena and Helmholtz Centre Leipzig, and Linsey McGoey, University of Essex, were quoted in an August 24 New York Times op-ed, “The Case for Teaching Ignorance.”

Anthony Jack, Harvard University, was quoted in a September 15 Madison.com article, “Harvard Researcher Reveals Alienating Effects of Inclusion Programs.”

Carole Joffe, University of California-San Francisco, wrote an August 4 New York Times letter to the editor about the silence to date of fetal tissue researchers in the face of attacks on Planned Parenthood. She was also quoted in a story about abortion clinic closings in the October issue of Mother Jones.

Michael Kimmel, Stony Brook University, was quoted in a September 23 Washington Post article, “What Happens When You Act Too Manly at Work,” and a September 9 Esquire blog post, “What Does It Mean to Be a Man? This Professor Might Have the Answer.” Kimmel was also interviewed on August 23 on NPR’s “Weekend Edition” about the male culture at prep schools that may contribute to sexual assaults.

Stephen Klineberg, Rice University, was quoted in a September 22 Houston Chronicle article, “Jajoo Hoping to Make History in Sugar Land as City’s First South Asian Mayor Next Year.”

Tanya Koropeckyj-Cox, University of Florida, was quoted in a September 17 Associated Press article, “Household Income Approaches Precession Level in Florida.” The article appeared in a number of media outlets including the San Francisco Chronicle and the Orlando Sentinel on September 17.

Derek Kreamer, Pennsylvania State University, was quoted in an August 25 Today.com article about the study, “The Double Standard at Sexual Debut: Gender, Sexual Behavior and Early Adolescent Peer Acceptance,” which he co-authored with Jeremy Staff, Pennsylvania State University, and others. The study was also covered in a number of other media outlets including Yahoo!Finance, U.S. News and World Report, and Business Insider on August 24.

Anthony E. Ladd, Loyola University New Orleans, was quoted in a July 27 Times-Picayune article about the Bernie Sanders political rally outside New Orleans that drew 4,500 supporters.

Adam Lankford, University of Alabama, was quoted in an August 24 Los Angeles Times article about his study, “Mass Shooters, Firearms, and Social Strains: A Global Analysis of an Exceptionally American Problem.” The study was covered in numerous other media outlets including U.S. News and World Report and Newsweek on August 23, the Washington Post, the Dallas Morning News, Yahoo!News, and CNN.com on August 27. Additionally, Lankford was interviewed about his study on August 27 on MSNBC Live and on August 29 on MSNBC’s “Weekends With Alex Witt.”

Joscha Legewie, New York University, was quoted in a recent Associated Press article about his study, “Contested Boundaries: Explaining Where Ethnic-Racial Diversity Provokes Neighborhood Conflict.” The article appeared in a number of media outlets including NBCNewYork.com, Greenwich Time, the San Antonio Express-News, the Seattle Post-Intelligencer, and the Houston Chronicle on August 21.

Elizabeth McClintock, University of Notre Dame, was quoted in an August 25 Chicago Tribune article about her study, “The Social Context of Sexual Identity.” The study was the subject of articles in a number of other media outlets including the Telegraph, the New York Daily News, and LiveScience on August 25 and FOXNews.com and the Times of India on August 26.

Ruth Milkman, City University of New York Graduate Center, was quoted in a September 27 Virginian-Pilot article, “Paid Sick Leave is a Luxury Not All Enjoy,” and in a September 5 New York Times article, “Study Says Unionizing Helps Close Racial Wage Gap.”


Paolo Parigi, Stanford University, was quoted in a September 23 Atlantic article, “What’s a Saint, Anyway?”

Sangyoub Park, Washburn University, was quoted in an August 13 NPR.org article, “Party of 1: We Are Eating a Lot of Meals Alone.”

Silvia Pedraza, University of Michigan, was interviewed on August 14 on Al Jazeera America’s television program, Inside Story, about the possible return of Cuban Americans, who immigrated to the U.S., back to Cuba. She was also interviewed on August 15 on BBC World Service for the Weekend Edition, London, about Cuban American attitudes towards the reopening of the U.S. Embassy in Havana and the new U.S.-Cuba relations.

Dudley Poston, Texas A&M University, was recently interviewed several times about international migrants to the United States from China and India now outnumbering the international migrants from Mexico. One interview was broadcast on radio station WOAI, San Antonio, on May 7 and news stories based on other interviews with Poston appeared in the Miami Herald on May 9 and in the Bryan Eagle on May 10.

Enrique S. Pumar, Catholic University, was interviewed on July 20 on the Washington, D.C., NPR affiliate WAMU’s “The Kojo Nnamdi Show” about U.S.-Cuba relations and the opening of the Cuban Embassy in Washington.

Michael Rosenfeld, Stanford University, was quoted in an August 27 Washington Post article about his study, “Who Wants the Breakup? Gender and Breakup in Heterosexual Couples.” The study was covered in a number of other media outlets including TIME.com and LiveScience on August 22, and CBSNews.com, The Huffington Post, the Daily Mail, and Yahoo!News, on August 24. Additionally, the study was featured on the television program, “CBS This Morning” on August 24.

John Shelton Reedy, University of North Carolina-Chapel Hill, was mentioned in a September 26 Economist article, “Some Stand With Ahmed.”

Aliya Saperstein, Stanford University, and Laura Dabney, University of California-San Diego, were quoted in a September 1 Newsweek article, “Male? Female? … Er, It’s Complicated.”

John Skrentny, University of California-San Diego, was quoted in a September 4 Arizona Republic article on birthright citizenship, as well as an
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August 23 PolitiFact article on the same topic. He was also quoted in an August 24 National Journal article on border security.

C. Matthew Snipp, Stanford University, was quoted in a September 3 Washington Post article, “Millennials Have Low Opinion of Themselves, Compared to Boomers.”

Isabell Solal and Kaisa Snellman, both of INSEAD, were mentioned in a September 17 Atlantic article, “Parents in Law: Is it Possible to Be Both an Attorney and a Committed Mom or Dad?”

Marta Tienda, Princeton University, was mentioned in a September 27 article, “Mom or Dad?” Be Both an Attorney and a Committed Mom or Dad.”

Zeynep Tufekci, University of North Carolina-Chapel Hill, was quoted in a September 16 Washington Post article, “Facebook Doesn’t Need a ‘Dislike’ Button. Here’s Why.”

Sherry Turkle, Massachusetts Institute of Technology, was mentioned in a September 10 Pacific Standard article, “Shell Help: Reclaiming Conversation: The Power of Talk in a Digital Age,” about her new book.

Dirk vom Lehn, King’s College London, and his video-based research of museum visitors were mentioned in a September 3 Le Monde article.

Mary Waters, Harvard University, was quoted in a September 24 Think Progress article, “New Study Demolishes 3 Pernicious Myths About First-Generation Immigrants in America.”

Nicholas H. Wolfinger, University of Utah, and W. Bradford Wilcox, University of Virginia, were quoted in an August 18 New York Times article, “Republicans Report Being Happier in Marriage, about their research on marriage satisfaction and political affiliation. The research was also covered in a number of other media outlets including the Atlantic and Yahoo!News on August 17.

Corey L. Wrenn, Monmouth University, was interviewed on September 22 about her sociological work on social movements and human-animal interactions on KPFK’s “Feminist Magazine,” a weekly Southern California radio show.

Erik Olin Wright, University of Wisconsin-Madison, and Robert Brulle, Drexel University, were quoted in a September 24 BuzzFeed article, “The Pope’s Moral Outrage Won’t Fix Climate Change, Scientists Say.”

Erik Olin Wright, University of Wisconsin-Madison, was quoted in a September 24 Pacific Standard article, “A Social Scientist, a Climate Change Physicist, and Pope Francis Walk into a Bar...”

Barry Adam, University of Windsor, received the 2015 Sociologists AIDS Network Outstanding Career Award.


Matthew Desmond, Harvard University, was named a 2015 MacArthur Foundation Fellow.

Hans Joas, University of Erfurt, received the Max Plank Award for research on secularization and modernity worth Euro 750,000.

Joseph A. Kotarba, Texas State University, received the College of Liberal Arts Achievement Award for Excellence in Scholarly/Creative Activities.

Prema Ann Kurien, Syracuse University, received a $200,000 grant from the National Science Foundation for her project, “The Political Incorporation of Religious Minorities in Canada and the United States.”

Reuben A. Buford May, Texas A&M University, was awarded the Glasscock University Professorship in Undergraduate Teaching Excellence.

Angie Mejia, Syracuse University, was awarded the Sociologists for Women in Society’s Esther Ngan-ling Chow and Mareyjoyce Green Scholarship.

Martyn Pickersgill, University of Edinburgh, has been promoted to Welcome Trust Reader in the Social Studies of Biomedicine.

Valarie J. Bell, Texas Woman’s University, was named the editor of In Critical Solidarity — the American Sociological Association’s Labor and Labor Movements Section’s newsletter.

Oscar F. Gil-Garcia has accepted a position as Assistant Professor of Sociology at DePauw University.

Jessica Hausauer, Syracuse University, has accepted a position at Minnesota State University-Moorhead.

Jennifer Montez joined the Syracuse University Sociology Department in August as an Assistant Professor.

Chloe E. Bird, RAND, presented on “Gender Gaps in Quality of Care for Cardiovascular Disease and Diabetes Within and Across Geographic Areas” at the National Academies of Sciences, Engineering and Medicine Workshop, Raising the Bar: The Health of American Women, September 25, 2015.

Martyn Pickersgill, University of Edinburgh, has been promoted to Welcome Trust Reader in the Social Studies of Biomedicine.

New Books


Joe R. Feagin, Texas A&M University, How Blacks Built America: Labor, Culture, Freedom, and Democracy (Routledge, 2015-2016).


Alice Fothergill, University of Vermont, and Lori Peek, Colorado State University, Children of Katrina (University of Texas Press, 2015).


Farhan Navid Yousaf and Bandana Purkayastha, both of University of Connecticut, Human Trafficking Amidst Interlocking Oppressions: A Focus on Pakistan (Frontpage Publications, 2015).

New Publications

Italian Sociological Review is now available in pdf format. The journal brings together the research and theoretical contributions of Italian and
international scholars who intend to contribute to the consolidation and development of knowledge in fields of study related to sociology and in general, to the social and human sciences. For more information, visit www.italiansociologicalreview.org/journal/index.php?journal=ISR.

Caught on the Web

CriminalJusticeDegree.com is a non-profit site created to promote better understanding of the field of criminal justice as well as provide an unbiased source where students can see the many accredited schools that offer criminal justice degrees. The site is designed to be comprehensive, easy to find, and provide updated information and links. The website aims to be a useful resource for criminal justice students. Schools with criminal justice programs are listed on the front page and lead directly to each program; they are sorted by state.

New Programs

University of Southern California (USC) announces its new PhD program in Population, Health, and Place. The PhD’s primary goal is to position our graduates among the leading scholars and practitioners working to clarify the role and significance of “place” in shaping human health and well-being in the future. For more information contact, Myles G. Cockburn at myles@usc.edu, Jennifer Hook at hook@usc.edu, or John P. Wilson at jpwilson@usc.edu.

Summer Programs

Racial Democracy, Crime and Justice Network’s Summer Research Institute (SRI) is designed to promote scholarly success and career advancement among faculty from under-represented groups working in areas of crime and criminal justice. Faculty pursuing tenure in research-intensive institutions, academics transitioning from teaching to research institutions, and faculty members carrying out research in teaching contexts are encouraged to apply for the three-week intensive institute. During the institute, each participant will complete the project proposed in this application. The institute will provide resources for completing the Travel and living expenses will be covered by the institute. Deadline: February 12, 2016. Contact: rdcjn@newark.rutgers.edu. For more information, visit www.cjrc.osu.edu/sri.

Deaths

Richard Hall, SUNY-University at Albany Distinguished Service Professor of Sociology, passed away on September 23, 2015. He was 80. Richard Hall was a major figure in the sociology of organizations and work.

Andrew Kohut, Pew Research Center, a pollster who once led the Gallup organization and the Pew Research Center, died September 8, 2015 in Baltimore, MD. He was 73.

Obituaries

Susan Gonzalez Baker 1961–2015

With the unexpected passing of Susan Gonzalez Baker, 53, on June 30 this year, the sociology community lost a dear friend, talented scholar, and valued colleague.

Susan was born in La Jolla, CA, on December 25, 1961, but was raised in South and Southwest Texas and very much identified herself as a Texan. She earned her bachelor’s degree magna cum laude in sociology and psychology at Trinity University in San Antonio, her master’s degree in sociology at the University of California at Berkeley, and her Ph.D. in sociology at the University of Texas-Austin. Her first professional position was as a senior research associate at the Urban Institute in Washington, DC. She went on to take academic positions at the University of Arizona and the University of Texas-Austin. While at the University of Arizona she spent a year in Spain on a Fulbright Fellowship studying international migration in the region. At UT-Austin, she was awarded a prestigious university teaching award presented to her during half-time at a Longhorn football game. She came to the University of Texas-Arlington in 2005 as Director of the Center for Mexican American Studies (CMAS) and a tenured member of the sociology faculty. As Director of CMAS she created the distinguished lecture series, which became the Center’s annual signature event. She stepped down as director in 2013 but remained a member of the faculty until her passing.

Susan was a social demographer whose scholarship focused on the social and political processes affecting the Mexican-origin population in the United States. She published widely, becoming well known for her work on how U.S. immigration policy shapes the settlement experiences and opportunity structures of Latinos in the U.S. What made her research so exciting is that it moved beyond the typical narrative of how public policy affects immigrant communities, to investigating how social actors implement policy and how target populations interpret and respond to policy change. In her acclaimed monograph, The Cautionary Welcome (1990) Susan drew on interviews with those responsible for program implementation at federal, state, and local levels to chronicle the outcomes of the legal provisions of the 1986 Immigration Reform and Control Act (IRCA). I was fortunate to collaborate with her on an article that extended that piece further. We demonstrated how immigrants did not passively accept IRCA, but instead interpreted IRCA and acted according to their own agendas and within the context of their own communities. How they then interacted on IRCA in the 1980s continues to inform immigration debates and is regularly discussed in today’s immigration policy discussions, helping policymakers and scholars alike better understand the policy choices for immigration reform.


Susan was an outstanding scholar with a razor-sharp intellect, an award-winning teacher, a dynamic mentor, and a passionate advocate for the study of issues affecting Latino/a communities in the United States. She was also a marvelous woman, full of joie de vivre, compassion, and sincerity. She was a dear friend, engaging colleague, beloved teacher, advisor, and innovative scholar. Above all, she was a devoted mother, daughter, sister, niece, and aunt. Susan is survived by her three children, Paul Teodoro Palmer, Jordan Alejandro Palmer, and Julia Grace Palmer; her mother, Dr. Maria G. Baker; her father, Forbes Baker; her sister, Maggie Baker; her uncle, Peter Gonzales Falcon; and her niece and nephew, Gabriela and Lucas Bole.

Jacqueline Hagan, University of North Carolina-Chapel Hill

Timothy J. Gallagher 1960–2015

Timothy J. Gallagher, 54, passed away April 21, 2015. He was an associate professor of sociology at Kent State University, joining the department in 1996. He earned a BA (Communications, French), MA (Communications), and PhD (Sociology) from Western Michigan University, and an MPE (Psychiatric Epidemiology) from Washington University School of Medicine in St. Louis. Tim was a Postdoctoral Research Fellow at both Washington University School of Medicine and the University of Michigan. His expertise in medical sociology, communications, biosociology, and quantitative methods resulted in a number of publications and presentations throughout his career. His interest in language and nonverbal communications produced important research papers in political and medical sociology. In addition, his interest in the dynamics of teaching led to publications on superstitions related to undergraduate test taking. Recently, he had become interested in cognitive sociology and began integrating this interest with the work of George Herbert Mead.

He served the department of sociology in several administrative capacities including acting chair and chair of undergraduate studies. He was an active member of Akron Toastmasters Club 151 and the Kent Chorus. He enjoyed running, playing classical guitar, and spending time with his family. Several members of our department have published papers with Tim and have found him to be an amiable and capable colleague. One of his best qualities was his evident excitement in discussing first the research idea and then in setting forth steps in forming the experimental protocol or research study agenda. His ability to translate a complicated hypothesis into operational and statistical terms was excellent. Also, his ability to rally graduate assistants’ interest in understanding research details and carrying them out with accuracy and enthusiasm was unique and commendable. Finally, it was simply a joy to work with Tim in accomplishing research projects. We miss his collegiality, diligence, and good humor.

Funeral Services were held on April 28, 2015, at St. Mark Lutheran Church in Tallmadge, OH. He is survived by his wife, Jill; daughters, Kelly, Jesse, and Casey; and members of his extended family.

Carla Goar, Stanford Gregory, Jr., Jerry M. Lewis, Richard Serpe, Clare Stacey, Susan Roxburgh, Kent State University

Gerald M. Platt 1933–2015

Professor Gerald M. Platt of the University of Massachusetts-Amherst passed away on May 7, 2015. The cause of death was complications of Alzheimer’s disease.

Jerry was held in great esteem by both colleagues and students. He could always be counted upon for support coupled with honest intellectual response—both offered with unfor-
gettable warmth. He was an original thinker whose efforts to link sociology and psychoanalysis bore fruit in the publication of *The Wish to be Free* and *Psychoanalytic Sociology* (with the historian, Fred Weinstein) and *Advances in Psychoanalytic Sociology* (with Jerome Ravoy and Marion Goldman). He also collaborated with Talcott Parsons in the publication of *The American University*.

In particular, Jerry worked at integrating the understanding of macro-historical events, such as revolutions and mass social movements, with insights generated from psychoanalytic sociology and symbolic interactionism. He wrote on the French Revolution and for several years prior to his death, devoted himself to the study of the American civil rights movement. Using a sample of letters written to the Rev. Dr. Martin Luther King, Jr.—both supportive and oppositional—Jerry and a number of his graduate students examined the conceptions of movement leadership, belonging, and participation from the ground up, taking into account the ways in which ordinary people made sense of their social contexts and the events surrounding them. Articles from this project were published in edited collections and journals such as *Social Problems* and *Sociological Theory*. Two of his former students are continuing to work on papers left unfinished at his death.

Jerry was a passionate teacher who centered all his classes on the intersections of events happening in the world, how those involved conceptualized these events, and how sociological theory helped or hindered understanding of these two factors. For years Jerry taught the required graduate seminar in contemporary sociological theory as well as the department's required theory class for undergraduate majors. In addition, he regularly taught classes in social movements and more specifically the Civil U.S. Rights Movement. Whether in the classroom, or in commenting on a graduate student's thesis or dissertation Jerry could be counted on for a forthright appraisal, emerging directly from his own theoretical perspective. These could sting a bit, but they were in the service of pushing students toward greater clarity and better arguments.

Gerald Platt was born in 1933 and grew up in Brooklyn, NY. He worked his way through Brooklyn College as a stevedore at the Brooklyn Navy Yard. He received his doctorate in sociology from University of California-Los Angeles in 1961 under the guidance of Ralph Turner. Jerry began his teaching career that year with a lectureship at Harvard University in the Department of Social Relations. In the late 1960s he was part of a faculty movement to increase minority admissions to the college and to the Graduate School of Arts and Sciences. In 1970 Jerry joined the faculty of the University of Massachusetts-Amherst. He rose to the rank of full professor, served as director of graduate studies and was twice elected chair of the Department of Sociology. In 2011 Jerry is survived by his two children, Genevieve and Lucas, as well as by two granddaughters.

Those who knew him have lost a valued friend and sociology has lost a passionate champion.

Rhys H. Williams, Loyola University Chicago, and Michael Lewis, University of Massachusetts-Amherst

**Vladimir Shalpontokh**

1927-2015

Vladimir Shalpontokh, Professor Emeritus of Sociology at Michigan State University and a "founding father" of sociology in the Soviet Union, born in Kiev, Ukraine, on October 19, 1926, died on October 5, 2015 in Greenville, NC. Vladimir (Volodia) graduated from the Department of History at Kiev State University in 1949, was a "Candidate" of Economic Sciences at Moscow University in 1956, and received his Doctorate in Economic Sciences from the Moscow Institute of World Economy and International Affairs in 1956. He accepted a senior position as Professor of Sociology with Michigan State University in 1979. He was a profoundly productive scholar, a passionate teacher, a local, regional, national, and international public intellectual.

Sociology—and survey research methods in particular—was proscribed in Stalin-era Russia, only regaining legitimacy during the Brezhnev era when the utility of understanding labor force stability and trends in marriage and family were recognized as valuable for economic planning. Vladimir, a scholar at the prestigious Academic Complex, a division of the Russian Academy of Sciences, in the southwest Siberian city of Novosibirsk, designed the first national public opinion survey in the Soviet Union. This innovative study was recognized not only for its methodological rigor but also for its inclusion of both Western and Soviet social science perspectives. Volodia continued his sociological and methodological research as Senior Fellow at the Institute of Sociology in Moscow, also a division of the Russian Academy of Sciences. His theoretical and methodological contributions contributed significantly to the re-emergence of sociology as a respected academic and policy relevant discipline.


Volodia was the very model of an intellectual. He relished discussions of any conceivable topic and a remarkable erudition charms, convinced, and cajoled his audience, even those who vehemently disagreed, into respecting diverse opinion. He was intensely curious about every facet of his new life in America, not least concerning issues about female labor mobility, race relations, and interpersonal and group relations. He frequently returned to Moscow to lecture and speak publicly and to the very end continued to be active in the intellectual world he had left so many years before. He organized numerous conferences and symposia, often with leading Russian scholars, including his former colleagues and fellow co-founders of Russian sociology Yuri Levitin, Vladimir Yudin and Boris Grushin, pioneer of public opinion polling in the Soviet Union. Volodia was a frequent consultant to the U.S. government on social processes, ideology, and public opinion in Russia and other post-Communist countries.

Despite his negative experience with the USSR and his appreciation of American freedom and opportunity, he maintained a nuanced and realistic view of both societies. Not long after arriving in the United States, he remarked that while the Russian dissident community assumed that American social problems were all fictions created by the Soviet government, he now understood that the United States’ society and economy had real, almost intractable problems.

Volodia retired in 2014 and he and Luba moved to Greenville, NC, along with their grandchildren who maintain their home in Florida. His wife, children (Dmitri, a professor of history at Indiana University in Bloomington and Alexander, a professor of mathematics at East Carolina University), and four grandchildren survive him.

**Brendan Muillan and Lawrence Busch, Michigan State University**

**A. Kathryn Stout**

1956–2015

Kate Stout passed away peacefully on July 21, 2015, at the age of 58 in her hometown of New Orleans, following a long struggle with respiratory problems. A hurricane Katrina survivor, Kate had been Associate Professor of Sociology at Manhattan College since the autumn of 2012.

Kate dedicated her life to teaching and to promoting progressive social change. Her research focused on social movements and the legal limits of protest, which she pursued from a critical, sociology of law approach. Her study of the mid-1980s Sanctuary Movement brought her to the field along the southwest border with Mexico where she came face to face with contradictory U.S. responses to recurring migratory crises. Subsequent travels brought her to Nicaragua and Cuba where she expressed an unconditional solidarity with peoples under attack by misguided U.S. foreign policy. Everywhere she went, Kate established ties of friendship and mutual learning. But beyond her exemplary interactive classroom teaching. Her enormous skills at translating complex social and legal processes into plain English are now legendary.

In earlier decades, Kate was active in a variety of professional associations, including the Association for Humanist Scholars (AHS), the Society for the Study of Social Problems (SSSP), American Sociological Association (ASA), and the Division on Critical Criminology of the Section of the American Society of Criminology (ASC). Over recent years, however, her declining health made it increasingly difficult to attend professional meetings. Prior to coming to New York City, she was an Associate Professor at the Southern University of New Orleans (SUNO), where she participated in post-Katrina reconstruction. She held earlier posts at Dominican University and Northeastern Illinois University, along with visiting posts at SUNY-Plattsburgh, Purdue University, and Central Michigan University. Her doctoral work under the direction of the late Bill Chambliss was completed at the University of Delaware following her MA at Boston College, where she was influenced by mentors such as Richard Quinney and Stephen Pfohl. Kate was in the process of editing a collection of critical criminology scholarship dedicated to the legacy of Chambliss when her health took a dramatic turn for the worse.

In the end, the tenacity with which Kate struggled for survival was surpassed only by the uncompromising lifelong stance she took on demanding social justice. She felt that sociology was at its best when it provided a voice for the voiceless. She will be greatly missed by her students, friends, and colleagues.

**R.A. Dello Buona, Manhattan College**
call for applications

ASA Community Action Research Initiative Grant

The ASA encourages applications for the Community Action Research Initiative (CARI). The purpose of this grant is to encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, if and when a grant award is made, the recipient must be an ASA member. Grantees must provide documentation of pertinent IRB approval for the funded project.

ASA Congressional Fellowship

The ASA Congressional Fellowship brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee in a congressional office, or as a member of a congressional agency. This intensive 11-month experience reveals the intricacies of the policy-making process to the sociological fellow and shows the usefulness of sociological data and concepts to policy issues.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. The application should highlight the link between one’s sociological expertise and a current policy issue. ASA will join with other associations’ congressional fellows to offer orientation, meetings, and support for the person selected.

Applications can be obtained at the ASA website at www.asanet.org (click on “Funding”). Deadline: February 2, 2016. ASA Congressional Fellowship, 1430 K Street, NW, Suite 600, Washington, DC 20005, (202) 383-9005 x322. spivack@asanet.org

For Members Only

The ASA website is open for 2016 membership applications and renewals. Log in to your ASA account to renew your membership at www.asanet.org. Members may also register for the 2016 ASA Annual Meeting during the online renewal or application process. Be sure to renew your membership by December 15 to take full advantage of all member benefits and to ensure timely delivery of your journals and newsletters.

New Member Benefits in 2016

ASA introduces its newest journal, titled *Socius: Sociological Research for a Dynamic World*. Published online and fully open access, *Socius* aims to make new research readily available. It provides an online forum for the rapid dissemination of peer-reviewed empirical work, produced in time to be relevant to ongoing current debates. Committed to an efficient peer-review process and open access, *Socius’s* online format ensures that all scientifically sound sociological research from any subfield can be published, without the volume constraints imposed by traditional print limits. *Socius* is now accepting manuscripts; members receive significant discounts on publication fees.

All 2016 ASA members will receive free full access to the TRAILS online library of teaching resources. TRAILS offers thousands of pedagogical “GIFTS” (Good Ideas For Teaching Sociology) and is also the perfect place to publish your own teaching resources. Your access will begin immediately after you renew.

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