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High School Sociology Front and Center Once Again at NCSS

Nearly 80 teachers attend ASA high school sociology symposium in Boston; ASA high school planning program and advisory panel hard at work on draft standards document in 2015.

Jean H. Shin, Beth Floyd, and Margaret Weigers Vitullo, American Sociological Association

On November 21, 2014, in Boston, MA, ASA sponsored an all-day symposium for high school teachers of sociology at the 2014 National Council for the Social Studies (NCSS) Annual Conference. This was the fourth event of this kind that ASA has sponsored, starting in 2011. In 2013, after consultations with the ASA High School Planning Program Advisory Panel and also with Susan Griffin, NCSS Executive Director, and David Bailor, NCSS Meetings Director, about how to

maximize outreach and impact, ASA decided on a new approach. While the previous two years' high school conferences attempted to bring high school teachers to sociology, it was agreed that ASA would try bringing sociology to the high school teachers at the NCSS Annual Conference. The new approach was quite successful in 2013 and even more so in 2014.

Featured in the NCSS Conference News, the day-long event was divided into four linked sessions that took place on November 21 at the Hynes Convention Center. Nearly 80 high school teachers of

sociology attended, many of whom attended multiple sessions. The four sessions were listed as follows:

Session 1

“Reading/Writing in the Sociology Classroom to Engage Critical and Creative Thinking.”

Presenters: Chris Salituro, Stevenson High School; Hayley Lotspeich, Wheaton North High School

Session 2

“Research and Teaching in Urban Sociology.”

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Sociology and Criminal Justice: Few Differences in Learning and Career Outcomes

Mary S. Senter, Central Michigan University, and Roberta Spalter-Roth

Baccalaureates including sociology majors graduating in 2012 faced a difficult job market, and sociology departments along with other humanities and social science disciplines faced competition for majors from more vocational and professional degrees. Departments may respond by offering concentrations within the sociology major, with the most common being crime, law, and society. When sociology departments developed this new concentration, some chairs noted a decrease in sociology majors while criminal justice majors increase (Spalter-Roth, Van Vooren, and Kisielewski, 2013). Students may assume that the concentration will give them an employment advantage.

Were students who described

their major as “sociology and criminal justice” more likely than those with a “no concentration” major to find meaningful employment? And, were students with a combined major less likely to learn and use key sociological concepts and skills? Data from the first and second waves of the second “bachelor’s and beyond” survey, funded by the National Science Foundation and under the direction of Roberta Spalter-Roth, helped answer these questions. We compared the seniors (49%) who in spring 2012 described their major as sociology alone to the 12 percent of seniors who reported a combined major of sociology and criminal justice.

This research did not find that joint criminology and sociology majors were advantaged in the labor market. Nor did it find major differ-

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Teaching Sociology with Wikipedia

Eryk Salvaggio and Jami Mathewson, Wiki Education Foundation

Our two previous articles (September/October 2014, December 2014) examined the beneficial outcomes of ASA’s Wikipedia initiative, including improvement in student research, writing, critical thinking, collaborative efforts, and information literacy skills. And while Wikipedia has had a positive impact on these sociology students, they have also had a positive impact on Wikipedia. Students have expanded the breadth of sociology coverage and are closing that content gap. The initiative has also brought more women onto Wikipedia, and diversifying the editor base helps broaden the represented topics and perspectives.

Before May 2014, if you researched “social cleansing” on Wikipedia, you would have found a sparse page with 192 words. The three sources identified three South

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The Policy Relevance of Sociology

On December 1, 2014, the *Chronicle of Higher Education* published an article by Orlando Patterson titled “How Sociologists Made Themselves Irrelevant.” On the *Chronicle* website 133 people commented on the piece, with comments posted on a variety of other listservs and blogs as well, including Julia McQuillan’s guest post on ASA’s blog, *Speak for Sociology*. Clearly Patterson’s article (or at least the title) struck a chord with many people.

Relevance

If relevance is having a relationship to the topic at hand, sociology appears quite relevant to today’s public policy debates. In 2010 Bjorn Wittrock, Principal of the Swedish Collegium for Advanced Study, stated it clearly: “[N]o public policy can be developed, no market interaction can occur, and no statement in the public sphere can be made, that does not refer explicitly or implicitly to the findings and concepts of the social and human sciences.” This quote opens a newly released book, *The Impact of the Social Sciences: How Academics and Their Research Make a Difference* (Bastow, Dunleavy and Tinkler 2014), that empirically measures the extent and manner in which the social sciences have had an impact beyond the academy in the United Kingdom through the analysis of a meticulously constructed database of 270 social scientists and 100 scientists working in the natural sciences as well as 15 extensive case studies. The authors conceptualize impact as visibility, measured as publications, citations, Google references, research reports, references in civil society domains, visibility on government web pages, and mentions in the national and international press.

The authors examine the impact of the social sciences in general. In fact, they see creating an interdisciplinary “broad-front” social science that works in close relation with the natural sciences, as essential

both for the future of the field and for making progress on large-scale human system problems ranging from poverty to climate change.

While I agree with many aspects of this argument, I also think it is worthwhile to consider evidence of the impact of sociology specifically.

Visibility

Looking at visibility in the media, and considering only the American Sociological Association (ASA), it is fair to say that sociology’s impact has grown rather remarkably in just the past four years. In 2014 the ASA press office received 480 media inquiries—a 23 percent increase since 2010. As was reported previously in *Footnotes*, in just the month of August 2014, the U.S. press mentioned the ASA (mostly with regard to the scholarly work of sociologists) in 1,233 articles. On the single day of August 19, the last day of the 2014 Annual Meeting, the U.S. print media mentioned research at the ASA meeting 452 times. In 2013, sociologists were quoted 124 times in the *New York Times* alone, according to Contexts Blog via Philip Cohen.

Use

But visibility does not necessarily equate *use*, as Kenneth Prewitt, former director of the U.S. Census Bureau and former President of COSSA (the Consortium of Social Science Associations) points out in his forward for the U.S. edition of *The Impact of the Social Sciences*. It is not hard to move beyond evidence of visibility to find examples of sociological research being *used* to shape public policy and action. A few months ago, representatives from the U.S. Department of the Interior came to the ASA and asked us to become a partner in their Strategic Scientists Group (SSG). The role of the SSG is to establish multi-disciplinary rapid response teams to work through the short, medium, and long-term implications of social, economic, and environmental disasters and

recommend interventions based on empirical data. ASA will link the SSG with sociologists and their research.

The ASA’s amicus brief summarizing research regarding outcomes for children with same-sex parents is another example of sociology being used to shape public policy. After submitting our brief in the DOMA and Proposition 8 cases in the U.S. Supreme Court, we have positively responded to numerous requests to re-submit the brief, and we have done so strategically in 6 out of the 12 federal appellate districts in the United States, as well as in the Constitutional Court of Colombia, South America. The courts determine the constitutionality of current laws denying marriage to same-sex couples, but those decisions have to be made in light of solid sociological research demonstrating that children with same-sex parents do just as well as children with different-sex parents.

Another example that comes to mind took place in 2000, when Christopher Stone (current President of the Open Society Foundation and former president of the Vera Institute of Justice) and I met with the Director of the U.S. Immigration and Naturalization Services (INS) about the extensive social science research on the pre-trial release of criminal defendants without money bail (i.e., on their own recognizance). The social science overwhelmingly showed that most defendants, even those facing jail or prison, *showed up* in court for their trials. The evidence from the first such study by Vera *directly* produced the federal bail reform act of 1966 and similar legislation in virtually all states in subsequent years. Why was this relevant to the Director of INS? It encouraged the federal government to support supervised release for illegal immigrants seeking asylum in the United States. Again using the best social science research, Vera social scientists were able to demonstrate that participants in an experimental Appearance Assistance Program were more likely to appear for

court hearings than those released on parole or with bonds, allowing more cost-effective use of limited resources.

Impact

These are simply examples. Most sociologists will produce many others. These “anecdotes”, however, do not determine the extent of the impact of sociology—or social science, more generally; that is under-studied and complicated. No one knows for sure, for example, how many social scientists working as career professionals within government at the federal, state, and local levels are providing empirical evidence—from others’ research and their own—to help guide policy makers in their day-to-day-work. What is their individual and collective impact? As the authors of *The Impact of the Social Sciences* point out, in the physical sciences, impact tends to be measured in patents, new products, or new companies that arise from discoveries in basic science, technology, or biomedicine. Even within biomedicine, a new disease cure/prevention isn’t necessarily impactful even if scientifically proven to be effective. It may take the other sciences to figure out whether and how it can be translated into better health. As a result of less definitive ideas of how to measure the influence of the social sciences compared to other science domains, “the impression has been created a long time ago, and consolidated by waves of superficial commentaries and ‘evaluations’ since, that the social sciences lack external impacts...” (2014:2)

The “visibility” approach Bastow, Dunleavy, and Tinkler use for measuring social science *impact*, although thought-provoking and revealing, is incomplete. It does, however, suggest that sociologists need not make a choice between excelling in the academic realm or the public realm. Bastow, Dunleavy, and Tinkler found these two arenas to be mutually reinforcing for many of the social scientists they studied. A replication of their study focusing

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science policy

Discontinuation of the National Children's Study

The National Institutes of Health (NIH) has decided to discontinue the National Children's Study (NCS). At the December 12 meeting of the NIH Advisory Committee to the Director, a working group charged by NIH Director Francis Collins to evaluate whether the NCS "as currently outlined is feasible, especially in light of increasing and significant budget constraints," concluded that the NCS as currently designed is not feasible. The working group further recommended "that the NIH champion and support new study designs, informed by advances in technology and basic and applied research, that could make the original goals of the NCS more achievable, feasible, and affordable." The Working Group's conclusion is based on an evaluation of the aims, design, and management of the



NCS. The NCS was originally authorized by the Children's Health Act of 2000. It is being implemented by a program office within the Eunice Kennedy Shriver National Institute for Child Health and Human Development (NICHD). The NCS

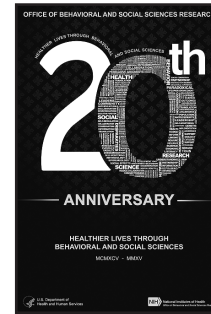
was intended to be a "longitudinal observational birth cohort study to evaluate the effects of chronic and intermittent exposures on child

health and human development in U.S. children." The working group's report is available on the NIH's website at acd.od.nih.gov/.

Twenty Years of OBSSR: Behavioral and Social Sciences Remain Important to Health Research

Summer 2015 will mark the 20th anniversary of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health. The U.S.

Congress established OBSSR in the Office of the Director, NIH, in recognition of the key role that behavioral and social factors often play in illness and health. The OBSSR mission is to stimulate behavioral and social sciences research throughout NIH and to integrate these areas of research more fully into others of the NIH health research enterprise, thereby improving our understanding, treatment, and prevention of disease. In the OBSSR blog, "The Connector," William Riley, Acting Director of the Office of Behavioral and Social Sciences Research, wrote "Behavioral and social factors account for more than half of the premature deaths in this country. This has become the clarion call for the behavioral and social sciences to improve our understanding of health behaviors



and social determinants of health. We answer this call by seeking out new and better methods to improve health through the modification of these behavioral and social contributors to illness." He continued, "Over its 20 years, OBSSR has helped lead in the development and

adoption of these new behavioral and social science approaches as they have unfolded, encouraging trans-disciplinary exploration and embracing new scientific developments to harness the power of behavioral and social sciences to transform biomedical research, clinical interventions, and public health." For information on public health achievements in the behavioral and social sciences, visit obssr.od.nih.gov/pdf/OBSSRfactsheets_Achievements_Final_04192013.pdf.

The Shifting Landscape: Critically Contextualizing Conversations About Campus Sexual Violence

Ashley C. Rondini, Franklin and Marshall College

In April of 2011, the Department of Education Office of Civil Rights (OCR) issued a "Dear Colleague" letter focused on the responsibilities of educational institutions in addressing issues of sexual harassment and sexual violence within their respective communities. Importantly, the OCR engaged this subject within the context of civil rights protections prohibiting sex discrimination under Title IX of the Education Amendments of 1972. The letter contributed to a discursive shift—from publicly framing campus sexual assault as solely an issue of *crime and safety* to framing protection from sexual assault as an issue of *civil rights*. This evolution has broadened the mainstream lens through which campus sexual violence is viewed, with a push towards critical analyses of the institutional environments within which indi-

vidual experiences of victimization occur. While it should be noted that feminist scholars and activists have critiqued the structural and cultural dynamics that normalize sexual violence for *far* longer than the federal government has been implementing these changes, the extent to which these visible, "official" federal efforts aimed at transforming institutional climates and cultures concerning gender and power merit our consideration.

What has happened?

Less than four years later, the tenor and tack of the national conversation concerning sexual assault on college and university campuses has indeed shifted—and the resulting consequences may not be as straightforward as they seem on the surface. Clearly, campus sexual assault has been the subject of a surge in media attention and political discussion. Dozens of colleges

and universities have come under scrutiny for allegedly mishandling sexual harassment and sexual violence issues in ways that constitute non-compliance with Title IX regulations. As of October 1, 2014 85 schools were officially reported to be "on the list" of those actively under investigation by OCR.

While the public availability of information concerning which schools are already under OCR investigation provides incentive for other institutions to take proactive measures to avoid scrutiny, there are also several potentially problematic issues raised by this dynamic. For example, can it be assumed that those schools that are *not* under investigation presently are necessarily *more* effective in addressing campus sexual violence issues? Or, alternatively, might survivors at some of those schools either simply feel less safe coming forward with their complaints or lack faith in

the possibilities for change on their campuses?

That said, there are ways in which this continually increasing number of investigations signals both the pervasive persistence of a disturbing social problem *and* heartening evidence of progress—however incremental—in the social and cultural contexts that frame its occurrence.

On one hand, the schools under investigation cannot mistakenly be thought to comprehensively represent the scope of the issue. Incidents of campus sexual violence have long been understood to be vastly under-reported crimes; large discrepancies persist between the "official" rates of sexual assault reporting through campus safety and local law enforcement and the rates at which college students disclose experiences of victimization in anonymous contexts.

In 2012 the Centers for Disease Control cited a study indicating that

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Outcomes

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ences in learning between the two types of majors.

Concepts and Skills Learned

Neither group of majors appeared to receive a “sociology lite” degree. The two groups did not significantly differ in reporting learning across five of six conceptual areas and 14 of 15 skill areas. The one skill difference was that the combined majors reported more attention to résumé writing in their program (one quarter of the combined majors as compared to more than one third of sociology majors reported *very little* attention to this job search skill).

Experiences of students outside of the classroom differed only slightly. Combined majors (52%) were more likely than sociology alone majors (45%) to report participating in an internship. Sociology alone majors were, however, more likely than combined majors to have had an independent study or research experience with a faculty member, to have studied abroad, and to have been part of a class study group.

There were some significant differences in reasons for majoring. Seniors with the combined major (81%) were more likely than those with a “sociology alone” major (61%) to report that an important reason for choosing the major is to “prepare me for the job I want.” They were also slightly less likely to major because they enjoyed the first course in sociology, were interested in the concepts, or see the utility of the major as a way of helping them to understand their life.

No Labor Market Advantage

There is little evidence that sociology and criminal justice majors fare better than do sociology majors in the job market in the initial period after graduation (see accompanying table). In winter 2013, the employment status of the two groups of majors was virtually identical, with both sociology alone *and* combined majors being most likely to be working at a paid job only (58% for both groups)—followed by combining paid employment with continuing education and enrolled for classes only. Fifty-seven percent of sociology majors and 61

percent of sociology and criminal justice majors reported that it was “very likely” or “somewhat likely” that their job will “lead you to where you’d like to be career-wise in the next five years.” Sociology majors were more likely than combined majors to view their job as a “career-type job.” These differences in perceptions of career prospects are not statistically significant.

The two groups of majors did not differ in terms of jobs satisfaction or the view that their job is closely related to sociology. Slightly more than one third of each group report being “very satisfied” with their employment. About 20 percent reported that their job is “closely related” to their sociology degree, and 48 percent indicated that it is “somewhat related.” Similarly, sociology and criminal justice majors are as likely as sociology majors to report that they use a variety of sociological concepts and skills on the job (e.g., basic concepts in sociology, important differences in the life experiences of people, or data collection).


There were some significant differences in the types of places they worked. Sociology and criminal justice majors were less likely to work for educational institutions and more likely to work for governmental or military units. Further, sociology and criminal justice majors were more likely than sociology alone majors to hold jobs that do not require a bachelor’s degree (69% versus 54%) and to be employed in service occupations (28% versus 10%). Although few graduates use specific research skills (e.g., survey research construction and quantitative data analysis) in their first post-baccalaureate positions, on average, sociology and criminal justice majors were less likely than sociology majors to report that they use these skills on the job.

These data from the 2012 cohort of sociology majors suggest that departments can successfully create academic programs that join sociology and criminal justice without creating a “second-rate” experience for students in terms of learning core sociological concepts and skills. Perhaps more important, findings from this longitudinal study of sociology majors suggest that faculty members should

Employment Status: Significant Differences between Sociology and Joint Sociology and Criminal Justice Majors

| | Sociology | Sociology and Criminal Justice |
|---|-----------|--------------------------------|
| Job requires bachelor’s degree or higher | 45.7% | 31.1% |
| Employed in educational institution | 23.8% | 11.9% |
| Employed by government | 21.8% | 37.5% |
| Employed in service occupation | 9.8% | 28.1% |
| Mean number of research tasks used on the job | 1.55 | 1.01 |

not encourage the view among students, faculty, and administration that “sociology and criminal justice” majors will be more likely than their “sociology alone” peers to find satisfying employment. These data also provide some assurance that the sociology alone major

is appropriate for undergraduates entering the work force directly after graduation and not only for those planning to immediately attend graduate school. Additional findings can be found at www.asanet.org/documents/research/pdfs/Bacn_Beyond_crim.pdf. 

Vantage Point

From Page 2

on the United States would make a tremendous contribution to the field, as would an extension examining actual use or impact. Given the current funding context in the United States, we cannot simply complain about lack of relevance or extoll our accomplishments. We must provide concrete scientific evidence of our contributions and their relationship to the world’s

most pressing problems. That is a sociological challenge for today.

References

Bastow, Simon, Patrick Dunleavy and Jane Tinkler. 2014. *The Impact of the Social Sciences: How Academics and Their Research Make a Difference*. Sage: Thousand Oaks, CA.



Sally T. Hillsman is the Executive Officer of ASA. She can be reached by email at executive.office@asanet.org.

Make a Difference for Sociology . . . Renew Today!

“The sheer range of ASA activities—e.g., promoting the discipline to the public; advocating for support from government agencies; facilitating the diversification of the discipline; encouraging and providing training opportunities in both teaching and research; protecting academic freedom—is remarkable.”

— Brian Powell (Indiana University)



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Producing the Most Valid and Reliable Estimates Possible at the U.S. Census

Johanna Olexy, *ASA Public Affairs and Public Information*

There are sociologists all over this country working in applied settings; a number of them are demographers and statisticians at the U.S. Census Bureau. On the Bureau's "Work With US" page, it states "Applicants for these positions may hold a variety of social science degrees, including: Statistics, Political Science, Demography, Sociology, Public Health, Public Policy." *Footnotes* interviewed three sociologists who are Census employees at various education levels—Smith is ABD, Kincl has a BA, and Leach has a PhD. Their experiences and advice are below.

Sociologist as a Demographer

Amy Symens Smith, Chief of the Age and Special Population Branch, is one of many sociologists at the U.S. Census. For the last decade, she has been in charge of reviewing decennial survey forms and questionnaire design development. "I help make

sure the data look reasonable."

In graduate school at Bowling Green State University, Smith became interested in the applied side of sociology. "I found the demographic work and population studies interesting; I studied fertility and migration and how populations are affected by it. I found I was much more fitted for the applied side of sociology and was interested in pursuing population studies."

Now in her 18th year at the Census, Smith spent her first 10 years at the Census working on different ways to do estimates and projections, including geographic levels, age, and sex. About eight years ago she switched to a new area at the Census where she works to ensure that decennial and survey data are the highest possible quality. "I look at changes we need to make in the questionnaires so that we are best using sociological methods."

American Community Survey

Brian Kincl, also in the Census's

Age and Special Populations Branch, primarily works on overseeing the collection, review, and production of the age and sex data for the American Community Survey.

The American Community Survey (ACS) is an ongoing survey that provides annual data—giving communities the current information they need to plan investments and services. Information from the survey generates data that help determine how more than \$400 billion in federal and state funds are distributed each year.

"The ACS is a rich data set that is used for more than determining congressional representation. It helps give neighborhoods knowledge of the people around them," said Smith. "Enumeration of the U.S. population is exciting work that is important in numerous ways."

Kincl said that he finds his sociology education useful because, "Day to day, we have to know how best to garner responses from our surveys,

right down to the size and coloring of text, which involves studying how people will react to the most minute details. And of course when conducting more in-depth research, like a recent brief I wrote on the centenarian population, we use our statistics to look in-depth into a particular group and understand their unique place in the United States."

Theory Is Vital

The role of Mark A. Leach, a Demographer in the Population Division of the Census Bureau, is to estimate and project international migration into and out of the United States. "Our estimates of net international migration are used as inputs for the Census Bureau's annual estimates of the U.S. population," said Leach. "I really enjoy the variety of projects on which I work. It is nice to know that my work on the Census Bureau's population estimates contributes to an accurate distribution of

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Bolstering Confidence and Understanding by Presenting with Undergraduates at Regional Meetings

Rena Zito, *Elon University*

A quick perusal of college websites might leave you with the distinct impression that higher education is a bastion of experiential learning, including collaborative and independent undergraduate research. In an age of online course delivery (dare I say the M word?) and pundits decrying the value of a college education, it is no surprise that brick-and-mortar institutions are putting hands-on education and mentorship front and center. And they should.

Research on outcomes of undergraduate research participation indicates that hands-on experiences improve understanding and bolster confidence, sometimes providing the basis for long-term career plans (for an inspiring example, see Nichols and Winston's April 2014 *Footnotes* article on undergraduates in community-based applied research projects). However, involving students in meaningful research projects is only the first step. Taking knowledge beyond the walls of the classroom helps students to contextualize their

work and provides important opportunities for professional development.

There are important professional and personal benefits for students and faculty, as well as institutions, of when undergraduates present at regional and national conferences. Providing outlets for students to share their work with a wider audience is transformative for students, potentially rewarding for faculty, and a smart investment for colleges and universities.

Benefits to students

Last April, I sat in a hotel restaurant in Cincinnati sharing lunch with two Elon University undergraduate students who had just presented at the North Central Sociological Association meeting. The conversation volleyed between them—the fascinating session on the sociology of food (a sub-discipline new and exciting to them), the nausea-induc-

ing experience of being asked questions by session participants who had assumed they were graduate students, the relief of answering the questions well, and the award (and monetary

“There was a feeling in the room that they had accomplished something special, something that warranted a new kind of confidence.”

prize) one of them had received for her paper. As we prepared for our long drive back to campus, there was a feeling in the room that they had accomplished something special, something that warranted a new kind of confidence. This newfound confidence is only one of many benefits students gain from conference presenting.

Even our most engaged, motivated, and bright students often view required research projects as relevant only within the walls of the classroom. Feedback feels like a private conversation between the student and instructor or, at best, between the student, the instructor, and classmates. Even campus-wide research events

and undergraduate-focused conferences—while providing opportunities to cultivate professionalism and share with a broader audience—can feel like they take place within a bubble, separate from “real” sociology.

Presenting at a regional or national conference is an invitation to students to step outside the institutional bubble. They can interact with new ideas that are not constrained within a classroom and see how their own research fits into the larger sociological project. Conferences also are venues for professional identity formation as students make difficult decisions about what comes after graduation. They are treated, and come to think of themselves, as burgeoning professionals in the conference setting. The social capital benefits cannot be understated, too, with ample networking opportunities that are typically closed to undergraduates. In addition, they accumulate human capital as they learn how to network and practice professional self-presentation.

Tricia Johnston, who presented

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High School

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Presenter: Shelley McDonough
Kimelberg, Northeastern University

Session 3

Civic Education in Sociology
through Service Learning and
Action Research

Presenters: Hayley Lotspeich,
Wheaton North High School; Chris
Salituro, Stevenson High School

Session 4

TRAILS: Several Courses' Worth
of Sociology Resources at Your
Fingertips

Presenters: Jean H. Shin, ASA;
Beth Floyd, ASA

According to Hayley Lotspeich,
ASA's High School Planning Program
Director, "the symposium showcased
practices and initiatives aimed at
preparing students for college, career,
and civic life such as assessing situa-
tions and identifying social problems;
recognizing the human, interper-
sonal, and technical dimensions of
research questions about society; and
recognizing and respecting people's
diversity, individual differences, iden-
tities, and perspectives." Lotspeich
added that "often, sociology teach-

ers teach in isolation in their own
buildings, without colleagues who
also teach the same content. The
four symposium sessions not only
enriched participants with method-
ologies, lesson plans, and assess-
ments, but also provided them with
opportunities to network and link
with other sociology teachers across
the country to continue their profes-
sional development. The symposium
provided participants direct contact
with the ASA's efforts at furthering
high school sociology, now and mov-
ing forward in 2015."

ASA High School Planning Program Activities into 2015

Since the beginning of 2011, key
steps in the high school planning
process have included recruiting
a Lotspeich as the High School
Sociology Program Planning
Director and Assistant Director,
Chris Salituro, both dynamic and
organizationally astute Illinois high
school sociology teachers; hold-
ing two High School Teachers of
Sociology Conferences at ASA
Annual Meetings (Las Vegas and
Denver); establishing a special pro-
motional package to encourage high
school teachers of sociology to join
the ASA as regular members; and


setting up an e-mail listserv for high
school teachers independent of their
ASA membership.

The ASA High School listserv
currently has more than 300 sub-
scribers and has become an active
forum for comments, suggestions,
and other feedback on teaching
sociology in high schools and
related topics.

In addition, the High School
Planning Program Advisory Panel
has been established, composed of
high school teachers of sociology
and faculty in four-year institutions
who have a strong interest in high
school sociology, including individ-
uals who have worked on programs
through regional associations and
who also have experience with dual
credit programs linking colleges and
high schools.

Since April 2014, a major activ-
ity for the High School Sociology
Planning Program and its Advisory
Panel has been to conceptualize
and begin to draft a set of standards
for high school sociology courses.
This effort has been inspired by
Lotspeich and Salituro who have
identified and championed a need
for these standards for many years
now, and it was guided by a com-

parison with other disciplines, such
as (but not limited to) psychology,
geography, civics, economics, and
chemistry, which have developed
standards and published them
through organizations in their
respective disciplines. Finally, as
ASA partnered substantively with
staff members and researchers
from the American Psychological
Association and the American
Anthropological Association in
developing the C3 Appendix for the
social sciences in 2013, there has
been a very good base of content
on which to organize and frame
these standards. As a whole, the
entire ASA group is working on
several draft "domains" of inquiry,
appropriate learning goals, and
corresponding key concepts that
can be the ultimate product of this
important and long-awaited task.

The ASA High School Teachers
promotion package for 2015 offers
category R1 membership and
includes subscriptions to both
Contexts and TRAILS — a \$105
value, for a membership cost of
\$65.00. 

For more information about ASA high
school sociology, visit [www.asanet.org/
teaching/HighSchool.cfm](http://www.asanet.org/teaching/HighSchool.cfm).

Three Sociologists Elected as AAAS Fellows

In October 2014, the American
Association for the Advancement
of Science (AAAS) Council elected
three sociologists—Dudley L.
Poston, Jr., Barbara Schneider, and
Michael Joseph White—among its
newly elected 401 fellows. The new
AAAS Fellows will be recognized
for their contributions to science
and technology at the Fellows
Forum on February 14, 2015, dur-
ing the AAAS Annual Meeting in
San Jose, CA. These individuals will
receive a certificate and a blue and
gold rosette as a symbol of their
distinguished accomplishments.
The new Fellows are in the Section
on Social, Economic, and Political
Sciences.

According to the AAAS Fellows
Election notification, Poston was
elected for his "distinguished
contributions to the field of social
demography, particularly for work
enhancing the understanding of

population growth and change in
the U.S. and China." Schneider
was elected for her "distinguished
contributions to the fields of sociol-
ogy and education, particularly for
advancing knowledge of children's
socialization and development and
evaluating educational policy and
success." White was elected for
his "distinguished contributions to
the field of demography regard-
ing the movement, settlement and
adjustment of immigrants in urban
areas across a variety of geographic
settings."


Dudley L. Poston, Jr. is the
George T. and Gladys H. Abell
Professor of Liberal Arts at Texas
A&M. He also holds Adjunct
Professor positions at People's
University, Beijing; Fuzhou
University, Fuzhou, China; and
at Nanjing Normal University,
Nanjing, China. His research
interests include demography and

human ecology, with special atten-
tion to the populations of China,
Taiwan, and Korea. He coauthored/
edited 17 books, with his most
recent being *Gender Policy and HIV
in China* (co-edited with Tucker
et al., 2009), and *The Family and
Social Change in Chinese Societies*
(co-edited with Yang and Farris,
2014).

Barbara Schneider is the John A.
Hannah Chair and Distinguished
Professor in the College of
Education and Department of
Sociology at Michigan State
University. She worked for 18 years
at University of Chicago, holding
positions as a professor in Sociology
and Human Development and
senior researcher at NORC, where
she remains a senior fellow. Her
research focuses on how the social
contexts of schools and families
influence the academic and social
well being of adolescents as they

move into adulthood. She has
published 15 books and over 100
articles and reports on family, social
context of schooling, and sociology
of knowledge. She recently was the
editor of *Sociology of Education*.

Michael J. White joined the
Population Studies and Training
Center (PSTC) and Brown
University in 1989, where he was
Director of the PSTC from 2006-
2011. His areas of interest span
demography and urban sociology
with a particular interest in topics
pertinent to public policy. His cur-
rent projects include studies of the
assimilation of the second gen-
eration in the United States; rural-
urban migration, environment,
and health in South Africa; and the
measurement of spatial inequality in
developing countries.

For more information on AAAS
Fellows, visit [www.aaas.org/elected-
fellows](http://www.aaas.org/elected-fellows). 

Attracting and Retaining Sociology Majors

Julia Nevarez, Kean University

The quality of mind that C Wright Mills refers to in *The Sociological Imagination* is today necessarily paired with concerns about social justice, human rights, and equity—qualities largely embraced in our discipline. Gender, ethnicity, sexual orientation, indigenism, environmental issues, and ability have become important to current questions about what our global society needs and what it can offer. Utilizing sociology to understand our social landscape provides a language, a system of thought, and a set of inquiries that could help students recognize the opportunity to affect change through action.

Issues of equality and social justice, coupled with civic engagement, seem to frame millennial student sensibilities. Developing autonomous, self-reflective, and socially responsible students is increasingly becoming an important goal of academic education in the social sciences. At Kean University we seek to develop an atmosphere that links our sociology students to across-campus initiatives where the connections between sociology and human rights, civic engagement, active citizenship, and social justice are explored and encouraged. The Human Rights Institute at Kean University has a series of talks and events in which many of our students participate. Likewise, the

Sociology and Social Justice Master's Program follows a similar approach to customize the graduate experience along students' social justice topics of interest while providing a solid sociological foundation that is research-based and action-oriented.

Starting with Intro

Attracting and retaining majors is largely based on their experience with the Introduction to Sociology course,

which is a required course in the General Education distribution at our institution. Usually students become more interested in sociology after the Introduction

course where they develop lenses from which to observe and understand their social reality in an engaging way. In this course, a Field Notes assignment makes 'ways of seeing' or the filters we use to understand what we observe, become evident. As voiced by many of our students, when one develops that awareness it is hard to stop being curious and looking at social life through socio-

logical perspectives and concepts.

Once students declare their major, their continued interest rests on the quality of education they receive based on the faculty's commitment to open dialogue, conversations, and exposure to different perspectives in an atmosphere of respect and collegiality that encourages students to think critically as well as be present and involved. Our students appreciate and admire faculty who


are "human, available, and critical." During the Open House and Advisement sessions faculty, potential students and family members are invited to join in the conversations

about what sociology and a sociological approach has to offer.

Retention

Attracting students to the major is an important step but retaining students and guiding them through the completion of their degree is also a priority. We focus on conveying to students how important it is to develop a proactive role towards their education. Taking charge of

their education choosing courses in their own self-interest requires students to continuously reflect on their goals after graduation. This approach seeks to empower our students with the know-how to navigate their baccalaureate and post baccalaureate life. We have developed digital sources where information about requirements, sequencing of courses, minor options, approaches to jobs, and student organizations and honor societies is presented. This information is reiterated via institutional and faculty advisement. We also direct our students to institutional resources that help them to develop the skills required in a global economy, including analyzing and synthesizing information, in a diverse and cosmopolitan world, both physical and virtual.

Conducting the program review for the Bachelors in Sociology and the Masters in Sociology and Social Justice also have helped us feel the pulse of students and faculty interests. This process has led to changes in curriculum and pedagogy as well as, and resource websites customized to faculty and student's needs. Providing faculty with the tools necessary to offer the best possible student-centered educational experience at Kean University is a work in progress. A quality of mind that sustains dialogical engagement always helps! 

Advice we give our students include statements like:

“It is all about time management, we are all intelligent and capable. Allocating time to do the work required by the professor and understanding those requirements can definitely warrant a very satisfactory outcome.”

immense personal and professional value of being invited to participate in a realm of professional sociologically traditionally unavailable to undergraduates.


Benefits to faculty and institutions

It is impossible to discuss the value to faculty of taking undergraduates to present at conferences without addressing its value to institutions. The personal benefits that accrue to mentors—sharing a love of the discipline and a sense of purpose in facilitating marginalized students' access to professional networks, for instance—are irrelevant if institutions do not value this important form of service.

According to results from UCLA's 2013 CIRP Freshman Survey, academic reputation is the single most important criterion that prospective students consider when selecting an institution, with 64% of students reporting this factor as "very important" to them (<http://heri.ucla.edu>). In an era of mounting enrollment woes for many schools, cultivating a strong academic reputation is paramount. Active student researchers contribute to the academic life of the college, and conference presentation makes the school's commitment to academic excellence visible outside the institution.

Mentorship on Display

Undergraduate research is best

thought of as the nexus of teaching, scholarship, and service, and such a public display of undergraduate research makes faculty members' commitments to meaningful mentorship evident. If colleges and universities are to value undergraduate mentorship and students' professional development, then it is essential that they prioritize—financially and not just ideologically—undergraduate research experiences, including conference activity. This requires, of course, the availability of faculty whose research and travel receives sufficient institutional support, as well. Few will be willing or able to enact the role of conference mentor if that role is neither recognized nor rewarded. 

Undergraduates

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her senior capstone research at the American Society of Criminology meeting in 2013, accompanied by Kristenne Robison, Associate Professor of Sociology & Criminal Justice Studies, Westminster College, described the experience in transcendent terms. It was like an "interactive lit review," she told me, "to meet the researchers who influenced her work." She also had the opportunity to meet with members of the department where she would later enroll as a PhD student, which she believes played a significant role in her being accepted to the program. Tricia's experience highlights the

Wikipedia

From Page 1

American countries where social cleansing has been prominent. After student editors tackled the article during the fall 2014 term, it covers the various victims and sociological implications of social cleansing across three continents in more than 4,000 cited and sourced words.

Examples like this are why many sociology instructors are interested in teaching with Wikipedia. In this final article, we offer tips and resources for using Wikipedia as a teaching tool. You can also download a variety of materials at our website, www.wikiedu.org.

Set a Baseline of Student Understanding

It is critical for students to understand Wikipedia not only as a resource, but as an interactive community that works together to create that resource. They may see Wikipedia as a place to find information, rather than a tool for sharing the information they have learned and mastered. This tool includes an entire community of volunteers who deeply care about the content that comprises the website. We know that viewing Wikipedia as a communications tool can be a new idea for students, and so few will come to your course understanding the technical details or resources available to help them contribute. Good course outcomes come from helping your students understand key points about editing before diving in. To that end, the online training is a valuable resource, and designed specifically for university students. This training introduces Wikipedia editors, demonstrates the basics of editing, and guides students through early edits. It offers advice for selecting articles and points to helpful resources.

As an instructor, it is useful to frame the assignment early on as a distinct exercise from traditional student writing. Rather than taking sources and constructing an argument, for example, they will strive to explain a topic based exclusively on supporting facts. Students more inclined toward persuasive writing—like budding social scientists—value the opportunity to draw conclusions for their readers.

Remind them that if they present a comprehensive account of available information, their readers will likely draw the same conclusion, even without the student explicitly connecting the dots.

Monitor Your Student Contributions to Wikipedia

The importance of viewing Wikipedia as a community as well as a resource is why it is crucial to let editors know who you are and what your class is doing. Wikipedia editors often have their areas of expertise and know the other editors who come in and work in that field. When a class shows up and starts editing, some Wikipedia editors can see this as an invasion that disrupts a carefully balanced process. Setting up a course page is a way to introduce yourself and your goals for the course, and to avoid being seen as disruptive. Course pages also serve as invitations for others to come to you. It becomes your home on Wikipedia where other editors as well as your students can interact. It becomes a meeting place to discuss student work, offer feedback, or, as is often the case, simply see what you are up to.

Keeping an eye on student work helps to make a good impression. This is particularly true of plagiarism problems. Address them quickly, or even assign students to seek out pre-existing plagiarism in a topic area. Not only will your students gain an understanding of what to look for and avoid, but their contributions also will be well-received. There are pure benefits for your students, too. Interacting in a shared space with peers offers more eyes on their questions and edits, and it offers a safe space to get help from their peers.

Setting up a course page is now a significantly improved process. The new Assignment Design Wizard tool offers support to educators looking to create a syllabus and a course page by doing both simultaneously. You can customize the type of course you'd like to lead, picking and choosing from smaller assignment pieces or adopting a default plan based on our recommendations. Whichever you choose, the end result is a course page with a complete syl-

labus that you can then further customize in detail, just as you would any other Wiki page.

You can find the Design Wizard online (wizard.wikiedu.org/). Getting started is quite simple, and even if you are uncertain of how to lead a Wikipedia assignment, the Wizard explains each option as you go.


Tips for Sociology Editing

Within Wikipedia, different communities set different goals for their articles. Sociology is a community. Because any human activity can be analyzed from a sociological perspective, most sociology editors would suggest new articles focus on topics that are explicitly sociological in focus. Alternatively, sociological research can be used to enhance an existing articles," which may not be sociological, but include sociological elements including tracking perceptions over time.

Editing for sociology is an excellent opportunity for students to critically engage with sources. Students need to understand what makes a good, reliable source of information for a Wikipedia article. What makes an author, publisher, or book a good source? How does a student determine whether a minority view is

being adequately represented? Many of these questions are weighed differently on a case-by-case basis. But the fundamental questions of examining quality data, determining neutrality, and engaging critically with information, are at the core of social science research.

Even for courses that have just begun, we can offer assistance to. We have a new brochure specifically addressing sociology article editing, which can be distributed to your classroom. We can help transform an existing assignment into one that is a good fit for Wikipedia. Send us a message at contact@wikiedu.org.

Best practices often come from keeping in mind what is best for everyone, and by asking students to reflect on what it means to be constructing and sharing knowledge within this particular ecosystem. This is also one of the greatest benefits of a Wikipedia assignment: challenging students to consider the impact of their writing in a space that has consequences beyond the classroom. This means taking ownership of the knowledge they share with the world, and the ways in which they describe that knowledge. Both are excellent topics of reflection for any sociology course. 

Estimates

From Page 5


billions of dollars in federal funds to states and counties every year."

Being an applied sociologist does not mean leaving theory behind. "As with any social research, theory is vitally important for valid and reliable measurement," Leach explained. "My background in social theories of international migration has been invaluable to my research on ways to improve our estimation and projection methods. For example, the data we use to estimate international migration will always be imperfect to some degree and requires us to make assumptions on how to best measure migration flows. We need theory to guide our assumptions to produce the most valid and reliable estimates possible."

Advice to Students

His advice to graduate students? "Take as many research methods and statistics courses as possible. For the Census Bureau specifically, population and demography courses are important," Leach said. "There are many opportunities for those more interested in survey methodology as well. But do not forget the theory!"

"When choosing a graduate program, choose a program that is big enough that you can get a flavor of different parts of sociology," Smith said. "I would suggest choosing a program that can accommodate a change of gears."

Kinzel also advises, "be a well-rounded student, with one foot planted firmly in the applied/statistical side of sociology. And don't hesitate at the chance to take data analysis programming classes such as SAS and SPSS." 

Applied Sociology: Starting a Master's Online

Jeffrey Michael Clair, University of Alabama-Birmingham

Long before the establishment of our online master's degree program in applied sociology (2013) at the University of Alabama at Birmingham (UAB), the Department of Sociology was actively engaged in both sociological research and projects tackling real-world problems and challenges. Because of the university's medical and urban community service missions, much of the research conducted at UAB emphasizes the application of knowledge. Through the years, we have learned to address multiple audiences: the medical and professional schools on campus and public service and government administration sectors. We focus on practical solutions and policy issues; and research relevant to national and international social scientists.

For example, the Department of Sociology has more than three decades of research on homelessness in Birmingham, having conducted three major metropolitan area surveys, a census of homeless children, and a recent four-year ethnography. These data have been used regularly to identify gaps in services in the community and to apply for funding to alleviate these gaps. The Department also has a long history of clinically generated data, with a focus on evaluating addiction treatment programs, studying physicians' fears of malpractice litigation, extensive work on doctor-patient communication, and how to improve the patient care process, as well as a major role in research toward improving health disparities among African-Americans in the mid-South.

Such projects helped us recognize our capacity for an applied sociology program in which (1) research and practice go hand-in-hand and (2) theory and application mutually reinforce one another. It is this spirit that led us to create a graduate track in applied sociology.

Needing a Master's Option

Sociologists carry important tools that make them effective contributors to a variety of efforts in the pub-

lic and private sectors. Yet, knowing this and being able to implement a new degree was challenging. We started our PhD program in medical sociology in 1993 and it took all of our resources to support it. Those students who initially joined us without an MA in hand earned it along the way, and we soon stopped admitting anyone directly into a master's track. Resources and demands on the faculty made this a necessity. Yet, over the next 20 years, we continued to receive inquiries about a master's-only program.

We knew that we needed to open our doors a bit, but this was not totally an empathetic gesture. In today's business-oriented academia, we also knew that there could be financial incentives for innovating. We were the first department on campus to offer an online course 25 years ago. After a few years of talking about other possibilities at faculty meetings, we knew that online offerings were only going to grow in the future. Agreeing on an applied emphasis, we knew we needed to give back in order to pay forward, and at the same time we realized that it was a smart move in the current educational financial climate.

From rally point to inception was a two-year process. In order to not have to go through the time-consuming Alabama Commission on Higher Education for approval, we focused on developing a Plan B master's option, a different track off our existing MA. This still entailed developing a new curriculum, moving approval through different faculty committees, making presentations, and seeking approval through the College of Arts and Sciences, the Graduate School, and the Provost's office. We took a year to develop the curriculum and course content, and another year walking our proposal through functionary channels.

Getting approval more quickly than expected, we had a soft opening in early summer 2013 and started with six students in the following fall. By the end of the first academic year, with relatively zero marketing, we had 20 students. We will graduate our first three graduates in

spring 2015. We are currently receiving about 15 new applications each term. Our marketing approach (or lack of) may change as we are considering partnering with Pearson in the next few months to take advantage of their marketing, registration, financial aid, and support resources for a major expansion.

Initially, the department put in \$56,000 from our operating budget, which was used initially for release time for class content development. We also hired some part-time instructors.

Moving Forward

The online MA requires 30 hours of credit, including an introduction to applied sociological research methods, applied sociological theory, qualitative methods, program evaluation, applied sociology, and other courses, including a capstone project consisting of an applied/community project. Hiring some of our own graduates was not only expedient, but also strategic. Having a close working relationship with faculty from our program adds cohesion and understanding. While each instructor has autonomy for developing and teaching our approved courses, we have asked each to make one of the course requirements the development of a capstone proposal. In this way, each student, as they enter and move through the program, is getting input from each faculty member for their final project. This not only helps students focus from the start, but also assures that each receives guidance along the way.

The program has shown enough success that we have received funding to hire a new full-time director to begin June 2015. We offer 11 unique classes at this point, but data show that the number could increase. With credit hour production dollars and special Internet fees coming back to the department, producing enough income to maintain and grow the program seems feasible.

Who the Program Attracts

We have discovered that our program is well suited for a variety of educators wanting to enhance their teaching and research skills.

Our Teaching Sociology class, with TRAILS-based content, has been attractive to many community college professors throughout the Southeast looking for 18 course hours so they can take on new social science teaching responsibilities. This positive development allows us to impact how sociology is taught beyond our campus. In fact, one of our early projected graduates is attempting to get sociology content approved within the high school system in Alabama.

With the big data revolution, companies now have more data at their fingertips than ever before. Their challenge is to turn these data into useful information. Little wonder then that the Bureau of Labor Statistics projects that demand for market research analysts will grow 32 percent by 2022. Our Consumer Culture course helps prepare students for these positions by exploring the socio-historical roots, the social theories put forth to explain the phenomenon, and the ways in which these theoretical perspectives can be used for data mining and market segmentation.

Applicants are attracted to the "practical side" of sociology. Just as applied sociologists work at every level of society, throughout the private sector and in local, state and national government, our student body is proving to be as diverse. Many are seeking applied research training to help create a more functional society that betters lives.

We are committed to keeping this program completely online. Students with specific career goals or with unique intellectual objectives may propose an emphasis designed to meet their individual academic needs. We plan to offer at least 10 online classes a year, which means a fulltime student can complete the online MA in three semesters, however, a more realistic trajectory for part-time students is five semesters.

We still have much to learn amongst ourselves and from our new students. It is early in the process but we are dealing with the question of how big do we want the program to be?

The future seems wide open. 

Campus Violence

From Page 3

that 19 percent of undergraduate women had experienced attempted or completed non-consensual penetration since entering college. For the 2013 calendar year, the National College Health Assessment survey data indicate that 2.9 percent of male student respondents and 7.4 percent of females reported experiencing sexual touching without their consent in the previous 12 months. In the same year, campus crime data collected by the Department of Education in accordance with the requirements of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* and the *Higher Education Opportunity Act* showed that forcible sexual offenses accounted for 5,053 total incidences at all residential colleges and uni-


versities, nationwide. It is clear that a very small percentage of sexual violence experiences are ever formally reported to campus authorities and that the OCR investigations represent a small number of those reported cases.

Tip of the Iceberg

Popular news media may lead otherwise uninformed audiences to believe that the incidents that have made it to the headlines in recent years constitute “the data” available on the frequency and severity of campus sexual violence. Yet, such cases are actually only the most visible tip of a much larger “iceberg” of insidiously toxic campus gender relations beneath the surface of our institutional cultures and structures.

At the same time, the aforementioned total number of 5,053 reported cases in 2013 represents

a 19 percent increase in reported incidents from 2012 (4,099), and a 32 percent increase in reported incidents since 2011 (3,439). Even as we decry the growing numbers of educational institutions for which Title IX compliance is at issue, the individuals who have come forward to pursue complaints formally against those institutions are contributing to an ever-so-gradual fracturing of the walls behind which campus sexual assault survivors have historically been silenced. While educational institutions have continued to falter—and, in many cases, fail—in their approaches and responses to sexual violence issues, a new level of recourse has been afforded to survivors through the OCR’s efforts to hold colleges and universities publicly accountable for the efficacy of their systems, programs, and protocols.

The emphasis on institutional responsibility facilitated by the “civil rights protections” framing usefully underscores the fact that no individual experience of sexual assault or harassment occurs in a social or political vacuum. Similarly, the higher education community would be remiss in failing to recognize how broader patterns of campus sexual violence are contextualized by the persistent normalization of gender inequities in the social systems, structural dynamics, and hegemonic ideologies within which our educational institutions operate. If the bar against which we measure our progress in addressing these issues is held in place by the avoidance of public accountability for shortcomings and failures, we set our sights far too low. For more on actions being taken to address campus sexual violence, see the February 2014 issue of *Footnotes*. 

Call for 2016 Annual Meeting Workshop Proposals!

Deadline February 5, 2015.

Workshops provide practical advice or instruction to sociologists at every professional level. The categories for workshops are: department leadership and management; professional development; teaching; and policy and research. If you have tried a pedagogical approach that has been effective, developed insightful career advice, or have wisdom to share about using sociology in applied and research settings, please volunteer to organize and lead a workshop at the 2016 Annual Meeting. Workshops are open to all attendees; no fees are involved. – Submit your proposal here: http://www.asanet.org/meetings/member_suggestions.cfm

Earl Babbie to Present Inaugural Lecture in ORN’s “A Life in Sociology” Series

Beginning with the 2015 Annual Meeting in Chicago, ASA’s Opportunities in Retirement Network (ORN) will present an annual invited lecture by a distinguished late-career sociologist. The ORN Acting Advisory Board has selected Earl Babbie to be the inaugural speaker. Babbie is Campbell Professor Emeritus at Chapman University and the author of widely used methodology texts. His lecture will follow the ORN business meeting and will be open to all ASA members. The program will include a reception sponsored by Cengage Publishing in Dr. Babbie’s honor.

call for nominations


2015 ASA Student Forum Advisory Board

The ASA Student Forum Advisory Board (SFAB) is seeking nominations for Graduate Student Board members and Undergraduate Student Board members. The term of commitment is two years beginning at the end of the 2015 ASA Annual Meeting in Chicago, IL in August and continuing through the 2017 Annual Meeting. Nominees must be Student Members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the 2015, 2016, and 2017 Annual Meetings. Self-nominations are welcomed.

To be considered, please send (1) your curriculum vitae including a current e-mail address and (2) a brief statement of no more than 250 words indicating why you want to serve on the SFAB and including a brief biographical sketch. Should you be selected to be on the ballot, this statement will accompany your name to give voters an idea of who you are and why you want to be on the SFAB. Additionally, indicate any web skills you may have. Nominations will only accepted by e-mail.

Send nominations to: studentforum@asanet.org.
Deadline: March 3, 2015.

Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following individuals, whose financial contributions to the Association during the 2013 membership year (October 16, 2013, through October 15, 2014) greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the American Sociological Fund, the Carla B. Howery Teaching Enhancement Fund, the Community Action Research Initiative, the Congressional Fellowship, the Fund for the Advancement of the Discipline, the Journal Records Digitization Donation drive, the Minority Fellowship Program, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.) 

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| | | | | Judith N. Lasker | Andrea Lynn Mulock |
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| | | | | Leora Lawton | Edward Murguia |
| | | | | Caroline W. Lee | |
| | | | | Jooyoung Kim Lee | |

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Gayl Ness
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Wendy Ng
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Nittitham
Jenna Nobles
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announcements**Correction**

The December 2014 print *Footnotes* article "2015 ASA Election Candidates," Verta Taylor's affiliation was incorrectly listed. The correct listing is University of California-Santa Barbara.

The author of the November *Footnotes* article about the editor of *Contemporary Sociology*, Michael Sauder, chose the spelling "Borges" but it was changed in the copy editing process. The headline should have read "Contemporary Sociology and Borges' Total Library."

Call for Papers**Publications**

American Journal of Cultural Sociology (AJCS) plans a special issue devoted to inequality. Recently, inequality has come roaring back on the public agenda. But if the new object of civil concern is economic, the nature of that concern remains centrally cultural. The editors of AJCS welcome papers on this subject matter. Deadline: September 1, 2015. Contact: ajcs@yale.edu.

Social Currents, the official journal of

the Southern Sociological Society, is a broad ranging social science journal that focuses on cutting-edge research from all methodological and theoretical orientations with implications for national and international sociological communities. *Social Currents* consists of a front end devoted to short, theoretical agenda-setting contributions and short empirical and policy-related pieces, and the back end is standard journal article, ranging anywhere from 1,500 to 4,000 words. For more information, visit www.sagepub.com/journals/Journal202241/boards#tabview=manuscriptSubmission.

The Turkish Journal of Sociology invites submission for a special issue on military sociology. Manuscripts that use a variety of levels of analysis and methodologies, apply different theoretical orientations, and explore diverse socio-demographic foci related to the military institution, military service, and/or civil-military relations are welcomed. Deadline: March 31, 2015. Contact Ryan Kely at rkely2@washcoll.edu. For more information, visit www.palgrave-journals.com/ajcs/ajcs_cfp_inequality.pdf.

Conferences

Association for Humanist Sociology (AHS) Annual Meeting, October 21-25, 2015, Portland, OR. Theme: "Locavore Sociology: Challenging Globalization, Embracing the Local." The Association for Humanist Sociology announces its call for participation for its upcoming conference. Submit your complete abstract related to the conference theme or more broadly to the AHS mission of equality and social justice. Deadline: May 31, 2015. Contact: Anthony E. Ladd at aladd@loyno.edu or Kathleen J. Fitzgerald at fitzy88so@gmail.com.

13th International Conference on Statistical Sciences, March 16-18, 2015, Khyber Pakhtunkhwa, Pakistan. Theme: "Statistics: Future Risks, Challenges and Developments." The Islamic Countries Society of Statistical Sciences (ISSOS) is holding the 13th International Conference on Statistical Sciences. Seeking papers and abstracts on topics related to statistics. Deadline: Not available. Contact: Munir Ahmad at ceditor@pakjs.com. For more information, visit www.isoss.net.

Journal of Interdisciplinary Studies Symposium, August 6-9, 2015,

Pasadena, CA. Theme: "Free." The Journal of Interdisciplinary Studies endeavors to bring together scholars from a wide range of disciplines and denominations for an exciting international conference that takes both scholarship and faith seriously. Deadline: April 15, 2015. Contact: Oscar Gruenwald at go@jijis3.org. For more information, visit www.jis3.org/symposium2015.htm.

The Society for the Study of Social Problems (SSSP) 65th Annual Meeting, August 21-23, 2015, Chicago, IL. Theme: "Removing the Mask, Lifting the Veil: Race, Class, and Gender in the 21st Century." Submissions are invited for SSSP's call for papers. SSSP is an interdisciplinary community of scholars, practitioners, advocates, and students interested in the application of critical, scientific, and humanistic perspectives to the study of vital social problems. Deadline: January, 31, 2015. Contact: sssp@utk.edu. For more information, visit www.sssp1.org.

Meetings

March 26-29, 2015. 2015 Annual Meeting of the Midwest Sociological Society,

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Kansas City, KS. Theme: "Sociology and Its Publics: The Next Generation." Contact: Douglas Hartmann at mss2015@umn.edu. For more information, visit www.themss.org.

April 1-4, 2015. Pacific Sociological Association 86th Annual Meeting, Long Beach, CA. Theme: "People, Place and Power." For more information, visit www.pacificsoc.org.

Funding

Disability Determination Process Small Grant Program awards \$10,000 stipends for graduate-level research on improving disability determination processes. This is a one-year stipend program that allows graduate students, both full and part-time, to conduct supervised independent research on improving the efficiency and reducing the complexity of disability determination processes. Contact: ddp@policyresearchinc.org. For more information, visit www.ddp.policyresearchinc.org/.

National Endowment for the Humanities (NEH) has announced a new grant opportunity, the Public Scholar Program, intended to support well-researched books in the humanities that have been conceived and written to reach a broad readership. Books supported through the Public Scholar Program might present a narrative history, tell the stories of important individuals, analyze significant texts, provide a synthesis of ideas, revive interest in a neglected subject, or examine the latest thinking on a topic. Deadline: March 3, 2015. For more information, visit www.neh.gov/grants/research/public-scholar-program.

Fellowships

Advertising Educational Foundation 2015 Visiting Professor Program (VPP) is a two-week fellowship for professors of advertising, marketing, communications, and the liberal arts. The objective is to expose professors to the day-to-day operations of an advertising agency, marketing, or media company and to provide a forum for the exchange of ideas between academia and industry. Contact: Sharon Hudson at sh@aef.com or (212) 986-8060. For more information, visit www.aef.com/on_campus/professor/vpp/1300.

Brandeis University Israel Studies is offering both a doctoral and post-doctoral fellowship. Candidates must be accepted in Brandeis University graduate school programs. Full and partial fellowships of up to \$24,000 are renewable, after review, for up to five years. The post-doctoral fellows teach one course per semester, give one or more public lectures, and actively participate in the intellectual life of the Schusterman Center. Stipend of \$52,500 plus research fund. For more information, visit www.brandeis.edu/israelcenter/support/gradStudent.html

and www.brandeis.edu/israelcenter/support/postdoctoral.html.

Bremen International Graduate School of Social Sciences (BIGSSS) invites applications to its PhD program. BIGSSS is an inter-university institute of the University of Bremen and Jacobs University Bremen and is funded by the German Excellence Initiative. The program provides close supervision of dissertation work within a demand-tailored education and research framework. Fellows are expected to choose Bremen as their place of residence. Deadline: February 15, 2015. For more information, visit www.bigsss-bremen.de.

Congressional Hispanic Caucus Institute, Inc. (CHCI) Graduate Fellowship Program offers exceptional Latinos, who have earned at least a master's degree within three years of the program start date, with unparalleled exposure to hands-on experience in public policy areas. This program focuses specifically on the areas of: higher education; secondary education; health; housing; law; and STEM (Science, Technology, Engineering and Math). Deadline: February 13, 2015. For more information, visit www.chci.org/fellowships/page/chci-graduate-fellowship-program.

Population Studies Center is searching to fill several postdoctoral positions sponsored by the National Institute on Aging and The Eunice Kennedy Shriver National Institute of Child Health and Human Development. Appointments will begin on September 2, 2015. Fellows devote most of their time to independent research. There are many opportunities for collaboration with ongoing projects, including the Health and Retirement Study and Panel Study of Income Dynamics. Applicants must have completed the PhD before fellowship support can begin. For more information, visit www.psc.isr.umich.edu.

Summer Institute for Israel Studies is offering a three-week fellowship preparing faculty in any discipline to teach about Israel. The 2015 program opens with an intensive seminar at Brandeis from June 15 -29, followed by a study tour of Israel from June 30 to July 9, 2015. The stipend is up to \$2,500; travel, accommodations and meals are included. For more information, visit www.brandeis.edu/israelcenter/SIIS/.

In the News

Julia Adams, Yale University, was quoted in a December 3 Live Science article, "Wikipedia's Gender Problem Gets a Closer Look."

A. Aneesh, University of Wisconsin-Milwaukee, was featured in a November 4 NBC Bay Area investigative television report in which he discussed his work on bodyshopping.

Elizabeth Armstrong, University of Michigan, was quoted in a December

3 *New York Times* op-ed, "A Pox on Campus Life" and in a December 3 *Washington Post* article, "One in Five Girls Will Be Raped in College. Here's How Parents and Students Can Help Change That."

Eduardo Bonilla-Silva, Duke University, and **Charles Gallagher**, La Salle University, were quoted in a November 27 CNN.com article, "The New Threat: 'Racism Without Racists.'"

Chad Broughton, University of Chicago, wrote a November 27 *Atlantic* column, "Black Friday, Through the Eyes of Smith and Marx."

Susan Brown, Bowling Green State University, was quoted in a November 10 Bloomberg article, "The Mid-Life Divorce: Don't Get Taken, Don't Get Even."

Susan Brown, University of California-Irvine, and **Alejandro Portes**, Princeton University, were quoted in a November 21 *Star-Telegram* article, "Obama's Immigrant Order Could Have Far-Reaching Impacts."

Andrew Cherlin, Johns Hopkins University, was quoted in a December 3 *Quartz* article, "It's a Myth That Half of All Marriages End in Divorce." He was also quoted in a December 2 *New York Times* article, "The Divorce Surge Is Over, But the Myth Lives On."

Seth Crawford, Oregon State University, was quoted in a December 3 *VICE News* article, "No, Legal US Drugs Aren't Being Trafficked Into Mexico En Masse."

Amanda Czerniawski, Temple University, was the subject of a November 21 *New York* magazine Q&A article, "What it Takes to Be a 'Plus-Size' Model."

Long Doan, Indiana University, was quoted in a November 20 *Chicago Tribune* article about his recent *American Sociological Review* study, "Formal Rights and Informal Privileges for Same-Sex Couples: Evidence from a National Survey Experiment," which he co-authored with **Annalise Loehr** and **Lisa R. Miller**, both of Indiana University. The study was covered in other media outlets including *Live Science*, *Al Jazeera America*, *Yahoo!News*, and *Gawker* on November 20, and others.

Michael Dreiling, University of Oregon, was quoted in a December 3 *Inside Higher Ed* article, "Strike for Better Benefits."

Drew Foster, University of Michigan, wrote a November 12 *Atlantic* column, "A Study Gives Mysterious Chronic-Fatigue Syndrome Some Legitimacy."

Melanie Heath, McMaster University, was quoted in a November 15 *Sun Herald* column, "Cal Thomas: To Bear the Infirmities and Rejoice in the Graces."

Jonathan Hill, Calvin College, was mentioned in a December 4 *Slate* article, "God's Work?"

Matthew Hughey, University of Connecticut, was quoted in a November 14 *Slate* article, "Whites See Blacks as Superhuman."

Antwan Jones and **Gregory Squires**, both of George Washington University, co-authored a November 3 *American Banker* op-ed, "Foreclosures Are Making Americans Sick."

Michael Kimmel, Stony Brook University, SUNY, was quoted in a December 3 TIME.com column, "The Problem with Frats Isn't Just Rape. It's Power."

Ross Koppel, University of Pennsylvania, co-authored a November 15 *Boston Globe* op-ed, "Address Economic Flaws in Obamacare."

Charles Kurzman, University of North Carolina-Chapel Hill, was mentioned in a December 5 *Christian Science Monitor* article, "U.S. 'Terrorism?' What's Not Being Said About Kansas City, Austin Attacks."

Hilary Levey Friedman, Harvard University, wrote a November 13 *Washington Post* column, "My Boy Likes Soccer and Dance, Trains and the Color Purple."

Judith Levine and **David Elesh**, both of Temple University, were quoted in a December 7 *Philadelphia Inquirer* article, "New Census Data Show Rich Getting Richer, Poor Getting Poorer."

Hui Liu, Michigan State University, was quoted in a November 20 *Washington Post* article about her recent *Journal of Health and Social Behavior* study, "Bad Marriage, Broken Heart? Age and Gen-



86th Annual Meeting

People, Place and Power

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Long Beach, California

April 1-4, 2015

announcements

der Differences in the Link between Marital Quality and Cardiovascular Risks among Older Adults," which she co-authored with **Linda Waite**, University of Chicago. The study was covered in other media outlets including the *Daily Mail* on November 19, WebMD and the *Detroit Free Press* on November 20, the *Globe and Mail* and *U.S. News and World Report* on November 21, the *Huffington Post* and the *Journal News* on November 24, and many others.

John Logan, Brown University, and **Elijah Anderson**, Yale University, were quoted in a December 3 *Al Jazeera America* article, "Separate and Unequal: Racial Segregation Flourishes in US Suburbs."

Aaron McCright, Michigan State University, was mentioned in a December 2 *USA Today* article, "Poll: 83% of Americans Say Climate Is Changing" and in a December 3 *Salon* article, "Vast Majority of Americans Believe in Climate Change According to Poll."

Daniel A. McFarland, Stanford University, was quoted in a November 11 *Washington Post* article about his recent *American Sociological Review* study, "Network Ecology and Adolescent Social Structure," which he co-authored with **James Moody**, Duke University and King Abdulaziz University, **David Diehl**, Vanderbilt University, **Jeffrey A. Smith**, University of Nebraska-Lincoln, and **Reuben J. Thomas**, University of New Mexico. The study was covered in other media outlets including *Education Week* on November 6, the *Atlanta Journal-Constitution* and *The New Republic* on November 7, the *Daily Mail* on November 10, ABC News and *The Huffington Post* on November 11,

and others.

Tamara Mix, Oklahoma State University, was quoted in a November 21 *News Press* article, "Fracking and Earthquakes Hot Topics at Science Cafe."

Stephen J. Morewitz, California State University-East Bay and Stephen J. Morewitz, PhD, & Associates, was featured in a November 14 California State University-East Bay NewsBlog post about his American Society of Criminology Authors Meets Critics Session on his award-winning *Handbook of Forensic Sociology and Psychology*.

Orlando Patterson, Harvard University, was featured in a December 7 *Boston Globe Magazine* article, "Examining the Lives of Black Youth." He was also quoted in a December 1 *Des Moines Register* column, "Ferguson Aftermath Illustrates Racial Divide Through America."

Michael Pollard, RAND Corporation, was mentioned in a November 4 *New York Times* article, "The Newest Partisan Divide: Views on Youth Football."

Tetyana Pudrovska, University of Texas-Austin, was quoted in a November 21 *Washington Post* article about her recent *Journal of Health and Social Behavior* study, "Gender, Job Authority, and Depression," which she co-authored with **Amelia Karraker**, Iowa State University. The study was covered in other media outlets including NBCNews.com, NBC's Today show, *Fortune*, the *Daily News*, *The Telegraph*, and *The New Republic* on November 20, TIME.com on November 23, *USA Today* on November 24, and others.

Emily Ryo, University of Southern California, was the subject of a November 25 *Los Angeles Times* Q&A article, "Why

Do People Cross the Border Illegally? It's Not What You Think."

Patrick Sharkey, New York University, was quoted in a December 7 *Daily News* column, "Building Back Trust to Save Lives."

Lynette Shaw, University of Washington, was quoted in a December 7 *New York Times Magazine* article, "Vive le Francium."

Mark Sherry, University of Toledo, was interviewed on Australian television about disability hate crimes and the Royal Commission looking into Institutional Child Sexual Abuse.

Pamela Stone, Hunter College-CUNY, was mentioned in a November 18 *Slate* article, "It's Not Your Kids Holding Your Career Back. It's Your Husband."

Sherry Turkle, Massachusetts Institute of Technology, was quoted in a December 3 *Forbes* article, "Connection: What We Really Want For Christmas (But Aren't Getting)."

Lisa Wade, Occidental College, wrote a November 13 post, "Bounty Commercial Says: The Best Moms Let Mess Happen" on the Sociological Images blog. The post also appeared in *Pacific Standard* on November 21.

Awards

Wendell Bell, Yale University, received the inaugural Lifetime Achievement Award for the Most Distinguished Contributions to Futures Research from the International Sociological Association Research Committee on Futures Research. From the International Sociology Association (ISA).

Peter Davis, University of Auckland, received a two-year James Cook Fellowship by the Royal Society of New Zealand.

Lochlann Jain, Stanford University, received the Edelstein Prize from the Society of the History of Technology, the Diana Forsythe Prize, and the Victor Turner Prize for her book, *Malignant: How Cancer Becomes Us* (University of California Press, 2013).

Alex Piquero, University of Texas-Dallas, received the 2014 University of Texas System Regents' Outstanding Teaching Award.

Barry Wellman, University of Toronto, received the Lifetime Achievement Award from the Oxford Internet Institute and a Canadian Digital Media Pioneer Award from the GRAND Network of Centres of Excellence.

Sarah E. Yerima, Princeton University, is one of 32 American students who were chosen as winners of Rhodes Scholarships for 2015 during her senior year studying sociology.

New Books

William T. Armaline, San Jose State University, **Davita Silfen Glasberg**,

University of Connecticut, and **Bandana Purkayastha**, University of Connecticut, *The Human Rights Enterprise: Political Sociology, State Power, and Social Movements* (Polity Press).

Adrienne Trier-Bieniek, Valencia College, Patricia Levy, *Gender & Pop Culture: A Text-Reader* (Sense Publishers, 2014).

Vasilikie Demos, University of Minnesota-Morris, **Catherine White Berheide**, Skidmore College, and **Marcia Texler Segal**, Indiana University-Southeast, Eds., *Gender Transformation in the Academy* (Emerald, 2014).

Arlene J. Stein, Rutgers University, *Reluctant Witnesses: Survivors, Their Children, and the Rise of Holocaust Consciousness* (Oxford University Press, 2014).

Judy Wajcman, London School of Economics, *Pressed for Time: The Acceleration of Life in Digital Capitalism* (University of Chicago Press, 2015).

Other Organizations

Midwest Sociological Society seeks an individual with a distinguished scholarly record and editorial experience to be the next editor of *The Sociological Quarterly* (TSQ). Since 1960, TSQ's contributors, peer-reviewers, advisory editors, and readers have made it one of the leading generalist journals in the field. Editing TSQ is a unique, rewarding professional responsibility that brings visibility and distinction to a department and university. Contact: MidwestSS@centurytel.net or (319) 338-5247. For more information, visit www.TheMss.org.

Technische Universität München in Germany is conducting a survey about publication practices and performance measurement in science. The goal of this survey is to assess the extent to which open-access journal publications are used in different scientific disciplines and their effects on the scientific community; the appraisal of and experiences with alternative and traditional research performance measures; and potential influencing factors on research and working practices. For more information, visit ww3.unipark.de/uc/OA/

Obituaries

Daniel Aaron Foss
1940-2014

Daniel A. Foss, American-Canadian sociologist, died at age 74 in Montréal, Canada on August 20, 2014 of complications from heart valve surgery.

Foss is considered by many to have been one of the most brilliant and creative minds of his generation. He graduated the Bronx High School of Science, Cornell University (Phi Beta Kappa), and received his PhD from

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Brandeis University in 1969. He was a student of Maurice Stein and Kurt Wolff. His doctoral dissertation, which was a treatise on the changing nature and structure of social movements was abridged and published as *Freak Culture: Life Style and Politics* (1972). As a graduate student, he wrote a devastating critique of functionalism titled, "The World View of Talcott Parsons," in *Sociology on Trial* (Stein & Vidich, 1963). His academic career included the California Institute of the Arts, Livingston College, and the Newark College of Arts and Sciences campuses of Rutgers University.

As a scholar, although Foss was highly influenced by Karl Marx, he always let facts guide his work. He was not influenced by fads or trends; his work reflected the painstaking analysis of data from wherever it came from: historical research, books, journals, newspapers, magazines, media, surveys, participant observation, personal experience. All of his data was filtered through a critical consciousness that was fashioned from a deep understanding of great minds throughout history. At a meeting of left-leaning sociologists, he quoted the London *Economist*, known for its Tory views. In the question-and-answer session, a participant noted that the *Economist* was a right-wing magazine, to which Foss responded, "Yes, but it contains right-wing FACTS!" No source was too obscure or ideologically incorrect.

While he was an assistant professor at Rutgers-Newark, he met Ralph Larkin, who collaborated with him in research on the middle-class youth movement of the 1960s and post-social movement phenomena in the 1970s. Foss along with Larkin analyzed social movements in historical and comparative context. This resulted in the co-authored book, *Beyond Revolution: A New Theory of Social Movements* (1986).

Ever the student of social movements and social change, after leaving Rutgers University, Foss continued to explore an issue central to several fields of social sciences and history. He investigated how and why industrial capitalism developed in the West rather than in China, which had the beginnings of a technological revolution 200 years earlier than Europe. He read academic journals and books in history, economics, and the social sciences, seeking out answers to issues related to the processes of social, political, and technological development in Europe and Asia. He engaged in spirited debates about issues of social and historical development with other scholars in the field primarily through anthropology, archaeology, and history listservs.

He was a shrewd observer of contemporary social phenomena. He wrote critiques of contemporary capitalism, social movements, and social and technological development. He also found time to write satires of contemporary

social relationships. He tried to look at contemporary social phenomena from the outside, or as he called it, "the Martian point of view." The thrust of his research and writing in his later life was a synthesis encompassing the wider scope of social history rather than only the sociological. He had no concern for publication, which means that the bulk of his writings are somewhere in the Internet ether or in computer databases. My hope is that this treasure trove of the work of his genius will eventually be available to scholars around the world.

Daniel Foss is survived by his partner, Marsha Chuk, and his daughter Emily.

Ralph W. Larkin, John Jay College of Criminal Justice, the City University of New York

Albert K. Cohen
1918-2014

Albert K. Cohen, the noted criminologist whose work and life enlightened and inspired scholars and law enforcement practitioners around the world, passed away on November 25 in Chelsea, MA. Al was born in Boston on June 15, 1918. He graduated from the Boston Public Latin School in 1935 and from Harvard University in 1939 with high honors. At Harvard Al took courses from Pitrim Sorokin, Talcott Parsons, and Robert Merton.

Despite his outstanding academic record, Al was denied admission to most graduate programs to which he applied. One department explained they were not allowed to admit Jews. However, just as Al was preparing for a career in journalism, he was accepted by Indiana University. The sociology chair was Edwin H. Sutherland, whom Al described as another powerful influence on his intellectual development. Al received his MA in 1942 and worked for nine months at the Indiana Boys School, a state institution for juvenile delinquents.

Al then served as a lieutenant in the Army until June 1946, including one year in the Philippines, where he met and "instantly" fell in love with his future wife, Natividad Barrameda Manguerra (Nati), who worked at the Army's Office of Information and Education. Al returned to Harvard spending one year in residence before leaving ABD to teach at Indiana University in 1947. Nati joined Al in 1948 and they were married in December. Al completed his thesis, *Juvenile Delinquency and the Social Structure*, and received his PhD in 1951. His most famous work, *Delinquent Boys: the Culture of the Gang*, considered an instant classic explanation of delinquency and gangs and a major breakthrough in criminological theory, was published in 1955. Al later wrote *Deviance and Control*, a textbook on the sociology of deviance, and published many scholarly papers in journals or as book chapters.

In 1965, Al moved from Indiana to become University Professor of Sociol-

ogy at the University of Connecticut, where he taught until retiring in 1988. Al and Nati's home in Storrs was always a warm and welcoming gathering place for faculty members, graduate students, and visiting scholars.

Al was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Palo Alto and a Visiting Professor or Visiting Scholar at the University of California-Berkeley, the University of California-Santa Cruz, the John Jay College of Criminal Justice, Arizona State University, the Institute of Criminology (Cambridge, England), Trinity College (Dublin, Ireland), the University of Haifa, the University of the Philippines, and Kansai University. Al served as President of the Society for the Study of Social Problems, Vice-President of the American Society of Criminology (ASC), and actively involved in the American Sociological Association. In 1993, Al received the ASC's Sutherland Award.

Al and Nati moved for the sake of her health first to Arizona and then to San Diego. Nati passed away there in 2003. Al moved back to Storrs, where his friends greatly enjoyed having dinners with him. Al was always in great physical shape. As a teenager in Boston he was adept at the art of running alongside a truck, hopping on to catch a ride, and jumping off as the truck slowed down anywhere near his destination. In Storrs he enjoyed walking many miles and, despite the distress of friends and family, kept hitchhiking into his 90s.

Amazingly, Al assisted in an FBI investigation. The FBI informed Al that a financial planner he was working with was suspected of stealing from him and others. Al consented to having his Storrs condominium bugged and the FBI gathered important evidence that, with Al's testimony, led to the perpetrator's conviction. Ever the criminologist,

Al wanted to interview the incarcerated con man.

Anyone who met Al soon realized he had a tremendous love of life, enormous compassion, and an incredible wit and sense of humor. He kept everybody laughing at his jokes even while lying in a hospital bed. He loved to take pictures of flowers on his walks and enjoyed crafting all sorts of household items into pendants and other works of art. He also wrote many amusing poems. Al was enormously kind and helpful to everyone he knew. He was a strong supporter of the ACLU and contributed to many charities and to the universities where he studied and taught.

Al is survived by his loving niece Gerianne, who took great care of her beloved Uncle Al after he could no longer live independently, and by his nephews Richard Segal, Philip Segal, and Marc Cohen, his niece Cindy Peterson, and Al and Nati's niece Therese Eckel.

Of all the attributes that we could ascribe to Al, that he was a distinguished sociologist and criminologist as well as a caring individual, the greatest accolade that we could bestow upon him was that he was a "mentsh" (or "mensch"). This is an English loan word borrowed from Yiddish and German, which, as noted in Wikipedia, means a person of "character, dignity, a sense of what is right, responsible... a high compliment, expressing the rarity and value of that individual's qualities." Surely, this is a term that Al would have recognized and one that we lovingly offer as a posthumous tribute.

We all love you and miss you, Al.

Al Cohen (University of Connecticut), Gerianne Cohen, Arnold Dashefsky (University of Connecticut), Jim DeFronzo (University of Connecticut) and Jungyun Gill (Stonehill College)

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