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Profile of the 2015 ASA President

**Paula England: No Sense of (Geographic) Direction but a Profound Sense of Academic Direction**

*Kathryn Edin, Johns Hopkins University*

To say she loves what she does would be an understatement. To claim that she's hardworking doesn't begin to capture the truth. One colleague, Timothy Smeeding, put it best: "Many people think I am hardworking, but I don't hold a candle to Paula." And as for getting it right, she's as dedicated and as tenacious as they come. Perhaps her core quality, though, say colleagues, is her love of ideas.



Paula England

When assigned the task of writing this essay, I set out to collect

data from former colleagues and students across the country. Fellow faculty, past and present, were eager to share particular "Paula moments." One colleague recalls a long, grueling day during a MacArthur research network in Aspen. The group retired to the hot tub to relax and the conversation wandered from one inconsequential topic to another until Paula joined.

She was right back to the rich intellectual discussion that the group had been having earlier in the day. Another time, she and a colleague had been so intent in their discus-

sion of what predicts unintended fertility that they walked out of the restaurant without paying. After the waitress chased them down the street and demanded payment, they realized that they were so lost in conversation they were walking the wrong way. Then there are Paula's distinctive habits—subject to change every decade or so. In the 80s and 90s, it was clogs and Diet Pepsi. When Paula left Arizona for Stanford, one colleague commented, "It sure will be hard to fill Paula's clogs!"

Anyone who knows the subject of this essay well—knows she's famous

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**The Contexts Editors Bring Energy and Experience with Public Engagement**

*Douglas Hartmann, University of Minnesota*

Extra! Extra! Read all about it! The new editors for *Contexts*, the ASA's one-of-a-kind, accessible to a general audience publication, have been chosen. They are Philip N. Cohen of the University of Maryland and Syed Ali of Long Island University. Cohen and Ali will take their turn at helm beginning in January. They bring with them big ideas about sociology, tons of energy and experience with public engagement, and their own distinctive (and sometimes irreverent) sensibilities.

**About the New Editors**

**Philip Cohen** is Professor of Sociology at the University of Maryland-College Park, where he received his PhD in 1999. He returned to his alma mater in 2012 after stints at University of California-Irvine and the University of North Carolina-Chapel Hill.

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Syed Ali and Philip Cohen

**2014 ASA Annual Meeting Sets Attendance Records**

*Daniel Fowler, ASA Public Information Office*

Sociologists flocked to San Francisco for the 2014 American Sociological Association Annual Meeting, which had the highest attendance ever for a meeting held outside of New York City and the third-highest attendance overall.

With a total attendance 5,950, the 109<sup>th</sup> Annual Meeting was just short of the record-breaking 6,184 attendance of last year's meeting in New York City and the 6,025 who attended the 2007 conference also in the Big Apple.

"We could not have been more pleased with the turnout," said ASA Executive Officer Sally T. Hillsman. "We believe that the

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from the executive officer

## Why Study Social Science? “Because It Matters.”

The National Science Board (NSB) is the governing body of the National Science Foundation (NSF) and official policy advisors to the president and Congress. In late April 2014 NSB submitted a highly unusual statement



to Congress in response to pending legislation—the *Frontiers in Innovation, Research, Science, and Technology Act of 2014 (FIRST Act)*.

The NSB has rarely made such a defiant statement to Congress.

The NSB argued that the *FIRST Act*’s “specification of budget allocations to each NSF Directorate would significantly impede NSF’s flexibility to deploy funds to support the best ideas” in science. A major target of *FIRST Act* was the NSF Social, Behavioral, and Economic Sciences (SBE) Directorate which was scheduled by the bill for a 22 percent cut. NSB’s statement and the subsequent massive opposition from the science community have stopped the progress of the *FIRST Act*.

### What Is the National Science Board?

The NSB was created as part of the legislation that created the NSF (*National Science Foundation Act of 1950*) with the authority to “recommend and encourage the pursuit of national policies for the promotion of research and education in science and engineering.” The Board, working within Congress’s authorization language and the President’s national science policies, does a number of specific tasks, including approving new major programs and awards. The Board also serves as an “independent body of advisors to both the President and the Congress” on science and engineering matters (see [www.nsf.gov/nsb/about/](http://www.nsf.gov/nsb/about/)).

The Board has 25 members, appointed by the President, and each member serves a six-year term. NSB members are all eminent scientists from industry and academia, who are intentionally selected to have diverse back-

grounds, across areas of scientific expertise and geographic areas. ASA is extremely gratified that at this critical time two of the most recent Board appointees have close ties to the social science community—current COSSA

President James Jackson (Institute for Social Research, University of Michigan) and Robert Groves (former Director of the Census Bureau and provost at Georgetown University). Jackson and Groves were sworn in for their six-year terms at the August 2014 Board meeting.

### Making the Case for the Social Sciences

With growing opposition to the SBE Directorate from some members of the Republican Caucus in Congress, the Board decided to fulfill its oversight responsibility at its August Board meeting and asked the SBE Directorate to articulate why the Directorate remains essential to federal support for the nation’s basic research infrastructure. Acting SBE Assistant Director Joanne Tornow did such a superb job of this she may have converted some skeptics to become ambassadors for the SBE Directorate.

Tornow was unapologetic in her presentation and began her talk by asking, “Why study human behavior and social organizations? Because it matters.” She went on to say, “On the most elemental level, the SBE sciences explain why you comprehend what I am saying. On a day-to-day level, they help us navigate familiar and professional relationships, build stronger and safer communities and to run businesses, efficiently and effectively.

And on [a] macro level, they enable us to better understand and address the vexing political, social, and economic challenges that dominate newspaper headlines.”

Tornow then explained that the social sciences are sciences just like astronomy, astrophysics, chemistry, and biology. Social sciences work with “observational data and measurements,” emphasizing objective intent. She noted that simply because examining human beings and their motivations may not be the same as dealing with some physical science inputs does

not mean the social sciences methods are less scientific.

She continued and identified some of the big questions for the SBE Directorate. How does the human brain produce cognition and behavior? How, when, and why do we cooper-

ate or compete? When does conflict arise?

During the questions and answers section of the talk, Tornow identified inequality as one of the emerging challenges that SBE-funded research can address.

### Fundamental Understanding


When NSF was formed in 1950, Congress gave it the mission “to promote the progress of science; to advance national health, prosperity, and welfare; to secure the national defense.” It was created to identify the next frontiers of science. To do so, NSF supports scientists who seek fundamental understanding. And our nation and the world benefit from this.

Today, some in our country have forgotten NSF’s mission or may seek to change this mission. This is reflected in the much narrower

questions being asked by some in Congress of scientists conducting basic research: What is the near-term return on the federal investment in their research? And, will this research produce the next great product? This narrowing of congressional focus on how taxpayers’ money should be invested in research will significantly hamper progress in the long history of the sciences’ pursuit of the new knowledge that is essential for improving people’s wellbeing.

Prior to Tornow’s talk about the social sciences at NSB, Board member Kelvin Droegemeier, Professor of Meteorology at the University of Oklahoma, noted that almost the same number of people die today from tornadoes as they did in 1959 even though we now have made enormous scientific, engineering, and technological advances, such as Doppler radar. What our nation doesn’t have yet, he went on to say, is the social scientific knowledge base about “how people respond and react and understand.” Without more social science research, he said, the benefits of other sciences and technologies cannot be translated into enhanced public wellbeing.

Our nation faces many challenges today and will face many more unknown challenges tomorrow. Without enhancing the already strong knowledge base of the social sciences, we as a nation and a world citizen will not be able to adequately address these challenges.

ASA members need to continue their active support of the mission of the National Science Foundation and the leadership of the National Science Board. They are stewards of scientific progress and they understand the value of the science we love and practice. 

**“On the most elemental level, the SBE sciences explain why you comprehend what I am saying. On a day-to-day level, they help us navigate familiar and professional relationships, build stronger and safer communities and to run businesses, efficiently and effectively.”**

—Joanne Tornow



Sally T. Hillsman is the Executive Officer of ASA. She can be reached by email at [executive.office@asanet.org](mailto:executive.office@asanet.org).

science policy



**Census Bureau's ACS Provides State and Local Income, Poverty, Health Insurance Statistics**

Data recently released by the U.S. Census Bureau's American Community Survey (ACS) finds that income levels and poverty rates were not statistically different for most states from 2012 to 2013. The state and local income and poverty statistics in the ACS, the nation's most comprehensive and timely data source on American households, has included questions about health insurance coverage since 2008; September's release provides statistics on coverage for all metropolitan areas and places with a population of 65,000 or more. The 2013 ACS provides a multitude of statistics that measure the social, economic and housing conditions of U.S. communities. More than 40 topics are available with today's release, such as educational attainment, housing,

employment, commuting, language spoken at home, nativity, ancestry and selected monthly homeowner costs.

"The American Community Survey is our country's only source of small area estimates for social and demographic characteristics," Census Bureau Director John H. Thompson said. "As such, it is indispensable to our economic competitiveness and used by businesses, local governments and anyone in need of trusted, timely, detailed data." For more information, see [www.census.gov/newsroom/press-releases/2014/cb14-170.html?cid=NRACS01](http://www.census.gov/newsroom/press-releases/2014/cb14-170.html?cid=NRACS01)

**PRB's 2014 World Population Data Sheet Is Online**

Population Reference Bureau's 2014 World Population Data Sheet is available online at [www.prb.org/Publications/Datasheets/2014/2014-world-](http://www.prb.org/Publications/Datasheets/2014/2014-world-)

[population-data-sheet.aspx](#). The theme is Progress and Challenges. The online data sheet features

examples of achievements over the last several decades, such as that the proportion of people living in poverty has declined, infant mortality has dropped, and fewer mothers are dying in childbirth. But progress has been uneven. This year's data sheet has detailed information on 16 population, health, and environment indicators for more than 200 countries. The website includes a video overview, interactive graphics, a searchable database, a population clock, and other interactive features. It also includes digital visualizations with highlights of population trends for the world and the United States and comparable trend data on infant mortality, total fertility rate, and life expectancy.

**NICHD Partners with Other Federal Agencies to Support Young Children**

A recent survey shows that one in four young children (ages birth to 5) are at moderate to high risk for developmental, behavioral, or social delays. To raise awareness of these risks and promote early screening, the NICHD has joined the Administration for Children and Families and a number of other federal partners in launching *Birth to 5: Watch Me Thrive!* This initiative seeks to: celebrate milestones through regular screenings; promote universal developmental and behavioral screenings; identify possible delays and concerns early; and support at-home learning and growth. To realize these goals, the initiative has released an online suite of free, downloadable materials. For more information, see [www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive](http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive).

**New Major Department Affiliate Benefits Launched**

*First-Year Graduate Students' Free One-Year Membership Is Among Other Benefits*

The goal of the ASA Department Affiliates Program is to provide a meaningful connection between sociology departments and the ASA, supporting departments and chairs in their teaching, research, and service roles. The higher education landscape in which departments exist has shifted significantly in recent years, with the proliferation of online instruction, Internet resources, and sweeping economic challenges. In light of this, the ASA Academic and Professional Affairs Program staff, with the assistance of other Executive Office staff from ASA members, embarked on a process to explore options and opportunities for better serving sociology departments at every level. Laura Kramer, Emeritus Professor of Sociology at Montclair State University and long-term ASA Department Resources Group member, conducted a series of interviews with Department Affiliates chairs in as well as chairs whose departments

are not part of the ASA program. Based on the data collected, a series of new benefits for Department Affiliates have been developed and added to existing benefits. The new benefits are below.

**Free One-Year ASA Membership** for First-Year Graduate Students. This benefit begins with the 2015 membership year and includes all regular benefits of membership—and online access to all ASA journals.

**ASA Undergraduate Student Newsletter.** Timed to coincide and connect with the quarterly release of new online content from *Contexts*, each newsletter will also feature media coverage from around the world of research that was published in ASA journals, as well as advice and professional opportunities relevant to undergraduates.

**ASA Department Portal.** This web-based location on the ASA homepage will have archives of past webinars, Chairs Conference materi-

als, back issues of *Chairlink*, as well as the *Directory of Members*, *Directory of Departments*, *Teaching Sociology* feature articles, a curated set of *Footnotes* articles related to department-level concerns, helpful information to assist departments embarking on self-studies and program reviews.

**Chairlink.** Sent monthly between September 2014 and June 2015, *Chairlink* is a sociology-specific newsletter designed to help department chairs stay up-to-date on key events in higher education and anticipate and effectively respond to the challenges of department leadership. Temporarily *Chairlink* went out of circulation when the ASA Department Affiliate webinars were launched, but is returning at the request of department chairs.

**Department Affiliate Webinars.** Faculty and students in Department Affiliates will have access to 10 ASA webinars covering topics related to department leadership and management, professional development, and

teaching and learning in sociology. The schedule includes topics such as "Strategic Planning and Planning Strategically: Positioning Sociology Departments for the New Normal," "Conflict Management for Department Chairs," and "Making Large Classes Feel Small: Building Dynamic Interactions to Support Active Learning with Classes of 50-500." A special evening webinar will be offered, "Building Your Career with a Bachelor's Degree in Sociology: A Webinar for Undergraduate Majors, Those Considering a Major, and Their Advisors." Departments are encouraged to host pizza parties around this special web event on October 15, 7:00-8:30 p.m. EST.

**Opportunity for Increased Department Visibility.** All Department Affiliates are listed on the ASA website, with active links to the departments' own websites. The ASA website receives more

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## Annual Meeting

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great attendance was a combination of two key factors. First, 2014 ASA President Annette Lareau and the Program Committee created a fantastic program centered around the theme, 'Hard Times: The Impact of Economic Inequality on Families and Individuals'. Second, San Francisco is a wonderful city with many cultural opportunities that our members and their families were able to enjoy."

### Program Details

The theme, which Lareau addressed in her Presidential Address, brought attention to the many ways in which inequality reverberates throughout American society and the world.

"In recent decades, the United States has experienced dramatic increases in the growth of inequality," Lareau said. "In addition, the Great Recession has an important lingering influence on the life chances of young adults. Since younger sociologists, as well as more senior scholars, have important insights on these issues, I wanted to spotlight them."

The conference featured 600 sessions and 3,772 papers on such subjects as family, education, sex, health, religion, work, same-sex marriage, immigration, bullying, race, social media, crime, relationships, gender, technology, socio-economics, children, disability, neighborhood life, substance abuse, and climate change. By comparison, the 2013 meeting featured 578 sessions and 3,738 papers.

Among three of the meet-

ing's most highly anticipated sessions, two featured speakers were from outside of academia. Facebook Chief Operating Officer Sheryl Sandberg, author of *Lean In: Women, Work, and the Will to Lead*, headlined a thematic session titled "Lean In." Famed journalist and best-selling author Malcolm Gladwell delivered the keynote address in a plenary session titled "An Evening with Malcolm Gladwell." Gladwell is the author of numerous books, including *The Tipping Point*, *Blink*, and *Outliers*. Former U.S. Labor Secretary Robert B. Reich, the Chancellor's Professor of Public Policy at the University of California-Berkeley, headlined a Saturday plenary, titled "The Impact of Inequality."

"It was a great opportunity for our members to hear from these supremely accomplished people who have generated such interesting dialogue among the general public as well as among scholars and students," Hillsman said.

### Technology

For the third year in a row, any individual with Internet access was able to watch a live webcast of the meeting's five plenary sessions as well as the Awards Ceremony and Presidential Address. Live transcripts accompanied the webcasts, which were (and still are) accessible on mobile devices, tablets, and computers.

For the 2014 meeting, ASA encouraged the use of its web-based mobile app, which featured the condensed meeting program, a chat function, an interactive floor plan, and recent program updates. On August 16, the first official day

of the meeting, the app received 652 unique visitors, with 2695 sessions favorited by app users.

In addition, ASA once again offered free WiFi in all meeting rooms, which contributed to active discussions on social media during the meeting; live tweeting kept people (in attendance or not) apprised of the latest research, current debates, and high-profile speakers. According to Neal Caren, University of North Carolina-Chapel Hill, there were about 12,800 Tweets using the meeting hashtag, #ASA14. This is roughly 2,000 more than in 2013.

Perhaps it shouldn't be surprising that meeting attendees were so active on social media given the social media preconference workshops on August 15, sponsored by Just Publics @ 365, where attendees learned the ins and outs of social media including blogging, op-ed pitches, Twitter, and podcasts.

### Media Coverage

Sociologists were not the only ones who took an interest in the meeting. Thirteen journalists—including reporters from *LiveScience*, *Inside Higher Ed*, and *Pacific Standard* as well as the host of "Against the Grain" on KPFA—attended the meeting. More impressive was the amount of media coverage that research presented at the meeting received.

The Association and research presented at the ASA meeting were mentioned in hundreds of articles. According to Meltwater, a media coverage tracking service, the U.S. press mentioned the American Sociological Association in 1,233 articles in the month of August. As part of that coverage, the U.S. press mentioned the ASA in 452 articles on August 19, the final day of the Annual Meeting. Not limited to the print media, the Annual Meeting generated both radio and television coverage as well.



ASA President Annette Lareau.

Princeton University's Angelina Grigoryeva's study, which found that daughters provide much greater elderly parent care than sons do, was particularly popular with the media. Research was covered in *USA Today*, the *Washington Post*, the *Chicago Tribune*, the *Huffington Post*, the *Milwaukee Journal Sentinel*, the *Detroit Free Press*, *National Journal*, *U.S. News and World Report*, *Scientific American*, *CBSNews.com*, *TIME.com*, *The Telegraph* in England, and many others.

"I was excited about the media attention that my study on the gender division of elder care by adult children received," Grigoryeva said. "To me, it means that my academic research could be of interest to a broad audience."

Furman University's Christin Munsch's study also received significant media coverage. She found that men are viewed more favorably than women when seeking work-life balance. Media outlets including NBC's *Today* show, the *Washington Post*, the *Chicago Tribune*, *New Republic*, *Al Jazeera America*, *Elle*, the *Huffington Post*, *Salon*, *CBSNews.com*, *Yahoo!News*, the *Atlantic*, *The Guardian* in England, and many others covered the research.

"I was pleasantly surprised by the media coverage," Munsch said. "I became a sociologist, not to speak solely to the academic community, but rather to understand social injustices and incite social change. The ASA press release gave me the opportunity to speak to a much broader audience about the mechanisms that perpetuate gender inequality and concrete ways

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The 2014 ASA Major Award Winners.

# Think Ahead to 2016! Invited Session Proposals Solicited for the 111<sup>th</sup> Annual Meeting

Deadlines are November 13, 2014 and February 5, 2015

The substantive program for the 2016 Annual Meeting is now taking shape under the leadership of President-Elect Ruth Milkman and the 2016 Program Committee. The theme of “Rethinking Social Movements: Can Changing the Conversation Change the World?” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats.

The spectrum of sessions on the Annual Meeting program reflects the ASA’s commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences.

Members are encouraged to submit session proposals for all components of the 2016 program where participation is *by invitation only*. Proposals should include both the topic for a session and the names of individuals who could be invited to speak at the session. This process of submitting proposals is highly competitive. The Program Committee often has many more proposals than can be accepted, but it appreciates hearing ideas from members. We recommend submitters confer with the members of the proposed session to ensure they are available and ask them to submit a tentative paper or “talk” title.

Members who wish to volunteer to serve as organizers for 2016 Regular Session topics, (i.e., open to paper submission process), should watch for an announcement in mid-December 2014.

All ASA Annual Meetings are programs of the members, by the members, and for the members. But a meeting of its size and scope requires advance planning. Think ahead and propose session topics and organizers for 2016 now. With the collective input of ASA members, the 2016 Annual Meeting program will achieve a high mark of excellence.

## The six different types of invited sessions

**Thematic Sessions** examine the meeting theme. These sessions are broad in scope and endeavor to

make the theme of the meeting come alive. **Ideas for Thematic Sessions are due by November 13, 2014.**

**Special Sessions** focus on new areas of sociological work or other timely topics that may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of broad interest. Proposals for sessions co-sponsored with sister sociological associations are usually accommodated under this component.

**Regional Spotlight Sessions** provide opportunities to look at issues pertinent to the host site for the Annual Meeting. With Seattle, Washington, as the site of the 2016 Annual Meeting, there are many opportunities to develop interesting session topics with invited panelists, as well as ideas for local tours and site visits.

**Author Meets Critic Sessions** are designed to bring authors of recent books deemed to be important contributions to the discipline together with discussants chosen to provide different viewpoints. Books published during 2012-2015 are eligible for nomination. Only ASA members may submit nominations; self-nominations are *not* accepted.

**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. Workshops are open to all attendees; no fees are involved.

**Courses** are designed to keep sociologists abreast of recent scholarly trends and developments. These intensive sessions are led by expert instructors who are considered to be at the forefront of a given field. Course instructors are urged to prepare, teaching materials (e.g., handouts and reading lists), and to

use the same teaching techniques they would use in advanced courses. If you have cutting-edge methodological or theoretical knowledge in an important area, or know a colleague who has such expertise, please submit a proposal for a course. Participants in courses register in advance and pay a small fee to cover cost of materials.

## Guidelines for the Session Proposals

**Thematic Sessions, Special Sessions, and Regional Spotlight Sessions** Proposals must include:

- Designation of the session type: Thematic Session; Special Session; Regional Spotlight Session
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2016 program;
- Recommendation(s) for session

organizer, including address, telephone, and email; and

- A list of potential participants including address, telephone, and email.

**Author Meets Critics** Session proposals must include:

- Name and affiliation of book author(s);
- Complete title of the book;
- Publication date and name of publisher;
- Brief statement about the book’s importance to the discipline of sociology;
- Rationale for inclusion on the 2016 program; and
- Suggestions for critics and session organizer.

**Workshop** proposals must include:

- Working title for the session;
- Brief description of the focus, goals, and intended audience for

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## 2016 Annual Meeting Theme:

*Rethinking Social Movements: Can Changing the Conversation Change the World?*

The harsh social, economic, and political realities of the 21st century make efforts to link sociology to a social change agenda ever more compelling. Growing economic precarity, declining welfare provision, deunionization and deregulation, soaring inequality in income and wealth, ongoing environmental destruction, and the steady erosion of democratic institutions in many countries, have generated a variety of social movement responses in recent years. These span the political spectrum, ranging from the Occupy Wall Street uprisings to the Tea Party in the United States, with parallel developments around the globe. Among the many progressive examples in the United States are low-wage worker organizing, protests against police brutality, and voter suppression, campaigns for racial justice and immigrant rights, the environmental justice movement, new waves of feminism, and campaigns for LGBTQ rights. Taken together, such stirrings of popular discontent suggest the potential for a broader challenge to market fundamentalism, like the counter-movements Karl Polanyi wrote about decades ago. But all too often these efforts have been exercises in the politics of possibility: they have been more successful on the discursive level—changing the conversation—than in winning structural transformation. Occupy Wall Street, for example, galvanized public concern about growing inequality but failed to reverse its momentum. Can such movements muster the power to achieve lasting social change?

Please join us in Seattle in August 2016 for sessions on the full range of sociological topics, and a program showcasing discussions of the challenges facing 21<sup>st</sup> century social movements. 

*Ruth Milkman, President-Elect, American Sociological Association, and Chair of the 2016 Program Committee*

## Contexts

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Cohen specializes in family demography, gender inequality, and labor market disparities and has published widely and in all the leading journals of the field. His most recent writing has been devoted to communicating sociological insights to bigger and broader audiences, largely through his prolific and widely read “Family Inequality” blog, which can be found at [familyinequality.com](http://familyinequality.com), and his forthcoming book, *The Family: Diversity, Inequality and Social Change* (W.W. Norton & Co.).

Before settling on sociology, Cohen explored unsuccessful careers as a bagel server, journalist, and rock star. As his online followers and fan club well know, Cohen spends a great deal of his free time blogging. Instead of the rock-star life he once imagined, he now muses about families, inequality, sociology, and demography. “I enjoy research, teaching, and learning, and I’m happy to pursue those interests while satisfying my desire to argue about politics on the Internet,” said Cohen, who lives with his wife and two children in Takoma Park. He is also proud to have always worked at state universities (though he does admit to applying for a few private school jobs along the way).

**Syed Ali** is Associate Professor of Sociology at Long Island University-Brooklyn. His research interests

center around migration, assimilation, ethnicity, and religion. He has conducted ethnographic research among Muslims in Hyderabad, India, South Asians in the United States, and migrant workers in Dubai. Ali is perhaps best known as the author of *Dubai: Gilded Cage* (Yale University Press 2010) but also has a new book (co-authored with yours truly) due out in January under the title *Migration, Incorporation, and Change in an Interconnected World* (Routledge/Taylor-Francis).

Ali spent his early childhood in rural West Virginia, but was uprooted to New York City once his parents realized, as he put it, “we were brown.” He returned to the South for graduate work at the University of Virginia, and then bounced back to Brooklyn where he now lives with his wife and two children. Once a late-night country radio DJ (under the unassuming moniker “John Thomas”), Ali now moonlights as a potter and Ultimate Frisbee player. His team finished 6th in the men’s grandmasters (40+) division at the recent national championships in Florida. More important than the result, however, Ali reports that “no one got hurt.”

### Plans

Under Cohen and Ali’s leadership, *Contexts* will rely on a diverse editorial team that will include sociologists from around the country,


media professionals of national and international stature, and graduate students from the University of Maryland’s Sociology Department. Their section editors will include Szonja Ivester, Andrew Lindner, Shehzad Nadeem, Nathan Palmer, and Allison Pugh. The incomparable Letta Page will be returning for another stint as senior managing editor, alongside Meg Austin Smith, who will serve as managing editor.

In the tradition established by founding editor Claude Fischer, Ali and Cohen will continue to emphasize accessible, engaging writing, even inviting writers from outside the ranks of the academy who have distinctive sociological visions to contribute. As Cohen puts it, his goal in taking over the editorship of *Contexts* is “to get great writing about sociology [to] everyone who is interested, might be interested, or *should* be interested in reading it.” Ali adds, “No jargon, no long, deathly boring articles. *Contexts* is where non-sociologists should learn what we do, and sociologists should enjoy their peers’ findings.” They welcome any and all ideas, proposals, and submissions.

One tweak that Ali and Cohen envision is alternating the current “Viewpoints” feature with a “Fighting Words” column, allowing the magazine to explore topics that are core in the discipline but where research results and interpretations are varied and even divisive. The new

editors are also committed to making *Contexts* more global in terms of content, contributors, and distribution. “Sociology,” as Ali puts it, “is an international field and we sociologists do research internationally. Our writing pool and readership need to reflect this.”

One thing that won’t change, I’m happy to report, is that online hosting for the magazine will continue to be provided by TheSocietyPages.org, the open-access sociology website that Chris Uggen and I launched a few years back on the heels of our turn at the editor’s desk.

In discussing this profile, Cohen noted that “truth is obviously most important,” but also allowed that he “wouldn’t mind” a little flattery along the way. This is a typically self-deprecating example of the humor and good cheer Cohen and Ali bring to all their work, and perhaps not such a bad summary of what they will do for sociology in and through *Contexts*. With Ali and Cohen at the helm, sociologists can expect that this unique and award-winning publication will continue to be our vehicle for bringing empirical research and grounded insight about social life to broader public visibility and influence—by making our work fascinating, relevant, and accessible to all. 

For more information on Cohen, see [www.terpconnect.umd.edu/~pnc/PNC-CV.pdf](http://www.terpconnect.umd.edu/~pnc/PNC-CV.pdf), and for information on Ali, see [myweb.brooklyn.liu.edu/sfali/Welcome.html](http://myweb.brooklyn.liu.edu/sfali/Welcome.html).

## The ASA Minority Fellowship Program

The ASA Minority Fellowship Program (MFP) has supported doctoral candidates in Sociology since 1974. It celebrated its 40th anniversary in 2013–14. For the 2015–16 MFP Fellowship award year, MFP is supported by the significant annual contributions of Sociologists for Women in Society, Alpha Kappa Delta, and the Midwest Sociological Society, along with the Association of Black Sociologists, the Southwestern Sociological Association, Pacific Sociological Association, Eastern Sociological Society, and numerous individual ASA members.

MFP applicants should have completed at least one full academic year in their PhD program in sociology. All MFP applicants must be members of an underrepresented racial/ethnic minority group in the United States (e.g., Black/African-Americans, Hispanics/Latinos, Asians and Pacific Islanders, or American Indians/Alaska Natives). Applicants must also be U.S. citizens, non-citizen nationals of the U.S., or have been lawfully admitted to the U.S. for permanent residence. The application deadline is January 31; notifications are made by April 30. The Fellowship is awarded for 12 months. Tuition and fees are arranged with the home department.

MFP Fellows are selected by the MFP Advisory Panel, a rotating, appointed group of senior scholars in sociology appointed by ASA Council. Fellows can be involved in any area of sociological research. For more information or an application, visit the ASA website and click on “Funding” or contact the ASA Minority Affairs Program at [minority.affairs@asanet.org](mailto:minority.affairs@asanet.org).



## Council Highlights

At its August 19-20, 2014, meetings in San Francisco, ASA Council welcomed six new Council members: President-Elect Ruth Milkman, Vice President-Elect Barbara J. Risman, and Council Members-at-large Tanya Golash-Boza, Margaret Hunter, Peter Kivisto, and Adia Harvey Wingfield. Pending Council approval and online posting of the minutes, the following is a brief snapshot of key decisions and information.

**Minutes.** Meeting minutes for March 1-2, 2014, and submission of amicus briefs were approved. All Council minutes are posted online at [www.asanet.org/about/Council\\_Minutes.cfm](http://www.asanet.org/about/Council_Minutes.cfm).

**Agenda.** Beginning in 2015, the tentative agenda for each Council meeting will be posted online in advance of the meeting.

**Audit.** The final audit for Fiscal Year 2013 was accepted and is available online at [www.asanet.org/about/audit.cfm](http://www.asanet.org/about/audit.cfm).

**Annual Report.** The 2013 ASA Annual Report will be posted online and available for free through iTunes later this fall.

**Conflict of Interest Policy.** The Committee on Publications was added to the list of elected officers who must sign the ASA Conflict of Interest statement, and all elected officers and staff who must sign the Conflict of Interest statement do so annually.

### Awards.

- Approved leeway for two ASA award selection committees (Excellence in Reporting Social Issues, and Distinguished Contributions to Teaching) to accept nominations from members without supporting materials and to help develop full nomination packets/portfolios collaboratively with nominators.
- Revised the schedule for making the Dissertation Award to be on the same calendar as the other ASA awards

### Membership.

- Approved online access to all ASA journals as an automatic benefit of ASA membership

- Recommendations from the ASA Committee on the Status of Gay, Lesbian, Bisexual, and Transgender Persons in Sociology for additional changes in Gender categories for the member profiles were approved for the 2016 membership year.

### Subscription Rates.

- Approved no increase in Member rates, which remain at 2010 levels.
- Approved institutional subscription rate increases of 6 percent to 25 percent for 2015 as negotiated with the publishers.

**Department Affiliates.** Approved offering a new benefit of free membership for one year to first year graduate students in current ASA Department Affiliates.

### Annual Meeting.

- Approved a \$10 increase in 2015 Annual Meeting registration fees for full member/non-member categories and guests, and a \$5 increase for student and related categories (retired/emeritus, unemployed, secondary school teacher).
- Approved a \$5 increase in fees for events and services for the 2015 Annual Meeting.
- Initiated the appointment of a temporary subcommittee to consider the issues raised by a recent petition to Council on the timing, sites, and cost of Annual Meetings in preparation for a full Council discussion at its winter 2015 meeting.

### Publications.

- Mandated that the Committee on Publications have an annual discussion of the current program of ASA journals in relation to the needs of the discipline to be included in the Secretary report to Council.
- Reviewed recommendations for the editorship of the new open access journal.
- Approved a copyright policy change for the *Journal of World Systems Research*, an online section journal, to allow authors to retain copyright of their articles.

### Committee and Task Force Appointments.

- Accepted the recommenda-

tions of the Committee on Committees, ASA Secretary, and ASA Executive Officer for 2015 appointed Association positions.

- Approved President-Elect Ruth Milkman's selection of the following members of the 2016 Program Committee: Kathleen M. Blee, Aixa N. Cintron-Velez, Peter Dreier, Gay W. Seidman, Kristen Schilt, Francesca Polletta, Vincent Roscigno, and Celeste M. Watkins-Hayes, and ex-officio members Barbara J. Risman (ASA Vice President-Elect), Mary Romero (Secretary), and Sally T. Hillsman (Executive Officer).
- Made minor adjustments in membership terms for two status committee.
- Extended the Task Force on Community College Faculty for an additional year.
- Added a subcommittee on public policy to the existing Task Force on Engaging Sociology (formerly the Task Force on Using Social Media to Increase the Visibility of Sociological Research).
- Established a task force charged with creating a revised and expanded 3rd edition of ASA's *Liberal Learning and the Sociology Major*.

### Sections.

- Affirmed the current limit of no more than five awards per section.

- Required that all section award recipients hold current membership in ASA at the time the award is given, except where the award is specifically intended for a category of persons who are non-members/non-sociologists.
- Stipulated that all section awards must include the section's name in the title of the award.

**Social Media.** An informal update on the activities of the Task Force on Engaging Sociology highlighted subcommittee activities in progress to support a refresh of the ASA website, compile a directory of sociological blogs, recommend improvements in the meeting app, develop resources on best practices for using social media, and draft a white paper on evaluation of public communications for promotion and tenure.

### New Business.

- Issued a resolution honoring the 40<sup>th</sup> Anniversary Year of the Minority Fellowship Program (MFP) and recognizing the achievements of the program and the contributions to the discipline made by those the program has supported.
- Adopted a resolution of appreciation for Cora B. Marrett's outstanding service to the discipline of sociology.

**Next Council Meeting.** The next Council meeting will be February 7-8, 2015, in Washington, DC. 🌐

## Find Your Next Hire through the ASA Job Bank

Join the many universities, colleges, research organizations, corporations, and government agencies that use the ASA's online Job Bank to advertise their positions to ASA's 13,000+ members. The Job Bank is the premier online location for sociology jobs.



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## England

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for her lack of a sense of geographic direction—left or right. Even if she had a sense of direction, she would probably be thinking too intently about something profound—her work, a student's paper, or some controversy within the discipline—to pay much attention to her physical surroundings. But President Paula England's academic direction has always been sure.

Longtime colleague Greg Duncan says, "Paula has always been two steps ahead of me, regardless of the time of day" and many agree. Fellow Midwesterners (including the author) might suspect this is due—at least in part—to her origins in America's heartland. Born in Rapid City, SD, she was raised in the Minneapolis, MN, suburbs, the first of four children born to a professor at "the U" (if you have to ask....) and a stay-at-home mom. Even in her mostly white and middle-class Minnesota environment, England felt herself drawn to people's suffering.

### Choosing Academia

For college, she ventured west to Whitman College. She thought she would pursue a career "helping people." Accordingly, she chose a double major in sociology and psychology. During college, two things occurred that turned England toward pursuing a PhD in sociology and becoming an academic. First, it was the 1960s with its various critiques of "the system." England got interested in the deeper roots of problems, not just "band-aid" solutions. Second, she was coming to love intellectual life. Ideas interested her.

After Whitman, England began graduate study at the University of Chicago. A pioneer in the study of gender, England largely served as her own mentor, though Edward Laumann, who would go on to provide the first reliable statistics of the sexual practices of Americans since the Kinseys, served as her chair. Rather than the study of sex, however, (a topic that would re-emerge in her later years with her study of the hook-up culture), what captivated England was gender—the gender pay gap in particular.

In England's own words: "I was becoming a feminist in my personal and political life. I never had the opportunity to take a class on gender—or even one that considered gender nontrivially—as an undergraduate or graduate student. But it seemed that I could extend some of the tools and questions learned studying stratification to women and gender. I give my committee, chaired by Edward Laumann and including David McFarland and Jim Davis, credit for letting me take on the topic although they knew nothing about it, and I could at the time find only about 10 articles published on the sex gap in pay by either sociologists or economists. Talk about a wide open field!"

"I was lucky in my career that the idea that gender was a respectable, even important, area of study grew just as I was getting and changing jobs. I do, however, remember once in the mid-1990s when a young gender specialist on the faculty of a top PhD-granting department that will go unnamed told me that the senior colleagues (mostly men) in her department didn't think gender was really a legitimate subfield of sociology and certainly shouldn't have a prelim in it. I felt horrible for her. I said 'Well you can tell them that the editor of the *ASR* disagrees with them on that.'"

### A Focus on Sex Discrimination

The first two decades of England's career were spent documenting a type of sex discrimination that most people never notice. When people think about workplace sex discrimination, what often comes to mind is the lack of equal pay when women and men hold the same job. Employers may also discriminate against women when hiring for particular kinds of jobs—say, for electricians. But England's early work indicated a third discrimination. First, she corroborated the work of many others, finding that women and men tended to work in sex-segregated jobs. One might assume that female-dominated occupations required less education and general cognitive skills than men's, thus leading to a gender gap in pay. Not so! There were both male and female jobs at most skill levels, and male-dominated jobs systematically paid more at each skill level. Why?

England argued that employers implicitly take the sex composition of jobs into account when they decide what to pay their employees. If it is a female-dominated job, they set the pay lower than they otherwise would. "It is as if there were a cognitive bias toward thinking that if jobs are done by women, they cannot be worth much. This bias, I believe, reflects a general cultural devaluation of women and, by extension, roles associated with women. Institutional inertia cements this bias into wage structures," England said, as she summarized this body of work in her speech at the American Academy of Political and Social Science induction ceremony in 2009.

Being a worker-bee, England spent 20 years putting together convincing evidence that the sex composition of jobs actually affects pay. Trying her best to prove herself wrong, she controlled for everything she could think of, yet she consistently found a net negative effect of the percent female of an occupation on pay. Her critics charged that the pay differential was likely because those women and men who selected into female jobs were just losers on some dimension our datasets do not measure. But England deployed fixed-effects models to show that when the same person moves from a female to a male job, they make more money, and that when the move is the other direction, they lose money. Then, by pooling occupational data by year, she again used fixed-effects to show that as an occupation feminizes, pay declines. The change in wages *follows* the change in sex composition, rather than coming before.

### Entering the World of Policy Debates

In the 1980s and 1990s, while England served on the faculties of UT-Dallas and University of Arizona, she took these results and dove in to the policy discussion of equal pay for equal worth, dubbed "comparable worth" or "pay equity." England advocated for requiring employers to prove that they had used a consistent set of criteria to set wages across all jobs, regardless of whether they were male- or female-dominated. England began jetting

across the country participating in debates—some with fellow academics, but also with lawyers and heads of personnel departments. She testified before the U.S. Civil Rights Commission.

This was her first taste of the interdisciplinary dialogue, which has become a hallmark of her career. She often engaged with economists, many of whom were convinced that the lower wages in female-dominated jobs was due to "crowding"—the idea that women were crowded into a few occupations—or to "compensating differentials"—the notion that employers were compensating people who worked in male-dominated jobs for unpleasant or risky attributes of those jobs. England argued that the evidence for the former was scarce—economists couldn't actually measure crowding—and the extant evidence argued against the latter. In short, England argued that the evidence suggested that the nonpecuniary job qualities that men typically like (e.g., working outdoors) have wage premiums, but those that women typically like (e.g., caring professions) are penalized.

### Time for a Change

England switched topics in the mid-1990s. England says, "At some point I realized it was getting really repetitious. I started exploring the arenas of gender in households and relationships, and . . . became fascinated with class gradients in things like unplanned pregnancies, contraceptive inconsistency, nonmarital births, [and so on]. Also, with what was going on with sexuality in new cohorts."

Again, much of this work has been in dialogue with economics. Washington University economist Robert Pollak told me, "Paula has great intuition about economics and incredible tenacity. The example that comes to my mind is her persistence in questioning Becker's conclusion that efficiency requires gender specialization in household time use. Paula insisted that there was a role for bargaining power. She was right . . . Paula saw that something was wrong and, characteristically, she wouldn't let it rest."

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# American Sociology in an Era of Rising Inequalities

*Herbert J. Gans, Columbia University*

*This article originally appeared in the International Sociological Association's Global Dialogue, Volume 4, No. 2 (June 2014)*

The United States, like other modern economies, is experiencing a new and possibly long-lasting era of rising economic inequality, which may result in further political and class inequality. Consequently, sociologists should be asking themselves what roles they and their discipline can play in understanding these inequalities, particularly the societal changes and social costs they are likely to bring.

However, the discipline as a whole also needs to become more relevant to the country, and thereby also make itself more visible and valued. Although the current rise in inequalities is global, the differences in national political economies, and in national sociologies suggest that every country must find its own answers – as long as global implications and consequences are also considered. What follows is my attempt to suggest a more detailed scenario, or a vision of where American sociology should be headed.

## Finding a Direction

A good deal of work in measuring inequalities is already taking place, but sociology needs to take a greater interest in its effects on America's institutions and peoples. The micro-sociological aspects of economic, political, and social aspects of inequality require more exploration than they have so far received. Whenever possible, sociological research should be policy oriented. It cannot be expected to engage in actual public policy making, which is beyond the expertise of many sociologists. However, they can conduct research that helps answer questions raised by policy advocates, policy makers, analysts and critics of public policy dealing with inequality.

Since economists and political scientists still tend to deal with issues that concern the country's elite, sociology must intensify its attention on the non-elite. Further

research must be undertaken particularly with and about the most vulnerable Americans, notably the below median income population that will undoubtedly suffer more from rising inequalities than anyone else. Among them, those who are least well represented in and by the polity and most often left out of the public discourse should come first.

Sociology cannot speak for these populations but it can focus more research attention on their problems. The studies should focus particularly on the social, emotional, and other costs of the most important inequalities. For example, the last several decades, especially the last few years, have seen a dramatic increase in downward mobility, the frustrations of aborted upward mobility, and lowered expectations. Sociologists long ago should have begun to make the processes and effects of downward mobility a major research area.

In addition, sociologists need to pay more attention to the long-range effects of extreme poverty, such as hypotheses that suggest it can result in post-traumatic stress disorders that can last for several generations. At the same time, researchers should understand how people cope with, struggle against and try to resist downward mobility at the various levels of poverty. Properly designed, such studies may provide clues to policies and politics that can offer help.

Even more important, sociology's concern with the below median income populations must also extend to the forces, institutions, and agents that play major roles in keeping them in place and impoverishing them further. Studying the makers of increased inequality is as important a research topic as learning more about its victims.

## Staying Relevant

Concurrently, sociologists should do more to demonstrate the social usefulness of the discipline. This is best done by providing new research findings and ideas relevant to currently topical subjects, issues and controversies. Although easier said than done, sociologists should place less emphasis on contributing to

“the literature” and other disciplinary concerns. Fewer studies that unnecessarily elaborate the already known would also help.

Sociologists must also continue to explore topics that the rest of the social sciences are ignoring or do not even see. They should be undertaking more research on and in the backstages of society that do not interest or are hidden to other researchers.

Whenever possible, sociology should prioritize empirical work, quantitative and qualitative. Despite the increasing availability of Big Data, the discipline must continue to concentrate on the gathering and analysis of small data, particularly through ethnographic fieldwork. Understanding society by being with the people and in the groups and organizations that sociology studies is our distinctive contribution to Americans' knowledge about their country.

The discipline ought also aim for innovative and adventurous theorizing, with frames and perspectives that question conventional wisdoms, such as labeling theory in the past and relational and constructionist theorizing more recently. The changes in the country generated by the currently rising inequalities may encourage and even require novel ways of looking at American society.

## Be Accessible

Above all, sociology must strive harder to reach the general public, by presenting new sociological ideas and findings that should be of interest to this public in clear, non-technical English. Teaching undergraduates and high school stu-

dents remains the most important obligation of what is now known as public sociology, but relevant research should also be accessible to the general public. Researchers must not only know how to write but they have to be trained in the language of public sociology even as they learn that of basic and professional sociology. At the same time, sociologists producing public sociology must be eligible for the same positions, statuses and other rewards as those working solely as basic researchers.

Needless to say, the above is only one person's scenario for the future, but it is written with the hope that others will suggest additional ones. The discipline needs to do more thinking about its future now, so that it will be able to deal with that future more intelligently when it becomes the present. **S**

*Herbert Gans is one of the most prolific and influential sociologists in the United States. For the last five decades he has been a leader in the fields of urban poverty and anti-poverty planning, equality and stratification, ethnicity and race, the news media and popular culture. He has written numerous books including such classics as The Urban Villagers (1962), The Levittowners (1967), Popular Culture and High Culture (1974), Deciding What's News (1979), The War Against the Poor: The Underclass and Antipoverty Policy (1995) and more recently Imagining America in 2033 (2008), an optimistic scenario for the future. As a public sociologist he has written regularly for newspapers and magazines, and as a social planner he has participated actively in public policy analysis. He has been the recipient of many honors and awards, including President of the American Sociological Association.*

## ASA Open Access Journal Editors

At its August meeting in San Francisco, ASA Council selected **Lisa Keister** and **James Moody** (Duke University) as the inaugural editors of the new ASA open access journal. (See [www.asanet.org/footnotes/mar14/journal\\_0314.html](http://www.asanet.org/footnotes/mar14/journal_0314.html).) More information on the journal and editors will appear in forthcoming issues of *ASA Footnotes*.

# Ralph H. Turner: Social Psychologist and Eclectic Symbolic Interactionist

## 1919-2014

Robert Emerson, University of California-Los Angeles, and David A. Snow, University of California-Irvine

Ralph H. Turner was a pivotal figure in the maturing and expansion of American sociology in the last half of the 20th century. A Californian trained at the University of Chicago immediately after World War II, he identified himself as “a social psychologist and an eclectic symbolic interactionist.” He published widely on a variety of substantive sociological topics, playing a founding role in the development of the field of collective behavior and social movements while also making original contributions to the sociological understanding of race and ethnic relations, the social psychology of self and identity, role theory and role conflict, the family and socialization, and the social dimensions of disasters. A widely known and respected leader in the profession, Ralph edited several major sociology journals, was elected to head a number of associations including the American Sociological Association, and was active both at UCLA and in the University of California Academic Senate well into his retirement years.

Born in Effingham, IL, in 1919, Ralph moved with his family to southern California at an early age. While attending Pasadena Junior College he was drawn to sociology after becoming intrigued by Robert MacIver’s text, *Society*. He continued to study sociology at the University of Southern California, focusing his studies on propaganda while receiving his BA and MA degrees in the early 1940s. There he met his wife, Christine Hanks, also a sociology major; they were married in 1943. Ralph briefly studied at the University of Wisconsin with Hans Gerth, before entering the U. S. Navy.

In the Navy, Ralph served as Disbursing Officer with the rank of lieutenant junior grade on the aircraft carrier *U.S.S. Lexington* in

the Pacific. Here he experienced first-hand a deeply disturbing role conflict: as a very junior officer, he was required to approve senior officers’ requests for special payment, one of which involved his ship’s captain’s claim for \$750 flight pay “that he had not earned.” Under pressure from his immediate superiors to make the payment, “the confrontation lasted for several stressful weeks, but the emotions I sustained persisted for months.” Ralph eventually came to terms with this personal dilemma in his analysis of role conflict in the military in one of his first publications, “The Navy Disbursing Officer as a Bureaucrat” (ASR 1947).

Upon leaving the Navy, Ralph continued his graduate studies in sociology at the University of Chicago, taking courses with Louis Wirth, Everett Hughes, William Ogburn, and Herbert Blumer. He earned his PhD in 1948 with a dissertation examining race relations. He came to the joint Anthropology/Sociology Department at UCLA in 1948 as a lecturer. Ralph was one of seven sociologists in the joint department, and he played a key role in the development of a separate sociology department, facilitating a relatively amicable separation and serving as the first Chair of the Sociology Department from 1963–68. Under his leadership, the department moved toward becoming one of the most prominent programs in the country.

Ralph produced an impressive corpus of sociological work that shaped theory and research in a number of areas. His publications include more than 120 articles and reviews, and eight books, including three editions of *Collective Behavior* with Lewis Killian (1957, 1972, 1987), *The Social Context of Ambition* (1964), *Robert Park: On Social Control and Collective Behavior* (1967), *Family Interaction* (1970), and *Social Psychology: Sociological Perspectives* (edited with M. Rosenberg, 1981). Although Ralph’s voluminous scholarly contri-

butions covered an array of fields, his most seminal work clusters in the areas of collective behavior and social movements and sociological social psychology.

More than half of Ralph’s publications, excluding book reviews, address some aspect of, or issue in, the study of collective behavior and social movements. His signature work in this area is his text on collective behavior, co-authored with Lewis Killian. Initially published in 1959 and updated and re-edited extensively in 1972 and 1987, the text elaborates Turner and Killian’s “emergent norm” perspective and develops an integrated approach linking the dynamics of crowd behavior, behavior in disasters, and the development of public and social movements. Beyond *Collective Behavior*, Ralph sustained a strong and far-reaching interest in the area throughout his career, addressing the topic in detail in a series of articles and chapters on the conditions giving rise to riots; the perception of, and reaction to, protest behavior, determinants of social movement strategies; the strengths and limitations of resource mobilization; rational choice; collective identity perspectives on collective behavior, and individual and collective responses to the threat of disaster.

Although social processes arising in disasters comprised one of the empirical phenomena examined in *Collective Behavior*, Ralph became more involved in this topic in the 1970s with a series of studies focused on reactions to earthquake prediction. Asked to chair a National Research Council panel on public policy implications of earthquake predictions in 1973, he designed longitudinal studies to identify the different ways in which people understood and reacted to new information about the hazards and risks of earthquakes. The research additionally sought to identify the ecological and structural determinants (e.g., network and community ties) that made some people more likely than others to take action on the basis of these

predictions. The theoretical and policy implications of this research was published in *Waiting for Disaster: Earthquake Watch in California*, with Joanne Nigg and Denise Paz (1986). Whether current sociological research on collective behavior and social movements departs from or rests on Ralph’s work, most scholarship in the area is engaged in direct or indirect dialogue with Ralph’s insightful and groundbreaking work, thus acknowledging and cementing his enduring contribution to the field.

Ralph’s scholarly contributions also extended significantly to social psychology, especially from a symbolic interactionist vantage point. Ralph sought to clarify and empirically ground analysis of the contemporary self. Following Mead’s vision of the self as both a reflection of others and independent of those others, Ralph emphasized the self as established both through processes of role-taking and role-making. Sensitive to broader social changes of the 1960s and 1970s, he argued that these changes were evident in tendencies to locate one’s “real self” not in conforming to institutionally prescribed roles and behaviors but in behaving in ways that reflect one’s own wishes and desires rather than just social standards. His contrast between the anchorage of self in institutions or impulse highlighted a profound transformation of the ways in which individuals linked themselves to social order in late modernity. His theorizing and research on roles similarly freed them from an overly structuralized discourse and cast them as processual and negotiated phenomena, as reflected in his seminal contributions on role-taking, role-making, and the relationship between role and person.

Ralph was not only a prodigious and influential scholar, but also a deeply committed and effective teacher. Accessible, modest, and soft-spoken at the same time insightfully and constructively critical, he trained and mentored four generations of graduate students at

*Continued on the next page*

## Ralph Turner

From previous page

UCLA. Fair-minded, inclusive, and almost invariably polite, he drew many of the very best students in the department to studies of collective behavior, new religions, the social and interactional groundings of self, the processual and interactional character of roles, and reactions to the threats of disaster. The festschrift edited by Gerald Platt and Chad Gordon, *Self, Collective Behavior and Society: Essays Honoring the Contributions of Ralph H. Turner* (1994), includes warm and appreciative recollections of Ralph as sociologist, teacher, and

colleague.

Ralph was widely respected in the sociological profession. He was elected President of the Pacific Sociological Association (1952-54), the American Sociological Association (1968-69), and the Society for the Study of Symbolic Interaction (1982-83). At various times he chaired ASA sections on Social Psychology, Theoretical Sociology, and Collective Behavior and Social Movements. He served as editor of *Sociometry* (1962-64 now the *Social Psychological Quarterly*) and the *Annual Review of Sociology* (1980-86), and as Director-at-Large of the Social Science Research Council (1965-66), Vice President

of the International Sociological Association (1978-82), president of the Sociological Research Association (1989-90), and ASA Delegate to the American Council of Learned Societies (1989-94). Ralph was also the recipient of many academic honors including, most notably, election as a Fellow to the American Academy of Arts and Sciences.

Ralph took leading roles in academic governance both at UCLA and in the University of California system. In addition to serving as chair of the Sociology Department, he chaired the campus Academic Senate and the statewide Academic Council. Active in emeriti affairs,

Ralph was President of the UCLA Emeriti Association and served on the Council of the University of California Emeriti Associations for a number of years, chairing that organization in 1997-98. He was honored with the UCLA Emeritus of the Year award in 1997 and the Panunzio Distinguished Emeriti Award in 2002.

Throughout his life, Ralph was an avid and seemingly inexhaustible hiker and an accomplished wildlife photographer. Widowed in 2001, he is survived by his son, Lowell of Ithaca, NY; his daughter, Cheryl Raven of Silver City, NM; and three grandchildren, Forest, Eric, and Jennifer. ☺

## Tributes to Turner: A Master Sociological Craftsman

Ralph H. Turner was a brilliant sociologist and a profoundly decent human being. His scholarship is packed with innovative ideas and, like the discipline's classics, his articles and books can be read again and again, each reading yielding new insights. Throughout his career he wrote pattern-setting statements in every substantive field in which he labored, including role theory, collective behavior and social movements, family, mobility, self-theory, socialization, and natural disasters.

In addition to being remarkably creative, Ralph was a master sociological craftsman. He built arguments with exceptional skill, giving careful attention to conceptual nuance, logical coherence, and empirical detail. Guided by this craft-like sensibility, he established provocative research programs in several areas, his development of role theory being perhaps the most prominent example.

During his 40-plus year tenure at UCLA, Ralph shouldered far more than his fair share of teaching, departmental, and administrative responsibilities. Like the institutional self about which he wrote so incisively, Ralph internalized norms of professionalism, civility, and decorum, and he fulfilled these obligations in exemplary fashion. Smart and savvy but always principled, Ralph navigated ideological, organizational, and interpersonal conflicts with great aplomb and

extraordinary effectiveness.

Ralph was reserved, dignified, and perhaps a little shy, though he did break through that reserve on occasion, dancing the hokey-pokey with a two-year-old at her birthday party. Behind the reticence was a deeply caring person. He and Christine, his wife of fifty-plus years, regularly opened their home to students for social gatherings and dinners. Genuinely fond of the students he mentored, Ralph took considerable pride in their accomplishments. A devoted family man, his love for Christine was obvious and profound. Ralph loved his children, Lowell and Raven, and grandchildren in the same quiet-but-impassioned way, and he was so very proud of them.

Paul Colomy, University of Denver  
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Ralph Turner is probably best remembered for his contributions to collective behavior, including the text book in this field co-authored with Lewis Killian. He was also a proponent of symbolic interaction theory pioneered by his mentor at the University of Chicago, Herbert Blumer. While remaining true to these orientations, his late-career efforts turned to disaster research, which is when I became involved as both a graduate teaching and research assistant. Particularly memorable was the multi-year NSF-funded survey research project,

titled "Community Response to the Earthquake Threat in Southern California." This project provided data for several dissertations and was summarized in the volume, "Waiting for Disaster: Earthquake Watch in California," which Ralph co-authored with Joanne Nigg and Denise Heller Paz.

This project launched my career as an emergency manager and later director of the Earthquake, Tsunami and Volcanic Hazards Program for the California Office of Emergency Services. It also provided a link to my own dissertation which was completed many years after being advanced to candidacy. In 2004, I asked Ralph to chair my dissertation committee and though 18 years into retirement, he readily agreed to do so. Using a survey questionnaire prepared by Ralph during the Community Response Project, I analyzed data from three significant earthquakes in California, the Whittier Narrows, Loma Prieta, and Northridge events. In completing this dissertation in 2006, I became the last of Ralph Turner's PhD students.

I was also, perhaps, the last of his students to visit him before he died on April 5 of this year. During this visit he fondly recalled the accomplishments of his many students. Ralph's relationship with his students was one of warmth, genuine interest, collegiality, insightful guidance, and long-term commitment.

He was a gifted mentor reminiscent of Chaucer's scholar who would "gladly learn and gladly teach."

James D. Goltz, Branch Chief (Retired),  
California Office of Emergency Services  
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Many sociologists know Ralph Turner as a social theorist, but I first knew him as a researcher and teacher. Ralph hired me as a data analyst on his NSF-funded project, "Community Response to Earthquake Threat in Southern California," which gave several of us UCLA graduate students superb training in theoretically informed basic and applied research.

Ralph approached both research and theorizing enthusiastically, meticulously, and thoughtfully. He decried the pressures to publish that may prevent scholars from taking time to develop their ideas. He occasionally filed manuscripts away, even for years, until an insight enabled him to make sense of what had been unclear. He reappraised his ideas with a fresh eye, incorporated new work, and sometimes dramatically recast his theories. He inspired me with his creativity, productivity, and perpetual sense of excitement about sociology.

Ralph's brilliance as a social theorist shines through in his still-timely theories of the "real self," roles, role change, and collective behavior. His Cooley-Mead Award address master-

Continued on Page 12

**Turner**

From Page 11

fully synthesized work from sociology, psychology, and anthropology to theoretically model how social structure and culture influence personality (and vice-versa) via socialization—a major contribution of social psychology to sociology. Ralph's theories are abstract and general, yet they have a down-to-earth realism that adds to their vitality. He depicted social life as dynamic; his characterization of social process in *Family Interaction* is the best I've read. Ralph portrayed people as agents, yet he consistently and seamlessly linked the person to social structure.

Ralph also was a wonderful mentor. He thoughtfully critiqued my work, often drawing surprising

parallels with ideas from a seemingly unrelated area. He unflinchingly provided valuable advice on professional matters. He remained an important, supportive presence and friend. He was one of the finest people I have ever known. His death is a great loss personally and to sociology.

Jill Kiecolt, Virginia Tech

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**Rebellion at the ASA, 1969: Tribute to a Gentleman Scholar**

I could say many glowing things about my dad, Ralph Turner, but space is short and here I add just one story to the generous obituary by Bob Emerson and Dave Snow.

At the San Francisco Hilton in 1969, as Ralph stepped forward for his ASA presidential address, the crowning moment of a storied

career, an energetic group of radical sociologists streamed down the aisles and took the stage. They announced that Ho Chi Minh had died that day and instead of listening to mainstream sociology we would have a memorial for Ho! Ralph handled the crisis with surprising grace: tipped off in advance, he had booked another ballroom. Thus Ho Chi Minh in one room, Ralph Turner in another. I was there (immersed that summer in the San Francisco counterculture) and I admit I was torn, but after all he was my dad so I abandoned Ho and listened to the speech, and the long standing ovation that followed. Later in the hotel elevator, a stage-occupier who didn't know me from Adam said to another: "this would be a lot easier if Ralph Turner

weren't such a decent guy?"

That event, and the successful way he handled it, was a pivotal moment in my dad's career. For modern sociology it marked the rise of alternative viewpoints, an expansion of perspectives that Ralph in his open-minded way did not discourage, then or later on as an elder statesman of the field. A young radical myself in 1969, not always in agreement with my dad, I was nonetheless impressed by the political savvy with which he handled a potentially explosive moment. Intellectual contributions were prodigious, but perhaps his most enduring, inspiring legacy for students and colleagues who knew him, and for me, was his genuine persona as a "gentleman scholar." 

Lowell Turner, Cornell University

**Affiliates**

From Page 3

than 25,000 unique page views per month, so being included on the ASA Department Affiliates list represents an opportunity for departments to increase their national visibility.


**Help with Faculty Searches.**

Department Affiliates will soon receive complimentary use of Interfolio's ByCommittee system to manage faculty searches.

**TRAILS.** Department Affiliates receive up to a 50 percent discount on subscriptions to TRAILS (the ASA Teaching Resources and Innovations Library for Sociology). TRAILS is a fully searchable online interactive repository of sociological teaching materials. TRAILS also provides an

opportunity for faculty and graduate students to submit their own teaching resources for peer review and possible publication.

**Guide to Graduate Departments.** Department Affiliates receive the newest edition of the *Guide to Graduate Departments of Sociology* free of charge as well as 30 percent discounts on listings.

In addition, *Footnotes*, is sent to the department nine times a year. Department Affiliates also receive discounts on the annual Department Chairs Conference, the Director of Graduate Studies Conference, and Job Bank postings. 

To join or renew your departments' membership in the ASA Department Affiliates, go to [www.asanet.org/teaching/department\\_affiliates.cfm](http://www.asanet.org/teaching/department_affiliates.cfm)

**2016**

From Page 5


the workshop;

- Rationale for inclusion of the topic on the 2016 program;
  - Recommendation for workshop organizer/leader, including address, telephone, and e-mail; and
  - A list of potential co-leaders or panelists, if desired.
- Course proposals must include:**
- Working title for the Course;
  - Brief description of the focus and content;
  - Rationale for inclusion of the topic on the 2016 program; and
  - Recommendation for course instructor, including address, telephone, and e-mail.

**Organizer Eligibility.** All session organizers must be members

of ASA. Students are not eligible to serve as sole organizers of invited sessions.

**Submission.** Proposals should be submitted through the link located on the 2016 Annual Meeting website. Submission via the E-mail Link will ensure the proper transmission of proposals to the Program Committee; **do not mail or e-mail proposals directly to Program Committee members or the President-Elect, Ruth Milkman.**

**Deadline:** *Proposals for Thematic Sessions are due by November 13, 2014. Proposals for all other sessions are due by February 5, 2015.* 

**Annual Meeting**

From Page 4

supervisors and organizations can help alleviate gender inequality in the workplace?"

Before and during the meeting, the ASA Public Information Office distributed more than 30 press releases on research presented at the Annual Meeting, which was an all-time high and an increase from 22 in 2013 and 14 in 2012. During the meeting, the office responded


to scores of media inquiries.

Additional U.S. media outlets that reported on research or presentations from the Annual Meeting included: the *New York Times*, *Boston Globe*, the *San Francisco Chronicle*, the *Los Angeles Times*, *Slate.com*, the *New York Post*, the *Tennessean*, the *New York Daily News*, *FoxNews.com*, the *Salt Lake Tribune*, *New York magazine*, the *Week*, *The Atlanta Journal-Constitution*, *Newsday*,

*Inside Higher Ed*, *LiveScience*, *Pacific Standard*, *CNN.com*, and many others. Research also received coverage in international media outlets such as *Times of India*, the *Hindustan Times* in India, the *Daily Mail* in England, *La Stampa* in Italy, *Gazet van Antwerpen* in Belgium, *Sun News* in Canada, and many others.

**Looking Ahead**

Planning for the 2015 meeting, which will take place in Chicago on

August 22-25, has already begun. Paula England, who succeeded Annette Lareau as ASA president at the end of the 2014 meeting, and the 2015 Program Committee are hard at work developing an exciting program centered around the theme, "Sexualities in the Social World." ASA will post the call for papers on its website ([www.asanet.org](http://www.asanet.org)) on October 30 and will launch the online paper submission tool on December 5. See you in Chicago! 

## England

From Page 8

Since then, England has been boldly entrepreneurial in her approach to research. Along with collaborator Elizabeth Armstrong, she has done groundbreaking work on the college “hook-up” culture, a phenomenon shrouded in myth but with precious little reliable evidence. To begin, she initiated the course, “Sex and Love in Modern Society,” using the class as a giant focus group. This course has now been replicated in universities across the country. With various collaborators, she has also explored class differences in unplanned fertility, arguing for the importance of efficacy—the learned ability to align one’s behavior with one’s goals—among other factors. To this end, in the mid-2000s, this veteran number cruncher decided to expand her methodological toolkit, diving into the deep end of qualitative research, following a group of new parents with children (mostly unmarried) from the delivery room through their child’s fourth year of life.

One more story about Paula must be told. She and a graduate student had set up an interview with a couple who lived in a midrise housing project in Chicago. Having read scores of ethnographies about public housing, they bypassed the elevator (which “everyone” who has read such tomes “knows” don’t work) and lugged about 20 pounds of video equipment up several flights of stairs. Arriving at their respondents’ door huffing and puffing, the couple exclaimed, “Why didn’t you just take the elevator?”

### An Advisor and Mentor

Talking to England’s former students and post docs, convinced me that as a teacher, and especially as an advisor and mentor to graduate students, England is second to none. Former and current students celebrate her conscientiousness, one writing, “I remember working to get a draft done of a paper, or dissertation chapter, and sending it at the end of the day, at night, anytime. Without fail, I would get the draft back with full comments within 24 hours. It was almost too soon!” Another recalls her asking him for weekly progress reports. She would

write back, offering comments. “The comments would quickly cut straight to the heart of whatever was wrong and right with the argument, and were extremely helpful to a young student trying to figure out how to put together a paper that would have a chance for publication,” another student recalls.

Students also cite England’s honest, direct approach. Whether it was about a paper, their career path, or even a personal issue, they could count on Paula to be honest and direct. Her editorial skills—her “surgical precision” is also often noted. England recently told me, “One of my real joys today is when my graduate students bring me statistical output from their projects or our collaborative projects, and we pour over it together like Sherlock and Watson, trying to figure out what the data are telling us, and what analysis to do next to figure it out.”


Liana Sayer, who completed a post-doctoral fellowship under England’s direction, said, “I went on to work with Paula on an NIH post-doc using NSFH [National Survey of Families and Households] data on who wanted divorce in analyses of how women’s and men’s economic independence affected who left whom; many moons later one of the resulting articles was published and received two awards. All due to Paula’s keen intellect, good counsel, and dogged persistence.... Paula is generous, wise, and the best example of mindfulness I’ve encountered.” Marcy Carlson, one of England’s collaborators, said that England is “generous in that she is quick to put others first and especially to promote the careers of junior scholars.... Paula is a true model for how to be a...colleague in this field.”

Paula now serves as a Professor of Sociology at New York University. Before NYU, she was co-director of a new Stanford-Harvard Collaboration for Poverty Research, aimed at promoting new policy initiatives to deal with social problems related to inequality and poverty. England is the author of *Comparable Worth: Theories and Evidence* (1992) and *Households, Employment and Gender: A Social, Economic, and Demographic View*

(with George Farkas, 1986). She co-edited (with me) *Unmarried Couples with Children* (2007) and *Industries, Firms, and Jobs: Sociological and Economic Approaches* (with Farkas, 1988). In addition to Stanford and NYU, she has been Professor of Sociology at the University of Texas-Dallas, University of Arizona, Northwestern, and University of Pennsylvania, where she also served as director of Women’s Studies..

England’s awards abound. She, along with various coauthors, won best paper awards in 2013 and 2012, for an article appearing in the *American Journal of Sociology*. In 2013, she won the Distinguished Research Career Award from the American Sociological Association’s Section on Sociology

of the Family. In 2009 she was elected Francis Perkins Fellow, American Academy of Political and Social Science. Sociologists for Women in Society chose England as the Feminist Lecturer for 2009. In 2007 she received an honorary doctorate from Whitman College. She was a Fellow at the Center for Advanced Study in the Behavioral Sciences (2005-06). And in 1999, she was the ASA Jessie Bernard Award winner, for career contributions to scholarship on gender.

Beyond the weighty CV, however, what I hope this essay has accomplished is to introduce to the members of the Association the “real” Paula England. She is someone to admire, laugh with, tackle important puzzles with, and model your life after. The ASA is in excellent hands. 

## ASA Congratulates Havidán and Gary!

ASA congratulates Havidán Rodríguez, former Director of the ASA Minority Affairs Program, for taking on a new high-ranking administrative role at the newly named University of Texas-Rio Grande Valley (UTRGV). Havidán recently was named Provost and Executive Vice President for Academic Affairs at UTRGV, a new university formed from the consolidation of UT-Pan American (UTPA) and UT-Brownsville. He is currently serving as the Interim President at UTPA, where he began in 2011 as Provost and Vice President for Academic Affairs and as a tenured professor in the Department of Sociology and Anthropology. During 2014–15 he will continue to serve as Interim President at UTPA while also serving in his new role at UTRGV, which will open its doors in the fall of 2015.

ASA also congratulates Gary Sandefur, a former ASA MFP Fellow (Cohort 1), on being named Provost and Senior Vice President of Academic Affairs at Oklahoma State University (OSU), where he will also hold the title Professor of Sociology. Originally from Madill, OK, and a member of the Chickasaw Nation, Gary has spent the past 30 years on the faculty at the University of Wisconsin-Madison where he served as Dean of Letters and Science from 2004-13. Before joining Wisconsin, he was Assistant Professor of Sociology at the University of Oklahoma from 1978-84.

## ASA Member-Get-A-Member Campaign a Success

The 2014 ASA Member-Get-A-Member campaign concluded on July 31. Seventy current ASA members (see list below) sponsored at least one new member for 2014.

For every new non-student member sponsored during the campaign, sponsors will receive a \$10 discount on their 2015 member dues. In addition, every member who sponsored a new member (student or non-student) was entered into a drawing to win a \$250 Amazon.com gift certificate. Congratulations to this year's winner, Franziska Koenig-Paratore (New School for Social Research).

The ASA extends its gratitude to all participating sponsors in the 2014 Member-Get-A-Member campaign and throughout the year. 

Denise L. Anthony  
Svetlana Bankovskaya  
Kristen Barber  
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Hongwei Xu  
Alford A. Young, Jr.  
Yan-Liang Yu  
David Zarifa  
Barbara Zsembik

## Regional and Aligned 2014–15 Meeting Schedule

*Association for Applied and Clinical Sociology*  
October 9–11, 2014  
Pittsburgh, PA  
President: Robert Kettlitz  
[www.aacsnet.net](http://www.aacsnet.net)

*Association of Black Sociologists*  
October 23–25, 2014  
Charlotte, NC  
President: Thomas Calhoun  
[www.associationofblacksociologists.org](http://www.associationofblacksociologists.org)

*Mid-South Sociological Association*  
November 5–8, 2014  
Mobile, AL  
President: Tim Gongaware  
[www.midsouthsoc.org](http://www.midsouthsoc.org)

*Sociologists for Women in Society*  
February 19–22, 2015  
Washington, DC  
President: Mary Bernstein  
[www.socwomen.org](http://www.socwomen.org)

*Eastern Sociological Society*  
February 26–March 1, 2015  
New York, NY  
President: Marjorie DeVault  
[www.essnet.org](http://www.essnet.org)

*Southern Sociological Society*  
March 25–29, 2015  
New Orleans, LA  
President: David Maume  
[www.southernsociologicalsociety.org](http://www.southernsociologicalsociety.org)

*Midwest Sociological Society*  
March 26–29, 2015  
Kansas City, MO  
President: Kevin T. Leicht  
[www.themss.org](http://www.themss.org)

*Pacific Sociological Association*  
April 1–4, 2015  
Long Beach, CA  
President: Patricia Gwartney  
[www.pacificsoc.org](http://www.pacificsoc.org)

*Southwestern Sociological Association*  
April 8–11, 2015  
Denver, CO  
President: David G. Embrick  
[www.swsociology.org](http://www.swsociology.org)

*North Central Sociological Association*  
April 9–12, 2015  
Cleveland, OH  
President: Matthew Lee  
[www.ncsanet.org](http://www.ncsanet.org)


News from the International Sociological Association

## Margaret Abraham Elected as ISA President for 2014–2018

At the XVIII World Congress of Sociology held July 13–19, 2014, in Yokohama, Japan, Margaret Abraham of Hofstra University was elected the new President of the International Sociological Association (ISA), the sixth U.S. sociologist to serve in that role. Abraham, Professor of Sociology and Special Advisor to the Provost for Diversity Initiatives at Hofstra, was the ISA Vice President, Research from 2010 to 2014, and served as the American Sociological Association's (ASA) official representative to the ISA during that same time span. She succeeds Michael Burawoy, who was the fifth U.S. sociologist (and second ASA Past President) to serve in that role. The XIX World Congress of Sociology will be held in July 2018 in Toronto, Ontario, Canada, and Abraham's agenda as President will look to build toward the program in Toronto.

Abraham is the author of *Speaking the Unspeakable: Marital Violence Among South Asian Immigrants in the United States* (2000) and the co-editor of *Contours of Citizenship: Women, Diversity and the Practices of Citizenship* (2010) and *Making a Difference: Linking Research and Action in Practice, Pedagogy and Policy for Social Justice* (2012). She is an action researcher committed to promoting social change and brings an intersectional lens to her work, using feminist theory and practice in her research and advocacy for social justice. She explores the intersections between the multiple axes of citizenship, ethnicity, language, religion, race, class, and gender at the individual, interpersonal, and institutional levels. Her work has been profiled and quoted in the *New York Times*, *Chicago Tribune*, *Newsday*, *India Abroad*, and *India Today*.

In a 2010 *Footnotes* article, Abraham wrote that “[T]he World Congress provides a vibrant intellectual and social space for sociologists and social scientists to convene and share their research, exchange ideas, dialogue and debate. ASA has a long history of commitment to international issues and in promoting international cooperation and collaboration.”

The November issue of *Footnotes* will have more on the 2014 ISA World Congress. 

# Creating Universally Accessible Online Instruction

Mamadi Corra, East Carolina University,  
and Tracy E. Ore, St. Cloud State  
University

It is clear that an increasing number of college and university courses are being taught via some form of distance education, whether online, hybrid/blended online, or other mode of distance education delivery. Generally, distance education is “a formal education process in which the student and instructor are not in the same place.” (Parsad and Westat 2008). According to a recent National Center for Education Statistics (NCES) report (Radford 2012), in the 2007–08 academic year, about 20 percent of undergraduate students enrolled are in at least one distance education class, and about 4 percent enrolled in a distance education degree program. [1] In terms of change over time, this constituted an almost two fold increase for the former and a one fold increase for the latter in less than a decade.

According to Parsad and Westat (2008), at the institutional level, two-thirds (66 percent) of 2-year and 4-year Title IV degree-granting postsecondary institutions reported offering online, hybrid/blended online, or other distance education courses (credit or non-credit) in the 2006–07 academic year. This constituted an estimated 12.2 million enrollments/registrations in college-level credit-granting distance education courses (Parsad and Westat 2008).

The number of students with disabilities attending higher education has likewise increased in recent years. One NCES report (Westat and Farris 1999) puts the number of postsecondary undergraduate students identified as having disabilities in the United States at 6 percent of the undergraduate student body. The report also found students with mobility disabilities enrolled in a distance education course more often than students with no disabilities (26 percent compared with 20 percent). However, they found no other statistically significant difference between students with and without disabilities. These numbers suggest that a sizeable number of students enrolled in distance educa-

tion courses have disabilities.

## Making Classes Accessible


As instructors, many of us are aware of pedagogical and demographic changes at our colleges and universities, and we may also be aware that legal as well as our professional ethics necessitates making all classes accessible. But, how do we accomplish this? The first step to providing accommodation to students with disabilities is to recognize that distance education presents unique challenges for such students. The second step is to bear in mind that solutions to these challenges are as diverse as the students who require accommodations

Rather than trying to find ways to change your instructional methods when you have a student who needs some form of accommodation, always create your online instructional materials using elements of Universal Design. This will simultaneously address issues of accessibility for learners with disabilities and elevate the learning experience of all students. While our traditionally designed courses focus on the “average” learner, and accessible design focuses on people with disabilities, Universal Design expands the priorities of the learning experience to make them useful to groups that are diverse in the broadest sense (Burgstahler and Cory 2008).

As we work to meet the needs of our increasing number of students in the online environment, consider designing your instruction with the following goals[2]:

1. **Equitable use** so that instruction is accessible by people with diverse abilities. This means providing methods of use for all students that are identical whenever possible, equivalent when not.
2. **Flexible use** so that instruction can accommodate a wide range of individual abilities by providing choice in methods of use.
3. **Simple and intuitive** so that instruction is delivered in a straightforward and predictable manner, regardless of the student’s experience or abilities.
4. **Perceptible communication** so

that necessary information is defined clearly and effectively to the student, regardless of conditions in the environment or the student.

5. **Tolerance for error** so that there are allowances for variation in individual student learning pace and skill level.
  6. **Low physical effort** so that nonessential physical effort is minimized in order to allow maximum attention to learning.
  7. **Accessible size and space for approach and use** so that there is consideration for appropriate size and space for the learning environment regardless of a student’s body size, posture, mobility, and communication needs.
  8. **Promoting a community of learners** so that the instructional environment promotes interaction among everyone involved in the learning experience.
  9. **Welcoming instructional climate** so that it is inclusive of all learners.
- Colleges and universities are experiencing many pedagogical and demographic changes. Foremost among these are in the area of online course design and delivery. The demand and delivery of online courses continues to increase dramatically, and the diversity in the students taking such courses also continues to grow. These changes clearly offer unique opportunities for students and instructors. But they also present unique challenges, especially how to create universally accessible online instruction that makes all new aspects of the learning experience fully accessible diverse groups in the broadest sense (Burgstahler and Cory 2008). 

## References and Resources

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Radford, Alexandria Walton. 2012. “Learning at a Distance Undergraduate Enrollment in Distance Education Courses.” Available at [nces.ed.gov/pubs2012/2012154.pdf](http://nces.ed.gov/pubs2012/2012154.pdf).

“Ensuring Accessibility in Online Education Webinar.” Tuesday March 25, 2014. Hosted by Mesa Community College and the Maricopa Center for Learning and Instruction.

## Notes

[1]NCES reports related to this topic: “A Profile of Participation in Distance Education: 1999–2000 (NCES 2003-154)” <[nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003154](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003154)>; “Distance Education at Degree-Granting Postsecondary Institutions: 2006–07 (NCES 2009-044),” <[nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009044](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009044)>; “Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001 (NCES 2003-017),” <[nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003017](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003017)>; and “Distance Education Instruction by Postsecondary Faculty and Staff: Fall 1998 (NCES 2002-155),” <[nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002155](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002155)>.

[2]Adapted from Sally S. Scott and Joan M. McGuire, “A Case Study to Promote Practical Application of Universal Design for Instruction.” In Sheryl E. Burgstahler and Rebecca C. Cory (Eds.) 2008. *Universal Design in Higher Education From Principles to Practice*, Cambridge, MA: Harvard Education Press.

Do you have an announcement for **Footnotes**? Send it to [footnotes@asanet.org](mailto:footnotes@asanet.org).



# Applications Invited for Editorships

Applications are invited for the Editorships of the *American Sociological Review*, *Sociological Methodology*, and *Sociological Theory*.

The official terms for the new editors (or co-editors) will commence in January 2016 (the editorial transition will be in summer 2015) and is for a minimum of three years (until December 2018), with a possible reappointment of up to an additional two years.

- The *American Sociological Review* is the flagship journal of the American Sociological Association (ASA). Founded in 1936, its mission is to publish original works that are of interest to the discipline in general, reflect new theoretical developments, advance understanding of fundamental social processes, and/or illustrate important methodological innovations. All areas of sociology are welcome; emphasis is on exceptional quality and general interest.
- *Sociological Methodology* is devoted entirely to research methods, a compendium of new and sometimes controversial advances in social science methodology. Contributions come from diverse areas and have something new and useful—and sometimes surprising—to say about a wide range of methodological topics. The journal provides a forum for engaging the philosophical issues that underpin sociological research.
- *Sociological Theory* publishes work in all areas of social thought, including new substantive theories, history of theory, metatheory, formal theory construction, and syntheses of existing bodies of theory. It also publishes research notes and occasional review articles.

The *American Sociological Review* is published six times a year (February, April, June, August, October, and December). *Sociological Methodology* is published annually (August) in hard-cover format. *Sociological Theory* is published quarterly (March, June,

September, and December).

## Qualifications

Candidates must be members of the ASA and hold a tenured position or equivalent in an academic or non-academic setting. Applications from members of underrepresented groups are encouraged.

In accordance with ASA's mission to publish high-quality scholarship, the following criteria are considered in selecting editors:

1. An established record of scholarship;
2. Evidence of understanding the mission of the journal/series and its operation, indicated by experience with the journal/series across any of a wide variety of activities (e.g., publication, reviewing, editorial board experience);
3. Assessment of the present state of the journal/series, its strengths and challenges, and a vision for the journal/series' future;
4. Openness to the different methods, theories, and approaches to sociology; and
5. A record of responsible service to scholarly publishing and evidence of organizational skill and intellectual leadership.

The time demands associated with these responsibilities vary from week to week, but, in general, require one to two full days per week.

ASA encourages applications for both sole editorships and co-editorships. In order to minimize conflicts of interest if you are chosen as editor, we ask that you do not submit any of your own work to the journal for which you apply after December 31, 2014, until the decision has been announced.

## Selection Process

Applications will be reviewed by the Committee on Publications in December 2014. Prospective editors may be contacted to clarify issues raised in the deliberations. A list of potential editors will be forwarded to ASA Council for review in early 2015. Council appoints the editors. The chosen editors are contacted by the ASA Secretary.


Given that the Committee on Publications receives a number of qualified applications, appointment to the editorship of an ASA journal is highly selective. The guidelines below offer suggestions to streamline the application process.

The application packet should be no more than six pages (excluding vitae) and include:

1. **Vision Statement:** Set forth goals and plans for the content of the journal. This may include an assessment of the current strengths, weaknesses, or gaps that need to be addressed and how the candidate will implement these plans.
2. **Abbreviated Anonymous Vision Statement:** Also include an abbreviated vision statement that focuses on the candidate's ideas for moving the journal forward, including any weaknesses the candidate perceives, and any plans s/he envisions for addressing them. These statements will be posted anonymously on the ASA website and members will be invited to comment on them. The Committee on Publications will take this feedback into consideration in the selection process.
3. **Editor/Co-Editor Background Information:** The name, affiliation, and other important information about the potential editor and, if applicable, co-editors is required. Describe the qualifications of each person that support her/his inclusion. Evidence of the ability and experience of the editor and editorial team to provide sound judgment and guidance to potential ASA authors is central to the application. Provide a clear description of and justification for the structure of the editorial office and responsibilities, as envisioned at this point. *Name only those individuals who will serve as editor/co-editor. Please do not include names of individuals on the larger editorial board.* Contacting potential editorial board members can be a time-consuming task that should

be done only after an editor is selected.

4. **Institutional Support:** It is important for candidates to consider and address the feasibility of serving as editor in light of financial resources ASA provides and other resources likely to be available to the candidate. ASA provides financial support for editorial office resources as necessary to journal editors. ASA support may be used for editorial assistance, office supplies, postage, and telephone beyond what may be provided by the editor's home institution. ASA does not pay for office space, release time, or tuition. In addition to paying for the staff determined necessary for the work involved in processing and reviewing manuscripts (including copy-editing), incoming editors have the opportunity to request ASA support for special initiative and extra features (although most do not choose to do so). Because the support offered by different host institutions varies widely, potential candidates are encouraged to contact the ASA Executive Office as necessary to discuss the specific level and type of ASA support that is available. Letters of support from deans or other appropriate institutional officials are not required in the submission process. Specific arrangements with a potential new editor and with that individual and his or her institution will occur after the ASA Council makes its selection and the ASA Secretary, with support from the ASA Executive Officer, works out the final agreement with the successful candidate(s).

Examples of successful past proposals are available on the journals page of the ASA website ([www.asanet.org](http://www.asanet.org); click on the Journals/Publications link and then Editorships). 

Application packets should be sent by November 1, 2014, to Janine Chiappa McKenna, Journals and Publications Manager, ASA, 1430 K Street NW, Suite 600, Washington, DC 20005; [mckenna@asanet.org](mailto:mckenna@asanet.org).



## Three Years of the ASA Wikipedia Initiative

LiAnna Davis and Jami Mathewson,  
Wiki Education Foundation

Three years ago, American Sociological Association then-President Erik Olin Wright penned a column in *Footnotes* kicking off the ASA Wikipedia Initiative. “Since [Wikipedia] is a reference source for sociologically relevant ideas and knowledge that is widely used by both the general public and students, he wrote, “it is important that the quality of sociology entries be as high as possible. This will only happen if sociologists themselves contribute to this public good,” Wright called on his colleagues to improve Wikipedia’s sociology-related content and to participate in the Wikipedia Education Program, a project in which professors assign their students to edit Wikipedia pages as a class assignment.

The Wiki Education Foundation is the nonprofit organization that manages the Wikipedia Education

Program in the United States and Canada. We have had the privilege of working with the professors using Wikipedia as a teaching tool in their classes. Since Wright called on his fellow sociologists to join the ASA Wikipedia Initiative, there has been a marked improvement in coverage of sociology topics on Wikipedia. We’ve had 34 sociology classes participate in our program, and students in those classes edited 967 unique articles. Sociology students all told have contributed 8.76 million bytes of content to Wikipedia.

Just how much content is 8.76 million bytes? It is about 1.9 million words. If you printed out the students’ contributions on traditional 8.5” by 11” double-spaced sheets, it would take 5,839 sheets or nearly 12 reams of paper. It’s the equivalent of nearly three and a half full copies of Tolstoy’s *War and Peace*.

And not only are sociology students adding a lot of content to Wikipedia, they are adding high-

quality information. We did an article quality study in spring 2012, which found that students improved Wikipedia an average of 88 percent. That means that the ASA Wikipedia Initiative is achieving its goal of improving the quantity and quality of information about sociology-related topics on Wikipedia.

### Student Work

One of the best ways to see the impact of the ASA Wikipedia Initiative is to look at some student articles. In spring 2014, Julika Kaplan worked on the article about HIV/AIDS in Malawi in Anne Chao’s Human Development in Global and Local Communities course at Rice University. Before she started editing, the article was a stub—a short article that does not offer significant coverage of a topic—and the three paragraphs cited only one source.

Now, the article covers the history of the disease and its economic impact in Malawi, information

about at-risk demographics, and the preventative steps that health services professionals are taking to reduce the spread of the disease. The 140 citations come from 17 reputable publications, and the article is now designated as a “Good Article,” an honor only attributed to a small fraction of articles on English Wikipedia. In the three months following Julika’s improvements, more than 6,500 readers have viewed the article, giving her the opportunity to share her expertise with thousands of people around the world.

### Fixing Wikipedia’s Gender Gap

Of particular issue to sociologists is Wikipedia’s systemic biases. Wikipedia’s core editing volunteers (known as “Wikipedians”) are typically tech-savvy, white, college-educated Westerners—and 90 percent of them are male. How this plays out in Wikipedia articles is that topics of interest to that

*Continued on Page 18*

## Meet a Few ASA Staff

There are 28 employees in the ASA Executive Office. Below are a few of the new(ish) employees.

**Michael Kisielewski** is Senior Research Associate for the ASA Department of Research on the Discipline and Profession.

For the past two years Michael has assisted with quantitative and qualitative data analysis, sample survey administration, and writing report briefs for the ASA Research Department. He came to ASA with experience analyzing demographic and human rights violations data and had the privilege of working for the American Association for the Advancement of Science’s Science and Human Rights Program. Some of his professional interests include complex sample design and techniques for increasing web survey response rates. An interest in sur-



Michael Kisielewski

vey questionnaire design brought him to rural Colombia in 2011 for fieldwork on the human right to education. “I’ve enjoyed being a part of our research projects, as well as assisting members with requests for data on the sociology profession. When I’m not swimming in raw data files, you can find me in a real swimming pool every weekend, putting miles on my road bicycle, or trying to compose new songs on my piano or electric guitar.” A Native New Englander, he occasionally gets back to western Massachusetts and sometimes has the pleasure of visiting the University of Massachusetts-Amherst, where he obtained his master’s degree.

**Jaime Hecht** is Program Coordinator for the Academic and Professional Affairs Program (APAP). She assists with the operation of several APAP programs, including the Department Affiliates Program, the Carla B. Howerly Teaching Enhancement Grant, TRAILS, the Department Resources Group, as well as assisting

with planning several events for the Annual Meeting. Jaime received her BA in sociology from Florida State University and her MA in sociology from University of Central Florida, where she was a teaching assistant, providing grading, feedback and tutoring for 200+ students per semester. Liz Grauerholz, former editor of *Teaching Sociology*, was her thesis advisor. Before joining ASA, Jaime worked as the Outreach Coordinator at A Well Fed World, a food justice and animal protection organization working with individuals, public interest groups, and political decision makers to mend our food system, where she managed the organization’s presence at conferences and their social media platforms, as well as managing and coordinating a variety of projects and campaigns. In her free time,



Jaime Hecht

Jaime enjoys cooking, running, and spending time with friends and family.

**Valerie Pines** returned to ASA in 2012 as the ASA Membership and Customer Service Assistant and in May

2014 she was promoted to Executive Assistant for the Executive Officer and Deputy Executive Officer. Valerie explains, that “After many years, I am happy to reprise my role as Executive Assistant. I left to work in a few very nice law firms, but it is great to be back at ASA interacting with and assisting the members again.” She is originally from Wisconsin and is a huge Green Bay Packers fan. In her spare time, she enjoys gardening, reading, traveling with her husband, and spending time with her three grown children and two beautiful grandchildren. ☺



Valerie Pines

## Why I Value the ASA Meetings

As universities increasingly operate within a competitive economic environment in which their financial support has become precarious and the public's concern over the increasing cost of higher education has understandably come to the notice

of political leaders, there is no question that discussions of money and funding have attained a seemingly permanent place on faculty meeting agendas. We still fulfill our responsibilities as teachers, researchers, and university citizens but do so cognizant of the reality that sociological knowledge and the pursuit of that knowledge through research are not necessarily consistent with the goals and purposes of university deans and other administrators.

This observation is less a complaint about the increasing proletarianization of the professoriate, but more a paean to our own professional tribe, the American Sociological Association. The recently completed meetings held in San Francisco, like those in New York, Denver, Las Vegas, and down to the first ASA meetings I attended in 1973, have been occasions of renewal, inspiration, and reaffirmation of our professional identities and sense of

commitment to the joint and diverse enterprise of sociology.

There are many reasons to attend these annual affairs, some of which are personal and practical. I view the meetings as comprising several tiers that rise from the workaday foundation of job interviews, meetings with editors and publishers, seminars on grant writing, or workshops on getting published. From this essential, career-relevant foundation, the meetings expand to include a second level of social and sociologically relevant opportunities to share ideas with friends, former teachers, old colleagues, and new acquaintances; present one's papers; listen to related presentations; visit book exhibits; or simply share thoughts and arguments with others over a beer.

This is important, enjoyable, and essential to the life of our discipline and our own development as professional sociologists. There is third level to our August (but not overly august meetings), which consists of the plenary sessions and presidential panels on issues like inequality, real utopias, public sociology and so on that serve to reinforce and re-energize the intrinsic concepts of sociology at the heart of the dis-

cipline ever since its founding era. The difference between the first and third tiers of these meetings are the sublime and mundane poles of our get-togethers, one of which is necessary for our careers while the other inspires and sustains those careers.

The highlight of the meetings for me is the Sunday Awards Ceremony and Presidential Address that begins with the In Remembrance, a recognition of colleagues who have passed away, followed by the bestowing of awards. I particularly enjoy learning about the work of the recipients of the Dissertation Award and the Distinguished Book Award. Every year I continue to be gratified by the difficult, important work being undertaken by graduate students and impressed by the judgment shown by the committees who do so much work to identify the eventual recipients.

Although these sessions that begin at 4:30 and last until 6:30 or 7:00 do ask much of the audience's patience, discipline, and focus (knowing that the reception is being set up next door), the presidential address often meets and exceeds our hope for intellectual nourishment. Unlike Erving Goffman who famously noted that he found these presidential addresses to be embarrassing, I like them. Despite our notorious differences and separa-

tion into over 50 separate sections, the presidential address will almost always delve into a topic of interest to most, if not all, in attendance. President Lareau's presentation of her follow-up research to her well known book, *Unequal Childhoods*, continued the tradition of excellent addresses established earlier by, among others, Matilda W. Riley, Herbert Gans, William Gamson, Michael Burawoy, Erik O. Wright, and Cecilia Ridgway.

None of us, I am guessing, decided to become a sociologist because we wanted to prepare a grant budget, or sit in a faculty meeting in which the department head relays the wishes of the provost that we lure students who will bring in more money. I would guess that our decision to become sociologists had more to do with our interest in social influence, the structure and culture of social groups, and—perhaps most of all—our wish to use the knowledge gained through our research as leverage in some way to better the world. For me, the beauty and value of our annual meetings is that they not only remind us of why we chose sociology, but also serve to encourage us to try to know more of how the world works and, perhaps, to change it as well.

James J. Dowd, *University of Georgia*



## Wikipedia

From Page 17

group, such as those in the science, technology, engineering, and math (STEM) and pop culture, are well developed; articles in topics in the humanities and social sciences are often underdeveloped because there isn't as large of a group of Wikipedians working on them. The Wikipedia Education Program, in part because of the ASA Wikipedia Initiative, is one of the most successful programs existing on Wikipedia right now to tackle this systemic bias. Student survey results indicate that 70 percent of students participating in the Wikipedia Education Program through the ASA Wikipedia Initiative are women. More sociol-


ogy classes participating will help us address the Wikipedia gender gap by adding more women editors who edit content about women and topics pertinent to women.

Sociology students' topic choices clearly show how they are countering the systemic bias in Wikipedia. They have started articles such as "Abortion in Costa Rica," "Birth control in Africa," "Gender inequality in El Salvador," "Maternity leave in the United States," "Migrant sex work," "Networked feminism," "Pregnancy-associated malaria," "Refugee women and children," and "Women in the Arab Spring." Other students have improved existing articles that are important to women to ensure readers get a more comprehensive and balanced view of the article's topic. Alyssa Abacan

in Diana Strassmann's fall 2012 class at Rice University expanded the article on "infant mortality," which receives at least 20,000 page views per month. Alyssa added information about methods various countries use to measure infant mortality as well as medical, environmental, and socio-economic factors that increase infant mortality. Since Alyssa's expansion, which included adding 47 new sources, the page's improvements have reached nearly 600,000 readers who would otherwise have gotten far less complete information about infant mortality.

### Interested in Participating?

We're actively looking for more sociology classes to participate in the ASA Wikipedia Initiative for the spring 2015 term and beyond

because closing these content gaps and systemic biases is vital for creating a complete encyclopedia. In an upcoming issue of *Footnotes*, two professors will share their experiences using Wikipedia as a teaching tool in sociology classes, including their challenges and accomplishments. Another issue will feature an article describing the necessary steps for designing a successful Wikipedia assignment. We will also host a complementary 60-minute webinar on Friday, December 12th at 3pm EST. If you're interested in planning your course before the start of the 2015 term, see ASA's Wikipedia Initiative home page at [www.asanet.org/about/wiki\\_Initiative.cfm](http://www.asanet.org/about/wiki_Initiative.cfm), or get more information about implementing an assignment at [wikiedu.org/for-instructors](http://wikiedu.org/for-instructors). 

announcements

## Call for Papers

### Publications

**International Journal of Sustainability in Higher Education** invites submissions for a special issue on campus sustainability and social sciences. This special issue aims to present contemporary, state-of-the-art applications of how social science theories, models, and findings can help overcome campus sustainability challenges, and to illustrate the diversity of social science campus sustainability research conducted across the world. Deadline: November 15, 2014. Contact: zintmich@umich.edu. For more information, visit [www.mc.manuscriptcentral.com/ijshs](http://www.mc.manuscriptcentral.com/ijshs).

**Social Currents**, the official journal of the Southern Sociological Society, invites submissions on topics focused on cutting-edge research. The uniqueness of *Social Currents* lies in its format. The front end of every issue is devoted to short, theoretical agenda-setting contributions and short-term empirical policy related pieces. For more information, visit [www.mc.manuscriptcentral.com/societyimages/scu/SocialCurrents.pdf-%20final.pdf](http://www.mc.manuscriptcentral.com/societyimages/scu/SocialCurrents.pdf-%20final.pdf).

**Research in the Sociology of Health Care** invites submissions for its annual publication. Papers dealing with macro-level system issues and micro-level issues involving education, social factors and health beliefs linked to health and health care are sought. The volume will contain 10 to 14 papers, generally between 20 and 40 pages in length. Deadline: February 10, 2015. Contact: Jennie Jacobs Kronenfeld at [jennie.kronenfeld@asu.edu](mailto:jennie.kronenfeld@asu.edu); (480) 965-8053; Kronenfeld, Sociology Program, Sanford School of Social and Family Dynamics, Box 873701, Arizona State University, Tempe, AZ 85287-3701.

### Conferences

**Association of American Geographers (AAG) 2015 Annual Meeting**, April 21-25, 2015, Chicago, IL. The AAG Annual Meeting is an interdisciplinary forum where thought leaders and professionals from the social sciences, physical sciences, and humanities cross paths to build new partnerships or collaborations. The conference is open to anyone with an interest in geography and allied disciplines. All scholars, researchers, and students are welcome to share their papers and presentations. For more information, visit [www.aag.org/cs/annualmeeting/call\\_for\\_papers](http://www.aag.org/cs/annualmeeting/call_for_papers).

**Association for Applied & Clinical Sociology (AACS) 2014 Conference**, October 9-11, 2014, Pittsburgh, PA. Theme: "Encouraging Inclusiveness in Doing Sociology: Public and Private, Applied and Clinical." The AACS invites submissions for its upcoming conference. One can share your research, policy work, teaching, activism, clinical experience, or other applications

that are helping sociology to make a difference in the world and to be recognized for it. Deadline: August 30, 2014. Contact: Anthony Troy Adams at [keamen15@yahoo.com](mailto:keamen15@yahoo.com). For more information, visit [www.aacsnet.net/conference/2014-call-papers/](http://www.aacsnet.net/conference/2014-call-papers/).

**Nineteenth Century Studies Association 36th Annual Conference**, March 26-28, 2015, Boston, MA. Theme: "Material Cultures/Material Worlds." The Association seeks papers and panels that investigate elements of the material world belonging to the long nineteenth century. Topics may include collecting, possession(s), things and thing theories, realism, hoarding, bric-a-brac, souvenirs, historic houses (interiors and rooms), buildings and "truth to materials," collecting folklore and songs, etc. Deadline: September 30, 2014. Contact: [ncsaboston2015@gmail.com](mailto:ncsaboston2015@gmail.com). For more information, visit [www.ncsaweb.net](http://www.ncsaweb.net).

**Political Economy of the World-System (PEWS) 39th Annual Conference**, March 19-21, 2015, Berlin, Germany. Theme: "Global Inequalities: Hegemonic Shifts and Regional Differentiations." Deadline: November 15, 2014. Contact: [pews2015@yahoo.de](mailto:pews2015@yahoo.de). For more information, visit [www.desigualdades.net/Resources/Eventos\\_Informacion/Call\\_PEWS2015.pdf?1406557783](http://www.desigualdades.net/Resources/Eventos_Informacion/Call_PEWS2015.pdf?1406557783).

**Southwest Popular/American Culture Association (SWPACA) 36th Annual Conference**, February 11-14, 2015, Albuquerque, NM. Theme: "Many Faces, Many Voices: Intersecting Borders in Popular and American Culture." Proposals are now being accepted for the newly established section area, Mothers, Motherhood, and Mothering in Popular Culture. In this inaugural session, we are looking for papers that address mothers, motherhood, and/or mothering, as seen within popular culture. Deadline: November 1, 2014. Contact: Anna Cohen Miller at [annacohenmiller.com](mailto:annacohenmiller.com). For more information, visit [www.conference2015.southwestpca.org/](http://www.conference2015.southwestpca.org/).

**Southwestern Social Science Association 95th Annual Meeting**, April 8-11, 2015, Denver, CO. Theme: "Latinos and the Change of a Nation: Implications for the Social Sciences." Deadline: November 15, 2014. For more information, visit [www.sssaonline.org/?page\\_id=677](http://www.sssaonline.org/?page_id=677).

**Urban Affairs Association (UAA) 45th Annual Meeting**, April 8-11, 2015, Miami, FL. Theme: "Transnationalism from Above and Below: The Dynamics of Place-making in the Global City." The conference will explore actions and processes within cities, which have become the central nodes in global networks. Deadline: October 1, 2014. Contact: [conf@uaaemail.org](mailto:conf@uaaemail.org) or (414) 229-3025. For more information, visit [www.urbanaffairsassociation.org/wp-content/uploads/2013/10/2015\\_call1.pdf](http://www.urbanaffairsassociation.org/wp-content/uploads/2013/10/2015_call1.pdf).

## Meetings

**October 15-17, 2014.** Southern Demographic Association 2014 Conference, Memphis, TN. For more information, visit [sda-demography.org/sda\\_2014\\_meeting.php](http://sda-demography.org/sda_2014_meeting.php).

## Funding

**UC Davis Center for Poverty Research (CPR)** is offering a funding opportunity. Selected proposals will be funded up to a maximum of \$25,000 per award with funding preference given to junior scholars. CPR is interested in projects that focus on our core research themes Labor markets and poverty; the nontraditional safety net broadly construed to include education and health policies; Children and the intergenerational transmission of poverty; and immigration and poverty. For more information, visit [www.poverty.ucdavis.edu/smallgrants14](http://www.poverty.ucdavis.edu/smallgrants14).

## Fellowships

**The American Academy in Berlin** is now accepting applications for its 2015-16 residential fellowship. The Academy welcomes applications from emerging and established scholars and from writers and professionals who wish to engage in independent study in Berlin. Approximately 25 Berlin Prizes are conferred annually. Fellowships are restricted to individuals based permanently in the United States. Deadline: September 29, 2014. Contact: [cs@americanacademy.de](mailto:cs@americanacademy.de). For more information, visit [www.americanacademy.de/home/fellows/applications](http://www.americanacademy.de/home/fellows/applications).

**American Association for the Advancement of Science (AAAS)** announces its 2015-16 fellowships for science and technology. The fellowships provide opportunities for scientists and engineers to learn first-hand about policymaking and implementation while contributing their knowledge and analytical skills to policymakers. Deadline: November 1, 2014. Contact: [fellowships@aaas.org](mailto:fellowships@aaas.org) or (202) 326-6700. For more information, visit [www.aaas.org/program/science-technology-policy-fellowships](http://www.aaas.org/program/science-technology-policy-fellowships).

**American Council of Learned Societies (ACLS)** is pleased to announce that the 2014-15 ACLS fellowship competitions are now open. ACLS offers a variety of fellowship programs that promote the full spectrum of humanities and humanistic social science research and support scholars at the advanced graduate-student level through all stages of the academic career. Deadline vary. For more information, visit [www.acls.org/programs/comps](http://www.acls.org/programs/comps).

**The Berlin Program for Advanced German and European Studies** promotes a new generation of young North American scholars with

specialized knowledge of modern and contemporary Germany and Europe. Fellowships are awarded for doctoral dissertation research as well as postdoctoral research which lead to completion of a monograph. Deadline: December 1, 2014. Contact: [bprogram@zedat.fu-berlin.de](mailto:bprogram@zedat.fu-berlin.de). For more information, visit [www.userpage.fu-berlin.de/~bprogram](http://www.userpage.fu-berlin.de/~bprogram).

**Campbell Fellowship for Transformative Research on Women in the Developing World** Announces one six- or nine-month postdoctoral fellowship is available for a female scholar whose research both documents the circumstances of women in the developing world and offers paths to concrete, practical strategies for improving their health, prosperity, and general well-being. Deadline: November 1, 2014. Contact: [scholar@sarsf.org](mailto:scholar@sarsf.org) or (505) 954-7201. For more information, visit [www.sarweb.org/?resident\\_scholar\\_campbell\\_fellowship](http://www.sarweb.org/?resident_scholar_campbell_fellowship).

**Fung Global Fellows Program at the Princeton Institute for International and Regional Studies (PIIRS)** is pleased to announce the call for applications. Each year the program selects six scholars from around the world to be in residence at Princeton for an academic year and to engage in research and discussion around a common theme. Fellowships are awarded to scholars employed outside the United States who are expected to return to their positions, and who have demonstrated outstanding scholarly achievement and exhibit unusual intellectual promise but who are still early in their careers. Deadline: November 1, 2014. For more information, visit [www.princeton.edu/funggfp/](http://www.princeton.edu/funggfp/).

**Max Weber Postdoctoral Fellowship of the University Institute** is designed for junior postdoctoral students who would like to pursue an academic career, concentrate on their own research, and enhance their academic practice in a multidisciplinary environment. Deadline: October, 25, 2014. Contact: [applyfellow@eui.edu](mailto:applyfellow@eui.edu) or +39-055-4685-377. For more information, visit [www.eui.eu/ServicesAndAdmin/AcademicService/Fellowships/MaxWeberFellowships/Index.aspx](http://www.eui.eu/ServicesAndAdmin/AcademicService/Fellowships/MaxWeberFellowships/Index.aspx).

**Volkswagen Foundation** is offering a postdoctoral fellowship in the humanities at universities and research institutes in Germany and the United States. The Volkswagen Foundation aims to strengthen transatlantic academic relations, especially in the field of the humanities. In this funding initiative the Volkswagen Foundation works closely with the Andrew W. Mellon Foundation. Deadline: October 2, 2014. Contact: [almut.steinbach@volkswagenstiftung.de](mailto:almut.steinbach@volkswagenstiftung.de). For more information, visit [www.volkswagenstiftung.de/en/funding/international-focus/post-doctoral-fellowships-in-the-humanities.html](http://www.volkswagenstiftung.de/en/funding/international-focus/post-doctoral-fellowships-in-the-humanities.html).

## Competitions

**The Yale Global Justice Program, Global Financial Integrity, and Academics Stand Against Poverty** invite submissions for its Amartya Sen Prize Contest. Submit papers on how illicit financial flows relate to global poverty and inequality. All prizes are named in honor of Amartya Sen, whose work has shown how the rigor of economic thinking can be brought to bear on normative and practical questions of great human significance. Deadline: October 5, 2014. Contact: Rachel Payne at [rachel@academicsstand.org](mailto:rachel@academicsstand.org). For more information, visit [www.academicstand.org/2014/06/2014-amartya-sen-prize-contest-call-for-submissions/](http://www.academicstand.org/2014/06/2014-amartya-sen-prize-contest-call-for-submissions/).

## In the News

**Elijah Anderson**, Yale University, was referenced in a June 24 NationSwell.com article, "Why Public Markets Are so Important."

**Liberty Walther Barnes**, University of Cambridge, and her research were the subject of a June 24 *Slate* article, "It's Nobody's Fault."

**Rodney Benson**, New York University, authored an op-ed published July 13 in the *Miami Herald*, online and in print, titled "An Immigration Crisis Long in the Making."

**Chloe E. Bird**, Pardee RAND Graduate School, was quoted in a July 2 *Atlantic* article on the social and economic benefits of contraception.

**Ruth Braunstein**, University of Connecticut, **Brad Fulton**, Duke University, and **Richard Wood**, University of New Mexico, were cited in a July 6 *Huffington Post* article, "Interfaith Prayer Can

Strengthen Unity, Diversity in Faith-Based Organizations" that featured findings from their *American Sociological Review* study. This study was also featured in the *Washington Post* and *New York Magazine* on June 25.

**Andrew Cherlin**, Johns Hopkins University, and his research on millennials and marriage were the focus of a June 17 *Atlantic* and *University Herald* article, a June 19 *Forbes.com* article, and a June 20 *VOX.com* article.

**David Cotter**, Union College, and **Youngjoo Cha**, Indiana University, were quoted in an August 4 *Huffington Post* article, "Americans Are Becoming 'More Accepting' Of Working Moms, Study Suggests" and an August 3 *Business Standard* article, "Acceptance for Working Mothers Growing Among Americans."

**SJ Creek**, Hollins University, was mentioned in an August 4 *Deseret News* article, "Gay, Christian and... Celibate: The Changing Face of the Homosexual-ity Debate."

**Matthew Desmond**, Harvard University, and his research on the levels of eviction for poor black women were referenced in a June 24 *Salon* article, "How to Encounter a Black Woman's Body: The Politics of Mammy Sphinx."

**Julie Dowling**, University of Illinois, was interviewed for a June 16 NPR.org article, titled "On the Census, Who Checks 'Hispanic,' Who Checks 'White,' and Why?"

**Heather Downs**, Jacksonville State University, and her course "The Sociology of Disney" were featured in a June 21 article published by *The Florida Times-Union*.

**Riley E. Dunlap**, Oklahoma State University, was quoted in two "PolitiFact" pieces published by the *Tampa Bay News*, a July 29 column on the U.S. public leading the world in climate change skepticism and an August 1 column on a Republican Congressional candidate's claim that global warming is a hoax.

**Kathryn Edin**, Johns Hopkins University, was quoted in the August 6 *Boston Globe* article, "They Grew Up and Stayed in Subsidized Housing."

**Glen Elder**, University of North Carolina, **Ronald Kessler**, Harvard University, and **David R. Segal**, University of Maryland, were quoted in a July 24 *Los Angeles Times* article on military recruits disproportionately having had adverse childhood experiences such as domestic violence and substance abuse.

**Amin Ghaziani**, University of British Columbia, wrote an op-ed for the Pride 2014 edition of *Gay City News*, titled "Are Gay Neighborhoods an Endangered Species?" on June 26 and another for the *Advocate*, "Where Did the 'Gay' in 'Gay Pride' Go?," on July 17. He was also quoted in a July 29 *Vancouver Sun* article and an August 4 *Chicago Tribune* article on his book, titled *There Goes the Gayborhood?*

**Harry H. Hiller**, University of Calgary, was quoted in a June 26 *Boston Globe* article, "An Olympic-sized Split Over Bringing Games to Boston."

**Philip Howard**, Central European University and University of Washington, was quoted in a July 15 *BBC* piece on the Gaza conflict and social media.

**Jackelyn Hwang** and **Robert Sampson**, Harvard University, and their research on gentrification are featured in an August 6 *Boston Globe* article, "Gentrification: White People Following White People."

**Arne L. Kalleberg**, University of North Carolina-Chapel Hill, was quoted in a July 29 *Wall Street Journal* article about benefits provided by groups and companies that serve freelance workers. He was also referenced in an August 2 *Salon* article, "How the Middle Class Got Screwed: College Costs, Globalization, and Our New Insecurity Economy."

**Ivy Ken**, George Washington University, was quoted prominently in a June 18 *New York Times* column, "Parasites, Killing their Hosts: The Food Industry's Solution to Obesity."

**Michael Kimmel**, Stony Brook University, was interviewed for a June 23 NPR "All Things Considered" story and an NPR.org article, "The New American Man Doesn't Look Like His Father."

**David Kirk**, University of Texas-Austin, was referenced in a July 8 NPR.org article on how parole requirements may be increasing the crime rate.

**Jerome Krase**, Brooklyn College CUNY, was quoted in a June 12 *Newsday*

article, titled "As Eric Cantor Found Out, Sometimes the Mighty Do Lose," on the "numerous parallels" to a campaign he was involved in 36 years ago.

**Liana Christen Landivar**, Census Bureau, was quoted in a July 10 *Washington Post* article, "Most with College STEM Degrees Go to Work in Other Fields, Survey Finds," and a July 10 *USA Today* article, "Census: 74% of STEM grads don't get STEM jobs."

**C.N. Le**, University of Massachusetts-Amherst, was quoted in a July 8 Associated Press article, "Survey Finds Math, Science Grads Earn Top Dollar," which highlighted statistics demonstrating that Asian American workers have the highest average income but also the highest unemployment rate. The article also ran in the *Boston Globe* and the *Colombia Tribute* on July 9

**Carolyn Liebler**, University of Minnesota, and her research on evolving census responses were mentioned on the June 17 episode of *The Colbert Report*.

**Elizabeth McClintock**, Notre Dame University, and her research on trophy wives was highlighted in a June 22 *Boston Globe* article, and she was quoted in a July 15 *The Atlantic* piece and July 16 *Quartz* and *Chicago Tribune* articles.

**Rory McVeigh**, University of Notre Dame, was quoted in a July 18 *University Herald* article and a July 21 *New York Magazine* article on how segregation benefits the Tea Party movement. The study was co-authored by **Burrell Vann**, University of California-Irvine, and **Kraig Beyerlein**, and **Priyamvada Trivedi**, both the University of Notre Dame.

**Ben Merriman**, University of Chicago, wrote an op-ed, titled "Why Doubt Is a Scientific Virtue Worth Supporting," which appeared in the June 30 *Chronicle for Higher Education*.

**Harvey Molotch**, New York University, was mentioned in a June 24 *Guardian* article, "What Makes Young British Muslims Want to Go to Syria?"

**Alondra Nelson**, Columbia University, was quoted in an August 5 *ProPublica.org* article, "When Freedom Summer Landed in White America's Living Room."

**Andrew Papachristos**, Yale University, was mentioned in an August 4 *ColorLines* article, "Criminals, Victims and the Black Men Left Behind."

**Michael Pollard**, RAND Corporation, was quoted in a June 10 *Men's Journal* article, "Does Marriage Help You Live Longer?"

**Michael Schudson**, Columbia University, appeared as a guest on the August 6 *WNPR Colin McEnroe Show*.

**Christine Schwartz**, University of Wisconsin-Madison, and her research on wives' education levels and divorce were covered by several news outlets,

## ASA footnotes

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Associate Editor: *Margaret Weigers Vitullo*

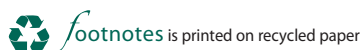
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Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "ASA Forum" (including letters to the editor) contributions are limited to 400–600 words; "Obituaries," 500–700 words; and "Announcements," 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit all material published for style and length. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

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announcements

including *USA Today* and *Newsweek* on July 24, *The Chicago Tribune* and *The Philadelphia Inquirer* on July 28, and *The New York Times* on July 27.

**Pepper Schwartz**, University of Washington, was quoted in a June 22 *USA Today* article, "Retired Couples Wrestle Over Money Issues."

**David R. Segal**, University of Maryland, was interviewed on San Diego News Radio (KOGO) on July 25 regarding the incidence of Americans with Adverse Childhood Experiences (ACE), their representation in the armed forces, and potential implications for PTSD. He was also interviewed for a June 7 *Pittsburgh Tribune-Review* article regarding the effect of military participation in air shows on military recruiting and on maintaining contact between the armed forces and civilian communities.

**Amanda Sharkey**, University of Chicago, and her study were the focus of a June 3 *Slate* article, "Why Are Hand-some Men Such Jerks?"

**Theda Skocpol**, Harvard University, was interviewed for a June 12 NPR *All Things Considered* article, "Once a GOP Pillar, Chamber of Commerce is Now a Lightning Rod."

**Kaisa Snellman**, INSEAD, was quoted in a January 13 *Businessweek* article about her study about increasing class differences in adolescent obesity. The study was co-authored with **Carl B. Frederick** and **Robert D. Putnam**, both at Harvard University. A number of other media outlets also covered the study including the *Economist*, *Los Angeles Times*, *Chicago Tribune*, *Business Insider*, *L'Express*, *Globe and Mail*, *La Presse*, and *ABC.es*.

**David Spener**, Trinity University in San Antonio, was quoted in a July 15 NPR.org article, titled "Who Is Smuggling Immigrant Children Across the Border?"

**Jeff Swanson**, Duke University, was quoted in an August 1 *Washington Post* article, "In Arizona and Connecticut, Disparate Responses to Mass Shootings."

**Florencia Torche**, New York University, was quoted in an August 1 *Philadelphia Inquirer* article, "Daughters Do not Cause Divorce."

**Stacy Marlena Torres**, New York University, authored a June 29 article published in *The New Republic* on the World Cup. She was quoted on this work in a July 4 *CNN* article, "How Women Are Watching the World Cup."

**Lisa Wade**, Occidental College, was quoted in a July 24 *New York Magazine* article, "Why Pickup Truck Drivers Are Paying \$5,000 to Pollute More." She was also quoted in an August 5 *New York Magazine* article, "Why Are Men More Likely to Get Skin Cancer?"

**Robb Willer**, Stanford University, was quoted in a June 14 *Salon* article on how generosity earns individuals acclaim.

**Ben Winchester**, University of Minnesota Extension, and his research were the focus of a June 4 *St. Cloud Times* article, "Sociologist Suggests 3 Keys for Rural Areas."

**Adia Harvey Wingfield**, Georgia State University, was quoted in a June 18 *Guardian* article, "Libertarian-backed Hair Braiders Sue Three States Over License Requirements."

Awards

**Paul Almeida**, University of California-Merced, received the Political Economy of the World-System (PEWS) Section 2014 Article Award.

**Hillary Angelo**, New York University, received the Mellon/ACLS Dissertation Completion Fellowship.

**Sandra L. Hanson**, Catholic University, was awarded a grant from the National Science Foundation for her research "Mapping Gender Inequality in STEM Cross-Nationally."

**Jennifer Blair**, University of Colorado-Boulder, **Phillip A. Hough**, Florida Atlantic University, share the Political Economy of the World-System (PEWS) Section 2014 Article Award for the journal article they wrote together.

**Vivek Chibber**, New York University, received the Political Economy of the World-System (PEWS) Section 2014 Book Award for *Postcolonial Theory and the Specter of Capital* (Verso, 2013).

**Kevin M. Moseby**, University of California-San Francisco, won the American Council of Learned Societies (ACLS) Public Fellows Program

**Amy Myrick**, Northwestern University, received the Mellon/ACLS Dissertation Completion.

**Nancy Naples**, University of Connecticut, was named Board of Trustees Distinguished Professor at University of Connecticut.

**Thomas Peng**, University of California-Berkeley, received the American Council of Learned Societies (ACLS) Programs in China Studies grant.

**Cassidy Cody Puckett**, Northwestern University, won the Mellon/ACLS Dissertation Completion Fellowship.

**Isaac Ariail Reed**, University of Colorado-Boulder, won the American Council of Learned Societies (ACLS) fellowship program.

**Anthony Roberts**, University of California-Riverside, received the Political Economy of the World-System (PEWS) Section 2014 Terence K. Hopkins Student Paper Award.

**Jensen Karl Sass**, Yale University, received the Mellon/ACLS Dissertation Completion Fellowship.

**Barry Wellman**, University of Toronto, was awarded the Oxford Internet Institute (OII) Achievement Award in

recognition of his scholarship in social network theory.

**Robert D. Woodberry**, National University of Singapore, won the 2014 Best Article Award from the ASA Global and Transnational Sociology Section and the 2014 Distinguished Article Award from the Association for the Sociology of Religion.

**Shaohua Zhan**, Binghamton University, received the American Council of Learned Societies (ACLS) Programs in China Studies grant.

Transitions

**Prema Kurien**, Syracuse University, will be the Dr. Thomas Tam Visiting Professor at the City University of New York for the 2014-2015 academic year.

**Katherine Newman**, Johns Hopkins University, became provost at the University of Massachusetts-Amherst.

**Aaron Panofsky**, University of California-Los Angeles, was granted tenure as an associate professor July 7, 2014, in the Department of Public Policy and the Institute for Society and Genetics at the University of California-Los Angeles.

**Havidan Rodriguez**, University of Texas-Pan American, will take over the helm as interim president of the University of Texas-Pan American when the new academic year begins.

**Howard J. Silver**, former director of the Consortium of Social Science Association (COSSA), was named Senior Contributing Editor of Social Science Space.

People

**Robert Dingwall**, Nottingham Trent University, was elected to Honorary Membership of the United Kingdom (UK) Faculty of Public Health on July 1, 2014.

**Edith W. King**, Worldmindedness Institute, wrote a memorial to Ray P.

Cuzzort, titled "Legacy of a Humanist Sociologist: The Work of Ray P. Cuzzort." It was published in the June, 2014 issue of *Humanity and Society*, Journal of the Association of Humanist Sociology.

**Jack Trammell**, Randolph-Macon University, is the Democratic candidate for the Virginia 7th congressional district.

New Books

**Paul Almeida**, University of California-Merced, *Mobilizing Democracy: Globalization and Citizen Protest* (Johns Hopkins University Press, 2014).

**Margaret L. Andersen**, University of Delaware, *Thinking about Women: Sociological Perspectives on Sex and Gender*, 10<sup>th</sup> Ed. (Pearson, 2015).

**Ronald J. Angel**, and **Jacqueline Angel**, both of University of Texas-Austin, *Latinos in an Aging World* (Routledge, 2014).

**Alice Bloch**, University of Manchester, **Nando Sigona**, University of Birmingham, and **Roger Zetter**, University of Oxford, *Sans Papiers: The Social and Economic Lives of Young Undocumented Migrants* (Pluto Press, 2014).

**Michael E. Brown**, Northeastern University, *The Concept of the Social in Uniting the Humanities and Social Sciences* (Temple University Press, 2014).

**Adele E. Clarke**, University of California-San Francisco, german translation of

*Situational Analysis: Situationsanalyse. Grounded Theory (nach dem Postmodern Turn. Hrsg. Einleitung von Reiner Keller). VS-Verlag für Sozialwissenschaften* (Sage, 2012).

**Adele E. Clarke**, University of California-San Francisco, and **Kathy Charmaz**, Sonoma State University, Eds., *Grounded Theory and Situational Analysis* (Sage, 2014).

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**August 22-25, 2015**  
**Hilton Chicago**  
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**Sexualities**  
in the social world



**Anne Line Dalsgaard, Martin Demant Frederiksen, Susanne Hojlund, and Lotte Meinertm**, all of Aarhus University, Eds., *Ethnographies of Youth and Temporality: Time Objectified* (Temple University Press, 2014).

**Peter Davis**, University of Auckland, *Data Inference in Observational Settings* (Russell Sage, 2013).

**Elena Fiddian-Qasmieh, Gil Loescher, Katy Long**, all of the University of Oxford, and **Nando Sigona**, University of Birmingham, Eds., *The Oxford Handbook of Refugee and Forced Migration Studies* (Oxford University Press, 2014).

**Amin Ghaziani**, University of British Columbia, *There Goes the Gayborhood?* (Princeton University Press, 2014).

**Eugene Halton**, University of Notre Dame, *From the Axial Age to the Moral Revolution: John Stuart-Glennie, Karl Jaspers, and a New Understanding of the Idea* (Palgrave Macmillan, 2014).

**James R. Hudson**, Melos Institute, *Special Interest Society: How Membership-based Organizations Shape America* (Rowman & Littlefield, 2013).

**Carole E. Joffe**, University of California-San Francisco, and **Jennifer Reich**, University of Colorado-Denver, Eds., *Reproduction and Society: Interdisciplinary Readings* (Routledge Press, 2014).

**Ken Kolb**, Furman University, *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling* (University of California Press, 2014).

**Dennis McGrath**, Community College of Philadelphia, *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century* (New Press, 2014).

**Aaron Panofsky**, University of California-Los Angeles, *Misbehaving Science: Controversy and the Development of Behavior Genetics* (University of Chicago Press, 2014).

**Mildred A. Schwartz**, New York University, *Trouble in the University: How*

*the Education of Health Care Professionals Became Corrupted* (Brill, 2014).

## Other Organizations

**The Child Trends Hispanic Institute** is the first national research center focused on Hispanic children and youth. It will provide timely and insightful research-based information and guidance to improve outcomes for Latino children and youth in the United States. Building on Child Trends' 35-year history of producing high-quality applied research to inform programs and policies, including existing work studying Hispanic children and youth issues. For more information, visit [www.childtrends.org/shining-a-new-light-on-hispanic-children/#sthash.hnbUGFnF.dpuf](http://www.childtrends.org/shining-a-new-light-on-hispanic-children/#sthash.hnbUGFnF.dpuf).

**The Midwest Sociological Society (MSS)** 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. The new editor will be open an office no later than March 1, 2016, and will edit volumes published in 2017-2020. For more information, visit [www.TheMSS.org](http://www.TheMSS.org).

## Caught on the Web

**American Association for the Advancement of Science (AAAS)** has been helping George Mason University recruit scientists with a diverse set of expertise to assist in a science and technology forecasting project called SciCast. The purpose of this project, which is funded by the Intelligence Advanced Research Projects Activity (IARPA), is to determine whether

crowdsourcing can be used to accurately predict the future of science and technology questions. AAAS invites everyone to explore the site and answer questions to get a better feel for the project. For more information, visit [www.scicast.org/?referral\\_id=AAAS](http://www.scicast.org/?referral_id=AAAS).

## Deaths

**Elaine M. Brody**, Philadelphia Geriatric Center, an expert on the elderly and author of *Women in the Middle: Their Parent-Care Years*, (Springer 2006), died on July 9 at the age of 91.

**JoAnn Carmin**, Massachusetts Institute of Technology, died on July 15, 2014, of complications from advanced breast cancer.

**Peter Freund**, Montclair State University, who was Professor Emeritus died June 12, 2014, at the age of 73.

**Harvey H. Marshall**, Purdue University, died at the age of 74 on May 23 at his home in West Lafayette after a several month struggle with cancer.

**Norman Miller**, Trinity College, died at home in Brookline, MA, on March 26, 2014. Professor Miller was born in Romania and during WWII served in the U.S. Army.

**Lillian B. Rubin**, a sociologist and psychotherapist who wrote a series of popular books about the crippling effects of gender and class norms on human potential, died June 17 at her home in San Francisco. She was 90.

## Obituaries

**JoAnn Carmin**  
1957–2014

It is with deep sadness that we report the death of Professor JoAnn Carmin, our valued colleague, collaborator and friend, on July 15, 2014, of complications from advanced breast cancer. She had been fighting cancer for years, bravely and without self-pity through many treatments and much suffer-

ing, and continued her immensely productive work and mentoring of her students to the end. Her courage, endurance, and continued commitment to her work during her battle with cancer were extraordinary.

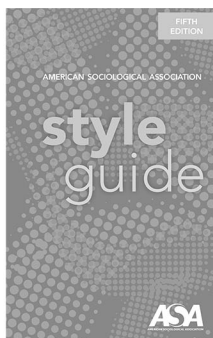
JoAnn was an Associate Professor at MIT in the Department of Urban Studies and Planning, and conducted research around the world on environmental governance, policy, and, most recently, on climate adaptation at the local level. She was a leading scholar and top global expert, called upon for expertise by the World Bank, the Intergovernmental Panel on Climate Change, the global league of cities addressing climate change (ICLEI), and other major institutions. Most recently she was a lead co-author of an excellent chapter on adaptation for the ASA's Task Force on Climate Change, forthcoming from Oxford University Press.

JoAnn earned her BS and MS degrees at Cornell University in management and organizational theory. She went on to earn her PhD in City and Regional Planning at the University of North Carolina-Chapel Hill in 1999. She taught first at Virginia Tech, and then at MIT, where she rose to the rank of tenured associate professor. She also was Director of the Program on Environmental Governance and Sustainability in MIT's Center for International Studies, and gave strong leadership to the department's graduate programs.

From the beginning of her graduate studies JoAnn showed concern for the many ways in which vulnerable groups are most impacted by environmental burdens, and she spent much of her career studying community responses to environmental inequalities. Her work explored the strategies and tactics used by environmental NGOs and environmental justice activists so that marginalized groups could have more meaningful participation in decisions that impact their land and territories. She did not call herself a scholar-activist, but she was very much one, caring deeply about environmental justice and giving voice to vulnerable populations in her many articles and books.

At MIT, JoAnn became one of the early scholars to study the emerging responses of cities around the world to global climate change. At a time when both policy and academic discussions were centered almost exclusively on mitigating climate change by reducing carbon emissions, she took the risk of focusing on urban adaptation to climate change, one of the most important issues of the 21st century for cities around the world, whether or not mitigation efforts are successful. In just a few years she pioneered a new field, including surveys of municipal governments around the world as well as case study fieldwork on the initiatives of local governments on five continents. At the time of her death she was one

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announcements

of the world's leading experts on urban policies for adapting to the growing risks of climate change. In 2011-2013 she was awarded a prestigious Abe Fellowship to study in Japan; she also was awarded visiting research fellowships at Yale, Duke, and the Prague University of Economics.

JoAnn published four books, most recently *Environmental Inequalities Beyond Borders: Local Perspectives on Global Injustices* (with Julian Agyeman) and *Green Activism in Post-Socialist Europe and the Former Soviet Union* (with Adam Fagan), both published in 2011. She was immensely productive, she exuded competence, and she was an exacting scholar.

As important as her scholarly contributions was her spirit as a human being, as a colleague and as a mentor. She cared deeply about her students and set demanding and uncompromising standards of excellence for them while inspiring them to meet them. JoAnn's academic and policy achievements are all the more notable in that her path to academia was not direct. Born October 17, 1957, she had a full first career as a high level chef. JoAnn is survived by her sister, Cheryl Carmin, PhD, and by many close friends who became family over the course of her life and work and particularly during her most recent battle with cancer.

*Timmons Roberts, Isabelle Anguelovski, Cheryl Carmin, Richard Andrews, Christopher Rootes, David Pellow, and Eric Chu*

**Peter E.S. Freund**  
1940-2014

Peter Freund, Emeritus Professor of Sociology at Montclair State University, born in New York City, died June 12 at age 73 after a struggle with pancreatic and liver cancer.

Peter was loved by many: family, friends, and colleagues. They admired his integrity, feisty and fierce independence, authority-questioning spirit, and ever-ready humor and wit, frequently the comedian. He was a generous, loyal, and true friend, and valued deeply his personal relationships.

Peter was a sociologist, scholar, and thoughtful analyst and critic of environmental issues, such as the social and health consequences of car-dominated transportation and spatial organization; health inequalities and disability; and the impact of systems of social control on human bodies and hence on health and illness.

He authored/coauthored 3 books and numerous articles on these topics. These include *The Civilized Body* (1982); *Health, Illness and the Social Body*, with M. McGuire and L. Podhurst (2003, 4<sup>th</sup> ed.); and *The Ecology of the Automobile*, with G. Martin (1993). He was writing on violence and civilization at the time of his death, with critical attention to the work of Steven Pinker and Norbert

Elias, and has work in press on Norbert Elias and Erving Goffman, in The Palgrave Handbook of Social Theory in Health, Illness and Medicine, (January 2015). Peter published more than 20 articles in a variety of forums, including *Social Theory and Health*; *Capitalism Nature Socialism*; *Body and Society*; *Bulletin of Science, Technology and Society*; *Mobilities*; *Sociology of Health and Illness*; *Theory and Society*; *Critical Public Health*; *Policy Studies*; and *Disability and Society*.

He was recognized by his peers for contributions to social theory including his analyses of the effects of hierarchy on mind-bodies, especially in relation to their spatial mobility and their use of technology. His guiding interest in his work was, in his words, "to humanize social differences." He also wrote chapters in edited collections: *Driving Lessons: Exploring Systems That Make Traffic Safer and Emotions in Social Life: Social Theories and Contemporary Issues*. At Montclair State, he developed a course in the Sociology of Health and Illness. He attended and presented papers regularly at regional, national and international sociological forums, and taught a course on health and transportation issues at the Brecht Forum.

Regarding his teaching, Peter wrote, "It is important to me to have the subjects I teach come alive to students and to have ideas that excite them. I try to infuse my classes with energy, elements of unpredictability and humor so that my lectures have a quality of spontaneity about them... I do not believe in trading relevance for intellectual depth." He maintained a lending library of books for students relevant to the courses he was teaching. Colleagues commented on his teaching as characterized by a "sound use of humor, and his savvy utilization of examples from everyday life." His teaching, thinking, and work had longstanding reverberations in the lives of students and colleagues. Students contacted him years later to share how his teaching changed their thinking and perspectives, sometimes career choices. Colleague and friend, David Neal, University of Hertfordshire, with whom he taught in the United Kingdom, wrote, "Without meaning to, over the years, Peter taught me a great deal. This is a good legacy to leave me because I find myself drawing upon it week on week."

For 35 years, Peter and George Martin, Montclair State University colleague, co-author, and close friend, led the annual Sociology Walk through Manhattan, introducing the New Jersey students and staff to a sociological framework and running commentary on urban life.

He co-authored with Martin on transportation, 1991-2009. They published 1 book, 11 articles, and read 9 papers (in 5 countries). Among the articles are:

"Fast Cars/Fast Foods: Hyperconsumption and Its Health and Environmental Consequences" (2008); "Walking and Motoring: Fitness and the Social Organization of Movement" (2004); and "The Commodity That is Eating the World: The Automobile, the Environment, and Capitalism" (1996).

He pursued many passions, including his adamant support of car-free cities and mass transit. He attended Reclaim the Streets rallies as well as many meetings on transportation and spoke publicly—scheduled and unscheduled—lecturing drivers who hogged the streets and endangered pedestrians. One catalyst for his car aversion was when his wife, Miriam Fisher, a pedestrian, was seriously injured by a taxi. He was a founding member of Auto-Free New York. His concern about transportation issues was broad, involving their environmental, ecological, political, economic, health, and social consequences.

Until his recent illness, Peter was a tireless urban hiker and explorer, walked 6 miles the day before hospital admission. He loved to travel, spent summers in Europe, and revisited his Czech roots. He had a hearty appetite, loved and was knowledgeable about beer. He was a great Gilbert and Sullivan fan and would sing the lyrics on request.

He approached life with inquisitiveness, joy in discovery, and exploration. He was straightforward and transparent, without subterfuge, honest and forthright about all facets of his life.

Peter got his PhD at the New School for Social Research, 1969; his MA at Queens College, 1966; and his BA at the University of Maryland, 1962. He studied at Wolfgang von Goethe Universität, Frankfurt, 1962 and Ludwig-Maximilian Universität, Munich, 1959. He was fluent in German, used original German sources in his ecology research; had some facility in Czech.

Memorial events and celebration of Peter's life and a Manhattan Sociology walk with George Martin as guide will occur on November 8 and 9.

*Miriam Fisher, Northside Center for Child Development, and George Martin, Montclair State University*

**Harvey Huston Marshall**  
1939-2014

Harvey Marshall joined the Purdue faculty in 1969 after obtaining the PhD in sociology from the University of Southern California. He also received a bachelor's degree in sociology from San Francisco State University and a master's degree in sociology from Washington State University. Marshall was an urban sociologist, demographer, and quantitative methodologist. One of his early contributions to the Department was the creation of an advanced statistics sequence that was required for all graduate students.

Professor Marshall's entire career was as a teacher and scholar and he published extensively on changing patterns of urban change in major metropolitan areas in the United States. Among his many contributions was his early analysis of so-called "white flight" in urban areas as a response to changing policies in school desegregation. Later in his career his interests included the sociology of developing nations. During the 1990-1991 academic year, he was a visiting professor of sociology at the University of Hamburg, Germany. This experience contributed to his growing interest in comparing developed and developing nations.

Professor Marshall was born in San Diego, California, on November 25, 1939, and he grew up in a military family which entailed frequent moves. In 1956, he joined the U.S. Navy, serving on the USS Carbonero, a submarine on duty in the Pacific. Following his time in the Navy, he returned to San Francisco and began his academic studies.

Professor Marshall passed away on May 23, 2014, and is survived by his wife Joan, who is Senior Associate Dean in the College of Liberal Arts, and his son Jeffery who attained his PhD in economics from Stanford University.

*Carolyn Cummings Perrucci and Robert Perrucci, Purdue University*

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## funding

### Fund for the Advancement of the Discipline

*Application Deadline: December 15 & June 15*

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

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

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

Principal investigators (PI) and co-PI(s) must have a PhD or equivalent. Awards shall not exceed \$7,000. Awardees must agree to meet the reporting requirements of the award and must be ASA members when they receive the award. Proposals must be submitted online at [www.asanet.org/funding/fad.cfm](http://www.asanet.org/funding/fad.cfm).

**Contact:** For more information, see the “Funding” page at [www.asanet.org](http://www.asanet.org). For questions, contact The ASA Department on the Discipline and Profession at [research@asanet.org](mailto:research@asanet.org) or call (202) 383-9005. For examples, see this issue of *Footnotes*.

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#### ASA Journals

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- *Sociological Methodology*
- *Sociological Theory*
- *Sociology of Education*
- *Teaching Sociology*

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In addition to these ASA journals, there are three other journals published by ASA sections available with section membership. They are: *City & Community* (Community and Urban Sociology Section); *Journal of World Systems Research* (A journal from Political Economy of the World-System); *Society and Mental Health* (Sociology of Mental Health section). *Sociology of Race and Ethnicity* (section on Racial and Ethnic Minorities).

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