



# SPPS NEWSLETTER

The Official Newsletter of the Section on Sociological Practice and  
Public Sociology, American Sociological Association

Summer 2010

## Editor's commentary

### It All Rolls Into One

Leora Lawton

*TechSociety Research and UC Berkeley*

When I returned to teaching in 2005 I knew I would learn from my students, yet one of the areas that surprised me was in technology. Consider that I have been using email since 1982, designed and fielded one of the first ever household surveys of internet use, worked in a dotcom, designed web survey software, and still work in the high-tech industry, one might not expect this would be the area of my learning. It started with PowerPoint. Students asked me to use PowerPoint slides because my writing is horrible, and it is an easier record of the statistics I was teaching. I've since found that students with visual impairments can zoom in, and students with ADHD find it easier to focus. Then it was text messaging. Undergrads text all the time, and some find it easier to text me than to call or stop in to my office. I learned how to text back.. It has some excellent moments of application, such as sending written directions to my home to a friend on the road.

I wear several professional hats: I also have a research design and analysis consulting business and I work part-time running the Berkeley Population Center. Three jobs, many appointments. I was using Outlook on my desktop but finding it insufficient. I needed to know my schedule, read all my emails, and access the web and yet not be tethered to my desk. Then my old cell phone died. The next day I plopped down a small fortune and bought an iPhone.

I'm still in the learning phase but it already has proven helpful to my consulting. Lately I've done several segmentations of website users, and one of the questions I've had to work with is whether the respondent uses his cell phone to access the internet. I now better understand the question, and what to do with the answers.

<b>Chair:</b> Jeffrey A. Will University of North Florida	<a href="mailto:jwill@unf.edu">jwill@unf.edu</a>
<b>Chair-Elect:</b> Roy Feldman Behavior Analysis In NY, LLC	<a href="mailto:royfeldman@bainy.org">royfeldman@bainy.org</a>
<b>Past Chair:</b> Augusto Diana National Institute on Drug Abuse	<a href="mailto:diana@nida.nih.gov">diana@nida.nih.gov</a>
<b>Secretary:</b> Becky Hsu Princeton University	<a href="mailto:bhsu@princeton.edu">bhsu@princeton.edu</a>
<b>Council:</b> <i>Terms ending 2010:</i> Laura Nichols Nicole Flynn Carr Roy Feldman Mary Gatta	<a href="mailto:lnichols@scu.edu">lnichols@scu.edu</a> <a href="mailto:ntcarr@jaguar1.usouthal.edu">ntcarr@jaguar1.usouthal.edu</a> <a href="mailto:royfeldman@bainy.org">royfeldman@bainy.org</a> <a href="mailto:gatta@rci.rutgers.edu">gatta@rci.rutgers.edu</a>
<i>Terms ending 2011</i> Phil Nyden Kathy Stolley Lisa Frehill:	<a href="mailto:pnnyden@luc.edu">pnnyden@luc.edu</a> <a href="mailto:kstolley@vwc.edu">kstolley@vwc.edu</a> <a href="mailto:lfrehill@cpst.org">lfrehill@cpst.org</a>
<i>Terms ending 2012:</i> Marv Finkelstein Leslie Hossfeld Johanna Bishop	<a href="mailto:mfinkel@siue.edu">mfinkel@siue.edu</a> <a href="mailto:hossfeldl@uncw.edu">hossfeldl@uncw.edu</a> <a href="mailto:johanna.p.bishop@wilmu.edu">johanna.p.bishop@wilmu.edu</a>
<b>Newsletter Editor &amp; Webmaster:</b> Leora Lawton TechSociety Research	<a href="mailto:lawton@techsociety.com">lawton@techsociety.com</a>
<b>Website</b>	<a href="http://www.techsociety.com/asa">www.techsociety.com/asa</a>

### Highlights Inside!!

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And so it is in the world of applied, clinical and public sociology: we connect techniques and lessons from different areas to reach new insights. This summer we converge in Atlanta to get refreshed through the discourse of the sociological mind, knowing that we will some day reap some unforeseeable benefit elsewhere. There's

plenty for everyone: whether it's a session, a workshop for direct learning, a teaching seminar to help our students do something with their sociology, or our reception to develop networks that provide a community and sometimes job opportunities. I look forward to seeing you this summer in Georgia.

## *A Note from the Chair*

*Jeffrey Will*

*Director, Center for Community Initiatives  
University of North Florida*

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### **Sociological Practice And Public Sociology: Bridging the Academic and Practice Realms and a Model of Success**

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#### Introduction

It has been a long, busy past year for the Section on Sociological Practice and Public Sociology. And, from my vantage, a very successful one. The SPPS represents what I believe is a very successful model of how we can meld the roles of Sociologist as Practitioner, Sociologist as Academic, and Sociologists as, well, Both. As Augie Diane commented in last Summer's news letter, while we are still "university centric at our core" – but my experience with the Council and the members who were in San Francisco last year have me excited about the possibilities of the future.

One benefit (consequence?) of the research projects I have operating in CCI, and the various associations I belong to, is that I have the opportunity to travel a lot, and meet many Sociologists in both Practice and Academic settings. I recently attended the Canadian Sociological Association meetings in Montreal, and was excited to be on a panel discussing both how US and Canadian sociologists can bridge the divide between folks north and south of the 49th parallel, as well as how we can support practitioners on both sides of the border. I was particularly impressed by the graduate students who attended the session who came to learn how they can ply their sociological trade and imagination outside of the academy, and the academic Sociologist in attendance who where able to provide some important guidance to those students.

#### Updates

Not everything, of course, has gone swimmingly for SPPS over the past year. Perhaps a brief revisiting of my winter comments will help put where I see SPPS in better context. Last Fall I had several updates, as

well as several challenges to membership. They include:

- The "Merger." As most readers know, in 2009 we saw the official merger of the ASA Section on Sociological Practice and the Public Sociology group. This has gone quite well, and is basically done. This is very exciting!
- The Section Membership. This is one area we are still working on, although we have not been as successful as we had hoped. SPPS has 267 members as of May 2010 – down slightly from 306 in July 2009. Note, this does not include those who re-join the section (and ASA) when they register for the annual meetings, but the Council is working on several activities that we hope will help us in recruiting and outreach. Last Fall I challenged SPPS members to persuade at least ONE Sociology friend to join the section. I would like to extend that challenge!
- Student Membership Scholarships. We have been successful in garnering support for a number of student membership scholarships – we received approximately \$300 for the Scholarship Fund. Indeed, we have funding for additional students for as-yet "unclaimed" slots. As always, we are always looking for additional donations to support additional students. If you have a student who is a member of ASA who is interested in a scholarship contact 2010-2011 SPSS Chair Roy Feldman with you ASA member number to [royfeldman@bainy.org](mailto:royfeldman@bainy.org). If you would like to donate, just send checks c/o ASA, to Becky Hsu, 1111 25th Street NW #908, Washington DC 20037.
- SPPS Reception. While the SPPS Reception at the ASA Meetings in San Francisco was a

tremendous success, it was also a major drain on the financial resources of the Section. We are making arrangements for an off-site location (but very close to the convention hotels) for this year's gathering. I, again, would like to ask members of The Section that can donate to the Section to support the reception and other activities in Atlanta.

- Finally, as always we urge all members to come to the Annual Business Meeting at the conference in Atlanta in August. All of us on The Council are interested in learning more about what you want The Section to be and what direction we should take.

#### Next Steps

#### *New Council Members*

Our most recent elections for Council Members and Chair-elect of the Section went very well, and we had an impressive slate of candidates. I look forward to working with Chair Elect Yonette Thomas of Howard University over the next year, as she works with Chair Roy Feldman and the rest of the Council to continue managing the growth of SPPS. I am also excited to see the addition of three new Council

Members. We had a very good turnout on the election, and, thanks to a tie in the voting, the current Council voted unanimously to increase the size of the body, and thus welcome three (instead of 2) members. They include: Jenifer Nargang Chernega from Winona State University, Deirdre Oakley at Georgia State University, and Mario Luis Small, University of Chicago.

#### *Atlanta August 2010*

We have a busy day for Section activities in Atlanta at the ASA meetings in August. Our "Big Day" is Saturday this year, with three sessions, the business meeting, and an evening reception. In addition to the Section activities, there are also a large number of basic sessions relevant to SPPS. I look forward to seeing many of you at these events.

In closing, I continue to be optimistic about the direction and future of the Section on Sociological Practice and Public Sociology. It has been an exciting year as Section Chair, and I look forward to continuing working with Roy and the rest of the Council over the next 12 months. See you in Atlanta!

-jw

## *Member News*

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Jan Fritz leads a busy life...

- Jan Marie Fritz (University of Cincinnati) was a featured speaker at the Kentucky CASE meeting of administrators of special education programs (Louisville, KY on March 12, 2010). She also was an invited expert at the FOKUS/INSTRAW meeting about the evaluation of the national action plans about women, peace and security in Oslo, Norway (November 11-13, 2009) and a consultant to the government representatives in Serbia who are developing a national action plans (November 5-8, 2009)
- Jan Marie Fritz (University of Cincinnati) is the author of "Practical Responses to the Challenges for Sociology in the Face of Global Inequality: Remarks" in *Facing an Unequal World: Challenges for Sociology* by the Institute of Sociology, Academia Sinica (Taiwan) and the Council of National Associations of the International Sociological Association (2010)

#### *New Publications and Grants*

- Kathryn Goldman Schuyler (2010). Increasing leadership integrity through mind training and embodied learning. *Consulting Psychology Journal: Practice and Research*, 62, 21–38. Abstract: This article offers foundations for an integrated approach to leadership integrity consultation, melding somatic learning methods with practices for training the mind, known as lojong in Tibetan Buddhism. Embodied learning and mind training are grounded in similar perceptions about the importance of attention and awareness for developing effective, powerful action in the world. Fundamental to both methods is developing the capacity to act with awareness: the capacity to be fully present to what is taking place, rather than being distracted by expectations, habits, or fears about either oneself or others. Experience with coaching leaders suggests that such awareness is essential for leadership integrity, which requires a leader to act with wholeness from deep values in ways that can be sustained over time. The article describes these methods, identifies how they have been addressed in research, shows how each has been used in consulting, and suggests that they may be used together synergistically within processes of leadership development.

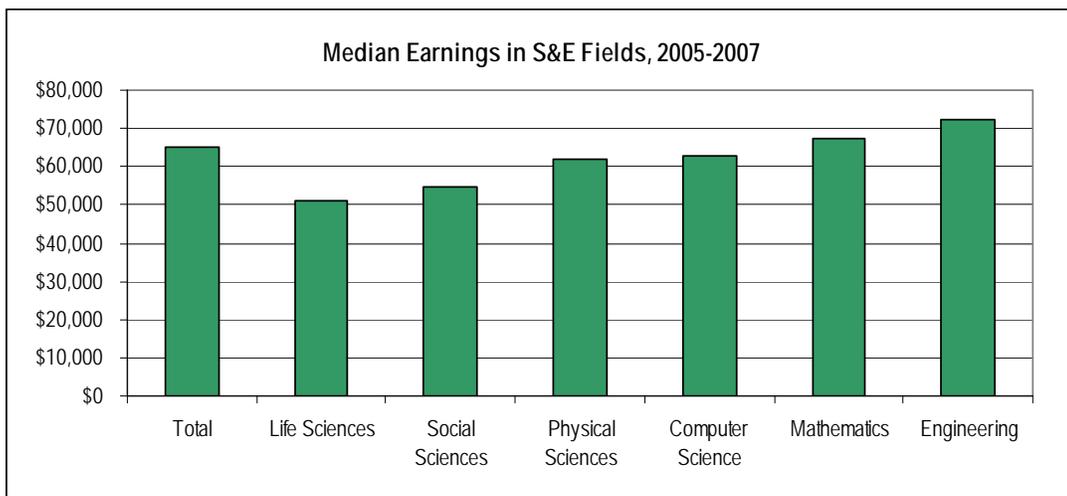
- In addition to this work, Schuyler will be presenting a number of papers at the Annual Meeting of the Academy of Management in August 2010.
- Leslie Hossfeld, Director Public Sociology Program University of North Carolina Wilmington, received \$400,000 funding from the GoldenLEAF Foundation and the North Carolina Tobacco Trust Foundation for her project, the Southeastern North Carolina Food Systems Program (SENCFS). Leslie co-founded SENCFS in 2007 as an economic development program bringing together public and private sectors to create a regional food system that supports local farmers, increases the sales of local farm products, educates and encourages consumers and the public on the importance of 'buying local', and sustains and expands farm employment, profit, and ownership, particularly among limited resource farmers (see website [www.feastsoutheastnc.org](http://www.feastsoutheastnc.org)). Graduate and Undergraduate students in the UNCW Public Sociology program are actively involved in the research, community organizing and coordination of the eleven county program.

### STEM Workers' Earnings Higher than the U.S. Average

The Commission on Professionals in Science and Technology has released a new publication entitled *STEM in the States*. This publication provides information on important indicators of the science, technology, engineering and mathematics (STEM) education and workforces in each state in comparative perspective. These data are presented alongside many common indicators of economic well-being: median household incomes, state gross domestic product, poverty rate, home ownership rates and the like. The publication echoes findings of earlier CPST-produced compendia: that STEM does a poor job in tapping the rich talent pool in the United States. The volume *STEM in the States* provides general information backed up with online data archives available to purchasers to drill down into the disciplines of STEM. These more detailed analyses show us the real gaps in our economy and the areas in which we may have an oversupply of STEM workers. For example, while about 65,000-70,000 new engineers are produced each year at the bachelor's degree level by U.S. colleges and universities, some industry experts have suggested that we need about 125,000 new engineers each year to fuel innovation in our nation.

To analyze the health, or lack thereof, of the U.S. STEM pipeline, CPST's *STEM in the States* includes:

1. national-level tables for cross-state comparisons;
2. analysis of STEM education and workforce issues at the national level with state rankings on key indicators;
3. state-level profiles that pull together data from a many sources and CPST's own analysis of data from the American Community Survey.



Source: CPST analysis of data derived from U.S. Census Bureau, *American Community Survey*

*STEM in the States'* executive summary, includes an in-depth analysis of the cross-state comparisons of STEM education and workforce in the U.S. The economic rewards of STEM occupations are important. Median earnings of workers in STEM fields are shown in the chart, derived from the *American Community Survey*. Overall, U.S. STEM

workers had median *individual* earnings of \$64,915, more than \$13,000 over the overall median *household* earnings in the United States (and household earnings reflect multiple earners). Life scientists among STEM workers had the lowest median earnings at \$50,850, while engineers' median earning of \$72,432 made them the highest-paid among the STEM workers. Median earnings varied greatly across the states and for fields within states, which would be impacted by the industrial composition of the states as they relate to jobs. So, for example, the lowest median salaries among STEM workers were posted by social scientists in Vermont, who earned an average of \$33,393, while mathematicians in the state of New Mexico posted the highest salaries among STEM workers of \$91,057.

For further information regarding *STEM in the States* or to request a copy, please visit CPST's website, [www.cpst.org](http://www.cpst.org).

### **ChildTrends has 600+ Resources on Child and Youth Development**

Child Trends' Web site has over 600 free and readily accessed resources on child and youth development that can be used in classes, shared with practitioners, or cited in proposals. These include research briefs, fact sheets, reports, PowerPoint presentations, and newsletters on various topics, including early childhood development, child welfare, education, and teen reproductive health. Below are some of the many resources available at ChildTrends. They are free downloads from the website.

*Child Trends DataBank*: [www.childtrendsdatabank.org](http://www.childtrendsdatabank.org): A one-stop source for the latest national trends and research on more than 100 key indicators of child and youth well-being.

*What Works*: [www.childtrends.org/WhatWorks](http://www.childtrends.org/WhatWorks): A user-friendly database of over 400 experimental evaluations of programs that work (or don't) to enhance children's development. Includes fact sheets that synthesize the lessons learned from experimentally evaluated programs in the database.

*Youth Development Resources*: [www.childtrends.org/youthdevelopment](http://www.childtrends.org/youthdevelopment): Short, easy-to-read briefs that provide research-based information on topics ranging from staff development and cultural competence to implementing evidence-based practices and evaluating program outcomes for youth. Useful readings for undergraduate classes.

## ***Notes from the U.S. Field***

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### **Upcoming Annual Meetings**

- The Clinical Sociology division (RC46) of the International Sociological Association will meet in Goteborg, Sweden from July 12 - 16, 2010. For information about the organization or this program, please contact Jan Marie Fritz at [jan.fritz@uc.edu](mailto:jan.fritz@uc.edu)
- The Fifth Annual Meeting of The Association for Applied and Clinical Sociology will be held October 14 to 17, 2010, in St. Louis. For more information, please visit <http://www.aacsnet.org>.

## ***Welcoming Our New Section Officers***

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Congratulations to our new Section officers!

### **Chair-elect**

Yonette Thomas, Howard University

### **Council:**

Deirdre Oakley, Georgia State University, Jenifer Nargang Chernega, Winona State University, Mario Luis Small, University of Chicago and Maryann Mason, Northwestern University

Note that there are four new councilmembers although technically our By-Laws ([www.techsociety.com/asa/bylaws.html](http://www.techsociety.com/asa/bylaws.html)) call for just 3 new members, for a total of 9, each serving 3-year terms. But we had a tie and the ASA allowed us to retain all four. We look forward to seeing this additional powerhouse bring new energy, ideas and action to our section, and ultimately to our Practice and our Public!

And of course, we thank those who generously ran and yet were not victorious.

## Classroom and Practice Reality Check: Advisory Board Practitioners Weigh In

Johanna P. Bishop  
Behavioral Science Program Coordinator  
Wilmington University

In a teaching college, the relevance of the curriculum is especially important as the presumption that the coursework will help prepare students for the working world. Although as instructors we all try to maintain a finger on the pulse of organizations and jobs through our own connections, actually having a senior level organization administrator explain what characteristics, skills, and knowledge is desired in employees is a valuable commodity. Therefore, at Wilmington University the Behavioral Science, Psychology, and Organizational Dynamics programs have jointly formed an Advisory Board in the hopes that its members would provide guidance on what kinds of skills employers are looking for in new hires.

The role of this Advisory Board is to provide workplace information to faculty, therefore, the makeup of the advisory board is important. Faculty members felt that an effective board is balanced between members who actually are in the field doing the work, and members who are highly placed in the organizations they represent. Members of this board include social workers, case workers, counselors, development directors, and human resources managers. These members provide detailed descriptions of their jobs and even serve as guest speakers for an occasional class or two. Members of the board who are more highly placed in their organizations provide guidance by articulating the characteristics, knowledge, and skills that agencies look for when hiring new employees. This is important as these members have the “big picture” of the future needs of their organizations.

Meetings with the Advisory Board are held twice a year. The format is informal, as the primary purpose is an information exchange. The typical agenda includes curriculum updates, but the most time is allotted to asking members of the board for their input. Practitioners explain what is needed in the workplace, what the needs of agencies are, and qualities they look for in hiring new employees.

Two of this year’s most spirited discussions have revolved around the need for good writing skills

and instilling professionalism in students. Board members were passionate in their argument that graduates need to be able to write and write well. Examples were given of case notes that need to be admissible in court, and grant applications that need to be focused and free of grammatical errors. Discussions about professionalism included very specific directions for students such as learning to dress for the interview, covering up tattoos so that they do not become a distraction, learning to answer interview questions, and projecting an image of confidence by using correct grammar and listening thoughtfully.

Advisory Board members also explained how important it is for students to have realistic expectations. Board members explained that even with a degree most new graduates will not immediately get management level jobs, as they still need to learn how the organization works from the bottom-up. They also explained how important it is for students to develop some awareness of organizational politics and learn to understand that, as the new hire, it is not wise to start with telling supervisors how to run their departments.

The practice of organizing an Advisory Board has been more common with criminal justice programs and in the business department. The College of Social and Behavioral Sciences, and the Behavioral Science, Psychology, and Organizational Dynamics programs took a while longer to define the purpose of an Advisory Board. Programs in these disciplines are, by nature, less specifically career-oriented and aimed at providing a broad-based background. However, the conversations held in Advisory Board meetings of this past year have already shown a positive impact in making curriculum more relevant to the requirements of the workforce.

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## The Role of the Applied Sociologist as a Facilitator

By Stanley Capela

Vice-President, Quality Management & Corporate Compliance Office,  
HeartShare Human Services of New York

One role where an applied sociologist's skills are beneficial is that as a facilitator. Over the past 12 months I have utilized my applied sociologist skills as a Facilitator at Family Team Conferences.

Currently in child welfare services there has been a significant emphasis on a strength-based facilitative approach. In New York this approach is known as 'family team conferences'; in other parts of the country it is known as 'team decision making'. In other words, every six months an agency is required to conduct a service plan review. In the past the emphasis was on utilizing professional staff, such as social workers, to develop a series of goals with the emphasis on permanency. Now, however, Family Team Conferences place greater emphasis on finding strengths and encouraging greater dialogue among various stakeholders such as family, foster parents, community providers etc.

A facilitator's role in this context is to encourage dialogue, to help identify strengths, and more importantly, to use sociologically-based observational and interpretational skills to reach an understanding of group dynamics and needs. Next, the use of the facilitation skills allows the Team to reach consensus

and ultimately permanency for children in foster care. During the past year, I have been filling this facilitator's role. Using my sociological skills of observation and interpretation, I have been able to assist social workers and families to identify their strengths and reach the necessary consensus. In addition I was able to add further capacity to the program by identifying areas that require additional staff skills, such as finding ways to encourage workers be more engaged in the process while at the same time strengthening the relationship between workers and families they serve.

Not only has this process been positive and rewarding, more importantly it reinforces the value of sociology in today's society.

For more about Stan's work and his organization, visit the Heartshare website, [www.heartshare.org](http://www.heartshare.org). Recently Stan's was asked to write a Best Practice article for NYC Administration for Children's Services. You can download the newsletter from: [http://www.nyc.gov/html/acs/downloads/pdf/newletter\\_whatsworking\\_spring2010.pdf](http://www.nyc.gov/html/acs/downloads/pdf/newletter_whatsworking_spring2010.pdf). Stan can be reached at [stan.capela@heartshare.org](mailto:stan.capela@heartshare.org).

### *Essay*

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#### **Gang Prevention Program Evaluation: Addressing Ambiguous Results\***

By Michael L. Hirsch, Huston-Tillotson University and Tina A. Quartaroli, University of Central Missouri

Gang prevention is a desirable social goal. In 1992 the Gang Resistance Education and Training (G.R.E.A.T.) program became a national program and is now operating in school systems across the United States. During the past eighteen months we undertook an evaluation of a gang prevention program sponsored by the Austin Police Department, the Austin Independent School District and the Travis County Sheriff's Department. Included in the Austin-Travis County Combined Gang Project (TCCGP) is the G.R.E.A.T. program.

##### G.R.E.A.T. Focus:

Though TCCGP is multi-faceted and stretches far beyond G.R.E.A.T. in its programming, this component was one of the few features of the project that had been up and running for some time prior to our assessment. Because of this, a disproportionate amount of our evaluation focused on its execution and outcomes. G.R.E.A.T. was first instituted in one Austin middle school in the fall of 2007. In the fall of 2008 the program was expanded to include seven elementary schools. By the end of 2008 – 2009 academic year 893 AISD students had graduated from the G.R.E.A.T. program.

##### Pre-Test / Post-Test:

Students entering G.R.E.A.T. were asked to fill out a survey (eight questions for elementary students and ten questions for middle school students). They were asked to fill out a similar survey (13 questions for elementary students and 15 for middle school students) while exiting the program.

Common pre- and post-test measures included the questions, “How much do you think people risk harming their future if they join a gang?” with the response categories, “A lot of harm,” “Some harm,” “Very little harm,” and “No harm,” and “Have you had a good experience with a police officer?” with the response categories “Over a year ago,” “In the past year,” and “Never.” New to both post-tests was the yes/no question, “I have a family member or friend who is a member of a gang.”

### Ambiguous Results

It is hoped that students that go through the G.R.E.A.T. program will hold more favorable views of the police and less favorable views of gangs as a result of their G.R.E.A.T. experience. The survey results we obtained from the project coordinator provide a cloudy picture about the efficacy of this program.

While responses to the question, “How much do you think people risk harming their future if they join a gang?” for elementary and middle school students’ pre- to post-test suggest little change in their overwhelming pre-test view that people risk “A lot of harm” by joining a gang, there seems to be a marked deterioration in how the middle school students view law enforcement following their enrollment in G.R.E.A.T. Using the results to the question, “Have you had a good experience with a police officer?” to indicate student attitudes toward police, we see a marked increase in students choosing the “Never” category pre- to post-test. In Fall 2008, middle school students choosing “Never” increased by 9.5%. In the spring of 2009, the increase in choice of the “Never” category was 31.5%. Rather than increase the favorability of law enforcement in the eyes of the students, participation in G.R.E.A.T. seems to have had the opposite effect for some of the student enrollees.

### Possible Explanations

While several social-psychological dynamics may be at play in terms of producing these unexpected results, we settled upon balance theory as providing the best explanation for students’ changing responses. Balance theory suggests a desire for cognitive consistency or balance in thoughts, feelings and in social relationships. One way of gaining balance is by changing a feeling that contributes to imbalance.

Responses in the post-test revealed that a significant number of middle-school students answered “Yes” to the question, “I have a family member or friend who is in a gang” (29.9% in Fall 2008, 46.5% in Spring 2009). Imbalance may be generated by the recognition of a primary relationship with a gang member while at the same time evaluating the police positively at a time that they are delivering an anti-gang message. It may also be that the very process of going through the G.R.E.A.T. program caused the discovery of these gang memberships. To the extent that this is true, lower evaluations of law enforcement should not come as a surprise as primary relationships will claim greater loyalty than those of a secondary nature, i.e., their relationship with law enforcement.

### Suggestions

Given that a significant number of students do have primary relationships with gang members, we encouraged staff in charge of the TCCGP to include the gang relationship question in the pre-test. We also recommended that students who acknowledge primary relationships with gang members in the pre-test should be handled differently during the G.R.E.A.T. program than the rest of the students. By adding this question to the pre-test, program staff should be able to determine to what extent the G.R.E.A.T. program itself leads to student discovery of a primary relationship with gang members that might have otherwise gone unnoticed. They will also be able to determine whether the students with primary relationships with gang members negatively reevaluate their relationships with police as a result of their G.R.E.A.T. experience.

### Conclusions

Program evaluation should be a key component of social programs addressing society’s ills. However, unless program evaluation is undertaken in a systematic fashion, it may be that many of the programs designed to help alleviate a problem, are instead exacerbating them. Our review of one component of a gang prevention program suggests that may have happened in this particular instance.

\*This article is taken from the paper, “Jump In? Notes on the Potential Challenges of Gang Prevention Programming,” to be presented at the October 2010 meetings of the Association of Clinical and Applied Sociology.

One who learns in order to teach will be enabled both to learn and to teach. But one who learns in order to practice will be enabled to learn, to teach, to observe, and to practice.

*-Talmud*

## Getting to Know Your Council Members

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One of our new Council Members is Maryann Mason. Maryann is an Assistant Research Professor Department of Pediatrics, Feinberg School of Medicine, Northwestern University and also the Community and Evaluation Research Director, Consortium to Lower Obesity in Chicago Children (CLOCC). Here she shares a bit about herself as a sociologist working in both non-academic and academic environments.

### **Expanding community engaged scholarship to improve health**

Maryann Mason

Northwestern University and CLOCC

As a sociologist I have always worked *in* community settings but only sometimes worked *with* communities. For example, my dissertation research was set in a mixed income public housing complex but I never collaborated with residents on the development of research questions or the research process. Nor were the results of the research shared with the community in a way which might have served their needs as well as mine. This always struck me as a missed opportunity.

Over the years, my sociological thinking and practice have evolved in ways that drove me to see both the academic and applied benefits of working collaboratively with communities. Yet, I largely felt on my own when it came to making community-academic partnerships work. It wasn't that my colleagues were unsupportive or the administration uncooperative, rather this was just uncharted territory for all of us. That changed significantly in 2007 when Northwestern University's Feinberg School of Medicine launched its Clinical and

Translational Sciences (NUCATS) Institute. Funded through the National Institutes of Health's Clinical and Translations Science Awards (CTSA) consortium program, NUCATS is part of a consortium of 46 medical institutions across the US working to improve the way health research is done. NUCATS has five centers: Translational Innovation, Clinical Research, Biomedical Informatics, Education and Career Development and Community-Engaged Research.

I work most closely with the Community-Engaged Research Center (CERC). CERC concentrates on facilitating collaborative research partnerships that include Chicago-area organizations, community-based clinicians and Northwestern University academic partners. There are two programs within CERC, the Alliance for Research in Chicagoland Communities (ARCC) and the Practice Based Research Program (PBRP).

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**Johanna P. Bishop** is the Behavioral Science Program Coordinator and Professor at Wilmington University. She brings her experience in organizational training and development using a human performance improvement model emphasizing a systematic approach to problem solving and change management. As Behavioral Science Program Coordinator and professor at Wilmington University, Johanna brings a variety of work experience into the classroom as she prepares students to meet the challenges of the working world head-on. She has created a focus on information literacy, research, and academic writing in the undergraduate Behavioral Science curriculum so as to prepare students to be critical thinkers and intelligent problem solvers. Her teaching experience includes applied research methods, sociology, organizational behavior, social change,

communications, leadership, and organization theory at both undergraduate and graduate levels. Like many members of our section, she has an interesting and varied path in her career. Here's how she describes it: "I started my career as a high school Speech, Drama, and English teacher, drama coach, play producer, and children's theater director. I was on the verge of moving back to The Netherlands (where I am from) when I met my husband-to-be on an arranged blind date organized by what I now refer to as my Jewish matchmaker friends! After my first child, I

became a stay-at-home-mom. While being at home with my children, I became involved with an organization supporting new mothers, which was an interesting introduction to societal/ cultural expectations of mainstream American motherhood. As my children became older I realized that I wanted to work and be involved "in the world" so to speak. The opportunity arose when a local intercultural communications company called me and asked me to teach Dutch to some soon-to-be ex-patriot Americans moving to The Netherlands (I am Dutch and fluent in the language). That led to progressively more challenging opportunities to which my answer has always been "Yes!" I was recruited by the nuclear power industry because I was working on human performance in the workplace. Then, while in nuclear, I became interested in how organizations processed their lessons learned and decided that I needed more education to understand this phenomena which led me to the Executive Leadership program at GWU. Eventually, I realized that I needed more time to work on my research, and Wilmington University offered the perfect answer!"

## *Awards*

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### **Robert Dentler Award for Outstanding Student Achievement.**

We are pleased to announce that two winners were announced for the Student Achievement Award. The first award goes to Esteban Calvo, Harvard School of Public Health (with Natalia Sarkisian Boston College), for their work and paper "Retirement and Well-being: Examining the Characteristics of Life Course Transitions" The second award goes to the team of Charles Varner and Cristobal Young Department of Sociology, Princeton University, for their paper, "Millionaire Migration and the State Taxation of Top Incomes: Evidence from New Jersey". We will feature more about their work in the Winter issue.

### **William Foote Whyte Award**

Henry J. Steadman, President, Policy Research Associates, Inc., Delmar, NY. He is internationally known and respected scholar for his path-breaking research over a 40-year career in sociological practice related to public mental health and criminal justice. He has also been enormously effective as an institution-builder as well as a scholar. Over a 17-year period in New York, he directed the most visible and highly-regarded state mental health research unit in the US. Over the past 20+ years, he created the pre-eminent private-sector research and technical assistance firm that has now trained thousands of public sector workers at the local and state levels in evidence-based procedures for dealing with mentally ill persons in the justice system. His honors include: Distinguished Service Award from the National Alliance on Mental Illness (2007); Carl A. Taube Award for Outstanding Contributions in Mental Health Services Research from the American Public Health Association (2005); the Isaac Ray Award from the American Psychiatric Association for outstanding contributions to the psychiatric aspects of jurisprudence (1999); Distinguished Contribution to Forensic Psychology from the American Academy of Forensic Psychology (1998); Saleem A. Shah Award from the State Mental Health Forensic Directors (1994); Philippe Pinel Award from the International Academy of Law and Mental Health (1988); and the Amicus Award from the American Academy of Psychiatry and the Law (1987).

He and his colleagues produced very influential research findings on the risks of violence among mental patients (much lower than popularly believed) and the coercion associated with psychiatric treatment. Importantly, this work led to several risk-assessment scales and measures of perceived coercion that are now widely used in the research and clinical practice fields. Concurrently, his firm carried out numerous evaluations of Federal service demonstration programs throughout the US that were focused on persons with mental illness in the justice system. This work led to numerous public policy briefings and regional forums for judges, attorneys, correctional administrators, law officers, mental health clinicians, and other interested citizens. Over the past decade these sessions have attracted thousands of participants. He also has been regularly sought out as an advisor by Federal and state agencies, private foundations, and professional associations.

He has been a member of the American Sociological Association for the past 40-years, a founding member of the Section on Sociological Practice, and a very active presenter of research findings throughout these years at the annual ASA meetings. His research productivity numbers some 8 books, 150 peer-reviewed articles, and well over 200 presentations at national and international meetings. He has been a mentor to many young and mid-career sociologists and to a score of clinical and legal scholars.

## ACTIVITIES OF INTEREST TO MEMBERS OF THE SPPS SECTION

### RECEPTION

#### Section on Sociological Practice and Public Sociology Reception

Time: Saturday, Aug 14 - 6:30pm – 8:30pm

Place: TRUVA, 60 Andrew Young International Boulevard

This restaurant is a very short walk from the Convention hotels and has excellent reviews. Mapquest: <http://tinyurl.com/23pswqx>.

### BUSINESS MEETING AND RECEPTION

#### Section on Sociological Practice and Public Sociology Business Meeting

Scheduled Time: Sat, Aug 14 - 11:30am - 12:10pm Building: Atlanta Marriott Marquis

#### Section on Sociological Practice and Public Sociology Reception (off-site)

Scheduled Time: Sat, Aug 14 - 6:30pm - 8:15pm Building: Off-Site Location

### OTHER MEETINGS

#### Spivack Program in Applied and Social Research Advisory Panel

Time: Sat, Aug 14 - 4:30pm - 6:10pm Place: Hilton Atlanta

#### Orientation for New Section Officers

Scheduled Time: Mon, Aug 16 - 8:30am - 10:10am Building: Atlanta Marriott Marquis

Participant: Michael R. Murphy (American Sociological Association)

Participant: Diego de los Rios (American Sociological Association)

#### Commission on Applied and Clinical Sociology (Eleanor Lyon)

Scheduled Time: Mon, Aug 16 - 6:30pm - 10:00pm Building: Hilton Atlanta

#### Research Committee 46 - Clinical Sociology of the International Sociological Association (Jan Fritz)

Scheduled Time: Mon, Aug 16 - 6:30pm - 8:15pm Building: Hilton Atlanta

Session Organizer: Kareem D. Jenkins (American Sociological Association)

### SESSIONS

#### Section on Sociological Practice & Public Sociology Paper Session. Qualitative, Quantitative, and Mixed Methods in Public Sociology

Scheduled Time: Sat, Aug 14 - 2:30pm - 4:10pm Building: Atlanta Marriott Marquis

Session Organizer: Roy E. Feldman (Behavior Analysis In NY)

President: Jeff Will (University of North Florida)

Every Day is a Disaster: Community Based Organizations and the Struggle to Prepare for Natural Disasters

\*Duke W. Austin (University of Colorado)

Winners and Losers: Counties and Gaming

\*Lori Wiebold (Bradley University)

“Dangerous Fieldwork: Things That IRB Won’t Warn you About”

\*Aleksandra Milicevic (University of North Florida)

**Section on Sociological Practice and Public Sociology Invited Session. Grantees of Grant-Making Foundations: Views from Multiple Perspectives**

Scheduled Time: Sat, Aug 14 - 4:30pm - 6:10pm Building: Atlanta Marriott Marquis

President: Roy E. Feldman (Behavior Analysis In NY)

Invited Speaker: Dr. Jacki Williams Kaye, Executive, The Atlantic Philanthropies.

Abstract:

Three invited senior foundation officers and one grant recipient will present their views of foundations' utilization of applied sociologists as grantees and foundation consultants. This very special presentation is a rare opportunity to get an inside view in to grant-making foundations.

**Regular Session. Public Sociology**

Scheduled Time: Sun, Aug 15 - 8:30am - 10:10am Building: Atlanta Marriott Marquis

Session Organizer: Cynthia Negrey (University of Louisville)

President: Cynthia Negrey (University of Louisville)

A Strategy for Assessing and Changing a Public Health Policy

\*Joan Ferrante (Northern Kentucky University)

Is Rational Deference to a Public Sociology Feasible? Epistemology and Ethics in Advice to Policymaking

\*Kelly M. Ramsey (University of California-Irvine)

The Holistic Model of Public Sociology: The Nature and Functions of Critical Practice

\*Vincent Jeffries (California State University-Northridge)

**ROUNDTABLES**

**Table 01. Section on Sociological Practice and Public Sociology Roundtable Session (one-hour)**

Scheduled Time: Sat, Aug 14 - 10:30am - 11:30am Building: Atlanta Marriott Marquis

Session Organizer: Leora Lawton (TechSociety Research)

Table President: Kathy Shepherd Stolley (Virginia Wesleyan College)

Life After Foster Care: A Qualitative Study of Post-emancipation Outcomes

\*Shawna Cosby (none), \*Mel Moore (University of Northern Colorado)

Volunteer Effectiveness in Humanitarian Projects in Sub-Saharan Africa: A Qualitative Study

\*Christi Delgatty (Texas State University)

**Table 02. Section on Sociological Practice & Public Sociology**

Scheduled Time: Sat, Aug 14 - 10:30am - 11:30am Building: Atlanta Marriott Marquis

Session Organizer: Leora Lawton (TechSociety Research)

Table President: Leslie H. Hossfeld (University of North Carolina-Wilmington)

Unintended Consequences of Human Actions

\*Elena M. Ermolaeva (Marshall University)

Inhabitant Opinion Survey and Social Impact Assessment

\*Hsiang-Chieh Lee (University of Illinois-Urbana-Champaign)

**WORKSHOPS**

**Academic Outcomes, Applied Outcomes: What Graduate Programs Can Do to Support Their Students During a Difficult Job Market.**

Friday, August 13, 1:30 PM to 5:30 PM., Atlanta Marriott Marquis

Organizer: ASA, with Sally Hillsman, Roberta Spalter-Roth, Margaret Weigers Virtullo. Other sociologists in and outside of academia will be panelists as well.

Abstract:

2010 Directors of Graduate Studies Conference, A discussion of ways to prepare graduate students to be better prepared for the job market, including alternate career options after completing their MA or Ph.D.

**Teaching Workshop. Building Emerging Citizens: Models that Encourage Students Toward a Sociology of Citizenship**

Scheduled Time: Sat, Aug 14 - 2:30pm - 4:10pm Building: Hilton Atlanta

Session Organizer: Kathy Shepherd Stolley (Virginia Wesleyan College)  
Co-Leader: Kathy Shepherd Stolley (Virginia Wesleyan College)  
Co-Leader: Diane E Hotaling (Virginia Wesleyan College)  
Co-Leader: Michael Hirsch (Huston Tillotson University)  
Co-Leader: Jeffrey A. Will (University of North Florida)

**Abstract:**

Inspired by the conference theme, this interactive session focuses on models that forge collaborations between applied sociology and service-oriented programs designed to encourage active citizenship among college and university students. The team of workshop co-leaders is comprised of the director of an award-winning campus service-learning office, and applied sociologists with extensive experience in forging community partnerships, including one who served as mayor. Those exploring ways to use their sociological perspectives and toolkits to more effectively enhance student engagement and active citizenship beyond campus will find this session of particular interest.

**Professional Workshop. Media and Civic Engagement**

Time: Sat, Aug 14 - 2:30pm - 4:10pm Place: Hilton Atlanta

Session Organizer: Jesse Kirdahy-Scalia (Not Available)  
Session Organizer: William A. Gamson (Boston College)  
Co-Leader: Marshall Ganz (Harvard University)  
Co-Leader: Stefania Milan (Not Available)

**Abstract:** The session will focus on a year long, web-based dialogue among sociologists (and others) on the question: What are the most important elements that should be present in a media system to promote collective civic engagement? What elements in existing media systems in the U.S. and elsewhere discourage collective civic engagement and how can one counter such influences? Users of the website will be asked to respond to ideas about new and alternative media as well as mainstream media and will include news media, entertainment, and advertising. We will focus on civic engagement as a collective process – that is, civic engagement as the creation of the capacity to participate in politics through communities of like-minded people.

The website will be initiated in the Fall and those interested in becoming participants will be recruited through announcements in ASA publications such as Footnotes and the ASA website. While primarily aimed at sociologists, the site will welcome participants from political science, communications, and other relevant academic fields as well as movement activists and members of new media communities. We will create original content for new media and social media communities and make it available on those sites. Our site will aggregate content from the project's various new media channels, consolidating original content and community responses from various sites in one place.

Reactor panel: The session at the ASA at the Atlanta meetings will be designed to include both those who have participated in the online dialogue during the year and those who haven't. We will briefly (10-15 minutes) present a sample of materials from the website to give non-participants a sense of it and to remind others of particular segments.

Then, we will ask an invited panel to respond to the question: What lessons about the role of the media in promoting or retarding collective civic engagement can we learn from the on-line dialogue of the past year?

**Research and Policy Workshop. Deep Democracy (co-sponsored with Sociologists without Borders)**

Scheduled Time: Sat, Aug 14 - 2:30pm - 4:10pm Building: Hilton Atlanta  
Session Organizer: Judith Blau (University of North Carolina)  
Co-Leader: Ricardo A. Dello Buono (Manhattan College)  
Co-Leader: Keri E. Iyall Smith (Suffolk University)  
Co-Leader: Mark Frezzo (Florida Atlantic University)  
Co-Leader: Bruce K. Friesen (University of Tampa)

**Abstract:**

Deep democracy is embedded in many social forms: collectives, agrarian communities, economic cooperatives, ethnic communities, faith communities, and the classroom. We sociologists have not fully engaged the topic because many have felt that collectives and cooperatives are socialist or communist, and therefore a dangerous and forbidden field of inquiry. Yet, deep democracy is thriving: in the local food movement, in community efforts to develop

alternative energy, and in nonprofits. We learn from communities in the Global South how to practice deep democracy.

**Teaching Workshop. So What?: Connecting Classrooms to Careers for Undergraduate Students**

Scheduled Time: Sat, Aug 14 - 4:30pm - 6:10pm Building: Hilton Atlanta

Session Organizer: Kathy Shepherd Stolley (Virginia Wesleyan College)

Co-Leader: Edward L. Kain (Southwestern University)

Co-Leader: Kathy Shepherd Stolley (Virginia Wesleyan College)

Co-Leader: Melody Gaye Lehnerer (College of Southern Nevada)

Abstract:

Sociology students seek connections between theory and practice, how text material applies to the “real world” and their lives in particular, and how sociology can help them get a job. In other words, students rightfully ask “So what?” about their course material. This interactive session focuses on seeing and engaging opportunities for answering these “So what?” questions with students. Academic sociologists who are seeking ways to incorporate a more applied/practice “lens” into their own outlook and classrooms may find this session of particular interest.

**Research and Policy Workshop. Bringing the Social Environment into Drug Abuse Research**

Time: Mon, Aug 16 - 8:30am - 10:10am Place: Hilton Atlanta

Session Organizer: Yonette F. Thomas (NIH/NIDA)

**Part I: Professional Workshop. Applying Sociology to Careers Outside Academia: Association, Government, and Non-Profit Opportunities**

Time: Mon, Aug 16 - 2:30pm - 4:10pm Place: Hilton Atlanta

Unit: Professional Workshop

**Part II: Job Fair: Applying Sociology to Careers Outside Academia**

Time: Mon, Aug 16 - 4:30pm - 6:10pm Place: Hilton Atlanta

Unit: Professional Workshop

Session Organizer: Margaret Weigers Vitullo (American Sociological Association)

Leader: Margaret Weigers Vitullo (American Sociological Association)

Co-Leader: Barbara M. Altman (Disability Statistics Consultant)

Co-Leader: Rachel Ivie (American Institute of Physics)

Co-Leader: Matthew C. Marlay (U.S. Census Bureau)

Co-Leader: Josie Leigh Parker (Georgia State University)

Co-Leader: Allen Ruby (U.S. Department of Education)

Co-Leader: Mikel L. Walters (Georgia State University)

Co-Leader: Regina M. Bures (University of Florida)

Co-Leader: Rosalind Berkowitz King (National Institute of Child Health and Human Development)

*Participants are encouraged to attend both the job fair and the workshop that precedes it.*

Abstract: During this session, PhD sociologists who have experience working outside of the academy will be available to talk one on one with individuals who are interested in exploring applied careers. Job Fair participants can go table to table and ask the speakers for insights and suggestions about how to market their particular sociological skills in the applied workforce. Depending on the number of participants, speakers may have time to review CVs and/or cover letters and make suggestions.

Note that the Job Fair is immediately preceded by a panel discussion entitled “Applying Sociology to Careers Outside Academia: Association, Government, and Non-Profit Opportunities.” In the panel discussion the speakers will be describing their own career paths and their suggestions for current job-seekers. Some of the questions that will be addressed include: What unique satisfactions can be found in sociological work outside the academy? Where are jobs outside of the academy posted? What specific skills sets are the most valuable outside of academia? What is a KSA and do you really need one? What are the key differences between an applied curriculum vitae and an academic one? What three things should PhD sociologists preparing for an applied job interview keep in mind? Do applied sociologists ever teach?

**Research and Policy Workshop. Panel of Study of Income Dynamics - Studying American Family Lives During an Economic Crisis**

Scheduled Time: Tue, Aug 17 - 10:30am - 12:10pm Building: Hilton Atlanta

Title Displayed in Event Calendar: Research and Policy Workshop. Panel of Study of Income Dynamics - Studying American Family Lives During an Economic Crisis

Session Organizer: Wei-Jun Jean Yeung (New York University and National University of Singapore)

Abstract:

This workshop will introduce to potential PSID users what data are available for assessing the financial crisis with the Panel Study of Income Dynamics (PSID). The PSID will be able to assess the interconnected impacts of the financial crisis in multiple domains:

1. Home ownership, financing, refinancing and foreclosure dynamics. Foreclosures on property other than own home are included; foreclosures displacing renters.
2. Companion antecedents and outcomes in the family's overall wealth portfolio, 1999-2009/2011.
3. Pension participation decisions – notably the decision to discontinue a pension and draw down the balance – at the expense of pension wealth accumulation
4. Financial outcomes and job loss and the impact of short term distress as measured by K-6 and abuse of alcohol and cigarette recidivism. These are obtained both from heads, wives and the 18-24 year olds in the Transition to Adulthood (TA) module.
5. Financial help from other family members based in part on 2007 intergenerational transfer module.
6. Impact of the economic crisis on the ability of parents and grandparents to cover school costs of college age children (college support has been shown to have benefited from home price appreciation, 1999-2005). Impacts on the economic and psychological well-being of those 18-25.
7. Small business impacts – since many small businesses have intermingled family and business balance sheets. New start ups?
8. Managing cash flow. Families may cut back on their consumption expenses – or another well-known response is an effort to boost cash flow by finding added labor market hours. With some stickiness in their wage expectations, the short run result will be added unemployment or part time, lower wage jobs.

For youth, we have two waves of data of those becoming 18-24 before the economic crisis (2005 and 2007/08) and another cohort entering the 18-24 age range under the conditions of the economic crisis. Do parents and grandparents help or are they too strapped to do much?

Along with physical health, and self-reported overall health, we have baseline K-6 measures in the core (2001 and 2003) and in TA 2005 and 2007, and can see changes from family events, 2003-2009. Data from the British panel have shown acute rises in distress from problems of paying home mortgages.

### **Research and Policy Workshop. Getting Started on Network Analysis Using Secondary Data**

Scheduled Time: Tue, Aug 17 - 12:30pm - 2:10pm Building: Hilton Atlanta

Session Organizer: Margaret Weigers Vitullo (American Sociological Association)

Co-Leader: Roberta M. Spalter-Roth (American Sociological Association)

Co-Leader: Margaret Weigers Vitullo (American Sociological Association)

Co-Leader: Jean H. Shin (American Sociological Association)

Co-Leader: Olga V. Mayorova (American Sociological Association)

Abstract:

Network analysis offers a unique way to visualize social relations by mapping connections and pathways of influence, acceptance of innovation. The concepts behind network analysis extend back to Durkheim, and underlie fundamental insights of modern theories such as Granovetter's "strength-of-weak-ties" (1974) or Small's "organizational context affecting network ties." The power of network analysis has even broken out of the confines of the academic arena and has been discussed extensively in the popular press, including the New York Times magazine (September 2009 - "Are Your Friends Making You Fat?") and in Malcolm Gladwell's best selling book *The Tipping Point* (2002). A few examples of the kinds of questions that can be answered by using network analysis are:

- How do organizational contexts (such as sociology departments for example) affect the ability to develop network ties?
- Does the position of early users in networks effect the acceptance of an innovation?
- How do support networks increase and decrease individual well-being?

In this workshop we will provide an overview of the conceptual basis of network analysis, the kinds of questions that it can answer, and the kind of software that can be used. We then describe how we are using network analysis to study the diffusion of teaching innovations through the ASA's paper syllabi sets and the new digital library of teaching materials: TRAILS. Workshop participants will then have an opportunity to explore how they might apply network analysis to their own research questions.

### **Teaching Workshop. Service Learning and Assessment**

Scheduled Time: Tue, Aug 17 - 12:30pm - 2:10pm Building: Hilton Atlanta

Title Displayed in Event Calendar: Teaching Workshop. Service Learning and Assessment

Session Organizer: Fayyaz Hussain (Michigan State University)

Abstract: This interactive workshop is intended for those who are involved in service learning and civic engagement programs. It will also help those who intend to engage their students in service learning programs. We will begin this workshop by introducing a number of service learning and civic engagement models. We will also focus on the institutional linkages and organization of these programs. The second part of this workshop will focus on some of the assessment tools that can be used to assess the learning outcomes of students. In particular, we will focus on the use of a pre and post-test model using Bloom's Taxonomy as assessment tool to measure the impact of the service-learning programs (SLP) on student learning outcomes. Empirical data will be presented. A second, longitudinal study utilizing self-reported data also will be examined.

### **DIDACTIC SEMINAR**

#### **Didactic Seminar. Emergent Technologies for Qualitative Research**

Scheduled Time: Mon, Aug 16 - 2:30pm - 5:30pm Building: Atlanta Marriott Marquis

Session Organizer: Sharlene J. Hesse-Biber (Boston College)

Abstract: Emergent technologies have pushed against the boundaries of qualitative research practice. This didactic workshop will explore issues regarding how qualitative researchers can effectively apply new technological innovations, including the use of the internet, mobile phone technologies, geospatial technologies, and the incorporation of computer-assisted software programs, to collect and analyze both qualitative and mixed-methods data. This seminar will:

(1) Provide an overview of some of the newest mobile technologies (using GPS) in the service of gathering qualitative data: The mobile phone allows the researcher to capture personal experience in real time and space. The collection of user experience data has enormous implications for the study of human interaction. The researcher is able to study experience in context over an extended period of time using fewer resources and in a less obtrusive manner. We provide in-depth examples how this technology might be applied to a qualitative research project. We will also discuss some of the ethical, issues emergent technologies raise for social researchers.

(2) Computer Assisted Software for Multi-media Analysis: We demonstrate the latest data gathering and analysis software for analyzing multi-mediated data qualitative data —web-based data, audio, video and images using the computer-assisted data analysis package, HyperResearch ([www.researchware.com](http://www.researchware.com))

(3). Transcription Software for Qualitative Data Analysis: We will also demonstrate cutting edge transcription software and discuss how the importance of transcription and its role in analyzing your qualitative data. We will demonstrate the transcription software, HyperTranscribe ([www.researchware.com](http://www.researchware.com)).

Please note: This is not a hands-on seminar, but we will be demonstrating the software and provide you with a set of handouts. The seminar will last for 3 hours. In addition, searches for 'Policy' in the title of sessions also brought up another 20 sessions of potential interest to Section members, with several on immigration policy.

#### **Like our Newsletter but aren't yet a member?**

Be sure to join our section when registering for the conference and/or when renewing your membership.

#### **Already a member?**

Send this newsletter to colleagues who might be interested in joining and encourage them to do so. The more members, the more of a voice we have within the ASA, and the more we can make Sociological Practice and Public Sociology accessible.