

Footnotes

APRIL 2004

VOLUME 32
NUMBER 4

2004 Annual Meeting . . . Public Sociologies

Public Sociology Meets Public Intellectual, Activist, and Novelist Arundhati Roy

The third article in a series highlighting prominent public intellectuals presenting at ASA's 2004 Annual Meeting in San Francisco



by Ben Crow, University of California-Santa Cruz

The 2004 Annual Meeting conference committee has selected Indian novelist Arundhati Roy to give a keynote speech on the "public sociologies" conference theme. At first glance this might seem an odd match. What would an Indian novelist know about public sociologies, particularly in the United States?

A little reflection reveals Arundhati Roy to be an excellent fit in public sociology. Sociology is the most open of academic disciplines. Its boundaries and community are not as rigid as, say, the boundaries of economics or physics. This openness is advantageous because sociology is in frequent, but imperfect, conversation with society. Sociology has important things to say to society. Not least, today's social theory may shape tomorrow's common sense. In return, all manner of people contribute to sociology. The conversation may be stifled. When British Prime Minister Margaret

Thatcher said, "There is no such thing as 'society,'" she was making a direct attempt to stifle the conversation. The conversation may also be encouraged. When the conference committee of the ASA reaches out to new parts of the global community, such as an Indian novelist, it may be adding new channels of communication.

Where could a novelist fit into this conversation between sociology and society? Novelists make influential contributions to common discourse about human communities. They generate stories about society, how people relate to one another across and



Arundhati Roy

within various social divisions.

Light Through Social Divisions

But Arundhati Roy? What could she have to say about public sociologies? You'll have to attend the talk in San Francisco to get the complete answer. But, I have some ideas that provide a hint. Arundhati Roy gained prominence by writing a Booker Prize-winning tragedy about the persistence of long-standing social divisions in the small, South Indian state of Kerala. The state has become famous in the social sciences because its inhabitants live longer than most Indians, and longer than most people in poor countries. Roy's novel, *The God of Small Things*, touches upon the social movements and historical conditions that contributed to longevity in Kerala. It sheds its main light, however, on the desperate repercussions for one family of hatred across caste lines.

Since writing *The God of Small Things*, Arundhati Roy has transformed herself into a public intellectual, and brought

her critical sociological eye to bear on several issues. She has taken up questions of poverty, fundamentalism, warmongering and dispossession and given these issues a global prominence that, given their large scale, is embarrassing to the Indian middle class. As Salil Tripathi writes in the *New Statesman*, "Roy...tells most middle-class Indians things they don't want to hear: that the country's nuclear policy is foolish; that millions are left behind by the new economy; that 50 million people are being displaced by dams and irrigation projects; that India can't afford to pay for privatization." Most recently, she has begun to write about American power: "[T]in-pot dictators (like Iraqi President Saddam Hussein) are not the greatest threat to the world. The real and pressing danger, the greatest threat of all is the locomotive force that drives the political and economic engine of the American government, currently piloted by George Bush."

See Roy, page 4

Hill Briefing on Social and Economic Consequences of Job Loss Draws Crowd

by Johanna Ebner,
Public Information Office

Research sociologist Leslie Hossfeld, University of North Carolina-Pembroke, along with other community leaders from Robeson County, North Carolina, discussed the rate and impact of job loss in that rural county at a congressional briefing on March 30 on Capitol Hill. The briefing was organized by the Center for Community Action (CCA), a community-based nonprofit organization in Lumberton, NC, working with other community and institutional agents to develop and implement proactive strategies to address the massive job loss that has occurred in Robeson County during the last 10 years.

Hossfeld, a recipient of a 2004 ASA Community Action Research Initiative

(CARI) grant, along with Mac Legerton, Executive Director of CCA, and more than 150 Robeson County politicians, business leaders, and unemployed individuals traveled from Lumberton, NC, to Washington and participated in the congressional briefing followed by a press conference. At the briefing, which included seven participating U.S. House members and other policymakers, Hossfeld reported on a study of the impact of the precipitous job loss on the local economy and the need for business development. Legerton included a presentation on federal policy recommendations to save rural jobs and rebuild rural counties in America hit hard by job losses.

The Robeson County participants had converged on Washington for a one-day blitz of visits to several members of

Congress and their staff in order to seek government support and assistance for rural economic development. The briefing followed these visits and was co-sponsored by the ASA and the co-chairs of the Congressional Rural Caucus Jobs and Economic Development Task Force: U.S. Representatives Mike McIntyre (D-NC), whose district includes Robeson County, and Shelley Moore Capito (R-WV).

Counted among the nation's 250 poorest counties, Robeson County has lost more than 10,000 manufacturing jobs in the last 10 years; it had previously employed nearly 18,000 people



Sociologist Leslie Hossfeld (right) listened to Dave Pancake, Economic Development Specialist from West Virginia, discuss rural job loss along with (left to right) Rep. John Peterson (R-PA), Rep. F. Allen Boyd (D-FL), Rep. Mike McIntyre (D-GA), and (seated behind Pancake) Rep. Shelley Moore Capito (R-WV).

See Briefing, page 3



Members of the audience at the job loss briefing on Capitol Hill, including some Robeson County unemployed.

New ASA Journal Editors!

ASA would like to congratulate its newest journal editors. Please see future issues of *Footnotes* and the journals to read editor profiles and for updates on where to send future article submissions. The new editors are:

Contexts

Jeff Goodwin, *New York University*; James Jasper, *New York, NY*

Journal of Health and Social Behavior

Peggy A. Thoits, *Vanderbilt University*

Sociological Theory

Julia P. Adams, *University of Michigan-Ann Arbor*; Jeffrey Alexander, *Yale University*; Ron Eyerman, *Yale University*; Philip Gorski, *University of Wisconsin-Madison*

In This Issue . . .



- 3 Centennial Paper Proposals**
2005 ASA centennial organizers solicit panels, participants.



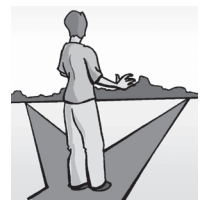
- 4 High School Sociology**
Recommendations for improving resources and infrastructure.



- 4 Creative Teaching**
James Downton developed ways to make teaching more than simply informative.



- 5 Sociologist Combines Rock 'N' Sociol'**
Donna Gaines' sociological passion and love of punk rock play role in public sociology.



- 7 "Retro" Public Sociology**
Choosing an academic vs. public service career poses perennial dilemma.



- 8 Letters: Challenges to the Discipline's Prestige**
Steps to advance toward institutionalizing public sociology.

- 12 Editor's Reports**
Find out what was successful and what caused difficulties for the editors of the ASA journals in 2003.



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The Executive Officer's Column

Academic Freedom and Publishing in Interesting Times



One consequence of the September 11, 2001, terrorist attacks for our open democracy is the necessity for the American public to engage in constant and thoughtful vigilance to protect against needless compromise of existing freedoms through legislation or the expansion of existing regulation. The protection of some freedoms must undoubtedly be balanced against inevitable modifications of the degree of regulation over some business-as-usual routines invoked to attenuate risks of future attacks. Watchfulness, however, is especially important because some changes are not highly visible.

One of these routines, scholarly publishing, has already been affected by voluntary constraints in some domains of scientific publishing (e.g., biotechnology). It now faces new challenges from involuntary constraints coming from a place many of us had never heard of—the U.S. Treasury Department's Office of Foreign Assets Control (OFAC). One of OFAC's jobs is to monitor and enforce federal regulations regarding trade embargoes with nations the U.S. government holds in disfavor. In September 2003, OFAC reinterpreted the scope of longstanding federal policies regarding trade embargoes imposed against certain disfavored nations to cover the editing (and possibly peer review) of articles published in scholarly journals. What this means is that OFAC has ruled that editors and publishers of scholarly journals can be sanctioned by up to 10 years in prison and \$500,000 in fines if they (i.e., *we*) publish manuscripts copyedited (and peer reviewed) by U.S. organizations but originating from authors in the Balkans, Burma, Zimbabwe, Cuba, Iran, Iraq, Libya, Liberia, North Korea, or Sudan. In short, such publication is now regarded as "trading with the enemy."

The effect of OFAC's reinterpretation is potentially dangerous to sustaining academic freedom both in the United States and abroad. The progress of scientific work and the envied American tradition of free speech are placed in jeopardy by this action at a time when many scholars, educators, and scientists believe that their role at home and in the international exchange of ideas is increasingly important as the world experiences global transformation. Indeed, as described below, the U.S. Congress exempted "informational materials" from trade embargoes precisely to ensure such exchange of knowledge and ideas would continue unimpeded by government restriction *despite* difficult times.

Some historical background may help. Passed in 1977 by the U.S. Congress, the International Emergency Economic Power Act (IEEPA) prescribed what actions, including trade embargoes, the U.S. President could initiate after declaring a peacetime national emergency relating to foreign threats to our nation's security, foreign policy, or economy. Exemptions and subsequent amendments (e.g., by Rep. Howard Berman of California) were designed and implemented by Congress specifically to protect the flow of information and to ensure scholarship by nationals of other countries could be published by U.S. scholarly journals despite trade embargoes and other protective actions deemed necessary by the President. As Congressman Berman said in a March 3 letter to the Director of OFAC, "the free flow of information is an essential prerequisite for the advancement of human knowledge. In the realm of science, a robust peer review process ... helps ensure the integrity of scientific research. Publishing the results of such research in scholarly journals is an integral part of the scientific process."

Such exemptions permitted scientific and scholarly publishers to continue to fulfill their role of knowledge dissemination without compromising academic freedom, although three presidents between 1980 and 1997 invoked the IEEPA-based authority to embargo certain trade transactions involving Iran. (Prior to IEEPA, the World-War-I-era TWEA [Trading with the Enemy Act] authorized the President to restrict or prohibit importation or exportation involving specific countries during war.)

Whether the current situation initiated by OFAC's 2003 reinterpretation of the "information materials" exemption will be resolved without litigation remains unclear. OFAC has recently indicated that it might provide the Institute of Electrical and Electronics Engineers (IEEE), which extensively publishes the research of Iranian and other non-U.S. researchers, with a federal license permitting the IEEE to publish educational materials/journal articles from the embargoed countries. OFAC suggests that other publishers (such as the ASA) could reference such a "general license" as federal authorization for continuing the editorial services and peer review processes that were at issue in OFAC's September 2003 ruling on existing laws and regulations. (See the March 19 *Science* magazine, p. 1742.)

However, *any form of governmental licensing authority over publishing* activities is what most publishers (and, apparently, Rep. Berman) believe is precisely what Congress denied OFAC through the Berman amendment and the Founders and citizens of the United States through the First Amendment. We are, therefore, still some distance from a resolution of this very important issue.

Last month, I communicated with all ASA journal and newsletter editors about this situation and requested that they inform the Executive Office if they received such a manuscript or had one in the review process. The Executive Office is working closely with legal counsel and is engaged with ASA's leadership and other professional societies and publishers to respond to this challenge. ASA President Michael Burawoy, President-elect Troy Duster, Publications Committee Chair Carol Heimer, and I strongly support editorial independence and seek with all means at our disposal to protect it and to protect academic freedom. The purpose of my request to our editors was to ensure we have all the information we need to obtain legal advice about strategies we can use ourselves, and with other publishers, to maintain the vitality of free scholarship and the independence of scholarly publishing. We will keep the ASA membership apprised of new developments and our progress. [As *Footnotes* goes to press, breaking news reports suggest OFAC may have reversed itself again; ASA will keep editors and members informed as we review OFAC statements.]

—Sally T. Hillsman, Executive Officer

Vantage Point

Briefing, from page 1



Representative Michael McIntyre and sociologist Leslie Hossfeld.

in manufacturing jobs. This translates to an estimated loss of \$115 million in wages, according to Hossfeld, but the ripple effect is even greater—\$674 million decline in regional household income. With this rural county's population at 123,000, its per capita income stands at \$13,224. Unemployment insurance payments rose from \$8 million in 1994 to \$20 million in 2001, while Robeson's poverty rate is at nearly 33 percent. North Carolina leads the nation in the percentage of manufacturing jobs lost since 2000, with the 162,800 jobs representing nearly 22 percent. The county is also the most ethnically diverse rural county in America.

"Our jewels are our diverse people and the diversity of our locally-owned and operated businesses," said Legerton. "Our rural people and small business owners and workers have withstood the major shifts in economic policy throughout U.S. history and remain the bedrock of our economy." He stressed that the diversity and strength of the community is its best investment in its mixed economy.

CCA includes grassroots and professional leaders working with local, state, and federal officials and agencies to develop to develop dialogue on responsible and creative policies. They advocate for policies that will protect and promote U.S. jobs and support the development of locally owned small businesses, jobs creation, and a more sustainable economy for the future of Robeson County. This briefing was part of that educational process. The focus of their policy recommendations, based on the principles of sustainable development, was on capital reinvestment and incentive programs for rural development.

Hossfeld plans to use her ASA CARI grant to continue work with CCA and partner organizations in Robeson County and in the state of North Carolina to organize a "Jobs for the Future" project as a major component of CCA's Sustainable Communities Program. The goals include (1) developing policy initiatives and efforts that attract major public and private grants and loans for economic development and reconstruction in the county; and (2) expand minority owned businesses and employment in the county to create more equitable wealth and income across families and communities of color. Hossfeld's grant will assist her in doing further research on the impact of job loss on the county and on methods to redress the problem by influencing policy and economic development. □

Call for Centennial Session Proposals and Participation

Part of the 2005 American Sociological Association's (ASA) Annual Meeting (August 13-16, 2005 in Philadelphia) will be devoted to special Centennial sessions, since it is the 100th anniversary of the founding of ASA. The ASA Program Committee for 2005 and its Centennial subcommittee invite proposals for anniversary sessions that deal broadly with the discipline of sociology, specifically its founding questions and areas of emphasis as a science of society; its current status in engaging some of the important issues of today; as well as its future prospects as a field. We also wish to trace the important history of the American Sociological Association itself as the flagship professional organization for the discipline. This 100th year anniversary also serves as an opportunity to mark how other organizations have related to sociology, and interrelations between larger societal changes and sociology.

A proposal for a session should include the title or topic to be addressed, a brief description of the focus of the session (one or two paragraphs), a list of participants' names, affiliations, topics of their presentations, and whether or not they have been con-

tacted and have agreed to participate if the session is accepted. Proposals will be reviewed by the Centennial subcommittee, consisting of Patricia Hill Collins, Troy Duster, Sally T. Hillsman, Jill Quadagno, and Caroline Hodges Persell (chair), and by the 2005 ASA Program Committee, comprised of Judith Auerbach, Troy Duster (President), Patricia Hill Collins, Joan H. Fujimura, Sally T. Hillsman, Arne Kalleberg, Ron Lembo, Caroline Persell, Jill Quadagno, and Barbara Risman.

All proposals must be received in the ASA office by **June 30, 2004**. Submit proposal by mail, fax, or email to ASA Meeting Services, Attn: Janet Astner, 1307 New York Avenue NW, Suite 700, Washington, DC 20005; fax (202) 638-0882; meetings@asanet.org.

In addition, volunteers are sought to nominate, help choose, and prepare a collection of popular musical selections representing all 100 years of the ASA's life. Volunteers familiar with popular music from the 1970s through 2005 would be especially welcomed. These musical selections will be played at the BIG birthday bash for the ASA to be held during the 2005 Annual Meeting in Philadelphia. Interested volunteers should contact Caroline Persell via email: chp1@nyu.edu. □



PUBLIC AFFAIRS UPDATE

✓ **Concerned Scientists say Bush Administration ignores research . . .** A private organization, the Union of Concerned Scientists (UCS), claims that the Bush administration systematically distorts, manipulates, or ignores scientific research findings that run counter to the administration's political beliefs. In their February report they contend that "the scope and scale of the manipulation, suppression and misrepresentation of science by the Bush administration is unprecedented." (See also February 2004 *Footnotes*, p. 3, "National Academies to pursue vetting of science advisors.") Sixty prominent scientists, including 20 Nobel Prize winners and recipients of the National Medal of Science, signed the report. In an Associated Press story, the group's president, Kurt Gottfried, said, "We're not taking issue with administration policies. We're taking issue with the administration's distortion ... of the science related to some of its policies." Also in the story, White House science adviser John Marburger said he found the report "somewhat disappointing ... because it makes some sweeping generalizations about policy in this administration that are based on a random selection of incidents and issues." He provided a 17-page point-by-point rebuttal this month. The UCS report was released concurrent with a National Academies of Science study that commends the administration's plan to study climate but expresses concern that the research was under funded and not being pursued vigorously enough. For a copy of the UCS statement, see www.ucusa.org/global_environment/rsi/signon.html. See www.ostp.gov for Marburger's statement.

✓ **National Academies Reports . . .** ASA member Barbara Schneider served on the National Research Council Committee that produced the recent National Academies of Science (NAS) report *Implementing Randomized Field Trials in Education: Report of a Workshop*. This report summarizes active exchanges among researchers and educators about the challenges to successfully carrying out randomized field trials in schools, strategies for addressing those challenges, and the effects of the current trend to fund more such studies on states, school districts, and students. The report can be reviewed in its entirety at books.nap.edu/catalog/10943.html. Barriers to minorities' entry into health professions are the focus of a new Institute of Medicine report, *In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce*. This report describes ways to reduce institutional and policy-level obstacles and recommends actions that training programs and accreditation bodies should take to make it easier for minority students to pursue health careers. For more information, see www.national-academies.org/morenews#tn0205b. A forthcoming NAS report, *Measuring Racial Discrimination*, describes how several racial and ethnic groups in the United States, including blacks, Hispanics, Asians, American Indians, and others, historically have faced severe discrimination—pervasive and open denial of civil, social, political, educational, and economic opportunities. Today, large differences among racial and ethnic groups continue to exist in employment, income and wealth, housing, education, criminal justice, health, and other areas. *Measuring Racial Discrimination* considers the definition of "race" and "racial discrimination," reviews the existing techniques to measure racial discrimination, and identifies new tools and areas for future research. For more information, see www.nap.edu/catalog/10887.html?ed_11. Finally, NAS's recent report titled *Census* evaluates the 2000 Census and offers advice for conducting the 2010 count of Americans. Detailing the major successes and problems that arose in the execution of the 2000 Census, the report indicates that the count was generally well done, and it provides recommendations on ways to improve the 2010 census design and implementation. Read the full report at books.nap.edu/catalog/10907.html.

✓ **Statistics on high school graduation rates . . .** "Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001," by the Urban Institute's Christopher Swanson, is the most extensive set of systematic empirical findings to date on public school graduation rates. This study includes detailed descriptive statistics and analytic results for the nation as a whole, by geographical region, and for each of the 50 states. The study also offers a detailed perspective on high school completion by examining graduation rates for the overall student population, for specific racial and ethnic groups, and by gender, and analysis of graduation rate patterns for particular types of school districts. See www.urban.org/url.cfm?ID=410934.

✓ **Analysis of Americans' health behaviors . . .** A new analysis of health habits of U.S. adults provides a higher-than-usual level of detail on four important health-related behaviors—alcohol use, smoking, leisure-time physical activity, and body weight. The report, released by the Centers for Disease Control and Prevention's (CDC) National Center for Health Statistics, combines data from three years of the ongoing National Health Interview Survey to examine the health behaviors by age, gender, race and Hispanic ethnicity, education, income level, marital status, geographic region, and place of residence. The survey uses several measures to monitor each of the health-related behaviors. In addition to analyzing differences in these behaviors by many population characteristics, the report compares various population subgroups in terms of healthy and unhealthy behaviors. The report noted significant differences by race and Hispanic ethnicity. The differences between Hispanic and non-Hispanic adults were particularly noteworthy for women. Health behaviors are self-reported by respondents in this large-scale nationwide household interview survey, and therefore some unhealthy behaviors may be underestimated. For more information about the National Health Interview Survey or to view a copy of *Health Behaviors of Adults: United States, 1999-2001*, visit www.cdc.gov/nchs.

Log in to the members-only section of the ASA website at:

<http://www.asanet.org/memarea>

The Status of High School Sociology: Some Recommendations

by Michael DeCesare, University of Massachusetts-Amherst, and Jeff Lashbrook, SUNY-Brockport

Despite recent calls by ASA representatives for attending to sociology in the secondary school curriculum, and the Association's launching of various initiatives (e.g., Hillsman, 2003; Howery, 1985; Levine, 1997), sociologists have progressed slowly, and continue to lag behind our colleagues in other disciplines (cf., Piker-King, 1982). The discussion during the "Teaching High School Sociology" workshop we led at the 2003 ASA Annual Meeting resulted in some practical suggestions to make further progress. These include the need to develop cyber-networks, to tap the charismatic leadership of our most prominent colleagues, and to conduct empirical research on a host of questions surrounding the status of sociology in high schools.

Developing Cyber-networks

One critical task in which we lag behind other disciplines is in developing online resources for high school teachers and working to make teachers aware of them. Two exemplars are the web pages that have been created by the American Psychological Association for its TOPSS

(Teachers of Psychology in Secondary Schools) program <www.apa.org/ed/topss/homepage.html> and the American Statistical Association's educational materials <www.amstat.org/education/index.html#k12>. As part of our own efforts, and in addition to the creation of web pages, regional e-mail listservs should be established through which high school teachers could communicate with each other and with sociologists. And, though complicated by variation in certification requirements across states, it should be possible to establish online sociology courses that teachers could take for continuing education credits. It is our impression that teachers are increasingly reliant upon the Internet for course materials and for ideas about what to teach and how to teach it; we would do well to establish online resources for them to use.

Finding Charismatic Leaders

Organizational support is crucial to improving high school sociology courses, but Max Weber also identified the role that charismatic leaders play in fostering social change. Key individuals might take on the improvement of high school sociology as a "cause." A few ASA leaders, notably Carla Howery,

have actively promoted high school sociology for some time (Howery and Persell, 2004). We call on other prominent colleagues to become actively involved in shaping and improving high school sociology courses.

This suggestion is not as outlandish as it might seem. As early as the 1920s, key sociologists (e.g., Park, Bogardus, Cooley, Faris, and Sutherland) were taking public positions on sociology's unique contribution to the high school social studies curriculum (cf., Hayes, 1923). During the 1960s, a new generation of famous sociologists debated the high school sociology course—its existence, importance, and purpose (e.g., Riesman, 1963; Page, 1963). Others contributed directly to curriculum change in the form of the ASA's Sociological Resources for the Secondary Schools project. Robert Angell, a former ASA President, served as its executive director for most of its seven-year existence, and Paul Lazarsfeld sat on the committee that received the National Science Foundation grant to undertake the project. But since the 1960s, the majority of us, prominent and otherwise, have failed to follow in our predecessors' footsteps.

We urge prominent sociologists to: (1) use their influence in departments, and at the ASA, regional organizations, and funding agencies to spread the word about the importance of high school

sociology courses; (2) offer their expertise as human resources, guides, and guest speakers to local high school teachers, convince their colleagues to do the same; (3) advocate, through their writing, for improving high school sociology courses; and (4) talk with the members of the ASA Task Force on the Advanced Placement Course in Sociology about their activities and plans. Sociologists, like other professionals, see prominent and charismatic colleagues take up an issue and are more likely to become involved themselves.

Answering the Empirical Questions

Finally, we encourage sociologists to conduct the empirical work necessary to address the many fundamental questions for which we lack adequate answers. There are two crucial areas: (1) current happenings in high schools, and (2) the high school-college links. In terms of what is actually happening in the high schools, perhaps most basic is the question asked by one of our workshop attendees: "Why is sociology offered in some high schools but not in others?" Other relevant questions include: What do high school sociology courses look like where they are offered? What actually happens in the high school sociology classroom? What do we know about high school textbooks and other course materials? Will Advanced

Continued on next page

James Downton: Awakening Teachers to Creative Teaching

by Jean Beaman, Academic and Professional Affairs Office

"How can I teach this topic in a creative way?" Teachers should routinely ask themselves this question in order to develop classes that more fully engage students, according to University of Colorado-Boulder sociology professor James Downton. His latest book, *Awakening Minds: The Power of Creativity in Teaching*, is a practical guide to enhance teachers' creativity and appreciation of teaching.

When Downton started teaching more than 30 years ago, a student approached him at the end of the course and said, "Thank you, you're a very interesting book." Downton was struck with how his lecture style, though effective, did not fully engage students. On that day, he vowed to become more creative as a teacher. At that time, there was virtually no conversation about creativity in teaching. He became excited about using a creative approach because of its power to counterbalance monotonous aspects of teaching. "Now faculty and graduate students are more receptive to creativity, which gives me hope for the future of education," Downton said.

For many years, Downton has taught creative writing workshops for faculty and graduate students at the University of Colorado-Boulder. Laura Border, Director of the Graduate Teacher Program at the University of Colorado-Boulder, commented, "His ingenuity has inspired more than 2,000 graduate students at the University of Colorado-Boulder to be more inventive in the classroom." He is dedicated to informing people of another method of teaching and hopes that other faculty will form supportive communities for creativity.

One of the first steps to becoming a

creative teacher is to determine one's purpose in teaching in order to cultivate a unique style of teaching. Downton remarked, "It is important to see how you are compelled or called to teach, rather than seeing it as a chore." By developing what he refers to as a "playful mind," which is open and imaginative, teachers can recognize the "special gifts" they bring to the classroom. Though first attempts to incorporate creativity into teaching can pose a challenge, Downton believes teachers should be more open to taking risks and experimenting with different teaching methods.

In *Awakening Minds*, Downton suggests incorporating an active or service-learning component into the class, which allow students to directly experience problems in the community that deepen their interest in issues. Listening intently to what students have to say also allows teachers to have dynamic discussions and foster understanding in the classroom. Students become interested when asked probing or strategic questions, rather than simple "yes" or "no" questions. Other ways to be more creative in the classroom include enhancing motivation and participation, developing new ideas for teaching, creating balance, nurturing positive relationships, and cultivating inspiration and wisdom. "As your creativity expands, you will have more fun teaching, find new challenges to explore, and become more fulfilled as a teacher," said Downton.

Awakening Minds is part of Downton's *Life Gardening Project*, which includes other books related to well-being and creativity. He will lead a workshop at the 2004 Annual Meeting on creative teaching. More information on Downton's approach can be found at <www.lifegardening.com>. □

Roy, from page 1

Her sustained support for the movement against a network of dams in the Narmada Valley of Western India provides an excellent example of Arundhati Roy's work. What Roy has done, in this case, is to give voice to the unrepresented, those who have been displaced by the reservoirs behind big dams. This is not a popular cause. Why should people in India, or elsewhere, care about those dispossessed by Indian irrigation and power projects? In a long, influential essay (1999), Roy showed that there are an extraordinary number of people displaced (at least 33 million, probably more than 50 million). She provides a vivid description of how some of these people, most of them *Adivasi*, or aboriginal people, have been dispossessed of their land, livelihood and community. They have joined the ranks of the impoverished in the urban slums and villages of India. Government "resettlement" is shown to be insubstantial at best. After writing the essay, this novelist, who has a swelling global following, repeatedly visited the growing lakes and submerging villages. She stood with the movement against the big dams. Then, she took the cause on global tour and fought a legal case in the Indian Supreme Court.

Roy's writing on public issues has provoked controversy. Environmental historian Ramachandra Guha accused her of overlooking an innovative compromise on the Narmada dam schemes suggested by Indian scientists, self-absorption, and an over-simplification of politics. Nonetheless, Guha wrote, "One must grant that Arundhati Roy is a courageous woman.... She followed her printed blasts with long, tiring journeys in inhospitable terrain, to show her solidarity with the anti-nuclear

and anti-dam protesters. Most writers have been individualists and careerists. An all-too-small minority has shown an awareness of public issues. Where do we place Ms. Roy in this line of honourable dissenters?" Guha locates Roy in the tradition of George Orwell. She equals Orwell in bravery, he argues, but she lacks his "intellectual probity and judgment," he says.

Public Sociology?

Is Roy's outspoken and controversial activism public sociology? Novelists do not set out to write public sociology. But Roy's *The God of Small Things* has re-illuminated caste in post-colonial India. Her resonant writing, determined activism, and global following have begun to give voice to dispossessed *adivasis*, a desperate, unheard section of the global community. When Roy speaks in her clear, critical voice, she can be heard across many divides, of caste, gender, and underdevelopment. When Arundhati Roy talks to the 2004 ASA conference, I hope she will help us think about what it takes to make sociologies public and global.

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- Ben Crow is Associate Professor of Sociology and the author of Sharing the Ganges (1995) and Markets, Class and Social Change (2001). □*

A Rebel with a Theory

With sociology as her "lens on life," Donna Gaines' music expertise and love of writing illuminate the redemptive properties of popular culture

by Johanna Ebner,
Public Information Office

Donna is a punk rocker. This statement is a reference to a song by the punk rock band the Ramones and an apt description of Donna Gaines. "Edgy, smart, and fast," describes the music Gaines loves, and it's a phrase that has been used to describe her.

Gaines, a social worker, sociologist and journalist, and a lifelong devotee of rock music, is a self-described "misfit." At least that is the way she depicts herself in her most recent publication, *A Misfit's Manifesto: The Spiritual Journey of a Rock & Roll Heart* (Villard, 2003), a personal narrative and the sociological memoir of trying to come to terms with a lifetime of marginality, personal alienation, and addiction. In the introduction she says music "has the potential to obliterate pain, transform experience, reinvent meaning, alter feeling states. It can change personal identity and cultural history." Gaines views music as her saving grace. "Music was the only thing I enjoyed that wouldn't eventually kill me," she explains.

"A *Misfit's Manifesto* was torture to write because it was my own private truth. I remember crying while writing part one of the book, the part more focused on my own youth, through self-reflection and a narrative of my past," said Gaines. "I wasn't born Dr. Gaines. I was born someone that I hated and desperately wanted to break off from. But her discovery of sociology at a community college in 1970 proved thrilling and life altering. "I began to understand myself in a social context, bound by rules, roles and norms. That was liberating."

Self-exploration, Public Engagement

The *Misfit's Manifesto* was a self-exploration about how one is constituted as an individual. "All of my work is from Durkheim," explained Gaines. "Sociology allowed me to push through when things got too difficult. If I don't have the courage to examine my own social truth, how can I reflect on others? The personal is the sociological; any of my sufferings are open and out there. If someone else can connect to it, maybe it can liberate them as it liberated me." Gaines questions how we become who we are meant to be, how identity is formed by popular culture. The book is an ethnomethodology of the self from a structural point of view.

As a self-identified public intellectual, Gaines uses personal experience to demonstrate how sociologists can write for general as well as academic audiences on popular and disciplinary issues. She believes that it is important to be socially engaged. Like many sociologists, she has burned the candles at both ends in order to live up to her mission, writing, teaching, speaking, and advocating for young people. In developing her writings and teachings, she has combined her love of street culture, politics of youth and music with her passion for sociological theory.

Gaines grew up hanging out in Rockaway Beach, Queens (a surf town made famous by the Ramones). "I was born with a sociological imagination," said Gaines. "It's the way my brain was wired. I looked at groups and social norms and began to reflect on them. I spent puberty hanging out on street corners and began to notice my neighborhood as being ethnically divided. Rockaway Beach was primarily Jewish and Irish, and they hated each other." From working as a social worker to appearing on TV talk shows as a heavy-metal expert, Gaines has built her career and life around cultural sociology and rock and roll.

Her mentors range from the punk rock

group Ramones to Stanley Aronowitz. Gaines said, "I admire people who have guts and do what they believe in. People like Bennett Berger, Terry Williams, and Paul DiMaggio are accessible authors who write with passion. Of course I am most inspired by my late mentor Lewis Coser. He introduced me to the masters and encouraged me to do sociology by any means necessary."

Getting Culture at ASA

Gaines has written for *Rolling Stone*, *Ms.*, *the Village Voice*, *Spin*, *Newsday*, and *Salon*. Her published work has appeared in various types of publications, from underground fanzines to professional journals (i.e., *Contemporary Sociology*) and textbooks. Her subjects have included music, tattoos, suburbia, youth, gendered culture, intergenerational love, and spirituality. She earned her MA and PhD in sociology from the State University of New York-Stony Brook where Coser was her dissertation Chair. She has also taught at New School University and Barnard College of Columbia University.

With support from Carla Howery, Lewis Coser, and then-president Kai Erikson, Gaines organized the ASA Section on Culture as a graduate student in the mid-1980s. She went to the ASA meeting in Washington, DC, with purple hair, a black leather jacket, and a petition. Her motivation was both structural and personal.

"In the 1980s, before Cultural Studies exploded, departments of sociology would not fund us to travel to give papers anywhere except the ASA, so founding the section was essentially a scam to get funding to give papers such as 'Star Trek and the Ethics of Technology' or 'Youth Fanzines and Social Movements,' somewhere," said Gaines. "The personal motivation was to carve out a place for myself in mainstream sociology. Through the section, I met some amazing people—Aronowitz, DiMaggio, etc.—and my mission was accomplished. I found a place for myself in the discipline, a voice, and an arena."

In Gaines' first book, *Teenage Wasteland: Suburbia's Dead End Kids* (Pantheon Books, 1991), she used sociology to explain the suicides of four teenagers. She provided a portrait of "rock and roll kids" and an analysis of their interests in heavy metal music and Satanism. This was a poorly understood world with compelling questions about what society might do to help this alienated group of young people. The book was also her dissertation.

These were suburban kids who listened to heavy metal so it seemed perfect for a punk rock, youth-oriented sociologist who had studied Durkheim and knew her rock and roll. "*Teenage Wasteland* was an emotional component from my own history," said Gaines. "I was sensitive to youth being labeled. The *Village Voice* contacted me when the suicide pact occurred because they wanted someone who understood suicide, youth, suburbia, and metal music. At first I wanted to go there, to Bergenfield, and say, 'Please, don't do this,' but you can't walk up and say that to people who don't know you. So I hit the street to examine them in context and I asked, 'Who are these kids?'"

Her next book (HarperCollins, 2006) is a work of young adult fiction, addressing critical issues, such as faith, addiction, domestic violence, and family. "I'm a writer that loves sociology. Sociology opened my eyes and my heart; it explains the world to me, everyday."

You can visit Gaines' website at <www.donnagaines.com>. □

Opening 2004 Plenary Session on W.E.B. DuBois, a Model for Public Sociology

by Jean Beaman, Academic and
Professional Affairs Office

The opening plenary session of the 2004 Annual Meeting, "W.E.B. DuBois: Preeminent Public Sociologist of the 20th Century with Lessons for the 21st Century," will be held on Friday, August 13, from 6:30 to 8:15 PM. This session, cosponsored with the Association of Black Sociologists (ABS), Sociologists for Women in Society (SWS), and the Society for the Study of Social Problems (SSSP), will address the lessons from DuBois' long career as an activist, sociologist, Pan Africanist, and Marxist.

"I chose to make W.E.B. DuBois [1869-1963] the theme of the opening plenary, because, of all of the sociologists I could think of, his long and varied life encompassed both the multiple dilemmas of public sociology and the tensions for the public sociologist, posing these issues in the most acute and visible form," said ASA President and session presider Michael Burawoy, "In effect, he sets the agenda for the conference."

The DuBois plenary panelists include Aldon Morris, Northwestern University; Patricia Hill Collins, University of Cincinnati; Gerald Horne, University of Houston; and Manning Marable, Columbia University.

Burawoy chose Morris because of his scholarly work on the Civil Rights Movement. This is "a movement that

DuBois perhaps inspired but missed," said Burawoy. "Drawing on DuBois' life, Morris will look into the tensions between public sociology and professional sociology, especially for African Americans." Collins, who specializes in the study of race, class, and gender, will address DuBois as "the public notable," a different sort of public sociologist. According to Burawoy, "this is a view that obscures the contributions of the grassroots, organic public sociologist, and intellectual who works out of the limelight and in the trenches of society." Horne, a historian who has written extensively about both DuBois and his wife, will discuss DuBois as an international figure, including his Pan Africanism. He also has written critical accounts of American foreign policy in Africa as well as the repressive policies of the McCarthyism era. Marable, a DuBois biographer, historian, and African-American Studies scholar, will address DuBois' life and legacy. Burawoy said, "[Marable] is surely one of the leading intellectuals in the tradition of W.E.B. DuBois. He is also a commentator on African-American history and on the struggles for racial justice today, advocate of grassroots organizations as well as a defender of socialist visions."

This session promises to be a lively discussion of the implications of DuBois for public sociology in the 21st century. □

High School, from page 4

Placement courses improve instruction across the board?

The second crucial area (i.e., high school-college links) asks us to examine whether high school sociology really is the beginning of a "pipeline" for college majors (cf., Levine, 1997; Hillsman, 2003). Are students who take sociology in high school more likely to major in it? Are these students better prepared for college sociology than their peers (cf., Langam et al., 1975; Short and Matlock, 1982; Szafran, 1986)? What would be especially profitable is comparative research that examines differences between students who took a high school sociology course and those who took psychology, for example. How do their experiences differ? Do high school sociology courses really shape public attitudes toward our discipline (cf., DeCesare, 2002; Roberts and Piker-King, 1995)? Finally, and in a more pragmatic vein, what examples do we have of successful college-high school linkages; in other words, what are our "best practices"?

Strengthening sociology's presence and condition in the secondary curriculum is a challenge, and we recognize that we have posed as many questions as answers. But that is part of the point; we need more systematic information on these issues and a more thorough sociological conceptualization of our dilemma. So let us apply not only the research methods at our disposal, but also our sociological imagination. We believe that the time to act is now.

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PUBLIC SOCIOLOGY

Sociology translates to public action . . .

This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and citizens have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expert knowledge to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but consult with Managing Editor Lee Herring (herring@asanet.org, 202-383-9005 x320) prior to submitting your draft (1,000 to 1,200 words maximum).

Empowered Participatory Governance: An Unexpected Colombian Venture in Public Sociology

by Cesar Rodriguez and Erik Olin Wright, University of Wisconsin-Madison

In 2003 Archon Fung and Erik Olin Wright published *Deepening Democracy* (London: Verso), the fourth book in the Real Utopias Project organized by Wright. The book elaborates the underlying principles and dilemmas of a general model of participatory democracy—called “empowered participatory governance”—and then explores these principles (with several other collaborators) in a number of empirical case studies from around the world: an innovative form of urban direct democracy in the participatory budgeting of Porto Alegre, Brazil; rural participatory planning councils in Kerela, India; participatory police councils and local school councils in Chicago; and participatory habitat conservation planning councils for regulating habitats of endangered species in various places in the United States.

At the time the final manuscript was being completed, Cesar Rodriguez entered the graduate program in sociology at the University of Wisconsin. He had previously taught law at the National University of Colombia and was deeply involved in the democratic left of Colombia. He read the manuscript and felt that there would be great interest in it in Latin America, and thus brought it to the attention of colleagues of his at the National University Press of Colombia. Like many other international graduate students who contribute to public sociology in the United States, he was a crucial bridge between the academic networks intersecting the Wisconsin Sociology Department and the Real Utopias Project, and the activist networks of Colombia and Latin America. The press decided to translate all of the Real Utopias Project books into Spanish, beginning with *Deepening Democracy*. The Spanish edition was published just in time for the 2003 World Social Forum in

Brazil. Very quickly, the book became the vehicle for a transnational adventure in public sociology.

Participatory Democracy

In line with its tradition of progressive politics and commitment to the training of public intellectuals and grassroots organizers, the National University regarded the translation of the books in the Real Utopias Project as a means to provoke debate in Colombian and Latin American progressive circles about radical and feasible institutional reforms. The lively debate on the possibilities of empowered participatory democracy in Colombia stirred by the publication of the book led the National University to organize a four-month workshop on the topic. Rather than design the workshop for an academic audience, the university sought to apply the lessons of the theoretical framework and the case studies of the book to the political practice of community organizers in Bogotá and other Colombian cities. Thus, it prepared didactic materials and designed a workshop format aimed at an activist audience that would engage the book from the point of view of their political practice in the marginalized communities of the country.

Community organizers responded enthusiastically. Nearly 400 activists signed up for the workshop. They attended five-hour sessions every Saturday in which they would discuss the theory and practice of empowered participatory governance, on the basis of the book, the didactic materials prepared for the workshop, and their own experience. Such interest in the theory and practice of participatory democracy is partly a reflection of the resurgence of leftist politics in Colombia, where the democratic left has made unprecedented gains in recent years. With the rise of the democratic left—which now runs the government of Bogotá, the capital city—debates on egalitarian and participatory policies have gained momentum. The workshop and the discussion of the book thus contributed to this effervescence of progressive political discussions and practices.

On the occasion of the end of the workshop on November 22, 2003, the National University, in coordination with the University of Wisconsin-Madison, organized a video-conference with the authors of *Deepening Democracy*. Nearly 500 people attended the event, including the workshop participants and NGO and social movement organizations' leaders who were invited to engage in a dialogue with the authors. Erik and Archon, with Cesar acting as interpreter, sat in a studio at the University of Wisconsin looking at a monitor on which they could see the audience in Bogotá, while the audience saw them projected on a large screen in the auditorium in which they had gathered.

The conference began with Erik and Archon presenting an overview of the central ideas of empowered participatory governance (EPG), its relationship to representative democracy and associative democracy, and the dilemmas posed by attempts to put these principles into practice. This was followed by more than two hours of intensive discussion with the assembled activists. Many interesting and difficult questions were posed, including:

- Can EPG work in political/institutional contexts characterized by a thin democracy like that in Colombia?

Continued on next page



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ASA Annual Meeting Workshop . . .

Using the University of California Atlas of Global Inequality as a Teaching Tool

The 2004 ASA Annual Meeting in San Francisco will feature a workshop titled “Using the UC Atlas of Global Inequality in Teaching and Learning.” A group of faculty and students based at the University of California-Santa Cruz has developed this online Atlas of Global Inequality ucatlas.ucsc.edu/ with a range of potential uses for social scientists and others. The Atlas uses Geographic Information Systems software, and data collected by multilateral institutions, to generate printable map series showing changes in global inequality since the Second World War. These map series provide extraordinary pictures of changes in global inequality.

For example, maps showing changes in life expectancy every decade from 1960 to 2000 reveal that life expectancy in the postcolonial world rose steadily until 1990. Then the HIV/AIDS epidemic generated deaths particularly in sub-Saharan Africa on a scale that may have no parallel since the “black death” of the 13th century. Average life expectancy in many countries of sub-Saharan Africa fell during the 1990s to less than 50 years and, in some countries, to less than 40 years. The maps suggest that HIV/AIDS deaths in Asia have not yet had an impact on life expectancy. This may be because the epidemic is still growing in those countries.

Innovations of this Atlas include: dynamic presentations showing changing global patterns of inequality over time; an interactive database incorporating data from several international agencies; on-demand mapping of variables in the database; printable maps; animated guides to reading graphs, using the Atlas, and getting data; teaching activities using the Atlas; summaries of key debates and links to other online literature; a glossary; and a bibliography. All of these features are online and freely available. The atlas will soon have on-demand mapping of variables from the database and country-specific pages.

The Workshop will provide a multi-media guide to the Atlas, and describe how it can be used in teaching about globalization and global inequality. A discussion on the possibilities and limits of online teaching using maps and graphics will follow. The workshop will be suitable both for new web users and well as experienced internet users.

Workshop leaders include: Ben Crow, University of California-Santa Cruz; Richard Appelbaum, University of California-Santa Barbara (to be confirmed); Brian Fulfrost, Geographic Information System Laboratory, University of California-Santa Cruz; Sheryl Martin-Schultz, University of California-Santa Cruz; Patti Jazanowski, University of California-Santa Cruz. The Workshop will be free.

Contact Ben Crow (bencrow@cats.ucsc.edu) for more information about the workshop.

Public Sociology “from the files” . . .

The following exchange between Henry Brownstein and Robert K. Merton is reprinted from the December 1986 ASA *Footnotes*, p.11. (We thank Henry Brownstein for allowing us to publish Merton’s still-timely letter about an enduring issue: the often difficult choice between an academic versus a public/practicing sociology career path.)

—The Editor

The Practice and the Discipline: Why Must We Choose?

It was a gray morning; the day had begun with freezing rain. I was sitting at my desk in a state office, facing both the glumness of the day and the dreariness of my day’s work.

The Monday past was my first back to work after a two-week vacation. Upon my return home and to the office, piles of mail awaited me. Included were several journals from the sociological associations to which I pay dues. In recent years, I’ve found little use for most of these, but overall the association memberships do provide me with a link to the field I embraced as an undergraduate and graduate student.

One of the journals waiting for me was the first edition (Volume 1, Number 1) of *Sociological Forum* the new journal of the Eastern Sociological Society. It included two articles of particular interest in a section of the journal called “Notes and Insights.” One, by Charles Page, was about the history of “young turk” movements in sociology. It discussed four movements by young or deviant sociologists to influence the discipline/field. The other, by Charles Perrow, discussed—as a heuristic device—how the author had made a name for himself in sociology.

Reading the articles, I thought about my own situation, my position as a sociologist (anyway, someone with a PhD in sociology) working for a state government bureaucracy, doing applied work for bureaucratic policymakers. The articles were fascinating in their record of sociology as a living discipline. Perrow talked about getting published: where, when, how, why. Page talked about having an impact (or not) on the field. Together their articles brought attention to what sociologists today are reading, doing, and even, to some extent, thinking.

The works were interesting to read, but I felt apart from the ideas. I’ve grown accustomed, over the years since I left academia, to the alienation and anger I feel when lip service is given in association newsletters to sociologists working outside of the academy; the need for and goal of inclusiveness is expressed in the newsletters, but is not pursued in the journals or at the meetings. Even when there are relevant meeting sessions, applied or practicing sociologists are still viewed as outsiders—second rate sociologists. The ideas from these papers made me feel all the more distant.

For one thing, my thinking is no longer wholly academic—it’s become practical. I rarely read the theoretical literature anymore; the time I have for reading (don’t forget, I’m at my job twelve months a year, full-time) is mostly spent instead reading government and privately produced reports on crime and crime processing. My thinking, to my dismay, has become excessively atheoretical (a derogatory term in my graduate school days). I’ve come to think of research as a practical/policy-oriented matter. In my past life as a college teacher, I thought as I stood in front of my classes or as I conducted the small-scale studies of my own research agenda, of how society was and continues to be constructed. I thought of the relationships of social structure and culture, of how institutions of society were and are created, maintained, and changed. Now I think less often about those things. I think, instead, of the political implications of my work: not of what it contributes to the knowledge, but rather of what it contributes to policy. Reading Page and Perrow, I did not feel part of the tradition of theory build-ing that they reminded me is essential to the study of society.

Also, my activities and projects are no longer academic. My work is policy-oriented. I design projects the value of which are measured against the standard of practical application. This is clear in what I do for the state bureaucracy. I design a survey instrument (that probably will never be used since its political

implications may make its utilization unacceptable) to assess attitudes of some group of actors in the system toward some component or process of the system. I write reports explaining why one evaluation study or another is not feasible. (Sadly, this has become too important a part of my work; people in a bureaucracy seem to like “good” reasons for not doing things.) Fortunately, however, the practical/policy focus has not been fully successful in infiltrating what I consider to be my (as opposed to their) work: the work of nights and weekends when I am away from the bureaucracy. There I like to write conference and journal papers on topics of intellectual rather than practical interest (my personal escape to the academic). Plans for research that might be marketable do invade this realm, but mostly I write about what I think.

I chose the world in which I live; I gave up a tenured teaching position, thinking I could take a job that would give me access to the decisionmakers of our society without fully giving up my sense of myself as an academic sociologist. I do not regret my decision. Despite its force as a bureaucracy, the state has actually done little to discourage me from being privately academic on my own time.

The problem for me is that my academic colleagues have yet to figure out where I fit in the world of contemporary sociology. Maybe Page and Perrow are speaking of someplace else, of a world that existed only in history. If they are not, if they describe sociology today, then they describe a world that closes itself to me and, from what my colleagues in practice tell me, to all who reside outside the academy. Ironically, we need the associations of fellow sociologists more now than we did when we lived among them.

Henry H. Brownstein, Albany, New York

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Brownstein’s letter inspired the following response from Robert K. Merton:

20 December 1986, Saturday

Dear Dr. Brownstein,

Just a few words of appreciation. Your piece on the place of the sociological practitioner in the discipline says much that needs to be said—alas, over and over again. It takes me back to the early 1940s when I arrived at Columbia and met Paul Lazarsfeld. It was from him, far more than from anyone else, that I came to understand something of the prime role of ‘applied social research’ in its own right and, further, in the development of the discipline. That, as you know, remained a major commitment of Paul Lazarsfeld’s throughout his life; it is reflected in the decision to devote his presidential year in the ASA to “The Uses of Sociology” and to continue with other articles and books devoted to explicating (and trying to understand) the complexities of sociological practice. Along the way, I tried my hand as well at explicating the complex role and role set of the research practitioner in our field, principally in the form of a basic ‘position paper’ for a conference of the Social Science Research Council back in 1948 (I believe). A version of that paper was published as RKM, “The role of applied social science in the formation of policy: A research memorandum.” *Philosophy of Science*, July 1949, 16, 161-181.

To my regret, I have no offprints to send to you. I am asking Rosa Haritos, my research assistant, to send a scattering of some other papers bearing on the practice of sociology which I put in print in those early days. But, of course, the prime, continuing source over the decades is PFL’s work.

With collegial regard and regards,
Robert K. Merton

Dr. Henry H. Brownstein
58 Algonquin Road
Clifton Park, NY 12065

cc: Dr. Albert E. Gollin [who is most knowing in these matters]

Public Sociology, from page 6

- Given the existence of well-established mechanisms of representative democracy—and of political actors that benefit from them—what kinds of tensions arise between EPG and representative democracy? A specific instance of these tensions is the recent proposal by Bogotá’s leftist mayor to set up empowered participatory councils, which will probably be resisted by the City Council.
- What room for maneuver does an EPG-type of local or national government have, given the external constraints imposed by the demands of international economic agencies (e.g., World Bank, International Monetary Fund, World Trade Organization)? What if a local community, through an EPG process, makes a decision that goes counter those demands?
- Bogotá’s new mayor—formerly a union leader—has called himself a “center of left” politician. Does this migration toward the center (e.g., in Bogotá and Brazil) facilitate or hinder the promotion of EPG by the left?
- If civil society associations (e.g., unions, NGOs) are to play a key role in EPG, do they have to reform themselves in order to live up to the task? For example, what kind of reforms would make it possible for unions to look beyond their corporatist interests, for feminist movements to be concerned with issues other than those of women?

- In conditions of civil war (e.g., in Colombia), what is the scope for EPG?
It was quite extraordinary sitting in front of a TV monitor on a blustery November morning in Madison carrying on an intensive, complex dialogue with a large number of grassroots political activists in Bogotá engaged in forging new democratic institutions under such adverse conditions. Erik and Archon wrote the book thinking it would primarily be of interest to critical scholars in the academy who study problems of democratic theory and social change. They were unprepared for the resonant cord the analyses struck with activists on the ground. The global public dialogue in which they are now engaged is enriching their ideas as much as it may, hopefully, be clarifying issues to the activists involved.

Given the enthusiastic response to the workshop and the video-conference, the National University decided to expand the initiative into a full-blown MA program on “social management.” The program, which will start in August 2004, is intended to provide advanced training for community organizers, NGO staff members, and government officials on participatory governance and progressive policymaking. □



Public Forum



Public Sociology Challenges Discipline's Prestige and Power Structure

Public sociology is a surging theme and we applaud those who have contributed on the subject since Herbert Gans urged in the July/August 2002 *Footnotes* that public sociology "must still be institutionalized as a legitimate way of doing sociology."

ASA President Michael Burawoy embraces this vision, and it will serve as the organizing theme for the 2004 ASA Annual Meeting in San Francisco. Meanwhile, a key thread of discourse has been offered in *Footnotes'* "Public Forum" section by Murray Hausknecht (December 2002), Burawoy (January 2003), Gans (July/August 2002, January 2003), Amitai Etzioni (April 2003), Hausknecht (April 2003), Bernard Phillips (April 2003), and Paul Lachelier (December 2003).

Beyond the discussion, only "baby steps" have been taken to move toward institutionalizing public sociology. For its part, the ASA initiated an award in 1997 recognizing contributions to "public understanding of sociology." In 2002 the association launched a new magazine, *Contexts*, to publish articles on "sociological topics of interest to the general public." Most importantly, the ASA in recent years has organized and cooperated with other groups in efforts to influence public decisions in areas such as affirmative action and racial profiling.

Countless other steps no doubt are being taken so that public sociology is "enjoying a renaissance," as Burawoy claims (*Footnotes*, Public Forum, January 2003). But if there is a renaissance, there certainly is not a corresponding reformation heralding a time when public sociology stands on par with research and teaching as a "legitimate way of doing sociology."

Why is this so, especially if the conditions leading Gans to propose that "More of Us Should Become Public Sociologists" are true? Sociologists are not selected as "public intellectuals" (Gans, 2002) because we lack credibility in the public eye (Phillips, *Footnotes*, Public Forum, April 2003), so why are we not busy with reform? The potential rewards, says Gans, are "badly needed" and include opportunities to demonstrate that sociology "adds distinctive insights and findings" to public debate, to "increase the discipline's relevance," to "enhance visibility," to increase the public sense of accountability, and to attract more and better students, research funds, and public support when sociology is under attack (Gans, 2002). With these benefits at stake, why is the renaissance of interest in public sociology not accompanied by a revolution toward establishing the legitimacy of public sociology as a way of practicing our profession? Among the contributors to the *Footnotes* discussion, the least experienced got it most clearly right.

University of Wisconsin graduate student Paul Lachelier (2003) observed, "American sociologists are at least partially to blame" for the lack of "sociological imagination" among "activists and citizens." He also correctly notes, "core institutional imperatives [of the discipline] constrain our profession." One such imperative is the dictum to "publish (for specialized academic niche audiences) or perish." And this trains most sociologists to involve themselves in

only "circumscribed engagement" that "sell[s] us short."

The more experienced Gans and Etzioni bolster Lachelier's observations. For his part, Gans (2002) avers, "no one ever receives tenure as a public intellectual," while Etzioni (2003) admits his own career as an academic and activist has been a "double life." "[P]ublic sensibilities and moral values," he goes on, have "often affected my research selections. Should this admission be held against me when I arrive at the gates of heaven, and I am not allowed into the chambers in which pure scientists rest, so be it."

The point is that the proposal to elevate public sociology is upsetting to the institutionalized prestige and power hierarchies of the discipline itself. Ultimately, this is the root of Hausknecht's (2002, 2003) objections to Burawoy's "moral conscience" and "activist" notions of public sociology. These forms of "legitimate sociology" are, after all, disquieting to the hierarchy in sociology and its connections to the wider government and foundation networks that support it. As noted by Frances Fox Piven in her comments upon being selected sociology's most recent award-winning contributor to "public understanding of sociology" (*Footnotes*, Public Sociology, September/October 2003):

[W]e have a dilemma as social scientists. We are attracted to power, to the idea or the illusion that we can make an imprint on the course of events, to the hope that we can make a difference. We are also attracted by the dollars that government, foundations, and businesses provide to underwrite our work. We cannot wish away either of these influences.

We stand with Gans, Burawoy, and others who are seriously committed to making public sociology a viable way of furthering our responsibilities. For this reason, we recommend the ASA, at the least, make a formal statement on how work in this area has equal value with other forms of communicating sociological knowledge (i.e., research and teaching). Beyond this, the Association should support public sociologists in the dissemination of knowledge. It should promote *Contexts*, or some other journal, as one *mainly* for public audiences, and it should initiate programs to support public sociologists with innovative ideas to communicate through modes such as trade books, documentaries, or popular literature. At the level where sociologists do their work, we recommend that sociology departments take steps to ensure that public sociology is an accepted avenue for promotion, tenure, and salary considerations.

Finally, we recommend that individual sociologists take public sociology seriously. As they do, they should report their knowledge factually, in combination with honest admission of their values, passions, and commitments. Without the first, they cannot claim membership in the circle of sociology. Without the second, they cannot succeed in the public forum.

Kenneth L. Stewart (kenneth.stewart@angelo.edu), Angelo State University, Texas, and D. Stanley Eitzen (seitzen2@cs.com), Colorado State University

[Editor's Note: See story in the March 2004 *Footnotes*, p. 3, on ASA's public sociology task force.]

Sociology Receives the Largest Number of Professional Master's Planning Grants

by Roberta Spalter-Roth, Research Program on the Discipline and the Profession

The Council of Graduate Schools (CGS), a membership organization dedicated to improving graduate education, recently announced the winners of its request for planning proposals to support the development of professional master's degrees in the social sciences and the humanities. CGS's request for proposals was sent to academic deans of colleges of arts and sciences last summer, and the proposals were due on October 20, 2003. ASA had alerted the academic sociological community by distributing an announcement of this program through ASA's Chairlink Listserv-based alert service.

CGS hopes that the planning grants, funded by the Ford Foundation, will generate programs that prepare graduate students for non-academic employment that serves primarily local or regional workforce needs rather than doctoral studies. A total of 65 proposals were funded across 11 primary disciplinary areas (i.e., anthropology, communication, economics, English, geography, history, linguistics, philosophy, political science, psychology, and sociology) and one interdisciplinary category. And the winners were—sociology! Sociology departments, joint sociology programs, and interdisciplinary proposals spearheaded by sociology submitted the most proposals (20 of 89) and won the most grants (14 of 65). The next highest number of winning proposals was for political science (9 out of 65).

Although proposals were submitted by academic deans, the winning grants were for the following:

- A Health Policy and Gender Program, University of North Carolina-Greensboro
- An Applied Social Science Program, University of North Carolina-Wilmington
- A Community, Social, and Public Management Program, University of Texas-El Paso
- A Crime Analysis Program, Radford University
- A Social Science Research Program, Radford University
- A Criminal Justice Program, Southern Illinois University-Edwardsville
- A Policy Research, Analysis, and Assessment Program, John Carroll University

- A Community Development Program, Kansas State University
- A Professional Sociology Master's Program, American University
- An Applied Sociology Program, American University
- A Justice and Criminology Program, Fordham University
- A Gerontology Program, California State University-Stanislaus
- An Applied Sociology Program, California State University-Stanislaus
- A Social Documentation Program, University of California-Santa Cruz

The relatively large number of sociology submissions and awards may reflect a paradigm shift away from programs that considered master's degrees in sociology as stepping stones to a PhD or as consolation prizes for students not qualified for PhDs. A 2002 web-based survey of the extent and characteristics of master's programs in the social sciences at CGS member institutions found that sociology master's programs did relatively poorly in terms of indicators such as skill requirements that crossed disciplinary boundaries, orientation toward practice and experience, linkages to the labor market, building of alumni networks, and methods to assess the mastery of skills and knowledge needed for professional practice (see July/August 2002 *Footnotes*, p. 11). Disciplines such as political science were much more likely to have these programmatic characteristics.

This crop of sociology proposals to develop professional master's programs, while grounded in the disciplinary skills and knowledge, also include plans for developing relations with communities and employers, surveying needs and interests of students, increasing student diversity, increasing interdisciplinary activities, and institutional commitment. The results may be new cohorts of master's degree sociologists with the skills and the relations to take on problems and issues in communities, non-profit organizations, public and private agencies, and policymaking in the public interest.

For more information on professional master's programs, contact Roberta Spalter-Roth (spalter-roth@asanet.org) or Carla Howery (howery@asanet.org). □

Reply to Stewart and Eitzen

In their contribution to the Public Forum's discussion of public sociology (March 2004 *Footnotes*), Kenneth L. Stewart and D. Stanley Eitzen imply that I am defending a professional status quo when they write, "...the proposal to elevate public sociology is upsetting to the institutionalized prestige and power hierarchies of the discipline itself. Ultimately, this is at the root of Hausknecht's (December 2002 *Footnotes*) objections to Burawoy's (January 2003 *Footnotes*) 'moral conscience' and 'activist' notions of public sociology." Although I am not certain about the existence of these hierarchies and who are its members (e.g., is the current president of the ASA a member who is upset?), I want to affirm that I am not now and never have been one of their defenders.

Indeed, if I may be forgiven the bad

taste of quoting myself, something I wrote almost 40 years ago about sociological theory can be embraced—suitably modified—by an institutionalized public sociology as one of its principles: "...in the training of sociologists one ought to encourage those who would bring their own values into play in their professional work. It means an awareness that sociological theory is concerned with not only the construction of abstract models but also with the explanation of 'the riddles of experience' engaging the deepest passion of the sociologist as a social being—and that this is legitimate and highly functional."¹

Murray Hausknecht (mehaus@msn.com)

¹Values and Mainstream Sociology: Some Functions of Ideology for Theory. *The American Behavioral Scientist*, IX, 30-32.

Board for stepping forward and look forward to working with them in 2004.

The 2004 Editorial Board consists of 22 members. It is a diverse group, and not just in terms of demographics (including the editor and two associate editors, 44% are female; 26% members of racial/ethnic minority groups), but also areas of expertise, methodological competence, and geographic reach (four members of the Board are located outside the United States). *Sociology of Education* needs to be welcoming of all styles of scholarship, open to diverse theoretical perspectives, and, with the world shrinking, an outlet for comparative studies and research situated outside the United States. The journal's editorial leadership is committed to diversity in all those respects; the makeup of the Board makes that commitment tangible.

Perspectives on Critical Issues

Last year's annual report anticipated the journal's new "Perspectives" feature. Now there's something tangible to which to point. The inaugural set of essays focused on issues of gender (October 2003); the second, on social capital and the schooling of immigrant children, is scheduled for April 2004 and is in production as I write this report. We are reserving a small number of pages in the April and October issues (less than the equivalent of two papers per calendar year) for these invited (but reviewed) essays as scope for the journal to be forward-looking and proactive in agenda setting. Our target is two or three original essays on each topic, written in parallel, not as point-counterpoint statements and not in reaction to a published article. And though content cannot be guaranteed in advance, the intent is to recruit authors who are likely to articulate different points of view. We are striving for informative, provocative essay sets on topics of consequence. Please let us know how well we are doing.

Acknowledgments

I've already acknowledged some of my indebtedness—to Linda and Suet-ling for their superb partnership, to members of the Editorial Board, and to Anna for managing the journal's office operation. Additionally, several members of the Editorial Board warrant special mention for their work with Linda and Suet-ling on the "Perspectives" initiative; on the gender essays, Ann Ferguson and Chandra Muller; on the social capital/immigration essays, Kathy Borman, Charles Hirschman, Bradley Levinson, John Ogbu, and Min Zhou.

Thanks too are due Karen Gray Edwards, the ASA Director of Publications, Wendy Almeleh, who serves as managing editor (the journal's production person), and Jane Carey and the other good people at Boyd Publishing who make the journal pleasing to the eye.

The course relief granted by my new department chair at Hopkins, Giovanni Arrighi, helps immensely. (Andy Cherlin, Arrighi's predecessor, did the same during his tenure, so thanks go to both of them). And a final thanks is due to the able JHU sociology graduate students who have been volunteering their time in a number of capacities, including two self-study projects (compiling a database to aid in identifying external reviewers and examining manuscript content in relation to editorial decisions to better understand how the journal winnowing process works (e.g., what kinds of manuscripts fare well; what kinds poorly). They are, in alphabetical order, Angela Estacion, Bei Liu, Yingyi Ma, Christian Villenas, and Lu Zhang.

Karl H. Alexander, Editor

Sociological Methodology

This editor's report considers two key issues faced by the editor of *Sociological Methodology*: What the types of papers does the journal seek to publish? And what does the editor do to maintain the integrity of the review process?

What Types of Papers Does Sociological Methodology Seek to Publish?

Sociological Methodology is the journal of

all the research methodologies used in sociology. Your editor seeks to publish excellent contributions on each and every one of the many and diverse research techniques that sociologists use in their research, or that they would want to use, if they knew of these methods or how to adapt them to sociological analysis.

Many think of "sociological methodology" as a synonym for "statistics" or "quantitative research methods." These Pavlovian responses are unfortunate. I seek outstanding papers on all sociologically useful methods, including those that are generally perceived to be non-statistical and non-quantitative. Here are some examples of topics that these papers address:

Historical research methodology. Sociologists and historians have very different reasons for doing historical research. Sociology is fundamentally nomothetic and history is fundamentally descriptive. In empirical research, historians are likely to regard fidelity of description as the ultimate value, and factual errors of any size with visceral disdain. Sociologists are more inclined to see the development of plausible, empirically supported theories as the ultimate goal. I think that these and other disciplinary differences cause the methods of historical sociology to differ from the methods of sociological history. I very much want to publish articles that propose useful research methods for theory-building by *historical sociologists*, even if these techniques are not the procedures most practiced or appreciated by *sociological historians*.

Survey methods. The essential element in empirical research is data, not statistical analysis. Many important research methods focus on data production rather than data analysis. For example, the fine arts of locating survey respondents and asking survey questions are some of the most powerful sociological research methods, and neither one could be called statistical analysis. I want very much to publish outstanding articles on innovative, effective and efficient ways to generate data by locating survey respondents and asking them questions.

Observational research methods. Observation is one of the original methods of sociological research. Modern technology has vastly increased the ability of researchers to observe human subjects, and has lowered the cost and inconvenience of doing so. Further, electronic cameras commonly surveil public places and satellite cameras regularly photograph buildings, roads, and large assemblies of people. Many of these images are archived for future, unspecified purposes. All this image recording seems to have provided new opportunities for observational research. Archives of recorded images may well be the observational analogs of the government, business, school and military records that demographers and stratification researchers have long exploited to do research on fertility, marriage, divorce, employment and other topics. But how are we to organize, code and analyze all these images? *Sociological Methodology* seeks to publish articles that describe useful methods for sociological analysis of the observational image data.

Content analysis of text and speech. Content analysis, text analysis, and speech analysis are venerable research methods. In their original form, these techniques required the patience of Job and the persistence of Sisyphus. An eagle's eyes or a young dog's ears were useful too, as the work required vast amounts of reading or listening. Electronic publishing and electronic mail have created free, vast and manageable archives of serendipitous data on written communication. Advancing technology for computerized speech recognition is in the process of creating similar data resources for research based on spoken communication. I want to publish papers that develop new and productive methods for analyzing these data to address sociological questions.

In short, *Sociological Methodology* continues to seek important papers in statistical analysis methods, but the journal also seeks to publish important papers on non-statistical topics.

If it is not explicitly statistical, is *Sociological Methodology* a journal exclusively

about research methods for *quantitative* (rather than qualitative) data? The short answer is "no." The longer answer is that your editor believes that the usual distinction between qualitative and quantitative data is vanishing very fast, if ever it truly existed. How so? Qualitative data are data that are not quantified. Quantitative data are data that are quantified. But modern technology records everything, from images to sounds to everything else, in digital, or quantitative, form. An ethnologist might look at photographs and listen to the recorded words of interacting people. But those same images and sounds might be recorded numerically (digitized) on a compact disk, and the digital data might be analyzed quantitatively, perhaps by an image- or sound- or speech-processing computer program. These computer programs may not be widely available or convenient to use right now. But the essential point has been known for quite a while: quantitative data can be made qualitative, and qualitative data can be made quantitative. And that is another reason why your editor is eager to publish first-rate papers on methods for the analysis of both kinds of data: methods for analyzing one kind of data are in fact methods for analyzing both kinds.

Maintaining Review Process Integrity

Sociological Methodology is a refereed journal. Your editor picks referees to render opinions on papers, makes editorial decisions based substantially (but not entirely) on referee reports, protects reviewers' identities from wounded authors, and does his best to protect authors from unfair, incompetent or simply mistaken reviews. Your editor also does his best to protect authors from his own errors by attending carefully to the comments of reviewers, and by honoring any reasoned request for reconsideration and re-review. The system works on a web of redundant checks and balances, overseen by the editor.

Because the editor is the only person with legitimate authority to include or exclude editorial content in the journal (more on this anon), the peer review system gives him full and public blame for any editorial errors. This responsibility is a very strong reason for editors to operate the peer review process faithfully, carefully, compassionately, and effectively. In research disciplines like sociology, nobody can afford to be known for making bad decisions about the quality of research, or for being careless with the work product of others. Authors, reviewers and readers have considerable legitimate opportunity to punish an editor for poor performance. If authors receive rejection letters based on wooden-headed, ignorant or malicious reviewer reports, then they can (and should) complain to the editor. If complaint does not bring improvement, authors can and should publicize these documents. Reviewers and authors are protected by anonymity, but editors who accept worthless reviews have no such protection. If the past is any guide, editors do not get away with publishing silly papers either. Those papers and the editors who publish them are ridiculed beyond the professional lifetimes of their authors. The carrot dangled in front of editors is the credit given for a job well done; the stick held over them is the certain knowledge that a badly done job will be recognized, ascribed to them, and remembered.

Peer review works on the assumption that all participants play fairly. Sometimes they don't. Here are some examples:

- Those who are acknowledged to have contributed to a paper (or are otherwise linked to the authors) are recused from service as reviewers of that paper. Some authors of submitted papers have manipulated the assignment of reviewers by including ostentatious acknowledgments of generous aid from others who have neither met them nor seen their papers. If the paper is accepted, false acknowledgements are easily deleted before publication.
- Unless there is substantial evidence of scientific misconduct or violation of the law, it is never appropriate for any-

one but the author, the editor, and others specifically selected by the editor to impede or promote the publication of editorial matter in a scientific journal. After learning of the forthcoming publication of work that is critical of their published work, some persons have made efforts to delay, block, make difficult or punish the publication of the material that they do not wish to see published.

- Peer review assumes that scientific and scholarly papers are motivated only by scientific and scholarly purposes. The usual form of peer review is not equipped to evaluate research papers that are written to advance their authors' private business or political purposes. Such papers are rare in sociology. The efficacy of peer review is weakened by failure to disclose in advance their authors' motives.

These examples are unusual, but they are not unknown. It is your editor's view that they threaten the integrity of a review process that otherwise operates rather well. In conclusion, please know that *Sociological Methodology* seeks your papers on any method that is useful in sociological research. Your editor will do all in his power to give these papers a fair and thorough review. Now, please, send me your papers!

Ross M. Stolzenberg, Editor

Sociological Theory

This has been a very good year for the journal. Submissions rose dramatically, by almost 70%. Moreover, the quality of articles has improved over the last two years—a clear sign that theoretical work is alive and well in the discipline. Thus far, in the first month of 2004, the increased rate of submissions appears to be holding up; and so, I am very optimistic that the journal will continue to be healthy. Moreover, the mix of articles being submitted is now more eclectic. The number of explanatory articles (broadly defined) has increased considerably, while the number of metatheoretical pieces has declined somewhat. Yet, metatheorizing is still the most frequent category for the articles submitted. A significant increase in articles on micro social processes or in social psychology occurred over the last year; and at the other end of the spectrum, a small jump in macro-historical articles has been evident. This coming year—my last as editor—will have a symposium on terrorism in the first issue and the second issue will be devoted to the work of Gerhard Lenski (this large, oversized issue is edited by Bernice McNair Barnett and will be subsidized by the University of Illinois). The queue of articles for the remaining two issues for 2004 is now robust, filled with interesting and important statements. Thus, at the end of the year, the next editor will have a healthy journal with ample submissions and with an adequate queue to encourage selection of only high quality submissions.

I want to express my appreciation for the members of the editorial board whose terms ended with the current volume year: Judith R. Blau, Christopher Chase-Dunn, Patricia T. Clough, Stephan Fuchs, Douglas M. Kellner, Lauren Langman, Linda D. Molm, and Lynn Smith-Lovin. The journal is only as good as the willingness of the editorial board to provide reviews; and all of these individuals have worked hard to make the journal a success. New incoming board members include Douglas Goodman, Barbara Misztal, Cecilia Ridgeway, William Sewell, Jr., Henry A. Walker, and Norbert F. Wiley. The continuing members of the board are Jeffrey C. Alexander, Paul Colomy, Jennifer Earl, Neil L. Gross, Guillemina Jasso, Robin E. Wagner-Pacifici, and Christine L. Williams.

In sum, then, the journal is doing very well. If this last year of my editorship is anything like 2003, I will leave my post with great enthusiasm for the future prospects of the journal. The new editor will, I believe, inherit a lively and timely journal.

Jonathan H. Turner

Teaching Sociology

The journal moved to its new editorial offices at Purdue University under the able editorship of Liz Grauerholz. Her staff began working with new submissions as of last July, while our office continued with manuscripts under review and in production through December. The process has been smooth (if not seamless) and we appreciate the efforts of all involved in making the transition. Special recognition and appreciation goes to Pauline Pavlakos, our desktop production and electronic editor who has now anchored the work of her third editor of the journal.

We supported our final "guest editorship" (not budgeted as an additional issue of the journal) this past fall. "Case Studies and Pedagogies at Historically Black Colleges and Universities" was edited by Dr. John Stanfield II, Professor of Sociology at the University of Indiana, Bloomington. Professor Stanfield is the recent recipient of the career distinction award from the Association of Black Sociologists. This issue was published in October of 2003. The series of working papers from the July 2000 national conference at James Madison University on Sociology and the Scholarship of Teaching and Learning continue to be published in this journal, two appearing in this past year, for a total of five papers over time.

Manuscript Flow

This year we considered 158 manuscripts, with a rejection rate of 81 percent (both numbers exclude the special issue manuscripts). This reflects a somewhat lower rate of manuscript submissions, which we anticipated during the transition of the editorship. The editorial lag for reviews has averaged 12 weeks over the past year. Manuscripts published in the January to October 2003 issues included 26 articles and 14 notes. We also publish video and book reviews with each issue. Four manuscripts were rejected without sending these out for peer review, which is a lower number than in the past. The primary reasons for manuscripts submitted to *Teaching Sociology* to be rejected without review continue to be an inattention to prior published scholarship, and the omission of systematic information on student learning as a result of the innovations in teaching projects and pedagogical theory described.

Diversity

The journal continues to draw submissions from authors across a range of institutional types, from early-career scholars, including graduate students, and from scholars of color. Our overall diversity on the editorial board continues to be strong (31% minority; 52% female). We have paid attention to maintaining a gender balance on the board, as well as racial and ethnic diversity and diversity across institutional types. We have to thank the following Associate Editors who completed terms as of December 31, 2003:

Adalberto Aguirre, University of California-Riverside; Maxine Atkinson, North Carolina State University; Anne Eisenberg, SUNY-Geneseo; Thomas Gerschick, Illinois State University; Sheryl Grana, University of Minnesota-Duluth; Peter Kaufman, SUNY-New Paltz; Bruce Keith, West Point Academy (Special Issue Editor); Mary Kelly, Central Missouri State University; Jodi O'Brien, Seattle University; Margaret Sandifer, University of St. Thomas; Laurie Scheuble, Pennsylvania State University; John H. Stanfield II, Indiana University-Bloomington (Special Issue Editor); Morrison Wong, Texas Christian University.

New (or continuing) Associate Editors whose appointed terms begin January 1, 2004, and end December 31, 2007, are: Jeanne Ballantine, Wright State University; Rachell Einwohner, Purdue University; Edward Kain, Southwestern University; Emily LaBeff, Midwestern State University; Kathleen McKinney, Illinois State University; Keith Roberts, Hanover College; Prabha Unnithan, Colorado State University-Fort Collins.

Helen Moore, Editor (outgoing Editor) and Elizabeth Grauerholz (incoming Editor)

Fund for the Advancement of the Discipline

PROPOSALS SOUGHT

Two Deadlines Each Year
Proposals Are Due June 15 or December 15

PROGRAM ANNOUNCEMENT

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by the ASA through a matching grant from the National Science Foundation, the goal of this award is to nurture the development of scientific knowledge by funding small, ground-breaking research initiatives and other important scientific research activities. FAD awards provide scholars with "venture capital" for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds.

SELECTION CRITERIA

Proposals are reviewed for scientific merit and the importance of the proposed research project. Within this context, specific evaluation criteria include the following elements:

- 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
- Plans for analysis and evaluation of data
- Plans for dissemination of results
- Appropriateness of requested budget

The awards are limited to individuals with PhD degrees or the equivalent. Preference is given to applicants who have not previously received a FAD award. The selection committee consists of four members of the ASA Council, ASA's Vice-President, and the ASA Executive Officer.

FUNDING

The amount of each award shall not exceed \$7,000. Payment goes directly to the principal investigator. Grant money may not be used for convention expenses, honoraria, or Principal Investigator's salary. No overhead expenses are provided if institutions assist in administering the award for applicants. Awardees are encouraged to continue the tradition of donating to FAD any royalty income derived from projects supported by the grant.

APPLICATION PROCESS

Applications must be received in the ASA Executive office by June 15 for awards to be reviewed in the summer cycle, and by December 15 for awards to be reviewed in the winter. Applications should include eight (8) copies of the following:

- A cover sheet with the title, name of lead author, additional name(s) of author(s)
- A 100- to 200-word abstract of the research/conference topic

- A maximum of 5 single-spaced pages (excluding appendices) describing the project
- A detailed budget and time schedule
- A bibliography
- A statement of other pending support
- A vita

RECENT WINNERS

Recently funded research and conference proposals included a broad array of topics and methods—from unpaid caring work to transnational political participation and from testing survey questions cross-nationally to applying Monte Carlo probability techniques. For a brief description of the last two cycles of awards, see the December 2000 and the January 2002 issues of *Footnotes* newsletter. These can be viewed on ASA's website at www.asanet.org/footnotes/previous.html.

CONTACT INFORMATION

Send eight complete application packets to:
FAD awards

ASA/NSF Small Grant Program
1307 New York Avenue, NW, Suite 700
Washington, DC 20005-4701

Prior to submitting the proposal, please feel free to phone or e-mail project co-director Roberta Spalter-Roth (202) 383-9005, ext. 317 (spalter-roth@asanet.org). Applicants must notify ASA if other funding is received for the project.

Visit our website at www.asanet.org/members/fad.html.

What's New on the ASA Webpage?

Latest Research on the Discipline

Attention Young Sociologists: Are you wondering, "When is the best time to have a baby?" For answers, preview the latest ASA research brief on the members-only section of the website.

Most Recent Press Releases

Two of February's *ASR* articles were the subject of press releases: Familiarity (with the homeless) breeds sympathy rather than contempt, and women are not the only victims of sexual harassment in today's workplace. Also, read past-President William Bielby's 2003 presidential address on the website's publications page.

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Future ASA Annual Meetings

2004
August 14-17
San Francisco, California

□ □ □

2005
August 13-16
Philadelphia, Pennsylvania

□ □ □

2006
August 12-15
New York, New York

Footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Subscription, \$40.00. Single copies, \$3.00.

Editor: Sally T. Hillsman
Managing Editor: K. Lee Herring
Production: Redante Asuncion-Reed
Staff Writers: Johanna Ebner, Carla B. Howerly
Secretary: Arne L. Kalleberg

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. "Public Forum" contributions are limited to 800 words; "Obituaries," 500 words; "Letters to the Editor," 400 words; "Department" announcements, 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

Send communications on material, subscriptions, and advertising to: American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC 20005-4701; (202) 383-9005; fax (202) 638-0882; e-mail footnotes@asanet.org; <http://www.asanet.org>.

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