# Footnotes

**APRIL 2004** 

VOLUME 32 Number 4

# <u>2004 Annual Meeting . . . Public Sociologies</u> 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



Arundhati Roy

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

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 longstanding 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 Iragi 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

 $R_{
m esearch\ sociologist\ Leslie}$ 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 . . .



# **Centennial Paper Proposals**

2005 ASA centennial organizers solicit panels, participants.



# **High School Sociology**

Recommendations for improving resources and infrastructure.



# **Creative Teaching**

James Downton developed ways to make teaching more than simply informative.



# **Sociologist Combines** Rock 'N' Sociol'

Donna Gaines' sociological passion and love of punk rock play role in public sociology.



# "Retro" Public Sociology

Choosing an academic vs. public service career poses perennial dilemma.



# **Letters: Challenges to the** Discipline's Prestige

Steps to advance toward institutionalizing public sociology.



# **Editor's Reports**

Find out what was successful and what caused difficulties for the editors of the ASA journals in 2003.



# Our Regular Features

Public Sociology	6
Public Forum	
Departments	12
Obituaries	15

# 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

# 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.  $\square$ 

# Call for Centennial Session Proposals and Participation

 $P_{
m art}$  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 annivermark how other organizations have related to sociology, and interrelations between larger societal changes and

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. □

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

http://www.asanet.org/memarea

# UBLIC 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.ucsusa.org/global\_environment/rsi/signon.html>. <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>.

# 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 monotos aspects of teaching. "Now faculty and graduate students are more receptive to creativity, which gives me hope for the future of education," Downton

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.

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 reilluminated 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.

### References

Guha, Ramachandra. 2000. "The Arun Shourie of the left." *The Hindu* November 26.

Roy, A. 1999. "The greater common good." In *The Cost of Living*. New York: Modern Library.

Tripathi, Ś. 2001. "The goddess against big things." *New Statesman* 130 (4535, April 30):22

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 selfexploration 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 21<sup>st</sup> 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.

### References

DeCesare, Michael A. 2002. "The Lesson to Be Learned: The Past Troubles and Future Promise of Teaching High School Sociology." *Teaching Sociology* 30:302-16. Hayes, Edward C. 1923. "The Contribution of Sociology to Secondary Education." American Journal of Sociology 28:419-35.

Hillsman, Sally T. 2003. "The Sociology Pipeline Begins in High School." *Footnotes* 31(2):1, 8.

Howery, Carla B. 1985. "Sociology in the High School." *Footnotes* 13(1):4. Howery, Carla B. and Caroline Hodges

Persell. 2004. "Teaching Sociology in High School: A Pilot Project Begins in Chicago." Footnotes 32(3):1, 7.

Langam, Orville, James DeLong and Joel Snell. 1975. "College Students and High School Sociology." *College Student Journal* 9:166-71.

Levine, Felice J. 1997. "The K-12 Pipeline in Sociology." *Footnotes* 25(1):2.

Page, Charles H. 1963. "Sociology as an Educational Enterprise." Pp. 3-39 in Sociology and Contemporary Education, edited by C. H. Page. New York: Random House.

Piker-King, Kathleen. 1982. "How Other Academic Disciplines Approach Teaching Concerns and the Consequences for Sociology." Sociological Spectrum 2:73-95. Riesman, David. 1963. "Foreword." Pp. v-xvi

Riesman, David. 1963. "Foreword." Pp. v-xv. in *Sociology and Contemporary Education*, edited by C. H. Page. New York: Random House.

Roberts, Keith A. and Kathleen Piker-King. 1995. *Teaching Sociology in High School: A Guide for Workshop Organizers*. Washington, DC: American Sociological Association.

Short, Alvin P. and Donald T. Matlock. 1982. "Sociology Programs in U.S. High Schools: Current Findings with a National Sample." *Teaching Sociology* 9:313-22.

Szafran, Robert F. 1986. "What Do Introductory Sociology Students Know and When Do They Know It? The Results of Pretesting Students." *Teaching Sociology* 14:217-23.

# **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

 $m{I}$ n 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



Qualitative Research Consultation Services

# **Qualitative Research** Summer Intensive

Dates: June 24 - 29, 2004, Long Island, NY

Learn from expert Qualitative Scholars in the field of:

- \* Principles of Qualitative Analysis
- Focus Groups
- Case Study Research and Methods
- Introduction to Grounded Theory
- Ethnography
- Mixed Qualitative-Quantitative Methods
- Feminist Research Methods
- Getting Published with Qualitative Work **Oualitative Interviewing**
- Heuristic Qualitative Analysis Techniques Teaching and Using Qualitative Software Qualitative Software Work Sessions
  - ATLAS.ti
  - **ETHNOGRAPH**
  - HyperRESEARCH
  - MAXqda

Contact us for more information about our Qualitative Research Summer Intensive and other services we offer.

> RESEARCHTALK, INC. (631) 218 - 8875 Fax (631) 218 - 8873 1650 Sycamore Ave. Suite 53, Bohemia, NY 11716 Email: Information@researchtalk.com Web: www.researchtalk.com

ADVERTISEMENT

### 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 quides 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 Jazanoski, 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?

 $I_{\rm t}$  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

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 our 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

### References

Page, Charles H. 1956. "Young Turks in Sociology: Yesterday and Today." *Sociological Forum* 1(1): 158-168.

Perrow, Charles. 1986. "Journaling Careers." Sociological Forum 1(1): 169-177.

# 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]

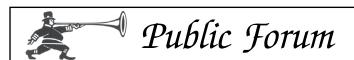
# Public Sociology, from page 6

- 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.

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.  $\square$ 





### 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

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 awardwinning 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 characteris-

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 ociology as one of its principle 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)

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

### Call for Papers

### Conferences

Association of Black Sociologists Annual Meeting, August 11-14, 2004, Westin St. Francis, San Francisco. Theme: "Black Sociologists in the New Social Order." Papers, individual paper abstracts, and sessions proposals are invited and may be sent to: Benjamin Bowser, Program Chair, Department of Sociology and Social Services, California State University-Hayward, Hayward, CA 94542; (510) 885-3173; fax (510) 885-2390; email bbowser@csuhayward.

 ${\bf Association\ for\ Humanist\ Sociology\ 2004}$ Annual Meeting, November 4-7, 2004, the Galt House in Louisville, KY. Theme: "Stirring Up Solidarity: Humanists Working Together." Humanists from all walks of life who share our concern for peace, equality and social justice are invited to share intellectual work and activist efforts, and engage in a stimulating dialogue. We welcome proposals for creative and/or alternative presentation formats, as well as papers, symposia, and panels. Deadline: June 7, 2004. Contact: Mary Chayko, 2004 AHS Program Chair, Sociology Department, College of St. Elizabeth, 2 Convent Road, Morristown, NJ 07960-6989; (973) 290-4120; fax (973) 290-4676; email mtchayko@yahoo.com. <www.humanist soc.org>

International Conference to commemorate C. Gini and M. O. Lorenz Centenary Scientific Research, May 23-26, 2005, The University of Siena, Italy. Specialists are invited to present papers in the field of Income and Wealth Distributions, Lorenz Curve, Human Capital, Inequality and Poverty. Deadlines: (1) title of the paper and an Abstract of less than 300 words to the Organizing Committee before May 31, 2004; (2) the paper to the Organizing Committee before January 31, 2005. The Scientific Committee plans to publish a book of the papers that passed a referee process. Contact the "Ufficio Congressi" of the University of Siena, email servcong@

New York State Sociological Association 52nd Annual Meeting, October 8-9, 2004, State University of New York-Oswego. Theme: "Terrorism and Responses to Global Uncertainty." Panel proposals, paper, and poster submissions are invited. For registration and information visit <www.oswego.edu/sociology/nyssa. html>.

Office of Research Integrity Research Conference on Research Integrity, November 12-14, 2004, the Paradise Point Resort, San Diego, CA. The purpose of the conference is for scholars from different disciplines to discuss crucial research problems, explore different research methods, and share research results, with the ultimate goal of furthering understanding about ways to foster integrity and deter misconduct in research. Abstracts for papers, poster sessions, panel discussions, and working groups are due April 16, 2004. Abstracts for all presentations and proposal must be submitted electronically. See the ORI website <ori.hhs.gov>

Society of Research Administrators International (SRA) 2004 Symposium, October 24-27, 2004, Salt Lake City, UT. Submit Notices Of Intent (NOI) by email to the Symposium Chair no later than April 30, 2004. Authors are required to submit a preliminary title, list of proposed co-authors (no more than three additional co-authors), and a brief summary of the proposed pa-

Visit the ASA Website www.asanet.org per. Contact: Edward F. Gabriele, Symposium Program Director and Chair, (202) 762-3202; cell (202) 445-0858; email efgabriele@earthlink.net.

#### **Publications**

American Sociological Association's Teaching Resource Manual will include teaching modules that incorporate the use of data analysis in lower-division sociology courses. It extends the work of the American Sociological Association and the Social Science Data Analysis Network project at the University of Michigan on the Integrating Data Analysis (IDA) project. Submissions for consideration include, but are not limited to, in-class group and individual exercises, take-home assignments, and/or web-based assignments that have students interpret tables, charts, and graphs, identify independent and dependent variables, write hypotheses, and independently use statistical software packages. Deadline May 15, 2004. Please send submission as a Microsoft Word document with the following format: Times New Roman font, 1-inch margins, left justified, and single spaced with double spaces between paragraphs and subsections. Submission should be sent via email to Susan Hilal at smhilal@stthomas.edu or Meredith Redlin at meredith\_redlin@

Bangladesh e-Journal of Sociology announces a call for papers for its July 2004 issue. Works on Bangladesh and by Bangladeshi sociologists on all major areas of sociology are encouraged. Submission deadline: April 30, 2004. Submit papers via email to nislamphd@gononet.com.

Critical Sociology. Special Issue: "Foundation Influence on Culture, Society, and Politics." All critical approaches are welcome; the "sociology of knowledge" perspective might be especially relevant. Submit a 500word titled abstract and proposal by May 15, 2004. Send to Special Issue co-editor Joan Roelofs at joan.roelofs@verizon.net. Applicants will be notified by June 30, 2004. Selected papers will be due by January 1, 2005. Paper length: 20-25 pages, double-spaced. Formatting guidelines: See a recent issue of Critical Sociology. Five paper copies and one electronic version of the final draft should be forwarded to: David Fasenfest, Editor, Critical Sociology, Wayne State University, 656 Kirby St., Detroit, MI

IF: InterView Forum is accepting submissions for its inaugural volume. IF is the new, peer-reviewed online journal of OSEA (Open School of Ethnography and Anthropology). IF publishes firsthand materials from ethnographic fieldwork, as well as hyperlinks to commentaries and provocations from reviewers and readers. Documents suitable for submission are interviews, stories, life histories, forums, focus groups, taped encounters or interactions, photography, audio or video footage, and other forms of sustained discourse derived from original fieldwork. Text: 10,000-word max; follow AAA style sheet. Still images: 20 images in jpeg format with captions of 200 words per image. Audio / Video: Maximum of 5 at 3 minutes each; .mp3, .swf and .mov files (flash animations accepted). For all submissions: No hard copies necessary; include translations where applicable, as well as brief statement of ethnographic, historical, or sociological or the materials. Deadline for first volume is August 1, 2004. More information available at <www.osea-cite.org>. Contact: pete@osea-cite.org.

Journal of Contemporary Ethnography publishes theoretically, methodologically, and substantively significant studies based upon participant-observation, unobtrusive observation, intensive interviewing, and contextualized analysis of discourse as well as examinations of ethnographic methods. Email manuscript submissions (in Word or WordPerfect format) to sahunt00@uky.edu. Hardcopy submissions and all other correspondence should be sent to: Scott A. Hunt, Editor, Journal of Contemporary Ethnography, Department of Sociology, University of Kentucky, Lexington, KY 40506-0027. A processing fee of US\$10 must be submitted via a check or money order made payable to the Journal of Contemporary Ethnography.

The Journal of Poverty offers a focused outlet for discourse on poverty and inequality. The journal welcomes manuscripts that increase knowledge of oppressive forces such as racism, sexism, classism, and homophobia, which contribute to the maintenance of poverty and inequality, and suggest methods of change that lead toward the eradication of such oppressive forces. Articles may be theoretical, analytical, or empirical (qualitative or quantitative). For further information, visit the journal's webpage <www.journalof poverty.org> or contact Keith Kilty <kilty.1@osu.edu> or (614) 292-7181.

Journal of Technology Transfer. Special Issue: "Women in Science." Because of the breadth of the topic, it is expected that a wide range of research approaches will be applicable including: quantitative and qualitative designs; analysis at various levels, including individual, social network, institutional, and domestic or international macro investigations; and research on scientific work in the academic, industrial, and/or governmental sectors. The following timetable applies: Abstracts (500-word maximum) due to the Guest Editor by July 15, 2004; Authors notified by August 15, 2004; Completed papers due by January 15, 2005; Referee reports to authors by March 1, 2005; Revised papers to the Guest Editor by May 1, 2005; Special Issue papers enter production May 15, 2005, to be published in September 2005. All correspondence and submissions related to the Special Issue should be directed to Monica Gaughan at monica.gaughan@pubpolicy. gatech.edu.

Michigan Sociological Review (MSR) requests submissions for its fall 2004 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. Submissions will be accepted until June 1, 2004. Send as an email attachment a word-processed document (not pdf) and a brief biographical statement to: nemeth@hope.edu. Contact: Roger Nemeth, Editor, Michigan Sociological Review, Department of Sociology, Hope College, Holland, MI 49422-9000.

Research in Political Sociology is accepting manuscripts for volume 14, which will focus on "Politics and the Corporation." Manuscripts submitted should be directed at understanding and explaining the numerous relations between politics and the corporation. Manuscripts should be submitted to: Harland Prechel, Sociology Department, 4351 Academic Building, Texas A&M University, College Station, TX 77843-4351; email hprechel@neo.tamu.edu. Deadline: June 1, 2004.

Social Forces seeks submissions for consideration in a special issue on sociology and the biological sciences. Submit papers by September 15, 2004, to Guang Guo, Editor of the Special Issue on Sociology and Biological Sciences, Department of Sociology, CB# 3210, University of North Carolina-Chapel Hill, Chapel Hill, NC 27599-3210. For questions related to style and length, authors should consult guidelines for authors at <www.irss.unc.edu/sf/>.

Symbolic Interaction. The Society for the Study of Symbolic Interaction invites manuscript submissions for a special issue with the theme: "Race and Symbolic Interaction." We seek high-quality empirical and theoretical papers that consider Race (broadly defined) from a symbolic interactionist perspective. Manuscripts should not exceed 25 double-spaced pages of text, exclusive of references and footnotes. Deadline: July 1, 2004. Send manuscripts (three copies) to: Reuben A. Buford May, Department of Sociology, University of Georgia, Baldwin Hall 117, Athens, GA 30602-1611; email cmsrmay@uga.edu.

### Meetings

June 3-5, 2004. Agape Center 3<sup>rd</sup> Bi-annual Meeting, Messiah College, Harrisburg, PA. Theme: "Spirituality, Social Justice, and Service Learning." Further information and registration forms are available at: <www.messiah.edu/agape/conference>

or by contacting Andrea Haldeman, Conference Coordinator at ahaldema@messiah.edu, or John Eby, Conference Director, at jeby@messiah.edu. Agapé Center, Messiah College, Box 3027, One College Ave., Grantham, PA 17027; (717) 766-2511.

June 10-13, 2004. International Interdisciplinary Conference on Gender, Sexuality, and Health, Vancouver, British Columbia, Canada. Email enquiries to gsh@sfu.ca. See <www.sfu.ca/conferences/iic/> for more details.

June 10-13, 2004. Institute for Community Research National Conference, Hartford, CT. Theme: "Crossroads: Critical Issues in Community-Based Research Partnerships." Contact: (860) 278-2044 ext. 303 or crossroads@icrweb.org. Go to <www.incommunityresearch.org/news/crossroads.htm> for more information about the conference and for registration information.

June 11-12, 2004. International Sociological Association RC 47, Paris, France. Theme: "Globalization and New Subjectivities: Movements and Rupture." Contact: Henri Lustiger Thaler: hlustige@ramapo.edu; Antimo Farro: antimoluigi.farro@uniroma1.it.

June 24-27, 2004. Rouge Forum Institute on Education and Society, Le Moyne College, Syracuse, NY. This interactive conference will focus on creating and promoting ideas, programs, and strategies for actively resisting inequality, racism, sexism, and irrationalism in formal and informal educative settings. Contact: Stephen C. Fleury, fleurysc@lemoyne.edu. <www.pipeline.com/~rgibson/Rouge\_Forum>.

June 28-July 1, 2004. Head Start's 7th National Research Conference, Washington, DC. Theme: "Promoting Positive Development in Young Children: Designing Strategies That Work," Registration information is available at <www.headstartresearch conf.net>. Contact Xtria, LLC at hsrc@xtria.com or (703) 821-3090, ext. 261. For information regarding conference programming, contact Faith Lamb-Parker at FLP1@columbia.edu, headstartresearch@columbia.edu, or (212) 305-4154.

August 11-13, 2004. The International Visual Sociology Association (IVSA) Annual Meeting, San Francisco, CA. Theme: "The Thought of the Eye: Visual Sociology, Documentary Work and Public Imagery." <education.ucdavis.edu/~wagner/ivsa\_04>. Contact Brian Gran, Case Western Reserve University (Brian.Gran@Case.Edu) or Jon Wagner, University of California-Davis (Jcwagner@Ucdavis. Edu).

August 13, 2004. Fourth Carework Conference, San Francisco, CA. Theme: "Bridging Carework Research, Advocacy, and Policy." See: <www.soc.iastate.edu/carework/>. Contact: Jacquelyn Litt, Acting Director of Women's Studies, 349 Catt Hall, Iowa State University, Ames, IA 50014; (515) 294-9733; email jlitt@iastate.edu; Mary K. Zimmerman, University of Kansas, 4038 Varnes Center, KUMC, Kansas City, KS 66106; (785) 864-9431/(913) 588-2688; fax (913) 383-8502; email mzimmerman@ukans.edu.

August 14, 2004. Community Based Research Network Organizing Meeting, at the American Sociological Association Annual Meeting, San Francisco, CA. Contact: Mary Tuominen, tuominen@denison.edu.

September 30-October 1, 2004. Joint Meeting of the Wisconsin Sociological Association and the 15th Conference on the Small City, Stevens Point, WI. Theme: "Governing the Small City." Other co-sponsors include the University of Wisconsin-Extension, the Wisconsin Political Science Association, and the Center for the Small City at the University of Wisconsin-Stevens Point Contact: Robert Greene, President, Wiscon-Sociological Association, rwgreene@execpc.com, or Robert Wolensky, Center for the Small City, rwolensk@uwsp.edu. <www.uwsp.edu/ polisci/smallcity/Call\_for\_Papers.htm>

September 30-October 2, 2004. Communal Studies Association Annual Conference, Hancock Shaker Village, Pittsfield, MA.

Theme: "Journeys and Travels." Contact: Elizabeth De Wolfe, University of New England, Dept. of History, 11 Hills Beach Road, Biddeford, ME 04005; email edewolfe@une.edu. <www.communaletudiee info

October 21-24, 2004. Canadian History of Education Association 13th Biennial Conference, Calgary, Alberta, Canada. Theme: "Interdisciplinarity in the Practice and Theory of Educational Histories." Registration forms will be available in the near future at <chea-ache.ucalgary.ca/>. Contact: Paul Stortz, Chair, Programme Committee, Faculty of Communication and Culture, University of Calgary, 2500 University Drive NW, Calgary, Alberta, T2N 1N4; (403) 220-8479; fax (403) 282-8479; email pistortz@ucalgary.ca.

November 10-14, 2004. International Society for Quality-of-Life Studies (ISQOLS) Conference, Philadelphia, PA. Theme: "Advancing Quality of Life in a Turbulent World." Contact: phl2004@attglobal.net; Jerri Bourjolly University of Pennsylvania, jerri@ssw.upenn.edu; Roberta Iversen, University of Pennsylvania, riversen@ssw.upenn.edu; and Georg Mueller, University of Fribourg, Switzerland, Georg.Mueller@unifr.ch. <caster.ssw.upenn.edu / ~restes/ISQOLS/PHI.2004/CFA doc>

### **Funding**

The Beth B. Hess Memorial Scholarship provides a stipend of \$1,000 to be used to support the pursuit of graduate studies as well as a one-year membership in Sociologists for Women in Society (including a subscription to Gender & Society). The award is given to a new or continuing graduate student who began her or his study in a community college or technical school. A student accepted in an accredited MA or PhD program in sociology in the United States is eligible to apply if she or he studied for at least one year at a twoyear U.S. college before transferring to complete a BA. An application for the award should contain: (1) a letter confirming admission to a graduate program (and aid award if any) or evidence of enrollment in such a degree program as a regular student (if an advanced student), (2) an undergraduate transcript if beginning graduate work in the fall, or a graduate transcript if already enrolled, (3) a letter of recommendation from a sociologist (in a sealed envelope signed on the seal), (4) a letter of application (no more than two pages) that describes the student's decision to study sociology, career goals, and particular interests in sociology, social change, or social justice that would help the committee to see how the award would be a fitting honor, and (5) (optional) a one-page letter describing a community college faculty member who particularly contributed to their decision to study sociology or pursue higher education and whom the applicant would like to honor. Application Deadline: postmarked June 1, 2004. The award will be conferred in August. Four copies of the application should be submitted to: Peter Stein, Dept. of Sociology, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. For further information, contact Peter Stein at (973) 720-3429 or SteinP@WPUNJ.edu.

Department of Health and Human Services and the National Institute of Mental Health offers funding for the establishment of research centers called "Advanced Centers for Mental Health Disparities Research (ACMHDR)." The purpose of this initiative is to promote the enhancement of established research core infrastructures and investigator-initiated research aimed at understanding and ameliorating mental health disparities. Applicants may request up to \$600,000 in direct costs per year, plus facility and administrative costs. Eligible institutions include: for-profit or nonprofit organizations; public or private institutions, such as universities, colleges, hospitals, and laboratories; units of state and local governments; and eligible agen-

Continued on next page

### Funding, continued

cies of the federal government. Deadlines: Letter of intent: April 11 annually. Application: May 11. Applications must be prepared using the PHS 398 research grant application instructions and forms. Submit a signed, typewritten original of the application, including the checklist of the documents included, and three signed photocopies in one package to: Center for Scientific Review, National Institutes of Health, 6701 Rockledge Drive, Room 1040, MSC 7710, Bethesda MD 20892-7710. For a detailed description of the program and application requirements, visit <grants2.nih.gov/grants/guide/pa-files/ plication PAR-04-060.html>.

Midlife in the United States (MIDUS) Pilot Grant Program (2004-2005). Two pilot project grants will be awarded for innovative interdisciplinary research on adult health and well-being, with an emphasis on integrative approaches to understanding life course and subgroup variations in physical, socio-emotional, and cognitive functioning. All research must be based on the National Survey of Midlife Development in the United States (MIDUS) data set, or its satellite studies including the National Study of Daily Experiences (NSDE) and sibling/twin subsample studies. Grants of up to \$15,000 total costs will be awarded to investigators from a variety of disciplines. For detailed information on the pilot grants and application process, see: <www.rci.rutgers.edu/ ~carrds/midus/midus\_home.htm>. Applications should be sent no later than July 1, 2004 to: Deborah Carr, Institute for Health, Health Care Policy & Aging Research, Rutgers University, 30 College Ave., New Brunswick, NJ 08901; (732) 932-4068; email carrds@rci.rutgers.edu.

The National Institutes Health (NIH) in its Ethics, Legal and Social Implications (ELSI) Research Program of the National Human Genome Research Institute (NHGRI) has just released revised editions of its regular research grant (R01) and small research grant (R03) program announcements. <grants2.nih.gov/grants/guide/pa-files/</pre> PA-04-050.html>. For research applications with direct costs greater than \$50,000 a year for up to three years. R03: <grants.nih.gov/ grants/guide/pa-files/PA-04-051.html>. For small research grant applications of \$50,000 or less per year for up to two years. These announcements reflect the high priority research areas that were described in "A Vision for the Future of Genomics Research" published in Nature in April 2003. Contact: ELSI Research Program, National Human Genome Research Institute, National Institutes of Health; (301) 402-4997; fax (301) 402-1950; email jb40m@nih.gov.

The Robert Wood Johnson Foundation (RWJF), with its Local Initiative Funding Partners program, supports innovative, community-based projects to improve health and health care for society's most vulnerable people through a partnership with local grantmakers. Three- and fouryear grants between \$100,000 and \$500,000 will be available for this round of funding, which must be matched dollar-for-dollar by local grantmakers such as community foundations, family foundations, corporate grantmakers, and others. In 2005, up to \$7.5 million will be awarded in total. To be eligible, a local grantmaker must propose a funding partnership with RWJF to support the project. Stage I brief proposal deadline: July 14, 2004. For more information, visit <www.rwjf.org.cfp.lifp> or <www.lifp.org> or call (609) 275-4128.

The U.S. Department of Education's Institute of Education Sciences (IES) has announced a new program to fund graduate training programs in the education sciences. These programs will train a new generation of education researchers capable of producing scientific evidence to guide education policy and classroom practice. Such evidence is crucial to the implementation of the education reforms in the No Child Left Behind Act of 2002. and to further the transformation of education into an evidence-based field. Each of the new training grants will be funded for up to \$1 million per year for up to five years. Ten or more training grants could be awarded in the first year of the program. Additional information is available on the IES Web page <www.ed.gov/programs/

edresearch/applicant.html#predoc04> as well as from James Griffin, IES, at (202) 219-2280; email James.Griffin@ed.gov.

### **Competitions**

The Association of Black Sociologists offers cash awards for the top three undergraduate and top three graduate papers submitted by students of sociology. Papers must not be under consideration for publication at the time of submission. Student winners will present their papers at a conference session and attend an award presentation at the Association of Black Sociologists' Annual Conference in San Francisco, CA, in August 2004. Undergraduate papers must be no more than 20 pages in length (including references) and graduate papers no longer than 30 pages in length (including references). Deadline: May 1, 2004. Submit 6 copies of the paper (indicate undergraduate or graduate status) with an abstract of no more than 200 words to: John B. Diamond, University of Wisconsin-Milwaukee, School of Education, PO Box 413, Milwaukee, WI 53201-4181. Electronic submissions will also be accepted in Microsoft Word or PDF formats only. Send electronic submissions to idiamond@uwm.edu.

The Mid-South Sociological Association invites the submission of student papers for its annual undergraduate student paper competition. The competition is open to students in the Mid-South Region and to other undergraduate students who are members of the Mid-South Sociological Association. A prize of \$50 will be awarded for the best paper. The authors of all papers selected will be presented with certificates of merit after presentations of papers at the 2004 MSSA Annual Meeting. Each paper must be accompanied by a cover letter requesting participation in the undergraduate competition session. The letter must include the title, author(s) of the paper, the school affiliation, and the telephone number of the author(s). The maximum length is 20 double-spaced pages of text, not including abstract, references, tables, and figures. Papers may be co-authored with a maximum of three student authors, but not by graduate students or faculty. Papers must not have been submitted for publication prior to submission for this competition. Four copies of each paper must be received by July 30, 2004. Send papers by "First Class" mail to: David Gay, Department of Sociology and Anthropology, P.O. Box 25000, University of Central Florida, Orlando, FL 32816-1360. Contact Dr. Gay by phone at (407) 823-2227 or by email at dgay@pegasus.cc.ucf.edu.

The Polish Studies Association (PSA) seeks nominations for its Biennial Orbis Prize in Polish Studies. The prize is intended to recognize outstanding scholarship in a book on Poland or the Poles in the humanities or the social sciences. Additionally, the author must be in the early stages of her or his career and this must be his or her first authored book. The closing date for nominations is June 15, 2004. Nominations are limited to works in English published in the two years prior to the closing date (June 15, 2002 to June 15, 2004). The prize will be awarded at the PSA's Business Meeting during the Annual Convention of the American Association for the Advancement of Slavic Studies in Boston in December, 2004. A letter of nomination (from the author or from the press). the curriculum vitae of the author, and three copies of the work nominated should be sent to: Padraic Kenney, Department of History, University of Colorado-Boulder, Boulder, CO 80309-0234; (303) 492-5729; email kenneyp@colorado.edu.

Sociologists for Women in Society (SWS) has established the Cheryl Allyn Miller Award for graduate students and recent PhDs working in the area of women and paid work—employment and self-employment, informal market work, illegal work. The award is supported by a bequest from the family of the late Cheryl Allyn Miller. The purpose of the award is to recognize a sociology graduate student or a recent doctorate whose research or activism constitutes an outstanding contribution to the field of women and work. This contribu-

tion may take the form of scholarly or policy research or activism. It may be completed work or work in progress, and should be sufficiently close to completion that the applicant can concisely describe and contextualize the contribution to the field. The award is \$500, and will be presented at the banquet at the August SWS meeting (held in conjunction with the annual meeting of the ASA). The winner may present her or his work at the meeting. In addition to the \$500 award, air travel to the meeting and a ticket to the banquet will be paid by SWS. Applicants must be graduate students or have received their PhD in 2003 or 2004. Applicants must belong to SWS, and may join at the same time they apply for the award. SWS website: <www.socwomen.org>. Submissions must include a 2-3 page curriculum vitae, a cover page with the author's name, affiliation. and contact information, an abstract and paper of article length (no more than 30 double-spaced pages, including bibliography) in a style suitable for submission to a scholarly journal. The abstract/cover page should include applicant's name, telephone number, email, and, for applicants with their PhD, the date the PhD was completed. Applicants must submit materials on their own behalf. Do not include nominating letters. Applications must be postmarked by May 15, 2004. Send three (3) copies of all application materials to: Dana M. Britton, Department of Sociology, Anthropology and Social Work, 204 Waters Hall, Kansas State University, Manhattan, KS 66503. Email questions to brittn@ksu.edu.

### In the News

The current issue of **ASA's** Social Psychology Quarterly was featured in the Magazines & Journals section of the February 27 Daily Report from the Chronicle of Higher Education. Mentioned was the issue's focus on how race affects the teaching experience of white and black professors.

Richard Alba, SUNY-Albany, and Victor Nee, Cornell University, were quoted about cultural assimilation of Mexican immigrants in America in a February 24 New York Times op-ed.

Nancy Ammerman, Boston University, and Bryan T. Froehle, Dominican University, commented in a February 8 *Boston Globe* article about the future of the Roman Catholic Church in relation to its size.

Mark Chaves, University of Arizona, commented in the January 31 New York Times about a study on religion and economic growth that appeared in the American Sociological Review. The article also appeared in the Charlotte Observer and the Minneapolis Star Tribune.

**Andrew Cherlin**, Johns Hopkins University, was quoted in a February 4 *USA Today* article and in a February 1 *Star Tribune* article about the effects of Bush's Marriage proposal plan. His study appeared in the fall 2003 issue of *Contexts* magazine.

Dalton Conley, New York University, had his study on sibling rivalry as a cause of socioeconomic inequality in society reviewed in the February 29 Washington Post Book section. He also wrote a feature story on his study in the March 5 Chronicle of Higher Education. Also mentioned in the Chronicle article were Judith Wallerstein, E. Mavis Hetherington, and John Kelly. His study was also featured extensively in the February 14 New York Times, where Michael Hout, University of California-Berkeley, and Judith Stacey, New York University, were also quoted; and Christopher Jencks' 1972 book, Inequality, is mentioned.

**Mathieu Deflem**, University of South Carolina, was quoted in an article about terrorism intelligence and cancelled transatlantic flights, in the *Daily Record* (Scotland), February 2.

Irwin Deutscher was interviewed on February 25 by the Voice of America for the radio program, "Talk to America." The subject was his book, Accommodating Diversity: National Policies That Prevent Ethnic Conflict.

**Alex Dupuy**, Wesleyan University, was interviewed in the February 16 *News Hour with Jim Lehrer* on Haiti.

**Rosemary J. Erickson**, Athena Research Corporation, was covered in a story carried by *United Press International* on February 10, on her newly released study of teenage robbers.

**Donna Gaines** was quoted in the February 22 *New York Times* in an article about upper-middle class punk rockers.

**Jon Hendricks**, Oregon State University, was quoted in the February 5 issue of *Salem Statesman Journal* in an article about active lifestyles and productivity among older persons.

Dean R. Hoge, Catholic University, and James Davidson, Purdue University, were quoted in a February 7 Washington Post article about the attitudes of Catholics regarding the next pope. They were mentioned for their book American Catholics: Gender, Generation and Committment. Andrew Greeley, University of Chicago's National Opinion Research Center, and Michael Hout, University of California-Berkeley's Survey Research Center, were also quoted in the article for their survey about lay Catholics views about proposed reforms involving the church.

Michael Hout, University of California-Berkeley, wrote a review of Thomas Shapiro's book on race and wealth inequality in the February 16 Washington Post.

Philip Kasinitz, CUNY-Graduate Center, was quoted in the February 22 New York Times on the proliferation of immigrant entrepreneurs in the cellular phone business. He was also quoted in a February 3 New York Times story on Indian immigrants and their children in the hotel industry.

Michael Kimmel, SUNY-Stony Brook, was quoted in the March 1 *Chicago Sun-Times* about the current state of gender studies. His book, *The Gendered Society*, was also mentioned.

Jerry Krase, Brooklyn College CUNY, wrote an op-ed on downtown Brooklyn development for the February 7 New York

**Jerry M. Lewis**, Kent State University, wrote an op-ed that appeared in the February 6 *Boston Globe* about fan violence going too far.

Robert Manning, Rochester Institute of Technology, was quoted in *CBS Marketwatch.com* about Americans' credit card debt worries. An extensive interview with him was published in the February 7, 2004, *Financial Times* (London, England) concerning consumer debt and borrowing practices.

Katrina Bell McDonald was quoted in a January 2 *St. Petersburg Times* (Florida) article on race and perceptions series commentary on African-Americans reactions to high-profile, race-related news stories. She was also quoted in an *Afro-American Newspapers* article on reactions to President Bush's January 24, 2004, State of the Union Address.

**Lisandro Perez**, Florida International University, was quoted in a February 16 *Miami Herald* article about Cuba remittance limits feared by local Cubans.

H. Wesley Perkins, Hobart and William Smith Colleges, was quoted in *The Salt Lake Tribune on* November 23, 2003, about his research on high school student misperceptions of peer norms concerning drug use and the use of social norms as an approach to prevention. He was also interviewed by Minnesota KROX radio for an "Insights" program aired on November 1, 2003, where he discussed the social norms approach. *The NCAA News*, October 13, 2003, quoted Perkins in reporting on the initial positive results of a social norms project sponsored by the NCAA for Division III student athletes.

Thomas Shapiro, Brandeis University, had his research from his book *The Hidden Cost* of *Being African-American* featured in a February 16 *Washington Post* column about wealth inequality between blacks and whites. He was again, quoted, and his book mentioned in a February 20 *Indianapolis* 

**Deborah Smith**, University of Missouri-Kansas City, and **David Popenoe**, Rutgers University, were quoted in a February 15 *Kansas City Star* article about the debate over marriage legislation and the institution of marriage in general.

Sarah Sobieraj, Towson University, was a guest on the February 3 broadcast of the *Marc Steiner Show* on Baltimore Public Radio addressing the coalescence of news and entertainment media and the implications for American democracy.

Karen Sternheimer, University of Southern California, wrote an op-ed for the *San Jose Mercury News* on February 8 on how the uproar following Janet Jackson's appearance at the Super Bowl reveals Americans' ambivalence about sex and sexuality

Rhys H. Williams, University of Cincinnati, was quoted in a February 29 *New York Times* article about the current political culture wars.

**John Zipp**, University of Akron, was quoted in the October 19, 2003, *Washington Post* about new stadiums.

### **Awards**

Mary Ellen Atwood and Brian Pendleton, University of Akron, received numerous grant money awards for the "SELF Even Start Program" from the state of Ohio and the U.S. Department of Education.

Mounira Maya Charrad, University of Texas-Austin, received a fifth award, the Best Book on Politics and History 2003 Greenstone Award (co-winner) from the American Political Science Association for her book, States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco (UC Press, 2001). The book previously received awards in Sociology, History, and the Hamilton Award for best book in any field from the University of Texas-Austin.

J. Kenneth Davidson, Sr. is a co-recipient of the 2003 Earnest G. Osborne Award for Excellence in Teaching of Family Studies given by the National Council on Family Relations (NCFR) at its annual meeting in Vancouver, British Columbia.

Matthew T. Lee, University of Akron, Robert L. Smith, and Richard C. Stephens received a grant for \$137,141 for "Habitat Hope"

Rebecca J. Erickson, University of Akron, received a \$494,176 grant from the Bureau of Health Professions, Health Resources and Services Administration to be the principal investigator into "Emotional Labor, Burnout, and the Nationwide Nursing Shortage."

**Jason W. Moore**, University of California-Berkeley, was awarded the Alice Hamilton Prize from American Society of Environmental Historians, for the best article published outside the journal *Environmental History* in 2003.

Brian Pendleton, University of Akron, received a \$25,000 grant from the Ohio Department of Alcohol and Drug Abuse Studies to be the principal investigator for the "ODADAS Higher Education Prevention Initiative;" and \$27,450 from the U.S. Department of Juvenile Justice and Summit Co. Community Partnership, Inc. to be the principal investigator for the "Drug Free Communities Support Program." He and Carole Newman received several large grants for the Decker Family Development Center.

Margaret Poloma, University of Akron, received a \$99,983 grant from the Institute for Research on Unlimited Love for her project "Charismatic Empowerment and Unlimited Love: A Social Psychological Assessment."

Continued on next page

### Awards, continued

Douglas Schrock and Sammy Rastagh, Florida State University, have been awarded the 2003 Carrie Chapman Catt Prize for Research on Women and Politics to study gender dynamics within the Global Justice Movement.

Mark Tausig and Rudy Fenwick, University of Akron, "Work and Health," National Institute of Occupational Health and Safety, received a \$65,000 grant.

### People

**David Brain**, New College, has been appointed as the Director of Educational Programs for the Seaside Pienza Institute for Town Building and Land Stewardship in Italy.

Lee Clarke, Rutgers University, was a keynote speaker at the February Planetary Defense Conference, which was organized and sponsored by Congressperson Dana Rohrabacher and the American Institute of Aeronatics and Astronautics. His topic was "The Human Question in Planetary Defense"

Irwin Deutscher was invited by the Department of Sate's Intelligence and Research Bureau to participate on March 5 in a conference on "Confronting the Challenges of Cultural Diversity in a Global World."

**Robert L. Nelson**, Northwestern University, has been named the Director of the American Bar Foundation effective September 1, 2004.

Harland Prechel, Texas A&M University, is the new editor of *Research in Political Sociology* 

**John Zipp**, University of Akron, won the 2003 Office of Multicultural Development Campus Partner Award.

### Members' New Books

**Wendell Bell**, Yale University, *Values*, *Objectivity*, and the Good Society, Vol. 2 of Foundations of Futures Studies, revised with a new Preface (Transaction Publishers, 2004).

Berch Berberoglu, University of Nevada-Reno, Nationalism and Ethnic Conflict: Class, State, and Nation in the Age of Globalization (Rowman and Littlefield, 2004).

Wayne H. Brekhus, University of Missouri-Columbia, *Peacocks, Chameleons, Centaurs: Gay Suburbia and the Grammar of Social Identity* (University of Chicago Press, 2003)

Joe R. Feagin, University of Florida, and Kenneth H. Bolton, Jr., Black in Blue: African -American Police Officers and Racism (Routledge, 2004).

Joe R. Feagin, University of Florida, and Eileen O'Brien, White Men on Race: Power, Privilege, and the Shaping of Cultural Consciousness (Beacon Press, 2003).

**Janet Zollinger Giele**, Brandeis University, and **Leslie Stebbins**, University of Calgary, Women's Equality in the Workplace: A Reference Handbook (ABC-CLIO, 2003).

Janet Zollinger Giele, Brandeis University, and Elke Holst, editors, Changing Life Patterns in Western Industrial Societies, Vol. 8 of Advances in Life Course Research (Elsevier Science, 2003).

Mary Grigsby, University of Missouri-Columbia, Buying Time and Getting By: The Voluntary Simplicity Movement (SUNY Press, 2004).

Philip N. Howard, University of Washington, and Steve Jones, University of Illinois-Chicago, editors, Society Online: The Internet In Context (Sage, 2004).

**Peter Hudis**, independent scholar, and **Kevin B. Anderson**, Purdue University, editors, *The Rosa Luxemburg Reader* (Monthly Review, 2004).

Peter Kivisto, Augustana College, Key Ideas in Sociology, 2<sup>nd</sup> edition (Pine Forge Proce 2004)

**Jerry Kloby**, Montclair State University, *Inequality*, *Power*, and *Development: Issues in Political Sociology* (Humanity Books, 2004).

Phillip Lucas and Thomas Robbins, editors, New Religious Movements in the 21st Century: Legal, Political, and Social Challenges (Routledge, 2004).

**Brian K. Obach**, State University of New York-New Paltz, *Labor and the Environmental Movement: The Quest for Common Ground* (MIT Press, 2004).

**Sharon Preves**, Hamline University, *Intersex and Identity: The Contested Self* (Rutgers, 2004)

**Stella R. Quah**, National University of Singapore, *Home and Kin: Families in Asia* (Marshall Cavendish - Eastern Universities Press, 2003).

William I. Robinson, University of California-Santa Barbara, A Theory of Global Capitalism: Production, Class, and State in a Transnational World (Johns Hopkins University Press, 2004).

Clara E. Rodríguez, Fordham University, Heroes, Lovers, and Others: The Story of Latinos in Hollywood (Smithsonian Press, 2004).

Chris Rhomberg, Yale University, No There There: Race, Class, and Political Community in Oakland (University of California Press, 2004).

**Dennis Maurice Rome**, Indiana University, *Black Demons: Media's Depiction of the African American Male Criminal Stereotype* (Praeger, 2004).

Mark Tausig, University of Akron, Janet Michello, and Sree Subedi, A Sociology of Mental Illness, 2<sup>nd</sup> edition (Prentice Hall, 2003).

# Other Organizations

German Academics International Network (GAIN) was created by the German Academic Exchange Service (DAAD), the German Research Foundation (DFG) and the Humboldt Foundation to provide support for German scholars and scientists working in North America by facilitating networking within the community and improving the flow of information on current developments in higher education and new career opportunities at universities and research institutions in Germany. Contact Katja Simons (simons@daad.org) to get involved. For more information: <www.daad.org/gain>.

National Institutes of Health announces

a workshop for Organizational and Management Researchers on Participation in Government Health Services Research Grants. Date: April 21, 2004, 8:30 am to 4:30 pm. Place: Agency for Healthcare Research and Quality, 540 Gaither Road, Rockville MD. Organizational and management factors are frequently included in HHSfunded health services research studies. However, much of those organizational data are under-utilized and the potential organizational and management implications are not being fully explored. The National Institutes of Health and Agency for Healthcare Research and Quality (AHRQ) wish to facilitate increased contributions to our grants programs by investigators with a solid grounding in mainstream organizational and management research theories and methods. This one-day workshop (1) introduce-day workshop to their grants programs by organization and managements HHS agencies that sponsor research grants in this area, (2) introduces ways to combine public health needs and organizational research problems, (3) describes ways to participate in mental health, substance abuse, and general medical health services research (including application development), and (4) helps participants

develop concept papers and grant applications. Sponsors: AHRQ, National Institute on Drug Abuse, National Cancer Institute, National Institute of Mental Health, National Institute on Alcohol Abuse and Alcoholism. Established researchers interested in expanding interests to health organizations and early career researchers interested in exploring HSR settings and topics should enroll. No charge, but reservations are required. Deadline: April 14, 2004. Email org.science@nih.gov and put "Workshop" in the subject line. Costs for lodging, transportation, and catered lunch borne by attendees. Hotel and travel information available on request.

### **Contact**

The American Red Cross Holland Laboratory offers research ethics training for our graduate students and post-docs by offering a research ethics seminar series each year. Donna Sobieski would be interested in any recommendations (or volunteers) of speakers for the spring series in April and May 2004. We would like to offer seminars in conflict of interest, allegations of misconduct, mentoring, authorship, and in regulatory compliance in animal care and use of human subjects in research. The speakers receive an honorarium and all travel and accommodation expenses are paid. Contact Donna Sobieski at (301) 738-0575 or sobieski@usa.redcross.org

Joe Feagin, University of Florida, has just been appointed editor of a new book series, *Perspectives of Multiracial America*, published by Rowman & Littlefield. He is looking for good book manuscripts that might fall within that rubric, broadly construed. If you have a manuscript that you would like for him to consider for the series, please email him at Feagin@ufl.edu.

John and Ruth Useem Fund. The Department of Sociology at Michigan State University has established a fund in honor of the late Drs. John and Ruth Useem. In light of their strong international commitment and broad interdisciplinary focus, the Fund will provide merit-based scholarship support to selected graduate students embarking on a career of international social research. We hope that you will join us in honoring their memory by contributing to this fund. Please make checks payable to "Department of Sociology-Useem Fund." Checks, and requests for more information, should be sent to Lawrence Busch, Sociology, Michigan State University, East Lansing, MI 48824.

### **New Publications**

The Bangladesh e-Journal of Sociology, the first electronic journal of sociology from Bangladesh and the official journal of the Bangladesh Sociological Society, is now available at <www.bangladeshsociology.org>.

Essays in Human Ecology 5: Neighborhood Aspects of Sociological Themes, a monograph by Donald J. Bogue, has been published. It contains ten essays on: Neighborhood Marriage Markets; Ecology and Broken Marriage; Household Type and Community Structure; Fertility Differentials; Working Moms vs. House-Moms; Pre-primary and College Attendance; High School Dropouts; Health Conditions, Linguistic Isolation; and The Welfare Poor and the Working Poor. 144 pages, paper. Available through Social Development Center, Box 37-771, Chicago, IL 60637. Price: \$5.00 plus \$1.50 postage.

# Caught In The Web

International Journal of Baudrillard Studies, a new theory journal, may be viewed at: <www.ubishops.ca/baudrillard studies/>.

### **New Programs**

The University of California-Irvine announces a new online Master's degree in Criminology, Law, and Society (CLS). The Master of Advanced Study (MAS) in CLS is designed to serve the specific needs of working professionals in the criminal justice, legal, and social service communities. The degree is granted upon the successful completion of ten required courses, plus three elective courses. In lieu of a thesis, all students complete a two-quarter professional project, utilizing all the methods, skills, and techniques they have acquired throughout the program. The program begins in early September each year. Visit <learn.uci.edu/mas-cls/>. For more information, contact: Ann Gray Fallat at (949) 824-4497 or clsmas@unx.uci.edu.

### **Deaths**

**Fred B. Silberstein**, University of Oklahoma, passed away on March 9.

Frank Robert Westie, Indiana University-Bloomington, died on March 5 at age 82.

**Joan McCord**, Temple University, died on February 23 of cancer.

### **Obituaries**

# William Harry ("Bill") Howell (1921-2004)

William H. "Bill" Howell died February 12, 2004, after an extended illness. He was born in Wilson, North Carolina. He completed his undergraduate work at Johnson C. Smith University in Charlotte, North Carolina, a masters degree from Atlanta University, and a PhD in sociology from The Ohio State University.

After completing his studies at Ohio State, Dr. Howell began a teaching career at Miles College near Birmingham, Alabama. His next academic appointment was at South Carolina State University in Orangeburg, South Carolina. In 1961, he moved to North Carolina Central University where he was employed as a full professor in the Sociology Department. He served several years as department chair. He retired from North Carolina Central University in 1988.

Dr. Howell taught courses in urban sociology, sociological theory, minority groups, bureaucratic organizations, and racial and ethnic relations at both undergraduate and graduate levels. He also chaired and served on numerous thesis committees. Dr. Howell engaged his students with a special brand of the sociological imagination and his courses were almost always filled to capacity. He was known as a master teacher and was well liked and respected by both faculty and students. Many of his students would greet him as he came on campus and surround him after classes just to hear his many words of wisdom and encouragement. Dr. Howell loved discussions related to sociology, especially the classical theorists. Because of his mentorship, many of his students have gone for further study in his beloved field of sociol-

Dr. Bill Howell was a lifelong member of ASA. He is survived by his daughter Sega P. Howell of Durham, NC, a brother, Charles E. Howell of Wilson, NC, and a host of other relatives and friends. His intelligence, wisdom, humor, support and encouragement will be missed.

Louie E. Ross, Centers for Disease Control and Prevention, and Charles A. Slappy, Durham Technical College

#### Egon Mayer (1944-2004)

Sociologists vary in their skills and in their orientations. Some focus primarily on theory; others, on methodology. Among the latter, some are primarily qualitative researchers; others work mostly with quantitative data. Some study contemporary society with little reference to the past; others are historical sociologists who examine the past but often hesitate to trace its contemporary consequences. Some convey passionate curiosity about human behavior. however beneficent or uncaring it may be; others are as passionately committed to improving the world, using sociology as a means to fashion better tools for achieving their ameliorative goals. Some sociologists seem single-mindedly devoted to the enhancement of the discipline as a field of study; others seem more concerned with the welfare of sociologists as people, even if the discipline must wait while human needs are met.

Egon Mayer, who died in January 2004 at the young age of 59, was that rare sociologist who was "all of the above."

Dr. Mayer was born in Switzerland and raised in Hungary. He came to the United States with his family in 1956 during the Hungarian Revolution. He did his under $graduate\,work\,at\,Brooklyn\,College\,of\,The$ City University of New York and went on to earn an MA from the New School of Social Research and a PhD from Rutgers University. He then returned to Brooklyn College as a member of the Department of Sociology and rose quickly to the rank of full professor. He was also elected to Coney's doctoral faculty and was director of the Center for Jewish Studies at the Graduate Center for many years. He was serving as Chair of the sociology department at Brooklyn when he died.

Egon Mayer was the complete sociologist. His research demonstrated state-of-the-art skill with quantitative survey techniques, and his use of qualitative material was at the same time scientific in its rigor and humanistic in its perceptiveness. In his work, as well as in his conversations with colleagues, he moved back and forth between theoretical and methodological considerations with an ease that served as a model of how these too-often disparate foci should be integrated in sociological analysis.

Dr. Mayer had a keen sense of how contemporary reality emerged out of, but is different from, past social settings. He always looked to historical roots, which he understood well, but he also always carefully differentiated continuities from changes in the lives of the people he studied. Egon not only recognized that research has implications for policy; he took care to spell out what he believed to be the implications of his own work and got personally involved in implementing them. He did so with an effectiveness that quickly brought him into significant leadership roles in the community.

The substantive theme of Egon Mayer's primary early work was the growth of the Orthodox Jewish community of Boro Park, which he studied in a book aptly sub-titled "From Suburb to Shtetl." He then turned his attention to the study of intermarriage between Jews and Christians, a field in which he went on to become the acknowledged authority. He wrote a book and several papers on intermarriage, lectured widely on the subject, served as a consultant to several organizations, and was the founding director of the Jewish Outreach Institute, established to implement his sense of how the community should respond to intermarriage. He also directed an important new demographic and attitudinal study of religion in the United States in general and of Jewish identity in particular. That study is already being cited as a highly significant work in the field.

At the time of his death, Dr. Mayer was well along toward completing a study of the life and work of Rudolf (Israel) Kasztner, who rescued a large number of Jews during the Holocaust. Kastner's role and motives have been questioned, so seriously that Kasztner was involved in public accusations and a libel trial, and eventually he was assassinated. Rudolf Kasztner had saved Dr. Mayer's family, and Egon's study of Kasztner shows clearly how personal passion can be the basis for scientifically detached research. It also shows how sociological skills can illuminate historical data. As always, Dr.

Continued on next page

### Obituaries, continued

Mayer's work on this project was multidimensional, exacting, thorough, and highly relevant to human concerns.

Egon Mayer exemplified the best in sociology, and he wanted others to do work no less solid than his. However, he never berated or criticized others into higher quality. Instead, he led them gently and helped them tactfully. As a colleague, he was always gracious and generous, realistic and reliable, personable and trustworthy

Egon Mayer gave much to our profession. He is already, and will continue to be, sorely missed.

Mervin Verbit, City University of New York Graduate Center

### Norval Morris (1923-2004)

Norval Morris, Julius Kreeger Professor of Law and Criminology Emeritus, former Dean of the University of Chicago Law School, and founding director of the Law School's Center for Studies in Criminal Justice, died February 21 in Chicago at the age of 80. Morris was an internationally recognized expert on the criminal justice system and prison reform. He had been a member of the Law School faculty since 1964.

Norval was the preeminent criminal law theorist of his generation. He was also the most big-hearted, generous colleague anyone ever had. An entire cohort of criminal lawyers and criminologists can aptly and proudly be called the children of Norval

Morris, regarded as among the most influential writers in the field of criminal justice, was the author, co-author, or editor of 15 books and hundreds of articles during his 55-year academic career. His most recent books were Machonochie's Gentlemen: The Story of Norfolk Island and the Roots of Modern Prison Reform (2003); The Oxford History of the Prison (1995) with David Rothman; and The Brothel Boy and Other Parables of the Law (1992).

With Norval Morris' passing, incarcerated individuals around the world lost a friend and a powerful advocate. Morris had served on the Board of Directors and the Advisory Council for 20 years. He appealed to the humanity in everyone, including the jailed and the jailers. There is no way to tally the immense positive impact he had on so many lives. Yet none of us came close to matching his extraordinary combination of energy, wit, insight, wisdom, adventure, generosity, compassion, dedication and loving spirit.

Though Morris had impeccable credentials as a legal scholar, he was equally adept in fiction writing. In the 1950s, Morris had served as chairman of the Commission of Inquiry on Capital Punishment in Ceylon, and used this experience to create The Brothel Boy & Other Parables of the Law. In the book, he fictionally reconstructed a period in the life of Eric Blair (the real name of author George Orwell) when Blair was a Burmese policeman and magistrate, and Morris used this as a vehicle to examine a range of ethical and legal issues. His final book, Machonochie's Gentlemen: The Story of Norfolk Island and the Roots of Modern Prison Reform, combines fictionalized history and critical commentary to tell the story of a retired naval captain's four-year transformation of a brutal British penal colony into a model of enlightened reform. Both books were widely praised.

Many gifted people, of whom Morris was one, are generous. Not so many are genuinely modest, as he was. During the last 20 years of his life, he often said, and seemed (albeit mistakenly) to believe, that people whose careers he helped make and shape had surpassed him. He said this with a sense of joy, not sadness, in a mood of celebration, not regret.

Morris was born in Auckland, New Zealand, in 1923. Following service in the Australian army in World War II, he completed LLB and LLM degrees at the University of Melbourne. In 1949, he received a PhD in law and criminology and was appointed to the Faculty of Law at the London School of Economics. Subsequently he practiced law as a barrister in Australia and held academic appoint-

ments at the University of Adelaide (1958-62) and at the University of Melbourne (1951-58). He later taught in the United States at Harvard University, the University of Utah, the University of Colorado, and New York University. In 1962-64, he was founding director of the United Nations Institute for the Prevention of Crimand Treatment of Offenders (Asia and Far East), and for his service, the Japanese government awarded him the Japanese Order of the Sacred Treasure, Third Class.

As dedicated and accomplished as he was in his academic career and in his advocacy for prison reform, Morris was at various times in his life also the publisher of a small weekly newspaper in Maine; a fierce amateur tennis player; a private pilot; a lifelong devotee of chess, with partners around the world; and a participant in entrepreneurial ventures.

Morris is survived by his wife, Elaine Richardson Morris; three sons, Gareth Morris, married to Elizabeth Morris; Malcolm Morris, whose partner is Scott Harms Rose; and Christopher Morris, married to Ann Elizabeth Morris; and three grandchildren, Madelyn Morris, Emily Morris, and Gregory Morris, married to Sarah Morris. The family suggests that donations be made to the Center on Wrongful Convictions at the Northwestern University School of Law or the MacArthur Justice Center at the University of Chicago Law School.

Adapted from University of Chicago News Office

### Sister Marie Augusta Neal (1921-2004)

A Passion for Social Justice.

In 1967 on the first day of my first sociology class, I sat in an auditorium at Emmanuel College, listening to a diminutive woman in a long black habit asking, "Why are there poor people in a rich society like the United States?" Years later I would review my course notes and discover that Sister Marie Augusta Neal had woven this theme of social justice together with a clear exposition of basic concepts in sociology, offering her students a strong foundation for work in both of those ar-

Sister Marie was born Helen Neal in Boston in 1921, one of four children of a labor organizer. After graduating from Emmanuel in 1942, she entered the Sisters of Notre Dame de Namur, later receiving a master's degree from Boston College and a doctorate from Harvard, where she studied with Talcott Parsons. In addition to serving for many years as chair of Emmanuel's Sociology Department, she was president of the Association for the Sociology of Religion (1971-1972) and the Society for the Scientific Study of Religion (1982-1983). She was the author of eight books, 33 chapters in edited volumes, and 34 articles. Among her many honors was ASA's Distinguished Contribution to Teaching Award (1986).

Sister Marie's published work may be classified in four areas: (1) survey research on change in the Roman Catholic Church, (2) analysis of the church's social documents, (3) descriptions of teaching techniques that encourage critical social analysis, and (4) issues of social justice. Her passion for justice infused her writing, her teaching, and her professional leadership activities. Particularly memorable was her 1972 presidential address to the Association for the Sociology of Religion, which later appeared in her book, The Just Demands of the Poor. This address, titled "How Prophecy Lives," created considerable controversy at the ASR meeting because it linked the teachings of biblical prophets to the writings of Karl Marx.

Sister Marie balanced rigorous quantitative research with clear value commitments. For example, in 1970, when the bishops of South Africa invited her to do a study of their schools, and she discovered that they expected her to study only white schools, she refused to complete the study unless schools for black children were included. The bishops accepted her stipulation and began to change their thinking about Apartheid.

The research to which Sister Marie dedi-

cated the greater part of her life was a survey of thousands of sisters commissioned by the Conference of Major Women Superiors' Institutes (later called the Leadership Conference of Women Religious). This survey enabled her not only to study the potential for change in religious orders, but also to influence the direction of that change, especially with regard to social justice. She achieved this by writing articles on her findings for publications read by women religious and speaking at their congregational meetings. Sister Helen Prejean wrote in Dead Man Walking that Sister Marie Augusta's presentation at such a meeting changed her whole life orientation.

She had a similar effect on her students. I will always remember a gathering in the spring of 1970, during which she talked with a group of us about her research in South Africa and a visit with landless farmers in Brazil. As she spoke with enthusiasm, she also indicated that she would not be able to accomplish everything in her lifetime, implying that she expected us to continue her work. That expectation may well be Sister Marie Augusta Neal's most enduring legacy.

Madeleine Cousineau, Mount Ida College

#### T.R. Young (1928-2004)

One of the most important voices for a radical and critical perspective in American sociology, TR Young, died on February 15, in Rochester, Minnesota. He was 76 years old.

TR authored three books, fourteen book chapters, more than fifty refereed articles, and nearly a hundred presentations at professional meetings. He is perhaps best known for having created in and directed the Red Feather Institute for Advanced Studies in Sociology in 1971, which published more than a hundred and fifty papers by students and young faculty who had difficulty finding an outlet for their unorthodox perspectives in mainstream sociology journals. TR was committed to opening up and transforming sociology in the second half of the twentieth century, and his work inspired and supported dozens, if not hundreds of others in this goal. He leaves behind thousands of students who are indebted to his vision and undaunted efforts.

Born in Flint, Michigan in 1928, married Dorothy Jean Grace in 1949 and began attending Eastern Michigan University where he received the AB degree in 1952. TR served in the 6th Armored Division of the US Army in 1954-56. He taught high school before pursuing an MA degree at the University of Michigan, which he completed in 1958. TR taught for several years—at Iowa Wesleyan College in Mt. Pleasant, Iowa, Rocky Mountain College, and Southwest Missouri State College-entering the PhD program at the University of Colorado in 1962. TR completed his PhD in 1965 and joined the facultv at Colorado State University as an Associate Professor. While at Colorado State, he spent a summer lecturing at the University of Calgary, one year at Makarere University in Kampala, Uganda, and was Honorary Research Fellow at Exeter University. He spent the fall of 1986 traveling the world with the University of Pittsburgh's Semester at Sea.

TR remained at Colorado State until 1987 when he began his "permanent sabbatical" by teaching and writing at several locales: UC-Boulder, Central Michigan University, the University of Michigan-Flint, Texas Women's University, Virginia Polytechnic and State University, and the University of Vermont. He retired to his lakeside home in Weidman, Michigan, where he continued his work as Director of the Red Feather Institute, wrote a series of novels, wrote poetry, and kept in touch with friends.

TR Young's sociology began in stratification theory and the creative domain of symbolic interaction theory, leading to his publishing *New Sources of Self* (1972). A year earlier he published "The Politics of Sociology; Gouldner, Goffman and Garfinkel" in *American Sociologist*, an essay that was reprinted in several sociology readers. Over the years TR's writings moved to post-modernism, chaos theory

and nonlinear social dynamics, studies of mass society and third world dynamics, and the sociology of development: health care, racism, crime, war, and elitist politics. Many of his best essays were collected in *The Drama of Social Life* in 1990. With the establishment of the Red Feather Institute, TR began his quest to transform sociology and developed with others the theoretical foundations of a conflict methodology.

The Red Feather Institute—located north of Fort Collins, Colorado, and consisting of the spacious log home TR and his family built, a lodge, and bunkhouse—became a meeting place for activists and radical social scientists during many years of retreats and symposia organized by the Institute. The Red Feather Institute held student workshops, gave scholarships, sponsored contests for outstanding student papers, and published students' work. Today, the Red Feather Institutes' website testifies to his continued support for students and their efforts to break the bonds of conventional, mainstream sociology.

Throughout these years TR was a mainstay of the Midwest Sociological Association, the International Sociological Association, the Socialist Scholars Conferences, the Pacific Sociological Society (He won the 1987 PSA Award for Distinguished Scholarship), the Society for the Study of Social Problems, and the North Central Sociological Association. His participation at conferences was inevitably an event where his keen mind and incisive wit moved the discussion into new realms. TR's forte was always to make people uncomfortable; uncomfortable about their stale ideas, their fixation on professional status and conventional truths. TR's ideas went against the grain, but they did so with much good humor. He could be feisty and he could be dogged, but he was never strident. He engaged his critical interlocutors with gentlemanly respect. TR's greatest talent was as a teacher, and he never hurried away when a student sought out his time, his advice, or his help.

The transformation of sociology was always TR Young's agenda. He may have been built like Sancho Panza, but his spirit was that of Don Quixote. He tilted at some big windmills, and he fell off his steed more than a few times. But he was never deterred. And, he always kept in the ready his smile and his mischievous sense of humor and irony. His playful imagination and his intellectual integrity never faltered.

TR Young was one of our generation's great sociologists, a man who touched the lives and intellect of thousands of people struggling to make sense of this often bizarre and unjust social world. His commitment to sociology was absolute and fearless. He was equally tenacious in his loyalty to friends and family. A loveable and creative man, he is missed. TR Young was proceeded in death by his wife, Dorothy, and is survived by his five children—Michael, Holly, Larry, Richard, and Heather—and four grandchildren.

Garth M. Massey, University of Wyoming

### Classified Ad

Academic editing for social scientists by Donna Maurer, PhD (sociology). Please see my website at <www.academic-editor.com> or email me at dmaurer@academic-editor.com. Free sample edit and estimate.

# Official Reports & Proceedings

### **Editors' Reports**

American Sociological Review

The year 2003 was one of continuity and change in the *American Sociological Review*. The major change was the phased relocation of the journal's editorial offices from

the University of Wisconsin-Madison to the University of Pennsylvania, in anticipation of the ending of our term as Editors and the start of the term of our successor, Jerry A. Jacobs. The transition was staggered: after August 1, all new manuscript submissions were sent to the University of Pennsylvania office; after October 1, all revisions were also sent to the new office. By year's end, decisions had been made on all submissions and resubmissions that had come to the Wisconsin office, and we were able to close shop just in advance of the holiday break. We thank Managing Editor Karen Bloom, and her assistants, Jacolyn Hudson and Craig Simenson; ASA Director of Publications, Karen Gray Edwards; and Kelly Song Marr, ASR's new Managing Editor; her staff; and the new Editor for facilitating the transition and accomplishing it

In terms of continuity, during 2003, ASR published 38 articles and 2 comment/reply exchanges, figures that closely match those from 2002. As in the past, these articles reported significant new scholarship in many areas of the discipline. These included: historical sociology, economic and political sociology, race and ethnicity, gender, social movements, science, culture, religion, organizations, stratification, education, medicine and mental health, environment, social psychology, conversation analysis, and the theory of ethnography. Twenty-five of these articles were based primarily on quantitative methods, the remainder, approximately 34 percent, were not. The later figure, higher this year than in the past, reflects the increasingly diverse submissions that ASR has attracted; from July 2002 to July 2003 (the last full year for which data are available) approximately 30 percent of submissions were based on nonquantitative methods (comparativehistorical research, ethnography, textual analysis, etc.).

The most recent data available (January 2004) from the Institute for Scientific Information's Journal Citation Report indicate that ASR retained its first-place position among 93 sociology journals worldwide in terms of impact. (A journal's impact is calculated by dividing the number of current [2002] citations, as recorded in all journals, to articles published, during the two previous years in the focal journal, by the total number of articles published in that journal in the two previous years.) By this measure, ASR again outscored its "sister" journals in neighboring disciplines (viz., the American Political Science Review and the American Economic

Also during 2003, several ASR articles won "best article prizes" from sections of the American Sociological Association. We congratulate the award winners: Jennifer Lee, "From Civil Relations to Racial Conflict: Merchant-Customer Interactions in Urban America" (Robert Park Award from the Section on Community and Urban Sociology); Bert Useem and Jack Goldstone, "Forging Social Order and Its Breakdown: Riot and Reform in U.S. Prisons" (prizes from the Section on Collective Behavior and Social Movements and the Political Sociology Section); and Michael Young, "Confessional Protest: The Religious Birth of U.S. National Social Movements" (Sociology of Religion Section).

The manuscripts submitted to ASR from July 2002 to July 2003 were as varied as those we published. In descending order, the top dozen areas of submission (making up slightly more than half of the submission pool) were: race and ethnicity, stratification, political sociology, comparative-historical sociology, family and marriage, economy and society, demography, social movements, sex and gender, sociology of culture, social psychology, and education.

In evaluating manuscripts submitted to *ASR*, we have been enormously helped, as in past years, by our Deputy Editors, by the 62 diligent members of our Editorial Board (their names appear on the inside cover of the six issues of vol. 68 of *ASR*), and by more than 700 external peer reviewers (for a list of all reviewers, see *ASR*, December 2003, vol. 68, 968-71). For the expert advice of this intellectually broad and diverse group of scholars, we are deeply grateful. We take this opportu-

nity to express special thanks to the 19 Editorial Board member whose terms ended at the close of 2003: Julia Adams (Michigan), Elijah Anderson (Pennsylvania), Howard S. Becker, Karin Brewster (Florida State), Clem Brooks (Indiana), Mark Chaves (Arizona), Elisabeth Clemens (Chicago), Jo Dixon (NYU), Eric Fong (Toronto), Rosemary Gartner (Toronto), Bert Klandermans (Free University, Netherlands), Michele Lamont (Harvard), Miller McPherson (Arizona), Herbert Smith (Pennsylvania), Judith Stacey (NYU), Katherine Trent (Albany), France Winddance Twine (Santa Barbara), Diane Vaughan (Boston College), and Amy Wharton (Washington State). Howie Becker and Lis Clemens did us the great favor of serving four-year terms, and we thank them for consenting to this long sen-

#### 2003 Totals

Taking into account the figures from both the Wisconsin and Pennsylvania offices of the journal, *ASR* considered a total of 620 manuscripts in 2003 (see Table 1). Of these manuscripts, 106 were already in review when the year began; 514 new or revised manuscripts were submitted in 2003. Of these, 105 were resubmissions and 409 were first submissions. The latter figure is a 5 percent increase over the figure for 2002. The mean number of weeks for an editorial decision was 12.4 weeks, a slight decrease from the previous year.

As to the disposition of manuscripts, the breakdown for 2003 was as follows. Together, we and Professor Jacobs rejected 64.6 percent ([321+9]/511) of submitted papers; issued "revise and resubmit" invitations or letters of "conditional acceptance" to 26.2 percent ([109+25]/511) of manuscripts; and accepted 9.2% (47/511) of submissions. These figures differ slightly from those we reported for 2002 because of the increase in the percentage of revise-and-resubmits and conditional acceptances, as expected in the year of an editorial transition.

### **Final Comments**

The December 2003 issue of ASR (vol. 68, no. 6) includes an editorial in which we express our gratitude to the scores of scholars who have helped us in so many ways throughout our editorial term. While we cannot repeat here all that we say there, we do want to acknowledge again our two largest debts. The first is to our dedicated and tirelessly hardworking Deputy Editors, Denise Bielby (Santa Barbara), Evelyn Nakano Glenn (Berkeley), Chuck Halaby (Wisconsin), Judy Howard (Washington), Andy Walder (Stanford), and David Weakliem (Connecticut). The second is to our outstanding Managing Editor, Karen Bloom, whose long term in this position concluded at the end of 2003. On behalf of the ASA and our three predecessors, Jerry Marwell, Paula England, and Glenn Firebaugh, we thank Karen for her 15 years of sterling work for ASR.

It has been a privilege for us to serve as Editors of *ASR*. We wish the new Editor well in the course of his editorial term.

Charles Camic and Franklin Wilson, Editors (2000-2003)

### Contemporary Sociology

### Books Considered

The editors received 1,113 new books to consider for Volume 32. The total does not include duplicate copies or other materials (such as a periodicals or textbooks). All the new books were mailed directly by publishers or by the ASA office. A total of 88 books were carried over from the previous year. Thus, the editors considered a total of 1,201 books for 2003.

A number of objectives guided the editorial process for Volume 32: (1) Increase the number of new contributors; (2) Publish a symposium on sociology outside the United States; (3) Feature contributions in economic sociology; and (4) Publish essays on race, ethnicity, and gender issues.

(1) We estimate that first-time contributors to *Contemporary Sociology* authored 30% of the book reviews published in Volume 32. The ASA Sections helped us achieve this objective by publishing "reviewers wanted" notices in section newsletters. Many young scholars responded by sending *curriculum vitae* to the editorial office.

(2) Two Contemporary Sociology issues featured work by sociologists outside the United States. Myra Marx Ferree organized a symposium on German feminist politics in the 1990s that was published in the January issue. Suzanne Model, an editorial board member, organized a series of essays written by or about sociology in the Netherlands. It was published in the May issue.

(3) We pursued a number of essays in the economic sociology field. We featured review essays in the March and the November issues, focusing on books written by Harrison White, Mark Gottdiener, and Neil Fligstein.

(4) Two issues in Volume 32 featured pairs of review essays on race, ethnicity, and gender. Edna Bonacich and Donna Gabaccia wrote on *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*, by Evelyn Nakano Glenn. Pierrette Hondagneu-Sotelo and Xochill Bada wrote on *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*, by Douglas Massey, Jorge Durand, and Nolan Malone.

#### Reviews

The editors selected a total of 494 reviews to publish in Volume 32. This is a slight increase over the corresponding number of reviews published in Volume 31. We attempt to review all new books written or edited by sociologists. The books that are not reviewed are briefly described in a "Take Note" section of an issue. The section also includes notices of books written by scholars in related fields. Because we concluded, based on reader comments, that they appreciate the "Take Note" section, we have expanded it to include 40 to 45 titles each issue.

### **Editorial and Production Lags**

On average, a 6.5-week editorial lag applies to Volume 32 materials. This is the average amount of time between receiving materials and scheduling them for publication. The journal's managing editor copyedits and formats all the work received. The materials that are highlighted in each issue (symposium essays or review essays) receive final approval by the authors.

The production lag, 7.5 months, represents the time between scheduling the materials and the publication date.

### Items Published

In Volume 32, the editors published 494 book reviews, 7 symposia, 18 review essays, and 16 "Comments and Replies."

### Editorial Board Members and Reviewers

The editorial board that contributed to Volume 32 includes 17 women and 18 men. The editorial board is diverse in terms of race, ethnicity, and intellectual interests. They contribute to *Contemporary Sociology* in two important ways: They make suggestions for reviewers, and they identify potential symposia and essay topics. A small number of editorial board members agreed to write reviews and one editorial board member organized a symposium for Volume 32.

JoAnn Miller and Robert Perrucci,

### Contexts

In 2003, *Contexts* magazine garnered two notable recognitions for the previous year's first volume. It was named the "best social science journal" of 2002 by the American Association of Publishers and it was listed as one the 10 best new magazines of 2002 by *Library Journal*.

We published the four quarterly issues of 2003's Volume 2 more or less on time, including 20 feature articles, about 20 book reviews, and each issue contained the following sections: photo essay, "field note," personal essay, "revision," reports on polls, "discoveries," and letters to the editor. It was a year in which our procedures settled down and the work became more routinized. (Last year's report on 2002 in-

cludes a detailed description of our procedures and staffing; 2003 proceeded similarly.)

Contexts cannot report submission and review data as the ASA journals do, because submissions are often invited. A rough estimate is that the 20 peer-reviewed features we published in 2003 were the end product of what were about 75 initial conversations with possible authors—initiated most often by the editor, but increasingly by the authors themselves—and perhaps about 35 formally submitted proposals. Some initiatives fall away as authors decline early on; others fall away as the authors consider the reviewers' recommendations and decide to drop out at that point.

The latest subscription data I have is:

ASA member subscriptions	1,862
Institutions	86
Non-member individuals	229
Non-member students	2
Bookstore sales	773

The Publications Committee examined *Contexts* at its August meeting and, as I understand it, gave the magazine approval and strong backing for the next several years.

We are now in preliminary discussions for the handover of *Contexts* to the next editors during 2004.

Claude S. Fischer, Editor

Journal of Health and Social Behavior

### Behavior

Overall Operations and Manuscript Flow The Journal of Health and Social Behavior (JHSB) published 36 articles in 2002. This includes two comments (1 comment and 1 reply), and 1 introductory essay to the special issue in September. This is approximately 8 more articles than we usually publish. The increase is primarily due to the expanded size of the September special issue that was made possible with funds provided by the Office of Behavioral and Social Science Research (at the National Institutes of Health) and by The National Institute of Mental Health. The number of new submissions (168) was about 6 percent higher in 2003 than in 2002 and reflects a continuation of a trend of increasing submissions since 2000. The 2003 level of new manuscripts was higher than for any year since 1990.

### Audience

The audience for JHSB is primarily medical sociologists, health psychologists, public health researchers, health policy researchers, gerontologists, family researchers, social psychologists, and psychiatric epidemiologists. Because JHSB publishes research on topics that have to do with aspects of human well-being that are of general interest, we have increased our efforts to get more publicity for IHSB articles. Policy makers and the educated public are audiences outside the social research community that we are working to reach. Two procedures that we have in place to deal with this are: (1) to send advance copies of abstracts of articles to be published to the Center for the Advancement of Health, an organization that sends out press releases on articles of general interest, and (2) to send material on upcoming articles neral interest to ASA for incli the ASA website.

### **Special Projects**

(1) The September 2003 issue of JHSB was a special issue edited by David Williams and David Takeuchi and titled "Race, Ethnicity, and Mental Health." This special issue dealt with questions regarding conceptualization and measurement, the impacts of identity and discrimination, and empirically grounded theoretical understandings of the linkages between ethnic and racial statuses and mental health. As noted above, this was an expanded issue, and the extra pages were made possible with funds provided by the Office of Behavioral and Social Science Research (at the National Institutes of Health) and by the National Institute of Mental Health.

(2) In 2004, JHSB will publish an extra issue titled "Health and Health Care in the

U.S.: Origins and Dynamics," edited by Donald W. Light of the University of Medicine and Dentistry of New Jersey and Ivy Lynn Bourgeault from the University of Western Ontario, and funded by a grant of \$25,000 from the Robert Wood Johnson Foundation to the American Sociological Association. The review process for papers to be published in this issue is nearing completion at the present time. This extra issue will examine current theoretical and empirical knowledge on the social organization of health care in the United States. The primary goal of this issue is to provide theoretical and conceptual focus and direction to research on the social organization of health care. The articles were selected for their potential to guide future research and policy efforts by building on, and furthering, the contributions that medical sociology has made both to the discipline of sociology and to the larger network of academic, clinical, and governmental institutions that serve the public's health.

### **Editorial Board**

Fourteen of the JHSB Editorial Board rotated off the board in 2003: Diane R. Brown (Wayne State), Susan Cochran (UCLA), Peter Conrad (Brandeis), Mary-Jo DelVecchio Good (Harvard), Walter R. Gove (Vanderbilt), Virginia Aldige Hiday (North Carolina State), Verna M. Keith (Arizona State), Ronald C. Kessler (Harvard), Nan Lin (Duke), Jack Martin (Kent State), Joseph P. Morrissey (UNC-Chapel Hill), Harold W. Neighbors (Michigan), Christian Ritter (Kent State), and Robin Simon (Iowa). These retiring Editorial Board members deserve our gratitude for their extraordinary service and commitment to the Journal. Fifteen new board members were added. These new members, whose terms began as of January 1, 2004, are Jacqueline Lowe Angel (Texas), Theodore D. Fuller (Virginia Tech), Robert A. Hummer (Texas), Corey Lee Keyes (Emory), Andrew S. London (Syracuse), William J. Magee (Toronto), Richard Allen Miech (Johns Hopkins), Samuel Noh (Toronto), Suzanne Trager Ortega (Missouri), Cynthia A. Robbins (Delaware), Jason Schnittker (Pennsylvania), Stefan Timmermans (Brandeis), R. Jay Turner (Florida State), Karen Van Gundy (New Hampshire), and Nicholas H. Wolfinger

### Diversity

The diversity issue at *JHSB* has three dimensions: (1) the Editorial Board, (2) ad hoc reviewers, and (3) content.

Editorial Board. The ethnic/racial composition of the 2003 JHSB Editorial Board is: 25 Whites, 5 African Americans, and 1 Asian American and 1 Hispanic/Latino American. In addition, 17 of the board members are female, and 15 are male. The 2004 JHSB Editorial Board composition is: 29 Whites, 1 Asian, 1 Hispanic/Latino American, and 2 African Americans.

American, and 2 African Americans.

Ad Hoc Reviewers. The review of manuscripts submitted to JHSB usually requires the use of ad hoc reviewers. The editorial staff faces a continuing problem of recruiting qualified and willing reviewers. To ensure that the editor has input from reviewers who are fully representative of those who have the expertise and experience necessary to review papers that are submitted to JHSB, the editorial staff makes a strong effort to take advantage of the full range of racial, ethnic, and gender diversity in medical sociology and the profession generally.

Content. JHSB has a continuing interest in publishing articles that deal with (1) causes and consequences of gender, racial, ethnic, and class inequality in health, medical treatment, and the medical professions, and (2) global inequality in health and health care. We are particularly interested in encouraging submissions of papers that deal with the causes, consequences, and theoretical significance of the transformations in the social organization of health care in the United States and globally, and how these transformations are influencing inequalities in health and health care.

### **Current Problems and Issues**

(1) As was the case in 2002, a continu-

ing problem in 2003 was finding competent and willing reviewers. Usually we can fairly readily identify competent reviewers with the relevant expertise and experience. More difficult is finding such persons who are willing to review. Reviewer fatigue seems to be a serious problem. To reduce the probability of sending manuscripts to people who will decline or fail to do a review, we send email requests to potential reviewers before assigning reviews. This procedure has increased the rate of return of reviews by reviewers. However, the procedure has not eliminated the problem of reviewers committing to do a review and failing to send one

(2) In 2004, JHSB will experience an editorial transition. The new editor will be Peggy Thoits of Vanderbilt University (soon to be at the University of North Carolina, Chapel Hill). Conversations have begun on transition planning. All indications point to a smooth transition.

Michael Hughes, Editor

### Rose Series in Sociology

Since the beginning of 2003, we have received and reviewed 23 manuscripts and proposals, as well as one manuscript carried over from 2002. We have given advance contracts to three authors (Lane Kenworthy for Egalitarian Capitalism? Inequality, Poverty, Incomes, and Jobs in Affluent Countries, Pamela Oliver for Racial Disparities in Imprisonment: Patterns, Causes, Consequences, and Ruth Petersen and Laura Krivo for Race, Place, and Crime: Structural Equality, Criminal Equality). At the end of the year, we accepted Jeremy Hein's book Homeland Diversity and the Adaptation of Immigrants: Responses to Race, Ethnicity, and Discrimination Among Refugees in Small and Large American Cities: his contract is currently in process with the Russell Sage Foundation. Additionally, we have requested one revise and resubmit, rejected 15 proposals, and have three manuscripts that are currently under consideration by the editors. We have already received four submissions in 2004 and six other authors have told us to expect proposals this year. Based on current discussions and the rate of submission over the past two years, we expect to receive at least 25 proposals this year.

This year, Frank D. Bean and Gillian Stevens' The New American Immigrants was published. Lane Kenworthy's book is currently in process at the Russell Sage Foundation. In addition to the books listed above, the current editors have signed contracts for Suzanne Bianchi, John Robinson, and Melissa Milkie's Changing Rhythms of American Family Life, Rebecca Emigh, Dylan Riley, and Patricia Ahmed's The Production of Demographic Knowledge, and Scott Feld and Katherine Brown Rosier's Regulating Morality by Choice. This year, we met with authors for three volumes: Suzanne Bianchi, John Robinson, and Melissa Milkie; Lane Kenworthy; and Madonna Harrington Meyer and Pamela Herd. We have already scheduled meetings with Jeremy Hein and Arne Kalleberg for March  $2004.\,Both$  the editors and the authors find these meetings to be very helpful in the writing process.

We have continued to solicit manuscripts based on articles published in major journals, National Science Foundation (NSF) grants awarded, and the suggestions of the editorial board. Pam Oliver's proposal was solicited based on an NSF grant listing; two of the proposals currently under consideration were solicited based on grants and another was suggested by the editorial board. Additionally, the number and quality of unsolicited proposals have increased. Jeremy Hein's proposal was one of these. We are currently working with the ASA to plan for sessions at the annual meetings that will publicize the Rose series and we will. of course, continue to utilize the many connections of our fine editorial board.

Doug Anderton and Robert Zussman (rotating Executive Editors, with Dan Clawson, Naomi Gerstel, Joya Misra, Randall Stokes, and Robert Zussman, Rose Editors; Sarah Michele Ford, Rose Fellow)

### Social Psychology Quarterly

The past year has been an eventful one for *SPQ*. The outgoing editor, Cecilia Ridgeway, and her editorial team at Stanford University published two special issues, and we successfully completed the transition from her editorship to my own.

The two special issues drew numerous submissions, resulting in the publication of the highest quality manuscripts. The first special issue of the year on "Social Identity: Sociological and Social Psychological Perspectives" was published in June under the editorship of Michael Hogg and Cecilia Ridgeway. The issue advances dialogue across the disciplines of sociology and psychology, between proponents of different theoretical approaches to social identification processes, and potential integration of those different approaches. The second special issue on "Race, Racism, and Discrimination" was published in December under the guest editorship of Lawrence D. Bobo. This issue drew an unusually high number of submissions and the articles published in it address a wide range of issues and represent a variety of theoretical and methodological approaches. Both Cecilia Ridgeway and I thank both Michael Hogg and Lawrence Bobo for their extensive and vital contributions to the success of both these special issues.

The editorial transition proceeded largely on schedule but was often and continues to be rocky due to organizational hurdles at the University of South Florida. The outgoing editor and managing editor, Kathy Kuipers, were and continue to be extremely helpful, supportive, and patient. However, we experienced some initial difficulties in getting important software operational and have had to overcome a series of bureaucratic challenges that detracted from our more important editorial tasks. The time we have taken to process submitted manuscripts and reach final editorial decisions has consequently been unacceptably long in many cases. I apologize to the authors who have been inconvenienced by these circumstances and assure them that we are doing all that we can to improve the efficiency of our editorial operation. We sincerely believe that such delays will soon be a thing of the past.

Despite such transitional problems, the level of submissions and editorial operations of *SPQ* were quite healthy in 2003. The outgoing and incoming editors reached a decision on 169, or 75%, of the 226 manuscripts considered during 2003, leaving 56 still under review at the end of the reporting period. Manuscripts considered during 2003 included 147, or 65%, new submissions and the remainder were carried over from the previous year. This compares favorably to the 223 manuscripts, of which 172 were new submissions, considered in 2002.

The official acceptance rate for *SPQ*, which is acceptances as a percentage of all decisions, was 22.5% in 2003. This is notably higher than the 13% acceptance rate for 2002 that may have reflected the wide range of manuscripts submitted due to forthcoming special issues. With the exception of 2002, *SPQ*'s acceptance rate has generally been in the 16 to 25% range.

The large number of papers submitted and processed in 2003 and the sometimesrocky editorial transition has predictably slowed the editorial operations of the journal. The mean time lag between manuscript submission and editorial decision was 15.65 weeks, with a median of 14.28 weeks. This compares favorably with the median editorial lag time of 17.4 weeks in 2002 but unfavorably with the 9.5 weeks in 2001 and 10.6 weeks in 2000. We fear that 2004 editorial lag time will be closer to that in 2003 than in earlier years, due to the transitional difficulties we have faced. We appreciate that his time lag must be reduced and will work toward that goal. The production lag time from acceptance of a manuscript to publication remained relatively unchanged at 7 months in 2003, compared to 6 to 9 months over the preceding three years.

My primary goal over the next three years will be to maintain *SPQ*'s well-established and deserved scholarly reputa-

Table 1: Summary of Editorial Activity, January 1-December 31, 2003

	ASR	CS <sup>1</sup>	JHSB	Rose	SPQ	SM	ST	SOE	TS
A. Manuscripts Considered	514	1201	328	24	226	32	134	152	189
Submitted in 2003	106	1113	204	23	147	26	119	133	158
Carried over	620	88	124	1	79	16	15	19	31
B. Review Process									
1. Screened by editor/accepted for review	611	494	323	24	222	31	97	132	146
a. Rejected outright	321	*	120	1615	71	9	47	37	48
b. Rejected—revise/resubmit	109	*	27	51	35	4	8	52	54
c. Conditional acceptance	25	*	18	00	21	2	0	6	9
d. Outright acceptance	47	*	35	24	38	5	32	10	31
e. Withdrawn	0	*	1	11	1	0	1	2	0
f. Pending	109	*	122	13	56	11	17	25	43
2. Screened by editor/rejected	9	*	5	0	4	1	11	20	4
C. Editorial Lag (weeks)	12.4	6.5	19.3	*	15.6	*	9.3	12.0	14.5
D. Production Lag (months)	3.2	7.5	8.9	*	6.5	*	*	7.0	8.4
E. Items Published	40	535	36	1 <sup>2</sup>	29	13	28	22	67
Articles	38	0	33	*	19	11	28	19	40
Book reviews	0	494	0	*	0	0	0	0	27
Symposium reviews	0	7	0	*	0	0	0	0	0
Review essays	0	18	0	*	0	0	0	3	0
Comments	2	16	2	*	3	1	0	0	0
Other	0	0	1	1 <sup>2</sup>	7	1	0	0	0
F. Reviewers									
Males	*	*	*	*	*	*	142	124	45
Females	*	*	*	*	*	*	47	96	37
Minorities	*	*	*	*	*	*	*	*	17
G. Editorial Board Members									
Males	35	18	15	20	16	16	7	16	14
Females	33	17	17	21	17	4	8	12	15
Minorities	21	10	7	9	4	2	1	6	9

<sup>&</sup>lt;sup>1</sup>Figures for Contemporary Sociology refer to books received and book reviews.

tion and record of editorial efficiency. Like past editors, I will attempt to publish research and scholarship from around the world and across disciplines that most significantly advances our understanding of the complex links between the individual and society, regardless of their theoretical orientation or methodological approach. To that end, I will make every effort to encourage the submission of manuscripts that represent the international, disciplinary, theoretical, and methodological diversity of contemporary social psychological scholarship.

Finally, I want to thank a number of people who contributed to the success of SPQ in 2003. First and foremost, Cecilia Ridgeway and Kathy Kuipers were an exemplary editor and managing editor, respectively. I thank them for their gracious support and guidance and, perhaps most importantly, their examples. I hope that we can live up to the high standards that they have set. The editorial transition benefited from—and SPQ's current editorial operation continues to benefit from-the considerable skills, thoughtfulness, and foresight of the incoming managing editor, Sara Crawley. Her many contributions to the journal's editorial operation far exmy own. I thank Timothy Owens Dawn Robinson, and Jane Sell for agreeing to serve as Deputy Editors. I intend to rely heavily on their advice and counsel in the coming years. I also wish to thank the outgoing members of SPQ's Editorial Board for their generous service: Peter Burke, Karen Cook, John DeLamater, Naomi Ellemers, Steven Gordon, Karen Hegtvedt, David Heise, Douglas Maynard, Donald Reitzes, Catherine Ross, Marylee Taylor, Lisa Trover, and Henry Walker. Both Cecilia Ridgeway and I also thank our many other colleagues who reviewed or agreed to review manuscripts for consideration for possible publication in SPQ over the past year. Without their service and professionalism, SPQ would cease to exist.

Spencer E. Cahill, Editor

### Sociology of Education

The ASA editorship rotation allows for a six-month transition between editors For SOE, that happened in 2002. That year outgoing editor Pallas accepted new submissions through June; after June, new submissions came to his successor, Alexander (Pallas also processed invited resubmissions through mid-September). Journal activity statistics for 2003 thus represent Editor Alexander's first full year (that's not true of journal content though most of the manuscripts published in 2003 were accepted by Pallas and his deputy editor Annette Lareau). The statistics for 2003 are unexceptional in most respects, intriguing in others.

### Manuscript Flow

In 2003, 152 manuscripts were processed, including 95 new submissions. The grand total of 152 is well below the 176 processed in 2002, but there were an unusually large number of resubmissions (66) that year, owing to Pallas's encouragement of authors with outstanding invitations to resubmit under his tenure. From a longer-term view, the 2003 new submission and resubmission totals (95 and 38, respectively) represent a healthy level of activity. Journal records back to 1997 show just one year with a higher new submission total (100 in 2000; the others range from 70 to 81) and just one year other than 2002 with a larger number of resubmissions (42 in 2000; the others range from 20 to 35).

The 2003 intake figures thus suggest a continuing, and possibly increasing, interest in *SOE* as an outlet for scholarship in our specialty area. That's gratifying. However, 2003 statistics on the disposition of manuscripts are not so gratifying. In 2003 just 8% of editorial decisions were acceptances and the editor rejected 20 manuscripts based on his initial reading of them. Those 20 negative decisions represent 19% of all decisions for the year.

The 2003 acceptance rate is unusually low (from 1997-2002, acceptances ranged between 7.5% and 17% of all decisions, with five of the six years' rates being above

12%); the in-office rejections are unusually high (for the six preceding years, the raw figures range from 4 to 13; in percentage terms, the range is from 3.2% to 11.1% of decisions). Since almost all acceptances come from invited resubmissions, it seems reasonable to connect the low 2003 acceptance rate to the unusually large number of resubmissions processed the preceding year, but what is to be made of the large number of in-office rejections? These are manuscripts deemed clearly inappropriate for the journal-their framing is not sociological, their methodology is fatally weak in some respect, etc. Our goal in the editorial office is to give all reasonable submissions a fair hearing, so if there is any doubt we solicit outside reviews. In 2002 just five manuscripts were rejected without review (with the current editor processing papers for half the year); the year before that, there were also only five.

Perhaps the 2003 experience is just a "blip" and in 2004 there will be just the customary handful. But perhaps not. For most of the 20 rejected manuscripts, the first author's institutional affiliation and professional standing could be gleaned from the title page and/or submission cover letter. Just four of the 14 where affiliation could be determined were submitted by authors based in departments of sociology; of the 16 with first author professional titles, nine were professors, but just four above the assistant professor rank. Six others were students of one sort or another-undergraduate, graduate, postdoctoral fellows, and not all in sociology departments.

These figures are suggestive, at best, as we have nothing with which to compare them. We don't know about the previous years and we haven't yet looked at the 2003 papers that were sent out to review. Still, that so many of the papers rejected out of hand originate outside sociology programs and are by scholars of relatively junior standing suggests many prospective authors lack familiarity with the journal's disciplinary scope, mission, and/or standards. We have no desire to make SOE exclusively disciplinary, but manuscripts submitted to this or any other

journal should be done so thoughtfully and with an understanding that the fit is reasonable. In the ideal, the first and most rigorous screening would happen before manuscripts arrive at the editorial office. The journal's mission statement appears in each issue. All prospective authors should review it, and peruse back issues for a sense of the appropriate. But in doing so, keep in mind that we are not bound by the past. The journal welcomes the "new and different," so long as it is mission-relevant and done at a high level. Now a word of advice for early career scholars specifically: by all means aim high, but not inappropriately so. As experience builds, you'll be better able to make these kinds of judgments on your own, but as part of the learning process most would be well advised to seek the counsel of more senior mentors, knowledgeable people whose opinions you trust. They can help assess a manuscript's suitability, and perhaps even suggest ways to enhance its prospects.

Manuscript turnaround is another point of interest, and the 2003 figures in this instance are gratifying. The mean weeks to decision for 2003 was 12.01 (the median 11.28), well below all the figures from 1996-2002 (which ranged from 13.78 in 2002 to 21.36 in 2000). That's potentially misleading though, as the 2003 figure includes the 20 in-office rejections, which typically are decided in a week or less. To adjust for this, we recalculated the mean with the 20 excluded and made like adjustments for the previous years (assuming one week for all such decisions). The adjusted 2003 mean, at 14.11, still looks favorable, although by a smaller margin than in the unadjusted comparisons (the other adjusted means range from 14.20, again for 2002, to 23.91).

The major variable in reaching an editorial decision is the time required to recruit reviewers and receive reviews. Our preference is to have three external reviews to help inform the editor's decision, but securing three reviews can be challenging. Nevertheless, we've generally gotten excellent cooperation from reviewers, and I think our office procedures also have helped. We now solicit reviewers by email, receive most reviews by email, and manuscripts being reviewed outside the United States are distributed electronically. Of course, none of this happens automatically. The activities of the journal require careful monitoring and prompt follow through. Credit for that goes to Anna Stoll, who works tirelessly in support of the journal as my editorial assistant.

#### , Editorial Board

Much of the journal's work gets done through the good efforts of the journal's two Associate Editors, Linda Grant and Suet-ling Pong, and the journal's Editorial Board. Linda and Suet-ling help me with tough decisions, do occasional reviews, suggest reviewers when I'm stymied, and are the intellectual force and person-power behind the journal's recently launched "Perspectives on Critical Issues" feature

Editorial Board members serve threeyear terms. They do reviews (some do many reviews), help shape journal policy (we meet as a group at the ASA meeting), and help identify reviewers. Some have worked on screening "Perspectives" essays, and they help shape journal policy (we meet as a group at the ASA meeting). Twelve members of the Board rotated off at the end of 2003. They are: Mark Berends. Sophia Catsambis, Gary Dworkin, Ken Frank, Lingxin Hao, Ralph McNeal, John Meyer, Chandra Muller, John Ogbu (John, I trust everyone knows, passed away during the year), Charles Payne, Pam Quiroz, and Julia Wrigley. Additionally, Min Zhou resigned from the Board position upon her election to ASA Council. All of us, and especially the journal's readership, are indebted to them.

Replacing the outgoing Board member are 12 new appointees. They are: Scott Davies, Kathy Borman, Claudia Buchmann, Russ Rumberger, Charles Hirschman, Regina Werum, Sandra Acker, Rob Warren, Patricia McDonough, Elizabeth Higginbotham, Yu Xie, and Alan Sadovnik. I thank the new members of the

<sup>&</sup>lt;sup>2</sup>"Other" items published are books in the Rose Series.

<sup>\*</sup>Information not applicable, not known, or not supplied by the editor.

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 selfstudy projects (compiling a database to aid in identifying external reviewers and exmining 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

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 *Socio*-

logical 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 iob 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:

- 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.

American Sociological Association 1307 New York Avenue NW, Suite 700 Washington, DC 20005-4701

NON-PROFIT ORG. U.S. POSTAGE PAID ALBANY, NY PERMIT NO. 31

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. Howery 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.

Copyright 2004, American Sociological Association. Third class postage paid at Washington, DC, and additional mailing offices. ISSN 0749-6931.

**Footnotes** 

**A**PRIL **2**004