

Footnotes

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1997 Annual Meeting

A Walk in Inner Toronto: Elements of the City's Fabric

by Jon Caulfield, York University

Toronto is a walker's city, and walking and looking are among the best ways to learn about urban fabrics. Among the best places to walk are the downtown core and adjacent districts east, west and south. Economic, political, and cultural forces that have shaped Toronto are clearly inscribed on the landscape.

Economy and Urban Fabric

Inner Toronto has experienced two major economic transitions: the rise, and the fall, of its industry. Manufacturing was never the central feature of the city's economy; financial, commercial and government services generally have dominated. But it was still a very considerable presence, particularly in the area that is now the inner city, where the growth of industry in the latter decades of the 19th century shattered the morphology of colonial urbanism. King-Spadina, for example, once a locale of elite institutions and of the mansions of some of the town's early aristocracy, became a zone of factory buildings and warehouses. Genteel neighborhoods like Don Vale and Southeast Spadina were quickly abandoned by the middle-class and resettled by immigrant workers—British in the former, Jews in the latter—who were arriving in the city *en masse*. The lake-front, once located just below Front Street, was pushed nearly half a mile south, as more space for industry, railyards, and port facilities was created with landfill.

Since the 1950s, the effects of deindustrialization have been nearly as dramatic.



Toronto's Chinatown . . . a neighborhood of century-old houses.

King-Spadina now houses a major theatre district and several new office towers, and many of its factory lofts and warehouses have been adapted for such users as business services, photographic or commercial art studios, and *au courant* nightclubs. Residential and commercial gentrification, the apparent corollary of a burgeoning white-collar and service economy, has spread rapidly, if unevenly, through neighborhoods within and adjacent to the inner city. (Ironically, it was the substantial investment in these areas over many decades by working-class residents that maintained their infrastructure for today's gentrifiers.) The city's railyard has been removed and awaits redevelopment beside the 1,800-foot telecommunications tower and massive domed stadium that are now its center-

piece, while the port district has been transformed as "Harbourfront," still under construction, a mile-long band of mainly residential and entertainment facilities (whose most favored visitors include U.S. tourists with cash in their pockets).

Politics and Urban Fabric

From the 1940s through the 1960s, municipal planning for Toronto's inner city was dominated by private and public-sector schemes for demolition and reconstruction. Planners' maps of the period show Kensington and its crowded market, where generations of newcomers from Europe and elsewhere had made homes and gone into business, replaced by an extension of the Alexandra Park public housing project. Southeast Spadina was to be erased for expansion of the commercial core, and South St. Jamestown and large segments of Don Vale removed for high-rise apartment towers. Nothing was safe from the slash-and-burn-oriented city councillors of the era. The original Eaton Centre plan, for example, imagined razing both the monumental 1899 Old City Hall and an 1845 neogothic church, Holy Trinity. Canada's largest public housing project, Regent Park, was built in the spirit of clean-sweep 'slum' clearance, and its densest urban neighborhood, St. Jamestown, is a forest of highrise slabs oriented to corporate profits.

Two issues help illustrate the politics of the period. One was the Spadina Expressway, planned by the metropolitan tier of government with the City's support, whose original route cleaved through the pleasant white-collar neighborhoods of midtown, then south to the waterfront along Spadina—one of several plans for

conspicuous violence to the city's traditional fabric that roused middle-class fury. A second emblematic issue concerned a proposal by the City to extend the Regent Park public housing project south by demolishing the modest, stable neighborhood of Trefann Court, a fate that awaited virtually every working-class district near downtown according to municipal designs of the time.

A populist movement arose in opposition to this form of city-building, and in the 1970s many of the "old guard" were evicted from city hall. This removed the threat of redevelopment from neighborhoods like Kensington, Southeast Spadina, and South St. Jamestown. Landmarks like Old City Hall and Holy Trinity Church were no longer regarded

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Board the Red Rocket in Streetcar City

by Tony Turritin, York University



Toronto's downtown neighborhoods are just steps away from the American Sociological Association's hotel. But

for the fascinating neighborhoods further afield, board a "red rocket," as Toronto's trams are affectionately known. London has its double-decker buses, Venice its water taxis, Toronto its streetcars, the last (almost) of the completely on-street systems of trolleys that were once a ubiquitous feature of North America's cities. Riding its five east-west and two north-south lines is one way to get a comprehensive feel of much of the city. A Day Pass lets you get off and on transit at will, catering to whatever your exploring mood.

Of Toronto's seven trolley routes, three are highly recommended rides. The first starts at Union Station. The 510 car emerges out of its tunnel turning west onto the Queen's Quay along the lake, past Harbourfront and Skydome, en route to Spadina. It then heads north on Spadina. This is North America's newest streetcar line, scheduled to open in June 1997. Passing through the garment district and Chinatown, then skirting the University of Toronto, it reaches its terminus at the Bloor/Spadina subway station; along the way, it crosses four of the TTC's east-west trolley routes. At Bloor and Spadina you can head east on foot to Avenue Road to reach the Royal Ontario Museum or the posh shopping district along Cumberland and

See Streetcar, page 7

At NIH . . .

AIDS Research Needs Sociological Input

Editor's Note: This is the fourth in a series of articles on sociology at various institutes at the National Institutes of Health. Each article highlights the research agenda of the institute and ways in which sociologists can connect with that agenda. New investigators are particularly encouraged to contact the program staff.

by Judy Auerbach

Behavioral and Social Science Coordinator
Office of AIDS Research
National Institutes of Health

The recent creation of the Office of Behavioral and Social Sciences Research

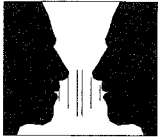
within the Office of the NIH Director has helped raise the profile of the social sciences across the National Institutes of Health. OBSSR's activities have highlighted to the biomedical community the range of perspectives, methodologies, and findings of social science research on health-related issues. Notwithstanding these efforts, the social sciences have not yet achieved full acceptability and presence at the NIH. The hierarchy of scientific disciplines still exists, with investigations at the cellular and molecular levels highly favored over investigations at the social and environmental levels.

This is as true of HIV/AIDS-related research as it is of any field. But, because HIV infection is recognized as a behaviorally-induced phenomenon (i.e., transmission usually occurs as a result of sexual or drug using behaviors), the AIDS arena provides a special opportunity for emphasizing the contributions of the behavioral and social sciences. Indeed, much has been accomplished in this arena with respect to the development of effective HIV risk behavior change interventions informed by psychosocial theory.

Sociologists have much to contribute

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The Executive Officer's Column

Communicating is More Than a Footnote



For *Footnotes*, 1997 is the beginning of a new volume year. For those of us in the newsletter "business," it is a busy season. We seek, however, to temper busyness with editorial vision about *Footnotes'* niche and role. Therefore, it is also a time of stock taking and goal revisiting as we strive to meet the needs of our members for relevant, useful, and timely information about the discipline, the Association, and other issues vital to sociological health and well-being. We very much want *Footnotes* to be a "hands-on" product that is read, used, and valued.

While keeping our "eye on the prize," a typical *Footnotes'* month looks something like this: Under the weight of a constant flow of materials, the editorial team composed of Ed Hatcher, Managing Editor; Carla Howery, Associate Editor; and your Executive Officer, Editor, ritually meet to sort, strategize, and scan the landscape of important events and topics for current and future issues. As the month progresses, Karen Edwards, who takes charge of production, quickly enters the scene. By now, the pace and tone are similar to that of a big city newspaper. With the drumbeat of "deadline" echoing in our heads, copy is fine-tuned, headlines adjusted for space, and captions added to photos. Midst all of this, we debate issues of quality and think about the macro picture in determining what is in and what is not.

Like any newspaper, we are mindful of the wisdom to "inform, educate, and entertain" yet, we want to do so on issues that speak to the heart of the discipline. Some *Footnotes'* articles aim to brief members on important events, opportunities, and initiatives. We hope these pieces catalyze interest in networking with a colleague, innovating in a department, writing a Congressional representative, sharing a teaching strategy, or attending a new workshop. As the news vehicle of the Association, *Footnotes* also transmits information and covers activities about ASA. Stories on ASA sections, journals, and awards or profiles by ASA members on the new president-elect or new journal editors keep the membership engaged and informed.

Through a variety of strategies, *Footnotes* is committed to covering new and important trends affecting sociology. For example, a recent series of reports from the ASA's Committee on Graduate Education highlights important strategies and new initiatives related to higher education. In January, James Houglund, University of Kentucky, discussed new ways in which the master's degree can be strengthened and marketed. Similarly, we cover events and disseminate information that is timely and essential to the discipline. In recent years, news stories were published on such issues as newly released department rankings, first-hand reports of a National Academy of Sciences convocation on rethinking graduate education (co-sponsored by ASA), and changes to the Graduate Record Exam.

ASA members, of course, are interested in the activities of their colleagues. Being the focal point for sociology and sociologists, ASA relies on *Footnotes* to bring important news to members about sociologists. Through the Departments Section and in our listings under "Awards," "People," "Sociologists in the News," and "New Books," announcements give visibility to a wide range of professional sociological work that stimulates cross-talk within our community. We also write feature stories on sociologists engaged in particularly notable activities, where sociological expertise makes a difference. For example, we profiled Washington DC Control Board member Joyce Ladner and her current leadership role in reforming public education.

We also see *Footnotes* as a venue to highlight the scholarship of sociologists and to serve the research interests of the discipline. Award lists of sociologists funded by key agencies are regularly included in *Footnotes*, not just to celebrate accomplishments, but to provide information on substantive arenas of work and new initiatives. Writing stories on upcoming ASA journal articles is another vehicle for highlighting the scholarship of sociologists. In 1996, for example, *Footnotes* featured an article on *Contemporary Sociology's* "Ten Most Influential Works in Sociology." Also, the recent *Footnotes* series on "Sociology at the NIH" served to convey a broad range of funding opportunities for sociologically imaginative work on health.

Footnotes, we hope, is an effective vehicle for keeping you informed of ASA activities. We aim to cover key ASA activities, both those internal and external to the organization. Over recent years, for example, news stories have been published on the work of the Committee on Professional Ethics (COPE), and John Kennedy, chair of COPE, wrote a major article when a draft revision was released for member comment last summer. Each year, *Footnotes* runs a series on the host city for the Annual Meeting, with ASA members from the region writing these stories through a sociological lens. From an external point of you, we want to keep members informed about issues important to the discipline and what ASA is doing. "Public Affairs Update" serves some of this function, but, where appropriate, news stories are also prepared or Council resolutions reproduced. *Footnotes* coverage of the Family Privacy Protection Act and the work of ASA to avert its passage was a topic of considerable attention (as well as importance to ASA members).

As with most other learned societies, our newsletter is produced by the Executive Office because the staff is at the nexus of information and activities that affect the discipline. My column aspires to provide a "window" on this nexus as I work across quadrants of the Association; sectors of the discipline; diverse types of departments; and intersections of other fields, organizations, and relevant communities. By tradition, the Executive Officer's column is the one routine editorial in *Footnotes*. I try to use it wisely to raise questions, keep you informed on vital activities and ASA policies, impart what it is we see from a national vantage, and solicit what it is you see.

I am about to do just that once again: The 1997 year marks our 25th anniversary for *Footnotes* as a newsletter. Originally called *Socio-Log* and merged with the journal *The American Sociologist*, *Footnotes* has taken different shapes and emphases over these years. Our goal is success as a community newspaper, with late breaking news and association business, and thoughtful coverage of the discipline. We, of course, want *Footnotes* to excel in communicating to our members and to other interested readers. Your feedback and input are most welcome. Let us know what we are doing right, and where we are we missing the boat. Please write to the Executive Office or e-mail me (levine@asnet.org) with your thoughts. The acuity of our eyes and ears will be enhanced by your communication.--Felice J. Levine



Council Meets; Recommends Ethics Code Revision

The ASA Council met in Washington, DC on January 25th and 26th and took action on a broad range of issues, including a recommendation that ASA members approve a major new revision of the ASA Code of Ethics.

After making only a few modifications, the Council unanimously approved the draft ethics code, which had been prepared by the Committee on Professional Ethics (COPE). Council urged ASA members to approve the code when it appears for consideration on the ballot this Spring. Members will be mailed a copy of the proposed code with their ballot.

Footnotes will report more extensively on the ethics code in a forthcoming issue and on other Council "highlights" listed below. At the meeting, the Council:

- Recommended that the membership approve a number of by-law changes to the ASA Constitution regarding membership requirements, Sections, and the election process, and that the proposed by-laws be voted on by the membership this spring.
- Approved all policy changes recommended by the Committee on Sections (COS) and the Committee on the Executive Office and the Budget (EOB) regarding Section finances, administration and governance with modification to the recommendation about section awards. Council approved allowing Sections using their resources to reimburse travel expenses for all section award winners and to provide cash awards only for recipients of student awards.
- Agreed that ASA President Neil Smelser should appoint a subcommittee to undertake a comprehensive review of the committee structure and process.
- Agreed to accept the funds and accompanying stipulations from the Board of Trustees of the American Sociological Foundation. Earlier, the Foundation had voted to dissolve the Foundation as a separate entity and to transfer its funds on condition that ASA establish a Congressional Fellowship Fund and an American Sociological Fund.
- Approved a proposed page allocation increase of 64 pages for the *American Sociological Review* for 1997.
- Approved changing the Public Information Committee to the Committee on the Award for the Public Understanding of Sociology.
- Approved the proposed by-laws of the Section on Sociology of Sexualities.
- Approved the 1997 budget as recommended by EOB.
- Approved a resolution "supporting the use of sampling as an important and valid scientific method for containing cost and improving the accuracy of the Decennial Census" and urging the Secretary of Commerce and Congress to support the use of sampling for follow up of non-responding households and for reducing the differential undercount in the 2000 Census.
- Discussed ASA plans to hold a North American Conference on "Millennial Milestone: A Switching Crisis in Sociology." The conference is being convened in cooperation with the International Sociological Association and is scheduled for August 7 and 8 in Toronto, immediately prior to the 1997 ASA Annual Meeting. The Russell Sage Foundation has agreed to pay the costs of the conference. □

Deadline April 15

ASA Supports Media Fellowship

The American Sociological Association announces a new fellowship opportunity for sociologists to enhance their skills in and commitment to the presentation of social science in the media. The ASA fellowship is a collaboration with the American Association for the Advancement of Science (AAAS) which sponsors a summer fellowship called Mass Media Science and Engineering Fellows Program. In 1997, ASA will support one sociology fellow as part of the AAAS Program.

The initiative is designed to better prepare sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will join colleagues from other fields of science in the AAAS-led orientation session at the beginning of the summer. Fellows are then placed in an internship site for ten weeks, followed by a regrouping for a final session back in Washington at the end of the summer. Recent placements have included *Newsweek*, *Good Morning America*, and a host of major newspapers. While many program alumni go on to pursue jobs in science journalism, the ASA-AAAS initiative seeks to encourage

better public communications among those continuing active careers as sociologists.

"A core ASA goal is to increase awareness of the uses and contributions of sociology," said ASA Executive Officer Felice J. Levine. "This fellowship reflects that objective." After the summer placement, the ASA Fellow will have opportunities to write for *Footnotes* and the media, and to participate in the Annual Meeting.

The ASA-AAAS Fellow must be an advanced graduate student (ABD) or a PhD sociologist. There is a \$5000 stipend for the summer and additional funding to cover travel and the orientation and debriefing seminars.

The Fellowship will be coordinated by the ASA's Spivack Program on Applied Social Research and Social Policy. Interested candidates should ask for an application: ASA-AAAS Media Fellowship, American Sociological Association, 1722 N Street NW, Washington, DC 20036. (202) 833-3410 x315; executive@asanet.org, or via the ASA Homepage or fax-on-demand (888-395-1037). Applications are due April 15, 1997. □



PUBLIC AFFAIRS UPDATE

✓ **NSF Sociology Program Establishes Web Site . . .** The Sociology Program of the National Science Foundation has just established its presence on the World Wide Web at the following URL: <http://www.nsf.gov/sbe/sbet/social/start.htm>. This site describes the scope of the program and provides all the information, publications, and forms necessary for submitting research proposals. In addition, it offers extensive information about funded research, including links to the Web sites of some of the largest projects and a system for searching a database about the past decade of NSF awards. It also links to the ASA home page. Some information about the current state of sociology is communicated in reports from five workshops organized wholly or in part by the NSF Sociology Program. The Sociology Programs asks that you add this link to any sociology-related Web pages, and pass this information onward to colleagues and webmasters who might be interested.

✓ **CNSF Endorses Increase For NSF Budget . . .** The Steering Committee of the Coalition for National Science Funding has endorsed a 7.1 percent increase for NSF for fiscal 1998. The recommendation would amount to \$3.5 billion for NSF—\$232 million over fiscal 1997's final appropriation. The CNSF, of which ASA is a member, made its recommendation in collaboration with the Federation of American Societies for Experimental Biology (FASEB). CNSF chair and Consortium of Social Science Associations executive director Howard Silver said a 7.1 percent increase is necessary because of the importance of investing in basic science in the 21st century.

✓ **Economists Get New Director . . .** John Siegfried, a professor of economics at Vanderbilt University, has replaced Elton Hinshaw as secretary of the American Economic Association. Hinshaw, also on the faculty at Vanderbilt, served as AEA's secretary for 21 years and will continue on as treasurer of the Association.

✓ **Moniz Returns to MIT . . .** Only one year after receiving Senate confirmation, Ernest J. Moniz left his post as associate director for science at the Office of Science and Technology Policy (OSTP), effective January 31, 1997. Moniz is resuming his duties as head of the Massachusetts Institute of Technology's Department of Physics. OSTP provides advice to the President on ways to improve the federal effort in scientific research.

✓ **Census Advisory Committee Approves Sampling . . .** The 2000 Census Advisory Committee approved a resolution at its December 12th meeting supporting the use of sampling as "an important and valid scientific method for containing costs and improving the accuracy of the decennial census" and recommend that the Secretary of Commerce "unequivocally support and advocate" the use of sampling for following up non-responding households and for reducing the differential undercount in the 2000 Census. ASA Executive Officer Felice J. Levine is a member of the Advisory Committee. As indicated in the November, 1996 *Footnotes*' "Open Forum" column, Congress last year opposed the use of sampling in the 2000 census—a position the Advisory Committee hopes will be reversed by the new 105th Congress.

ASA Seeks Two Staff Sociologists

These positions provide the opportunity to work with a like-minded group of other sociologists and a staff seeking to advance sociology and promote ASA objectives and activities. In addition to programmatic responsibilities, all staff sociologists serve as liaisons to ASA committees; interact with members and the external community; contribute to *Footnotes*; prepare materials for and on behalf of the Executive Office, Council, and Committees; and represent the Association. The two positions are as follows:

One position centers on the Research Program on the Profession and Discipline. The applicant should have background in handling large-scale data sets, using SPSS or SAS, writing research reports, and accessing and interpreting secondary data. S/he will lead a tracking survey of new PhDs. In addition, the candidate should have background in workforce issues, occupations and professions, social demography, and/or sociology of science.

The second position centers on the Spivack Program. The applicant should have broad knowledge of the discipline and specialty interests in areas that link to key social policy issues. The ability to synthesize and evaluate research is essential. The applicant should have the skill to write and present to diverse audiences; to lead, organize, and/or staff substantive initiatives (including conferences, workshops, briefings); and to cogently and accessibly summarize research findings.

Nominations and applications are sought. Candidates should have a PhD in Sociology, several years of work experience in the field, knowledge of the academy and ASA, management and administrative skills, experience in writing proposals, as well as the relevant skills for one of the positions. The start date and conditions of appointment (e.g., leave from an academic position) are flexible. Applications are being reviewed; send a letter of interest, resume, and five references immediately to: Staff Sociologist Search, ASA, 1722 N Street NW, Washington, DC 20036. Contact Felice J. Levine, Executive Officer, at (202) 833-3410, Ext. 316; FAX (202) 785-0146; e-mail address: levine@asanet.org. □

Talking the Talk: Sociological Messages on T.V. Talk Shows

by Vicki Abt and Mel Seesholtz
 Pennsylvania State University-Abington

A decade of the "confrontational" contemporary television talk show has provided, however unintentionally, an ideal laboratory for the study of "the social construction of reality." The influence of television on changing popular culture and taste is perhaps quintessentially illustrated by the transformation of programming over the years. One need only look at the earlier popular version of talk shows—those hosted by Steve Allen, Jack Paar, and Johnny Carson—or the public's outrage over the relatively innocuous scandal of the 1950s quiz show (giving answers to contestants) to make the point.

"Popularity" is the key, but what is popular changes as the public becomes increasingly coarsened by constant exposure to non-stop "entertainment." Today's talk show producers continuously defend the content of their shows by pointing out their popularity. These shows are popular. But their popularity is at least partially the result of some forty years of exposure to a medium that promises non-stop thrills and chills entertainment. As a result, talk shows must continually strive for more shocking, more titillating, more voyeuristic "stories" in order to keep a jaded audience's attention. In effect, "if it bleeds, it leads." Clearly, "popularity" (as measured by ratings) as the sole criterion for such a powerful communicator as television is problematic, at best.

In 1992, we decided to examine, empirically, the content of sixty hours of three of

the then top-rated TV talk shows and concluded that:

Television talk shows offer us an anomalous world of blurred boundaries and at best normative ambiguity. Cultural distinctions between public and private, credible and incredible witnesses, truth and falseness, good and evil, sickness and irresponsibility, normal and abnormal, therapy and exploitation, intimate and stranger, fragmentation and community are manipulated and erased for our distraction and entertainment. Nothing makes conventional sense in this deconstructed society (p. 174).¹

It is the commercial nature of this ubiquitous medium that sustains the talk show format. As long as Nielsen ratings remain high, producers will justify shows on the ground that they are "just giving the public what it wants." As long as sponsors see the audience share indicated by the daily ratings, they will be attracted to the shows. Any other explanation misses the point that it is culture for sale and damned the consequences to the coarsening of American sensibility or civility.

Many involved in such shows have "off the record" eschewed the programming and said they wouldn't watch this stuff or let their children do so, but to stay "in business" they must continue to plumb the depths or fringes or most outrageous elements of our lifestyles. Or as *New York Times* columnist Russell Baker recently wrote, we will continue (until we get bored or injured, or sponsors get sufficient negative reaction from consumers) to see "televized confessions of exhibitionists who lead unsavory private

lives and insist on describing their favorite perversities to audiences who've been standing in line for hours to see them."

As talk shows proliferated with many copies of Oprah (from nine when we started to nineteen today), we can see that programmers are loathe to try something new (as long as the ratings remain high), but stick to the formula that guarantees large ready made audiences. It is simply too risky and economically unfeasible to put millions of dollars into the untried and true new program. Copying rather than innovation is the rule.

Accordingly, since the wave of negative media attention, most talk shows have made cosmetic, self-legitimizing "improvements," such as Gerald's "after care," Jerry Springer's "final thoughts," and Montel's recurring offers to transport "addicted" guests straight from the stage to "therapy" or "recovery programs."

This feigned framework of "helpfulness" and "altruistic interest" in the psychological well being of guests is well illustrated by Gerald's recent remark to his audience during a show entitled "In the Best Interest of Children" (divorced parents feuding over custody), "We're all here for the same reason. We're interested in your children," is clearly disingenuous in that it omits any reference to the real reasons for the show—revenues and ratings—and further presumes to know and oversimplify the motivation of both the studio audience who usually does not know in advance what the show is about and the home viewing audience who may have the TV on as "background" or are watching solely for entertainment.

These much ballyhooed "improvements" actually exacerbate the negatives. For example, the "hosts" (traditionally, a "host" protects and does not unmask "guests") have now further metamorphized into the "host as therapist."

These shows can have "real world" consequences for individuals and society, and ratings and popularity don't imply a benefit to the audience. Indeed, the dramatic tension of these shows necessitates confrontation and the "setting up" of highly explosive situations in which the "guest" is thrust into a public crisis without the benefit of screening or evaluation to determine whether he or she can "handle" it. Witness the 1995 killing of one guest by another after the taping of a segment on the Jenny Jones Show that surprised the one guest with a same-sex "admirer." The recent criminal trial, in addition to the upcoming \$25 million civil suit against Jenny Jones and her producers, may, in fact, signal the beginning of the end of the commercial viability of the "show and tell all" TV talk show genre.

Since it is already been well documented that Americans get most of their "information" about the physical and social world from television (i.e., their "social construction of reality,") it seems to us that sociology could well use its unique conceptual framework to help the public "see through" the talk shows and similar media messages.

¹Vicki Abt and Mel Seesholtz, "The Shameless World of Phil, Sally, and Oprah: Television Talk Shows and the Deconstruction of Society," *Journal of Popular Culture* 28(1):174. □

Volunteer to Serve on an ASA Committee

ASA Standing Committees are filled by the Committee on Committees (COC), which makes recommendations to the ASA Council. To serve on a committee, you must be a full member of the ASA. Associate members may be asked to serve on committees, but are required to become full members before accepting the appointment.

Faced with the long list of appointments to be made each year, the people involved call upon the full array of their acquaintances in making appointments. These include colleagues known personally or through their professional activities or written work. It is worthwhile, therefore, to tell anyone you know on Council or COC of your interest in serving on a particular committee. Those responsible for committee appointments are always glad to know of willing volunteers.

If you are interested in serving on a committee, please complete the following form. Nomination Forms for Committee service are due to ASA by July 1, 1997. Mail them to ASA, Governance, 1722 N Street NW, Washington, DC 20036-2981 (no faxes please). The nomination form is also available in the Governance Section of the ASA Home Page (URL=<http://www.asanet.org/>).

- Committee on ASA/AAAS Relations
- Committee on Awards Policy
- Career of Distinguished Scholarship Award Selection Committee
- Dissertation Award Selection Committee
- ASA Distinguished Career Award For the Practice of Sociology
- Distinguished Contributions To Teaching Award Selection Committee
- Distinguished Scholarly Publication Award Selection Committee
- DuBois-Johnson-Frazier Award Selection Committee
- Committee on Employment
- Committee on Freedom of Research and Teaching
- Committee on Hate Bias Acts on Campus
- Committee on International Sociology
- Jessie Bernard Award Selection Committee
- Committee on the Minority Fellowship Program
- Committee on National Statistics
- Committee on Professional Ethics
- Public Information (Award Selection Committee)
- Committee on Sections
- Committee on Society and Persons With Disabilities
- Committee on Sociology In Elementary and Secondary Schools
- Committee on Sociological Practice
- Committee on the Status of Gay, Lesbian, Bisexual and Transgender Persons
- Committee on the Status of Racial and Ethnic Minorities In Sociology
- Committee on the Status of Women In Sociology
- Committee on Teaching

Nomination Form for Committee Service

Completed forms must be mailed by June 1, 1997, to: Governance, ASA, 1722 N Street NW, Washington, DC 20036-2981. Or, if you prefer, you may volunteer online at <http://www.asanet.org>.

Standing Committee: _____

Nominee's Name: _____

Nominee's Address: _____

City: _____ State _____ Zip _____

Current Place of Employment: _____

Title: _____

If teaching, please indicate classification: two-year _____ four-year _____ graduate program _____

Rationale for Nomination (include relevant experience and interests of nominee supporting nomination)

Comments: _____

Demographics: ASA seeks to take into account sex, race, ethnicity, and other characteristics in making nominations for elected positions and committee appointments. If you would care to, please provide the relevant information. This information is voluntary.

Race/Ethnicity _____ Gender _____ Person with disability? Yes _____ No _____

Two- or four-year college? Yes _____ No _____ Practitioner? Yes _____ No _____

Is nomination a self-nomination? Yes _____ No _____

Submitted by (please print name): _____

Fond Memories of ASA's MOST Summer Institutes

The MOST Program, funded by the Ford Foundation, is a five-year initiative which helps sociology departments adapt their curricula to address issues of diversity, develop department wide strategies to mentor students, create effective learning communities that consider issues of diversity, promote research training for all students, and reexamine how to build strong faculties for the future. Twelve undergraduate and six PhD granting institutions were selected to participate in MOST.

As part of MOST, summer institutes were held at University of California-Santa Barbara and University of Nebraska-Lincoln. The MOST sites identify sophomore-level students of color to participate in the summer institutes. The institutes are a vehicle to assist graduate departments in assessing how to recruit, train, mentor, and support students of color. They provide an opportunity to graduate and undergraduate institutions to evaluate their programs in terms of development of methodological training and research skills, hands on research experience, a diverse and multicultural curriculum, collaborative learning, professional development, and mentoring of minority students. The institute serves to link graduate and undergraduate institutions and allows students of color to be exposed to the academic, research, and social environments of PhD-granting institutions. In the following section, MOST faculty at the University of California-Santa Barbara and the University of Nebraska-Lincoln chronicle the experiences of students and faculty during the summer of 1996.



MOST at the University of Nebraska

by Ana-Maria Wahl and Thomas Calhoun

During the summer of 1996, the Sociology Department at the University of Nebraska-Lincoln (UNL) was one of the sites for the third "generation" of MOST students. Faculty and students together carved out a model for transforming the discipline of sociology and the broader institutional context in ways that create a climate conducive for students of color. This transformation involved a reconsideration of curriculum, instructional styles, mentoring strategies, and other practices that shape students' experiences.

Substantively, the UNL six-week summer program focused on the intersection of class, race, and gender in shaping institutional dynamics and individual lives. Class sessions covered theoretical approaches to capitalism, racism, sexism, and heterosexism and the ways in which these dynamics shape job opportunities, educational experiences, gender/family relations, and politics. These theoretical debates were coupled with discussions about both quantitative and qualitative approaches to the study of these problems. A team approach to the presentation of these issues exposed students to faculty members with distinct research interests and methodological preferences, including: Robert Benford, Helen Moore, Keith Parker, Ana-Maria Wahl, Thomas Calhoun, Al Williams, Mary Kelly, Eddie Pate, Suzanne Ortega, and LaWana Gunn-Williams. Our goal was to expose students to the broad range of methodologies and research designs used by



Students and faculty from the University of Nebraska-Lincoln MOST Summer Institute.

sociologists, including original survey research as conducted by the Bureau of Sociological Research, participant observation, unobtrusive observation, historical sociology, focus groups, and secondary data analysis. Students were also trained in the wonders of SPSS-PC and other computer technologies including e-mail, the internet, Ethnograph, and NUDIST. This instruction was provided largely by Barb McMorris, Cheryl Applegate, and Sandra Rezac, graduate student assistants who worked beyond the call of duty. Finally, faculty, graduate students, and an ASA Minority Fellow, Sheila Page-Edwards, worked individually with students to guide them through the summer program.

In addition to the academic emphases, our program also stressed the connection between sociology as an intellectual enterprise and political action. This was a high priority for students as they worked to find ways in which their knowledge as sociologists can contribute to political debates and community activism. To highlight these connections, we discussed, in class, the political implications of diverse theoretical perspectives and reached out to community leaders for insights from those "in the trenches." These speakers included individuals from Nebraska's Department of Corrections, the State Department of Health, Gallup, and the Lincoln Action Program for low-income families. In addition, we visited with the directors of Lincoln's three "culture centers": the Hispanic Center, the Malone Center, and the Asian/Refugee Center. These visits provided us with a closer look at the struggles of Nebraska's Latino, African American, and Asian communities in a predominantly white, politically conservative midwestern region.

Across these learning contexts, an interactive pedagogical style was emphasized as our students eagerly assumed an active role in the learning process. Students learned to challenge and disagree with faculty and each other in ways that led to a constructive reconsideration of the ways that we as individuals and as a discipline think about the problem of inequality. For example, several students were critical of official poverty statistics which fail to illuminate the disadvantages faced by Asian Americans relative to other groups. Similarly, students were critical of the tendency to treat class, race, and gender issues as distinct sections in

sociology courses. Some students were certainly more prepared than others for this interactive classroom dynamic; however, by summer's end, all had found their voice in the often heated, but good natured debates that developed. Outside the classroom, interactive learning continued as students spent hours working together in the computer room, the library, and the dorms.

The utility of this broad overview of the discipline is perhaps best reflected in the final research proposals they developed. The students' proposals covered diverse topics of both personal and political interest to them, including: the differential treatment of minority and majority students in educational institutions; racial bias in the law; the representation of capitalism and the American dream in textbooks; images of Africa among American high school students; and images of public housing residents in Puerto Rico. The proposals, presented in an ASA-style forum at the end of the summer, inspired great pride and satisfaction with the MOST experience as they reflected a combination of passion and intellectual rigor which characterizes the best sociological research.

Tension Relievers

While students worked tirelessly throughout the summer, we also made time to "chill out" and have fun. Aside from the usual tension relievers such as taking in a movie, visiting the local zoo, shopping at a local mall, there were other social events that provided new learning experiences. One such adventure was our journey to Kansas City to attend a Royals baseball game commemorating the Negro Baseball League followed by a Gladys Knight concert which got all our students "groovin." In addition, a part of our program included what some would label a wilderness experience. Using our campus recreation staff as a resource, we participated in exercises designed to facilitate cooperation and group work. These tasks, although initially trivial in some eyes, were very helpful in teaching how group social processes operate. In this situation there were no status differentials; we were all one working together to accomplish a common task. These kinds of exercises we believe are important and probably should be undertaken early in the program as many of our students came from varied social, economic, and educational backgrounds.

The MOST program provides many lessons for the discipline and, more generally, for institutions of higher education. These lessons emerged from our success and the challenges we encountered throughout the summer. First, the success of a program that seeks to transform the discipline depends on our willingness to listen to underrepresented voices in our classrooms and in the academy. The students recruited for MOST definitely entered our program with the sociological imagination which led them, as we would hope, to constantly question taken-for-granted practices and assumptions common in our discipline. These questions and criticisms were at times raised in the classroom. At other times, it seemed appropriate to offer students a "faculty free" environment to voice their concerns. Our visiting Multicultural Teaching Fellow, Eddie Pate, met weekly with students for an hour long "reality check." Eddie was uniquely situated to guide these discussions in productive directions because he was perceived as a surrogate parent, friend, and teacher to the MOST participants. The concerns that emerged in these sessions reflect a number of problems both unique and common to these kinds of programs. As is true for all groups, interpersonal differences emerged that sometimes created tension though the bonds of affection, respect, and shared intellectual interest were certainly stronger.

Other concerns reflected the students' preparedness to conduct research projects. Some of our students had minimal exposure to sociology and even less exposure to the mechanics of developing a literature review and research design. Weekly meetings were intended to provide guidance on these issues, but many of our students experienced the anxiety associated with preparing a research proposal in a short six week period without the benefits of prior experience. Despite these anxieties, all our students excelled in their work and were eager to begin their projects in Fall. Beyond meeting these academic goals, the MOST program renewed our department's attempts to forge ahead in ways that will incorporate the diversity of experiences and voices our students offer. And, undoubtedly, the MOST Program created a community of budding young scholars and friends who are ready to take their place in shaping the discipline as well as their world.

In 1996, the Department of Sociology at UNL received the University of Nebraska system-wide Outstanding Departmental Teaching Award. The department unanimously endorsed a proposal to spend a portion of the \$25,000 award to support instructors working in diversity courses and to develop a set of multimedia materials appropriate to the teaching of courses in Nationality and Race Relations, Minority Groups, Chicanos in American Society, and Family Diversity. Workshops and discussions continue on the most appropriate teaching methodologies and materials for these courses. The organization of activities and the expenditure of funds is coordinated by the Inequality Study Group in the department, led by Drs. Ana-Maria Wahl and

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Miguel Carranza. This study group is composed of a number faculty and graduate students with active teaching and research interests in the areas of class-based inequality, gender, and race/ethnicity. Because participation in the study group is broadly based and because the enrollment of undergraduates in these courses is high, the impact of this curriculum transformation project is likely to be high. Central to the activities of the group are several of the specific course content and pedagogical lessons learned from the MOST summer experience.

MOST at the University of California-Santa Barbara

by Kum-Kum Bhavnani

"Let the revolution begin." This was the slogan that the UCSB MOST summer institute students chose as the center piece of their design for their MOST T-shirts.

That they chose this slogan could be seen as an example of critical thinking, thus reflecting the central focus of the summer institute. In order to facilitate critical thinking, the UCSB summer institute had four organizing principles: hard work, student research, working collectively, and sociology in action.

Hard Work

We developed a curriculum which the students found demanding (starting classes sometimes at 8:30 in the morning was not many students'—or faculty's—idea of a summer school) and also intellectually engaging.

Each week, the summer institute had a different sociological focus. Thus, week one was entitled "The Sociological Imagination" and introduced students to some fundamental concepts in sociology—gender, sexuality, race, ethnicity, migration, and racism. Kum-Kum Bhavnani and Reginald Daniel asked the students to read, discuss, and watch videos to introduce them to the definitions and uses of these concepts. Students also examined the continuities and discontinuities between these terms.

For example, we had students discuss the interconnections between these concepts by screening *Mississippi Masala*. The narrative structure of this film portrays the relationship between two people of color, of differing ethnicities and nationalities, in Mississippi. The film provides many examples of the complexity of family relationships, of stereotypes and their material consequences for people of color, and how class cuts across categories of race/ethnicity, migration, refugee status, and sexuality. The film, therefore, laid the groundwork for the remaining five weeks of the curriculum through a concrete example of key sociological concepts and their interconnections.

The following four weeks—each led by one faculty member—were spent studying, reading about, and discussing the Sociology of Organizations and Institutions (William Bielby), Feminist Studies (Beth Schneider), Social Movements and Global Change (John Foran), and Race and Ethnicity (Jon Cruz). The teaching, during all four weeks, was based on the use of interactive pedagogical techniques—such as the



Students and faculty from the University of California-Santa Barbara MOST Summer Institute.

extensive use by John Foran of the Case Method for his week on global change—and a more general use of small-group work in the classroom.

The students also discussed research methods and ways of conducting research every Monday morning (Kum-Kum Bhavnani), and on Fridays there was a three-hour "wrap-up"/"rap" session in which students discussed the week's content, as well as its relationship to their own research project (Reginald Daniel—who sat in on every class the students had). In addition, Bill Bielby and Kum-Kum Bhavnani conducted a weekly "professionalization seminar."

The aim of these weekly sessions was to integrate methodology into the students' sociological thinking, to summarize the week's work, and to allow students to have continuous contact with these faculty members. These sessions were intended to be times when students could raise any concerns with us about the institute. This was in addition to the weekly feedback sessions held by the three teaching assistants—Rani Bush, Peter Chua, and Susana Peña—during which the MOST students discussed possible areas for improvement in the summer institute. The TAs then briefed the faculty on these issues.

Finally, Chris Allen made sure that the students' housing and communal time at their apartment complex was as comfortable as possible, and she also organized sessions for the students on how to take GRE tests and on using library facilities, as well as an introduction to campus facilities.

Student Research

Critical thinking was also encouraged by developing the students' interest in conducting their own research project. For these projects, which students are currently completing at their home institutions, students received individual mentoring by a faculty member (approximately 18 faculty from the department participated in the summer institute) and a graduate student. This "mentoring project" was aimed at students designing a feasible research proposal and was strengthened by the four open colloquia where scholars from other California campuses presented their work.

During these colloquia, Vilma Ortiz, from UCLA, talked about her study with

Latinos/as in the Los Angeles area; Pierrette Hondagneu-Sotelo, from the University of Southern California, focused on women employed as domestic workers in Southern California; Angela Y. Davis, from UC-Santa Cruz, presented her collaborative research on women in prison in a transnational context; and Michael Omi, from UC-Berkeley, discussed the problems of census definitions and categories. All four speakers discussed research in progress, and thus focused on the process of designing research. After the colloquium was formally over, the MOST students then had a chance to talk informally with the speakers about their research, scholarship, and other topics. Some of the speakers were also able to spend the previous evening with students, which was clearly enjoyed by all.

Working Collectively

We also felt that critical thinking would be facilitated through students working collectively. Classroom exercises required students to pool their ideas about the readings and present a joint commentary—including their disagreements with each other—on the assigned articles. The Case Study methodology invited students to work together in analyzing a particular situation (such as the dilemmas faced by Chilean President Salvador Allende in 1972). Students found this to be an engaging way of seeing the strengths of a scholarship which can emerge through joint discussions and argumentation.

The culminating activity of the summer institute was the students' presentations. These presentations were also organized with "collective work" in mind. Therefore, students arranged their research presentations through the medium of four panels, chaired by a UCSB faculty member, with the students' deciding the membership of each panel, the order in which they would present their work, and similar issues.

Sociology in Action

The fourth element of critical thinking was for the MOST students to see "sociology in action." Thus, students had a video night where they chose films they wanted to see—such as *Strawberry and Chocolate* and *American Me*. They also participated in "field" trips to the Los Angeles garment industry (arranged by Rich Appelbaum, Edna Bonacich, and Judi Kessler), to Universal Studios (Bill and Denise Bielby), the

Rape Crisis Center in Santa Barbara (organized by Susana Peña), and a visit to a farm workers union and organization, in nearby Oxnard (arranged by Peter Chua), so that they could see the contrast between labor issues in an urban context and in a more rural context. In addition, Rani Bush helped the students discuss and then decide on a design for the 1996 UCSB MOST T-shirt.

But students not only went far to see sociology in action; they also took a walk around Isla Vista and the town of Santa Barbara and saw the differing ways in which the people in these two locations live.

Students showed us . . .

A crucial element in critical thinking—not included in the four listed above—is what the students taught us. They showed us how to be together as a group of people of color, without being divided, but without ignoring the differences amongst ourselves; they showed us how to be passionate about change and about creating justice, but without rancor or bitterness at the past. They reminded us about the importance of clear analysis, of anger at historical circumstances and how to translate that anger into concrete actions; they also showed us how to avoid cynicism. Finally, they constantly showed us how to make jokes and be humorous but always without disrespect. Their healthy irreverence for the (occasional?) dryness of sociology served as a well placed counterpoint to our earnestness. Many times, it worked to show us that the MOST students, and other students like them, are the people who will change the discipline of sociology as well as the international context in which it is studied.

But MOST at UCSB is not only about the summer institute. The Sociology Department certainly worked hard to create the climate and facilities in order to host the summer institute. Fund-raising and getting undergraduate and graduate students, as well as faculty, involved in the development of the MOST principles were important initiatives, but the MOST work continues. For example, the department is examining its undergraduate curriculum with an eye to revising it as a result of the MOST Program and the curriculum we developed for the summer institute; discussions continue on the role and purpose of mentoring and how to best provide mentoring for undergraduate majors. Further, the widespread involvement of faculty and graduate students in the summer institute means that these issues are actively and regularly considered by the department. In addition, undergraduate students are working to establish a sociology club, and graduate students and faculty are also hoping to further pursue "outreach" work with students on campus.

While we had thought about some/many (opinions vary) of the above before the MOST students arrived, we can only say that their presence made these issues come alive and added depth to our ongoing MOST work. The summer of 1996 was a wonderful time for all of us; (we miss the students) and we can only say: The revolution continues. □

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as debris that impeded "progress." The inner-city expressway network, of which the Spadina Expressway was part, died on the drawing board, and Trefann Court became the first working-class neighborhood in urban Canada to participate in planning its future. The Don Vale neighborhood, now protected from highrise development, experienced a pattern of change less physically apparent but nearly

the defense of Old City Hall and Holy Trinity Church were drawn from the city's venerable anglophone elite, whose indignant activism recalled Walter Firey's notion of "sentiment and symbolism as ecological variables."

Other "ethnicities," too, have helped shape the inner city. The Spadina District and neighborhoods to its west, initially anglophone, later Jewish, have more

ton" is centered in Southeast Spaldina, a neighborhood of century-old houses mostly untouched by gentrification.

Other areas have been influenced by a bohemian-and-arts clientele. Queen Street West, for example, became so quickly fashionable in the 1980s that many counter-cultural users were priced out of the very market they helped create. At this writing, the avant garde crowd likes to populate the

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Toronto's Church of the Holy Trinity . . .



. . . and Kensington Market.

as thorough, almost wholesale gentrification that rapidly and unceremoniously turfed out its former working-class residents.

One noteworthy legacy of the era is St. Lawrence, a neighborhood at the southern end of the Don District built in the 1970s and 1980s that recalls the housing vision of the Bauhaus. The 44 acre-site, formerly used by industry and warehousing, was purchased by the City with federal housing funds and has become home to more than 12,000 residents who live mainly in mixed-income housing cooperatives developed by groups like the Metro Labour Council, ethnic associations, and non-profit property companies.

Culture and Urban Fabric

Culture has influenced inner Toronto in various ways. For example, key actors in

recently been dominated by Italian, Portuguese and Chinese immigrants who have influenced residential and commercial forms in distinct ways. For example, streets in the area are dotted with "mediterraneanized" houses, a style of incumbent upgrading featuring new red-brick or angel-stone facades, porches with ironwork rails or brick arches, and new aluminium fascia and window-trim. (In contrast, Don Vale's mostly anglophone gentrifiers prefer refurbished brickwork and woodwork and the removal of front porches.) Kensington Market, created by turn-of-the-century Jewish immigrants, now accommodates a dizzying array of ethnic entrepreneurs whose foodstuffs and styles of business are distinctly "un-Canadian." The city's largest "China-

bistros along College Street west of Bathurst, though by summer they may have drifted to a new locale. Meanwhile, over the last two decades, the city's considerable gay community has shaped the residential and commercial character of the neighborhood centered around the intersection of Wellesley and Church Streets northeast of the core.

A Diverse Pastiche

Urban fabrics may be described as "built thought," artifacts that embody ideas and values arising in the contexts of economy, politics, and culture. Inner Toronto's fabric reflects a diverse pastiche of such ideas and values, both of the past and the present, and is a good locale for walking and looking at city lives and city forms. □

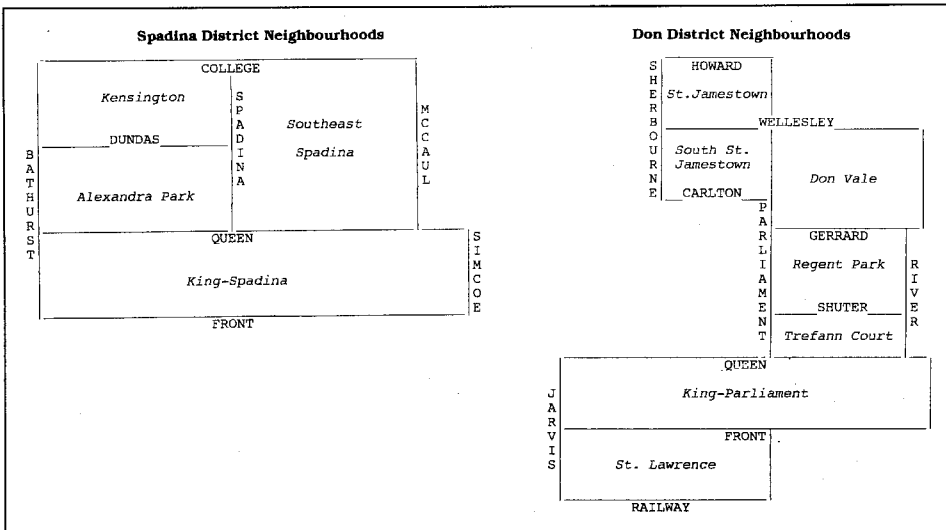
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Yorkville north of Bloor. Or, walking west on Bloor, you can take in the student quarter of the Annex district between Spadina and Bathurst Street, punctuated by Honest Ed's discount emporium.

The Dundas car (505) is an east-west route. West of University Avenue, it passes the Art Gallery of Ontario and, near Spadina, runs through Chinatown with its busy sidewalks. Farther west, the community becomes Italian and Portuguese. It terminates at a subway station where Dundas crosses Bloor Street. To the east, the 505 crosses the Don River, and then turns north on Broadview to Danforth Avenue. East along Danforth is an extensive Greek commercial area.

The College car (506) travels west through Toronto's newest bohemian area (west of Spadina), then through the city's officially designated Little Italy (now mostly Portuguese) with its outdoor cafes, eventually crossing Roncesvalles and terminating at High Park. East, the College car shunts south to Gerrard Street where it continues eastward passing between Don Vale and Regent Park, then crosses the Don to another Chinese commercial/residential district. Farther east, near Greenwood, is a dense node of East Indian commercial activity that includes several restaurants. The 506 then turns north and terminates at the Bloor/Danforth subway line.

While Toronto's high population density (and narrow streets) supports very good public transit, streetcars have their own drawing power. As urban designer Lorne Cappe has pointed out, the ride is more than just transportation. In the comfort of a roomy, quiet trolley that moves at modest pace, one easily takes in the street scene that is available at eye-level. If that isn't enough, one can turn and take in the diversity of riders, the mix changing with each new neighborhood along the way. You can test out this cultural theory of the streetcar by riding Toronto's red rockets for yourself. □



More on Toronto . . .

Essential Reading

These titles are a user-friendly introduction to Toronto, its history and fabric:

- Patricia McHugh, *Toronto Architecture: A City Guide*, Second Edition (Toronto: McClelland & Stewart, 1989). McHugh's comprehensive guide to downtown's cityscape encompasses social as well as architectural history and includes 22 illustrated walking tours of various inner-city districts.
- William Dendy, *Lost Toronto: Images of the City's Past*, Second Edition (Toronto: McClelland & Stewart, 1993). Dendy's directory to the city's lost architectural heritage has well-researched essays that clearly locate urban forms in their social contexts and is an essential companion to McHugh.
- John Bentley Mays, *Emerald City: Toronto Visited* (Toronto: Penguin Books, 1994). This collection of Mays' "Citysites" columns from Toronto's *Globe and Mail* is affectionate and appreciative, curious and cantankerous—a literate and singular vision of both familiar landmarks and idiosyncratic places.
- J.M.S. Careless, *Toronto to 1918: An Illustrated History* (Toronto: National Museums of Canada/Lorimer, 1984). This "popular" but very scholarly account, by a preeminent Canadian historian, traces and visually documents the story of Toronto's first century.
- James Lemon, *Toronto Since 1918: An Illustrated History* (Toronto: National Museums of Canada/Lorimer, 1985). Toronto's story continues to nearly the present, told by one of Canada's foremost urban geographers.

Essential Day-Trips

These five locales in or near inner Toronto represent a kaleidoscope of its fabric:

- *Kensington Market and "Chinatown."* (Kensington Market is northwest of the intersection of Spadina Avenue and Dundas Street. "Chinatown" is centered at this intersection.) These districts are vivid examples of the city's multicultural character and of immigrant entrepreneurship. While "Chinatown" is much like similar districts in many cities, Kensington is unique to Toronto.
- *Toronto's Island Neighborhoods.* (Toronto's island neighborhoods may be visited by riding the Ward's Island ferry from the docks at the foot of Bay Street.) The Ward's and Algonquin neighborhoods, all that remain of a community once numbering several hundred homes, were nearly erased by civic boosters of the 1960s. Following a bitter political struggle, they survive.
- *St. Lawrence.* (The St. Lawrence neighborhood is southeast of the intersection of Jarvis and Front Streets.) Built in the 1970s on once-industrial land, and composed mainly of mixed-income, non-profit cooperatives, St. Lawrence is social housing of a special kind, very popular with its residents. (St. Lawrence Market at Jarvis and Front, the site of food and farmers' markets for more than 150 years, is well worth visiting on Saturday morning.)
- *Don Vale.* (Don Vale is east of Parliament Street, north of Gerrard Street.) Don Vale is the essence of gentrification. Initially an affluent neighborhood, it became a working-class British-immigrant district during the city's industrial period, but now is home to the bourgeois of the "postindustrial" metropolis.
- *Trinity Square.* (Trinity Square, beside Eaton Centre, is between Bay and Yonge Streets south of Dundas Street.) Eaton's planned to demolish Holy Trinity Church for its megamall. But the congregation had more reasonable ideas, resisted "progress" and created a pocket of tranquillity amid downtown.

Giddens Named Director of London School of Economics

Anthony Giddens has been named the new Director of The London School of Economics (LSE), effective this past January 6. The distinguished social theorist, author of more than 20 books and countless articles and reviews, leaves his post as Professor of Sociology at Cambridge University. He also has resigned his joint appointment at the University of California-Santa Barbara to take on his new duties at the LSE.

Sir Peter Parker, Chairman of the LSE governing body, commented that "In Anthony Giddens we have a Director who more than fulfills the School's criteria: a world class social scientist, a successful administrator, an entrepreneur and a man with considerable political and interpersonal skills. In the view of every member of the Selection Committee, he is ideally suited to take the LSE into the next millennium . . ."

Besides his own writing, there are now 12 books solely concentrating on Giddens' work by other authors as well as a four-volume collection of writings on his contribu-

tions, *Anthony Giddens: Critical Assessments* (to be published by Routledge later this year). Giddens also co-founded and developed Polity Press, which produces some 80 books a year.

Reflecting on Giddens' myriad accomplishments, members of the Selection Committee commented on his proven entrepreneurial ability and described him as the world's foremost living social theorist. Citing his profound influence on the social sciences, it was noted that geographers, anthropologists, economists, and political scientists, as well as sociologists, hold him in the highest regard. Professor Lord Desai of the LSE Department of Economics called it the most imaginative appointment in a century (the LSE was founded in 1895).

The impact of Giddens on scholarship everywhere may well become even more pervasive as he takes the reigns of one of the world's important sources of intellectual innovation. His ASA colleagues wish him well! □

ASA Committee Releases Report on Professional Socialization of Grad Students

by Bernice A. Pescosolido, Indiana University
Member, Ad Hoc Committee on Graduate Education

As part of the work of the ASA Graduate Education Committee, Donna Hess and I undertook a report on "Models for the Professional Socialization of Graduate Students," which is now available to ASA members.

The report focuses on two central issues: (1) the recognition that much of what graduate students learn in preparation for their careers occurs outside the classroom and (2) the assumption that graduate school students learn pervasively, "picking up" various skills not explicitly addressed in the curriculum through work with mentors.

In preparing this report, we did not address the efficacy of the traditional mentor model in sociology. Such an investigation would have led to the same conclusions reached by sociologists who have studied professional socialization in law and medicine. That is, the mentor model works well for some individuals in training and very poorly for others. Our task was to seek out other approaches being used in sociology to address a number of basic questions: How can students be prepared in basic skills of writing and publication, professional presentations, funding and grants, norms and ethics of professional practice, and so forth? How can this preparation go beyond the individual level (i.e., a positive adviser-advisee relationship) to the department level, where all students would have access? What have departments done?

We collected information in three ways: a "call" for best practices in professional association through *Footnotes*; a search of relevant literature (e.g., *Teaching Sociology*); and follow-ups of "leads" from phone and in-person inquiries with other sociologists about what their departments and others were doing to address these issues. We have not uncovered all the efforts that departments are making; nor do we provide any sense of how many departments are doing what. Our inquiries, while attempting to be broad, are illustrative in nature.

In general, we found that departments tend to rely heavily on traditional approaches. That is, most individuals we spoke to held to the belief, consistent with findings from other professions, that working with professors on their research and teaching provided adequate exposure to issues of ethics, teaching, grant funding, publishing, and so forth for graduate students. In addition, they relied on the graduate director or graduate advisor to provide a source of information at the department level. They noted that many of these topics were covered across a variety of courses. For example, research ethics are covered in "methods" courses, or grant writing is addressed in a number of substantive courses where graduate students are asked to do a mock proposal as an assignment. Occasional brown-bags and special sessions held at the ASA meetings fill remaining gaps in training and provide additional sources for information. (We did not detail programs or occasional seminars offered at the university level on professional development. In our inquiries, these were mentioned often by sociologists as providing an important addition to their training programs.)

We found that a number of more routine, department level approaches are currently being used in graduate departments in sociology. The report details seven mechanisms, provides examples and offers additional information. These efforts come in three types—written materials, courses or other presentations, funds for professional development activities. They include "Proseminars," seminars on "The Profession of Sociology," seminars on "Writing and Presentation," seminars on "Publishing and Reviewing," Orientation Programs, documents prepared for graduate students or faculty on issues of the profession, and support resources for professional activities.

The report concludes that courses, brown bags, or other occasional seminars help address the gaps in training. They do not ensure that all students or faculty are exposed to the issues, but they offer the opportunity and, if well done, raise awareness and interest in departments around these issues. The written materials we examined are interesting and informative; the seminars thoughtful.

A series of questions also arose from our report. Are written materials (e.g., the ASA Code of Ethics) routinely used or read by those who receive them in the absence of some forum in which they are explicitly discussed? Since most of the seminars are offered for little or no credit to students and often taught on an overload basis by faculty, how much can we expect faculty to teach these courses on a routine basis if no formal credit is given? How can we expect students to take these courses over and above the often heavy courseload they have? In particular, even when they are given credit for these courses, they often come at the expense, not of the required theory and methods courses, but of the few substantive, topic courses that many departments have time for in their curricula. This clash of priorities in an already overcrowded schedule cannot be ignored. A final question concerns whether and to what extent we target professional development efforts—only for doctoral students or for master's students as well? Should the efforts for these two groups be similar or different? In part, this raises the issue of how much we address the field of applied sociology and sociologists who have chosen other career paths outside of traditional faculty lines.

The report is now available from the ASA for \$4.00 for members and \$6.00 for nonmembers. (Stock #151.P96). □

National Science Foundation Names Sociology Grant Winners

The Social, Behavioral, and Economic Research Directorate at the National Science Foundation recently announced the Sociology Program Grants List for fiscal year 1996. Sociologists received more than \$3.5 million for research and doctoral dissertation funding. The 1996 grant recipients are:

Research Awards

- James W. Balkwell, University of Georgia, \$94,675 for "Participation and Influence in Gender-Homogeneous and Mixed-Gender Task-Oriented Groups"
- Lawrence Bobo, University of California-Los Angeles, Opportunity, \$99,437 for "Diversity, and the New American City: A Program of Research in Interethnic Attitudes, Residential Segregation, and Labor Market Discrimination"
- Mary C. Brinton, Yong-Hak Kim, and William L. Parish, National Opinion Research Center, \$255,095 for "Explaining Cross-Cultural Variation in Work and Society"
- Thomas DiPrete, Duke University, \$96,395 for "The Welfare State, the Labor Market, and the Stability of Family Income: A Comparison of the U.S. and Germany"
- Frank Dobbin, Princeton University, \$128,651 for "From the Rights Revolution to Reengineering: The Construction of Corporate Departments"
- Rebecca J. Emigh, University of California-Los Angeles, \$18,000 for "Farms, Family, Fertility: Dilemmas of the Domestic Economy in Fifteenth-Century Tuscany"
- Glenn Firebaugh, Pennsylvania State University, \$47,010 for "Trends in Intercountry Income Inequality"
- Mark Grammetter, Stanford University, \$254,682 for "The Social Construction of the American Electricity Industry"
- V. Lee Hamilton, David R. Segal, and Mady W. Segal, University of Maryland, \$333,540 for "Impact of Military Downsizing on the Life Course of Russian Officers and Their Wives"
- Kenneth Hill, Constance A. Nathanson, and Kathryn M. Yount, Johns Hopkins University, \$48,300 for "The Effects of Gender Stratification among Adults on Medical Treatment Choices for Boys and Girls, A Case Study on Minia, Egypt"
- Dennis P. Hogan, Brown University, \$42,162 for "The Career Implications of Life Course Opportunities and Planning" Collaborative with: Kevin T. Leicht, University of Iowa, \$81,278
- Jerry F. Hough, Evelyn Davidheiser, and Susan G. Lehmann, Brookings Institution, \$38,000 for "Political and Social Attitudes in the 1995 Russian Election"
- Edward J. Lawler, Cornell University, \$95,773 for "Group Formation and Commitment in Multi-Person Productive Exchange"
- Michael Lovaglia and Barry Markovsky, University of Iowa, \$91,660 for "Fundamental Processes of Network Exchange" Collaborative with John Skvoretz and David E. Willer, University of South Carolina, \$44,914

University of South Carolina, \$44,914

- Holly J. McCammon and Karen E. Campbell, Vanderbilt University, \$94,801 for "How Women Won the Vote: The Political Successes of the State Suffrage Movements, 1866-1920"
- John D. McCarthy, Catholic University of America, \$69,709 for "The Dimensions of Bias in Media Coverage of Demonstrations in Washington, DC, 1973-1995" Collaborative with Clark McPhail, University of Illinois, Urbana, \$104,695
- Mansoor Moaddel, Eastern Michigan University, \$61,818 for "Religious Movements in Algeria and Jordan"
- Linda D. Malm, University of Arizona, \$114,266 for "Power in Negotiated and Non-negotiated Exchange"
- Pamela Oliver, University of Wisconsin, \$124,154 for "Models of the Diffusion of Collective Action"
- William L. Parish, National Opinion Research Center, \$144,474 for "Private Sector Dynamics in China"
- Alejandro Portes, Johns Hopkins University, \$364,160 for "Transnational Communities: Their Emergence and Effects among Latin American Immigrants in the U.S."
- Raymond L. Russell, University of California, Riverside, \$99,315 for "Microeconomic and Institutional Influences on the Employment Relation in Contemporary Russia"
- Marylee C. Taylor, Pennsylvania State University, \$49,954 for "Local Realities and Social Psychological Perspectives: Interdependent Systems of Racial and Ethnic Inequality"
- Maria Tienda, National Opinion Research Center, \$170,053 for "Early Labor Market Careers of Black, White, and Hispanic Women"
- Stewart Tobuay, State University of New York, Albany, \$155,172 for "Family Patterns of Southern Migrants to the North, 1920-1960"
- Raymond S. Wong, University of California, Santa Barbara, \$112,266 for "Entrepreneurship in Hong Kong"

Doctoral Dissertation Awards:

- Edwin Amenta and Mary E. Bernstein, New York University, \$7,484 for "Gender Orientation Policy, Protest and the State"
- Charles E. Bidwell and Daniel A. McFarland, University of Chicago, \$7,500 for "Student Resistance to Learning--Network Analysis of the High School Experience"
- Aaron M. Brouer and Karen Carlson, University of Wisconsin, \$7,500 for "Configurations of Self Concept in Adolescent Suicide"
- Kathleen A. Carley and Dean Beltrins, Carnegie Mellon University, \$7,500 for "The Self-Structuring of Support--An Examination of Support Networks Under Stress"
- Christopher Chase-Dunn and Elena Ermolova, Johns Hopkins University, \$7,500 for "The Ancient Hawaiian World-System Through the Eyes of Russian Explorers"
- Kai Erikson and Steven Bayer, Yale University, \$7,500 for "Roads to the Promised Land -- Gay and Lesbian Religious Movements and

Collective"

- Herbert J. Gans and Jennifer Lee, Columbia University, \$7,425 for "Immigrant Entrepreneurs--Opportunity Structure and Intergroup Relations"
- Michael Hout and Aziza Khazzoun, University of California, Berkeley, \$6,988 for "The Formation of Ethnic Inequality among Jews in Israel"
- Mary Jackman and Anne Nurse, University of California, Davis, \$7,500 for "Young Fathering in a Parolee Population"
- Elton F. Jackson and Andrew H. Stevenson, Indiana University, \$600 for "An Empirical Assessment of Gottfredson and Hirschi's General Theory of Crime"
- Kevin T. Leicht and Glynis Daniels, Pennsylvania State University, \$6,905 for "Race, Class and Human Ecological Factors in the Spatial Distribution of Manufacturing Emissions"
- Michael J. Lovaglia and Jeffrey Houser, University of Iowa, \$7,288 for "Stigma and Status--Assessing the Impact of Physical Disability on Social Interaction"
- Charles V. Mueller and Elaine M. McDuff, University of Iowa, \$7,500 for "Job Satisfaction and Attachment in the Local Church--A Study of Protestant Clergy"
- Victor Nee and Lisa A. Keister, Cornell University, \$7,496 for "Business Group Structure and the Dynamics of Firm Performance in the People's Republic of China"
- Barbara Reskin and Michelle Fondell, Ohio State University, \$7,500 for "Organization Structure and Training Strategies--The Effect of Organizational Characteristics on Employees"
- Christian Smith and David Sikkink, University of North Carolina-Chapel Hill, \$7,500 for "Getting Saved from the Public School--Conservative Protestant Identities and Alternative Education"
- Michael Schwartz and Kenneth Andrews, State University of New York-Stony Brook, \$7,466 for "Social Movements, Resistance and Outcomes--A Study of the Civil Rights Movement in Mississippi"
- Szojka Szelenyi and Winifred R. Poster, Stanford University, \$7,500 for "A Culture Clash of Gender Relations in the Global Economy--Women, Men and Work in a U.S. High-Tech Corporation in India"
- Donald Treiman and Alan L. Emery, University of California, Los Angeles, \$7,496 for "The National Party in Democratizing South African Politics, 1976-1991" □

ASA Awards Policy Committee Proposes New Schedule

The ASA Awards Policy Committee has introduced an altered schedule for the selection of most ASA awards.

Typically, ASA-wide awards have been selected a year in advance of their being conferred. As a result, the time interval between the selection of an award recipient, announcement, and conferral at the Annual Meeting has created an "anti-climatic situation," where winners are known in the community well before they are officially honored.

To address the issue, the Committee in October approved a compressed cycle for major ASA award selection committees, whereby award winners will be selected and will receive the award in the same year. At its December meeting, the ASA Council approved the cycle changes on a two-year experimental basis.

The change goes into effect for 1998 awards. Under the new schedule, calls for nominations will appear in the summer and early fall of 1997 for 1998 awards. The 1998 recipients will be chosen by award selection committees during the 1997-98 academic year. The committees will finalize their selections and inform the Executive Office no later than June 1, 1998. The

Awards will be presented at the 1998 Annual Meeting.

For those committees that have already chosen the 1997 recipients (Distinguished Scholarly Publication, Distinguished Career Award for the Practice of Sociology, Career of Distinguished Scholarship, Jessie Bernard, and Distinguished Contributions to Teaching), the new cycle of outreach for nominations, evaluation, and selection will get underway in the summer and fall of 1997. Awards Committees will hold meetings in August 1997 to discuss publicity, procedures, timetable and so forth for the 1997-1998 Award selection.

Three Awards Committees, Dissertation, DuBois-Johnson-Frazier, and Public Understanding of Sociology, are in the process of selecting award winners for 1997. The Committees will make their selections no later than June 1, 1997.

In the meanwhile, for all awards, ASA members should consider strong nominees for 1998. Specific announcements will first appear in the summer issue of *Footnotes*. For further information, contact the ASA Governance Coordinator Elizabeth Czepiel at the Executive Office or by e-mail: governance@asanet.org. □

Call for Papers for ASR

The *American Sociological Review* (ASR) invites the submission of manuscripts of interest to the discipline in general, including theory papers, empirical papers based on qualitative methods, and empirical papers based on quantitative methods. As the flagship journal of the American Sociological Association, the ASR seeks to publish work of sociological significance and exceptional merit that advances the discipline. Advancing the discipline requires a commitment to rigor in theory and to creativity and diversity in method. For empirical contributions, the ASR champions neither qualitative nor quantitative evidence (good research often uses both), but rather compelling relevant evidence. The most recent data available on manuscripts submitted to ASR show that qualitative and theory manuscripts are accepted at the same rate as are quantitative manuscripts.

Send manuscripts to: Glenn Firebaugh, *American Sociological Review*, Department of Sociology, Pennsylvania State University, 206 Oswald Tower, University Park, PA 16802.

Awards Committees and Chairs for 1997

• <i>Dissertation Award</i>	Jan E. Stets	Washington State University
• <i>DuBois-Johnson Frazier Award</i>	Donald Cumming	University of Rhode Island
• <i>Public Understanding of Sociology</i>	Burton Halpert	University of Missouri

Awards Committees and Chairs for 1998

• <i>Career of Distinguished Scholarship Award</i>	Jonathan H. Turner	UC-Riverside
• <i>Distinguished Career Award for the Practice of Sociology</i>	Melvin F. Hall	Press, Ganey Associates
• <i>Distinguished Contributions to Teaching Award</i>	Robert Davis	NC A&T University
• <i>Distinguished Scholarly Publication Award</i>	Ann Tickamyer	Ohio University
• <i>Jessie Bernard Award</i>	Shirley A. Hill	University of Kansas

The Ford Foundation Announces "Crossing Borders" Initiative

The Ford Foundation is pleased to announce a new initiative, "Crossing Borders: Revitalizing Area Studies."

This initiative is intended to promote new thinking and new practices in area studies teaching and scholarship at both graduate and undergraduate levels, and to provide a culturally sensitive context for current efforts to internationalize research and the curriculum. Area studies is at a significant turning point in its history as it attempts to respond to and illuminate dramatic changes in the world in recent decades and to understand complex relationships between the "local" and the "global."

Recognizing the limitations of post-World War II political geography for understanding the late 20th century, the Foundation has designed an initiative that will make \$25 million in grants over the next six years to support model programs on US campuses, work to enhance the policy environment for area studies, and communicate "best practices" in the field.

As the first step in developing model programs, the Foundation invites proposals that:

- Explore new ways to conceptualizing "area" so that its study does not constrain but rather opens up new questions, new approaches, new ways of understanding profound changes in the contemporary world and their historical antecedents;
- Are grounded in and ensure the continuation of in-depth study of specific languages, cultures, and histories;
- Create innovative and mutually beneficial relationships between area studies research and teaching, including broadening undergraduate education;
- Attempt to create a more truly international area studies in which scholars and practitioners (artists, activists, public intellectuals) from diverse "areas" shape the agenda and formulate, from their perspectives, what are the most important questions and what constitutes an area or region of the world.

Preliminary proposals in the form of a three-page project summary must be received by March 15, 1997. For more information, contact Toby Alice Volkman, Program Officer, The Ford Foundation, 320 East 43rd Street, New York, NY, 10011; (212) 573-4804; or by e-mail: tvolkman@FordFound.org. □

ASA Member Develops New Telephone Assistance System

ASA member Bob Segalman, who has profound cerebral palsy and a PhD in Social Welfare from the University of Wisconsin-Madison, has developed a telephone assistance system for Californians with speech disabilities.

Californians can now use this new, free service 24 hours a day. The service, called Speech-to-Speech, provides human voices for people who have difficulty being understood by the public on the telephone. Persons can dial 800-854-7784 to reach a patient, trained operator who is familiar with many speech patterns and has acute hearing. The operator makes telephone calls on behalf of those who need the special assistance.

"For most of my life strangers hung up on my garbled cerebral palsied speech; that is why I developed the concept of telephone access through Speech-to-Speech," said Segalman. "Many, many Californians with speech disabilities use Speech-to-Speech daily because it provides an independence and freedom that they never had before."

For further information, contact: Bob Segalman and Cindy Gooch at 916-927-3787 V/TI; fax: 916-649-1665; toll free: 1-800-3SPEECH or by e-mail: Bob.Segalman@deaftek.sprint.com. □

Six Receive ASA/NSF Small Grants

The American Sociological Association is pleased to announce six awards from the Fund for the Advancement of the Discipline (FAD), based on proposals reviewed in summer 1996. The new grants are:

- Steven J. Gold (Michigan State University, \$3,000) for "Israeli Migrants and Transnationalism."
- Jeff Manza (Pennsylvania State University) and Clem Brooks (Indiana University, \$3,550) for "Values and Political Change: A Reassessment of the Postmaterialist Thesis."
- Susan McCain (University North Florida, \$2,500) for "Gender and Judging: Exploring the Careers and Work of Women Judges in the South."
- Jennifer Pierce, Barbara Laslett, and Mary Jo Maynes (University of Minnesota, \$2,500) for "Personal Narratives in the Social Sciences."
- Karen Secombe (University of Florida, \$3,500) for "So You Think I Drive A Cadillac? Welfare as Lived Experience."
- Verta Taylor (Ohio State University, \$3,806) "Gay, Lesbian and Bisexual Rights in the Workplace: Synthesizing Social Movement and Institutional Approaches." □

June 15, 1997 Deadline!

FAD Award Proposals Sought

Program Announcement

The American Sociological Association invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by the American Sociological Association and 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 \$4,000. Payment goes directly to the principal investigator. Grant money may not be used for convention expenses, honoraria, or principal investigator's salary. Awardees are encouraged to continue the early 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:

- a cover sheet with the title, name of lead author, additional name(s) of author(s)
- a 100-200 word abstract of the research/conference topic
- a maximum of 5 single-spaced pages describing the project (excluding appendices)
- a detailed budget and time schedule
- a bibliography
- a statement of other pending support
- a vita

Please send eight complete application packets to: FAD awards, ASA/NSF Small Grant Program, 1722 N Street NW, Washington, DC 20036; research@asanet.org. Applicants are required to notify ASA if other funding is received for the project. □

March 1, 1997 Deadline: Apply Now!

ASA 1997-98 Congressional Fellowship

Program Description: The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office. This intensive four to six month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

Award: The stipend for the Fellowship is \$10,000.

For more information, contact: Spiroack Program in Applied Social Research and Social Policy, American Sociological Association, 1722 N Street, NW, Washington, DC 20036; e-mail: spiroack@asanet.org. □

NIH, from page 1

to HIV/AIDS prevention, treatment, and eradication—through both basic and applied social research—but we have not made our mark at the NIH relative to our colleagues in other disciplines. This may stem from a number of factors, including the general biases of NIH culture and the fact that some AIDS-related research issues sociologists explore, such as diverse sexual behavior, drug use, and social stigma, occasionally have been problematic to Congressional appropriators. While this climate may previously have discouraged many sociologists from entering (or staying in) AIDS-related research, the AIDS prevention and intervention research agenda has evolved in such a way to now require our greater involvement.

From the early years of the AIDS epidemic, NIH research in the behavioral and social sciences had been dominated by psychological research related to HIV risk behavior change at the individual level. The logic was that, because HIV was transmitted primarily by specific behaviors, the most important objective was to get people to change those behaviors to reduce their risk of HIV transmission or contraction. But as the AIDS epidemic has unfolded, we better understand that—in addition to individual psychological factors related to risk behavior—contextual factors such as gender, race/ethnicity, economic development, community disintegration and violence contribute to HIV transmission and pose barriers to HIV prevention. Since these factors largely go unexplored in the NIH portfolio, our basic understanding of how they operate individually and in combination—especially in relation to sexual behavior and drug use—is limited. This gap, in turn, limits our ability to intervene effectively and on the scale necessary to disrupt the epidemic.

A number of recent reports by eminent committees—including the Institute of Medicine's *AIDS and Behavior: An Integrated Approach* (1994) and *Assessing the Social and Behavioral Science Base for HIV/AIDS Prevention and Intervention: Workshop Summary* (1995), and the *Report of the Behavioral, Social Science, and Prevention Research Area Review Panel of the NIH AIDS Research Program Evaluation Task Force* ("Levine Committee") (1996)—have recommended increased support for social science research to address this issue. These reports highlight the need to approach AIDS prevention and intervention through research that addresses all levels of social organization and that targets the most HIV-vulnerable populations.

Thus, although social, environmental, and contextual factors have not been the usual focus of biomedical and behavioral science at the NIH, an increasing number of individuals and groups are recognizing the need to incorporate them into the NIH agenda. This recognition is evident in the range of activities undertaken or supported by the Office of AIDS Research (OAR), which I would now like to describe.

Background

Since 1982, the annual investment in AIDS research at the NIH has grown from approximately \$3.3 million to approximately \$1.5 billion. Currently, AIDS research constitutes about 10 percent of the total NIH budget, and is con-

ducted by most of the NIH's 24 separate institutes, centers, and divisions (ICDs). Behavioral and social science programs constitute approximately 12 percent of the NIH AIDS research budget.

The Office of AIDS Research (OAR) was established in 1988 primarily to coordinate the AIDS research effort across the NIH and to serve as a focal point for AIDS policy and budget development within the Office of the Director of the NIH. In 1993, the NIH Revitalization Act (the bill reauthorizing the NIH) strengthened the OAR and added new responsibilities related to scientific priority-setting; allocating AIDS research dollars across the NIH constituent institutes, centers, and divisions; administering a discretionary fund; and periodically evaluating the entire NIH AIDS research program.

Comprehensive Plan

For both planning and budgeting purposes, AIDS research at the NIH is organized into five scientific domains: Behavioral and Social Science Research; Natural History and Epidemiology; Etiology and Pathogenesis; Vaccines; and Therapeutics; and two administrative areas: Information Dissemination and Training and Infrastructure. By law, OAR is required to produce a five-year plan for AIDS research at NIH and to update it annually. This plan identifies key scientific priorities within each of the above domains and a number of research strategies (examples of science topics) for achieving them. These priorities and strategies are set through a process that involves NIH staff, OAR staff, external researchers, and AIDS activists, who are organized into Coordinating Committees in each domain. (My role is to organize the activities of and to chair the Behavioral and Social Science Coordinating Committee.)

AIDS Research Budgeting

Since fiscal year 1995, Congress has given the aggregate appropriation for AIDS research at the NIH to the OAR, which then distributes the money to the ICDs based on how their budget requests reflect the priorities in the Plan. (Although Congress has modified this arrangement, it still operates largely in this manner.) Much of the value of the OAR lies in its ability to control the AIDS research dollars in order to ensure that science priorities identified through the consensus process and the Plan are addressed across the NIH. (My role here is to advise the OAR Director on budget allocations for the behavioral and social science programs of the ICDs.)

Discretionary Fund

In the 1993 NIH reauthorization legislation, Congress established a Discretionary Fund for the OAR Director. Currently at about \$10 million, this fund allows the Director to fund projects that show unique potential for contributing to AIDS prevention and treatment in a timely fashion. All projects must be peer reviewed and be recommended through an ICD. In many cases, the fund supports supplements to existing grants, where a new discovery suggests the need for additional data or a new approach. It also supports meritorious grants that have fallen just under an ICD's payline. (I review the discretionary fund proposals in behavioral and social science, and advise the OAR Director on their merit, ranking, and funding.)

AIDS Program Evaluation

As noted, one of the responsibilities of the OAR is to evaluate periodically the NIH AIDS research program. In late 1994, the NIH Office of AIDS Research Advisory Council (OARAC) commissioned a review to evaluate how the different components of the NIH AIDS research program fit together and to determine whether the program is moving effectively toward the prevention, treatment, and eradication of AIDS. In early 1995, OARAC commissioned an Evaluation Working Group chaired by Arnold Levine, a microbiologist at Princeton University. The Working Group established six Area Review Panels to evaluate AIDS research in Etiology and Pathogenesis; Drug Discovery; Clinical Trials; Vaccine Research and Development; Behavioral, Social Science, and Prevention Research; and Natural History, Epidemiology, and Prevention Research. The entire activity (i.e. the Working Group and the Area Review Panels combined) was called the NIH AIDS Research Program Evaluation Task Force, but became known as the "Levine Committee." Sociologists Sam Friedman of the National Development and Research Institutes, Inc. in New York and Judith Levy of the University of Illinois-Chicago participated as Panel members, and the ASA provided useful testimony in a public meeting. (My role in this activity was to serve as Executive Secretary to the Behavioral, Social Science, and Prevention Research Panel.)

Each Area Review Panel identified the scientific priorities within its domain (using the Plan described above as a starting point), evaluated the current NIH research portfolio, and developed recommendations to improve, enhance, and streamline AIDS research. The Working Group took a broader view, identifying key issues and developing major recommendations that span scientific areas and underpin the overall NIH AIDS effort. Although the Evaluation took a critical look at the NIH AIDS research program to date, the focus of the review was prospective. The Working Group report and the Panel reports emphasized how to move AIDS research forward with respect to science and the management of the NIH program.

The recommendations contained in the report relating to behavioral and social science underscore the need to better integrate sociologists and sociological perspectives into the AIDS research agenda. These include:

- Research focused on diverse levels of interventions, including the individual, small group, institution, community, society, and policy/law;
- Further refinement of research methods and outcome assessments, including consideration of when and where biological outcomes should be employed in behavioral interventions and when quasi-experimental vs. experimental designs should be used;
- Encouragement to amplify work in cost-effectiveness and cost-utility analysis and biostatistical and mathematical modeling;
- Continued emphasis on research useful to communities at risk for HIV infection and to agencies implementing programs in those communities;
- The need for a paradigm shift to develop models that are domain-specific with regard to sexuality and

drug use, and that recognize that risk behavior is embedded within personal, interpersonal, and situational contexts;

- Support for basic research on individual differences in human sexuality and drug use that takes into account cognitive, affective, cultural, and neuro-physiological variables;
- Attenuating the individual distress and social stigma of either being HIV-infected or possessing the fear of being HIV-infected;
- Modifying the impact of HIV infection on caregivers, loved ones, populations, and society;
- Aiding patient adherence to HIV prophylactic and treatment regimens; and
- Aiding HIV clinical trials by enhancing recruitment, retention, and protocol integrity.

Prevention Science Agenda

A major recommendation of the "Levine Committee" was for the NIH to develop an HIV Prevention Science Agenda "that is coordinated, comprehensive, and includes and combines biomedical, behavioral, and social interventions." The Committee also recommended that the OAR convene a group of experts to advise the OAR Director on the agenda and appoint a Prevention Science Coordinator in the OAR.

Following these recommendations, a Prevention Science Working Group (PSWG) was established under the auspices of the OAR Advisory Council (OARAC). This group will assist in the development of an NIH-wide HIV prevention science plan highlighting scientific priorities for the agency, and will consult with the OAR Director on related matters. (I serve as a member and as Executive Secretary of this Group and was appointed to serve as the Prevention Science Coordinator for the OAR.)

Sociology in the AIDS Research Program

As seen from the emerging priorities and initiatives, there is both increasing need for and opportunities to advance sociology in the AIDS research program of the NIH. Certainly, the biomedical community that dominates the NIH needs to be better educated on the value of the sociological perspective to help make those opportunities meaningful. At the same time, more sociologists should consider entering the AIDS research arena, either independently or with other scientists with a track record of NIH funding. The perspectives and tools of our profession are sorely needed in this epidemic.

A first step is for sociologists interested in AIDS research to familiarize themselves further with the recommendations and science priorities articulated in the reports and the Plan. I am pleased to provide copies (electronic or hard) of these documents. Also, I encourage ASA members to inform me of your AIDS-related research activities and to send me copies of related publications. You may reach me as follows: Judith D. Auerbach, Behavioral and Social Science Coordinator, Office of AIDS Research, National Institutes of Health, Building 31, Room 4C06, 9000 Rockville Pike, Bethesda, MD 20892; (301) 402-3555; fax (301) 496-4843; e-mail judith_auerbach@nih.gov

(Note: opinions expressed are my own and not those of my Office or any other Federal Agency.) □

Call for Papers

CONFERENCES

The American Italian Historical Association has issued a call for papers for its conference to be held November 13-15, 1997, in Cleveland, OH. Theme: "Shades of Black and White: Conflict and Collaboration Between Two Communities." For additional information, contact: Joseph Ventrua, 11418 Edgepark Drive, Garfield Heights, OH 44125; (216) 587-4973; fax (216) 663-1337.

The Communication and Environment Conference will be held July 26-29, 1997, Syracuse, NY. The common focus on communicational aspects of addressing environmental issues will bring together a diverse, interdisciplinary mix of professionals from academia, government, non-governmental organizations, and industry to share research and experiences. Papers should address how aspects of communication affect our understanding of human relationships with the environment through public policy, education, action, media, public address, and conflict resolution. Deadline for submission is March 15, 1997. For additional information, contact: Sue Senecah; (315) 470-6570; e-mail ssenecah@mailbox.syr.edu.

The International Conference on Global Organized Crime and International Security will be held June 3-6, 1997, in Onate, Spain. The conference will focus on the latest research and information on global organized crime and on the development and implementation of appropriate counter-measures. For additional information and submission requirements, contact: Emilio Viano, DJLS/WPA, American University, Washington, DC 20016-8043; (202) 885-2953; fax (202) 885-2907; e-mail eviano@american.edu.

The International Conference of Wacra-Europe has issued a call for papers for their conference to be held September 16-19, 1997, at Universidad Complutense de Madrid. Theme: "Sustainable Development: Towards Measuring the Performance of Integrated Socioeconomic and Environmental Systems." For additional information, contact: Francisco Parra-Luna, Universidad Complutense de Madrid, 28023 Somosaguas, Madrid, Espana; 34-1-394-29-23; fax 34-1-394-29-01; e-mail parralun@luznet.es.

International Symposium on Society and Resource Management has issued a call for papers for their conference which will be held May 27-31, 1998, at the University of Missouri-Columbia. This biennial event focuses on the contributions of the social sciences to a better understanding of the environment and resource management. For additional information, contact: Sandy Rikoon, ISSRM Co-Chair, University of Missouri-Columbia, Rural Sociology, Sociology Building 108, Columbia, MO 65211; (573) 882-0861; fax (573) 882-1473; e-mail srsrjs@mucmail.missouri.edu.

The International Visual Sociology Association has issued a call for papers for its 1997 Conference which will be held July 5-8, 1997, at Suffolk University, Boston, MA. Theme:

"Social Change and Visual Sociology." Deadline for submission is March 1, 1997. For additional information, contact: Nancy Shepardson, Box 1185, Wheaton College, Norton, MA 02766; (508) 285-8270; e-mail nshepardson@wheatonma.edu.

National Recreation and Park Association Leisure Research Symposium will be held October 29-November 1, 1997, in Salt Lake City, UT. The Symposium provides an international forum for exchange of research findings and for the advancement of scientific knowledge about leisure pursuits, benefits, and research methodology. Deadline for submission is March 7, 1997. For additional information, contact: Jeanne Houghton, SPRE Staff Assistant, National Recreation and Park Association, 2775 South Quincy Street, Suite 300, Arlington, VA 22206-2236; (703) 578-5570; fax (703) 671-6772.

The Northwestern University/University of Chicago Joint Center for Poverty Research First Annual Poverty Center Research Conference will be held June 16-17, 1997 at Northwestern University, Evanston, IL. Theme: "Evaluating State Policy: The Effective Use of Administrative Data." Two-page abstracts are sought from researchers utilizing state administrative data to evaluate policy, as well as research that discusses methodological issues associated with the use of administrative data. Abstracts must be received by March 21, 1997. For additional information, contact: Research Conference, Joint Center for Poverty Research, 2046 Sheridan Road, Northwestern University, Evanston, IL 60208-4105; e-mail povcen@nwu.edu.

The Research Group on Alzheimer's Disease and Caregiver Stress invites submissions for roundtable discussions. The research group is a part of the ASA Section on the Sociology of Aging, which will hold sessions at the 1997 ASA Annual Meeting in Toronto (August 9-13) to explore issues in aging. For additional information contact, Karen Rice, Chair, Alzheimer's and Family Care Management, 6253 Third Avenue, Kent, OH 44240; (330) 678-1169; e-mail krice@phenix.kent.edu.

The Social Theory, Politics and the Arts Annual Conference will be held October 2-4, 1997, at the Kennedy Space Center in Florida. Theme: "Taste Cultures and Contemporary Culture." Deadline for submission is April 15, 1997. For additional information, contact: Kevin V. Mulcahy, Department of Political Science, Louisiana State University, Baton Rouge, LA 70803; (504) 388-2533; fax (504) 388-2540.

The Society for Applied Sociology 15th Annual Meeting will be held October 30-November 2, 1997, at the Hyatt Regency-Oak Brook, Oak Brook, IL. Theme: "Bursting the Boundaries: New Theories and Methods in Applied Sociology." Deadline for submission is June 30, 1997. For additional information, contact: Steve Steele, Acting Executive Officer, Society for Applied Sociology, Anne Arundel Community College, Division of Social Sciences, 101 College Parkway, Arnold, MD 21012; (410) 541-2835; fax (410) 541-2239; e-mail ssteele@clark.net.

The Society for Social Studies of Science will hold a conference on October 22-26, 1997, in Tucson, AR. Theme: "Sites and Boundaries: Location and Process in the Production of Knowledge." Deadline for 150-200 word abstracts is March 1, 1997. For additional information, contact: Jennifer L. Croissant, CSTS/MSE, Building 12, University of Arizona, Tucson, AZ 85721; (520) 626-7110; (520) 621-8059; e-mail jlc@u.arizona.edu; <http://www.u.arizona.edu/~jlc>.

The Society for Utopian Studies has issued a call for papers for its 22nd Annual Meeting which will be held October 16-19, 1997, in Memphis, TN. The Society for Utopian Studies is an international, interdisciplinary organization devoted to the study of all expressions of utopianism. Deadline for submission is May 15, 1997. For additional information, contact: Lyman Tower Sargent, Department of Political Science, University of Missouri, St. Louis, MO 63121-4499; e-mail ltsarg@umsl.vma.umsl.edu.

Sociologists Against Sexual Harassment (SASH) Sixth Annual Conference will be held August 10, 1997, Metropolitan Hotel, Toronto, Canada. Theme: "Issues, Trends, and Controversies: Sexual Harassment Research and Response for the New Millennium." SASH 97 seeks proposals for papers, panels, roundtables, and workshops addressing existing and emerging issues, trends, and controversies in this increasingly volatile field. Deadline for submission is March 30, 1997. For additional information, contact: Susan Hippensteele, SASH 97 Program Chair, Sex Equity Specialist, University of Hawaii-Manoa, 2600 Campus Road, Room 209, Honolulu, HI 96822 (808) 956-9499; fax (808) 956-9616; e-mail hippenst@hawaii.edu.

PUBLICATIONS

The Association for the Study of Food and Society has issued a call for papers. Abstracts should be 350 or fewer words. For additional information, contact: Steve Stevenson or Fred Buttel, AFHS/ASFS Conference, Center for Integrated Agricultural Systems, University of Wisconsin, 1450 Linden Drive, Room 146, Madison, WI 53706; (608) 265-2908; fax (608) 265-3020; e-mail stevenson@agecon.wisc.edu or buttel@ssc.wisc.edu.

The American Sociological Association Teaching Resources Center seeks submissions for the third edition of the syllabi and instructional materials on sociology of religion. The following are needed: (1) current or recent syllabi for undergraduate or graduate courses; (2) proposals for brief essays about teaching in this subfield (may consist of a description of an overall approach to the course, a specific practical technique, or a solution to a problem); (3) instructional sheets distributed to students in preparation for term papers or field research; (4) contributions for an annotated bibliography, including a brief description of a book or article and an explanation of how or why it is useful (Do not send promotional flyers from publishers); (5) contributions for a list of audiovisual resources, including a brief description of the item, along with the name, address, phone, and/or fax number of

a distributor, and rental and purchase fees; (6) information about software found to be useful in teaching the sociology of religion; (7) other suggestions. For additional information and materials, contact: Madeleine Cousineau, Mount Ida College, 777 Dedham Street, Newton Center, MA 02159-3310; (617) 491-5793; (617) 492-9922; e-mail cousineau@umbkskycc.umb.edu.

Meetings

February 20-22, 1997. African American and African Studies First Interdisciplinary Symposium, University of Nebraska, Lincoln, NE. Contact: Keith Parker, African American and African Studies, University of Nebraska-Lincoln, 730 Oldfather Hall, Lincoln, NE 68588-0320; (402) 472-0320; fax (402) 472-6070; e-mail blackstu@unlinfo.unl.edu.

February 21-23, 1997. Sociology of Education Conference, Asilomar, CA. Theme: "Stratification of Educational Opportunities in an Era of Waning Affirmative Action." Contact: Siri Ann Loesch, SEA Conference Registrar, P.O. Box 9500, Stanford, CA 94309; e-mail loesch@leland.stanford.edu; <http://lminret.ucsb.edu/sea/seaepage.htm>.

March 27-29, 1997. The Population Association of America 1997 Annual Meeting, Grand Hyatt, Washington, DC. For additional information, access the PAA meeting home page at <http://demog.berkeley.edu/paa97>.

April 26, 1997. The New England Sociological Association Spring Conference 1997, North Adams State College, North Adams, MA. Theme: "The Sociology of Education." Contact: Diane Balduzy, North Adams State College, North Adams, MA 02147.

June 16-17, 1997. The International Labour Markets Research Network (ILM) Second International Conference, Aberdeen, Scotland. Contact: The International Labour Markets Research Network (ILM), ILM Conference 1997, The Robert Gordon University, School of Public Administration and Law, 352 King Street, Aberdeen AB9 2TQ, United Kingdom; fax (44+) 1224 262929; e-mail t.lange@rgu.ac.uk.

July 21-24, 1997. The International Conference on Improving University Teaching, Rio de Janeiro, Brazil. Theme: "The Improvement of Learning and Teaching in Higher Education." Contact: Improving University Teaching, University of Maryland University College, 2252 Student and Faculty Services Center, University Boulevard at Adelphi Road, College Park, MD 20742-1659; e-mail iut@umuc.umd.edu; WWW:<http://www.umuc.edu/iut>.

September 25-27, 1997. Elon College National Multidisciplinary Conference on College Learning, Elon College, NC. Theme: "Challenge and Response: Rethinking Key Issues in College Learning." Contact: Jeffrey C. Pugh, Program Committee Chair, Conference on Undergraduate Learning, 2168 Campus Box, Elon College, NC 27244-2020; e-mail http://www.elon.edu/academic_programs/conference.html.

Funding

The American Bar Association Commission on College and University Legal Studies 1997-98 Mini-Grant Program is designed to enhance undergraduate students' education about law, the legal process, and law's role in society. The Commission welcomes applications from faculty members (full and part-time) and administrators at accredited two/four-year colleges and universities. Submit four copies of proposal and curriculum vitae by April 1, 1997. Contact: Brian Doan, ABA Commission on College and University Legal Studies, 541 N. Fairbanks Court, Chicago, IL 60611-3314; (312) 988-5736.

The American Society of Criminology invites applications for a fellowship for ethnic minorities, designed to encourage African American, Asian, Latino, and Native American students to enter the field of criminology and criminal justice. The recipient of the fellowship must be accepted into a program of doctoral studies. Deadline for submission is March 15, 1997. Contact: Sarah Hall, Administrator, American Society of Criminology, 1314 Kinmead Road, Suite 214, Columbus, OH 43212.

The Asahi Fellowship Program provides promising scholars, artists, journalists, and others of foreign nationality with the opportunity of a year's stay in Japan to develop their own academic or professional expertise as well as their knowledge of Japan. Fellowship term is for one year, beginning September 1997. The deadline for applications is February 28, 1997. For additional information and application forms, contact: Asahi Fellowship Office, Sporting and Corporate Events Department, Cultural Projects Division, Asahi Shimbun, 5-3-2, Tsukiji, Chuo-ku, Tokyo 104-11 Japan; 81-3-5665-3849, ext. 54218; fax 81-3-3541-8999.

The Center for Young Children and Families at Teachers College, Columbia University, announces its summer fellowship program for doctoral students. Putting Children First is a Fellowship Training Program in Child and Family Policy with a developmental perspective, which provides the opportunity to link academic learning across disciplines with interests in social policy. The fellowship is a full-time summer placement for eight weeks in a variety of policy settings in New York City government and non-profit agencies. Fellowships begin June 9 and end August 1. Fellows receive a \$2,800 stipend and a \$250 travel grant. Application deadline is April 18, 1997. Contact: Judith Smith, Center for Young Children and Families, Teachers College, Columbia University, Box 39, 525W, 120th Street, New York, NY 10027; (212) 678-3904.

The Council for International Exchange of Scholars is offering Fulbright Awards for U.S. Faculty and Professionals for 1998-99. Opportunities for lecturing or advanced research in over 135 countries are available to college and university faculty and professionals outside academe. U.S. citizenship and PhD or comparable professional qualifications required. For lecturing

Continued on next page

Funding, continued

awards, university or college teaching experience is expected. Foreign language skills are needed for some countries, but most lecturing assignments are in English. Deadline for submission is August 1, 1997. Contact: USA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street NW, Suite 5M, Box GNEWS, Washington, DC 20008-3009; (202) 686-7877; e-mail cies1@ciesnet.cies.org (request for mailing of application materials only); <http://www.cies.org> (on-line materials).

The University of Southern California, Department of Population Research Laboratory, announces predoctoral traineeships in population studies funded by the William and Flora Hewlett Foundation and the Fred H. Bixby Foundation. Awards funded by the Hewlett Foundation are limited to students from developing countries. The traineeships are available June 1, 1997. Contact: David M. Heer, Director, Population Research Laboratory, 3176 South Hope Street, Room 385, Los Angeles, CA 90007-4377; (213) 743-2950; fax (213) 743-2460.

The WorldWID Fellows Program provides a unique opportunity for U.S. citizens who are technical experts in areas related to USAID's (United States Agency for International Development) strategic concerns with: (1) democracy, governance, legal and human rights; (2) economic growth; (3) girls primary education; (4) environment; or (5) health, population, and nutrition to increase their understanding of Women in Development (WID) issues and gender analysis and to apply this knowledge to the performance of WID-related tasks during a 3-10 month assignment in a USAID office or field mission in Africa, Asia, the Near East, Latin America, the Caribbean, or the Newly Independent States of the former Soviet Union. Each fellowship includes a stipend of \$2500 per month. Normal appointment is for 6-12 months although shorter periods may be considered. Candidates are required to demonstrate strong institutional support, such as a guaranteed job to return to after completion of the fellowship. High priority placed on minority participation. The deadline for 1997-98 and 1998-99 is March 1. Contact: WorldWID, Office of International Studies and Programs, P.O. Box 113225, University of Florida, Gainesville, FL 32611; (352) 392-7074; fax: (352) 392-8379; e-mail Wridwid@nervm.nerd.c.ufl.edu; <http://www.datexinc.com/worldwid/>.

Competitions

The American Society of Criminology Gene Carte Student Paper Competition awards are given to recognize outstanding scholarly work of students. Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is eligible. The first, second, and third place papers will be awarded prizes of \$300, \$150, and \$100 and are eligible for presenta-

tion at the 1997 meeting of the American Society of Criminology. Deadline for submission is April 15, 1997. For additional information, contact: Gary Green, Department of Criminal Justice, Minot State University, 500 University Avenue West, Minot, ND 58707.

The American Sociological Association Section on Aging invites nominations for the Distinguished Scholars Award. Deadline for nominations is April 1, 1997. Contact: Charles Longino, Chair-Elect of the Section, Wake Forest University, Department of Sociology, Winston-Salem, NC 27109.

The American Sociological Association Section on Aging invites submissions for its Student Paper Award. Any student authored papers (excluding those with faculty co-authors) are eligible either in unpublished form or else published within the past two calendar years. For additional information and submission requirements, contact: Neal Krause, Council Member and Chair of Student Awards Committee, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, 420 Washington Heights, Ann Arbor, MI 48109.

The American Sociological Association Section on Marxist Sociology invites submissions for the Szymanski Graduate Student Paper Award. Graduate students are invited to submit papers on any topic within the field of Marxist sociology, broadly defined. Deadline for submission is June 1, 1997. For additional information, contact: Abigail A. Fuller, Department of Sociology and Social Work, Box 178, Manchester College, North Manchester, IN 46962; (219) 982-5009; e-mail aa@manchester.edu.

The American Sociological Association Section on Political Sociology invites submissions for its Graduate Student Paper Award. The paper may have been published within the past two calendar years, recently accepted for publication, currently under review, or not submitted for publication. Deadline for submission is May 31, 1997. For additional information and submission requirements, contact: Jeffrey Broadbent, Committee Chair, Department of Sociology, 909 Social Science Building, University of Minnesota, Minneapolis, MN 55455; e-mail broad001@atlas.socsci.umn.edu.

The Society for the Study of Social Problems invites submissions for

three student paper competitions.

(1) The Crime and Delinquency Division Award is \$300 in travel money to the top paper submitted by an undergraduate or graduate student. Submit three copies of the paper and a nominating letter to Pat Donnelly, Department of Sociology, University of Dayton, Dayton, OH 45469-1442. Deadline for submission is May 31, 1997. (2) The Family Division Award is for the top three student papers. First place of \$100 and two honorable Mentions of \$50. Submit three copies of paper to Mary Lou Wylie, Department of Sociology, James Madison University, Harrisonburg, VA 22807; e-mail wylie1@jmu.edu. Deadline for submission is March 10, 1997. (3) The Law and Society Division Alfred R. Lindesmith Award is for a paper by an untenured faculty member or a graduate student. For additional information, contact: JoAnn Miller, Department of Sociology and Anthropology, Purdue University, West Lafayette, IN 47907-1365; e-mail joann@vm.cc.purdue.edu.

Awards

Akosua Adomako, Vanderbilt University, received a Fulbright Junior Faculty Award for 1996-97.

Elaine Allensworth, Michigan State University, received the 1995 Excellence in Teaching Award from Michigan State University.

Linda M. Blum, University of New Hampshire, has been appointed a 1996-97 fellow at the Mary Graham Bunting Institute of Radcliffe College.

Norman A. Dolch, Louisiana State University-Shreveport, received a \$20,000 Kellogg grant for the 1997-98 academic year to develop a model for teaching undergraduate nonprofit education to a multicampus university system via compressed video.

Joe R. Feagin, University of Florida, and Hernan Vera, received The Gustavus Myers Center 1996 Outstanding Human Rights Book Award for their book, *White Racism: The Basics*.

Michel Forse, Lille 1 University-France, and Simon Langlois, Laval University-Quebec, were the 1996 recipients of the biannual award of the Saintours Foundation, Academie des Sciences Morales et Politiques (France), for their book *Tendances Comparees des Societes Post-industrielles*.

Frank Furstenburg, Jr., University of Pennsylvania, has been elected to the Institute of Medicine.

Gary Gereffi, Duke University, was awarded the Howard Johnson Distinguished Teaching Award for 1995-96.

Cedric Herring, University of Illinois-Chicago, is a Co-Principal Investigator of a two-year \$600,000 grant from the John D. and Catherine T. MacArthur Foundation for the Community Capacity Network to begin January 1997.

Robert Hill, Morgan State University, was elected Chair of the Census Bureau's Advisory Committee on the African American Population for the 2000 Census.

Darcy James, Washington State University, was awarded \$2,500 from The Society for the Psychological Study of Social Issues to conduct an ethnographic field study to explore intergroup relations in Kamiah, ID. Her project will examine the concept of communicative integration.

Jerome Krase, City University of New York-Brooklyn College, received grants from The Kosciuszko Foundation and the Polish Ministry of National Education to Explore Polish and Polish-American Vernacular Architecture and the Spatial Anatomy of Interethnic Relations.

Shoon Lio, San Diego State University, received the California State Sociological Association Student Award.

Floyd M. Martinson, Gustavus Adolphus College, was presented the Society for the Scientific Study of Sexuality's Distinguished Scientific Research Award for his research into child sexual history.

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Awards, continued

Francie Ostrower, Harvard University, received the 1996 Virginia A. Hodgkinson Research Prize for *Why the Wealthy Give: The Culture of Elite Philanthropy* and the 1996 Association for Research on Non-profit Organizations and Voluntary Action Award for Distinguished Book in Nonprofit and Voluntary Action Research.

Gordon Streib, University of Florida, received the Distinguished Career Contribution to Gerontology Award, presented by the Behavior and Social Sciences Section of The Gerontology Society of America.

Darwin L. Thomas, Brigham Young University, was awarded the Richard L. Evans Chair for Religious Understanding.

Baidya Nath Varma, City University of New York, was named Distinguished International Poet of the Year by the International Society of Poets. Varma's poem "My Destiny" was a finalist in a competition by the American Society of Poets. He has also been made a Patron of the Academy of American Poets.

Charles V. Willie, and **Patricia Perri Rieker**, Harvard University; **Bernard Kramer**, University of Massachusetts-Boston; and **Bertram Brown**, received the Outstanding Book Award for *Mental Health, Racism and Sexism* (Myers Center).

People

Deborah A. Abowitz, Bucknell University, has been appointed Act-

ing Dean of the College of Arts and Sciences.

Bradford H. Gray, is the Director of a new Division of Health and Science Policy at the New York Academy of Medicine.

Cedric Herring, University of Illinois-Chicago, has been named Interim Director of the Institute for Research on Race and Comparative Public Policy.

S.M. Miller, Boston University, has been appointed research professor of sociology.

Kevin P. Mulvey, Boston University, is now working at the School of Medicine.

John Palen, Virginia Commonwealth University, has been designated a Fulbright Distinguished Lecturer and holder of the Fulbright-Calgary Chair in North American Studies at the University of Calgary.

Jack Nusan Porter, University of Massachusetts-Lowell, has been appointed Boston coordinator for the International Seminars in Zionist Thought for the World Zionist Organization.

John E. Schnabel has retired from West Virginia University after 25 years of service.

Richard Sobel will spend the year at the Kennedy School of Government at Harvard University. During the fall, as a Fellow at the Shorenstein Center, he is examining how the media portrayed support for U.S. Intervention in Bosnia.

Sociologists in the News

Peter Dreier, Occidental College, wrote an article for the Opinion section of the December 8, 1996, *Los Angeles Times* entitled "It's Business as Usual for Living-Wage Opponents." Dreier also wrote an article in the December 16, 1996, edition of *The Nation* regarding the labor movements in Canada and the United States.

Joe Feagin, University of Florida, had his research on the costs of racial discrimination for African Americans cited on the editorial page of the November 24, 1996, edition of the *New York Times*.

Al Gedicks, University of Wisconsin-La Crosse, had an opinion piece in the November 10, 1996, edition of the *La Crosse Tribune* about the legacy of the governor's top political advisor in dismantling Wisconsin's progressive environmental tradition to prepare the way for mining. Gedicks' article on the Exxon mine controversy was featured in the Fall 1996 issue of *Environmental Law News*.

Kathleen Gerson, New York University, was quoted in the November 14 edition of the *New York Times* in an article entitled "G.O.P. Quest To Narrow Gender Gap."

Lori B. Girshick, Warren Wilson College, was interviewed for an article on women married to prisoners in California for the November 17, 1996, edition of *The Record*.

Robert B. Hill, Morgan State University, was quoted in the December 6, 1996, edition of the *New York Times* in an article regarding adding a multiracial category to the race question on the census form in 2000.

Demie Kurz, University of Pennsylvania, was quoted in the November 7, 1996, edition of the *New York Daily News* in an article on divorce. Material from her book, *For Richer, For Poorer: Mothers Confront Divorce*, was also cited in the article.

Robert D. Manning, American University, gave expert testimony to the U.S. Commission on Immigration Reform, explaining patterns and socio-economic adaptation of immigration to Metropolitan Washington, DC. He was quoted in the *Christian Science Monitor* and the *Washington Post* on the use of consumer credit cards and the October edition of the *Washingtonian Magazine* in a special issue on race relations in the District of Columbia. Manning was featured on National Public Radio on the Derek McGinty Show and discussed urban planning proposals for the District of Columbia and was also interviewed for CNN News about the controversy over the U.S. Census Bureau's proposed mixed-race category for the 2000 census.

Harold L. Orbach, Kansas State University, had an editorial regarding global forces and politics published in the November 24, 1996, edition of the *New York Times*.

Georgios Piperopoulos, University of Macedonia-Greece, has added a new 15 minute radio appearance on

his media program making the comment of the day every Thursday morning. He draws his subject matter from his personal experiences as a practicing social scientist.

Jack Nusan Porter, University of Massachusetts-Lowell, was featured in the April 4, 1996, edition of the *Newton Graphic* in an article about his latest book, *Woman in Chains: A Sourcebook on the Agunah*.

Craig Reinerman, University of California-Santa Cruz, had an op-ed essay critical of punitive drug policy published in the November 15, 1996, edition of the *San Francisco Chronicle*. Reinerman was quoted in the November 18, 1996, edition of the *Christian Science Monitor* in an article on the origins of crack cocaine. He also did a 90-minute radio show on KSCO Radio on the topic of drug policy.

David Segal, University of Maryland, was quoted in the November 25, 1996, edition of the *St. Louis-Dispatch* in an article about sexual harassment problems in the four branches of the military.

Lisa Waldnu-Haugrud, University of Houston, was quoted in the October 27, 1996, edition of the *Houston Chronicle* in an article on political party preference and the impact on marriage.

Charles Willie, Harvard University, was quoted in the December 4, 1996, edition of *Education Week* in an article regarding the Desegregation Plan in Connecticut.

New Books

Diane Barthel, State University of New York-Stony Brook, *Historic Preservation: Collective Memory and Historical Identity* (Rutgers University Press, 1996).

Deborah A. Byrnes and **Gary Kiger**, Utah State University, *Common Bonds* (Association for Childhood Education International, 1996).

Dean J. Champion, Minot State University, *The Roxbury Dictionary of Criminal Justice: Key Terms and Major Court Cases* (Roxbury Publishing Company, 1997); and *Policing in the Community* (Prentice-Hall, 1997).

Richard A. Colignon, Duquesne University, *Power Plays: Critical Events in the Institutionalization of the TVA* (State University of New York Press, 1997).

Linda Eberst Dorsten, State University of New York-Fredonia, *Interpreting Social and Behavioral Research* (Pyrzczak Publishing, 1996).

Amitai Etzioni, George Washington University, *The New Golden Rule: Community and Morality in a Democratic Society* (Basic Books, 1997).

Henry W. Fischer, III, Millersville University-Pennsylvania, *The Sociologist's Statistical Tools: Computer Based Data Analysis Using SPSS Windows* (University Press of America, 1996).

Josef Gugler, University of Connecticut, *Cities in the Developing World: Issues, Theory, and Policy* (Oxford University Press, 1997).

Jim Hanson, *The Next Cold War? American Alternatives for the Twenty-*

First Century (Greenwood Publishing Group Inc, 1996).

Cedric Herring, University of Illinois-Chicago, *African Americans and the Public Agenda: The Paradoxes of Public Policy* (Sage Publications, 1997).

Charles F. Hohm, San Diego State University, *California's Social Problems* (Addison Wesley Longman Publishers, 1996).

Howard B. Kaplan, Texas A&M University, *Psychosocial Stress: Perspective on Structure, Theory, Life-Course, and Methods* (Academic Press, 1996).

Richard E. Tomasson, University of New Mexico, *Faye J. Crosby, and Sharon D. Herzberger, Affirmative Action: The Pros and Cons of Policy and Practice* (American University Press, 1996).

Jonathan H. Turner, University of California-Riverside, *The Institutional Order: Economy, Kinship, Religion, Policy, Law and Education in Evolutionary and Comparative Perspective* (Longman, 1997).

Will C. van den Hoonaard, University of New Brunswick, *The Origins of the Baha'i Community of Canada, 1898-1948* (Wilfrid Laurier University, 1996); and *Working With Sensitizing Concepts: Analytical Field Research* (Sage Press, 1996).

Other Organizations

The California State Sociological Association announces its officers for 1996-97: **Robin Franck** (Southwestern College), President; **Chuck Powers** (Santa Clara University), President-Elect; **Earl Babbie** (Chapman University), Past-President; **Gary Crester** (California State Polytechnic University-Pomona), Secretary; **James A. Glynn** (Bakersfield College), Executive Director; **Will Kennedy** (San Diego State University), Archivist; **Charles F. Hohm** (San Diego State University), Executive Editor; **Joe Leon** (California State Polytechnic University-Pomona), Publications Committee Chair; **Dan McMillin** (California State University-Bakersfield), Newspaper Editor; **Governing Council:** **CSU/UC: Joe Leon** (California State Polytechnic University); **Harvey Rich** (California State University-Northridge); **Community Colleges:** **David Medina** (Mt. San Antonio College); **Private Colleges:** **Phillip Robinette** (Southern California College); **Graduate Students:** **Barbara Cottrell** (University of California-Riverside); **Undergraduate Students:** **Anna-Marie C. Hohm** (University of San Diego).

New Programs

The Institute for Research on Race and Comparative Public Policy at the University of Illinois-Chicago is a new multicultural research center that examines the intersection of race, ethnicity, and public policy in a comparative context. The mission of the Institute is to promote, coordinate, and conduct multicultural

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New Programs, *continued*

and multidisciplinary research designed to improve knowledge and understanding of historically underrepresented groups. In addition to its research, the Institute hosts policy summits and community forums on issues of importance to policy makers and members of urban communities. For additional information, contact: Cedric Herring, Interim Director, Institute for Research on Race and Comparative Public Policy, University of Illinois-Chicago.

University of York, England, Department of Sociology, is offering a new one-year taught postgraduate course, MA in Qualitative Social Research Methods. The course is intended as specialized research training for students planning to do doctoral research based on qualitative data collection and analysis, and for social research professionals wishing to enhance their qualifications. For additional information, contact: Betty Vickers, Department of Sociology, The University of York, YO1 5DD, England; fax +44 1904 433043; e-mail BEV2@york.ac.uk.

Deaths

Sigurd Berentzen, University of Bergen-Norway, died November 10, 1996.

Ruth Farkas died October 18, 1996.

Masayasu Yamamoto, Komazawa University, died during the summer of 1996.

Obituaries

David J. Gray
(1929-1996)

David J. Gray, emeritus professor of sociology at Hamilton College, died on May 11, 1996, at his home in Hop Bottom, PA of a heart attack, at the age of 67. Professor Gray, who taught on College Hill for 24 years and was instrumental in creating Hamilton's sociology department, had taken up full-time residence on Loomis Lake in the mountains of northeastern Pennsylvania after his retirement in 1993.

Born on March 25, 1929, in Scanton, PA, "Dave" Gray was the son of David J. and Edith Reese Gray. He entered the U. S. Army following his graduation from Scranton Central High in 1946 and served with the 11th Airborne Division in occupied Japan. He returned to civilian life and Scranton in 1948 and spent a year at Keystone Community College before transferring to Pennsylvania State University, where he received a BA degree in economics in 1952. After a foray into industrial sales, he reluctantly went back to Pennsylvania State University to work in personnel and take up the study of sociology. He earned his MA in 1955 and his PhD in 1958. A year earlier, he had begun his teaching career as an assistant professor at the University of Richmond.

In 1959, Dave moved on to the College of William and Mary,

where he achieved promotion to full professor in 1967. Two years later he was offered the opportunity to chair the social science division and pioneer the teaching of sociology at Kirkland College, a newly-founded sister college to Hamilton, and he arrived on the Hill just a year after the college had opened its doors. He chaired the division for four years and had only recently reoccupied that post when Kirkland was merged with Hamilton in 1978.

In addition to sharing with students his passion for sociology and with colleagues his wisdom of the way of the academic world, Dave Gray relished the play of ideas and readily appreciated the insightfulfulness of others. An exceptionally loyal and generous friend, he was also a staunch advocate of both faculty prerogatives and responsibilities. Away from the classroom and office, he enjoyed a good round of golf and the great outdoors, especially when experienced on the water. Loomis Lake had long been his summer retreat, and it was only natural that he would retire to its tranquility, there to paddle a canoe in good weather or skate on its ice in winter.

David was a man of simple decency. His life as scholar, teacher, and academic politician were shadows on the wall, appearances of a deeper character that commanded respect and admiration from colleagues and students. In his personal relations, he was congenial and a master storyteller. His stories were a way into *The Subject*: how to live within oneself, to ask how a decent department would act and what a decent college might do. He had a personal code of conduct, consciously created and maintained. He was unpretentious, his talk unembellished. He was a good listener and always asked the right question. A colleague and friend paid David a high compliment when he said that David could "cut through the crap." In an intellectual community, where there is an irresistible tendency to overproduce opinions about everyone and everything, he was nonjudgmental. He never gossiped about colleagues and always, always treated them with respect.

It is not surprising that David loved the role of faculty advocate. He was a consummate academic politician, having apprenticed for the craft, he said, as "a boy from Scranton" amidst his southern colleagues at William and Mary. His favorite quip about academic politics was one made by Henry Kissinger. When asked, as Secretary of State, why academic politics were so vicious, Kissinger replied "Because the stakes are so small." What we admired most in Dave was his ability to keep a sense of proportion, not only in many issues before the faculty, but in his life as a whole.

David had no use for the value-free sociology that was all the rage when he entered the academy; he preferred instead the sociological imagination of C. Wright Mills. Students who took David's classes read the seminal thinkers of sociology, but they also read Plato, George Orwell, Sir Thomas More, Bettelheim, Freud, and even Budd Schulberg, each chosen to raise a

simple moral challenge to live the examined life. He always ended one course by walking into class, turning on the tape recorder, and walking out; students then heard Martin Luther King's "I Have a Dream" speech.

His scholarly corpus is consistent with this portrait of him as a teacher. He wrote more in the style of a social essayist than as a specialist, commenting on issues of the day. He was also reflective about the direction of sociology itself in American society. His most-read work in sociology was an article, "American Sociology: Plight and Promise" published by the *American Sociologist* in 1979; the article attacked the vacuousness of too much of our major journal contents, and occasioned a lengthy and heated symposium among a group of former editors of the *ASR*. He once had the opportunity to debate Milton Friedman on the subject of the morality of the market and argued against the narrowing of liberty to economic liberalism, and liberalism to rational self-interest. And he wrote about his own generation after World War II, which was concerned with problems of conformity in a mass society.

A source of strength for David was his lifelong friendship with Scranton classmates who, in a generation which practiced a gentle violence toward ethnic others, considered their Welshness, Jewishness, and Irishness a rich source of humor and lore that enriched their daily lives. To be sure, Scranton had ethnic neighborhoods and jobs protected by ethnic origin, but there was accommodation and inter-marriage. At a mature stage of his life, he married Christine, whom he referred to as "a good Catholic girl," his old friends said that she was the prettiest girl in the class. These last years he had begun to reflect on Welshness and to write about ethnicity and prejudice in Scranton, tracing changes in personal and collective identity that happened in the voyage from Wales to America.

Dave's was a life well lived, and to his many friends he often said how grateful he was to Hamilton

for paying him to do what he would have done anyway. Characteristically, he graded his own life as a B+, and hoped that when he died, people would say that he had done a little good while he was here. In that goal he succeeded magnificently.

David Gray is survived by his wife, the former Christine Walsh, whom he married in 1987; two daughters by his previous marriage, Sharon Gray-Richardson and Susan Gray-Be; two stepdaughters and a stepson; and 12 grandchildren and a sister.

Henry J. Rutz and Daniel F. Chambliss, Hamilton College

Sol Levine
(1922-1996)

Sol Levine, a researcher and writer on medical sociology, died November 17, 1996, at the New England Medical Center in Boston. He was 74 and lived in nearby Brookline.

The cause was sudden cardiac arrest, according to the Harvard School of Public Health, where Dr. Levine was a professor of health behavior in the department of health and social behavior.

At his death he was also a senior scientist at the New England Medical Center. He was associated with Harvard as director of the Social Science Program in the 1960s, returned as a guest lecturer in the 1970s, and rejoined the faculty as a full-time member in 1990.

Dr. Levine's expertise, distilled in his voluminous writings, left its stamp on the fields of medical sociology and public health. He contributed insights into the recovery of heart patients, the terminal patient, social stress, the quality of life afforded patients in the medical care system, and the various organizations of the health professions.

He was the author, co-author, or editor of 10 books and some 100 articles and scientific papers. Among the textbooks were *Society and Health* (Oxford University Press, 1995), *Handbook of Medical Sociology* (Prentice-Hall, second edition, 1972), *Social Stress* (Aldine, 1970), and *Life After a*

Heart Attack: Social and Psychological Factors After Eight Years (Human Sciences Press, 1982).

Sol Levine was born in Greenwood, MS and grew up on the Lower East Side of Manhattan. He graduated from Queens College and earned master's and doctoral degrees in sociology at New York University.

After his first stint at Harvard, he accepted a professorship at Johns Hopkins School of Hygiene and Public Health in 1966 and became the founding chairman of its department of behavioral sciences. Before rejoining the Harvard faculty, he also held teaching and administrative posts at Boston University and the Henry Kaiser Family Foundation.

Dr. Levine is survived by his wife, Alice Gordon Levine; two daughters, Andrea Levine of Washington and Pamela L. Katz of Los Angeles, and a son, Joshua, of Manhattan.

Wolfgang Saxon, *The New York Times*

Correction

In the December issue of *Footnotes*, the address for submissions for the ASA Section on Sex and Gender Sally Hacker Paper Award was incorrect. The correct address is: Jennifer Pierce, Department of Sociology, University of Minnesota, 909 Social Sciences Building, 267 19th Avenue South, Minneapolis, MN 55455.

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