

# Footnotes

NOVEMBER 1996

VOLUME 24  
NUMBER 8



Jessie Bernard

## Fondly, Sociologists Remember Jessie

Scholars, feminists, and friends this month reminisced about the legacy of Jessie Bernard, a giant in the field of sociology whose scholarship served as a crucial underpinning of modern feminism. Bernard died on October 6 at age 93. An obituary is printed on page 12.

"Jessie possessed so many gifts—she was brilliant, insightful and wise," said Leslie R. Wolfe, President of the Center for Women's Policy Studies—an organization Bernard helped found. "She was the most famous feminist sociologist in the world, and she absolutely understood what sisterhood is all about. She

had this incredible warmth—she was a magnet for young feminist scholars."

The daughter of immigrant shopkeepers, Bernard was born in Minneapolis, attended the University of Minnesota, married faculty member and social psychologist Luther Lee Bernard and followed him from one teaching post to another. She did not fully launch her professional career until she was 33. She had her first child when she was 39, another when she was 42, and the last when she was 47—three years after she and her husband had joined the Pennsylvania State faculty and six

months before his death at the age of 69.

In 1964, at age 61, Dr. Bernard retired as a professor of sociology from Pennsylvania State University. Her retirement was to be short-lived. It was the dawn of the modern women's movement, and Dr. Bernard realized that she had a lot to say about the feminist revolution. In the next decade, Dr. Bernard published feminist works at a dizzying pace: *The Sex Game*, *The Female World*, *The Future of Marriage*, *The Future of Motherhood*, *Women and the Public Interest* and many others.

See Bernard, page 8

## Sociology Alive and Well at National Institutes of Health

### *The Work of NIAAA: What Every Sociologist Should Know*

by Jan Howard, NIAAA

The National Institute on Alcohol Abuse and Alcoholism (NIAAA), which is one of the National Institutes of Health (NIH), provides a national focus for the federal effort to increase knowledge and promote effective strategies to deal with health problems and issues associated with alcohol abuse and alcoholism. This scientifically-based mission of NIAAA clearly embraces research domains that interest and excite sociologists with expertise in a wide variety of subspecialties (including medical and political sociology, criminology, the sociology of law, the sociology of work, social organization, social psychology, mass communication, ethnic minorities, and methodology).

Within NIAAA the Division of Clinical and Prevention Research (DCPR) is responsible for stimulating, funding, monitoring, and managing research concerned with the prevention and treatment of alcohol-related problems and the delivery of appropriate health services. Funding for the combined grant portfolios of DCPR exceeds \$55 million annually, including training grants. Although all the programs within DCPR focus on research questions of interest to sociologists, the breadth of problems, interventions, and issues within the province of the Prevention Research Branch can offer any type of sociologist rich opportunities for rewarding research.

#### Defining Prevention Research

Prevention research supported by NIAAA is research that develops, tests, or informs us about interventions that have potential implications for preventing alco-

hol-related problems before they occur. Within the prevention-research category, NIAAA staff distinguish between so-called pre-intervention and intervention studies. Pre-intervention research collects data that can help inform the development and testing of appropriate preventive interventions, but the research stops short of actually designing or testing such strategies. That is the province of intervention studies.

Thus, pre-intervention research ascertains risk and protective factors for alcohol problems; identifies appropriate target populations in terms of problem prevalence; assesses their receptivity or resistance to intervention; determines attainable and measurable objectives or endpoints for intervention efforts; examines possible channels or systems for delivering the interventions; and selects, adapts (or constructs), and pretests relevant theories or models of behavior and behavioral or social change, as well as appropriate measuring instruments.

Intervention research in the alcohol prevention area is concerned with strategies that attempt to constrain the availability or supply of alcoholic beverages through social controls as well as demand for them through processes of

### *Norman Anderson Reflects on the Challenges at the OBSSR*

*Editor's Note: In April 1995, National Institutes of Health Director Harold Varmus appointed Norman B. Anderson to direct NIH's newly created Office of Behavioral and Social Science Research. OBSSR is an office within the Office of the NIH Director, and Dr. Anderson serves as an Associate Director at NIH. In the February 1996 issue, Footnotes featured a column by Dr. Anderson in which he outlined his objectives for the office and his specific plans for advancing a social and behavioral science perspective at NIH.*



Norman B. Anderson

*Footnotes: Dr. Anderson, early on in your tenure at OBSSR you indicated your desire to develop a meaningful definition of social and behavioral science research that could be used to assess and monitor NIH funding in this area? What definition did you produce and what process was used in its development?*

*Anderson: Before I comment on the structure of the definition, I want to outline how we arrived at it. Initially, OBSSR reviewed as many existing definitions as we could find, such as ones used by NIMH, NIAAA, and NRC. Based on these and other definitions, OBSSR drafted a new definition of the field, which was reviewed by the NIH Behavioral and Social Sciences Coordinating Committee and by the Consortium for the Advance-*

*In this issue, Footnotes begins its series "Sociology at the National Institutes of Health" with two stories. Sociologist Jan Howard explores sociological research at the National Institute on Alcohol Abuse and Alcoholism, where she works as chief of the Prevention Research Branch of the Division of Clinical and Prevention Research, and Footnotes Managing Editor Ed Hatcher interviews Norman B. Anderson, Director of NIH's Office of Behavioral and Social Science Research.*

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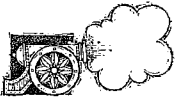
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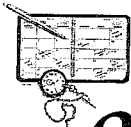
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## The Executive Officer's Column

### Support for Sampling in Census 2000



Sociologists need to be aware of challenges to the use of statistical sampling in Census 2000. Sampling techniques are key to addressing problems confronted in the 1990 Census. While the 1990 Decennial Census reached 98.4 percent of all Americans, it is widely criticized for its cost, inaccuracies, and differential undercount of minority groups reaching record high levels. The inability to achieve a complete count led to years of litigation over whether—or how—to adjust the census data to correct the errors.

In formulating a plan for the 2000 Decennial Census, the Census Bureau faces many challenges: federal budget pressures; sweeping demographic, technological, and societal change; declining response rates from an increasingly skeptical and uncooperative public; a Congress that is lukewarm about the importance of expensive federal data; and minority groups that feel overlooked by the census, to name just a few. The subtext in all of this is perceived winners and losers in congressional reapportionment and allocation of federal dollars. Several years ago Congress gave the Bureau a dual charge for Census 2000: produce a census that is both more accurate and less costly.

In February of this year, the Census Bureau unveiled its plans for 2000. In addition to forms that are easier to complete, address list improvements, use of new technology, and greater involvement of stakeholders, the plans included the use of two types of sampling strategies to increase the accuracy of the count while constraining the growth of costs. The first, sampling for non-response follow-up, would be used to tally the hardest and most costly to reach 10 percent of the population after traditional mail, telephone, and door-knocking methods have been exhausted. The second type of sampling, done after non-response follow-up, is Integrated Coverage Measurement, a quality control mechanism that aims to minimize the differential undercount of groups and other enumeration errors. The Census Bureau says that the problems of 1990 show that the traditional methodology is no longer suited to such an enormous and costly task. Both the National Academy of Sciences and the American Statistical Association have issued reports endorsing sampling in the Decennial Census.

The Bureau's plans have met with a cool reception on Capitol Hill. Republicans—along with some Democrats—have charged that sampling is unconstitutional and a radical departure from actually counting all Americans. They say it undermines public confidence in the accuracy of the census, is insufficient for small area data, provides little incentive to complete the survey, and may lead to even more litigation. The analogy frequently given is that sampling would be like altering election returns to conform with pre-election polls. While candidates use surveys for their campaigns, they contend that the actual election is a head count, not a survey. The Congressional Black Caucus supports the Bureau's plans but prefers to sample at the census tract rather than the county level, as a way to further reduce the undercount. The Census Bureau agrees and currently plans to reach 90 percent of the households in tracts before sampling.

Relations between Congress and the Bureau are strained. The Bureau is frustrated by Congress' opposition to sampling while not providing either alternatives or sufficient funding to conduct a traditional census. Congressional staff speak publicly of a "crisis of confidence" in the Bureau and chide the agency for not being responsive enough to congressional concerns and requests for more detailed information on the costs and legal basis for sampling. Both political concerns and frustration over the Bureau's 1990 effort affect this relationship.

Two non-binding reports critical of sampling were approved by congressional panels this year. The Senate appropriations panel that funds the Bureau included language prohibiting the use of sampling in its report accompanying the Commerce Department spending bill. The House Government Reform and Oversight Committee, voting largely along party lines, found "fundamental flaws" and unconstitutionality in sampling. Panel Democrats issued a strong dissent. The House report did not carry the force of law, and the report accompanying the final version of the Commerce spending bill signed into law did not contain the anti-sampling provisions.

The issue is far from settled. Observers expect anti-sampling legislation to be considered in the next session of Congress. What then can social and behavioral scientists do?

Social and behavioral scientists are data users, and a top priority should be explaining to policy makers the importance of timely, accurate, and accessible federal data. Whatever the final design of Census 2000, the data must be maintained and even improved. Reasonable people can disagree on the specifics, but we should be troubled at the denigration, by some, of sampling as a valid scientific technique. Statistics is a *science*—one undertaken by scientists under standards that are rigorous and legitimate. It contributes greatly to public policy. We need to engender a trust in science that leads to the use of scientific criteria, not politics, as the basis for the census design.

We should seek out the opinions of the research community and convey them to Congress and the Census Bureau. A legitimate concern for researchers should be to ensure that congressional skepticism over sampling does not lead to a more costly methodology at the expense of adversely affecting the quantity and scope of the data that the census produces. Both social science and sound public policy will lose under this scenario.

We should, when appropriate, also assist the Census Bureau in explaining a technically complex undertaking to lay audiences in and outside of the public policy arena. We can help to build a general appreciation of statistics. The social and behavioral science community should inform policy makers about the latest findings and models for census design and use. But, while congressional guidance is needed, the technical aspects of the census should reside with the experts at the Census Bureau and elsewhere. We should advocate an appropriate role for Congress.

The American Sociological Association is working on this issue. We serve on the 2000 Census Advisory Committee, which is accountable to the Department of Commerce and to the public. Along with the Consortium of Social Science Associations (COSSA) and the Council of Professional Associations on Federal Statistics (COPAFS), we are reaching out across research, academic, business, and public interest communities to help ensure a census consonant with the best of science.

At the national and local levels, we need your continued input and efforts.—Felice J. Levine □



## Clinton's Reading Proposal Draws From Work of Texas Sociologist

When President Clinton proposed this August that every American school child should be reading by the third grade through a system of paid tutors, he relied heavily on the work of University of Texas-Dallas sociologist George Farkas.

Farkas is the author of *Human Capital or Cultural Capital?* (Gruyter, 1996) and is the founder of Reading One-One, a much acclaimed program based at the University of Texas-Dallas' Center for Education and Social Policy. He is also the new editor of ASA's Rose Series in Sociology.

In 1995, Farkas co-authored the paper, "Can All School Children Learn to Read at Grade Level By the End of the Third Grade?" That paper, which was written at the behest of the chairman and chief executive of Texas Instruments, Jerry R. Junkins, received widespread attention from Texas officials after it found that 79 percent of all Dallas third graders could not read at grade level.

More importantly for the Administration's purposes, the paper declared that—with a variety of direct interventions such as one-on-one tutoring—95 percent of all school children could be reading at the grade level by the third grade. On August 27, President Clinton announced that he plans to put 30,000 reading specialists and volunteer coordinators in 20,000 schools and spend \$2.45 billion for individualized tutoring before and after school and in the summer.

David Stevenson, senior advisor to the U.S. Deputy Secretary of Education, notes

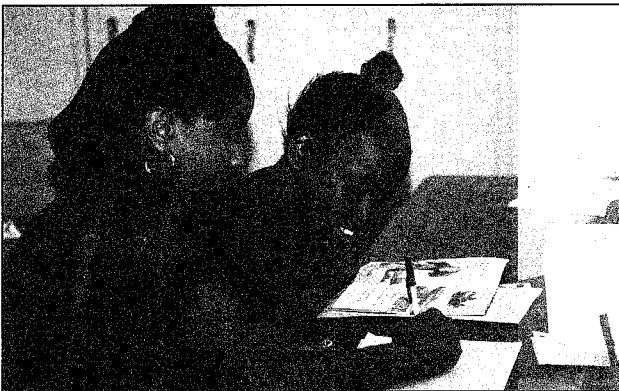
traditional use of phonics and whole language. What is exceptional, Farkas says, is the program's emphasis on paid and managed professional tutors. The program uses college students and community residents to tutor low-income and at-risk elementary school students in reading for 40 minutes three or four times a week. A student, he notes, can be provided with 70 one-on-one sessions for \$600 per year.

Most of the current funding for the program's \$300,000 operating budget comes from the federal Title One Program. In addition, Farkas recently received a \$250,000 grant from the Meadows Foundation to disseminate the program throughout Texas.

Farkas said he champions one-on-one tutoring because it allows children to work precisely at their current performance level. A child is given complete privacy within which to try and thus risk failing, while there is no other student to give the answer. Most important, he adds, is "the positive feedback" that comes with direct eye contact.

"Children from low income households in the inner city need improvements in habits and styles-factors that constitute cultural capital," said Farkas. "One of the best ways to improve their cultural capital is by one-on-one interaction."

Farkas said he agrees with sociologist Ann Swidler that people have misunderstood the culture of those living in the inner city. "Their values are the same as



A tutor helps a young student at Farkas' Reading One-One Program.

that "the reading initiative was built on the best reading research. The work of George Farkas on the effectiveness of his one-to-one tutoring program was key to the development of the tutoring component of the initiative."

Farkas said that details of the Administration's plan remain to be worked out but applauds its goal of widespread literacy through the use of one-on-one, trained and managed tutors delivering a structured curriculum under close supervision. White House officials have consulted Farkas by phone as they refine their proposal.

The potential benefits of paid tutoring, Farkas said, can be seen at Reading One-One, which is now in its sixth year and serving about 500 students in Dallas, Richardson, Brownsville, and Salt Lake City. Since 1991, the program has served more than 5,000 students.

The program's methodology combines a

middle class values; what is different are skills, habits, and styles. Culture is best understood as a tool kit of skills. What you are really trying to do is repair the tool kit before it is too late."

Farkas admits the task of addressing illiteracy is a daunting one. "The reason it is so intractable is that it is embedded in habits and skills. These kids are learning to be failures in the first three grades."

Results of the Reading One-One Program, however, give Farkas cause for hope. Over a school year, 70 sessions with the Reading One-One Program raises a child's reading skills a half a grade level above what they would have achieved otherwise.

Farkas thinks more time tutoring would yield even better results, and hopes that the program's affordability will encourage even more sessions to be provided. □



### PUBLIC AFFAIRS UPDATE

✓ **Bertenthal Gets Nod for NSF Post . . . .** Bennett I. Bertenthal, a psychologist at the University of Virginia who specializes in studying the origins and early development of perception, action, and representation, has been officially named the next Assistant Director of the National Science Foundation (NSF)'s Directorate of Social, Behavioral, and Economic Sciences (SBE). Bertenthal replaces Cora B. Marrett, who returned on September 30 to the University of Wisconsin-Madison after four years as head of SBE. Bertenthal will lead NSF's research activities that build fundamental scientific knowledge of human behavior and characteristics, and social and economic systems and organizations. Bertenthal will assume his NSF duties, full-time, in early January 1997. He expects to become involved in SBE activities immediately and is planning frequent visits to the Foundation as a consultant in the remaining weeks of 1996.

✓ **Pentagon Plan To Drop ARI Draws Fire From Social Scientists . . . .** As revealed in its recent five-year budget plan, the U.S. Department of Defense plans to eliminate the Army Research Institute for the Behavioral and Social Sciences (ARI) beginning in 1998. The DoD's says the move is part of its general downsizing efforts and its desire to consolidate all military research under a single umbrella. The decision, however, is drawing fire from a number of social science organizations—including the ASA—which contend that the institute has funded critical research on a broad range of military issues and should remain a separate entity. Three prominent military sociologists—Glenn H. Elder, Jr, University of North Carolina-Chapel Hill; David Segal, University of Maryland; and Jay Teachman, Washington State University—recently wrote to senior Administration officials with detailed examples of how ARI-funded research has improved military planning.

✓ **Congressional Budget Cuts Hurt Fulbright Exchange Program . . . .** The Fulbright exchange program awarded about 20 percent fewer grants than last year for U.S. academics to teach and conduct research abroad and 25 percent fewer grants were awarded to foreign scholars to come to U.S. institutions. About 1,500 grants in all were given to scholars, down from about 2,000 the year before. In an article in the October 25 issue of the *Chronicle of Higher Education*, Jody K. Olsen, executive director of the Council for International Exchange Scholars, which administers the Fulbright grants for academics, said federal budget cuts were responsible for the decline. Over the past two years, the United States Information Agency, under which the Fulbright program falls, has lost nearly 20 percent of its budget to carry out the exchanges.

✓ **OBSSR Gets New Home Page . . . .** The Office of Behavioral and Social Science Research at the National Institutes of Health (see article on page one) has developed a home page that includes funding initiatives and opportunities, policy developments, and a schedule of upcoming seminars, meetings, and presentations. The address is: <http://www1.od.nih.gov/obssr/obssr.htm>.

## ASA's Levine to Chair COSSA Executive Committee

ASA Executive Officer Felice J. Levine was elected in October as chair of the Consortium of Social Science Associations' (COSSA) 13-member executive committee.

With nearly 100 professional associations, scientific societies, universities, and research institutions as members, COSSA serves as the major advocacy organization for federal support for the social and behavioral sciences. ASA has been an active member of COSSA since its founding in 1981.

As chair of the executive committee, which is comprised of the executive directors of various member organizations, Levine will play a key role in developing and implementing COSSA's policy agenda. She was elected by the committee and will serve a two-year term beginning in January.

COSSA's executive director Howard Silver said he is eager to "working closely with Felice and making the the social and behavioral sciences even more important to U.S. science policy." □

# Congratulations to ASA Section Award Winners!

## Undergraduate Education

- **Hans O. Mauksch Award:** Kathleen McKinney, Illinois State University

## Methodology

- **Lazarsfeld Award:** Howard Schuman, University of Michigan

## Medical Sociology

- **Leo G. Reeder Award for Distinguished Contributions to Medical Sociology:** Rodney M. Coe, Saint Louis University, for "The Magic of Science and the Science of Magic: An Essay on the Processes of Healing," (*Journal of Health And Social Behavior*: forthcoming, March 1997)
- **Roberta G. Simmons Outstanding Dissertation Award:** Monica J. Casper, University of California-Santa Cruz, for "Working on and Around Human Fetuses: The Contested Domain of Fetal Surgery, 1963-1993." (1995)

## Crime, Law, and Deviance

- **Student Paper Competition Award:** Jeffrey L. Morenoff, University of Chicago, for "Exploring the Race-Crime Relationship: Neighborhood Change and the Ecological Context of Homicide in Chicago, 1970-1990."

## Sociology of Education

- **Willard Waller Award:** Robert Dreeben, University of Chicago, for "The Sociology of Education: Its Development in the United States." (*Research in Sociology of Education and Socialization*, 1994)
- **Graduate Student Paper Award:** Vincent J. Roscigno, North Carolina State University, for "Race, Place, and the Reproduction of Educational Disadvantage: The Black-White Gap and the Influence of Local Context." (1996)

## Family

- **William S. Goode Best Book Award:** Toby L. Parcel and Elizabeth G. Menaghan, Ohio State University, for *Parents' Jobs and Children's Lives* (Aldine de Gruyter, 1994)

- **Distinguished Career Award:** Alice S. Rossi, University of Massachusetts-Amherst

- **Outstanding Graduate Student Paper Award:** Renate Keimann, City University of New York-Graduate Center, for "Does Biology Matter? Biological Motherhood and the Division of Labor in Lesbian Nuclear Families." (1995)

## Organizations, Occupations and Work

- **Max Weber Prize:** Frank Dobbin, Princeton University for *Forging Industrial Policy: The United States, Britain and France in the Railway Age* (Cambridge University Press, 1994)

- **James Thompson Student Paper Award:** Kim Kracman, Princeton University, for "Common Sense versus Good Taste: The Construction of the Commercial and Fine Art Professions, 1917-1929." (1996)

## Theory

- **Theory Prize:** Moïse Postone, University of Chicago, for *Time, Labor and Social Domination: A Reinterpretation of Marx's Critical Theory* (Cambridge University Press, 1993)

- **Shils-Coleman Prize For Best Graduate Student Paper:** Timothy James Berard, Boston University, for "Michel Foucault,

The History of Sexuality, and the Reformulation of Social Theory." (1995)

## Sex and Gender

- **Distinguished Contribution Award:** Martha McMahon, University of Victoria, for *Engendering Motherhood: Identity and Self-Transformation in Women's Lives* (Guilford Press, 1995)
- **Sally Hacker Dissertation Award:** Carolyn Aman, University of Arizona, for "Occupational Sex Composition and Wages: Using Panel Data to Assess Causal Order." (1995)

## Community and Urban Sociology

- **Award For Lifetime Contribution:** Claude S. Fischer, University of California-Berkeley
- **Graduate Student Paper:** Jennifer Parker, City University of New York-Graduate Center for "The Corporate Fast Food Restaurant as 'Transnational Community': Global and Local Interactions Among an Immigrant Workforce in New York City." (1996)
- **Robert Park Award:** John Horton, University of California-Los Angeles, for *The Politics of Diversity: Immigration, Resistance and Change in Monterey Park, California* (Temple University Press, 1995)

## Social Psychology

- **Cooley-Mead Award:** Melvin Seeman, University of California-Los Angeles
- **Graduate Student Award:** Nobuyuki Takahashi, University of Arizona

## Peace and War

- **Elise Boulding Student Paper Award:** Natalie J. Frensey, University of Texas-Austin, for "Ratification Processes and International Conflict Termination." and Morton Ender, University of North Dakota for "Social Presence Theory, Military Families, and the Comparison of Old and New Communication Media." (1996)

- **Award for Distinguished Scholarship, Teaching, or Professional Service:** Gene Sharp, Harvard University

## Environment and Technology

- **Distinguished Service Award:** William R. Freudenburg, University of Wisconsin-Madison
- **Marvin E. Olsen Graduate Student Paper Award:** Elizabeth Schaefer Caniglia, University of Notre Dame, for "Classifying Proenvironmental Behaviors and Revisiting their Link with Ecological Concern"

## Marxist Sociology

- **Al Szymanski Dissertation Award:** Michelle Adato, Cornell University, for "Democratic Process, Mediated Models, and the Reconstitution of Meaning in Democratic Organizations: Trade Union Cooperatives in South Africa." (1996)
- **Distinguished Scholarship Award:** Robert W. Hadden, St. Mary's University, Nova Scotia, for *On The Shoulders of Merchants: Exchange and the Mathematical Conception of Nature in Early Modern Europe* (State University of New York Press, 1994)

## Sociological Practice

- **William Foote Whyte Distinguished Career Award:** William Foote Whyte, Cornell University

- **Outstanding Student Award for Sociological Practice:** Gary David, Wayne State University

## Sociology of Population

- **Otis Dudley Duncan Book Award:** Sara McLanahan, Princeton University and Gary Sandefur, University of Wisconsin-Madison, for *Growing Up with a Single Parent: What Hurts, What Helps* (Harvard University Press, 1994)

## Political Economy of the World-System

- **Dissertation Award:** Edward McCaughan, University of California-Santa Cruz, for "Global Change and Paradigm Crisis: The Renovation of Left Discourse in Cuba and Mexico." (1995)
- **Book Award for Distinguished Scholarship:** Peter Evans, University of California-Berkeley for *Embedded Autonomies and Industrial Transformation* (Princeton University Press, 1995).
- **Article Award for Distinguished Scholarship:** Beverly Silver, Johns Hopkins University, for "Labor Unrest and World-systems Analysis: Premises, Concepts, and Measurement." and "World-Scale Patterns of Labor-Capital Conflict: Labor Unrest, Long Waves, and Cycles of World Hegemony." (*Review*: XVIII, 1, Winter 1995)

## Sociology of Aging

- **Distinguished Scholar Award:** Jaber F. Gubrium, University of Florida
- **Dissertation Award:** Robin Weirick, Johns Hopkins University, for "Sharing a Home: The Experience of American Women and Their Parents Over the Twentieth Century." (1995)

## Sociology of Mental Health

- **Distinguished Contribution to the Sociology of Mental Health:** Leonard I. Pearlin, University of Maryland-College Park

## Collective Behavior and Social Movements

- **Award for Distinguished Scholarship:** Charles Tilly, Columbia University, for *Popular Contention in Great Britain: 1754-1837* (Harvard University Press, 1995)

## Racial and Ethnic Minorities

- **Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship:** James W. Loewen, University of Vermont, for *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (The New Press, 1995) and Stephen Steinberg, City University of New York-Queens College, for *Turning Back: The Retreat from Racial Justice an American Thought and Policy* (Beacon Press, 1995)

## Political Sociology

- **Distinguished Contribution to Scholarship Award (Faculty):** Judith Stepun-Norris and Maurice Zeitlin, University of California-Irvine, for "Union Democracy, Radical Leadership, and the Hegemony of Capital." (*American Sociological Review*, December 1995)
- **Distinguished Contribution to Scholarship Award (Student):** Erika Maza Valenzuela, Saint Antony's College, Oxford University, for "Catholicism, Anticlericalism, and the Quest for Women's Suffrage in Chile." (*Working Papers Series*,

Helen Kellogg Institute, University of Notre Dame: 214, December 1995)

## Sociology of Emotions

- **Graduate Student Paper Award:** Lyn Jones, University of Arizona, for "Rape Crisis Work and the Unpersonal Relationship: The Delicate Balance of Intimacy and Social Distance." (1996)

## Sociology of Culture

- **Best Book Award:** Karen A. Cerulo, Rutgers University, for *Identity Designs: The Sights and Sounds of a Nation* (ASA Rose Series in Sociology, Rutgers University Press, 1995) and Viviana Zelizer, Princeton University, for *The Social Meaning of Money* (Basic Books, 1994)
- **Best Article Award:** John W. Mohr, University of California-Santa Barbara, "Soldiers, Mothers, Tramps and Others: Discourse Roles in the 1907 New York City Charity Directory." (*Poetics*: 22, 1994)
- **Best Student Paper Award:** Ronald N. Jacobs, University of California-Los Angeles, for "Civil Society and Crisis: Culture, Discourse, and the Rodney King Beating." (*American Journal of Sociology*: 101, March 1996)

## Science, Knowledge, and Technology

- **Sally Hacker-Nicholas Mullins Award for Best Student Paper:** Lisa Jean Moore, University of California-San Francisco, for "The Technologies of Safer Sex: Latex Devices." (1996)
- **Robert K. Merton Award (for Book):** Renee R. Anspach, University of Michigan, for *Deciding Who Lives: Fateful Choices in the Intensive-care Nursery* (University of California Press, 1993) and Diane Vaughan, Boston College, for *The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA* (The University of Chicago Press, 1996)

## Sociology of Law

- **Best Book Prize:** Ronen Shamir, Tel Aviv University, for *Managing Legal Uncertainty: Elite Lawyers in the New Deal* (Duke University Press, 1995)
- **Best Student Paper in the Sociology of Law:** Scott Phillips, Louisiana State University, for "The Institutionalization of Judicial Decision Making: A Temporal and Rhetorical Analysis of the Development of Hate Crime Laws." (1996)

## International Migration

- **Thomas & Znaniecki Award:** Philip Kasinitz, City University New York-Hunter College and Graduate Center, for *Caribbean New York: Black Immigrants and the Politics of Race* (Cornell University Press, 1992) and Ellen Oxfeld, Middlebury College, for *Blood, Sweat, and Mahjong: Family and Enterprise in an Overseas Chinese Community* (Cornell University Press, 1993)
- **Student Paper Award:** Dae Young Kim, City University of New York-Graduate Center, for "The Limits of Ethnic Solidarity: The Employment of Mexicans and Ecuadorians in Korean-owned Businesses in New York City." (1995) □

## Sociologist Inaugurated as Elizabethtown College President

Theodore E. Long, who had served as provost and vice president for academic affairs and professor of sociology at Merrimack College, North Andover, MA, was inaugurated on October 26th as the 13th president of Elizabethtown College.

Long began his duties at the private, liberal arts college in Lancaster County, Pa. in September, succeeding retiring President Gerhard E. Spiegler.

"It is an honor to have the opportunity to lead Elizabethtown College into its second century," Long said at the time of his appointment. "In addition to its academic excellence, I am impressed with the college's historic commitment to education for service, its strong infrastructure, and the vibrant sense of community among its people."

Long comes to Elizabethtown with over twenty-five years experience teaching sociology. Prior to joining Merrimack, he served from 1980-89 as associate professor and chair of the Department of Sociology at Washington and Jefferson College.

Long joined the Merrimack staff in 1989 as dean of arts and sciences and professor of sociology and was promoted to provost and vice president for academic affairs in 1991. While at Merrimack, he was noted for his enthusiasm for sociology and his ability to bring the sociological perspective to his other duties, according to Ronald McCarthy, chair of the Department of Sociology at Merrimack.



Theodore E. Long

"He helped raise the profile of sociology throughout the college," said McCarthy. "He is a really great person. We miss him a lot."

Long received his Ph.D. in 1979 from the University of Virginia. His work has been published in such professional journals as *Sociological Theory*, *Sociology of Religion*, and *Sociological Focus*. He is also the co-editor, with Jeffrey Hadden, of *Religion and Religiosity in America*.

Long is active in the Association for the Sociology of Religion, serving as president of the organization in 1990-91; the American Sociological Association; the Society for the Scientific Study of Religion; the Religious Research Association; and the Eastern Sociological Association. □

## Committee on Public Information Seeks Nominations for New Award

The ASA Committee on Public Information is now seeking nominations for the Award for the Public Understanding of Sociology. This is a new award that will be presented for the first time at the 1997 Annual Meeting in Toronto.

The Award for the Public Understanding of Sociology will be given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions.

Please submit the name, a vita, and a detailed one-page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology by January 31, 1997 to Ed Hatcher, ASA, 1722 N Street, NW, Washington DC 20036. □

## National Level Certifications Available to Sociologists

Sociologists should be aware of two national level certifications that are available to them. The first is the Certified Criminal Justice Specialist. These specialists provide counseling to persons who are involved in the criminal justice system and suffer from conduct disorders, personality disorders, and sociopathy.

Sociologists are eligible as Certified Criminal Justice Specialists if they hold a Bachelors degree and five years of supervised experience with individuals referred from correctional facilities, jails, and criminal justice systems; or if they have a Masters or PhD and three years of post graduate experience.

Individuals holding a BA, MA, or PhD also must pass a written examination, oral review, and case

presentation.

The National Association of Forensic Counselors, the nation's largest organization representing Criminal Justices Specialists, certifies these positions. The Association will also certify Sociological Practitioners through the American Academy of Sociological Practitioners. There are three different levels of certification available for sociological practitioners through the Academy.

At the Bachelors level there is the Certified Sociological Practitioner (CSP). Individuals with a BA can practice sociology if they are employed by an exempt agency, by the Board, or under the supervision of someone who is a certified Clinical Sociological Practitioner (MA) or a Certified Professional Sociological Practitioner (PhD).

At the Masters level there is the Certified Clinical Sociological Practitioner (CCSP). Individuals are eligible for this certification if they hold a MA in sociology and 2,000 hours of supervised experience.

At the Doctoral level there is the Certified Professional Sociological Practitioner (CPSP). Individuals are eligible for this certification if they hold a PhD and 1,000 hours supervised experience.

The Academy is seeking to further sociological practice by educating state agencies on the benefits of hiring sociological practitioners and by working with state legislators concerning licensing and certification issues. The Academy will also be working with insurance companies concerning third party payments for the clients of sociological practitioners who hold a MA and PhD (Masters and Doctoral level of certification).

Further information about these two forms of certification can be obtained from: The National Association of Forensic Counselors, 919 S. Harrison Street, Suite 110, Fort Wayne, IN 46802; (219) 426-7324 or (219) 426-7234; fax (219) 426-7431.

Interested persons can also contact David Vershaw at 1601 Grand Apple Creek, 312 Sweetwater, TX 79556; (915) 235-1830; or e-mail at: sociology2@msn.com. □



## Public Forum



The annual meetings of the American Sociological Association (ASA) and the Society for Study of Social Problems (SSSP) are carefully planned events, designed to share information, inform professionals of developments in their specialties, and provide a forum for scholars to present their ideas to peers. Sociologists need to discuss controversial issues. If we are indeed scientists, there should be no forbidden terrain.

Thus, when two internationally recognized Cuban sociologists were barred by the U.S. State Department from attending the ASA and SSSP meetings in New York last August, some of us felt it was an affront to academic freedom. Jose Bell Lara and Elena Diaz, both of the University of Havana, were scheduled to present papers on "Development Theory in the Post-Cold War Era" at ASA and "Cuba and U.S. Foreign Policy in the Public Eye" at SSSP. Their presentations had been accepted as early as January, 1996, and their applications for U.S. visas were submitted in May, 1996. They had invitations from the session organizers and funding had been arranged through the SSSP's Foreign

Scholar-Activist Fund

The U.S. Interests Section in Havana delayed action on Bell Lara's and Diaz's visas for months. Fewer than five days before the meetings, ASA panel organizer Richard Dello Buono was informed that Bell Lara and Diaz would not get their visas. Dello Buono was subsequently informed by a State Department spokesman that the Department objected to the nature of the event.

Professors Diaz and Bell Lara have participated in ASA and SSSP thematic sessions several times, most recently last year in Washington D.C. Visas were issued to them on those previous occasions. In reaction to the State Department's action, Dello Buono brought a resolution before the SSSP Board to express grave concern over such violation of the association's constitutional rights and restriction of the free exchange of information. The Board accepted the resolution and voted to explore the feasibility of a lawsuit against the State Department.

The State Department has supported interventionist policies against the win-

ners of the Cuban revolution for the past 33 years, during nine presidencies. This interventionism has created social problems in the United States and in Cuba. The Helms-Burton law is at present creating international difficulties between the United States and some of its trading partners who see their national sovereignty attacked by federal legislation pretending to dictate on investments in Cuba made by nationals of third countries.

Denial of these visas set a dangerous and harmful precedent. Fortunately next year ASA and SSSP will meet in Toronto, Canada, a nation which has not yet stooped to excluding foreign scholars to prevent expression of thoughts which might be critical of policy. The Cubans will be there. It is a disgrace to the U.S. State Department and the current administration that free exchange of ideas on global development and foreign policy should be inhibited here.

Fred Hoffman, College of the Canyons, Santa Clarita Community College District, Los Angeles California □

## Committee Releases Report on Teacher Training

by William G. Roy, UCLA, Chair, Ad Hoc Committee on Graduate Education

The Ad Hoc Committee on Graduate Education, formed by the ASA Council in 1994 has completed its first set of reports examining a set of critical issues in graduate education. The first of the reports, "Teaching Sociology Graduate Students to Teach Sociology" was prepared by George Becker, Kevin Christiano, Robert Crutchfield, Laurie Russell Hatch, Karyn Loscocco, and William G. Roy, Chair. No issue is more important or developing more quickly than teaching graduate students how to teach. While teaching was once considered an art that students learned by mimicking and intuition, in the last two decades, explicit programs to teach the craft as well as the art of teaching have proliferated. Now we can see teacher training becoming institutionalized as an important part of graduate education. This document is intended to facilitate the institutionalization process, providing an opportunity for those creating and administering teacher training programs to learn from the experience of others.

Our procedure was to seek nominations and self-nominations through announcements in *Footnotes*, the ASA's letter to chairs of graduate departments, and networking by the committee members. The selected departments were University of Akron, UCLA, Texas Women's University, Vanderbilt University, and University of Washington. While the departments investigated are all considered excellent programs, we make no claims that these are in any sense the best pro-

grams in the country. When feasible, each of the selected departments was visited by a member of the committee.

While we did not conduct a survey of many universities, our investigations suggest that the differences among universities reflect the type of institution, the size of the graduate program, the diversity of undergraduate student preparation, the degree of institutional support by department and university and the personal tastes of those doing the training. We have self-consciously sought to learn about different sorts of institutions with different sorts of programs. The fact that we had little problem finding successful programs in many disparate universities reflects how broadly the movement for greater attention to teacher training in PhD programs has been felt. Earning a doctorate in sociology can no longer be confined to learning research skills with the assumption that new assistant professors will absorb the skills of teaching by natural inclination or their experience as students.

The report concludes that teaching training is coming of age. It would be premature to say that it is approaching the importance of research, but it is starting to look more like research training, with a greater appreciation of the concrete skills involved, the body of knowledge supporting it, the combination of science and art required to do it, and, for the first time, extrinsic rewards supplement the intrinsic rewards that have always been there. The report is available from the ASA for \$4.00 for members and \$6.00 for nonmembers (stock #153.196). □

## Halley Awarded ASA-EDUCOM Medal

Fred S. Halley, SUNY-Brockport, was awarded the 1996 ASA-EDUCOM Medal for his contributions to transforming undergraduate education through information technology at the EDUCOM convention in October, in Philadelphia.

EDUCOM works with the ASA and other learned societies to recognize and reward faculty members who have addressed a significant pedagogical problem fundamental to the discipline. Halley and winners from other disciplines were honored for providing innovative solutions to pedagogical problems and demonstrating improvement in student learning.

Halley has been an active, innovative teacher of sociology, particularly social statistics. He has concentrated most of his professional activities in the application of computers to the teaching of undergraduate sociology courses. During the past 23 years he has given over 40 presentations on instructional computing at sociology meetings and workshops. He is a member of the ASA's Teaching Resources Group, a network

of consultants on teaching.

Halley is also active in the ASA Sections on Undergraduate Education, and on Sociology and Computing, which honored him in 1995 with its award for "Outstanding Contributions to Computing in Sociology Instruction."

Well informed on the literature on active learning and collaborative approaches, Halley designed software to allow students to work together but with individualized materials. The result was GENSTAT, a data generation system, which includes individualized homework, testing materials, laboratory assignments, and illustrations of key concepts.

For his work in grounding software in educational literature, for his attention to pedagogy and evaluation, and for the dissemination of his ideas to colleagues via workshops, meeting presentations, and publications, the ASA joins EDUCOM in honoring Fred S. Halley as the winner of the 1996 EDUCOM Medal Award in Sociology. □

## Graduate Education Committee Explores New Opportunities

by Carla B. Howerly, Director, Academic and Professional Affairs

The Committee on Graduate Education completed its second year of work, identifying challenges to graduate education and highlighting departments with "best practices" to meet those challenges. The four topics addressed in the Committee's initial year (1995) were: Making the MA a Meaningful Final Degree; Preparing Graduate Students as Teachers; Models for Professional Socialization of Graduate Students; and Models for Placement of Graduate Students. Reports on each topic are available from the ASA's Teaching Resources Center.

In its second year (1996), the Committee addressed the following topics: Special Educational Needs and Contributions of International Students; Sociological Practice Programs; The Role of the Director of Graduate Studies; The Admission Process; and Core and Canon in the Comprehensive Exams. Again, reports will address each topic, and the 1997 Annual Meeting will feature workshops on each of the five issues. The ASA will continue to convene the Directors of Graduate Study to discuss these issues and share strategies.

In the final year of the Committee's mandate, the same approach will be taken to explore ways in which graduate departments address other challenges. The topics for 1997 are listed below. Please contact the person listed for each topic and provide examples and rationales for the effectiveness of the specific graduate program on these issues.

### Recruiting and Graduating Students of Color

What programs are particularly effective in attracting students of color and in creating an environment in which these students can thrive? How do departments insure a supportive environment, inclusion in department opportunities, and professional growth? Contact: Dr. James Hougland, Department of Sociology, University of Kentucky, Lexington, KY 40506.

### Insuring Effective Mentoring for all Students

What are the systemic approaches departments use to mentor students? How is mentoring monitored, evaluated, improved, and rewarded? Contact: Dr. Donna Hess, Department of Rural Sociology, South Dakota State University, Brookings, SD 57006.

### Effective Research Training

Many departments rely on research institutes or large funded projects as sources for research training. How do programs that lack this support structure succeed in helping students develop practical research skills? How are students exposed to qualitative and quantitative techniques? How do students who are fully funded by fellowships, for example, get research experience? Contact: Dr. William Roy, Department of Sociology, UCLA, Los Angeles, CA 90024.

### Professional Ethics

Preparing future sociologists includes exposure to principles of ethical professional conduct and discussion of ethical dilemmas. How do departments introduce discussions of professional ethics and engender ethical conduct in their students? Contact: Dr. Bernice Pescosolido, Department of Sociology, Indiana University, Bloomington, IN 47405.

### Time to Degree

How do graduate programs arrange their courses, exams, and other expectations to help students complete their graduate work in a timely way? Contact: Dr. Maureen Kelleher, Department of Sociology, Northeastern University, Boston, MA 02215. □

## ASA's On-Line Employment Bulletin Attracts Widespread Attention

Since going on-line in April 1996, the ASA *Employment Bulletin* has consistently been the number one site on the ASA home page, averaging 1,000 hits per month. The August 1996 issue of the *Employment Bulletin* had over 1,300 viewers.

ASA has been closely monitoring the number of paid print subscriptions to assess the impact of the on-line "free" version of EB on paid subscriptions. Although non-member individual and institution paid subscriptions have decreased significantly (from 296 in 1995 to 215 thus far in 1996), this loss has been offset by a significant increase in member subscriptions (from 2870 in 1995 to over 3,000 thus far in 1996).

The ASA views the *Employment Bulletin* as an important service to the discipline. ASA continues to offer on-line listings only to those institutions paying for a listing in the print version of the EB. The number of listings through the October 1996 issue is

comparable to 1995. ASA is considering the possibility of offering paid on-line listings mid-month to institutions not listing in the print version.

The *ASA Employment Bulletin* remains the premier outlet for institutions listing open positions and fellowships in sociology and for sociologists seeking those positions. We are pleased to report that the addition of an on-line version of the EB has markedly increased the visibility of those positions.

In the coming year, ASA will actively seek out more non-academic listings for inclusion in the *Employment Bulletin*. The Association urges those ASA members employed outside academia to encourage their employers to consider the *Employment Bulletin* for advertising employment opportunities to sociologists. □

# Making a Difference Through the MFP

## MFP Donations of All Sizes Are Encouraged

The American Sociological Association's (ASA) Minority Fellowship Program (MFP) is currently in its twenty-third year of funding. Since the MFP's inception in 1974, 360 students of color have been supported by the program. As of this summer, 177 fellows had completed the PhD and a significant number are working towards completion of their doctoral programs.

Since the MFP is primarily funded by the National Institutes of Health, these fellowships are all in the sociology of mental health. In addition, a smaller number of predoctoral training fellowships in sociology, generally are made possible through the financial contributions made to the MFP from individual sociologists and from sister and regional sociological associations, including Alpha Kappa Delta, the Association of Black Sociologists, Sociologists for Women in Society, Midwest Sociological Society, and the Southwestern Sociological Association, as well as the ASA.

In order to continue to increase the number of students of color pursuing a PhD in sociology, individual and institutional contributions remain essential.

On behalf of the ASA's Minority Fellowship, we strongly encourage donations, large and small. Every dollar goes directly to student support and to building an excellent and inclusive discipline.

There are a number of ways in which you can make a financial contribution to the MFP:

- Make a check payable to the ASA-MFP and send it directly to the Executive Office in an envelope marked "MFP Fellowship Support."

- In your 1997 ASA membership renewal form, check the appropriate box to make a contribution to the MFP and include your contribution with your membership renewal payment.

- Donate a fraction or all of the royalties generated from a published book/s. We will be more than happy to work out the details with you and the publishing company.

- Encourage your regional, state, and aligned sociological associations to make regular contributions to the ASA's MFP.

If you have any questions or need additional information regarding contributions to the MFP, please contact either Havidan Rodriguez, Director of Minority Affairs, or Felice J. Levine, Executive Officer at (202) 833-3410 or via e-mail at [minority.affairs@asanet.org](mailto:minority.affairs@asanet.org).

We look forward to receiving your financial contribution for the ASA's MFP. Together we can make a difference for students of color. Thank you for your cooperation! □

## Minority Fellowship Program Announces 1996-97 Fellows

The American Sociological Association is pleased to announce that its Minority Fellowship Program (MFP) is providing financial support to 10 new Fellows for the 1996-97 academic year. The MFP is currently funding 32 Fellows.

The MFP is primarily funded by a research training grant to the ASA from the Division of Epidemiology and Services Research Branch at the National Institute of Mental Health (NIMH). Applicants can be new or continuing graduate students. Fellows are selected on the basis of their commitment to research in mental health and mental illness, academic achievement, scholarship, writing ability, research potential, financial need, and racial and ethnic minority background. Only a limited number of highly qualified students are selected for the program.

The application deadline for the MFP is December 31. Applications postmarked after the December 31 deadline will not be considered. Awards will be announced by April 15. For applications, please call, write or e-mail to: Minority Affairs Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410; e-mail [minority.affairs@asanet.org](mailto:minority.affairs@asanet.org). □

The 10 new MFP Fellows for the 1996-97 academic year, their university affiliations, and selected demographic characteristics are as follows:

Fellow	Race/Ethnic	Graduate Institution
Brown, Tony	Afro American / Male	Michigan-Ann Arbor
Burgos, Giovanni	Latino / Male	Indiana
Davidson, Julie C.	Latina / Female	Arizona
Durte, Cynthia M.	Latina / Female	Columbia
Dye, John F.	Afro American / Male	North Carolina-Chapel Hill
Flower-Kim, Katherine	Asian / Female	Rutgers
Fowler, Frieda	Afro American / Female	Nebraska-Lincoln
He, Wan	Asian / Female	Maryland-College Park
Olatunji, Anane N.	Afro American / Male	Tulane
Rebellon, Cesar J.	Latino / Male	Emory

## Department Visits and Reviews Strengthen Sociology

One of the services provided by the Field Coordinator's office of the American Sociological Association is help in finding consultants who can serve as resources for sociology departments. Whether a department is doing long-term planning, working on curriculum revision, thinking about starting a new program, or completing a self-study, an external consultant can often help think through a number of issues and provide guidance for strengthening sociology on the campus.

For several decades now, members of the Teaching Resources Group/Department resources Group of the ASA have been involved in department visits and external reviews. The bulk of the external reviews which have been done are linked to department self-studies, often initiated because of a regular cycle of department reviews within an institution. The consultants in the TRG/DRG can be helpful in a variety of ways beyond external reviews, however. In recent years department visitations have focused upon issues such as the development of applied programs within sociology, curriculum evaluation and transformation, integrating issues of diversity across the curriculum, peer review of teaching, and developing and implementing a sociology computer center.

If a department anticipates preparing for a department self-study or an external review, the ASA can help with a number of publications. In particular, *Liberal Learning and the Sociology Major* (completed in conjunction with the Association of American Colleges) provides a set of 13 recommendations which can guide departments as they evaluate their major in sociology, and can lay a strong foundation for a significant part of a department self-study and the subsequent visit of an external reviewer.

Members of the TRG/DRG have been trained in department evaluation visits. Consultants come from a variety of institutions—from community colleges, small liberal arts schools, medium-sized state and private institutions, and large universities. The Field Coordinator's office will provide a list of potential consultants who have familiarity with different types of departments and expertise in diverse areas of emphasis.

For more information, contact the ASA Field Coordinator. The current Field Coordinator is Edward L. Kain, Department of Sociology and Anthropology, Southwestern University, Georgetown, TX 78626; e-mail: [kaine@southwestern.edu](mailto:kaine@southwestern.edu); phone: (512) 863-1967. You can also contact the Assistant to the Field Coordinator, Kathy Buchorn at (512) 863-1937. □

## Oliver and Shapiro Win C. Wright Mills Award

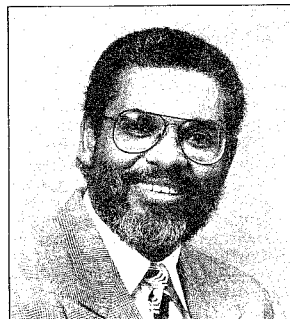
Sociologists Melvin L. Oliver and Thomas M. Shapiro are co-winners of the 1995 C. Wright Mills Award for their book *Black Wealth/White Wealth* (Routledge, 1995), a portrait of inequality based on an analysis of private wealth.

The C. Wright Mills Award was established in 1964 and is awarded annually by the Society for the Study of Social Problems.

Oliver is a Vice-President at The Ford Foundation. He is on leave from the University of California-Los Angeles, where

he is Professor of Sociology and Social Policy. Shapiro is Professor of Sociology and Anthropology at Northeastern University, where he teaches courses on American society, stratification, and drugs and society.

Phillippe Bourgois also won the C. Wright Mills Award for his book, *In Search of Respect, Selling Crack in El Barrio* (Cambridge University Press, 1995). Bourgois teaches anthropology at San Francisco State University. □



Melvoin L. Oliver



Thomas M. Shapiro

## Jessie Bernard, *from page 1*

"Dr. Bernard's scholarship was so influential that many of her pioneering ideas of the time, such as the concept that men benefit from marriage more than women, are now widely accepted," said Wolfe.

ASA's Deputy Executive Officer and former President of Sociologists for Women in Society, Carla Howery, remembers that "Jessie was very astute about organizational change."

"Although she had an illustrious, almost unbelievable career, she wasn't a careerist. She cared a lot about sociology, about feminist scholarship, and about gender equity and did not want to be a part of groups which did not meet those high standards.

"One of the great stories about Jessie was her 'sit in' at the hotel restaurant at the 1972 ASA meeting in New Orleans," said Howery. "Some *maitre d'* advertised the 'Businessman's Lunch' and then told Jessie that the hotel insisted on having such segregation because having women around distracted men from business. That was all the spark Jessie needed to sit right down, and await the police."

Howery said that "only five years later, the ASA formed the Jessie Bernard Award, which honors feminist scholarship and anchors its legitimacy in our professional organization."

Sociologist Susan Martin said she was introduced to Jessie in 1970 when Martin was involved in a newly-forming consciousness raising group by Phyllis Diness, a friend and former master's degree student of Jessie's at Penn State.

"Jessie was 66 but fit right in with this group of suburban feminists in their 20s and thirties," said Martin. "She listened as we spoke with frustration of marriage and other relationships with men, motherhood, and work aspirations and shared her own experiences with us. Our discussions became material for *The Future of Marriage*, but we never felt exploited. Rather, we were enriched by her wisdom and insight."

"Throughout my graduate training and well beyond Jessie remained a steadfast role model, friend, and mentor," added Martin. "She listened to what may have seemed to her endless discussions about the difficulties of completing my dissertation, attended my defense as an observer, and afterwards was the first to toast the accomplishment. I miss her."

Sociologist and friend Doris Wilkinson said that the 1970s "were an especially productive decade for Jessie as she explored social inequalities and hence the power differential between men and women in marriage and the family."

"She was especially concerned with how we describe marriage, and she was invited to give lectures, teach, and contribute articles. Often when asked where she was employed in the late 1970s and in the 1980s, I remember her saying that she was a 'sociologist in residence.'"

Wilkinson said Bernard "was always thoughtful, responsive, a quietly mannered personality, deep thinker, and a listener to diverse points of view while adhering to her own perspective."

Ruth Wallace, a sociologist at George Washington University and a

long-time friend of Bernard, said "what many of us treasured about Jessie were her 'nudges' regarding our research efforts."

"She would not only ask you what you were working on, but you could count on her to nudge you the next time and many more next times by asking you to tell her what *more* you had done since the last time you talked," said Wallace. "What was remarkable was that she was able to summarize what you had told her the last time, even if months had passed in between! 'And what *else* have you done on it since then?' she would ask."

Wallace said that, when she was appointed the first chair of the Jessie Bernard Award Selection Committee, she made an appointment with Jessie to discuss the award committee's work. "It was during this conversation that Jessie talked of the impact of feminism on the discipline, in her words, it was 'to enlarge the horizons of sociology,'" said Wallace. "It certainly is what she spent most of her career doing!"

After moving her family to Washington in the late 60s, Dr. Bernard studied subtle forms of sex discrimination as scholar in residence at the U.S. Commission on Civil Rights and did work at the American Council on Education. Bernard also held visiting professorships at Princeton University, Mills College, the University of California and the University of Delaware.

It was also during this time that Bernard became a founding Board member of the Center for Women's Policy Studies.

Wolfe said that when feminists Jane Roberts Chapman and Margaret Gates contemplated creating an organization to conduct feminist policy research, they sought Dr. Bernard's guidance. "When Jane and Marge went to her with their idea, she said, 'Oh you girls are so smart--she always called us girls,'" Wolfe recalled. "She made them feel that they were the smartest women on the planet for conceiving of the Center. She had the power to make you believe you were better than you were."

Wolfe said that at feminist conferences and meetings, young women seemed unable to resist the temptation to literally touch this revered figure. "Jessie told the story of a young woman who approached her at a conference to say how excited she was to meet this icon," said Wolfe. "I didn't know you were still alive! the woman exclaimed. Some women might have taken offense, but not Jessie--she thought it was the funniest thing she had heard!"

Wolfe adds that on her 85th birthday, Bernard declined to allow the Center to honor her for her enormous contributions to feminist scholarship. But, Wolfe added, Bernard loved Wolfe's idea of instead creating the Jessie Bernard Wise Women Awards to recognize other women leaders, activists, and scholars whose lives and work demonstrate a commitment to scholarship and advocacy on behalf of women and feminist goals.

"All of us will miss her terribly," Wolfe said. "Her spirit and warmth and devotion will guide us always." □

## NIAAA, *from page 1*

socialization, social control (e.g., general deterrence), social support (e.g., Students Against Drunk Driving), and social selection (e.g., alcohol-free dormitories). Intervention studies may focus on strategies that are investigator-initiated and directed for the specific purpose of research; or the studies may focus on naturally-occurring policy- or program-driven interventions that are examined through the methodologies of so-called natural experiments (e.g., using time series analyses).

### Studying Policy Effects

Because society is continually implementing laws, regulations, and more informal approaches that have implications for preventing alcohol problems, prevention research offers essentially unlimited opportunities for policy-oriented sociologists to explore these sociopolitical, sociocultural, and socioeconomic spheres of action. For example, studies have examined the impact of new or existing laws, regulations, or policies that raise the minimum legal drinking age; that lower legal blood alcohol limits of drivers; that increase taxes on alcoholic beverages; that prohibit the sale or importation of alcoholic beverages in designated communities; that restrict alcohol sales to state monopolies or permit privatization of sales (e.g., in grocery stores); and that mandate special training for servers of alcoholic beverages or warning posters at points of alcohol purchase.

All of these naturally-occurring policies were initiated and implemented by decision makers who were beyond the control of the investigators who studied the impact of these policies. However, within selected settings such as communities, worksites, schools, and health-care systems, investigators may be able to test policy initiatives that are implemented for the specific purpose of research. It may also be possible for researchers to test an investigator-initiated intervention that has the purpose of enhancing the impact of a naturally occurring national, state, or local policy (e.g., using the media to publicize newly enacted zero-tolerance BAC laws).

### Focusing on Demand

As indicated, "environmental" or social-control strategies attempt to influence both the supply of alcoholic beverages and demand for them among society at large and designated subgroups. In addition, a broad range of demand-side interventions have been developed to target high and low-risk individuals as individuals, with or without group support. These types of behavioral change strategies are based on theories concerned, for example, with motivational counseling, decision making, social influences, social learning, peer resistance, and self esteem. The interventions being tested have the objective of changing the alcohol-related perceptions, expectations, intentions, and social skills of vulnerable individuals so that they internalize norms and values consistent with abstinence or reduced consumption and problems and can behave in accord with those principles.

### Priority Research Areas

Currently, NIAAA places special emphasis on the following types of prevention research: preventing alcohol problems among college students; measuring the comparative effects of sentencing options for DUI (driving under the influ-

ence) offenders; understanding and preventing alcohol-related violence; preventing fetal alcohol syndrome; reducing alcohol-related sexual risk taking and exposure to HIV; understanding and preventing alcohol problems in rural areas or among urban and rural ethnic minorities; and taking advantage of unique opportunities to assess the impact of naturally occurring prevention-relevant alcohol policies. Where necessary, pre-intervention research is encouraged to help lay the foundation for later intervention studies.

For further information, you may consult the NIAAA Home Page at <http://www.niaaa.nih.gov> or call the Prevention Research Branch at 301-443-1677, where Drs. Jan Howard, Susan Martin, Gayle Boyd, Kendall Bryant, or Patricia Mail can assist you. □

## 1997 Regional Meeting Schedule

- *Eastern Sociological Society*, Omni Inner Harbor Hotel, Baltimore, MD, April 10-13, 1997. *Theme*: "Social Policy and the Transformation of American Sociology." *Administrative Contact*: Edgar W. Mills, Eastern Sociological Society, Department of Sociology - U68 University of Connecticut, Storrs, CT 06269-2068; (860) 486-3755; fax (860) 486-6356, e-mail [ess@uconnvm.uconn.edu](mailto:ess@uconnvm.uconn.edu). *Program Contact*: Margaret Andersen, Associate Provost, University of Delaware, Newark, DE 19716-0101; (302) 831-2101; fax (302) 831-2020, e-mail [Margaret.Andersen@mvs.udel.edu](mailto:Margaret.Andersen@mvs.udel.edu)

- *Midwest Sociological Society*, Des Moines, IA, Des Moines Marriott, April 3-6, 1997. *Theme*: "Transmitting the Discipline to the Next Generation: Issues of Inclusion and Exclusion." *Administrative/Program Contact*: R. Dean Wright, Department of Sociology, Drake University, Des Moines, IA 50311-4505; (515) 271-3618; fax (515) 271-2055, e-mail [dwr6181r@acad.drake.edu](mailto:dwr6181r@acad.drake.edu)

- *North Central Sociological Association*, Indianapolis, IN, April 25-27, 1997. *Theme*: "Varieties of Sociological Use in the Heartland: The Traditional Academy and Sociological Practice." *Administrative Contact*: Dean Purdy, Office of Student Life, Student Services Building, Bowling Green State University, Bowling Green, OH 43403; (419) 372-2217; fax (419) 372-8044, e-mail [dpurdy@bgnet.bgsu.edu](mailto:dpurdy@bgnet.bgsu.edu). *Program Contact*: Anson Shupe, NCSA Program Coordinator, Department of Sociology-Anthropology, Indiana University-Purdue, Fort Wayne, IN 46805; (219) 481-6842; fax (219) 481-6985

- *Pacific Sociological Association*, San Diego, CA, Holiday Inn on the Bay, April 17-20, 1997. *Theme*: "Knowing and Doing: Sociology and Society, Sociological Practice and Social Problems." *Administrative Contact*: Rodolfo Alvarez, President, Department of Sociology, University of California 405 Hilgard Avenue, Los Angeles, CA 90095-1551. *Program Contact*: Dean S.



## OBSR, from page 1

Both basic and clinical research have several sub-categories, three under basic, and five under clinical. The Adjunct areas include two categories of what might be considered biomedical research, but where social and behavioral research has been, and continues to be, influential. For example, social and behavioral science has helped to shape the design of many drug studies, and has been influential in the assessment of psychological and social outcomes in psychopharmacological research.

I think we ended up with a very strong definition of a vast field. We are now pilot testing the definition to ensure that it is sensitive enough to detect the social and behavioral grants in the NIH portfolio, while specific enough to exclude those outside the field.

**Footnotes:** *In addition to giving coherence to what we mean by social and behavioral science research, how would you describe the primary objectives of the office?*

**Anderson:** The OBSSR received a broad Congressional mandate that includes advising the NIH Director and constituent Institute Directors, advancing behavioral and social science funding at NIH, promoting interdisciplinary research on biopsychosocial interactions, and disseminating findings to the public. Based on this mandate, and following our two strategic planning meetings last year, OBSSR will focus on three principal goals: increasing funding, promoting interdisciplinary research, and improving communication between social and behavioral scientists and with the public. Under these broad goals there are over 12 strategies and over 70 specific actions that will be used to accomplish our goals.

**Footnotes:** *Do you see your objectives changing over the next couple of years?*

**Anderson:** Our strategic plan outlines our main objectives for the next three to five years. However, we also want to be responsive to unanticipated opportunities that arise for furthering health-related behavioral and social sciences research that may not be part of the plan. Although our strategic plan covers a lot of territory, I suspect that such opportunities will be frequent.

**Footnotes:** *Are your colleagues at the Institutes getting the message? Do you feel that you have been able to make them more aware of the relevance of social and behavioral science research approaches? Any examples come to mind?*

**Anderson:** The interesting thing about NIH is that social and behavioral science already has a significant presence. Based on previous estimates, NIH funds somewhere between \$400 million and \$1 billion in research in the area. We have identified over 500 NIH staff and researchers who self-identify as social or behavioral scientists. So social science is not new to NIH. At the same time, I think in the last year OBSSR has been able to raise the visibility of our research, and to increase the awareness of both its ability to solve problems and the ultimate inseparability of biomedical and social science. For example, our speakers series, that is organized by the Behavioral and Social Sciences Coordinating Committee, has brought some of the top social and behavioral scientists to NIH to speak about their research. This has

given some of our best research unprecedented visibility on campus.

I also organize more informal research briefings for my boss, NIH Director Harold Varmus. Once a month or so, I bring in a social or behavioral scientist to talk with Dr. Varmus about their research, in his office, with only a few other people present. This has given him an opportunity to get "up close and personal" with our data, and to ask as many questions as he wishes. Dr. Varmus is always exceptionally engaged in these briefings, and asks very astute questions. The exchanges have been quite stimulating. I am happy to say that Dr. Varmus has publicly praised these briefings for increasing his understanding of our field.

Given that the senior leadership of NIH is comprised largely of biomedical scientists, we cannot assume that they have an innate appreciation for what we do. We need to use every opportunity we have to highlight our discoveries and to demonstrate that every level of analysis in health research—from the sociocultural to the molecular—is critical to solving the vexing health problems in the world today.

**Footnotes:** *NIH has been undergoing an effort to reevaluate the peer review process. Where does that process stand now, and how do you see the final outcomes affecting social and behavioral scientists?*

**Anderson:** We are in the middle of that process. I serve on the Peer Review Oversight Group (PROG), chaired by Wendy Baldwin, that is charged with leading the reevaluation of peer review and with integrating the review activities of NIMH, NIDA, and NIAAA with the Division of Research Grant's (DRG) system. I am optimistic that the outcome of this process will be favorable to social and behavioral scientists. That is, there will be adequate and appropriate review committees for our grant proposals. My optimism is heightened by the new DRG Director, Dr. Ellie Ehrenfeld, who has proactively sought the advice and assistance of OBSSR in helping to reshape DRG reviews.

**Footnotes:** *You are planning two major scientific conferences—what are these all about?*

The biggest conference is on The Science of Self-Report, to highlight research on optimal methods for obtaining self-reported information in social, behavioral, and biomedical research. We have over 400 people who have already registered for this meeting in November. The other is a conference co-sponsored with the National Institute for Dental Research (NIDR), where we have funded simultaneous satellite meetings around the country designed to foster collaborations between biomedically-oriented dental research centers and social scientists who work at or near those institutions. These conferences are a first step in getting more social and behavioral scientists interested in dental research and funded through NIDR.

**Footnotes:** *Describe some of the collaborative efforts you have sought to engage in with outside scientific societies like the ASA? What has been the value of that collaboration to you?*

**Anderson:** Working with the social and behavioral science organizations has been a very important aspect of my activities. Indeed, I meet with representatives of ASA and many of groups once a month to discuss mutual interests. These meetings have

been invaluable to me in my understanding of a whole array of issues—from gaining discipline-specific perspectives on health science funding, to understanding aspects of the legislative process, to generating ideas for advancing the field. These meetings often give me the opportunity to test out ideas with knowledgeable professionals outside the NIH community. As we begin to implement aspects of our strategic plan, especially with regard to communications, our collaborations will certainly increase.

**Footnotes:** *What has been the most rewarding experience in your tenure so far?*

**Anderson:** It is hard to name one thing. Coming from a university, I didn't know what to expect. I have really been taken by the vibrant intellectual atmosphere at NIH—it really is like a university campus. I describe it as a health science wonderland—whatever the field, someone at NIH is an expert on it. I have also been taken with the energy and enthusiasm of the social and behavioral scientists who work at NIH. It is quite a strong community here, and these folks have played a large role in shaping various fields. Many have worked in the "trenches" for years without fanfare fighting for social science funding. It has been a pleasure for me to work with them.

**Footnotes:** *What has been the biggest frustration?*

**Anderson:** I guess one of the biggest frustrations is what I would call scientific chauvinism, or the notion that my field of science is somehow superior to yours, and that your level of analysis is less relevant to a problem than mine. Although I had anticipated this attitude coming from some of our biomedical colleagues, what is more surprising and frustrating is when it comes from social and behavioral scientists regarding each other! I have heard things like, "What do psychologists know about community-based prevention interventions?" or "What do sociologists know about determinants of behavior?" The answer to both questions is "quite a lot!" What fosters the lack of cross-talk between disciplines is the necessity for a certain degree of specialization in order to be a successful scientist, and the difficulty most academics have in keeping abreast of developments at their own level of analysis, much less venturing off into others. In addition, we don't really have a journal like *Science* or *Nature*, that everyone reads, and where the very best of our work is published, whether it be in sociology, psychology, social work, anthropology, demography or other fields. With rare exception, we don't go to the same meetings, and, when we do, we hold separate sessions.

I think we are missing many opportunities to learn and benefit from what disciplines other than our own are doing and for cross-disciplinary collaborations. In my own work at Duke on hypertension in African Americans, I had to rely heavily on sociological theory and research to help explain some of our laboratory findings, even though I am a psychologist and I was conducting psychophysiological research. I know of very few health problems where one can summarily dismiss the relevance of any level of analysis, from the social/environmental and behavioral/psychological, to the biological. I want OBSSR to help

change this situation, and I welcome suggestions from ASA on what we might do.

Another frustration would be the lack of flexibility in my schedule. Lots of meetings, and calls, and e-mails. But that is part of the job. I am trying to carve out more time to continue my writing and publishing, but I have had to understand that this is mainly an administrative post.

**Footnotes:** *Describe the OBSSR's relationship with the Congress so far and do you foresee the federal budget situation affecting your operations.*

I did not spend much time on Capitol Hill during my first year. This was mainly because of all the things we were trying to get started at NIH, and also because it never seemed to be the "right" time due to the furloughs, the blizzard, the NIH reauthorization hearings, the appropriations hearings, summer schedules, and now the election. However, spending time on the Hill to let Congress know what we are doing and why it is important is high on my agenda this year.

**Footnotes:** *Any final thoughts?*

**Anderson:** I would just like to conclude by emphasizing to *Footnotes* readers that OBSSR was constructed to advance social and behavioral perspectives on health and disease. Working with ASA and with "bench" sociologists producing important knowledge, I am confident we can serve to advance our sciences and the health and well being of our society. Having attended the ASA Annual Meeting in Washington (1995) and New York (1996), I look forward to meeting more ASA members in Toronto in 1997. □

## Schedule, from page 8

Dorn, Secretary/Treasurer, Department of Sociology, California State University, 6000 Jay Street, Sacramento, CA 95819-6005; (916) 278-5254; fax (916)-278-5150, e-mail DORNDS@CSUS.EDU

• *Southern Sociological Association*, New Orleans, LA, Monteleone Hotel, April 3-6, 1997. Theme: "Lines of Divide in Sociology and the Social Order." Administrative Contact: Karl L. Alexander, Department of Sociology, Johns Hopkins University, 3400 N Charles Street, Baltimore, MD 21218, e-mail KL.A2@JHUNIX.HCFJHU.EDU. Program Contact: Charles Tolbert II, Department of Sociology, 126 Stubbs Hall, Louisiana State University, Baton Rouge, LA 70803; e-mail sssprog@lapop.lsu.edu

• *Southwestern Sociological Association*, New Orleans, LA, March 26-29, 1997. Theme: "Looking Backward: The Social Sciences View of the Twentieth Century." Administrative Contact: Rosario Torres Raines, Texas A&M University-Kingsville, Department of Sociology, Campus Box 177, Kingsville, TX 78363; (512) 593-2369; e-mail rtraines@taiu.edu. Program Contact: Tillman Rodabough, Department of Sociology, Baylor University, P.O. Box 97326, Waco, TX 76798-7326, (817) 755-1166; e-mail: Tillman\_Rodabough@baylor.edu □

## Call for Papers

### CONFERENCES

**The Community Development Society** has issued a call for papers for the 29th Annual Conference which will be held July 26-31, 1997, in Athens, GA. Theme: "Reflections and Visions on the Learning Community." Deadline for submission: December 15, 1996. For further information, contact: Ron Hustedde, University of Kentucky, 500 W. P. Garrigus Building, Lexington, KY 40546-0215; (606) 257-3186; fax (606) 257-1164; e-mail soc031@ukcc.uky.edu.

**Cooperstown Symposium on Baseball and American Culture** has issued a call for papers for its ninth annual symposium which will be held June 11-13, 1997, at the National Baseball Hall of Fame and Museum, Cooperstown, NY. Deadline for submission is December 15, 1996. For further information, contact: Alvin L. Hall, Dean, College of Arts and Sciences, Troy State University, Dothan, AL 36304; (334) 983-6556 ext. 390.

**The International Society for the Comparative Study of Civilization** has issued a call for papers for its 26th Annual Meeting to be held May 8-10, 1997, at Brigham Young University, Provo, Utah. Theme: "Civilizations and Religion: What is Their Relationship?" Deadline for submission is December 15, 1996. For more information, contact: Ellen Z. Berg, 4862 Reservoir Road NW, Washington, DC 20007; (202) 337-3256; e-mail eberg@capaccess.org.

**The Multidisciplinary Qualitative Health Research Fourth International Conference** will be held February 19-21, 1998, Hotel Vancouver, Vancouver, British Columbia, Canada. Deadline for submission is July 15, 1997. For further information, contact: Joan L. Bortoff, School of Nursing, T201 2211 Wesbrook Mall, University of British Columbia, Vancouver, British Columbia, Canada V6T 2B5; (604)822-7466; e-mail QHR-con98@nursing.ubc.ca.

**Southwestern Undergraduate Sociology Symposium** will be held March 3-4, 1997, at Emory University. Undergraduates wishing to participate should send a one-page paper abstract and faculty letter of endorsement to Regina Werum, Department of Sociology, Emory University, Atlanta, GA 30322. Deadline for submission is January 31, 1997.

### PUBLICATIONS

**Garland Publishing** invites manuscripts and book proposals for two new series. (1) *Women and Sociological Theory* is open to all theoretical specialties in both classical and contemporary sociology. Books in the series will include qualitative analyses emerging from strong conceptual frameworks, as well as work in new theoretical perspectives. For further information, contact: Mary Jo Deegan, Department of Sociology, University of Nebraska-Lincoln, Lincoln, NE 68588-0324; (402) 472-3631; fax (402) 472-6070; or David Estrin, Senior Editor, Garland Publishing, Inc., 717 Fifth Avenue, New York, NY 10022-8101; (212) 751-7447; fax (212) 308-9399; e-mail david\_estrin@garland.com. (2) *States and Societies* will address the area of political sociology, while also speaking to substantive concerns in organizations, stratification, public policy, culture,

and law and society. For more information, contact: Connie L. McNeely, Department of Sociology, Ellison Hall, University of California-Santa Barbara, Santa Barbara, CA 93106-9430; (805) 893-2768, 3630; fax (805) 893-3324; e-mail mcneely@alishaw.ucsb.edu; or Dula J. Espinosa, Department of Sociology, P.O. Box 872101, Arizona State University, Tempe, AZ 85287-2101; (602) 965-5630; fax (602) 965-0064; e-mail atd-je@asuvm.inre.asu.edu; or David Estrin, Senior Editor, Garland Publishing, Inc., 717 Fifth Avenue, New York, NY 10022-8101; (212) 751-7447; fax (212) 308-9399; e-mail david\_estrin@garland.com.

**The Georgetown Immigration Law Journal** invites the submission of papers for its 1997 Symposium issue. Theme: "Immigrants, The Personal Responsibility Acts, and States as Laboratories: What Will be the Long-Term Effects of Welfare Reform on Immigrants and Immigration?" Submit a printed copy and a disk copy to: Robert Lynch, Executive Editor, The Georgetown Immigration Law Journal, 600 New Jersey Avenue, NW, Washington, DC 20001. For more information, contact Tom LaRussa at larussal@bulldog.georgetown.edu.

**Research in Race and Ethnic Relations** invites manuscripts on Booker T. Washington for Volume 12 of the JAI Press series on Black intellectuals. Three copies of manuscript not exceeding 50 typed double-spaced pages including front matter and indexes must be submitted to Washington Papers, c/o Donald Cunnigen, P.O. Box 382513, Cambridge, MA 02238-2513.

**Sexuality and Culture**, a new professional journal for the discussion and analysis of ethical, cultural, social, and political issues related to sexual relationships and sexual behavior, is accepting articles for its first issue to be published Fall 1997. Theme: "Sexual Consent, with Emphasis in Academia." For further information, contact: R. Reginetti, Managing Editor at: reginetti@mail.wm.edu; or visit the journal's web site at: <http://www.csub.edu/~asc/journal.html>.

## Meetings

**January 20-22, 1997. The International Sociological Association Research Committee on Armed Forces and Conflict Resolution**, Modena, Italy. Theme: "Armed Forces and Conflict Resolution in the Post-Cold War World." Contact: David R. Segal, Department of Sociology, University of Maryland-College Park, College Park, MD 20742-1315; (301) 405-6439; fax (301) 314-6892; e-mail segal@bss1.umd.edu.

**February 1-5, 1997. Southern Rural Sociological Association Annual Meeting**, Sheraton, Birmingham, LA. Theme: "Rural Development and Emerging Roles of Land Grant Universities: Research, Teaching, and Public Service." Contact: Bob Moxley, Department of Sociology and Anthropology, Box 8107, North Carolina State University, Raleigh, NC 27695-8107; (919) 515-9011; fax (919) 515-2610; e-mail Robert.Moxley@ncsu.edu.

**February 13-16, 1997. International Jimblet Social Network Conference**, Bahia Resort Hotel, San Diego, CA. Contact: Pat Dorelian, Department of Sociology, 2603 Forbes Quad, Pittsburgh, PA 15260; (412) 648-7537; fax (412) 648-2799; e-mail pipat+pitt.edu; or

Sue Freeman, Department of Sociology, University of California, Irvine, CA 92697-5100; (714) 824-8591; fax (714) 824-4717; e-mail sue@ariss.uci.edu.

**February 15, 1997. Hawaii Sociological Association Conference**, Ala Moana Hotel, Honolulu, Hawaii. Theme: "Integrating Race-Ethnicity, Gender, and Class into the Sociology of Hawaii and Other Multicultural Sites." Contact: Joyce Chenen, Women's Studies Program, University of Hawaii-Manoa; (808) 956-6928; e-mail chinen@hawaii.edu.

**March 7-9, 1997. Higher Education 13th Annual Conference**, Charleston, SC. Theme: "Exploring the Relationships Between Technology and Law." Contact: John Ryan, ABA, 541 N. Fairbanks Court, Chicago, IL 60611-3314; fax (312) 988-5032; e-mail jryan3@staff.abanet.org.

**March 19-22, 1997. The Third World 23rd Annual Conference**, Swissotel, Chicago, IL. Theme: "Theoretical and Practical Issues—Poverty, Education and Health That Affect the Entire Spectrum of Third World/Diaspora Societies." Contact: Roger K. Oden, University Professor of Political Science, 23rd Annual Third World Conference, 1507 E. 53rd Street, Suite 305, Chicago, IL 60615-4509; (312) 241-6688; fax (312) 241-7898; e-mail r-oden@govst.edu; [www.ECNet.Net/users/groden/3rd\\_world.html](http://www.ECNet.Net/users/groden/3rd_world.html).

**April 2-3, 1997. The Association for the Study of Play (TASP)**, Washington, DC. Contact: Alice M. Meckley, Early Childhood Education, Millersville University, Millersville, PA 17551; (717) 872-3390; e-mail ameckley@mu3.millersville.edu.

**April 3-5, 1997. New College of the University of South Florida Eighth Biennial Conference on Central and Eastern Europe**. Contact: Laszlo Deme, Program Coordinator, New College of the University of South Florida; Sarasota, FL 34243-2197.

**April 10-13, 1997. The Couch-Stone Symposium of the Society for the Study of Symbolic Interaction**, University of Maryland-College Park, College Park, MD. Theme: "Postmodern Culture, Global Capitalism, and Democratic Action." Contact: Richard Harvey Brown, CSS Coordinator, Department of Sociology, University of Maryland, College Park, MD 20742-1315.

**April 25-26, 1997. Rutgers Symposium on Self and Social Identity**, Rutgers University, New Brunswick, NJ. Theme: "Self, Social Identity and Physical Health: Interdisciplinary Exploration." Contact: Richard Ashmore; (908) 445-2635; e-mail Ashmore@RCI.Rutgers.Edu.

**April 25-27, 1997. The Gypsy Lore Society Annual Meeting**, Boston University, Boston, MA. Contact: Shelia Salo, Gypsy Lore Society, 5607 Greenleaf Road, Cheverly, MD 20785; e-mail ssalo@capaccess.org.

**May 23-25, 1997. The Global Awareness Society International (GASI)**, Queen Elizabeth Hotel, Montreal, Canada. Theme: "Globalization, Technology, and Cultural Change." Contact: James H. Huber, Executive Director, GASI, Bloomsburg University, Bloomsburg, PA 17815; (717) 389-4238; fax (717) 389-2019; e-mail jhuber@bloomu.edu; <http://acwwww.bloomu.edu/~gasi>.

**May 29-30, 1997. Siena College 12th Annual Symposium**. Theme: "World War II—A Dual Perspective: The 60th

Anniversary—Preliminaries, and the 50th Anniversary—Aftermath." Contact: Thomas O. Kelly, II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2595; (518) 786-5052; e-mail kelly@siena.edu.

**June 11-14, 1997. The Center for Working Class Studies Third Biennial Conference**, Youngstown State University, Youngstown, OH. Theme: "Aspects of Working Class Life and Working Class Culture." Contact: John Russo; (330) 742-1783; or Sherry Linkon; e-mail sjlinkon@cc.yosu.edu.

**June 11-14, 1997. The International Sociological Association Committee on Housing and the Built Environment**, Radisson Hotel, Alexandria, VA. Theme: "The Future of Government and Housing, Changing Roles of the Profit and Nonprofit Sectors, Housing Trends and Prospects for Marginalized Populations, and Policy Perspectives on Transforming the Built Environment." Contact: Patricia K. Edwards and Theodore Koebel, College of Architecture and Urban Studies, Virginia Tech, Blacksburg, VA 24061-0205; (540) 231-6416; fax (540) 231-9938; e-mail edwards@vt.edu; or koebel@vt.edu; <http://www.arch.vt.edu/rc43.html>.

**June 16-August 1, 1997. NEH Seminar for College Teachers**, University of Texas, Austin, TX. Theme: "Roman Culture in the Age of Augustus." Contact: Karl Galinsky, Department of Classics, University of Texas, Austin, TX 78712-1181; (512) 471-8504; fax (512) 471-4111; e-mail Galinsky@utexas.cc.utexas.edu; <http://www.dla.utexas.edu/depts/classics/faculty/Galinsky/home.html>.

**June 19-22, 1997. The International Society for the History of Behavioral and Social Sciences**, University of Richmond, Richmond, VA. Theme: "Aspects of the History of the Behavioral and Social Sciences." Contact: John Carson, Cheiron Program Chair, Department of Science and Technology Studies, 632 Clark Hall, Cornell University, Ithaca, NY 14853-2501; (607) 255-6044; e-mail jsc15@cornell.edu.

**July 6-11, 1997. World Congress of the World Federation for Mental Health**, Lahti and Helsinki, Finland. Theme: "Cornerstones for Mental Health." Contact: KaKo Congress Services, P.O. Box 462, FIN-00101 Helsinki, Finland; +358 9 492 810; e-mail kako\_ar@cc.helsinki.fi.

**July 8-12, 1997. The European Feminist Research Conference**, University of Coimbra, Portugal. Theme: "Women, Mobility, and Citizenship in Europe." Contact: Organizing Committee, Centro de Estudos Sociais, Universidade de Coimbra, Apartado 3087, 3000 Coimbra-Portugal; +351 39 26459; +351 39 20354; fax +351 39 29076; e-mail eurofem97@gemini.ci.ucp.

**August 8-10, 1997. Association for the Sociology of Religion Annual Meeting**, Toronto, Ontario, Canada. Theme: "Patterns of Interaction Among Religious Organizations and Amid Diverse Constituencies Within Religious Groups." Contact: Nancy L. Eiesland, Candler School of Theology, Emory University, Atlanta, GA 30322; (404) 727-6346; fax (404) 727-2915; e-mail neiesla@emory.edu.

**August 27-30, 1997. The European Sociological Association Third European Conference**, University of Essex, Colchester. Theme: "20th Century Europe: Inclusions/Exclusions." Contact: Conference Organizers, ESA

Conference, Department of Sociology, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ, United Kingdom; fax 0044-1206-873410; e-mail ESA97@essex.ac.uk.

**September 25-28, 1997. The Oral History Association**, New Orleans, LA. Theme: "Looking In, Looking Out: Retelling the Past, Envisioning the Future." Contact: Alphine W. Jefferson, Department of History, College of Wooster, Wooster, OH 44691; (330) 263-2452; fax (330) 263-2614; e-mail AlJefferson@acs.Wooster.edu; or Steven J. Novak, UCLA Oral History Program, UCLA 157511; Los Angeles, CA 90095; (310) 825-7524; (310) 206-2796; e-mail sjnovak@library.UCLA.edu.

## Funding

**Brown University** is offering postdoctoral fellowships in Alcohol Abuse Treatment/Intervention Research in the Center for Alcohol and Addiction Studies. The focus is early intervention and treatment. Training faculty are from the specialty areas of psychology, anthropology, sociology, psychiatry, public health, and internal medicine. Training will be initiated between July and September 1997. NIAAA supported stipends range from \$19,608 to \$32,300 per year. Application deadline is February 15, 1997. For further information or an application, contact: Richard Longabaugh, Director, Brown University, Center for Alcohol and Addiction Studies, Box G-BH, Providence, RI 02912.

**Columbia University**. Biostatistics Training Fellowships are available in the Mental Health Statistics Training Program. Successful applicants will have a demonstrated interest in mental health research and quantitative methods. Postdoctoral positions in this structured program are for two years with stipends ranging from \$19,608 to \$32,300 per year. Fellows may start in Spring or Fall 1997. For more information, contact: C. Waterman, Biostatistics Box 5, Columbia University School of Public Health, 600 West 168th Street, New York City, NY 10032-3799.

**Cornell Employment and Family Careers Institute** invites applications for an interdisciplinary postdoctoral training program in work/family careers research. Training applies a life course approach to the study of the work/family interface and will begin as early as January 1997. Training periods are for 12 months, with a possibility of renewal. There is a stipend of \$32,000 per year. For additional information, contact: Phyllis Moen, Director, Cornell Employment and Family Careers Institute, G58 MVR Hall, Ithaca, NY 14853; (607) 255-0838; fax (607) 255-9856; e-mail pem3@cornell.edu.

**Five College Fellowship Program** for Minority Scholars provides a year in residence in which scholars can complete their doctoral dissertations without the intrusion of teaching and committee responsibilities that come with full-time academic appointments. Fellows also have the opportunity to do some teaching during the year, but no more than a single one-semester course. The stipend is \$25,000. Fellowships are from September 1, 1997 to May 31, 1998. Review of applications begins Janu-

*Continued on next page*

## Funding, continued

ary 15, 1997. For further information, contact: Carol Angus, Five College Fellowship Program Committee, Five Colleges, Incorporated, 97 Spring Street, Amherst, MA 01002-2324; (413) 256-8316.

**The French-American Foundation** is offering full one-year Bicentennial Fellowships in 1997-98 to doctoral students in the social sciences who have completed their qualifying examinations and need a year in France to conduct research essential to completion of their dissertation. The Fellowships carry a monthly stipend of 10,000FF for ten months as well as a travel reimbursement of \$500. Deadline for applications is February 1, 1997. For more information, contact: Ellen Pope, Program Associate, French-American Foundation, 41 East 72nd Street, New York, NY 10021; (212) 744-3433; e-mail French\_AmerFdn@msn.com.

**Institute of Turkish Studies** announces several 1997-98 grant programs in Ottoman and modern Turkish studies for individuals in the following categories: (1) Summer Travel-Research in Turkey, (2) Subventions for Journals and Books, (3) Pre-Dissertation Graduate Fellowships, (4) Dissertation Writing, and (5) Teaching Aids. Grants will also be offered to institutions in the following categories: (1) Library Support, (2) Matching University Sponsored Conference and Lecture Series, (3) Workshops, (4) Matching Seed-Money. The deadline for applications is March 15, 1997. For application guidelines and materials, contact: Institute of Turkish Studies, International Center-Georgetown University, Box 571033, Washington, DC 20057-1033; (202) 687-0295; fax (202) 687-3780; e-mail acar@gunet.georgetown.edu.

**International Center for Advanced Studies**, New York University Project on Cities and Urban Knowledges, invites applications for a variety of residential fellowships, ranging from a few weeks to one year. Visiting Scholars are the most flexible opportunities, but one or two semesters are also available. The Center is a residential site for Rockefeller Humanities Fellowships, and two year long Fellowships will be available in 1997-98. Up to three postdoctoral fellowships will be available for younger scholars who received their degrees in 1993 or after. Applications from candidates in all fields of the humanities and social sciences will be considered. Depending upon category, support offered will, on an annual basis, range between \$35,000 and \$45,000. The application deadline is January 15, 1997. For more information and application materials, contact: Thomas Bender, Director, Project on Cities and Urban Knowledges, International Center for Advanced Studies, 5 Washington Square North, Second Floor, New York, NY 10003; fax (212) 995-4208; e-mail bender@i2.nyu.edu.

**The John D. and Catherine T. MacArthur Foundation**, Program on Peace and International Cooperation, announces an annual competition for grants for research and writing. The Program seeks to support research and writing projects in any academic discipline or profession that promise to illuminate the dynamics of international security or multilateral cooperation. Grants may be used in

university and organizational settings, or may support independent researchers working outside of institutional contexts. Projects to be carried out by individuals and by two-person teams are eligible for support. Applicants may request up to \$75,000 for individual projects, and \$100,000 for two-person collaborations. Deadline for applications is February 1, 1997. For further information, contact: The Program on Peace and International Cooperation, The John D. and Catherine T. MacArthur Foundation, 140 South Dearborn Street, Chicago, IL 60603; (312) 726-8000; e-mail 4answers@macfdn.org; http://www.macfdn.org.

**Keizai Koho Center**, in cooperation with the National Council for the Social Studies, announces 16 fellowships to visit Japan June 21-July 8, 1997. U.S. and Canadian educators involved in K-12 social studies education are eligible to apply. Educators who have visited Japan for longer than 72 hours are not eligible. The fellowships cover transportation from hometowns to Japan and return, and the 16-day itinerary designed specifically for social studies educators. Deadline for applications is February 25, 1997. For further information, contact: Program Coordinator, Keizai Koho Center Fellowships, 10 Village View Lane, Unionville, CT 06085; (860) 673-8684; fax (860) 675-4840.

**National Research Council** plans to award approximately 20 Ford Foundation Postdoctoral Fellowships for Minorities in a program designed to provide a year of continued study and research for Native American Indians, Alaskan Natives (Eskimo or Aleut), Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Micronesians or Polynesians), and Puerto Ricans. This program is open to citizens of the United States who are members of the designated minority groups, who are engaged in a teaching and research career or planning such a career, and who have held the PhD or ScD degree for not more than seven years. Deadline for submission is January 3, 1997. For further information, contact: Fellowship Office, TJ 2039, National Research Council, 2101 Constitution Avenue, Washington, DC 20148.

**National Science Foundation**, Office of Polar Programs, Arctic Social Sciences Program invites research themes of particular concern regarding rapid social change, community viability, and human/environmental interactions, including issues related to subsistence and sustainable development. Deadlines for submissions are December 15, 1996 and June 1, 1997. For more information, contact: Carole Seyfrit; (703) 306-1029; e-mail cseyfrit@nsf.gov.

**The Society for the Study of Social Problems** invites nominations for the 1997 Minority Scholarship. Selection criteria: (1) A person accepted into an accredited doctoral program in any one of the social and/or behavioral sciences so as to expand their perspectives in the pursuit and investigations into social problems; (2) A grade point average or equivalent of at least 3.2; (3) Evidence, through scholarly work and/or commitment to a career of scholar activism as demonstrated by course and research, activism in school and/or community and career plans. The scholarship will be funded at \$10,000 to one student with an additional

\$500 awarded for attendance at the annual meeting. The deadline for nominations is February 15, 1997. For more information and application, contact: Michele Smith Koontz, Administrative Officer, P.O. Box 814, Douglasville, GA 30133-0814; (770) 947-1378; fax (770) 947-1379; e-mail MKOONTZ@UTKUX.UTKUX.UTC.UTK.EDU.

**WorldWID Fellowship Opportunities** are available for U.S. citizens who are technical experts to receive intensive training in gender analysis and the field of Women-In-Development (WID) and to apply that training through a three-ten month field assignment in a central office of the United States Agency for International Development (USAID) or USAID field mission overseas. Approximately eight fully-funded fellowships will be awarded. Each fellowship includes a stipend of \$2,500 per month as well as domestic and international travel connected with the grant and some additional support for overseas expenses. The normal period of appointment is 12 months although shorter-term assignments will be considered. Deadline for applications is March 1, 1997. For additional information, contact: WorldWID, Office of International Studies and Program, 123 Tigert Hall, P.O. Box 113225, University of Florida, Gainesville, FL 32611; (352) 392-7074; fax (352) 392-8379; e-mail WldWID@mervm.nerdc.ufl.edu.

## Competitions

**Alpha Kappa Delta International Honor Society** invites papers for a student paper competition. Individual AKD chapters may hold a local competition; however, AKD will also accept papers from students who are not involved in local competitions. The author must be an AKD member and an undergraduate student when the paper was written. Submit three copies of the paper(s) and a stamped, self-addressed envelope, by May 1, 1997 to: Meg Wilkes Karraker, Department of Sociology, University of St. Thomas, Mail #4352/2115 Summit Avenue, St. Paul, MN 55105-1096; e-mail MWKARRAKER@STTHOMAS.EDU.

**Society for the Study of Social Problems** seeks nominations for the 1997 Labor Studies Award. Articles published in 1995 or 1996 are eligible. Deadline for nominations is February 28, 1997. For more information, contact: Vicki Smith, Department of Sociology, University of California, Davis, CA 95616; (916) 752-6170; e-mail vasmith@ucdavis.edu; http://web.indstate.edu/socio/sdssp.html.

## Awards

**Ron Anderson**, University of Minnesota, received a NSF award of \$250,000 for a three-year research and development project entitled "A Virtual Research Environment for Social Science Students."

**Yanjie Bian**, University of Minnesota, is principal investigator of a grant from the Henry Luce Foundation for a three year project on consumer behavior and material culture in Tianjin, Shanghai, Wuhan, and Haikou. Bian has also been awarded a two-year grant of \$84,000 from the Chiang Ching-Kuo Foundation for

International Scholarly Exchange, for "A Socioeconomic Index of Chinese Occupations."

**William Brustein**, University of Minnesota, has been awarded a Grant-in-Aid of Research, Artistry and Scholarship from the Graduate School for his study on "Interwar European Fascism."

**Vassilis Economopoulos**, Kennesaw State University, received the distinguished teacher of the year award for 1995-96.

**Darlaine Gardetto**, University of Missouri-Columbia, received the College of Arts and Science 1996 Purple Chalk Award for excellence in teaching.

**Barbara Laslett**, University of Minnesota, has been awarded a Grant-in-Aid of Research, Artistry, and Scholarship from the Graduate School for her study "Personal Narratives in the Social Sciences."

**Susan Lehmann**, Columbia University, received a MacArthur Foundation grant of \$200,000 for "The Training of Russian Provincial Social Scientists and the study of Russian Policy Dilemmas."

**Clifton E. Marsh**, Morris Brown College, was awarded the Dean's Award in the College of Arts and Letters for outstanding scholarship.

**William Alex McIntosh**, Texas A&M University, received a grant from the U.S. Agency for Health Care Policy and Research (Public Health Service, HHS) for a two year project on "Adoption and Use of Telecommunications for Rural Health."

**Bernard Meltzer**, Central Michigan University, received the Charles Horton Cooley Award for Scholarly Contribution to Michigan Sociology from the Michigan Sociological Association.

**Jeylan Mortimer**, University of Minnesota, is a Principal Investigator of a five-year \$1,134,073 National Research Service Award for "Mental Health and Adjustment in the Early Life Courses," to begin this Fall.

**W. Richard Scott**, Stanford University, has received the Richard D. Irwin Award for scholarly contributions to management from the Academy of Management in August 1996 for his career long contributions to management theory and research.

**Sharon Zukin**, City University of New York-Brooklyn College, is now a Broeklundian Professor.

## People

**Diane Brown**, Wayne State University, is now Director of the Center for Urban Studies.

**Jeanne Griffith**, will be the Director of the Science Resource Studies Division for the National Science Foundation.

**Jerald Hage**, University of Maryland-College Park, has been elected president of the Society for the Advancement of Socio-Economics.

**Jack Levin**, Northeastern University, has been named Distinguished Professor of the College of Arts and Sciences.

**Joseph Sheley**, California State University, was appointed Dean of Social Science.

**Judith Stacey**, University of Southern California, will be joining the Department of Sociology and the Program for the Study of Women and Men in Society.

**Kathleen Tieman**, University of North Dakota, was elected President-elect of the Association for Humanist Sociologists.

## Sociologist in the News

**Bruce Biddle**, University of Missouri, had information from his book, *The Manufactured Crisis*, quoted in the newsletter section of *The Education Beat*.

**Phil Brown**, Brown University, was quoted in the September 1, 1996, edition of *The New York Times* in an article titled "Wistful Visit to Mountains Of Memory."

**Steven C. Dubin**, Purchase College/State University of New York, was the subject of articles in *The New York Observer*, *The Chicago Reader*, *The Chronicle of Higher Education*, and *L.A. Weekly* because of his dispute with Mattel, Inc., after the company censored his essay about Barbie in an exhibition catalogue critically examining the doll. He detailed his side of the story in the article "How I Got Screwed by Barbie: A Cautionary Tale," in the November 1995 *New Art Examiner*.

**Henry Etkowitz**, State University of New York-Purchase College, was quoted in the August 1996 edition of *The Journal of NIH Research* in an article titled "The Academic-Industrial Complex: Doing Well and Doing Good." Etkowitz was also quoted in the June 22, 1996, edition of *Science and Technology* in an article regarding sexual discrimination.

**Brenda Fuchs Epstein**, City University of New York-Graduate School, had a letter to the editor published in the September 18, 1996, *New York Times* regarding the gender gap.

**James A. Glynn**, Bakersfield College, had an article published in the August 18, 1996, edition of the *Bakersfield Californian* in the Viewpoint section in which he analyzed the medal results of the Olympics.

**Jerry A. Jacobs**, University of Pennsylvania, was quoted in a September 18, 1996, *Boston Globe* article on the fields of study of college students. The article featured Jacobs' research on the influence of gender on college majors.

**James W. Loewen**, University of Vermont, had his book, *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong*, featured in the cover story of *UnWorld* magazine, the official publication of the Unitarian/Universalist Church.

**Helena Z. Lopata**, Loyola University-Chicago, appeared July 29, 1996, on the Extension 720 program WGN Radio, to discuss her book, *Current Widowhood: Myths and Realities*.

**Terri Orbuch**, University of Michigan, had her article on marital happiness (June 1996 *Social Psychology Quarterly*) featured on a front page article in the September 24, 1996, Life section of *USA Today*. Orbuch's article was also featured in the September 22, 1996, Richard Morin column in the *Washington Post*.

## In the News, continued

Zhenchao Qian, Arizona State University, was cited in the September 29, 1996, issue of the *New York Times Magazine* for demographic findings on interracial and ethnic marriage patterns in America.

George Ritzer, University of Maryland-College Park, was the subject of an hour-long special on the Dutch national television network IKON in June 1996, as well as a July 28, 1996, *New York Times* article.

James Tucker, University of New Hampshire, was quoted in the September 5, 1996, edition of *The New York Times* and the September 8, 1996, edition of *The Boston Globe*. He commented on a recent survey showing that supernatural experiences are surprisingly common among New Hampshire residents.

Charles Willie, Harvard University, was quoted in the July 11, 1996 edition of the *Christian Science Monitor* in an article regarding the desegregation of Hartford public schools. Willie was also the commencement speaker for the Wentworth College graduation.

Sharon Zukin, Brooklyn College, was quoted in the September 26, 1996, edition of the *St. Louis Post-Dispatch* in an article titled "Troubled Cities Turn To The Arts." Zukin was also quoted in an article regarding the emergence of coffeehouses around the country.

## New Books

Carol J. Auster, Franklin and Marshall College, *The Sociology of Work: Concepts and Cases* (Pine Forge Press, 1996).

Sarah Brabant, University of Southwestern Louisiana, *Mending the Torn Fabric: For Those Who Grieve and Those Who Want to Help Them* (Baywood Publishing Company, Inc., 1996).

William Brustein, University of Minnesota, *The Logic of Evil: The Social Origins of the Nazi Party, 1925-1933* (Yale University Press, 1996).

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

Barbara Laslett, University of Minnesota, Sally Gregory Kohlstedt, Helen Longino, and Evelyn Hammonds, *Gender and Scientific Authority* (University of Chicago Press, 1996).

Susan Lehmann, Jerry F. Hough, and Evelyn Davidheiser, Columbia University, *The 1996 Russian Presidential Election*.

Cameron Lynne MacDonald, Harvard University and Carmen Siriani, Brandeis University, *Working in the Service Society* (Temple University Press, 1996).

Doug McAdam and David A. Snow, University of Arizona, *Social Movements: Readings on Their Emergence, Mobilization, and Dynamics* (Roxbury Publishing Company).

William Alex McIntosh, Texas A&M University, *Sociologies of Food and Nutrition* (Plenum Press, 1996).

Jeylan Mortimer, University of Minnesota, *Adolescents, Work, and Family: An Intergenerational Developmental Analysis* (Sage Publications, 1996).

Kim Scipes, KMLU: *Building Genuine*

*Trade Unionism in the Philippines, 1980-1994* (New Day Publishers, 1996).

Will C. van den Hoonaard, University of New Brunswick, *Working with Sensitizing Concepts: Analytic Field Research, Volume 41 in Qualitative Research Methods Series* (Sage Press, 1996).

## New Publications

*Adoption Quarterly* is a new journal that will provide an unparalleled forum for examining the issues of child care, the relationship between nature and nurture, and the psychological and social meanings of families, among other issues. It will also feature conceptual and empirical work, case studies, commentaries, and book reviews from the fields of social sciences, humanities, biological sciences, law, and social policy. For more information, contact: The Hawthorth Press, Inc., Sample Copy Department, Box Comp. 10 Alice Street, Binghamton, NY 13904-1580; fax (607) 722-6362; e-mail getinfo@haworth.com.

*Health Care on the Internet*, a journal of methods and applications, is scheduled for publication in Spring 1997. It will be a quarterly professional journal devoted to exploring consumer, personal, and community health care information sources available on the Internet. For more information, contact: The Hawthorth Press, Inc., Sample Copy Department, Box Comp. 10 Alice Street, Binghamton, NY 13904-1580; fax (607) 722-6362; e-mail getinfo@haworth.com.

## New Programs

The Cornell Employment and Family Careers Institute will conduct research, education and outreach in order to promote understanding of the dramatic changes in two fundamental social institutions, families and work, and their intersections throughout the life course. The institute collects information on couples' expectations, goals, and values regarding job and family paths, from choice of occupation through timing of childbearing to retirement. Institute associates chart the new realities of working families, including the dynamic processes of family adaptation to major career and family shifts as well as to the day-to-day exigencies involved in balancing family roles with work roles. Related research goals are to elucidate the long term individual, family, and social consequences of various career paths and to understand the processes by which organizational policies and practices shape family and occupational pathways. The institute, established in the 1996-97 academic year, is supported by the Alfred P. Sloan Foundation and is the first Sloan-sponsored center for the study of working families. Additional administrative support is provided by Cornell University and the College of Human Ecology.

## Summer Programs

The Center for Development Studies and the Facultad Latinoamericana de Ciencias Sociales are jointly sponsoring a travel seminar in Cuba for

social scientists and historians from the United States. The seminar will be in English from June 2-June 21, 1997. For more information, contact: Charles McKelvey, Center for Development Studies, 210 Belmont Stakes, Clinton, SC 29325; (864) 833-8385; fax (864) 833-8481; e-mail cemck@cs1.presby.edu.

The Family Research Consortium, supported by the National Institute of Mental Health will sponsor a 1997 Summer Institute for family researchers. The theme of the 1997 Summer Institute will be "Diversity and Families: Context and Process." The Institute will be held at La Mansion del Rio Hotel in San Antonio, TX from June 19-22, 1997. Deadline for applying is March 15, 1997. For more information, contact: Kathy Meese, Frank Porter Graham Child Development Center, University of North Carolina-Chapel Hill, CB# 8180, 105 Smith Level Road, Chapel Hill, NC 27599-8180; (919) 966-3318; fax (919) 966-7532; e-mail MESE.FPG@MH-5.UNC.EDU.

National Endowment for the Humanities will hold a Summer Seminar for College Teachers on "The Dialectic of Enlightenment After Fifty Years" at Boston University from June 16-August 8, 1997. Deadline for applications is March 1, 1997. For more information and application forms, contact: James Schmidt, University Professors Program, Boston University, 745 Commonwealth Avenue, Boston, MA 02215; http://web.bu.edu/POLISCI/JSCHMIDT/NEH.

## Other Organizations

The Australian Sociological Association (TASA) has established a home page which contains sociological links to research, teaching, and publications from Australia and around the world. The home page can be accessed at <http://www.taas.newcastle.edu.au/tasa/>.

## Deaths

Alicja Iwanska, formerly of State University of New York-Albany, died on September 27, 1996.

Bernard Goldstein, formerly of Rutgers University, died on October 11, 1996.

## Obituaries

E. Digby Baltzell (1916-1996)

E. Digby Baltzell, Professor Emeritus of Sociology at the University of Pennsylvania, died on August 17 in Boston at the age of 80. He had a massive heart attack while vacationing at his summer home in Wellfleet, Massachusetts.

Digby Baltzell was widely known for his studies of the American upper class in such books as *Philadelphia Gentlemen: The Making of a National Upper Class and The Protestant Establishment: Authority and Cast in America*, in which he is generally credited with coining the term "WASP."

His best-known work is perhaps *Puritan Boston and Quaker Philadelphia: Two Protestant Ethics and the Spirit of Authority*

and *Leadership*, for which he won the ASA's Sorokin award. In this book he argued that the anti-intellectual and egalitarian heritage of the Quaker religion produced an upper class lacking civic pride and virtue, and neither interest in nor qualities for national leadership. In contrast, Boston's Puritan tradition of sacrifice, striving and superior achievement animated Brahmins to serve their city and nation with distinction, but also fostered a tendency among the Boston upper class to be disdainful of the worthwhile achievements of others.

Although Baltzell was a native Philadelphian born into the class he studied for most of his life, his critique of the aristocracies of Philadelphia and Boston was typical of his forthright and unflinching intellectual honesty, which earned him the popular sobriquet "WASP with a sting." Despite his criticisms, he loved his native city and it is indeed ironic that he spent his last hours in Boston rather than his beloved Philadelphia.

After growing up in the city's exclusive Chestnut Hill neighborhood and attending boarding school at St. Paul's Academy, he graduated from the University of Pennsylvania's Wharton School in 1940. After combat service as a naval aviator in World War Two, he enrolled in the sociology program at Columbia University on the GI Bill, where he received his PhD in 1952. He returned to Penn as an instructor in 1947, and spent the remainder of his life in Penn's sociology department building his distinguished scholarly career.

Although he officially retired from the faculty in 1986, Digby continued to pursue his scholarly interests and to teach up to the time of his death. His last book was *Sporting Gentlemen:*

*Men's Tennis from the Golden Age of Amateurism to the Cult of the Superstar*, published in 1995. In the Spring of 1996 he offered a class at Penn entitled simply, "Sociology According to Digby Baltzell." He was a superb teacher who won many teaching awards and relished ongoing contact with students and colleagues. They will mourn his loss to the department and the profession greatly. He is survived by his wife Jocelyn, his daughters Eve and Jan, and his brother William, to whom all at the University of Pennsylvania extend deepest condolences.

Doug Massey, University of Pennsylvania

Jessie Bernard (1903-1996)<sup>1</sup>

Jessie Bernard was a magnanimous woman, courageously noble in mind and heart. Her entire life, both professional and personal, was characterized by a willingness to break new ground, but to do so in ways that showed others a path they could follow fearlessly. Elsewhere, Jessie has been described as a reasonable, but unyielding rebel, a scholar and observer of the human condition, who presciently saw the need for radical change, but who presented her vision so reasonably and lucidly that even the most intransigent curmudgeons found themselves persuaded by the wisdom of her analyses.<sup>2</sup> Jessie repeatedly broke the mold, the mold of family tradition, of religious upbringing, of traditional marriage and motherhood, of academic constraints, as well as the mold of outworn sociological paradigms. In so doing, she cleared the path for her own generation and the generations to follow.

Jessie brought new light and

*Continued on next page*

# The Cultural Turn: Cultural Sociology and Cultural Studies

With Featured Guest Speakers:

John Hall (UC Davis)  
Jeffrey Alexander (UCLA)  
Steven Seidman (SUNY Albany)  
Janice Radway (Duke University)  
Sherry Ortner (Columbia University)  
Paul DiMaggio (Princeton University)  
Margaret Somers (University of Michigan)  
Nancy Fraser (New School for Social Research)  
Mark Schneider (Southern Illinois University)  
Magali Sarfatti-Larson (Temple University)  
Eviatar Zerubavel (Rutgers University)

University of California,  
Santa Barbara  
February 14-16, 1997

Conference organized by Roger Friedland and John Mohr. Sponsored by the ASA Culture Section, the ASA Fund for the Advancement of the Discipline, UCSB College of Letters and Sciences, and the UCSB Interdisciplinary Humanities Center. For information about attending and/or participating in the conference contact Rachel Luft, Department of Sociology, University of California, Santa Barbara, CA 93106-9430, Email: 6500rel@ucsbuxa.ucsb.edu

## Obituaries, continued

unpretentious warmth and wit to her work and to her relationships. Intellectually, professionally, and emotionally, Jessie sheltered and nurtured younger feminists who sought her help or simply came within her angle of vision. She was mother, sister, mentor, friend, advisor, teacher, and role model to so many of us. She had the extraordinary gift of appreciating and accepting others vastly different from herself. She was endowed with a joyous and limitless capacity to strengthen people with the emotional vitamins of her confidence in their abilities and talents. Jessie could also expend this largesse without sparking sibling rivalry among the legions of feminists who became part of her sociological family.

Despite her enthusiastic acceptance of colleagues, Jessie was a strict task master for the many researchers, academics, activists, and policy makers who entered her orbit. Always imbued with a profound sociological curiosity and a dedication to writing, Jessie insisted that others, too, attend daily to their work, observe and analyze, ponder the results, apply them to policy. And, she implored, never, never, leave women out of the analysis!

The theme of amiable, but undaunted, rebellion appears throughout Bernard's personal and intellectual history. The rebellion was waged against the expectations that family and society pressed upon a female born shortly after the turn of the century, who lived through two world wars and the subsequent social upheavals that marked the second half of the twentieth century. Intellectually, she resisted and finally defected from several reigning sociological paradigms, as we shall describe later.

Born in Minneapolis, June 8, 1903, to Romanian Jewish parents, Jessie Bernard was the third of their four children. Bernard's Jewish cultural heritage, dispensed-in daily prayers and rituals-by her maternal grandmother, was counterpointed by the "Americanization" practices imported from public school and rigorously applied by her older sister, Clara. The acculturation Bernard experienced through her sister, whom she regarded as second generation (compared to her own second-and-a-half generation status), served as a first hand model for understanding and empathizing with the American experience of black generations in the post-slavery years. It was Clara Ravitch who "pioneered the way"<sup>3</sup> for Bernard, not yet 17 years old, to enter the University of Minnesota, in January 1920. There she studied with Pitirim Sorokin, Alvin Hanson, N.S.B. Gras, and Karl Laschley, all before they left for teaching posts at Harvard University. In fact, Jessie often joked about her "Harvard education" at the hands of her Minnesota professors. In her freshman year, Jessie Bernard audited a class of another prominent sociology professor, Luther Lee Bernard, 22 years her senior, whom she served as a research assistant and later, in 1925, married. The secret marriage occurred in defiance of her family's serious objections to age and religious differences. Jessie often reminisced amusedly about the interlopers who monitored the recently married couple some months later on their way to Buenos Aires, where L.L. Bernard planned to do research in the university library. Interlop had been

dispatched by her family who, in Jessie's words, "could only see it as an abduction."<sup>4</sup> In 1923, Jessie earned her BA in English and in 1924 her MA in sociology and economics, each awarded magna cum laude. During the nearly 26 years of their marriage, L. L. Bernard created a personal and intellectual milieu infused with the nineteenth century social positivism of Auguste Comte. This was the paradigmatic environment within which Jessie grew to intellectual maturity. It was an orientation that she later would ineluctably renounce, the first of her four self-described "revolutions."<sup>5</sup>

The Bernards moved to Washington University in St. Louis, where L. L. held a teaching post, and Jessie earned a PhD in sociology and psychology in 1935. There, she was schooled "strictly in the measurement tradition"<sup>6</sup> As a graduate student, she co-authored with L. L. Bernard *Sociology and the Study of International Relations* (1934). In 1943, the Bernards also published *Origins of American Sociology*. From 1936 through 1940, Jessie worked as a researcher in Washington, DC, first for the Railroad Retirement Board and later for the Bureau of Labor Statistics. There she conducted (in cooperation with the then Bureau of Home Economics in the Department of Agriculture) a national survey of consumer expenditures.

From 1940 to 1947, Bernard taught at Lindenwood College in St. Charles, Missouri, where she published her first solo book, *American Family Behavior* (1942). In 1947, the Bernards accepted teaching posts at Pennsylvania State University, where Jessie published her second solo book, *American Community Behavior*, in 1949. In both volumes, there is a foreshadowing of later work, seen in her early efforts to measure how well the American family was performing its several functions, success in marriage, and the degree of "institutionalization" of marriage and family norms. These were topics in which Bernard would maintain a lifelong, but expanding, interest. Bernard's prodigious oeuvre included 15 solo books, six co-authored volumes, two edited volumes, 43 chapters in other books, 78 journal articles, and 14 introductions, forewords, or afterwords.

Social positivism was to transfuse Jessie Bernard's personal and sociological perspective for almost two decades, until the mid-1940s, when the shock of the Nazi Holocaust ultimately evoked her disbelief, denial, and defection from the social positivist paradigm. Bernard's rejection of social positivism left a permanent residue of skepticism about social science's potential for changing the social order according to any constructive, rational plan. The trail of Bernard's disenchantment with the "social-salvation-through-science creed" is traced in a series of articles between 1947 and 1950. Later, in *Self-Portrait of a Family* (1978), she recalled her disillusionment in a "faith" she had not questioned for more than 25 years. Bernard wrote: "It took a catastrophe as overwhelming as the Nazi Holocaust to shake that faith. A whole network of intellectual, emotional, and moral roots were dug up and exposed in the process. The faith on which I had built a life was shaken, the nineteenth-century faith in the benign nature of science, a belief that it was intrinsically good."<sup>7</sup> Nonetheless, Bernard's reliance on social scientific research findings

remained a hallmark of her scholarly treatises on dating, marriage, mating, motherhood, divorce, remarriage, and female culture. When L. L. Bernard died in 1951, Jessie faced the prospect of raising her three children, Dorothy Lee, age 9, Claude, age 5, and seven month-old David, as a single parent. Thus, she became a reluctant pioneer in new sociological territory—the female-headed family, which was to become a major sociological pattern of the future, as well as a focus of her own research. Again, Bernard's personal life as widow and female family head provided the experiential background for empathetic and insightful understanding of a major emerging social phenomenon.

Bernard taught at Penn State until 1964, with the exception of 1959-60, which she spent as a Visiting Professor at Princeton University. That was the first year women were allowed to enter the university library through the front door, and Jessie later recalled her Princeton sojourn as a lonely and difficult experience, when her smiling at faculty members usually produced blank stares. During her Penn State years, Bernard was to complete numerous journal articles on topics as varied as the power and art of science, the validation of normative social theory, and prescriptions for peace, as well as several major books. These included *Remarriage: Study of Marriage* (1957), and *Social Problems at Midcentury: Role, Status, and Stress in a Context of Abundance* (1957). It was during this same period that Bernard published *Academic Women* (1964), which would catapult her into the vortex of the growing feminist debate about women's roles and sex discrimination, particularly within academia.

By 1964, Bernard had decided to abandon the constraints of academic life, where she sensed it was necessary to "censor (her) ideas to fit the pattern of ideas surrounding (her)."<sup>8</sup> Bernard's break from academia came almost simultaneously with the publication of *Academic Women*, which received the Pennsylvania State University Bell award and later the Kappa Gamma honorary award. That book heralded a new thrust in intellectual energy and direction; however, as Bernard herself perceived, the academic establishment responded initially with "a great big yawn."<sup>9</sup> In addressing the question of discrimination ahead of the tide, *Academic Women* presaged Bernard's later attempts to identify and deal with other significant social issues—abortion, battered women, child abuse, the culture of poverty, female-headed families, and sexism—before they had become the incendiary social questions of the day. Among her most influential works, both despite and because of the feminist criticism leveled against it, *Academic Women* scrutinized the factors, both formal and informal, that accounted for women's subordinate role in academia, before concluding that sex was more salient than role as a status determinant.

*Academic Women* touched the beachhead of concern about women's condition in society just ahead of the swelling wave of feminism. The radical feminists railed against Bernard's conclusion that no formal discrimination existed and relabeled the informal and subtle processes that she had sensed and described—but not explicitly identified—as "sexism." After her own conversion to a feminist perspective, Bernard would side with

her critics and applaud their critique. But *Academic Women* was the beginning of a new surge of intellectual strength, which even the male-dominated academic establishment could no longer ignore.

In 1964, Jessie retired from full-time teaching at Pennsylvania State University, which conferred on her the honorific title of Research Scholar Honoris Causa. After her official retirement, Jessie continued to teach, both formally and informally. She co-taught a women's studies course with Professor Muriel Cantor, a close colleague and friend, at George Washington University, Washington, DC. She also served as Visiting Distinguished Professor at Mills College (1980), UCLA (1981), and the University of Delaware (1982).

From 1964, until her death on October 6, 1996, Washington, DC was Bernard's residential base. From there she continued to publish and lecture, indefatigably participating in the frequently turbulent worlds of academia, feminist organizations, and public policy. In addition, she served on numerous boards of non-profit organizations, including those of the Urban Institute, the women's Equity Action League, and the Center for Women Policy Studies. In 1974-75, she became the first Visiting Fellow at the National Institute of Education (DHEW), and in 1975-76, Bernard was Scholar-in-Residence at the U.S. Commission on Civil Rights. During those years, she attended her first feminist consciousness raising group, helped to found both Sociologists for Women in Society (SWS) and its DC chapter, and eagerly responded to calls for intellectual and institutional help from feminists all over the world. Bernard was actively sought as a keynote speaker at academic, professional, and policy meetings in the US and abroad, and she spoke and traveled extensively until her mid-eighties.

Bernard served as president of the Society for the Study of Social Problems, the Eastern Sociological Association, and the District of Columbia Sociological Association, and as vice president of the American Sociological Association. Jessie ardently supported many other organizations by accepting membership on their boards. Nonetheless, Jessie's strong predilection was to eschew formal organizational leadership roles, including the presidency of the American Sociological Association.

From the late 1960s onward, Bernard's work gained a new momentum, eventually breaking through the functionalist (although not Parsonsian) paradigm that had held mainstream sociology in its thrall and entering the new terrain of the feminist perspective. In her sixties, she began to mine a new, related, richer sociological vein that would prove to be her strongest and most prodigious intellectual contribution. During this time, she wrote *Marriage and Family Among Negroes* (1966), *The Sex Game* (1968), and *Women and the Public Interest: An Essay on Policy and Protest* (1971). It was in the gestation of *The Future of Marriage* (1972) that Bernard had her consciousness painfully and wrenchingly raised to the feminist perspective. After this new paradigmatic shift, she looked back at *Academic Women* as a study "conceived, researched, and written in the old-fashioned scientific and scholarly tradition, quite well-mannered and subdued."<sup>10</sup> In *The Future of Marriage* (1972) and *The Future of Motherhood* (1974), Bernard, with Durkheimian

precision, carefully demonstrated that marriage benefits men more than women and that the Western, postindustrial structure of marriage and motherhood are deleterious to women's mental health. In 1978, Bernard again broke with tradition, this time by unflinchingly turning her sociological lens on the intimate infrastructure of her own life, as seen through the letters she had exchanged with each of her three children for more than 25 years.

After her "fourth revolution," Bernard studied the female world through the feminist prism, insisting upon showing her audience, reasonably but firmly, previously unseen structures. Deliberately casting only occasional glances toward the male world, Bernard reported the new feminist historical discoveries, speaking boldly for the emerging options that would reduce the loss of women to meaningless relationships and empty, literally maddening lives. *The Female World* (1981) was an incisive examination of the worlds in which women lived separated from men—their own world of family, friendships, education, occupations, childbirth and illness, politics, art, and death. Bernard concluded that the ambience of the female world was sadness; however, she offered no apology for women or for the sex differences whose irreducibility she insisted upon both before and after her feminist conversion.

A serious, encyclopedic, but typically readable, work, *The Female World* celebrated women's unique strengths and differences, on which Bernard rested the chances for the future salvation of both men and women in a postindustrial society. Earlier, in *Women, Wives, Mothers: Values and Options* (1975) and in *Sex Roles and Social Policy* (with Lipman-Blumen, 1979), Bernard had predicted that sex role transcendence and shared roles would be the wave of the future. In *The Female World*, however, the entire panoply of the female world with its complicated structure and ethos, past and present was dealt with in still well-mannered, but this time unsoftened, tones. In her next and last published volume, *The Female World from a Global Perspective* (1987), Bernard widened her lens to capture the condition of women on the global stage.

In the last years of her extraordinarily prolific life, Bernard was working on another major manuscript, a comprehensive documentation of *The Feminist Enlightenment*.<sup>11</sup> In the "LaEnvoi" to *The Female World from a Global Perspective*, she offered an optimistic preview of *The Feminist Enlightenment* already taking shape in her mind: "I no longer ask myself how such unimportant women can expect to have any impact on a world filled almost exclusively with male preoccupations, with wars and the alarms of war. For in the context of the last two decades I do not doubt that they will. *The Feminist Enlightenment* clarifies the lens through which they interpret the world. The undergirding "continental plates beneath the two worlds are moving."<sup>11</sup>

The recognition of Bernard's work as a major contribution to the discipline has been virtually non-stop for the past quarter of a century. Characteristically, Jessie often humorously dismissed these accolades by quipping, "It is only when one is no longer venerable that one is seen as venerable." Bernard received numerous awards, among them honorary

Continued on next page

## Obituaries, continued

doctorates from Hood College, Northwestern University, Washington University, Radcliffe College, Syracuse University, George Washington University, Lindenwood College, and Trinity College; the Kurt Lewin award from the Society for the Psychological Study of Social Issues; the first Emeriti award presented by Pennsylvania State University; the outstanding achievement award from the American Association of University Women; the Stuart A. Rice merit award from the District of Columbia Sociological Association; the merit award of the Eastern Sociological Society; and the Burgess award from the National Council of Family Relations. Both Washington University and the University of Minnesota named her a Distinguished Alumna. Bernard was elected to membership in Phi Beta Kappa, Sigma Xi, Alpha Kappa Delta, Pi Gamma Mu, and Phi Kappa Phi.

To honor Jessie's enormous influence on the study of gender, in 1977 the American Sociological Association established the Jessie Bernard Award, now given annually for the best research on gender. The Center for Women Policy Studies created the Jessie Bernard Wise Woman Award to honor those women who had made a difference in other women's lives: Thinkers, theorists, and activists, who embodied Jessie's concept of the feminist enlightenment.

That Jessie Bernard no longer walks among us diminishes the erudition, the quest for knowledge, the intellectual generosity, the civility, the acceptance of others, the gentle humor, the joyousness, and the unpretentiousness of our world. She lives, nonetheless, in the hearts and works of feminists everywhere. She was the feminist enlightenment.

Jessie is survived by her three children, Dorothy Lee Jackson, Claude Bernard, and David Bernard, and by two granddaughters. Memorial contributions may be sent to The Washington Home, 3720 Upton Street NW, Washington, DC 20016.

Jean Lipman-Blumen, *The Claremont Graduate School*

<sup>1</sup>I have borrowed liberally and often literally from my earlier intellectual biography of Jessie Bernard that appeared in David Sills (Ed.) (1979). *The International Encyclopedia of the Social Sciences*, Vol. 18, 1979, pp. 49-55.

<sup>2</sup>Ibid.

<sup>3</sup>Bernard, Jessie. (1978) *Self-Portrait of a Family: Letters by Jessie, Dorothy Lee, Claude, and David Bernard*. Boston: Beacon Press, p. xix.

<sup>4</sup>Ibid., p. 327, fn. 11.

<sup>5</sup>Bernard, Jessie. (1966). "The Fourth Revolution." *Journal of Social Issues*, 22: 76-87.

<sup>6</sup>Personal communication, 1979.

<sup>7</sup>Bernard, (1978), op. cit., pp. 130-131.

<sup>8</sup>Personal communication, 1979.

<sup>9</sup>Bernard, Jessie. 1974 (1964). *Academically Women*. New York: Meridian, p. xxvii.

<sup>10</sup>Ibid., p. xxvii.

<sup>11</sup>Bernard, Jessie. (1987). *The Female World from a Global Perspective*. Indianapolis, Indiana: Indiana University Press.

Robert Nisbet  
(1913-1996)

Robert Nisbet, Albert Schweitzer

Professor Emeritus at Columbia University, died at his Washington, D.C. home on September 9, 1996, after a long battle with cancer. The eighty-two-year-old sociologist was a multidisciplinary scholar well-known within and outside of the field for his many books and articles on the history of ideas, sociological theory, and social change. His vast knowledge and superb writing and speaking abilities made Robert Nisbet one of sociology's finest ambassadors to other disciplines and to the general public. As numerous honorary titles and awards made clear, he was an extraordinary classroom teacher.

Most students and colleagues likely assumed that this lionine and charismatic man of letters had been born a natural academic aristocrat. He was not. The native Californian endured a somewhat lonely and spartan childhood, mostly in the dusty, isolated town of Maricopa. He worked a variety of jobs while rapidly putting himself through undergraduate and graduate studies at the University of California-Berkeley, days which he warmly recalled in *Teachers and Scholars: A Memoir of Berkeley* (1992). He began his teaching career at Berkeley—which was briefly interrupted by World War Two during which Nisbet became a staff sergeant in the U.S. Army. He returned to Berkeley where he became a full professor. In 1953, he moved to the new University of California-Riverside, campus where he became dean and later vice chancellor. Nisbet was devoted to undergraduate education and the Riverside campus's original mission was to be a small, high-quality liberal arts college.

When UC-Riverside was expanded into a general university during the higher education boom of the 1960s, Nisbet returned to teaching and began a prodigious research-and-writing schedule leading to publication of more than twenty books, among them: *Degradation of Academic Dogma* (1971), *The Sociology of Emile Durkheim* (1974), *Twilight of Authority* (1975), *The Social Philosophers* (1983), *History of the Idea of Progress* (1980), *Prejudices: A Philosophical Dictionary* (1982), *Conservatism* (1986), *Roosevelt and Stalin* (1989). He was also co-author and editor of numerous other books including an introductory text, *The Social Bond* (with Robert Perrin, 1977). More than a hundred of his articles appeared in journals ranging from the *American Journal of Sociology*, *Commentary*, *The American Scholar*, *The New York Times Magazine*, *The Wall Street Journal*, as well as the 14,000-word "History of Social Thought" in the *Encyclopedia Britannica*. He was elected a fellow of the American Philosophical Society as well as the American Academy of Arts and Sciences. The National Endowment for the Humanities awarded him Jefferson Lecturer for 1988 (which led to another book, *The Present Age*, 1988). Nisbet moved from UC-Riverside to the University of Arizona in 1972 and was subsequently awarded the Schweitzer Chair at Columbia University two years later.

One of Nisbet's major contributions to both sociology and history was his scholarship on the importance and influence of the nineteenth century French conservatives, especially Emile Durkheim and Alexis de Tocqueville. Indeed, one of Nisbet's most enduring and popular works grew out of his dissertation research on this intellectual tradition: his first book, *Quest for Community* (1953; reprinted by ICS Press in 1990). The

theme of the book established Nisbet as an early and articulate critic of liberalism and the egalitarian welfare state: expansion of the centralized state has weakened the functions of local and intermediate-level social institutions—family, community, church, class, which gave meaning and identity to individual lives. Evisceration of local institutions, in turn, led to atomistic individualism, alienation, anomie and renewed search for community. In *The Sociological Tradition*, Nisbet more directly linked conservatism with sociology's founding. He maintained that conservatives' traumatic reaction to the Twin Revolutions (French and Industrial) gave rise to systematic study of the basic "unit ideas" of the new discipline: community, authority, status, the sacred, and alienation.

Another hallmark theme of Nisbet's scholarship was his skepticism towards evolutionary and deterministic theories of social change, ranging from those of Marx to Talcott Parsons'. Following the tradition of his Berkeley mentor, Frederick J. Teggart, in *Social Change and History*, Nisbet countered evolutionists' claims that change was continuous, natural, necessary nor welcome; on the contrary, change usually was forced by unexpected, disruptive events likely as not to be experienced by both individuals and society as traumatic. Nisbet looked askance at much of modern social theory, especially the trend towards subjectivism. He sounded early, but futile, warnings about the increasingly unquestioned domination of sociology by ideological liberalism and radicalism.

Paradoxically, Nisbet enjoyed a following among radical sociology graduate students during the 1970s and 1980s. They (we) were entranced by his insights on the roots of community and alienation, as well as his barbed, historically-informed criticism of military gigantism, the welfare state, modern liberalism, social theory and sociology's obsession with quantitative methodology—the latter masterfully critiqued in an essay-turned-book, *Sociology as an Art Form* (1976). An amused Nisbet claimed that radicals' interest in conservatism was a passing fancy, a pause on their way to destroy the real enemy: establishment liberalism.

Alas, though often asked, he rarely consented to supervise dissertations. When he did, however, he became a wonderful colleague and friend, devoting unflagging time and effort not only to the dissertation but to subsequent projects. I was one of the lucky few.

Bob Nisbet was an intensely private person, not fond of cocktail party circuits nor media attention. He had a commanding television presence; but the camera's love for him went unrequited. After retiring from Columbia, Bob and his second wife, Caroline, moved to Washington, DC, where he became a resident scholar at the American Enterprise Institute and then an adjunct scholar. They lived quietly in their home near the National Cathedral, where they were occasionally visited by Bob's two daughters from a previous marriage as well as Caroline's daughter. Even as his illness progressed, he maintained an avid interest in his own and others' scholarship, politics and current events, and sports—especially tennis and baseball (he was a Dodgers fan). He died in his sleep after what his wife described as a fairly routine day of an outing in the car and watching the televised tennis

tournaments from New York.

Frederick R. Lynch, Associate Professor of Government, Claremont McKenna College

Marie Withers Osmond  
(1930-1996)

Marie Osmond, a member of the Sociology Department at Florida State University from 1973-1996, was a sociologist of the family. She loved students and teaching, enjoyed "doing sociology," and was interested in practically everything. Her undergraduate degree in medical technology prepared her for research and applied jobs in hospitals, blood banks, and universities before she moved to Houston, Texas, where she began graduate study in experimental psychology. After moving again—this time to Tallahassee, Florida—she obtained a masters of sociology degree in 1964 from Florida State University. A paper based on her master's thesis research, "Cross cultural Correlates of Monogamy," was published in *Social Forces* and viewed as a landmark study of the influence of economic systems on family organization and forms.

In 1973, Marie completed her PhD in sociology and the Interdivisional Program in Marriage and the Family and joined the faculty of the FSU department of sociology. In 1977, she became the first woman to receive tenure in the department. She served as Director of FSU's Interdivisional Program in Marriage and the Family from 1983-1990. The National Council on Family Relations gave her its student award for excellence in 1971 and she received the University Developing Scholar Award at Florida State in 1980. Over the course of her career in sociology, she remained active in the National Council on Family Relations (NCFR), American Sociological Association (ASA), Southern Sociological Society, Society for the Study of Social Problems, and Sociologists for Women in Society (SWS) and was one of the founding members of SWS-South. Marie held elective positions in NCFR, the Family and Sex and Gender Sections of the American Sociological Association, SWS national and regional, and the Southern Sociological Society. She supported the Women's Studies Program at Florida State, regularly teaching courses and serving on its advisory board and offering students from many programs and disciplines the benefit of sociological insights on gender.

Marie Osmond had a strong interest in social theory. She worked to challenge structural-functionalism views of the family by bringing critical and feminist perspectives into the study of families and her 1987 essay, "Toward a Radical-Critical Theory of Marriage and the Family," has been widely cited. She loved ideas and was skilled in digging to the core assumptions of sociological arguments and illuminating them from new directions, as in her writing on gender hierarchy and inequality in family relations. Over time, her interest in family, relationships, and health converged. After a visit to Cuba in 1988, she began to study women and gender relations in lesser developed nations and wrote several research papers on women in Cuba. Recently, she became interested in women with Acquired Immune Deficiency Syndrome (AIDS), especially in relation to race/ethnicity and class. She was also working on a study of 800 undergraduates about

sex and AIDS at the time of her death. She was writing a book length manuscript on gender and intimacy with a goal of, as she phrased it, reconceptualizing love.

Marie Osmond directed the dissertation research of many graduate students in sociology and in the Interdivisional Program in Marriage and the Family. The graduate students remarked on her warm support and unwavering confidence in their abilities. She received teaching excellence awards from the FSU Sociology Department (in 1985) and Florida State Liberal Studies Honors Program (in 1994-1995). She taught comparative family courses at the undergraduate levels and, in the last decade of teaching, organized her classes in accord with feminist principles that sought to assure fair access to speaking time, consensus decision-making, and open discussion of controversial issues.

Marie was a great raconteur with a zany sense of humor. She laughed readily and often, at herself and the absurdities of life. She was not afraid to buck the crowd; for example, she loved bad boys such as James Dean, Elvis Presley, and Muhammad Ali long before doing so was popular, and she took delight in sharing a name with the popular singer from the "Osmond Family" although she could not, she readily admitted, carry a tune. She drove a 1961 Austin Healy Sprite for nearly 20 years, raving it as an amateur at one point. She had twin sons in 1964 and is survived by one of them, Robert Withers Osmond. She was a longtime member of the Episcopal Church. Robert and a close friend of Marie's scattered her ashes "off the third sandbar on St. George Island (Florida)" where, some years earlier, she had encountered a friendly school of dolphins. They scattered them on what would have been her birthday, had she lived nine more days.

Marie was such a private person that many of her colleagues and students were hardly aware that pancreatic cancer was threatening her life in the months prior to her death. Her precipitous death left those who worked with her struggling to accept it. Marie faced her death with courage and dignity. Several weeks before she died, she said she was at peace with her situation; she did not want to die but she was not afraid or resentful. Marie Withers Osmond is deeply missed as a colleague, teacher, adviser, scholar, and friend.

Patricia Yancey Martin, Florida State University

## Official Reports and Proceedings

1995-96 Council Minutes  
August 19, 1996

The meeting was convened at 2:30 p.m. by President Hallinan.

Present were: Janet Lippmann Abu-Lughod, Margaret A. Andersen, Paul Burstein (Member-Elect), Patricia Hill Collins, Karen Cook, Joseph R. Feagin, Myra Marx Ferree, Cheryl Townsend Gilkes, Maureen T. Hallinan, Sara McLanahan, Cora Bagley Marrett (Vice President-Elect), Phyllis E. Moen (Member-Elect), Aldon Morris, Silvia Pedraza, Patricia A. Roos, Neil J. Smelser, David A. Snow, Teresa A. Sullivan, Doris Y. Wilkinson,

Continued on next page

## Minutes, continued

Charles V. Willie.

ASA Staff: Felice J. Levine, Havidan Rodriguez, Carla B. Howery, Phoebe H. Stevenson  
Absent: Amitai Etzioni

### 1. Introductory Approvals and Reports

#### 1. Approval of the Agenda

The agenda was approved as presented.

#### 2. Approval of the Minutes

The Council minutes from January 28-29 were approved as presented.

#### 3. Report of the President

Maureen Hallinan thanked the outgoing Council members and welcomed the new members. She thanked the Program Committee for its excellent work and thanked Council for their hard work on an important agenda. She noted the record attendance at the Annual Meeting.

#### 4. Report of the Secretary

Sullivan highlighted some of the key fiscal activities of the Association, particularly a review of the investment portfolio and the implementation of the newly approved membership dues structure. She reported on the membership figures, Section membership, and subscriptions, noting that each has remained quite strong. ASA will experiment with special offers in the form of financial incentives to encourage libraries to subscribe to additional ASA journals.

Sullivan reported that the membership approved the proposed changes in the membership dues structure, which will become effective in the 1997 membership year. While the new structure is projected to be revenue neutral, it realigns dues rates to enhance progressivity.

The 1995 audit was presented to Council. Sullivan noted that the audit showed the Association to be in good fiscal health and following appropriate fiscal practices.

#### 5. Report of the Executive Officer

Levine thanked the Program Committee, Council, and staff for orchestrating a successful Annual Meeting, especially given the change of venue from Chicago to New York. She shared the Annual Meeting attendance figure of 4848 as of noon on the fourth day, which is a record for the Association.

Levine reported on the negotiations with JSTOR, a Mellon Foundation-funded effort to electronically store learned societies' journals.

Levine indicated that the agreement to establish the ASA archive at Pennsylvania State University is close to being final. The document is being reviewed by the Archive Committee and ASA legal counsel. At this point, the Committee is also developing guidelines for ASA to determine what should be preserved and archived.

Interdisciplinary memberships with other associations, currently in place with the American Political Science Association, have been extended to the American Educational Research Association. Members have the opportunity to join these associations at a discounted rate. The American Association for the Advancement of Slavic Studies will be approached by Marilyn Reuschmeyer (ASA representative) as another possible partner for this arrangement. The Executive Office will continue outreach with the American Historical

Association, the American Anthropological Association, the Society for Research in Child Development, and the Social Studies History Association.

The Department Affiliate initiative continues to be an important link between ASA and sociology departments. The number of Department Affiliates has held at a steady rate over the last year. The Executive Office has worked on special outreach efforts to community colleges. Chairlink, the biweekly electronic message broadcast to chairs of Department Affiliates, continues to be well received.

In terms of other electronic communications from the Executive Office, the ASA homepage, launched in November 1995, has been updated and expanded to include information on the Annual Meeting, important initiatives (e.g., the revision of the Code of Ethics), membership information, briefings on important legislative matters (e.g., H.R. 1271), links with Section homepages, announcements of new ASA publications, the on-line version of the *Employment Bulletin*, and forms to which members can respond (e.g., call for nominations for ASA committees). The future plan for the homepage includes expanding the use of electronic forms, and more effective keyword search capacities. The fax-on-demand capability continues to be well received and utilized by the membership.

Levine reported on the sale of the Executive Office building. The real estate market has improved somewhat and the new agents have been more successful in identifying prospective buyers. While there have been some serious viewers for the building, the Association has not received any bids.

### II. Issues for Council Discussion

#### 1. Inclusivity in ASA Journals

John Hagan, Chair of the Publications Committee, and Glenn Firebaugh, incoming Editor of *ASR*, joined the Council meeting to engage in a discussion about inclusivity of ASA journals, particularly *ASR*. A Subcommittee of the Publications Committee has been formed to craft a general set of principles that would guide the Publications Committee about issues of inclusivity. The Subcommittee will report back to the Publications Committee in December, when a portion of the meeting will be dedicated to this discussion.

Council members emphasized the importance of having a diverse Subcommittee and intentionally using colleagues from under-represented groups, including sociologists from institutions outside of elite research universities. Council also encouraged the Subcommittee to undertake a quantitative assessment of the diversity of articles and editorial board members.

There was consensus among Council members that there exist misperceptions about the characteristics of and emphases in ASA journals, and that information about the actual proportion of certain kinds of articles within journals needs to be disseminated to members.

Drawing from discussion during the January 1996 meeting, Council elaborated on a wide range of topics about inclusivity in ASA journals, including knowledge of where research is done, in what areas, where it is published, and so forth.

Council identified several areas in

which the commitment to diversity had not produced sufficient evidence in actual results. Council encouraged not only continued progress in diversity of publications but also in the composition of ASA committees, ASA elections, and so forth.

Firebaugh clarified his premise that sociology has long gotten past the point where one person/editor has command of all sub-fields of the discipline; thus, a critical task for an editor is to have good deputy editors. He has appointed five deputies: Alan Sica, Guillermina Jasso, Rachel Rosenfeld, Yu Xie, and Ann Swidler. Members of this group cross the spectrum of various lines of work. Firebaugh asked Council to provide nominations for possible editorial board members, with special attention to include scholars working in the qualitative tradition.

Hallinan summarized the discussion, thanked Hagan and Firebaugh for their involvement, and indicated Council's eagerness to hear from the Subcommittee and the Publication Committee next winter.

#### 2. Electronic Networking

Barry Wellman, chair of the Advisory Group on Electronic Networking, summarized his Group's recommendations.

**Motion:** The Secretary will write to all ASA journal editors asking them to provide authors the option to list their e-mail addresses with the articles. Carried.

Council asked the Executive Office to write to all Sections offering them the opportunity to have a homepage and listservs related to their area of interest.

Council encouraged the Advisory Group to continue to bring forward ideas.

#### 3. ASA and its Sections

Vice-president Willie, chair of the Council Subcommittee on Sections, summarized the work of the Subcommittee with regard to section growth and its implications for existing sections and the Association.

After reviewing a number of sources of data, the Subcommittee presented the following conclusions:

- that the proliferation of new sections since 1992 seems to abide by requirements of the Section Manual that "sections should encompass a reasonably broad area of specified interests" and that the "overlap" if any, has not been harmful to existing and older sections;

- that the proliferation of two to three sections a year since 1992 could become harmful to all sections and to the Association if this rate continues, because it might spread current resources too thin to provide adequate oversight;

- that the rate of new section formation should be reduced from two to three a year to about one a year by increasing the number of Association members required to sign a notification of section formation from 50 to 100 and increasing the number of different geographic regions among petitioners from three to six, and by increasing the number of Association members required to form a new section from 200 to 300;

- that the proliferation of new sections may be further controlled by giving incentives to existing sections to grow, maintain breadth, and remain inclusive by accommodating the needs of developing subspecialties that otherwise might be inclined to split off;

- that one incentive for achieving the goals of growth and inclusiveness in existing sections shall be revision of the regulation that currently limits the number of section sessions at the Annual Meeting to 6 for sections of 1,000 or more members to permit sections larger than 1,000 members to have more sessions (e.g., 7 sessions for sections of 1,200 members, 8 sessions for sections of 1,400 members or more); and

- that the Committee on Sections shall review any section that has been suspended for a two-year period due to membership loss and make a recommendation to Council regarding its continuation.

**Motion:** To thank the Subcommittee for their work, to receive their report and recommendations, and to refer the report to the Committee on Executive Office and Budget and the Committee on Sections. Carried.

Sullivan summarized the "issue document" on ASA Sections and suggested that the Executive Office, Committee on Sections, and the Committee on Executive Office and Budget incorporate feedback from sections and membership and prepare a final report for Council's review in January.

**Motion:** That all current policies relating to sections, including the newsletter page allocation, be continued. Carried.

Roos, Council Liaison to the Committee on Sections, summarized the actions of the Committee on Sections

and highlighted the following motions.

**Motion:** To approve the Section on the Sociology of Sexualities as a section-in-formation. Carried.

**Motion:** That the By-laws of the Section on Mathematical Sociology be approved with recommended amendments. Carried.

**Motion:** To refer Section 3 of the report on Section Formation, Continuation, and Termination to the Committee on Sections and to the Committee on Executive Office and Budget. Carried.

Council adjourned at 6:30 p.m.

## Classified Ads

**For Sale:** *American Sociological Review*, volumes 1-43 (1936-1978) complete, bound. *American Journal of Sociology*, 1963-1980 almost complete, not bound. Send offers (please factor in shipping costs) to: Department of Sociology, Clark University, Worcester, MA 01610. Attn: Bruce London, (508) 793-7243.

**I'll bring out the best in your book or paper.** Expert editing for style, clarity, meaning. Twenty years' experience, including several ASA journals, *Demography*, *Criminology*, *Justice Quarterly*. Karen Feinberg, 5300 Hamilton Avenue, #1704, Cincinnati, OH 45224; (513) 542-8328; e-mail 73732.1064@COMPUSERVE.COM.

## Teaching Materials Sought for New ASA Products

The following ASA products are under development or revision during 1996 and early 1997. If you have pertinent teaching materials, please contact the appropriate editor. They are interested in course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching those courses. Please do not write requesting these products. As materials are completed, they will be announced in *Footnotes* and distributed through the Teaching Resources Center.

**Department Leadership:** *The Small College Experience*, Eric Godfrey, Department of Sociology/Anthropology, Ripon College, P.O. Box 248, Ripon, WI 54971.

**Graduate Education:** *Syllabi & Instructional Materials for Proseminars in Sociology*, Lisa Callahan, 158 Winnie Road, Delmar, NY 12054

**Appalachian Studies:** *Syllabi for Appalachian Studies*, Chris Baker, Department of Social Sciences, 304 COBE, West Virginia Institute of Technology, Montgomery, WV 25136-2436.

**Demography:** *Syllabi for Demography*, Brian Pendleton, Department of Sociology, University of Akron, Akron, OH 44325-1905

**Development:** *Teaching the Sociology of Development and Women in Development*, Basil Kardaras, Department of Sociology, Ohio State University, 300 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210-1353.

**Disabilities:** *Syllabi and Instructional Materials for Teaching Sociology of Disabilities*, Lynn Schlesinger, Department of Sociology, SUNY-Plattsburgh, Plattsburgh, NY 12901

**Law:** *Syllabi for the Sociology of Law*, Shannon Griffiths, Department of Sociology & Social Work, Hood College, Rosenstock Hall, Frederick, MD 21701.

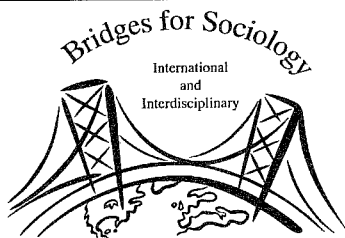
**Peace and War:** *Teaching the Sociology of Peace and War*, John MacDougall, 15 Old Lowell Road, Westford, MA 01886.

**Race and Ethnicity:** *Teaching Race and Ethnic Relations*, Donald Cunnigen, Department of Sociology, University of Rhode Island, Kingston, RI 02881.

**Research Methods:** *Research Methods Courses: Syllabi, Assignments, & Projects*, Kevin P. Mulvey, Boston University, School of Public Health, Data Coordinating Center, 80 East Concord St. Suite 804, Boston, MA 02118

**Sex and Gender:** *The Sociology of Sexuality and Homosexuality: Syllabi and Teaching Materials*, Paula Rust, Department of Sociology, Hamilton College, 198 College Hill Road, Clinton, NY 13323.

**Urban:** *Urban Sociology: A Resource Book*, Philip Olson, Center On Rural Elderly, University of Missouri, 5100 Rockhill Road, Kansas City, MO 64110



## 1997 Call for Papers Update

Submission Deadline:  
January 10, 1997

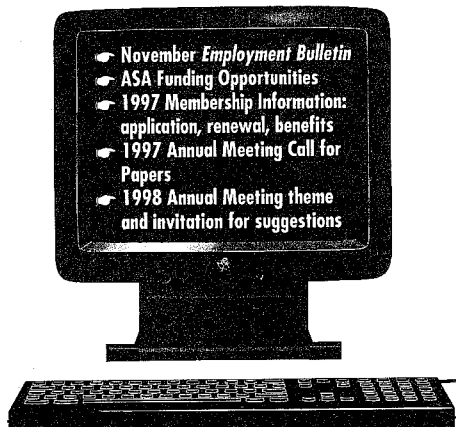
The following updates and corrections have been received since the publication of the Call for Papers for the 1997 Annual Meeting.

- **Section on Environment and Technology.** In addition to the open paper and roundtable sessions previously listed, the Section invites submissions for a paper session on "The Political Economy of the Environment," co-sponsored with the Section on Political Economy of the World System. Send submissions to: *Thomas K. Rudel*, Department of Human Ecology, Cook College, Rutgers University, P.O. Box 231, New Brunswick, NJ 08903, USA; (908) 932-6667; rudel@rci.rutgers.edu

### Address/E-mail Corrections

- **Open Topic Refereed Roundtables.** Beverly Nagel, (507) 646-4095
- **Cross Cultural Studies on Teen Pregnancy.** Rhoda Estep Macdonald, 18 Monte *Veda* Drive, Orinda, CA 94563-3825, USA; (510) 254-5672
- **Section on Undergraduate Education.** Anne Martin, amartin@edcc.ctc.edu

## NEW ON ASA'S HOME PAGE



WWW.ASANET.ORG

## Check Your Mailbox for Your 1997 ASA Renewal Notice!

Again this year, we have included a membership profile for all ASA members. Items marked with a bookmark will be included in the 1997 *Directory of Members*. Please note any changes on the form and return it to ASA. To be included in the 1997 *Directory*, your renewal and profile must be received by January 31, 1997.

To avoid interruption in the receipt of your journals, please return your renewal notice and payment before December 15, 1996. All ASA memberships are for a calendar year (January-December). Individuals renewing/joining after December 15 will receive chosen journals via a back issue schedule. Back issues are sent to late-renewing members semi-monthly.

If you need assistance, please contact the ASA Membership Department by calling (202) 833-3410, x389, or by e-mail at membership@asanet.org.

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## Future ASA Annual Meetings

1997  
August 9-13  
Toronto, Ontario,  
Canada

□□□

1998--August 21-25  
San Francisco, California

□□□

1999--August 6-10  
Chicago, Illinois

□□□

2000--August 12-16  
Washington, DC

## Footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Subscriptions, \$30.00. Single copies, \$3.00.

Editor: Felice J. Levine  
Managing Editor: Ed Hatcher  
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