

Slate of Candidates for the 2003 ASA Election

The American Sociological Association is pleased to announce the slate of candidates for ASA Offices, Council, and the Committee on Publications. Candidates for the Committee on Committees and the Committee on Nominations are not finalized yet but will be available soon. Please check the ASA website at www.asanet.org/governance/candidates03.html for the latest information. Ballots for the 2003 ASA election will be mailed no later than May 15, 2003. Candidates are:

President-Elect

Richard Alba, University at Albany
Troy Duster, New York University and
University of California-Berkeley

Vice President-Elect

Caroline Hodges Persell, New York University
David Snow, University of California-Irvine

Secretary-Elect

William Roy, University of California-Los Angeles
Franklin Wilson, University of Wisconsin-Madison

Council Members-at-Large

Kathleen Blee, University of Pittsburgh
Eduardo Bonilla-Silva, Texas A&M University
April Brayfield, Tulane University
Nan Lin, Duke University
Jodi O'Brien, Seattle University

Martin Sanchez-Jankowski, University of California-Berkeley
Diane Vaughan, Boston College
Min Zhou, University of California-Los Angeles

Publications Committee

Judith Howard, University of Washington
Ruth Peterson, Ohio State University
Christine Williams, University of Texas-Austin
Erik Olin Wright, University of Wisconsin-Madison

The elected members of the Committee on Nominations have nominated these candidates. As stated in the ASA Bylaws, members of the association may nominate additional candidates. Petitions support-

ing additional candidates for the offices of President-Elect and Vice President-Elect must be signed by at least 100 supporting voting members of the Association; petition candidates for other positions must receive the supporting signatures of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 2003, and be addressed to the attention of the ASA Governance Office. Petitions may be mailed to American Sociological Association, Attn: Association Governance, 1307 New York Avenue NW, Suite 700, Washington, DC 20005. If you have any questions about the slate of candidates or the petition process, please send e-mail to governance@asanet.org or call (202) 383-9005 extension 327. □

Sociology Faculty Salaries Hold the Line in Economic Downturn

by Roberta Spalter-Roth and Stacey S. Merola, Research Program on the Discipline and the Profession

The years between 1982-1990 and 1991-2001 were periods of economic expansion for the United States. Throughout much of these periods, however, wages and salaries were sluggish for workers who did not possess advanced degrees. In contrast, those with degrees beyond a college education experienced

increases, especially in the late 1980s and late 1990s. The period of expansion ended in March 2001, according to the National Bureau of Economic Research. How did the salaries of sociology faculty fare during these periods of expansion and decline? How did faculty rank affect academic sociologists' salaries? How did salaries vary by type of college or university? Finally, how did salary trends in sociology compare to those in other social science disciplines?

Trends in Sociology

Sociology faculty salaries grew by larger percentages during the economic expansion of the 1980s than during the expansion of the 1990s, with the exception of the peak boom years between 1998 and 2000, when all U.S. aggregate wages and salaries increased. Between academic years 1982-83 and 1989-90, faculty salaries for all ranks increased above the rate of inflation by an average of 4.0 percent each year. Between academic years 1990-91 and 1999-2000 salaries increased on average by only 1.6 percent above the rate of inflation each year (see Table 1). Only during the peak boom years of the 1990s (1997-2000) did sociology faculty see salary gains above those of the 1980s, with average increases of 5.1 percent above the rate of inflation. During the 2001-2002 downturn, average sociology faculty salaries managed to hold the line, increasing by only 0.2 percent above the rate of inflation.

There was some variation in these trends by faculty rank and by type of institution of higher education. During the 1980s' economic expansion, all ranks of sociology faculty experienced average salary increases of at least 3.0 percent per year over the rate of inflation. The rate of increase was highest for new assistant professors and lowest for full professors. During the boom years of the 1990s,

percent increases for all faculty ranks were lower than in the 1980s. Full professors earned the highest percent increases, while associate professors earned the lowest (1.6 percent versus 1.0 percent above the rate of inflation, respectively). During the economic downturn, assistant professors experienced a slight decline in earnings, in constant dollars.

During the 1980s and the 1990s, the percentage change in sociology salaries varied by type of institution. From the mid 1980s, the greatest increases in sociology faculty salaries occurred at public institutions with collective bargaining agreements. Between academic years 1984-85 and 1989-90, salaries at these institutions increased by 26.4 percent, above the rate of inflation. During the 1990s, sociology faculty salaries at private universities increased by 19.6 percent above the rate of inflation, the largest increase among the three types of institutions of higher education. During the peak years of the boom (1997-2000), average sociology faculty salaries at public institutions with no collective bargaining agreements increased by 7.9 percent, the largest amount among the types of institutions. Sociology faculty salaries have been flat in all types of institutions during the current economic downturn, with slight

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ASA Launches New Link with High School Sociology

by Carla B. Howery
Deputy Executive Officer

In August 2002, the ASA Council enthusiastically approved an affiliate relationship between high school teachers (and social studies departments) and the ASA. This membership-like relationship is similar to the Department Affiliate link between sociology departments and ASA. While high school teachers are welcome as full members of ASA, given their many subject area interests and teaching organizations, it may be financially and otherwise unrealistic for them to join the many disciplinary associations relevant to their teaching responsibilities. The affiliate relationship provides high school teachers (and their departments) with an opportunity to access key publications at member prices, and to be informed of the special professional opportunities to advance their sociological education.

Benefits of Affiliating

High school departments that become High School Affiliates receive a subscription to *Contexts* magazine, and the opportunity to order other ASA journals, such as *Teaching Sociology*, at member prices. Teachers may order any of the ASA teaching publications at member prices and the Task Force hopes that teachers will contribute their materials as well.

Affiliates are encouraged to attend the ASA Annual Meeting and take advantage

of its many sessions and workshops. As part of ASA's new emphasis on continuing education and training for all sociologists, the 2003 Annual Meeting includes a daylong workshop (either before or after the Annual Meeting) on "Teaching Sociology in the High School." If, or when, there is an Advanced Placement (AP) Course in Sociology, ASA will continue to offer training workshops for and with teachers. Continuing education credits are available for many of the workshops and courses offered during the Annual Meeting.

ASA Task Force on the AP Course in Sociology

ASA's Task Force on the AP Course in Sociology recommended the affiliate arrangement as the next step in ASA's collaboration with high school sociology teachers. Laboring for two years to draft a model AP course for high school sociology teachers to pilot test, the Task Force has simultaneously been working with the College Board that authorizes and administers all AP exams. The course outline is posted on ASA's homepage for review and comment at www.asanet.org/members/apsoccurr.pdf.

Task Force Chair Caroline Hodges Persell has met with the College Board to encourage consideration of an AP exam in sociology. At a meeting last spring, the Task Force heard briefings from the American Psychological Association, the

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New on the ASA Home Page

Call for Section Award Nominations

ASA sections honor work in their specialties through awards made for articles, books, dissertations, career achievements, and special contributions. The winners of the 2002 section awards were featured in the November 2002 issue of *Footnotes*. Award presentations for 2003 section awards will be made during the 2003 ASA Annual Meeting in Atlanta.

Please consider colleagues and students whose contributions should have the special visibility accorded by a section award. The call for nominations for all 2003 section awards is now available on the ASA website at www.asanet.org/sections/secawrdnom03.html.

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The Executive Officer's Column

A Cornucopia of Post-Election Positives, Potentials, and Possible Pitfalls



Many of you may be suffering from 2002 post-election and post-Thanksgiving lethargy, so it is a good time to review the broader spectrum of recent developments in federal science policy that confront the social sciences in this new political climate. While this is the traditional time of year to be thankful for bountiful harvests, this year we "feast" on an unusual mix of "P"s (i.e., Positives, Potentials, and Possible Pitfalls).

Events of the last year in Washington politics have produced a balance of power that will impact legislation, policymaking, and judicial appointments. There are many important science policy matters deserving our attention in the months to come, and ASA is working closely with social science coalitions both to monitor and influence outcomes.

First, the Possible Pitfalls . . .

The Bush Administration has aroused concern within the health research community by giving the impression that scientific decision-making at the Department of Health and Human Services (HHS) may be overly guided by ideology and that scientific information that does not fit the Administration's political agenda is being suppressed. In October, House democrats wrote to HHS Secretary Tommy Thompson expressing concern that "Scientific information that does not serve the Administration's ideological agenda is being removed from HHS web sites." Specifically cited is the removal of material from National Institutes of Health (NIH) and Centers for Disease Control and Prevention (CDC) websites about research findings indicating that abortions do not increase breast cancer risk, and the elimination from CDC's website of information on condom effectiveness and educational programs that reduce risky adolescent health behavior.

The science policy community—including ASA, the American Educational Research Association, and a diverse group of a dozen library and information science organizations—has also expressed concern about long-term access to information recently removed from the U.S. Department of Education website and has asked Secretary Rod Paige how the information's accessibility will be maintained. Reports, research data, and digests that have been publicly available in some form regardless of which political party occupied the White House are in jeopardy because of an internal memo stating that the government seeks to remove outdated information or information deemed to "not reflect the priorities, philosophies, or goals of the present administration." While the ongoing transition is the first shift of presidencies since the Web became a major medium for disseminating government information, this process deserves close scrutiny by the scientific community.

Scientists are also concerned about an apparent selective appointment of federal science advisory committee members. An October 24 *Science* magazine editorial characterized the appointments as "unwise . . . moves that undermine the process by which scientists provide advice to the U.S. government," and that this "stacking advisory committees with individuals whose qualifications are ideological rather than scientific will fundamentally undermine the integrity of scientific decision-making at our leading public health agencies." Senate Democrats wrote to Secretary Thompson, expressing their "deep concern" about the alleged motives behind "a wholesale replacement of experts on key scientific advisory committees," including the National Human Research Protections Advisory Committee (NHRPAC). The fears were not unfounded, as, after NHRPAC's charter was allowed to expire, the Administration revised the panel's charter in anticipation of its revival to include human embryos as "human subjects" worthy of protection in research, which is not within the current scope of the Common Rule. Such developments raise concern that several key scientific posts could become politicized. The HHS Office for Human Research Protections (OHRP) director's post is vacant with the departure of Greg Koski and the research community is legitimately concerned about his replacement.

Other moves could also undermine scientific activity in the federal government. Under the provisions of Office of Management and Budget (OMB) Circular A-76, federal agencies are moving toward migrating some 800,000-plus government positions to the private sector. By means of the FAIR (Federal Activities Inventory Reform) Act, agency heads must identify positions that are not essentially governmental in nature, not a matter of scientific concern unless the mechanism compromises the independence and integrity of federal statistics and research. Such is potentially the case with the Department of Justice's announcement that a large percentage of the statisticians and researchers at the Bureau of Justice Statistics and the National Institute of Justice will be privatized. The social science research community is very focused on this, as outsourcing the nation's crime statistics and research data collection, analysis, and reporting could become a prime target for politicization, potentially undermining these science agencies' independence and credibility.

Now for the Positives and Potentials . . .

As reported in the November 2002 *Footnotes* (Public Affairs Update), ASA and other social science organization representatives had a very positive meeting with NIH director, Elias Zerhouni that set a highly positive tone for future relations. Zerhouni

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Baldwin Named Vice President for Research at University of Kentucky

Wendy Baldwin, a long-time ASA member and Deputy Director for Extramural Research (OER) at the National Institutes of Health (NIH), was recently appointed to the position of Vice President for Research at the University of Kentucky. She begins her new position in January, leaving behind an illustrious NIH career of nearly 30 years and a legacy of significant positive impact on social science research at the NIH.

For Baldwin, in a way this move is a return home, after earning an undergraduate degree in sociology magna cum laude from Stetson University in Florida, she then earned her master's and doctorate degrees from the University of Kentucky in 1970 and 1973, respectively. From there she began her service with the NIH. "I am looking forward to applying the skills that I have built at NIH over the years, even though it is hard to leave when NIH is starting such an exciting era with [NIH Director] Elias Zerhouni at the helm." But Baldwin is also excited by the prospect that "the University of Kentucky is beginning an era of growth and strengthening its programs, including research."

Unique Lifetime Opportunities

During her career at the NIH, Baldwin helped shape many important programs for the NIH generally and for its various research Institutes and Centers (ICs). For example, she helped develop a research program in adolescent reproductive behavior while chief of the Demographic and Behavioral Sciences Branch in the Center for Population Research at the National Institute of Child Health and Human Development (NICHD) and was key to creating the landmark "National Longitudinal Survey of Youth, Child Cohort." She currently advises the director on extramural policy issues and is responsible for developing and overseeing policies and procedures for extramural research and training programs. In addition, she works closely with other federal agencies and private foundations to develop co-funding for strategic initiatives.

"NIH is an amazing institution," said Baldwin. "I've had opportunities to develop programs and further research in many different areas—opportunities I doubt I could have had anywhere else."

Commenting on Baldwin's departure from NIH, ASA Executive Officer Sally Hillsman said, "The social and behavioral science community will greatly miss Wendy's farsighted and creative scientific

leadership at NIH.

This commitment was accentuated by the many ways in which Wendy has supported ASA directly over the years and enriched the work of her sociology colleagues through her service on ASA's EOB and on the ASA Spivack Advisory Committee. The resulting strong connections with the field will not change with her new challenges and opportunities at the University of Kentucky."

Baldwin joined the NIH in 1973 as a health scientist administrator with the NICHD. She became chief of NICHD's Demographic and Behavioral Sciences Group in 1979, and, in 1991, she was named deputy director at NICHD. In 1994, she was appointed deputy director for the OER at NIH. As such, she serves as a liaison across ICs, between NIH and its parent U.S. Department of Health and Human Services, the Public Health Service, and other national and international organizations. She chairs the NIH Biomedical Information Science and Technology Initiative Consortium, the NIH Bioengineering Consortium, and the NIH Extramural Program Management Committee.

"I am very sorry to see Wendy leave the NIH," said Zerhouni. "She has had a great career here and is responsible for so many creative approaches to extramural challenges. I know that going to the University of Kentucky will give her an opportunity to apply those skills to an institution that is primed for growth."

Human Research

While at the NIH, Baldwin also led initiatives for the Office of the Director to advance human subjects protections. She led the development of the Human Subjects Research Enhancement Program, a program that has provided key resources to institutions doing clinical research.

Baldwin was on ASA's Executive Office and Budget Committee in 1995 and was an American Association for the Advancement of Science Fellow in 1998. She was awarded the American Psychological Association Distinguished Contribution to Women's Health Award in 1994 and the Association of Independent Research Institutes Public Service Award in 2000. □



Wendy Baldwin

PUBLIC AFFAIRS UPDATE

✓ **NSF "Doubling Bill" passes House and Senate . . .** The National Science Foundation (NSF) is a major source of basic science funding in sociology, and, in mid-November, Congress voted to authorize progressive increases in NSF's budget from its current \$4-plus billion to more than \$9 billion by the end of a five-year period beginning in Fiscal Year 2003. As we go to press, it remains to be signed by the President, but his approval is expected, and there is even a "buzz" around Washington that there may be White House fanfare associated with this event. While increases in NSF funding do not always translate to proportional increases for social science, there is reasonable expectation that the "rising tide" in NSF's budget, if not exactly "float our boat," will positively impact social science basic research support.

✓ **White House science chief talks social science . . .** The President's science advisor, John Marburger, Director of the White House Office of Science and Technology Policy (OSTP), spoke positively and in an informed manner regarding the social sciences in his recent keynote address at the annual meeting of the Consortium of Social Science Associations (ASA is a member). (See "Vantage Point" on page 2 of this *Footnotes*.) Marburger has organized OSTP to increase the presence and influence of the social sciences. Having reduced OSTP's number of Associate Directors to two (to reduce perceived bureaucratic fragmentation in the agency), he has enhanced the roles of the eight Assistant Directors who head up disciplinary departments, one of which is devoted to social and behavioral sciences and education. The Associate Director for Science, Kathie Olsen, received training in both psychology and biology, and James Griffin, the Assistant Director for social and behavioral sciences and education, is a psychologist by training, while Russ Neuman, a Senior Policy Analyst in the technology division, is a sociologist by training. Griffin has been holding regular meetings with the social science community for a number of years, and representatives of this community had a positive meeting with Olsen shortly after she arrived at OSTP . . .

✓ **. . . And, it's no secret . . . White House science advisor has been tapping social science perspectives on terrorism research . . .** Marburger, recently publicly summarized some of OSTP's (the White House Office of Science and Technology Policy) actions in the wake of the September 11 terrorist attacks. Speaking to the social science community at the Consortium of Social Science Association's annual meeting, Marburger recounted how OSTP christened an Antiterrorism Task Force in order to assess homeland security-relevant research and technology within the federal government. Four interagency working groups were formed to inventory current R&D, in order to identify both omissions and opportunities in specific areas, including social, behavioral, and educational (SBE) R&D. OSTP's Jim Griffin, along with Norman Bradburn, National Science Foundation (NSF), and Raynard Kington, National Institutes of Health (NIH), co-chaired the SBE group. Representatives from NSF, NIH, Department of Justice, Centers for Disease Control, National Institute of Occupational Safety and Health, Department of Education, Department of Defense, and the Central Intelligence Agency together analyzed the current SBE portfolio. Some areas identified for enhancement include: (1) *Information infrastructure development* to support research on distributed, redundant databases for state and local emergency response using geographic and spatial imaging data. (2) *Behavioral and risk management research* to support research on individual assessment and reaction to extreme events; terrorist forensics; modeling behavioral and cognitive capabilities and new ways to enhance performance; and performance in detecting rare, low-probability, high-consequence events. (3) *Research on terrorist-related crime and networks* to examine how terrorist groups select, recruit, and train members; select targets and attack methods, organize, and communicate. (4) *Public health and crisis response intervention research* supports studies of traumatic stress following terrorist acts, as well as clinical management of post-traumatic stress and intervention. (5) *Socioeconomic intervention and international policy research*.

✓ **Orlando Taylor elected as COSSA's next president . . .** The Consortium of Social Science Associations (COSSA) has elected Orlando Taylor, Dean of the Howard University Graduate School, as its next president. COSSA advocates on behalf of the social and behavioral sciences, representing more than 100 professional associations (including ASA), research institutes, think tanks, universities, and scientific societies. It serves as a bridge between the academic research community and the nation's policymaking community. Taylor will replace former U.S. Bureau of Labor Statistics Commissioner Janet Norwood, who will remain on the Board of Directors. Taylor will serve a two-year term beginning January 1, 2003. In addition to serving as Graduate Dean, Taylor also holds a faculty position at Howard as Professor in the School of Communications. He is currently principal investigator on grants from NSF, the Lilly Foundation, the Pew Charitable Trusts, and the U.S. Agency for International Development. Much of his work focuses on increasing the number of minority PhD recipients.

✓ **Sociologist Laura L. Miller appointed to the Army Science Board . . .** Secretary of the Army Thomas E. White appointed military sociologist Laura L. Miller to the Army Science Board, a federal advisory committee on science and technology. Board members conduct policy-relevant research and make recommendations to the Secretary, the Army Chief of Staff, the Assistant Secretary of the Army (Acquisition, Logistics, and Technology), Army Staff, and major Army commanders. For more than a decade Miller has conducted research on rank, race, and gender relations in the U.S. Army and on the sociology of peacekeeping operations. Miller has interviewed, observed, and surveyed U.S. troops at numerous stateside posts and in several overseas operations. She is currently a Full Social Scientist at RAND, an independent think tank headquartered in Santa Monica, California.

Egyptian Sociologist Given a New Trial

Egypt's highest appeals court ordered a retrial for the Egyptian-American sociologist, Saad Eddin Ibrahim, on Tuesday, December 3, 2002. He was released immediately after the ruling. (See the ASA website for more details at www.asanet.org/public/humanrights.html.)

The retrial overturns Ibrahim's conviction for his writings on democracy and human rights. He is the founder and director of the Ibn Khaldun Center for Development Studies, a civil and human rights organization, at the American University in Cairo, where he is also a professor/scholar and an activist.

ASA has been following the case closely and coordinated a letter-writing effort to various Egyptian officials to help spur the release of Ibrahim. In addition to other human rights groups, ASA characterized Ibrahim's July 2002 conviction as politically motivated.

ASA received a letter from Ambassador Nabil Fahmy at the Embassy of the Arab Republic of Egypt, in October 2002, regarding Ibrahim and his associate's July 29 verdict. In the letter he noted that Ibrahim still had recourse to a further appeal process. "This will be considered objectively and in accordance with law," he wrote.

The retrial will commence January 7, 2003, and will be Ibrahim's third trial on the charges. He was originally convicted May 21, 2001, and sentenced to seven years for tarnishing Egypt's image, accepting foreign money without government approval, and embezzling funds.

The day of Ibrahim's release was also his 64th birthday. His health has been a major concern because he suffers from a neurological disorder and has had several small strokes while in prison, according to his family. □

Three ASA-NSF Small Grants Awarded for Summer 2002 Round

The American Sociological Association (ASA) is pleased to announce three awards from the summer 2002 review cycle of the Fund for the Advancement of the Discipline (FAD). The Association's FAD program is jointly funded through a matching grant provided to the ASA by the National Science Foundation (NSF) and administered by the ASA. These awards are designed to provide scholars with seed money for innovative research projects and also for scientific conferences that show promise for advancing research in the discipline. This round of winners includes:

- **Kenneth T. Andrews and Bob Edwards** (Harvard University and East Carolina University, respectively), \$6,943 for *The Structure, Dynamics, and Impacts of Local Environmental Mobilization*. Funding will be used for a multi-method study of 300 social movement environmental organizations in North Carolina that operate on a state or local level. The purpose of this study is to close the gap between nationally oriented, U.S. social movement theory and the devolution of political power to the states over the last two decades. Andrews and Edward focus on environmental mobilization because this movement has a complex and

diverse movement infrastructure that has gone beyond a middle class, professional constituency. The study emphasizes the effects of political context because the effectiveness of movement strategies is context dependent. In addition, the study also focuses on environmental organizations and their capacities, networks, and strategies. The data to be collected for the study will come from multiple sources including the following: telephone surveys with a representative sample of North Carolina environmental groups, systematic collection of media-reported environmental events and activities, in depth-interviews with 40 selected environmental groups, and a secondary collection of law suits and state legislation. This study will serve as the first phase of a cross-state comparative project.

- **Elizabeth A. Armstrong** (Indiana University, Bloomington), \$7,000 for *Why San Francisco and New York? Explaining Variation in the Emergence of Gay Liberation in American Cities*. Funding is for a study to compare the emergence of gay liberation movements in 11 large American cities from 1964-1974 by assessing the relative explanatory power of alternative

theories of social movements. These theories include resource mobilization theory and cultural theories of identity politics. Armstrong hypothesizes that movements based on identity are likely to occur in cities characterized by dense interaction, uncertainty, and multiple cultural models. She proposes to collect data on organizations, events, publications, and activists in each of the 11 cities as well as city-level indicators of political and cultural opportunities and population density. Armstrong will use Qualitative Comparative Analysis (QCA), an approach based on the logic of Boolean algebra, to assess how these factors affect outcomes in the 11 cities. The results of this study should provide a building block for further systematic research on the development of gay movements in U.S. cities.

- **Peter Whalley and Peter Meiksins** (Loyola University, Chicago, and Cleveland State University, respectively), \$6,492 for *Designing People*. Funding is for a pilot study to analyze design as both a work activity and as the production of material culture. The study will answer questions about work skills,

aesthetic claims, and relations between designers and clients. Specifically, Whalley and Meiksins propose to answer a series of questions on central work activities, claims making or legitimating activities, pressures of product and customer demand, evaluation of skills, and the impact of organizational structure. In this pilot study, Whalley and Meiksins will interview 15 designers and their clients concerning work skills, work activities, work relations, production of taste, and how these activities and processes result in the commercial products. To observe similarities and differences, they will compare the answers of industrial, graphic, and interior designers. Interviews will be supplemented with course syllabi, information on credentialing processes, and professional literature for each type of designer. Among the results of this pilot study will be an interview schedule for the next phase of the project.

Additional information on the FAD program is available on the ASA homepage (www.asanet.org/members/fad.html), or contact Roberta Spalter-Roth (spalter-roth@asanet.org, (202) 383-9005, ext. 317).

There's Space for Other Activities at the 2003 Annual Meeting

The ASA provides two services for individuals or groups desiring to use meeting space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Meeting Space

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a *formal letter* of request with signature (e-mail messages are not acceptable) to the ASA Executive Office by March 1, 2003. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Space requests are categorized as follows:

- (1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 PM on the first or third evening (Saturday, August 16, or Monday, August 18). The topic to be discussed should be clearly

stated in the request, along with an estimate of the size of the group expected to attend the session.

- (2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 PM on the second night of the meeting (Sunday, August 17). If the number of requests exceeds the available space on August 17, groups will be assigned to the 6:30 PM time slot on August 16 or 18.

- (3) Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 PM on August 16 or 18 and 8:00-10:00 PM on August 17.

All letters requesting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical space needs, and the scheduling preference of the group within the parameters given above.

An announcement of each meeting will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor, if appropriate, and date and time of the meeting. Room assignments are printed in the *Final Program* only.

Table Space

ASA members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis.

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage

facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold, and (2) nothing of an offensive nature may be displayed.

Deadline

Formal letters of request for meeting space and/or table space must be

postmarked no later than March 1, 2003. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature. Send space requests to: Janet Astner, ASA Meeting Services, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701, USA; fax (202) 638-0882. □

Submission Deadline: January 15, 2003

2003 Call for Papers Update

The following corrections have been received since publication of the *Call for Papers* for the 2003 Annual Meeting.

New Section Session

- **Section on Sociology of Culture Paper Session. Modes of Cultural Inquiry into Crisis and Transition.** Andrew Perrin, University of North Carolina, Chapel Hill, andrew_perrin@unc.edu

Organizer and Topic Corrections

- **Conceptualizing Parenthood Regular Session.** Ralph LaRossa, Georgia State University, socrel@panther.gsu.edu; AND Wendy Simonds, Georgia State University, wsimonds@gsu.edu
- **Section on Sociology of Culture.** The roundtables will now be a one-hour session. Amy Schalet, University of California, Berkeley, aschalet@socrates.berkeley.edu.
- **Section on Sociology of Emotions.** The roundtable session organizers are Amy Kroska, Kent State University, akroska@kent.edu; and Tim Hallett, Northwestern University, t-hallett@northwestern.edu

Address Corrections

- **Consumers and Consumption Regular Session.** Laurel Graham, University of South Florida, lgraham@chum1.cas.usf.edu
- **Conversation Analysis and Ethnomethodology Regular Session.** Tim Halkowski, University of Wisconsin Medical School, trhalkow@wisc.edu
- **Labor and Labor Movements Regular Session.** Christine Bose, c.bose@albany.edu
- **Peace and Conflict Regular Session.** Lynne Woehrle, Wilson College, woehrle@mtmary.edu; and Lee Smithey, University of St. Thomas, lasmithey@stthomas.edu
- **Symbolic Interaction Regular Session.** Peter Burke, University of California, Irvine, peter.burke@ucr.edu
- **Visual Sociology Regular Session.** Kari Lerum, University of Washington, Bothell, klerum@uwb.edu

Reminder: All submissions must be made through the online submission system on the ASA website (www.asanet.org).

Last Call For 2004 Session Suggestions

February 1, 2003, is the due date for submitting suggestions of invited Thematic Sessions and Special Sessions and open Regular Session Topics for the program of the 2004 Annual Meeting. For proposal guidelines, see the announcement printed in the September/October issue of *Footnotes* and posted on the ASA website (www.asanet.org).

Sociological Approaches Hold Promise to Curb Campus Drinking

by Kerry J. Strand, Hood College and
ASA Visiting Sociologist

Though recent reports about newly discovered health benefits of drinking wine and longevity-enhancements associated with beer consumption emerge, Americans are alarmed at media reports that binge drinking has reached epidemic proportions on the nation's college campuses. The data are, indeed, frightening. The 2001 Harvard School of Public Health College Alcohol Study, which surveyed more than 10,000 students at 119 colleges and universities across the nation, found 44 percent of college students are reported "binge drinkers," tens of thousands die each year from alcohol-related injuries, and many more suffer injuries, endure sexual assaults, practice unsafe sex, and experience serious academic problems—all related to excessive and often-underage drinking on college campuses. The same report tells us that despite efforts over the past decade or two to curb campus drinking, the problem is as bad as—some reports say worse than—ever.

Sociological Analyses

Not surprisingly, sociologists have contributed in important ways to the large body of research as well as to public discussions about college drinking. Three of the most well-known are Henry Wechsler, director of College Alcohol Studies at the Harvard School of Public Health and lead researcher of their college alcohol study; H. Wesley Perkins at Hobart and William Smith Colleges, one of the developers of the

widely-touted "social norms campaign" approach to reducing excessive drinking on campuses; and David Hanson, who hosts an award-winning website called *Alcohol: problems and solutions* (www2.potsdam.edu/alcohol-info) at the State University of New York-Potsdam, where he is a faculty member.

While Wechsler, Perkins, and Hanson are in agreement about some aspects of the problem of campus drinking—for example, that it is a problem that brings with it significant personal, interpersonal, and institutional costs—their take on the problem differs in important respects. This is especially true when it comes to questions about just how widespread and serious the problem has become and what should be done about drinking on college campuses.

Perkins reviewed and synthesized much of the extensive research over the past two decades on types, extent, and patterns of negative consequences of campus drinking in a recent special supplement to the *Journal of Studies of Alcohol* (Supplement No. 14: 90-100, 2002). Studies ranged from small-scale and largely descriptive research at single institutions to those that used large nationwide databases. They identified a wide range of negative consequences that occur at many different levels: damage to self; damage to others in the form of interpersonal conflict and sexual assault, for example; and institutional damage, such as vandalism and tarnished town-gown relations and academic reputations of institutions. Studies of the consequences of campus drinking also explored patterns

across groups (e.g., differing in gender, ethnicity, age) and looked at correlations of college drinking with factors such as high school drinking and students' perceptions of their own problems with drinking.

Disagreeing on "Binge Drinking"

The consequences are serious, but how widespread is alcohol abuse on college campuses? While Wechsler and his Harvard colleagues suggest that binge drinking is a huge and worsening problem on campuses, others disagree. Perkins emphasizes that the harmful consequences associated with heavy drinking are *not* occurring for the majority of students in most contexts. Hanson goes further and argues that alarmist estimates of underage and binge drinking on college campuses are just that—alarmist—and that both underage and heavy drinking have steadily declined. He and others suggest that some of the problem has to do with definition and measurement issues, particularly the definition of "binge drinking."

According to Wechsler and the Harvard studies, a male is a binge drinker if he consumed five or more drinks in a row on a single occasion within the past two weeks; for women, it is four or more drinks. This definition distorts the nature and scope of the problem, Hanson and others claim, in part because it does not specify the time period over which the drinks are consumed. Four or five drinks over, say, a six- or seven-hour period hardly indicate what most of us think of as very heavy drinking. Nor does it conform

to the clinical definition of a binge—a multiple-day drinking episode with extended periods of intoxication. According to critics, then, to say that almost half of college students are binge drinkers seriously exaggerates both the nature and extent of the problem.

Prevention

Another area of some disagreement among experts is what should be done to reduce campus drinking. The Harvard study—and, indeed, much conventional thinking about the problem—stresses the need for laws regulating underage drinking and restricting the volume of alcohol sold or consumed, such as prohibiting pitcher sales and happy hours at bars adjacent to campuses. These recommendations are suggested by findings showing that colleges in cities with such regulations have lower rates of binge drinking. Living arrangements influence drinking behavior as well, Wechsler is quoted as saying, as indicated by their finding that students who live in substance-free dorms or with their parents are less likely to binge drink.

Knowledge (of "Normal") Is Power

Other sociologists promote a different approach. Perkins is widely cited in connection with what has come to be called a "social norms" approach to combating alcohol abuse on campuses. Through his own extensive research of students' views and behaviors related to drinking, he determined that students largely misperceive the drinking habits of their peers—that is, they think that other students drink far more than they actually do—and their own decisions about whether and how much to drink depend in part on their perception of campus drinking norms. Perkins, and others who support this approach, argue that the most effective preventive efforts are those aimed not at trying to convince students that drinking is bad for them or at imposing ever more stringent regulations to make it harder to drink. Rather, theirs is an approach that "gets the word out" on campus about how much most students drink—which is a lot less than others think they do.

"Social norms" campaigns seem to work. Large and small, urban and rural, and private and public institutions across the country have adopted the social norms approach, and institutions employing this approach (e.g., Northern Illinois University, the University of Arizona, and Western Washington University) report 10- to 25-percent decreases in high-risk drinking. At Hobart and William Smith Colleges, where Perkins and his colleagues oversaw a comprehensive campaign that combined data collection, print and electronic media, and other activities aimed at changing student perceptions about each others' drinking, they saw an 18 percent decline in the frequency of student drinking over a five-year period.

The social norms approach is one that Hanson promotes as well, as it fits with his view that most popular assumptions about alcohol and alcoholism are seriously misguided. The source of drinking problems is culture, not alcohol, he argues. Hence, his proposed solutions all address social context: stop stigmatizing alcohol; permit parents to serve alcohol to their children; teach moderation rather than promoting abstinence; stress responsible drinking, not drinking itself, as a sign of maturity; and stop accepting intoxication as an excuse for otherwise intolerable behavior. □

Six Degrees of Separation?

Retesting the Small World Phenomenon

by Jean Beaman, Academic and
Professional Affairs Program

Many of us have been to a social gathering and have been engaged in a conversation with someone new only to find out that they know someone who knows someone else whom you know. Upon this revelation, many exclaim "Well, what a small world!" Even when two people do not know each other or have a friend in common, only a short chain of acquaintances separates them, in what is termed six degrees of separation between any two people on the planet.

This phenomenon has been popularized in *Six Degrees of Separation*, both the movie and the play by John Guare, and the "Six Degrees of Kevin Bacon" game, in which different movie stars are linked to Bacon through other actors. Now this pattern is being retested in two independent research projects: The Small World Research Project at Columbia University and The Electronic Small World Project at Ohio State University.

This Six Degrees of Separation hypothesis originated in 1967 when social psychologist Stanley Milgram randomly selected 300 people in Nebraska and Kansas, sent them a packet, and instructed them to try and send this packet to a target in Boston through their network of personal contacts. Milgram also gave each person information about the target including name, location, and occupation, so that if the sender did not know the target, they were to forward the letter to someone who they thought would be "closer" to the target. About 60 chains eventually reached the target and Milgram found that the average number of steps in the chain between the first person and the target was six. Thus, the "six degrees of separation" theory emerged.

Chain of E-mail

With the Small World Research Project, sociologists Duncan J. Watts, Peter Dodds, and Roby Muhamad of Columbia University have chosen to retest the small world phenomenon on a global scale, using e-mail communication. The team selected a number of global targets of different ages, races, professions, and socioeconomic statuses. Using their website, they solicit volunteers as senders to initiate a message chain. Once a volunteer registers on the website, the person receives an e-mail with information about the designated target, including name, employment, schooling, and age. The volunteer is supposed to reach the target through a chain of e-mails without simply looking up this person. The volunteer must forward the e-mail to someone he or she knows and who will be able to get the chain closer to the target. The chain continues in this manner until the target is reached.

In addition to finding an average number of steps required to complete a chain, the team is interested in learning about how social networks are created and structured, by examining the demographic information from the chains. This experiment started about a year ago and is expected to continue for at least another year. This experiment is entirely dependent on people who get involved by visiting the website. Already, one target living in Siberia was reached by a participant in Australia by only four e-mails. Researchers are aiming to involve 100,000 participants. "This is great stuff for sociology," Dodds explains. "We can now run experiments on par with what is the norm in disciplines like physics."

Electronic Social Maps

In the Electronic Small World Project, sociologist James Moody of Ohio State University is attempting to create a social map of the Internet using the tools of social network analysis. If successful, this map will reveal how different types of people are connected, how information moves through society, and just how small the social world in which we live really is. This project, funded by the National Science Foundation, also relies on a website to elicit volunteer participation.

E-mails are sent to various addresses inviting people to participate. As with the Small World Research Project, minors cannot participate. Volunteers are asked to complete a survey regarding how they use the Internet and e-mail (e.g., frequency of use) and personal demographic characteristics (e.g., age, location, employment, education). Finally, the survey asks for the names and e-mails of people with whom volunteers exchange personal e-mails.

Moody and other researchers will contact participants a year after they have completed the survey to find out how their e-mail relationships have changed over time and whether they differ from offline relationships. So far, 4,346 people have completed the survey since this project began in fall 2000.

Both of these research projects, regardless of their results, will describe the social networks that people form in today's information age. The Internet may decrease the distances between people, perhaps down to six degrees.

For more information or to participate in the Small World Research Project, visit smallworld.sociology.columbia.edu/. For more information or to participate in the Electronic Small World Project, visit smallworld.sociology.ohio-state.edu/. □



Public Forum

Models of Public Sociology

The July/August *Footnotes* reported that Michael Burawoy was the new President-Elect and by coincidence carried an article by Past-President, Herbert J. Gans, on the role of "public sociologist." The coincidence was that Burawoy in his Personal Statement in the Association's election brochure promised to promote "public sociology—a sociology that transcends the academy." Gans and Burawoy share a vision of sociologist bringing sociological knowledge and perspective to bear in the public arena, but the similarity ends there. These are two different models of a public role for sociologists, and I want to argue that Gans's model is preferable to Burawoy's.

Gans defines a public sociologist as "a public intellectual who applies sociological ideas and findings to social (defined broadly) issues about which sociology (also defined broadly) has something to say." *Public sociologists* are different from the garden variety of *public intellectuals* in that the latter "comment on whatever matters show up on the public agenda; public sociologists do so only on issues to which they apply their sociological insights and findings." For example, we are knowledgeable about social problems and we can be "particularly useful in debunking the conventional wisdom and popular myths (e.g., that teenage pregnancy is a popular cause of poverty)." All in all, it is a modest but useful proposal that essentially is an extension of our role as teachers.

By contrast, Burawoy's model is quite grandiose. "As mirror and conscience of society," Burawoy maintains, "sociology must define, promote and inform public debate about deepening class and racial inequalities, new gender regimes, environmental degradation, market fundamentalism, state and non-state violence." An immediately noticeable difference between Gans and Burawoy is that the latter's public sociologist is less teacher than "activist"; sociology "must define, promote, and inform public debate" about the issues he lists and, in addition, "stimulate debate" in "local, global, and national contexts."

This, however, is not the crucial difference, for Burawoy has added another dimension to the meaning of sociology itself—it is no longer merely a scientific or scholarly body of knowledge but "the mirror and conscience of society." *Conscience* implies a continuous moral evaluation of action, and Burawoy's assertion apparently means that it is a defining characteristic of our discipline. Leaving alone the question of who elected sociology to this office, Burawoy also seems to be declaring that our contributions to public debate "must" consist of moral judgments; that is, those who choose not to make such judgments and, for example, merely contribute factual knowledge or recommend one policy rather than another, cannot practice Burawoy's public sociology.

"Finally," Burawoy concludes, "the critical imagination, exposing the gap between what is and what could be, infuses values into public sociology to remind us that the world could be different." This strongly suggests that public sociology should not only be in the business of distinguishing right from wrong but also pointing society in the direction of some ideal reality. Indeed, it is clear, if we remember the issues that Burawoy believes should be of most

concern to public sociology, the mirror his public sociology holds up to society would reflect only the portrait in the closet.

The last point reveals a fundamental flaw of Burawoy's activist notion of public sociology compared to Gans's public sociologist. The latter applies the discipline's knowledge and perspectives in the public arena, hoping to clarify issues and help people find their way among the ideological voices filling the air. I fear that Burawoy's sociologist would be publicly perceived, and justifiably so, as another ideologue pushing his or her vision of what is best for the rest of us because, after all, sociology is "the conscience of society." That perception would immediately devalue public sociologists' claims that their views merit attention and consideration because of their professional knowledge.

The preference for the more modest role of public sociologist should not be taken to mean that sociologists possess "value-free" knowledge; have no right to pass moral judgments; or have no ideological commitments of their own. It does mean that when sociologists enter the public square to make moral judgments or support a particular vision of a better world, they speak or write as responsible citizens or as garden variety public intellectuals—they cannot claim that their morality or visions of worlds that "could be different" are more deserving of attention because of their professional knowledge.

In short, a more modest conception of public sociology may even result in sociologists actually influencing public discussions and policies!

Murray Hausknecht, City University of New York

Happy Rejoinder to Gans, on "Public Sociologists"

Professor Herbert J. Gans states (*Footnotes*, Public Forum, July/August 2002) that "Public intellectuals (i.e., the scholars, critics, and others who speak to the general public on topical matters in which the public may or should be interested) play a crucial role in modern society. They are not only a bridge between intellectuals, academics, and the rest of society, but they also offer society at least a sampling of intellectual commentary on issues of the day."

I want to share with you my very modest, but fruitful, experience, hoping that it might stimulate my colleagues. For the last 15 years or so, I have been (and still am) writing letters to the editors (both in Spanish and English) to magazines in Argentina, the U.S.A., and Europe (e.g., *The Economist*, *Time*, *BusinessWeek*, *Newsweek*, *The Buenos Aires Herald*).

I have already sent more than 11,000. Approximately 7 percent have been published. Incidentally, I have received an *ad hoc* award by the Argentine Press Association; I am known here as "The king of the letters to the editor." I even coordinate paid workshops in which I share my tips about how to write a letter to the editor.

Two of my letters, dated in 1994 and 1995, presaged the scandalous very recent collapse of the Argentine peso. Who says that sociology (especially socioeconomics) is a very soft science and, therefore, cannot explain, let alone predict?

Go, go, go!

Marcelo Aftalion, Buenos Aires, Argentina □

Early Head Start Yields Positive Results

The U.S. Department of Health and Human Services (HHS) recently released results of a 17-year national assessment of the federal Early Head Start (EHS) program. The study found that three-year-old children completing the program performed better in cognitive and language development than children who did not participate in the program. The participating children also developed behavior patterns that prepared them for success in school (e.g., engaging in tasks, paying attention, and exhibiting less aggression).

Parents of EHS students showed more positive parenting behavior, reported less physical punishment of their children, and did more to help their children learn at home through activities such as reading to their children. The effects of the program were sustained and found to be more wide-ranging than in an evaluation of EHS that was completed a year ago when the cohort of children was two years old.

EHS, a component of the federal Head Start program, provides high-quality child and family development services to low-income pregnant women and infants and toddlers, from birth to age three. EHS began in 1995 and has expanded to serve approximately 55,000 children and their families in 664 communities across the United States. For this most recent evaluation of EHS, researchers had randomly

assigned 3,000 demographically diverse children and families to EHS or a control group and followed them during the first three years of the children's lives.

The study found that EHS children achieved gains on standardized tests of cognitive and language development, needed fewer special learning interventions later on, and performed better on critical social-emotional tasks. EHS parents were more likely to read to their children, be emotionally supportive, help with language development, and exhibit positive parenting behavior. These parents also participated more in education and employment-related activities, although average family income did not increase significantly. African-American parents, families that enrolled during pregnancy, and those with a moderate number of demographic risk factors were most positively affected. The program also had positive impacts on some groups that other programs have found challenging (i.e., teen and depressed parents).

Independent contractor Mathematica Policy Research performed the study. A copy of the study can be obtained from the Head Start publication center (www.headstartinfo.org/cgi-bin/pubcatstore.cfm) or from the Administration for Children and Families (www.acf.dhhs.gov/news/). □

Deadline for Applications: February 1, 2003

Community Action Research Initiative

The Sydney S. Spivack Program in Applied Social Research and Social Policy seeks applications for the 2003 Community Action Research Initiative

PROGRAM DESCRIPTION: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Funding will run for the duration of the project, whether the activity is to be undertaken during the year, in the summer, or for other time-spans.

ELIGIBILITY: Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but the funding cannot be used to support doctoral dissertation research.

PROJECT IDEAS: Sociologists are expected to work in relevant community organizations. The proposed work can include activities such as needs assessments, empirical research relevant to community activities or action planning, the design and/or implementation of evaluation studies, or analytic review of the social science literature related to a policy issue or problem. Innovative placements and plans are encouraged. They may also be called upon by ASA to participate in press briefings, testimony, or other presentations related to the subject area of the fellowship. Standard research projects, however interesting, are not appropriate for this funding. The goal of this program is to link sociologists with community action groups and to use sociological research to advance the goals of those groups.

AWARDS: Grants are likely to range from \$1,000 - \$2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend (including course release). Approximately four awards will be made each year.

APPLICATION PROCESS: Applications will be accepted until February 1, 2003. Write to ASA for an application form or download one on the ASA webpage (www.asanet.org). Applications should include:

- Completed application form, including a detailed budget. The application is intended to set forth the goals of the project, how it will be carried out, and how these goals fit into the objectives of the community organization. Any products that will result from this activity should also be described, as well as how they will be disseminated. The dissemination phase need not occur during the time of the fellowship.
- A time schedule showing how a specific organization will use your research to carry out its goals.
- Resume of applicant(s).
- A letter from an organizational sponsor, including a description of the organization's goals, funding, and endorsement of the applicant's project.

Please send application to: Spivack Community Action Research Initiative, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701. Direct questions or comments to Carla Howery, (202) 383-9005 x323, howery@asanet.org.

Architectural Sociology

by Jean Beaman, Academic and Professional Affairs

What is the relationship between the individual and his or her designed environment or social setting? What is the relationship between an organization and the building wherein it resides? Architectural sociology approaches these questions in examining how architectural forms both influence and react to sociocultural phenomena. A large proportion of our human experience and social interaction occurs in the buildings in which we live and work. Therefore, architectural sociologists use sociological perspective to enhance building design.

Valerie Bugni, an organizational and social researcher for Lucchesi, Galati Architects, Inc., in Las Vegas, was drawn to sociology out of frustration over architectural practices. "In project after project, I have seen major gaps and disconnects in the process of creating humanized spaces for people and in creating meaningful

places for organizations," she explains. She and Ronald Smith, chair of the sociology department at the University of Nevada, Las Vegas, have worked to spread the knowledge of this emerging field and educate sociologists and architects to the benefits of working together to better connect people to their designed environments. The person in the building is just as important as the building itself, according to their perspective.

Humans' Uses of Designed Space

Smith and Bugni define architectural sociology as the application of social theory and methods to the architectural design process. It provides quantitative and qualitative research tools to anticipate how designs impact people on a variety of levels. Smith remarks, "I am constantly amazed when I look at the latest architectural design magazines with all the wonderful pictures of the latest buildings. The people who use these buildings, however, are seldom if ever shown! Our experiences

reveal that architects are interested only in designs as 'art' or in the construction aspects of their projects, but have virtually no training and limited interest about the human responses to their designs." Architectural sociology addresses the purpose of architecture as it relates to our society.

Even if architectural sociology is an emerging subfield, it draws on the existing fields of environmental psychology, ecological sociology, organizational ecology, organizational sociology, and community sociology. In practice, architectural sociology builds upon social design theory and uses research methods such as survey research, Internet research, interviewing, field observation, secondary data sources, and unobtrusive measures. Bugni explains how observing people in their natural setting "can provide clues for the architect on how social interaction occurs in various settings such as classrooms, meeting rooms, office spaces, and pedestrian walkways." In particular, the areas where research methods assist the architect include human use of space, environmental and user preferences, and post-occupancy evaluation. Sociology informs architecture in all phases of the design process, including the pre-design and programming, design, construction, and post-construction phases.

In her job, Bugni seeks to "advance and disseminate social design research, thereby improving our understanding of the interrelationships between people, organizations, and their built and natural surroundings." Bugni shares her knowledge in sociological methods and theories with

members of her firm. For example, currently her firm is designing a senior center in a rural Nevada community. Bugni uses her sociology background to review data on the social characteristics of the community and to gauge future population growth patterns of the community. She also helps architects see the potential impacts of their design decisions on the seniors who will occupy the center before it is even constructed, including how the space can support social interaction. In this way, sociology, in considering the individuals within the social setting, enhances the architectural process.

Architecture and sociology will continue to inform each other, Bugni says. Architectural sociology will remain viable because it addresses questions such as what the buildings we construct say about us as a society. Bugni believes the future of the field is linked to educating design professionals to (a) see the relationship between social setting and the individual and organization, (b) encourage sociologists to contribute outside the field, and (c) network with those interested in architectural sociology. Smith says, "I am convinced that sociology has a huge contribution to make to a new way of thinking in architecture and that sociology will also further expand upon some of its theories as a result of this work. As with all new paradigms, architecture will not change easily. Nevertheless, architectural sociology has a promising future."

For more information, contact Valerie Bugni at vbugni@lgainc.com, or Ronald Smith at smith@ccmail.nevada.edu. □

Willigan and Heise Study Navajo Social Interaction and Culture

by Jean H. Shin, Interim Director, Minority Affairs Program

Sociologists J. Dennis Willigan (Associate Professor, University of Utah) and David Heise (Professor Emeritus, Indiana University) have embarked on a landmark sociological study of the fascinating world of Navajo subjective culture. Being the first to use affect control theory (ACT) to study this culture, Willigan and Heise hope, ultimately, to analyze the implications for social interaction within an intercultural framework. This comparative framework will be based on cultural data from Japan, Canada, Ireland, Korea, Germany, and other parts of the United States.

Their research stems from what Willigan describes as a "special approach" to studying the Navajo culture, one that is often misunderstood and even threatened by the outside world. According to Willigan, there are several types of Navajos, with varying degrees of connection to the Navajo reservation community. To make sense of these differences and how they are connected to issues of identity, beliefs, behaviors, situational contexts, spiritual beings, and physical objects of cultural significance to Navajos, Willigan and Heise will collect a large amount of original data with the help of Navajo educators, students, and social scientists.

Willigan and Heise intend to incorporate two components into their work—a pure research component alongside a civically engaged scholarship component that blends together this collection of data with an applied focus that will benefit the Navajo community.

Cross-cultural Conceptual Comparison

The research part of their study will involve looking at not only the social interactions most likely to be found in Navajo culture but also a comparing these interactions to those found in other cultures that have been studied. According to Willigan, the study involves three phases—the first involving the "development of a conceptual dictionary comprised of virtually all the words that have evolved over time in Navajo culture and are required for typical Navajos to make sense of what they experience socially and spiritually on their desert reservation."

The second phase will involve "online

semantic differential data collection, dimensionality analyses, and cybernetic modeling, where the words identified and assessed in the first phase will be incorporated into a specially designed computer program such that the affective meanings of each word can be measured." Much of this effort will be done by a large group of Navajo high school students, using new computer labs constructed through a grant from the William and Melinda Gates Foundation. These data will be the foundation for uncovering the dimensionality and structure of Navajo cognitive maps, as determined by factor analysis and multidimensional scaling.

Dissemination of Subjective Culture

Finally, Willigan describes the third research phase as a "dissemination of results, where Navajo multidimensional concept ratings, computer software, and cybernetic modeling methods will be disseminated broadly over the Internet through web sites to enhance scientific knowledge and understanding of Navajo subjective culture." He goes on to say that these "Internet-based materials will make possible intercultural learning and research when used in conjunction with existing ACT data already acquired from other cultures."

According to Willigan, their study will be the "most systematic, comprehensive sociological analysis ever undertaken of a Native American subjective culture." He adds that Navajos will be integrated into every stage of the project as fully active participants, and that the study will advance "scientific discovery, documentation, and understanding of Navajo subjective culture while promoting teaching, training, and student learning."

Ultimately, Willigan and Heise seek to "enhance the infrastructure for future research on Navajo subjective culture by creating long-term educational partnerships between the regional branches of the Navajo tribal college, Navajo high schools, and sociologists who focus on the study of subjective culture and its social and behavioral implications." In doing so, they are hopeful that numerous opportunities for academic outreach can be created, and that misunderstandings and lack of knowledge about the Navajo community will be better addressed. □

Deadline: February 1, 2003

Applications Invited for 2003-2004 Congressional Fellowship

The ASA encourages applications for the 2003 Congressional Fellowship. The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office, or as a member of a Congressional Agency (e.g., the General Accounting Office). This intensive four- to six-month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

The 1996 fellow, Richard Gelles from the University of Rhode Island, said of the fellowship, "This is the most meaningful professional experience I have had in the past 20 years." Gelles worked with the Senate Subcommittee Youth Violence, Chaired by Senator Thompson (R-TN), on the Re-authorization of the Juvenile Justice and Delinquency Act. He also worked as a member of the House Subcommittee on Human Resources writing critical legislative reports about child welfare legislation.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. It is helpful to investigate some placement possibilities in advance, or to suggest some in the letter of interest. The application should highlight the link between one's sociological expertise and a current policy issue. Be sure to specify the time span available to do the fellowship placement.

ASA will join with other associations' Congressional Fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA's Spivack Program on Applied Social Research and Social Policy, with possibilities for Congressional staff or press

briefings, public speaking, writing issue papers, and other opportunities.

Past Fellows include: Peter Cookson, Adelphi University, who worked on the Senate Committee on Education, Labor & Human Resources; Jill Quadagno, Florida State University, who worked as a senior policy advisor on the President's Bipartisan Commission on Entitlements and Tax Reform; Catherine White Berheide, Skidmore College, who worked for Senator Patty Murry (D-WA); Nora Jacobson, Johns Hopkins University, who worked for the Senate Subcommittee on Labor and Human Resources; Lois Monteiro, Brown University, who worked on the House Veteran's Affairs Committee; and Rachel Gragg of the University of Washington, who worked for Senator Paul Wellstone's office on legislative topics such as campaign finance reform; George Dowdall of St. Joseph's University who worked in Sen. Biden's office; Larry Burmeister, University of Kentucky, who worked for Sen. Kent Conrad; and Joyce Iutcovitch, Keystone University Research Corporation, who worked in Sen. Jack Reed's office. The current fellow, to begin in January, is Susan C. Dimock, University of California-San Diego.

The Fellowship is funded by the American Sociological Foundation and is part of the Spivack Program in Applied Social Research and Social Policy.

The stipend for the Fellowship is \$15,000.

Applications can be obtained by e-mailing ASA or by downloading one off of the ASA home page (www.asanet.org). Send a completed application and a vita to: ASA Congressional Fellowship, 1307 New York Ave, NW, Suite 700, Washington, DC 20005. Materials must be postmarked by February 1, 2003. Address inquiries to Carla Howerly at (202) 383-9005 x323, howerly@asanet.org. □

Salaries, from page 1

losses at public institutions with collective bargaining.

Sociology Compared to Other Social Sciences

The salary trends in sociology were mirrored by the changes in salaries in other social and behavioral science disciplines, including anthropology, political science, psychology (general), and economics (see Figure 1). All the disciplines, except political science, experienced greater increases in average salaries during the 1980s than in the sluggish period of the 1990s and experienced flat salaries with the 2001 economic downturn.

Between 1982-83 and 1989-90, sociology faculty as a group experienced the largest percentage increase in salary of the five social science disciplines discussed here, 32.2 percent above the rate of inflation. The remaining disciplines, with the exception of political science, were not far behind, however. During the peak of the 1990s boom, economics experienced the greatest percentage increase in average salaries (16.5 percent above the rate of inflation), and anthropology experienced the

smallest increase (10.8 percent), with sociology salary increases (13.3 percent) falling in between.

Faculty in economics experienced the largest average increase in salaries between the peak years of the boom (academic years 1997-98 to 2000-01) at 8.5 percent above inflation, closely followed by political science. Anthropology had the lowest rate of increase over the peak boom period at 0.4 percent. Average faculty salaries in sociology increased by about 4.0 percent above the rate of inflation during the peak boom period. During the economic downturn, which started prior to academic year 2001-02, salaries stagnated, with political science experiencing the greatest losses (-4.4 percent relative to the rate of inflation). During this year, sociology barely held the line with a 0.2 percent increase. The greatest increase was experienced by anthropology (2.2 percent above the rate of inflation).

For an unabridged version of this article, see the ASA Data Brief, titled *Sociology Holds the Line as Faculty Salaries Feel the Pinch in the Economic Downturn*, on the ASA's website at www.asanet.org/research/. □

Table 1: Sociology Faculty Salaries by Faculty Rank, 1982-83 to 2001-02 (2001 dollars)

	Full Professor	Associate Professor	Assistant Professor	New Assistant Professor	Instructor	All Ranks
1982-83	\$47,678	\$36,825	\$29,447	\$27,205	\$24,171	\$36,891
1983-84	48,639	37,673	30,405	29,207	25,504	37,749
1984-85	50,843	39,344	31,994	30,153	25,669	40,141
1985-86	52,271	40,620	33,408	30,956	27,015	41,894
1986-87	54,669	42,804	34,694	31,299	27,587	43,859
1987-88	56,613	44,695	36,001	32,834	29,386	46,280
1988-89	58,503	45,484	37,067	34,980	29,227	47,294
1989-90	59,709	46,987	38,468	35,996	31,636	48,776
1990-91	61,335	48,143	38,893	36,701	31,511	49,933
1991-92	62,403	49,086	39,914	38,162	33,514	51,187
1992-93	62,486	49,697	40,110	38,605	33,661	51,525
1993-94	63,097	50,079	40,273	38,207	33,319	52,235
1994-95	64,850	50,548	41,052	38,978	33,142	53,000
1995-96	65,111	50,799	41,228	38,850	32,357	53,184
1996-97	65,953	51,243	41,406	39,133	33,857	53,970
1997-98	67,105	51,517	41,838	40,090	32,887	54,601
1998-99	68,153	51,357	41,866	40,010	33,912	55,189
1999-00	71,374	53,501	43,841	41,833	35,252	57,337
2000-01	72,173	53,907	44,373	42,837	33,825	57,361
2001-02	72,472	54,233	44,285	42,812	35,898	57,489

Source: Compiled by ASA using data from the National Faculty Survey. Selected Years, College and University Professional Association for Human Resources.

Note: Constant dollars based on the average 2001 Consumer Price Index - All Urban Consumers, U.S. Bureau of Labor Statistics.

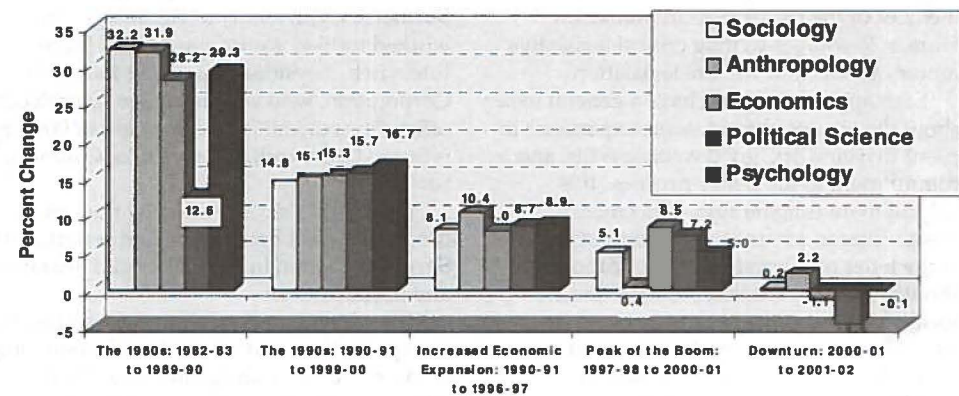


Figure 1: Percent Change in Salaries (in Constant 2001 Dollars) for Five Social Science Disciplines from 1982-2002

Source: Compiled by ASA using data from the National Faculty Salary Survey. Selected Years. Washington, DC: College and University Personnel Association for Human Resources

Note: Constant dollars based on the average 2001 Consumer Price Index - All Urban Consumers, U.S. Bureau of Labor Statistics.

High School Affiliates, from page 1

American Political Science Association, and the Association of American Geographers about their experiences with the development of an AP course and AP exam. Each association was positive about the impact of the AP course and exam. They noted that the rigor of the high school course was enhanced by the AP course and thus high school students came to college better informed about and prepared for additional study in these fields. Further, for political science, the AP course led to increased enrollments in college political science courses.

The Task Force is preparing six units of course outlines and classroom resources for high school teachers to pilot test in 2003. Several Task Force members will partner with a high school teacher in their local school district to review the materials. Two high school teachers are members of the Task Force and will experiment with the materials. And Task Force member Barbara Schneider, University of Chicago, has arranged several test sites in the Chicago public schools.

ASA members interested in high school sociology and who have contacts with high school teachers are encouraged to contact the Task Force and share ideas and teacher names. ASA will promote the

High School Affiliate arrangement through the National Council on the Social Studies and other lists of teachers currently teaching sociology.

Direct correspondence to: Carla B. Howery, ASA, 1307 New York Avenue, NW, #700, Washington, DC 20005; (202) 383-9005 x323; howery@asanet.org.

Members of the ASA Task Force on the AP Course in Sociology

Caroline Hodges Persell, New York University (Chair)
 Anne Boyle Cross, University of Wisconsin-Stout
 Paul DiMaggio, Princeton University
 Robert Greene, Greenfield High School (WI)
 Mary Holley, Montclair State University
 Jay Howard, Indiana University-Purdue University, Columbus
 Carla Howery, American Sociological Association
 David Karen, Bryn Mawr College
 Barbara Schneider, University of Chicago
 Jerry Shepperd, Austin Community College
 Teresa Sullivan, University of Texas-Austin
 Scott Zanni, Magruder High School (MD) □

Vantage Point, from page 2

seems genuinely appreciative of both the value of social scientific research and training and the concerns of the social science health research community.

The National Academies have published reports directly tapping social scientists' expertise in understanding and preventing terrorism and establishing associated research priorities. The Academies' latest such work, the 80-page *Terrorism: Perspectives from the Behavioral and Social Sciences*, was written by the Panel on Behavioral, Social, and Institutional Issues, Committee on Science and Technology for Countering Terrorism, chaired by sociologist Neil J. Smelser.

The President's science advisor, physicist John Marburger, Director of the White House Office of Science and Technology Policy (OSTP), also was strongly supportive of the role of the social sciences in federal science efforts in his November address to the annual meeting of the Consortium of Social Science Associations (COSSA), of which ASA is a member. Acknowledging that Washington is full of sociologists, anthropologists, economists, political scientists, psychologists, and historians, Marburger said government "can take better advantage of the social sciences, and that the challenges of our times can be engaged more effectively if we use the knowledge and the techniques developed in [these] fields." He stated that the "social sciences are participating in a broad transformation affecting all of science that is changing the tools, the methods, and the sociology of every field." (See this issue's Public Affairs Update on page 3 for more.)

The newly created U.S. Department of Homeland Security includes an Undersecretary for Research and Development who will serve as coordinator of homeland security-related R&D within a Homeland Security Institute. The intent is to mobilize the nation's scientific and technical resources for a long-term effort to combat terrorism. This new institute will provide technical support to the homeland security director and identify vulnerabilities and evaluate the effectiveness of anti-terrorism efforts.

The Education Sciences Reform Act of 2002 creates a new Institute of Education Sciences, which holds the promise of providing research, evaluation, statistical, and technical assistance to guide ambitious education reforms and will for the first time house all of these functions under one roof. It is designed to provide the field with the type of rigorous evidence necessary for the foundation of new teaching practices and curriculum. Many in the social science policy community are optimistic about this.

Last month, both the House and Senate passed the Confidential Information Protection and Statistical Efficiency Act, providing a standardized set of confidentiality protections and extending them to all individually identifiable data collected for statistical purposes under a pledge of confidentiality. It permits the sharing of business data by the Bureau of Economic Analysis, the Bureau of Labor Statistics, and the Bureau of the Census. All presidents dating back to Jimmy Carter have sought the provisions in this Act.

Finally, the National Science Foundation (NSF) is now congressionally re-authorized and its budget authorized to double over the next five years, beginning in fiscal year 2003. Social science organizations hope that appropriations will follow at this level of funding to support the nation's primary basic science agency. This is especially important because NSF has developed a new priority area (Human and Social Dynamics) that promises to significantly enhance support for the social and behavioral sciences for a five-year period beginning in 2004. More on this later.

The above is but a sampling of important recent developments in Washington, and *Footnotes* will bring you more details about these and other science-affecting policies of Congress and the new Administration in future issues. Happy holidays!—Sally T. Hillsman □

Call for Papers

CONFERENCES

Association for Education in Journalism and Mass Communication, the Religion and Media Interest Groups, invites submissions of research, rather than essays or commentary, to be considered for presentation at their 2003 convention, July 30-August 2, Kansas City, MO. Contact Eric Gormly, research paper chair, (940) 369-5975; e-mail gormly@unt.edu; or Ken Loomis, co-chair, (940) 369-7470; e-mail loomis@unt.edu.

Association of Southeast Asian Nations (ASEAN). Sixth Inter-University Seminar on Social Development, May 20-22, 2003. Sponsored in collaboration by the Universiti Sains Malaysia, National University of Singapore, and Universiti Utara Malaysia. Theme: "Re-Forming Southeast Asia: Challenges and Prospects." Deadline, January 15, 2002. Contact: ASEAN Seminar Secretariat, National University of Singapore, Department of Sociology, AS1/03-10, 11 Arts Link, Singapore 117570; fax (65) 6777-9579; Stephen Appold, appold@nus.edu.sg.

Communitarian Network will sponsor a conference, April 11-12, 2003, George Washington University, Washington, DC. Theme: "The Ways We Celebrate Holidays and Rituals as Seedbeds of Social Values." Individuals will consider issues related to the role of holidays and rituals in society in a series of presentations, panels, and papers. Contact Elizabeth Tulis, 2130 H Street, NW, Suite 703, Washington, DC 20052; (202) 994-8167; e-mail etulis@gwu.edu.

Community Development Society, 2003 Meeting, July 19-23, 2003, Ithaca, NY. Theme: "Community as Place." This conference brings together community developer researchers and practitioners. See <cds2003.org/call> for information for presenters.

Institute for Women's Policy Research (IWPR). Seventh International Women's Policy Research Conference, June 22-24, 2003, Capital Hilton Hotel, Washington. Theme: "Women Working to Make a Difference." The conference will address a range of issues related to women's economic, political, health, and social status. See the IWPR website <iwpr.org> for further information about proposal submissions.

International Association for Relationship Research and Illinois State University. A conference on Compassionate Love, May 30-June 2, 2003, The Chateau Hotel and Conference Center, Normal/Bloomington, IL. Submissions must be sent electronically by January 8, 2003, to loveconf@ilstu.edu.

Law and Society Association, 2003 Annual Meeting, June 5-8, 2003, Pittsburgh, PA. Theme: "Rivers of Law: The Confluence of Life, Work, and Justice." Contact: Tom Russell, Chair, Program Committee, Law and Society Association, 131 County Circle, 205 Hampshire House, University of Massachusetts, Amherst, MA 02003-9257; (413) 545-4617; fax (413) 545-1604; e-mail trussell@law.du.edu; <law.du.edu/Russell/lsa/>.

Society for the Study of Symbolic Interaction, Carl Couch-Greg Stone Winter Symposium, February 7-8, 2003, Arizona State University, Tempe, AZ. Call for Papers. Contact David.Altheide@asu.edu; (480) 965-7016; or John.Johnson@asu.edu; (480) 965-7685.

Socio-Legal Studies Association (SLSA), Annual Conference, April 14-16, 2002, Nottingham Trent University, United Kingdom. Call for Papers. Deadline, January 31, 2003. See

<nfs.ntu.ac.uk/SLSA/2002/Index.htm> for additional information.

PUBLICATIONS

American Sociological Association (ASA) Rose Series in Sociology is dedicated to publishing high-quality books on issues relevant to the making and critical analysis of social policy, broadly conceived. The editors welcome proposals and inquiries on any topic that falls within this general mandate. They are particularly interested in manuscripts and proposals addressing the following issues: managed healthcare, incarceration, special education, corporate crime, fatherhood, and welfare reform. Contact Joya Misra or Randall Stokes, Department of Sociology, University of Massachusetts-Amherst; e-mail asarose@soc.umass.edu. For general information about the ASA Rose Series, visit the ASA website <asanet.org/pubs/rose.html>.

Fellowship Magazine, the oldest peace and interfaith journal in the United States, seeks essays and articles on politics, nonviolence theory, and human rights. Contact Kiki Moore Vissing, *Fellowship Magazine*, Box 271, Nyack, NY 10960; e-mail fellowship@forusa.org.

Online Journal of Justice Studies, a new interdisciplinary, peer reviewed journal dedicated to investigation and discussion of a broad range of justice issues from around the world, calls for submissions for April 2003. Deadline for submissions is January 31, 2002. Contact: Ron Hinch, Editor, *Online Journal of Justice Studies*, e-mail ojjs@uoit.ca.

Social Thought and Research, formerly Mid-American Review of Sociology, an annual publication edited by graduate students at the University of Kansas, invites papers that explore the theme "Experiencing and Theorizing the 21st Century World." Deadline February 15, 2003. Contact *Social Thought and Research*, University of Kansas, Department of Sociology, 716 Fraser Hall, Lawrence, KS 66045; e-mail jsc@ku.edu.

Stanford Innovation Review invites articles for its inaugural volume in 2003. They will present research and practice-based knowledge to foster innovative solutions to social problems. Contact Perla Ni, managing editor; (650) 724-3629; ni_perla@gsb.stanford.edu; <ssireview.com>.

Meetings

February 2003. International Research Foundation for Development, Inc., Geneva, Switzerland, World Forum on Information Society. See <irfd.org/events/wf2003/intro.html>.

February 21-22, 2003. Nottingham Trent University, Center for Study and Reduction of Hate Crimes, presents a conference that will examine forms of bad behavior driven by resentment and dislike of a particular type or group in society, at the Galleries of Justice, High Pavement, Nottingham, United Kingdom. See <solon.ntu.ac.uk>.

February 28-March 1, 2003. Business and Professional Women's Foundation and the Community Family and Work Program of Brandeis University's Women's Studies Research Center, conference, Orlando, FL. Theme: "From 9 to 5 to 24/7: How Work Place Changes Impact Families, Work, and Communities." See <brandies.edu/centers/wsrc/CFWP/>.

March 21-25, 2003. The Metropolis Project, an international forum for research and policy on migration, diversity, and changing cities will hold its 6th National Metropolis Conference, Edmonton, Alberta, Canada. Contact the Conference

Secretariat, Terri Frenbrowski, (780) 492-2594; e-mail pcerii@ualberta.ca; <pcerii.metropolis.net>.

March 27-30, 2003. Southern Sociological Society (SSS) Annual Meeting, Monteleone Hotel in the French Quarter, New Orleans, LA. Theme: "Disrupting Inequalities" referring to any and all distinctions that foster advantage and privilege for some, disadvantage and oppression for others. Information about the meetings can be found on the SSS website <msstate.edu/org/sss/>. Direct questions to Program Chair, Idee Winfield, at winfieldi@cofc.edu or to SSS President, Patricia Martin, at pmartin@coffs.fsu.edu.

Funding

American Educational Research Association (AERA) Grants Program offers small grants and fellowships for researchers who conduct quantitative studies of education policy and practice that incorporate the analysis of existing large-scale, national, and international data sets. Deadline January 10, 2003. Contact Jeanie Murdock, e-mail jmurdock@aera.net; (805) 964-5264; <aera.net/grantsprogram>.

American Educational Research Association (AERA) Grants Program seeks applications for the AERA Institute on Statistical Analysis for Education Policy. The training will be held April 25-27, 2003, Chicago, IL. Deadline, January 10, 2003. See <aera.net/grantsprogram/subweb/SIFly-FR.html>.

University of California-Berkeley, The Center for the Study of Law and Society invites application for 2003-2004 visiting scholars. The center fosters empirical research and theoretical analysis concerning legal institutions, legal processes, legal change, and the social consequences of law. Deadline February 1, 2003. Inquiries to Visiting Scholars Program, Center for the Study of Law and Society, University of California, Berkeley, CA 94720-2150; cslls@uclink.berkeley.edu; <law.Berkeley.edu/institutes/cslls/>.

University of California-Los Angeles, Institute for Labor and Employment Postdoctoral Fellowship Program offers a unique opportunity for recent PhDs to pursue research in an interdisciplinary setting. Deadline January 10, 2003. Contact UC Institute for Labor and Employment, Box 951478, University of California-Los Angeles, Los Angeles, CA 90095-1478; <ucop.edu/ile>.

University of Chicago, 2003 Irving B. Harris Fellowship in Child Development, seeks applicants for a one-year program providing expertise in childhood development and skill in policy research and analysis. Deadline January 15, 2003. Contact Ellen Cohen, Director of Admissions, (773) 834-2576; e-mail ebcohen@uchicago.edu; <HarrisSchool.uchicago.edu>.

Federal Emergency Management Agency, Community Planning Fellowships, Summer 2003 through Summer 2004, administered by the Multihazard Mitigation Council of the National Institute of Building Sciences. Deadline January 21, 2003. Contact Claret M. Heider, National Institute of Building Sciences, Multihazard Mitigation Council, 1090 Vermont Avenue, NW, Suite 700, Washington, DC 20005-4905; (202) 289-7800, ext. 131; (202) 289-1092; e-mail cheider@nibs.org.

Free Expression Policy Project, a think tank on artistic and intellectual freedom, is currently accepting applications for a one-year, full-time research fellowship starting anytime between March 1 and September 1, 2003. For details, see <fepproject.org>.

Institute of International Education (IIE), Open Society Institute, and the **Scholars at Risk Network**, announce the autumn application cycle for fellowships from IIE Scholars Rescue Fund, supporting scholars who are threatened by violations of their fundamental human rights. For application procedure and deadlines, see: <scholarsatrisk.uchicago.edu/IIESRF.htm>.

International Research and Exchanges (IREX), a nonprofit organization that administers programs between the U.S. and other countries, is accepting applications for an 18-month fellowship to support education research in specified nations in Europe, Eurasia, the Near East, and Asia. Deadline March 15, 2003. See <ires.org/programs/Roberts/index.htm>.

International Research and Exchanges (IREX), announces the host application for the 2003-2004 Russian Young Leadership Fellows for Public Service Program (YLF), which is available on the IREX website for U.S. graduate institutions. The deadline is January 31, 2003. See <ires.org/programs/yfl/index.htm>.

University of North Carolina-Chapel Hill, announces a Social Science Research Training Fellowship for Junior faculty to foster the next generation of social scientists addressing societal considerations of natural hazards and extreme events. Deadline March 1, 2003. Contact Leanna Hush, e-mail hush@email.unc.edu or Raymond Burby, e-mail burby@email.unc.edu; <unc.edu/depts/curs/enabling/index.html>.

Vera Institute of Justice announces its Andrew W. Mellon, 2003 Postdoctoral Fellowship on Race, Crime, and Justice. Supporting research at the intersection of the social sciences and law. Deadline February 3, 2003. Contact Suzanne Mueller, Administrative Director, Research, Vera Institute of Justice, 233 Broadway, 12th Floor, New York, NY 10279; (212) 376-3142; e-mail smueller@vera.org; <vera.org/mellon>.

Virginia Foundation for the Humanities announces its research and writing fellowships for 2003-2004 on Humanities in the Public Interest and Special Initiatives on Violence and Survival. Contact Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22903-4629; (434) 924-3296; fax (434) 296-4714; e-mail aspencer@virginia.edu; <virginia.edu/vfh/ctr/ctrl.html>.

Competitions

Gypsy Lore Society seeks papers from graduate students for their Young Scholar's prize in Romani Studies. Deadline October 30, 2004. Contact Gypsy Lore Society Prize Competition, Department of Slavic Languages and Literatures, 405 Foster Hall, 1130 East 59th Street, University of Chicago, Chicago, IL 60637.

Law and Social Inquiry Graduate Student Paper Competition for the best journal-length paper in the field of sociological studies. Deadline February 15, 2003. Submit to: The Editors, *Law and Social Inquiry*, American Bar Foundation, 750 N. Lake Shore Drive, Chicago, IL 60611; (312) 988-6517; e-mail lsi-abf@abfn.org.

In the News

Juan Battle, Hunter College and Graduate Center-CUNY, and his colleagues, recently had their research—the largest study ever conducted on African-American lesbians, gays, bisexuals, and transgender people—appear in *The Advocate* and *Essence* magazines.

Mark Berends, Vanderbilt University, appeared in a Nashville Public education special, October 15, titled "Tennessee Yearbook: Documenting our Public Schools," to discuss how standards, as-

Continued on next page

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In the News, continued

assessments, and accountability in the federal No Child Left Behind legislation relate to Tennessee.

Mabel Berezin, Cornell University, discussed her work on contemporary European populist parties, July 31, 2002, on WBEZ FM, NPR Chicago's program, Odyssey, on Authoritarianism.

Mark Chaves, University of Arizona, was quoted in the Sunday, November 3, *Dallas/Ft. Worth Star-Telegram* for his study on congregations and preference for traditional religion's services.

Patricia Drentea, University of Alabama-Birmingham, was interviewed for an article in the August 2002 *Cosmopolitan* on debt and stress.

Charles A. Gallagher, Georgia State University, was interviewed by the NBC television affiliate for Atlanta's ranking as a desirable place for African Americans to live and by the Associated Press for the effects of immigration on language skills.

Al Gedicks, University of Wisconsin-La Crosse, was quoted regarding mining communities and poverty in a November 2002 story on "Pay Dirt or Fool's Gold?" in the *Fedgazette*, a regional business and economics newspaper.

Barry Glassner, University of Southern California, was on CNN's *Crossfire*, October 23, on the issue of school lock downs because of fear of a sniper attack and was quoted in the November 3, 2002, *Los Angeles Times* on the crime rate in the West.

Tom Gold, University of California-Berkeley, was quoted in the October 15, 2002, *International Herald Tribune* on the suspicious spike in GRE scores from China last

year, particularly on the verbal test. It was discovered that students were sharing questions from the computerized test, resulting in the test's cancellation.

Carole Joffe, University of California-Davis, was recently quoted in a *New York Times* story on the use of mifepristone ("RU-486") in the United States two years after FDA approval.

Anne Lincoln and **Michael P. Allen**, Washington State University, were quoted in the *Washington Post* on Sunday, October 13 in an article summarizing their paper "Double Jeopardy in Hollywood: Age and Gender in the Careers of Film Actors, 1926-1999" The research found that gender disparities in the careers of film stars were smallest in the 1930s, peaked mid-century, and only recently are returning to more egalitarian levels. The paper, based on data collected for Lincoln's Master's thesis, was presented in August at the 2002 American Sociological Association meetings in Chicago.

Martin Marger, Michigan State University, was quoted in the *Detroit News*, September 29, in an article discussing the social and economic relations between the border cities of Detroit and Windsor, Ontario.

Steve Ortiz, Oregon State University, had the following media appearances over the last year for his research on the culture of professional sports and particularly the culture of sex surrounding it: January 23, 2002, interviewed on MOJO 640 AM (Toronto, Canada); November 11, 2001, interviewed on WJR 760 AM; August 20, 2001, cited by the Five O'clock News on WCBS TV; October 15, 2001, interviewed and quoted on HealthScout News Service; and September 3, 2001, interviewed

and cited in *Sports Illustrated*. He was quoted in the following newspapers: May 19, 2002, *The Indianapolis Star* (2 articles); January 27, 2002, the *Chicago Tribune*; January 27, 2002, the *Milwaukee Journal Sentinel*; January 19, 2002, *The Toronto Star*; January 14, 2002, *The Washington Times*; January 14, 2002, *The Denver Post*; January 13, 2002, the *Atlanta Journal-Constitution*; October 7, 2001, the *New York Times*; September 2, 2001, *Chicago Sun Times*; and August 24, 2001, the *Los Angeles Times*.

Georgios Piperopoulos, University of Macedonia-Thessaloniki, Greece, writes a bi-weekly social commentary column focusing on social problems, titled "ta piperata," (peppery stuff) in the daily newspaper, *Angelioforos*.

Jack Nusan Porter, University of Massachusetts-Lowell, is featured in a story by the *Boston Globe* on his return to Ukraine after 57 years and how he finds Ukrainian-Jewish relations in his hometown today.

Tom Shapiro, Northeastern University, was interviewed and quoted in an October 29 article in the *Hartford Courant* poverty levels being measured according to assets and not income.

William G. Staples, University of Kansas, was quoted in articles in the *Christian Science Monitor* (September 25), *New York Times* (September 29), *Ann Arbor News* (October 6) and by syndicated columnist Ellen Goodman (October 6) about video surveillance in public places.

Toby A. Ten Eyck, Michigan State University, was quoted in the *Kalamazoo Gazette* regarding food-related behaviors as they relate to food borne pathogens such as listeria. The article appeared on November 4, 2002.

Christopher Uggen, University of Minnesota, was quoted in an October 20 *St. Paul Pioneer Press* article on crime rate increases in Minnesota mirroring the national trend.

William Velez, University of Wisconsin-Milwaukee, was quoted in an October 18 article in the *Denver Post* on getting personal with Latinos in Denver area schools.

Linda Waite, University of Chicago, was quoted in an October *New York Times* article on marriage being good for people's health. Her work was also featured in the *St. Paul Pioneer Press*.

Awards

Dwight Billings, University of Kentucky, was elected by his peers, in the College of Arts and Sciences, as Arts and Sciences Distinguished Professor for 2002-03.

Silvia Dominguez, Boston University, won a 2002 Woodrow Wilson Dissertation Grant for her work "The Social Mobility prospects of Latin American Women in Public Housing."

Alesha Durfee, University of Washington-Seattle, won a 2002 Woodrow Wilson Dissertation Grant for her work "Race and Domestic Violence in the Civil Court System."

Al Gedicks, University of Wisconsin-La Crosse, received the 2002 William H. Sewell Award for Outstanding Scholarship by the Wisconsin Sociological Association, October 2002.

Elizabeth A. Hoffmann, Purdue University, received two national awards for her dissertation entitled *Compromise, Confrontation, and Coercion: Formal and Informal Dispute Resolution in Cooperative and Hierarchical Worksites*. She won first place in the Dissertation Award Competition sponsored by the Industrial Relations Research Association and second place in

the W.E. Upjohn Institute for Employment Research's Dissertation Competition.

Ross Koppel, University of Pennsylvania, received the 2002 Sociological Practice Award from the Society for Applied Sociology. This award is given to an "individual who has demonstrated how sociological practice can advance and improve society."

Louis H. Orzack, Rutgers University, was recently inducted into the Townsend Harris High School, Queens, NY, Hall of Fame as a distinguished alumnus.

Martin D. Schwartz, Ohio University, received the 2002 Thomas R. Ford Distinguished Alumni Award from the Department of Sociology at the University of Kentucky. To commemorate the award, Schwartz visited the University of Kentucky, where he delivered a lecture on "Male Peer Support and Dating Violence on the College Campus."

People

Wendy Baldwin was recently appointed Vice President for Research at the University of Kentucky.

Mark Berends is now an Associate Professor, Public Policy and Education, Peabody College, Vanderbilt University.

Mabel Berezin, joined the Sociology Department at Cornell University, July 31, 2002 as Associate Professor.

Patricia Drentea, University of Alabama-Birmingham, received a Faculty Development Grant from the University to study race and care-giving distress. Together with **Melinda Goldner**, Union College, they are assessing the effects of caring for others outside the home, while balancing their own work and family lives.

Michele Lamont, Princeton University, is a Fellow at the Center for Advanced Study in the Behavioral Sciences for 2002-2003. She has also been named fellow of the Canadian Institute for Advanced Study, where she is co-directing a project on "Successful Societies."

Jack Nusan Porter, University of Massachusetts-Lowell, spoke at the U.S. Holocaust Memorial Museum in Washington, DC, October 10, 2002, on the issue of Jewish Resistance during the Holocaust, for its staff and administrators.

Harriet Presser, University of Maryland-College Park, has been elected a Fellow of the American Association for the Advancement of Science (AAAS).

Barbara Katz Rothman, City University of New York, currently a visiting professor at the University of Osnabrueck, Germany, has been named a Leverhulme Visiting Professor for Spring 2003. She will be based at the University of Plymouth but lecturing throughout the United Kingdom.

David A. Sonnenfeld, has joined the Department of Rural Sociology, Washington State University, where he will continue work in environmental sociology and help develop the department's new program in Community Studies.

Members' New Books

Mathieu Deflem, University of South Carolina, *Policing World Society: Historical Foundations of International Police Cooperation* (Oxford University Press, 2002).

Robert Dreeben, University of Chicago, Emeritus, *On What Is learned in School* (with a new prologue by the author)

(Percheron Press/Eliot Werner Publications, 2002).

Elizabeth Ettore, University of Plymouth-England, *Reproductive Genetics, Gender, and the Body* (Routledge, 2002).

Aryei Fishman, Bar-Ilan University-Israel, *Judaism and Collective Life: Self and Community in the Religious Kibbutz* (Routledge, 2002).

David Frisby, University of Glasgow-Scotland, *Georg Simmel*, revised edition (Routledge, 2002).

Donna Gaines, *A Misfit's Manifesto: The Spiritual Journey of a Rock & Roll Heart* (Villard, 2003).

Uta Gerhardt, University of Heidelberg, *Talcott Parsons - An Intellectual Biography* (Cambridge University Press, 2002).

Evelyn Nakano Glenn, University of California-Berkeley, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Harvard University Press, 2002).

Thomas Gold, University of California-Berkeley, **Doug Guthrie**, New York University, and **David Wank**, Sophia University, editors, *Social Connections in China: Institutions, Culture, and the Changing Nature of "Guanxi"* (Cambridge University Press, 2002).

Martha K. Huggins, Union College, **Mika Haritos Fatouros**, and **Philip Zimbardo** *Violence Workers: Torturers and Murderers Reconstruct Brazilian Atrocities* (University of California Press, 2002).

Diana Kendall, Baylor University, *The Power of Good Deeds: Privileged Women and the Social Reproduction of the Upper Class* (Rowman & Littlefield, 2002).

Louis Kriesberg, Syracuse University, *Constructive Conflicts: From Escalation to Resolution*, Revised Second Edition (Rowman & Littlefield, 2002).

Prema A. Kurien, University of Southern California, *Kaleidoscopic Ethnicity: International Migration and the Reconstruction of Community Identities in India* (Rutgers University Press, 2002).

John Lofland, University of California-Davis, *Deviance and Identity*, with a new prologue by Joel Best (Percheron Press/Eliot Werner Publications, 2002).

Martin N. Marger, Michigan State University, *Race and Ethnic Relations: American and Global Perspectives*, 6th edition (Wadsworth, 2003).

William Marsiglio and **Sally Hutchinson**, University of Florida, *Sex, Men, and Babies: Stories of Awareness and Responsibility* (New York University Press, 2002).

Robert L. Miller, Queen's University, Belfast, Northern Ireland, *Researching Social Mobility: New Directions* (Penerbit Universiti Kebangsaan, Malaysia/National University of Malaysia Press, 2002).

S.M. Miller, and **Anthony J. Savoie**, Boston College, *Respect and Rights: Class, Race and Identity Today* (Rowman & Littlefield, 2002).

Stephen J. Morewitz, Morewitz & Associates, *Stalking and Violence: New Patterns of Trauma and Obsession* (Kluwer Academic Publishers, 2002).

Jeylan T. Mortimer, University of Minnesota, and **Reed W. Larson**, editors, *The Changing Adolescent Experience: Societal Trends and the Transition to Adulthood* (Cambridge University Press, 2002).

Jack Nusan Porter, University of Massachusetts-Lowell, *Genocide and Human Rights: A Global Anthology*, 20th Anniversary

Continued on next page

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New Books, *continued*

sary reprint, (University Press of America, 2002).

Gerhard Sonnert and Gerald Holton, *Ivory Bridges: Connecting Science and Society* (MIT Press, 2002).

Contact

International Sociology has a new Book Review section to promoting the general aims of the International Sociological Association. They invite reviewers to send details of their expertise and interests, and the languages they can read to Jennifer Platt, Book Review Editor, Arts Building, University of Sussex, Brighton BN1 9SN, England; fax 44 1273-673563; e-mail j.platt@sussex.ac.uk.

Social and Legal Studies announces a special offer for ASA members. Contact their customer service department by e-mail subscriptions@sagepub.co.uk; fax 44 20 7374 8741.

Caught in the Web

University of California Press has several new books available of which they have put sample chapters online. See <<http://go.ucpress.edu/media>>, <<http://go.ucpress.edu/protestantism>>, and <<http://go.ucpress.edu/fsm>>.

International Research and Exchanges Board has been a leader in using the Internet as a tool for regional development. See <wired.com/news/culture/0,1284,54995,00.html> to read an article about their Internet Access and Training Program in Central Asia.

Schools and Staffing Survey (SASS), 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools NCES# 2002313. This overview presents the initial findings from the 1999-2000 SASS. <<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002313>>. *Qualifications of the Public School Workforce: 1987-88 to 1999-2000 NCES# 2002603.* Issues surrounding teacher qualifications have become a major concern of educators and this report explores out-of-field teaching in Americas public schools. <<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002603>>. The 1999-2000 SASS microdata are now available to organizations or individuals with restricted-use licenses. For information about how to obtain a restricted-use license, see <<http://nces.ed.gov/statprog/confid6.asp>>. For more information about the Schools and Staffing Survey, visit <<http://nces.ed.gov/surveys/sass>>. Questionnaires can be downloaded from the Questionnaires and Items page. For updates on SASS data and reports, sign up for NewsFlash by going to this page <<http://nces.ed.gov/newsflash/index.asp?owner=SASS>>.

Social, Political and Economic Change has recently published two reports that describe recent world trends in population growth, infant mortality rates, age distributions, urbanization, education and ethnolinguistic fractionalization. See <<http://gsociology.icaap.org/socsum.html>> and <<http://gsociology.icaap.org/demsum.html>>.

Summer Programs

National Center for Curriculum Transformation Resources on Women (NCCTRW) in collaboration with the

Center for Women's Studies, Zagreb, Croatia, are hosting a summer institute June 1-8, 2003, in Zagreb and Porec, Croatia, to: assist faculty in integrating comparative perspectives on race, gender and ethnicity into their courses and educational curricula; cultivate discussions of international issues and assist faculty in internationalizing their courses and scholarship; and explore pedagogical issues related to internationalizing and engendering courses. Theme: "Comparative Perspectives on Gender, Race, Ethnicity and Nation in Post-Socialist Societies and the United States." Attendees interested in presenting at one of the roundtable sessions should send a one-page description of the presentation, how it relates to the institute themes, and what issues it will include to: NCCTRW, Towson University, Towson, MD 21252; <towson.edu/ncctrw>.

New Programs

Yale University announces the formation of the Center for Cultural Sociology (CCS) that seeks to crystallize the current opening of sociological theory and research to the methods and theories of the other human sciences. Through ongoing colloquia, workshops, and conferences, the center will develop and publicize an interpretive approach to the various social domains and also provide a welcoming interactive and personal site for cultural sociologists from both the U.S. and abroad. Contact: Jeffrey C. Alexander, Director; Philip Smith, Associate Director; or Isaac Reed, Coordinator, P.O. Box 208265, New Haven, CT 06520-8265; (203) 432-9855; Isaac.reed@yale.edu.

Deaths

Tamara K. Hareven, international lecturer, visiting professor, and scholar, died recently. A memorial service was held November 15, 2002, at the University of Delaware.

Rachel Rosenfeld, University of North Carolina-Chapel Hill, Chair of the ASA Committee on Publications, died November 24 after a long illness.

Obituaries

Theodore R. Anderson (1927-2002)

Ted Anderson, professor of sociology at the University of Minnesota died at home on June 27th under the care of his devoted family and the staff of Hospice of the Lakes, Minneapolis. He is survived by his wife Beverly; sons Craig, Tad, and Lincoln; twin sister Dotti Antman; brothers John and Richard; grandsons Clayton and Trevor; and many nieces and nephews. He also leaves a multitude of friends and colleagues.

Ted was born and reared in Minneapolis the son of John E. and Dorothea Anderson. He graduated from the University of Minnesota in 1948 and received his PhD in Sociology and Mathematics from the University of Wisconsin in 1953. He was assistant professor of Sociology at Yale University from, 1953-1960; associate professor and acting chair of the Department of Sociology at the University of Iowa, 1962-1966; visiting professor, Department of Sociology, University of Oregon, 1966-1967; and professor and director, Center for Urban Ecology, University of Oregon, 1967-1969. In 1969, Ted joined the Department of Sociology at the University of Minnesota as a full professor; he re-

tired in June of 1990.

Ted was a second-generation teacher and scholar. His father, John, who was also a professor at Yale, was invited to the University of Minnesota in 1925 to direct the newly established Institute of Child Welfare, now known as the Institute of Child Development, a program that, today, enjoys international acclaim.

Ted's interests in sociology were varied but the central core of his work was the statistical analysis of organizations and populations. In 1968 he published, with Morris Zelditch, the well-received textbook, *A Basic Course in Statistics*; the 3rd edition appeared in 1975. In addition, he published many articles and monographs on a variety of issues relating to population and demography. The professional respect and recognition accorded these publications led to Ted being the recipient of different grants and appointments. During the course of his career he was awarded National Science Foundation grants; served as a member of the Board of Editors of the American Sociological Association; served on a panel for research grants for the National Science Foundation; was the chair of the Sorokin Award Committee of the American Sociological Association; participated as a member of the Social Science Research Council Panel for the review of faculty research grants; and served as secretary of the methodology section of the American Sociological Association. From 1970-1973 he was director of graduate studies in the Department of Sociology at Minnesota and throughout his 21-year affiliation with the University he was respected as a responsible citizen of the department and University, and admired as a friend, colleague, and teacher, alike.

As for being a teacher and mentor, Don McTavish, a former student of Ted's and later his colleague at Minnesota, relates:

I will always remember and appreciate Ted's approach to teaching. At first, when Ted would introduce a topic to us, it would seem utterly trivial to us graduate students-material that we had mastered long ago. Then, all of a sudden, Ted would present an unanticipated implication and a whole new door would open up. Often it would be a connection to some other line of analysis or to some important issue. We soon looked forward to the next chapter in the unfolding journey. It was an impressive, logical teaching style. This was a style that carried over to his own research as it proceeded from elementary truths to more involved analysis.

Ted was a supportive and help advisor at Iowa. He and Beverly would also have graduate student gatherings at their home from time to time. He was a good colleague and I was glad when he joined our faculty at Minnesota. I received a note from one Minnesota graduate student who held Ted in especially high regard and said that Ted was his image of what a professor should be.

Before and after his retirement, Ted served as a consulting sociologist for the Minneapolis *Star Tribune* newspaper. Over the years he conducted research projects on such issues as: the use of drugs by high school students; public attitudes toward freedom of expression; Minnesota high school's SAT scores; and Minnesota voting poll results.

While Ted was a scholar and academician in the best tradition, he strongly believed that as a sociologist, he should make the insights and skills of the discipline available to the general public. The extent of the publicity that these different surveys enjoyed, both in Minnesota and across the Nation, testify to the success of his efforts and the correctness of his judgment.

But these academic and professional accomplishments were only one part of Ted's life. Ted was a man for all seasons.

He was an athlete: he enjoyed running and hiking-especially mountains; he enjoyed traveling - to far-off, exotic places - such as the Antarctic and the Australian outback; and earlier in his life he was an exceptionally fine bowler and volleyball player.

His colleague, both at Iowa and Minnesota, Ira Reiss, recounts the time when he interviewed at Iowa for a position:

When I arrived at the airport in Iowa City I expected to see Ted Anderson (who was department chair) waiting for me. But when I came off the plane he was not there and the only person that seemed to be waiting for someone was a woman with a small child. The woman came toward me and introduced herself as Beverly Anderson, Ted's wife. She said that Ted had asked her to pick me up since he was bowling that night. She dropped me off at the bowling alley where I finally met Ted and, after he finished bowling, we did go back to his house and talk sociology. That gave me some initial insight into Ted and his non-sociology interests. But I too liked to bowl and I soon joined Ted on the faculty team for the years we were at Iowa. We also came to Minnesota the same year, 1969, and continued our friendship. I always enjoyed being with Ted and I will miss his friendship as well as his collegueship.

Later in life he enjoyed two competitive sports, especially: the stock market and the "Royal Game" of chess. Given recent events on Wall Street, it is difficult to say how Ted fared in the market, but I do know that in the thirty years plus that Ted and I played chess together, privately, and as members of the University faculty chess team, he was a winner.

David Ward, twice chairman of the department at Minnesota, and a long-time friend and colleague of Ted's, relates:

Even though I now live in California, I was fortunate to be able to visit Ted a week before he died. We talked about our careers at the University and lamented the course our field has taken during the past 10 years. During some of Ted's service at the University I served as Department Chair; in that capacity I became well acquainted with the key aspects of his professional activities. Ted was a very well prepared teacher, a conscientious and careful researcher, and a colleague who accepted committee assignments and administrative duties without complaint.

While Ted was regarded by his colleagues as a "nice guy", it should be noted that there were a number of instances in which Ted passionately and effectively debated issues with other faculty members. A final point in regard to his professional activities is that unlike some academics, Ted felt it was important to use his knowledge and his skills to communicate the results of social science research to the citizens of Minnesota whose tax dollars pay the salaries of university professors. The taxpayers got their money's worth from this scholar.

During our last conversation, Ted, always the statistician, told me he had been calculating the odds that there is something for us in the hereafter. He had concluded that it was doubtful, but was not 100% certain. I said, 'If there is something out there, Ted, send us a sign.' We are waiting Ted!"

David's problem is that if there is something out there, Ted will send back the information in a simple, mathematical equation, and for those of us that know David, he wont know what the hell Ted said!

Ted was a private man; he was a team player; he was a gentleman and a scholar-and he was a dear friend. We will miss him sorely.

Robert Fulton, Professor Emeritus, University of Minnesota

Barbara Manning Gibbs (-2002)

Barbara Manning Gibbs of Llano, Texas, beloved mother, sister, friend, aunt, great-aunt, and role model, lifelong liberal Democrat and feminist, died shortly after midnight on October 8, 2002, of kidney failure. Born in Dallas in 1929, Barbara was preceded in death by her parents, L.P. and Gladys Manning of Austin; sisters, Elizabeth M. Melton and Dorothy M. Curry; and husband, Samuel Moore Gibbs. Survivors include her sister, Patricia M. Pierce and husband, Joe of Llano; sister, Marjorie M. Davis and husband, Tom of Odessa; brother, Frank Manning of Dallas; brother-in-law, Don Curry of Llano; daughters, Carol Gibbs and Ellen Gibbs and her husband, Vandy Henriksen, all of Austin; 30 nieces and nephews; and over 50 great-nieces and nephews. In 1951 Barbara received her BA in Liberal Arts (Plan II) from University of Texas-Austin, where she also earned an MA and PhD in Sociology in 1953 and 1972 respectively. She taught at Southwestern University in Georgetown between 1963 and 1972, and at Texas Lutheran College in Seguin from 1972 until she retired in 1991. She was a member of the American Sociological Association, the Southwestern Social Science Association, Phi Beta Kappa, and Phi Kappa Phi. She was also active, while at UT, in the Wesley Foundation and, more recently, in the Llano County Democrats, and the Friends of the Llano Library. A memorial service was held at the Waldrope-Hatfield-Hawthorne Funeral Home in Llano Saturday, October 12, with the Rev. John R. Gibbs officiating. In lieu of flowers, contributions may be made to the *Texas Observer*, the Friends of the Llano Library, or the National Kidney Foundation.

Austin American Statesman

Classified Ad

University of California, San Francisco Doctoral Sociology Program is accepting applications for Fall 2003 (deadline February 1, 2003). Focus: Medical sociology. Special emphases: Aging, chronic illness, disability; health policy, economics, and institutions; women's health; AIDS/HIV; science/technology; race/class/gender and health. Merit-based fellowships, traineeships in aging and health services research, and research assistantships are available. Contact: Department of Social and Behavioral Sciences, University of California, San Francisco, CA 94143-0612; (415) 476-3047; fax (415) 476-6552; rgr@itsa.ucsf.edu.

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Deadline January 15, 2003**ASA/AAAS Media Fellowship**

The American Sociological Association is pleased to announce a fellowship opportunity for sociologists to enhance their skills in, and commitment to, the presentation of social science in the media. The ASA fellowship is a collaboration with the American Association for the Advancement of Science (AAAS), which for 21 years, has sponsored a summer fellowship called the *Mass Media Science and Engineering Fellows Program*.

The 1997 Fellow was Anne Boyle, Yale University, who worked at the *Albuquerque Tribune*; 1998 Fellow, Sara Eichberg, University of Pennsylvania, worked at the *Detroit Free Press*; 1999 Fellow, Daniel Harrison, Florida State University, worked at the *Richmond Times Dispatch*; 2000 Fellow, Rachel Rinaldo's placement was with the *Raleigh News Observer*; and the 2001 Fellow, Quynh-Giang H. Tran, Pennsylvania State University, worked at the *Chicago Tribune*. The latest fellow is Marcia Gossard who worked at *Newsweek*. (See Gossard's summary report on page 12 of November 2002 *Footnotes*.)

This initiative is an excellent opportunity for the Association to better prepare sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will join colleagues from other fields of science in the AAAS-led orientation session at the beginning of the summer in Washington, DC. Thereafter, all Fellows are placed in an internship site for ten weeks, followed by a regrouping for a final session back in Washington at the end of the summer. AAAS sets the summer placement dates. The Fellow must be willing to relocate for the summer to the placement site. While the applicant does have input over preferred sites and opportunities, AAAS makes the final decision for the mentorship and experience they provide; Fellows cannot find or choose their own placement.

While a significant number of program alumni have been encouraged by their fellowship experience to pursue careers related to science journalism, the goal of the ASA-AAAS initiative is to encourage better public communications among those continuing active careers as sociologists.

"Because one of ASA's core goals is increasing awareness of the uses and contributions of sociology, supporting an ASA Fellow represents a terrific opportunity," says Sally T. Hillsman, ASA Executive Officer. The Spivack Program Advisory Committee is very enthusiastic about funding the Fellow. After the summer placement, the ASA Fellow will be encouraged to continue to communicate to public audiences and will have opportunities to work with the ASA Executive Office on writing for *Footnotes*, for the media, and to participate in the Annual Meeting.

Application Deadline: January 15, 2003

Stipend: Weekly stipend totaling \$4,500 for the summer (from which housing is paid) plus travel expenses

Eligibility: Advanced graduate student (ABD) or PhD or equivalent in sociology

For more information and an application form, visit the ASA homepage at www.asanet.org/members/massmed.html or contact Johanna Ebner, Public Information Assistant, (202) 383-9005 ext. 332 or pubinfo@asanet.org.

Why Should You Renew Your ASA Membership in 2003?

As the national organization for sociologists, the American Sociological Association is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology, now and in the future.

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For more information on these and other benefits of membership, visit www.asanet.org/members/benefits.html. If you join or renew your membership by April 1, 2003, your name will appear in the 2003 **Directory of Members**. If you have not already renewed for 2003, please do so! You can do it online at www.asanet.org or you can wait until the printed renewal form arrives in the mail.

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Footnotes

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

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