

Footnotes

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Contexts Magazine Wins Publisher's Award

Association of American Publishers recognizes Contexts as best in social sciences

The Professional and Scholarly Publishing Division (PSP) of the Association of American Publishers awarded ASA's quarterly *Contexts* magazine with its Best Journal Award in the Social Sciences. Both ASA Executive Officer Sally T. Hillsman and University of California (UC) Press's Assistant Director for Journals Publishing Rebecca Simon accepted the award on February 4, 2003. (ASA publishes the magazine in collaboration with UC Press.)

The PSP Awards are given annually to acknowledge excellence in book, journal, and electronic publishing in all disciplines represented by professional, scholarly, and reference publishing.

"This is a very high profile award in the publishing world," said Simon, "and wonderful news for *Contexts*."

ASA "rang in the new year" in 2002 with the inaugural issue of *Contexts*. It is the Association's newest entry into the publication world and represents an entrepreneurial foray into research-oriented magazine publishing. It has sought to be informative, debunk myths or commonplace erroneous assumptions about what we know, and foster new thinking and new ideas in innovative ways. At the same time it has remained accessible to anyone interested in sociological trends, social change, and the implications of sociological knowledge for

policy and public debate. The magazine is popular among audiences of all types including sociologists, teachers, journalists, students, and the public.

Editor Claude Fischer, University of California-Berkeley, said "*Contexts* stands out thanks to its accessibility, broad appeal, and topicality. It shows that sociologists can speak, and speak plainly, to the wider public."

Contexts contains feature articles with brief, readable descriptions of the latest sociological research. In addition to

feature articles, it also includes engaging descriptions of discoveries, field notes, book reviews, and photo essays.

In addition to formally recognizing Claude Fischer's able stewardship of the



See *Contexts*, page 8

Has Sociology Suffered the Declines Predicted Ten Years Ago?

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

In 1993, in a climate of government reductions in funding and fears of too many PhDs chasing too few jobs, outgoing President George H.W. Bush's Council of Advisors on Science and Technology recommended that universities eliminate or downsize departments. Universities were urged to focus on eliminating those departments that did not meet "world class" standards, even if they were successful in meeting the needs of local, regional, or "niche" markets.

Sociology, a discipline that had experienced periods of enormous growth in numbers of students and faculty in the 1960s and 1970s, followed by deep declines in the 1980s, seemed especially vulnerable to cutbacks. Articles in the *Chronicle of Higher*

Education written at the time suggested that many sociologists expected a continued weakening of the discipline, given the recent closings of a few visible departments. Others pointed to the negative effects of the continuing debate about the field's direction. (For example, some said the growing number of paradigms and specialties in the discipline represented "peaceful pluralism," while others said it represented incoherence and the "lack of a core.") Still others were concerned about what they saw as a decline in the field's reputation, with sociology as the "Rodney Dangerfield" of disciplines, accorded little respect by other disciplines, according to a letter in a 1992 issue of the *Chronicle*. Some saw the increasing feminization of the discipline as exacerbating its declining prestige, as was happening with other disciplines and professions.

Now that we are ten years out from

See *Sociology*, page 11



Sally Hillsman, ASA Executive Officer (left), and Rebecca Simon, University of California Press Assistant Director for Journals (right), receive AAP's Professional/Scholarly Publishing Award for Best Journal in the Social Sciences from AAP President/CEO and former congresswoman Patricia Schroeder in Washington, DC.

2003 Annual Meeting . . . The Question of Culture

Atlanta's Historically Black Colleges and Universities

The first in a series of articles highlighting the sociological context of ASA's next Annual Meeting location . . . Atlanta, Georgia . . .

by Obie Clayton, Morehouse College

The ASA Annual Meeting this year will feature a 2.5-hour tour to introduce Annual Meeting attendees to the world of higher education in black Atlanta. Atlanta is home to the largest consortium of black colleges in the world, the Atlanta University Center, a sprawling urban campus that boasts six independent colleges and universities. These include: Clark Atlanta University, The Morehouse School of Medicine, the Interdenominational Theological Center, Morehouse College, Morris Brown College, and Spelman College.

Many readers know that W.E.B. Dubois taught at Atlanta University in the late 1890s, and many argue that his Atlanta laboratory was one of the first sociology departments in the United States. ASA Annual Meeting attendees on the tour will

visit the sites where he taught and wrote. The Atlanta University Center was also home to other prominent social scientists, including E. Franklin Frazier, Whitney Young, Anna Harvin Grant, and Robert Bullard.

What many readers may not know is that the Atlanta University Center was

home to the civil rights movement in Atlanta and the South, with four of its institutions assuming prominent roles in this historic American social movement: Morehouse College, Spelman College, Atlanta University, and West Hunter Street Baptist Church. Martin Luther King, Jr., Lonnie King, Julian Bond, Ruby

Doris Smith, and the Rev. Ralph Abernathy, who pastored West Hunter Street Baptist Church when he was head of the Southern Christian Leadership Conference, all were associated with the Atlanta University Center.

This bus and walking tour will take Annual Meeting attendees past seven key buildings, which are on the list of national historic sites. We will see one of the largest collections of African-American art in the nation, housed in the galleries of Clark Atlanta University and Spelman College. Attendees likely will thoroughly enjoy the works of artists such as Aaron Douglas, William Henry Johnson, and Frederick C. Flemister.

This tour promises to be exciting and educational. When tour registration opens later this Spring, sign up and learn more about the nation's preeminent Historically Black Colleges and Universities. □

Preparing for ASA's Centennial Year in 2005 . . . Want to Learn the Ins and Outs of Writing a History of Your Department?

Join history of sociology experts Patricia Madoo-Lengermann and Jill Niebrugge-Brantley, both of American University, in a special workshop being planned for the 2003 Annual Meeting in Atlanta. This workshop is part of ASA's developing program to celebrate the association's centennial year in 2005. Sociology department chairs and representatives are encouraged to attend. Watch future *Footnotes*, 2003 Annual Meeting literature, and the ASA website (www.asanet.org) for further details.

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The Executive Officer's Column

The Sociology Pipeline Begins in High School



A very small percentage (0.3%) of students declare sociology as a major when they enter college. This small number is in part due to a lack of exposure to the field in high school. Guaranteeing a full pipeline of students flowing into higher education sociology departments across the nation is an important objective, and to address this, ASA has engaged in a number of activities to help enhance the pipeline's flow.

In January, ASA summarized some of these activities in a presentation at the National Science Foundation's (NSF)

Conference on Educational Reform and Human Resource Development in the Social and Behavioral Sciences. The meeting was called to examine shared needs across social science disciplines, none of which is well integrated into the nation's K-12 level (kindergarten through 12th grade) educational system. Results of the meeting will be used to organize a national workshop and to develop a long-range plan of action for educational reform, research, and human resource development in the social and behavioral sciences.

Thus, ASA isn't alone in identifying the high school constituency as key to a science discipline's future. For example, just last month the NSF announced the latest of its major K-12 education reform programs, a \$20-million five-year effort. The program solicitation (NSF 03-532), titled *NSF Graduate Teaching Fellows in K-12 Education (GK-12)*, supports fellowships and associated training that enable graduate students and advanced undergraduates in science, technology, engineering, and mathematics to serve in K-12 schools as resources knowledgeable about both the content and applications of these disciplines (see www.nsf.gov/pubs/2003/nsf03532/nsf03532.htm). This is an excellent opportunity for sociologists wishing to make a positive impact on the presence of social and behavioral science in the K-12 domain.

Advanced Placement

ASA's Task Force on the Advance Placement (AP) Course in Sociology is working to develop a quality course and course materials and to undertake teacher preparation. Regardless of whether the College Board approves a sociology AP exam, this course will provide a model for teachers. The day after the ASA 2003 Annual Meeting in Atlanta, ASA will sponsor a daylong continuing professional education course on "Teaching an Advanced Placement-level High School Sociology Course." Finally, ASA is also collaborating with the National Council on the Social Studies to increase the social science component in social studies curricula in the K-12 domain.



High School Affiliate Program

In August 2002, ASA, with Council's enthusiastic endorsement, approved the creation of a formal "affiliate relationship" between ASA and high school teachers (and their social studies departments). ASA launched this High School Affiliate program to better link high school teachers with the ASA and to help us share ideas and materials (see December 2002 *Footnotes*, "ASA Launches New Link with High School Sociology"). While some high school teachers are full members of ASA, the affiliate relationship provides nonmember 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. We have already received numerous inquiries about the program in response to a recent promotion. High school departments subscribing to the High School Affiliate Program receive a subscription to *Contexts* magazine as well as the opportunity to order *Teaching Sociology* and other ASA teaching resources at ASA member prices. With its very readable articles, accessible format, attractive design, and focus on social issues with a high appeal to general audiences, *Contexts* is uniquely suited to appeal to high school audiences. In its effort to actively recruit high school departments to this program, I invite readers to recommend the program to your local high school social science teachers. Consider contacting apap@asanet.org via e-mail to obtain copies of brochures about the program or other information.

Other ASA education-focused activities serve high school teachers and students less directly, but they too enhance the attractiveness or familiarity of the discipline to high school students and benefit the discipline in other ways. Though less directly impacting high school students, these efforts nonetheless are important potentially to increase the number of students who view sociology as an inviting undergraduate major. Let me mention some of these activities.

Undergraduate Research

As the result of a separate ASA effort to enhance scientific training in undergraduate sociology, we may also increase the attractiveness of college-level sociology to promising high school students who otherwise might choose other courses and majors. The typical undergraduate major has a two- or three-course sequence in research methods and statistics. However, that sequence is typically disconnected from other sociology courses in the curriculum, either lower-division courses or other

AAAS, ASA Honor Saad Ibrahim

On Saturday, February 15, 2003, the American Association for the Advancement of Science (AAAS) and ASA jointly recognized the unwavering courage and commitment to human rights of Egyptian-American sociologist Saad Eddin Ibrahim at a reception at the AAAS annual meeting in Denver, CO. ASA member and recently elected AAAS Fellow Harriet Presser, University of Maryland-College Park, formally represented ASA at the reception and delivered remarks on ASA's commitment to securing Ibrahim's freedom from jail in Cairo, Egypt. She was joined by Ibrahim's daughter, an attorney, who also spoke at the reception and represented her father. Ibrahim was unable to attend himself because of his trial in early February for alleged crimes relating to his research on democracy, voting, and other issues. The court will reach a verdict on March 18, 2003.

Ibrahim is the founder and director of the Ibn Khaldun Center for Development

Studies, a Cairo-based think tank that conducts research on democracy, civil society, and minority rights in Egypt.

Since the news of Ibrahim's initial arrest on June 30, 2000, ASA has prepared formal responses to Egyptian officials and provided critical information to ASA members about the case in order to allow them to take action to protest his imprisonment. This has been an important cause not only for human rights but also for scientific freedom.

The Science and Human Rights Program of AAAS has hosted a reception at its Annual Meeting since 1994 to recognize a scientist, who, through action and example, has promoted human rights, usually at great personal risk. The receptions provide an opportunity to learn more about the human rights work of scientific societies and the plight of persecuted scientists in other countries, as well as human rights issues that affect scientists worldwide. □

New American Community Survey Is In Jeopardy

Congressional budget inaction slows innovative U.S. Census program to provide community policymakers with useful stream of demographic data

by Torrey Androski, ASA Executive Office

The U.S. Census Bureau's proposed American Community Survey (ACS) is a new program designed to address the fast pace of modern demographic change by providing public data users with a continuous source of accurate and timely data on American communities. The program's nationwide start in 2003, however, has hit a snag, with congressional inaction on the federal budget bill that would have provided the necessary funding to conduct the survey.

In fact, as this issue of *Footnotes* went to press, a number of federal agency appropriations bills awaited the 108th Congress' action in January. While the Senate had passed an omnibus spending bill that incorporated all of the pending bills, negotiation with the House remained to be initiated. Until Congress completes action on these funding bills, the government is operating at last year's spending levels (or less), and ACS nationwide implementation would require an additional \$60 million over last year's budget to perform the pilot testing.

The annual ACS would replace the Long Form distributed by the Census Bureau (once every ten years) by collecting data every year for all states as well as for cities, counties, metropolitan areas, and areas instead with populations of 65,000 or more people. The survey would accumulate data on demographic, housing, social, and economic characteristics. The Long Form currently struggles to provide accurate data because the responses it generates once a decade rapidly become out of date and unreliable. As a result, planners and other data users, whose decisions about critical government functions affect thousands of citizens, are reluctant to rely on the current Long Form. The ACS was intended to help provide these federal, state, and local governments with an annual information base for the administration and evaluation of government programs and policies.

Innovative Plan Is On Hold

The new ACS may miss a timely launch, unless Congress acts quickly on

the appropriations bill. Currently, the Census Bureau is funded through a temporary spending measure (a continuing resolution, or "CR"), but the provisions of this resolution expired on January 11, 2003. When the 108th Congress convened in January, Senate legislators began the unfinished business to complete the federal government's 2003 appropriations. If negotiations with the House are not resolved quickly, Congress could choose to extend the CR, which would leave the Census Bureau with no funding increase over last year's levels.

To begin the collection of data for ACS in 2003 the Census Bureau would require \$124 million, a \$64-million increase over last year's budget. Without this money, ACS will only be able to collect data through the Supplemental Survey, which is a national sample of 700,000 housing units. While the Supplementary Survey is a helpful addition to the Long Form, it cannot all together replace it. The ACS is most vulnerable now, during the window of time when additional funding is needed to bring the project to the next level. The expectation is that if adequate funding is provided in 2003, the Census Bureau will be able to eliminate the Long Form in the 2010 Census.

Despite the uncertain prospects for ACS's initiation, stakeholders have continued to advocate full funding and national implementation of the ACS. Recently, the Decennial Census Advisory Committee wrote to the Secretary of Commerce recommending that the necessary funding be made available and that Congress be made aware of the importance of adequate funding for ACS in 2003. The National Association of Towns and Townships, National Conference of State Legislatures, the U.S. Conference of Mayors, and the Congressional Black Caucus have also expressed support for the ACS.

The ultimate decisionmakers are in Congress. They are the ones that need to be convinced that the \$124 million needed to finance the ACS is worthwhile. With an effective design and a long-term funding commitment from Congress, the ACS will be an effective resource in helping to better understand and efficiently manage our American communities. □



PUBLIC AFFAIRS UPDATE

✓ **Addiction researcher Volkow to head drug abuse institute . . .** A leading biomedical researcher, Nora D. Volkow, who has focused on the brain's dopamine system and the neural mechanisms underlying reinforcing, addictive, and toxic properties of drugs, has been selected to head the National Institutes of Health's (NIH) National Institute on Drug Abuse (NIDA). Currently Professor of Psychiatry and Associate Dean of the Medical School at SUNY-Stony Brook, she also heads the medical department at the Brookhaven National Laboratory in Upton, NY. Volkow begins her new position on April 15, becoming the first woman to head the nation's \$900-million/year basic research agency, which supports more than 85 percent of the world's research on health aspects of drug abuse and addiction. She considers addiction to be a disease and is a proponent of the relatively new perspective that addiction produces permanent changes in the brain. Among her scientific achievements is a study showing that drug addicts have fewer pleasure-related dopamine receptors, causing them to use dopamine-stimulating drugs (e.g., cocaine). She has also studied the effect of love and food on brain chemical activity, showing that the simple sight of a tasty food stimulates pleasure-associated chemical activity in the brain. Volkow replaces Acting Director Glen R. Hanson.

✓ **Justice Department issued first terrorism grant solicitation derived from social scientists' advice . . .** A U.S. Justice Department RFA (request for grant applications) directly stemming from social science advice given to the President's National Science and Technology Council (NSTC) was issued this fall. The Social, Behavioral and Education Sciences Working Group of an NSTC task force (see *Public Affairs Update*, December 2002 *Footnotes*, p. 3) suggested last spring that the federal government fund research in the very area solicited in the National Institute of Justice (NIJ) RFA. This grant proposal solicitation seeks "to support research on terrorism and counter-terrorism strategies to inform and improve policy and practice in the criminal-justice system. Research must deal with either the relationship between transnational organized crime and international terrorism, or issues related to terrorism that affect the criminal-justice system at the local, state, and federal levels." The total amount to be awarded and number of awards was not specified.

✓ **Schwetz is named acting director of HHS office for human research protections . . .** U.S. Department of Health and Human Services Secretary Tommy G. Thompson has named Bernard A. Schwetz, DVM, PhD, as Acting Director of the HHS Office for Human Research Protections (OHRP), which leads HHS's efforts to ensure the responsible conduct of research involving human subjects. Schwetz will assume this position on February 3, 2003, replacing Greg Koski, who stepped down as the first director in late November. The office monitors programs at more than 10,000 HHS-funded research institutions. According to HHS, Schwetz's priorities will include harmonizing the reporting of adverse events, intensifying the focus on prevention to improve protection quality, and strengthening communications with the research community, the public, and other interested groups. OHRP will seek to reduce the paperwork burden for institutions and Institutional Review Boards, and help educate the public about what constitutes quality research protections, according to an HHS press release. Currently, Schwetz is the senior advisor for science at the Food and Drug Administration (FDA) and is a Distinguished Scientist at the University of Maryland-College Park. From January 2001 to February 2002, he was acting principal deputy commissioner of the FDA and prior to that served as FDA's acting deputy commissioner. He was director of FDA's National Center for Toxicological Research in Arkansas from 1993 to 1999.

✓ **Bush administration appoints human-subjects research advisory panel members . . .** The Bush administration has named 12 members to its new advisory panel on federal protections for human research subjects known as the Health and Human Service (HHS) Secretary's Advisory Committee on Human Research Protection (SACHRP) (see *Public Affairs Update*, September/October 2002 *Footnotes*, p. 3 and *Vantage Point*, December 2002 *Footnotes*, p. 2). Reporting to Secretary Tommy G. Thompson, the panel replaces President Clinton's National Human Research Protections Advisory Committee (NHRPAC) and is charged with proposing changes in federal regulations aimed at protecting people who volunteer in medical, behavioral, and social science studies. SACHRP's charter differs from NHRPAC's in that it places "particular emphasis" on the review of research involving embryos, fetuses, and pregnant women. Some believe this charge was added because of Bush administration frustration over the stem cell research and cloning report of the President's Council on Bioethics, which had not reached clear-cut consensus. SACHRP's charter provides another avenue to address the issue. Amid a blizzard of controversy about the administration's motives in reformulating the committee's composition and charge, the science community had anxiously awaited the announcement of the new members, concerned that political ideology would trump the committee's scientific and bioethical purposes. HHS also made an unprofessional impression, as it rushed nomination requests to the scientific community over the holiday period and deadlines seemed to vacillate wildly. And, three former NHRPAC members included on SACHRP's roster had not been asked of their willingness to continue. Bioethicist, Jonathan D. Moreno, University of Virginia's Director of the Center for Biomedical Ethics, immediately refused to serve, stating that the administration had not contacted him before renaming him to the panel and that the panel lacked patient group and research subject representation. After this initial firestorm, the administration hastily announced on January 13 the addition of child cancer patient advocate and developmental psychologist Susan Weiner. The administration announced in the fall that the new panel would include advising on whether to define embryos as human subjects, and one new member has publicly declared research on embryonic stem cells to be unethical. Ernest D. Prentice, associate dean for research and vice chancellor for academic affairs and regulatory compliance at the University of Nebraska Medical School will chair SACHRP. Developmental psychologist Celia B. Fisher, the director of the Center for Ethics Education at Fordham University, currently serving as bioethicist-in-residence and as visiting professor in psychology at Yale University, will be the social scientist among the panel's new members.

ASA Seeks 2004 Award Nominations

ASA members and interested persons are encouraged to submit nominations for the 2004 ASA Awards. The deadline for award nominations is June 15, 2003, for 2004 awards (the ASA Dissertation Award follows a different schedule; see the detailed information below). Award selection committees, nominated by the ASA Committees on Committees and appointed by ASA Council, are constituted to review nominations. These awards will be presented at the 2004 Annual Meeting in San Francisco, California, with the exception of the Dissertation Award, which will be presented at the 2003 Annual Meeting in Atlanta, Georgia. Unless otherwise stated in the award descriptions below, the deadline for all nominations is June 15, 2003. Nominations should be sent to: Governance Office, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701; (202) 383-9005; fax (202) 638-0882; e-mail governance@asanet.org.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to works by women or men and is not restricted to works by sociologists. The works need not be recent publications; however, the publication date must precede the date of nomination. Only members of the Association may submit nominations for the Jessie Bernard Award. Nominations for scholarly works should include a one to two page statement explaining the importance of the work. Nominations for career achievement should include a letter of nomination, two copies of the vita of the nominee, and examples of relevant scholarship or other materials.

DuBois-Johnson-Frazier Award

Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for

a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. Nominations should include a summary of the nominee's career or achievement, and the way in which it is consistent with the traditions of these outstanding African-American scholars and educators. Nominations should include a one to two page statement and a vita, if applicable.

Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee's vita and a detailed one- to two-page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of full-time work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or an entire career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and a one- to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2001, 2002, 2003) preceding the award year. Two members of the Association must submit letters in support of each nomination for the award. Nominations should include name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award. Nominations for the 2004 award must be received by June 15, 2003. The winner of this award will be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive

this lecture at ASA's expense after the award recipient is announced.

Career of Distinguished Scholarship Award

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. Thus, nominations received by June 15, 2003, are considered for the awards given in years 2003 to 2007. Members of the Association and other interested parties may submit nominations. Nomination materials submitted in previous years for carryover nominees may be updated; any new materials must be received by June 15, 2003, for consideration for the 2004 award. Late-arriving nominations or updates will be held over for the following award year.

2003 Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2002 calendar year will be eligible for consideration for the 2003 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee's curriculum vita (with current address). The deadline for nominations for the 2003 Award is April 1, 2003. □

Ask ASA . . .

How will ASA guarantee the confidentiality of my online vote in the 2003 election?

As in past ASA elections, your ballot will be returned to an *independent, outside* election agent, whether you submit your ballot via online voting or traditional post mail. This ensures that all ASA member ballots and votes are strictly confidential.

Visit the ASA website at www.asanet.org/governance/candidates03.html for the latest updates on candidates' biographical sketches for the 2003 ASA election.

This election is the first in which ASA members will be offered the opportunity to vote either electronically or by traditional paper ballot. ASA is pleased to make available the electronic voting option. In addition to giving members more options for voting, it will also cost ASA less due to savings on printing and postage expenses. All ASA election guidelines and Council mandates for elections remain in effect for the 2003 election.

Be sure that we have your most current mailing address by the end of February for the upcoming election mailing. If you have any questions about the candidates or the election, contact us at governance@asanet.org. Candidates' statements will be published in the March 2003 issue of *Footnotes*. Watch for ballots to appear in your mailbox around April 1. ASA members have a long tradition of participating in ASA elections at a high rate . . . so to help maintain this good record and do your part to assure that your voice is heard, *please be sure to vote!*

Expanding Opportunities for Students to Participate in the Annual Meeting

Undergraduate Student Research Roundtables

Organizer: Jean H. Shin, American Sociological Association

The American Sociological Association is pleased to announce the formation of Undergraduate Student Research Roundtables for the 2003 Annual Meetings in Atlanta (August 16-19). The Minority Opportunities through School Transformation (MOST) Program, which ended in 2002, emphasized undergraduate research training experience. Continuing in the spirit of MOST, ASA is organizing these open refereed roundtables and inviting undergraduates from all institutions to participate. Paper topics are open. Please consult the 2003 Call for Papers for roundtable guidelines. Accepted papers will be grouped into tables on similar topics. Each table will have a presider and discussant. The roundtables are an excellent opportunity for students to share their work in a supportive setting.

The deadline for papers is April 15, 2003, and they should be sent to: Dr. Jean H. Shin, Interim Director, Minority Affairs Program, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701; e-mail shin@asanet.org.

Note: All participants on the Annual Meeting program must pre-register for the meeting by May 31, 2003. Submitters should include all contact information.

A Tribute to Patsy Mink, "Mother" of Equal Educational Opportunity

by Joyce Chinen, Past-President, Hawaii Sociological Association

Congresswoman Patsy Takemoto Mink (D-HI) passed away on September 28, 2002, after a month-long intense battle with viral pneumonia. This tribute to Patsy Mink is late since I have been preoccupied with taking care of my father Wallace who just passed away last week. I mention him in this piece because they were both born and raised on the island of Maui, and came of age in about the same historical period, when the agency system, plantations, sugar and pineapple industries, and *haole* (whites) paternalism dominated the Hawaiian islands. Their similar experiences of subordination and exploitation—because of their Japanese-American ethnic ancestry, and of their gender and class—informed their identities, world-views, and actions.

Patsy Mink was born on December 6, 1927, in Paia, Maui. She is known by old-timers on Maui as an "H-poko girl." "H-

poko" is short for Hamakua-poko, the area where she was raised and where her father worked as a land surveyor for East Maui Irrigation company. After graduating from Maui High School, she moved to the island of Oahu

and attended the University of Hawaii, where she received a degree in zoology.

Patsy Mink's feminist consciousness and commitments were shaped by her own experiences. She mentioned in many speeches that her decision to train in law came after her applications to medical school were repeatedly rejected



Hawaii Sociological Association meeting participants pose with the late Congresswoman Patsy Mink. Left to right: Joyce Chinen, Eric Margolis, Mary Romero, Patsy Mink, Ida Yoshinaga, Mary Jane Dobson, Michael Delucchi.

in favor of male applicants. In her last year at the University of Chicago Law School, she met and married hydrologist John Mink. The couple decided to make Hawaii their home, but Patsy Mink was able to take and

pass the Hawaii Territorial Bar exam in 1953 only after filing a rebuttal to a ruling revoking her residency and ability to practice law. Critiquing the women-as-chattel assumption, she argued that although she had married John Mink outside of Hawaii, they had never resided in her husband's home state of Pennsylvania and, thus, she had never forfeited her Hawaii residency. She became the first woman of Japanese ancestry to be licensed to practice law in Hawaii.

From the practice of law, it was a short reach to the practice of politics. Patsy Mink served both in and out of government, and within government, at all levels—city, state, and national. In 1954, when the stranglehold of the Republican Party in Hawaii was being challenged by a newly invigorated Democratic Party made up of a coalition of multiethnic organized labor, returning veterans (mostly Americans of Japanese ancestry), and old party regulars, Patsy Mink was there. Supported by her feminist husband, she took on positions in Hawaii's Democratic Party, and in 1956 made her first bid for public office. She won seats in the Hawaii Territorial House of Representatives from 1956-58 and in the Territorial Senate in 1959. Hawaii finally attained statehood in 1959, and in 1962 she served in the Hawaii State Senate from 1962-64.

Patsy Mink went on to be the first woman of color elected to the U.S. Congress, serving in the House of Representatives until 1977. When she lost the race for U.S. Senate in 1977, she became the Assistant Secretary of State in charge of Oceans and International, Environmental and Scientific Affairs in the U.S. Department of State, and then became the National President for the Americans for Democratic Action, from 1978-81. She later served at the municipal level on the Honolulu City Council (1983-87), chairing the City Council from 1983-85. She ran for national office again, and from 1990 until her untimely death this year, served in the U.S. House of Representatives.

Patsy Mink practiced law in the interludes between elective offices, but she continued to be involved in community issues and struggles. In the early 1980s, she was involved in her Waipahu community's struggle to stop the city

Patsy Mink went on to be the first woman of color elected to the U.S. Congress, serving in the House of Representatives until 1977.

government from building a garbage-to-energy processing plant. Mink served as an unpaid consultant, keeping the

As a feminist sociologist and a woman of color reviewing Patsy Mink's career trajectory, I am struck both by how consistent, yet non-linear it was.

community informed of action dates and organizing residents to testify at the hearings, and the Waipahu residents prevailed. In the late 1980s, seeing the need for better information sharing on the legislative process, Patsy Mink established a non-profit watchdog project, called *The Public Reporter*, to monitor and inform the public on the daily working of the legislative committees during the 60-day legislative session.

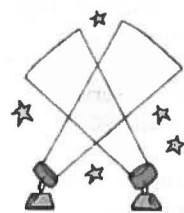
In her various offices and positions, Patsy Mink was often "the first" or a "lone voice." She was one of the few legislators who spoke out against the Vietnam War when most others supported it; she supported environmental concerns even when most did not; she supported civil liberties when others compromised; she supported working and poor families, especially those in rural areas, even as the nation turned greedy. And she was a feminist before feminism became fashionable. She emerged from a generation schooled in fiery public oratory, but she was not only about rhetoric and idealism. Patsy Mink was also a pragmatic politician. I recall sitting in a briefing session for agencies and individuals like myself involved in programs and actions (preparing for the re-authorization of the Temporary Assistance to Needy Families Act of 1996), while she pointed out that our desires to drop the five-year lifetime limit were unrealistic, given the current congressional composition. Instead of a frontal assault on the time limit, she had tried to craft amendments that would mandate provisos that would indirectly nullify the time limit. Ever smart and savvy, but always with the interests of the less privileged in mind.

As a feminist sociologist and a woman of color reviewing Patsy Mink's career trajectory, I am struck both by how consistent, yet non-linear it was. I see a life guided by a set of core values honoring the dignity of all individuals and the strength of communities. I see periods when she was in elected offices, and periods when she was not. I see periods of personal care-giving—mothering her daughter Gwendolyn "Wendy" Mink, and daughtering her mother Mitama Takemoto in her later years—and periods of "social mothering" to her Congressional District, the Democratic Party, the Territory of Hawaii, the State of Hawaii, the City and County of Honolulu, and the United States of America.

In February of 2002, anticipating the 30th anniversary of Title IX of the Educational Amendments Act of 1972, Hawaii Sociological Association (HSA) honored Congresswoman Patsy Mink. The fact that in the 21st century so many women and girls can take for granted the right to an education and the opportunities that it can bring is a testament to her social mothering, and the positive revolutionary consequences of her historic reformist piece of legislation.

As my family and I took care of my dad in his last days, consulting with his (female) primary care physician, I

See Mink, page 8



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology departments

Appalachian State's "All-for-one" Master's Degree

by Amal Khalaf, Academic and Professional Affairs

When the time comes to pursue a graduate degree in education, students may find themselves torn when having to decide on one specific discipline. To address this situation, Appalachian State University created a multidisciplinary Master of Arts in Social Science (MASS) Education Program for students who want an advanced education in more than one field.

MASS is designed to prepare students for teaching more than one social science. This program combines diverse content from eight disciplines—anthropology, criminal justice, economics, geography, history, political science, psychology, and sociology—as required coursework in teacher training for the social sciences.

This graduate program is unique in its two main purposes. First, the program allows teachers with high school certification to earn additional accreditation at the graduate level. Second, it meets many state community colleges' requirement for teachers to have a minimum of 18 hours in a particular field before teaching that subject. Appalachian State University is the only institution in the United States to launch such a program, making it very popular with current teachers seeking to advance their education. This distinctive and well-constructed program was one reason that the graduate school was ranked highly in the *U.S. News & World Report's 2003 America's Best Colleges Guide*, which placed it third among the south's top public master's degree-granting universities.

Ken Muir, the MASS Program Director and Assistant Professor of Sociology and Social Work, ensures that the program works in concert with the state's primary focus to strengthen the educational system in high schools and community colleges. The concentration in secondary school education provides

an individual with an advanced licensure level education broad enough to teach in any social science area. The concentration in community college teaching differs, as it requires two 18-hour disciplinary concentrations as well as the professional education requirements of leadership and higher education classes. A benefit of the program is that it prepares teachers to teach two disciplines, whereas other graduate programs prepare teachers for only one.

As this multidisciplinary approach to graduate education strengthens, some wonder whether it will detract from the discipline of sociology. "In our MASS program classes we stress the importance of the overlap between the discipline and how sociology is applicable to, say, psychology, history, business, education, and political science or criminal justice," says Muir. "You can begin to understand each of these few fields by approaching it first from a sociological perspective. The multidisciplinary approach, such as the Master of Arts in Social Sciences, is another way of broadening the appeal and application of sociology." The MASS program ensures that teachers have a handle on sociology and all other social sciences. A multidisciplinary, social science program brings an innovative approach to the expansion of sociology, Muir believes.

With a current enrollment of 20 students, the Master of Arts in Social Science Program at Appalachian State University was accredited in the early 1980s. For more information on the MASS Program, contact Ken Muir, Department of Sociology and Social Work, Appalachian State University, Boone, NC 28608, e-mail muirkb@appstate.edu.

Amal Khalaf is a student at McDaniel College and served as an intern at ASA's executive office in Washington, DC, during January. □

Preparing Future Faculty Project Capstone

by Carla B. Howery,
Deputy Executive Officer

December 2002 marked the completion of the formal Preparing Future Faculty (PFF) project. For two years, four clusters of sociology departments have undertaken initiatives to expose graduate students to the wide range of institutional contexts in which faculty teach, do research, and engage in campus and community service. The project was coordinated by the American Association of Colleges and Universities and the Council of Graduate Schools and funded by Atlantic Philanthropies. Six disciplinary associations were involved, including ASA.

A cluster consisted of a PhD-granting institution and several undergraduate institutions. The four sociology PhD clusters and project leaders were:

- Indiana University [Bernice A. Pescosolido], DePauw University, Marian College, Indiana University-South Bend, Indiana University-Kokomo, Indiana University-Columbus, and Butler University

The department offers a three-course sequence: Teaching Undergraduate Sociology; Introduction to Sociological Issues in Higher Education; and Research in Higher Education (which includes a research project/product). The sequence mirrors research sequences in substantive areas. Students receive a certificate of completion. The department offers a brown bag series on topics of interest to students, and has a formal mentoring program. In addition to shadowing the partner faculty, students talk with visiting scholars who come to the Indiana University campus about the nature of their role as a faculty member. The department, which won the ASA's Distinguished Contributions to Teaching Award (2001), has been a leader on campus on teaching improvement. Two collaborative initiatives saw the founding of a Center for the Scholarship of Teaching and Learning, and a university minor in the scholarship of teaching and learning.

- North Carolina State University [Barbara J. Risman], College of Charleston, Elon College, North Carolina Central University, University of North Carolina-Greensboro, and University of North Carolina-Wilmington

The department sought to address students' concerns about uneven mentoring. Risman established a network of teaching and research mentors within the department. Students also shadowed partner faculty on different types of campuses. The department sponsored a daylong teaching symposium, which brought together the host and partner faculty and graduate students. The PFF Certificate is an enduring effort, which will emphasize the importance of learning about teaching at institutions of all types, including Research I Universities.

- Texas A&M University [Harland Prechel], Blinn College, Our Lady of the Lake University, Prairie View A & M University, Sam Houston State University, Texas A&M International University, Texas Southern University, University of Texas-Pan American

At Texas A&M, graduate students

take two proseminars. One is designed to prepare graduate students for research, publishing, and ethics. The other focuses on teaching. The department has made linkages with institutions with students of diverse racial and ethnic backgrounds, as part of an effort to prepare new PhDs to teach the diverse students of the future. The department has strengthened its mentoring program for graduate students, and has tapped the talents of alumni, and the staff of the campus Center for Teaching Excellence.

- University of Nebraska-Lincoln [Helen Moore], Alcorn State University, Grambling State University, Little Priest Tribal College, New Mexico Highlands University, Texas A&M-Corpus Christi, University of Nebraska Medical Center

Nebraska wanted partner schools that taught primarily students of color and sent students to shadow faculty there. At Grambling, University of Nebraska (UNL) students conducted classroom research, which was useful to the Grambling faculty and gave students a model for research on teaching. UNL offers three professional seminars for graduate students: pedagogical theory and practice; research development; and professional publication practices. The careful mentoring students receive in job applications, preparation for presentations, and teaching experience paid off with solid job placements for the new PhDs.

The PFF sociology clusters worked closely with an advisory panel. The panel members offered advice and support, and conducted site visits to each cluster. The sociology PFF advisory panel included: Judith Howard, University of Washington; Carla B. Howery, ASA, chair; Ted Long, Elizabethtown College; Suzanne Ortega, University of Missouri-Columbia; William G. Roy, University of California-Los Angeles; Nancy Sacks, SUNY-Old Westbury; Marcia Texler Segal, Indiana University Southeast; and Jean H. Shin, McDaniel College.

In early December 2002, the project leaders from each campus and members of the advisory panel met with their counterparts in the five other disciplines for a capstone conference. The capstone event had three parts. For the first day, each discipline met in its association's executive office, to strategize ways to sustain PFF in that profession. During the second day, all six disciplines met together to share common themes and extend the best PFF practices across campuses. On the final day, the PFF teams joined with the Council of Graduate School's annual meeting, to converse with graduate deans about the professional socialization of graduate students.

For ASA and sociology, the PFF group plans several workshops at the ASA Annual Meeting to assist graduate students and their advisers in knowing more about the contours of undergraduate institutions. The PFF team plans to draft written advice about preparing for this job market and how to assess the "fit" between one's interests and the range of available faculty positions. Directors of Graduate Study and departments interested in PFF best practices should contact any of the four cluster leaders, or Carla Howery at ASA. □

North Carolina State University Certifies PFF Scholars

by Jean Beaman, Academic and Professional Affairs

North Carolina State University's (NCSU) sociology department, one of the four Preparing Future Faculty (PFF) departments, recently developed a PFF Scholar Certificate. The certification process, open to all current doctoral students, formally recognizes those who have gone beyond the requirements for the PhD and have completed extensive training in the components of faculty work, including teaching, research, and engagement.

"This certification allows students to show their expertise in the scholarship of teaching and experience in public sociology and allows the department to institutionalize this [PFF] grant in a stable way," commented Professor and PFF Principal Investigator Barbara Risman.

There are three requirements for the certificate, each reflecting the department's emphasis on mentoring. First, students must "shadow" a PFF partner faculty member at a participating college or university. Graduate students visit the campus of a partner faculty and participate in faculty life, including visiting and teaching classes, and attending faculty meetings. Students also visit another campus (at a different type of institution) two times in different semesters. While mentoring is a key feature of any PFF program, what makes NCSU's program unique is that students can be mentored at other Research I universities as well as at smaller schools.

The second component is a pedagogy requirement. Students must take the basic course in teaching sociology, independently teach an undergraduate sociology course,

and produce a teaching portfolio. They must also provide evidence of scholarship of teaching and learning such as a publication on teaching or giving a presentation at a professional meeting.

For the final requirement, students are given a choice between participation in a collaborative research mentorship team or demonstration of engaged (public) sociology. Students who elect to do research, work in a team headed by one or more faculty members. This unique aspect of NCSU PFF broadens the research mentoring experience available to students. Students are exposed to differing styles of mentorship and develop skills necessary to work in a team. Students who choose the option of doing public sociology choose the experience they would like to complete to indicate their expertise in engaged sociology or service outside the academy, which is relevant to the faculty role. This option is an example of PFF training students for multiple aspects of the faculty role other than teaching. Examples of projects include service on a university committee, volunteering professional expertise to a nonprofit organization, action research, or service in national professional organizations.

Once students have completed these three requirements, they write a narrative essay, which describes each component and what they have gained from the experience. Upon approval, students receive a departmental certificate indicating they are *PFF Scholars*, and the certificate designates their emphasis (i.e., teacher-scholar and engaged sociology or research intensive). Risman posits that the certificate option will help students and the department make faculty preparation more intentional, thorough, and effective. □

Six More Departments Selected for Integrating Data Analysis Project

The ASA Integrating Data Analysis (IDA) project is now in its second year. The National Science Foundation-funded project engages departments ready to develop inquiry skills and enhance research training for undergraduate students. The first cohort of six departments attended six-day workshops in the summer 2002 and has been implementing class modules in academic year 2002-03.

The second cohort of departments recently selected includes: Augsburg College, Berea College, Cleveland State University, Ithaca College, Lehman College, and Wake Forest University. They were selected competitively from a group of applicants to work as a department on curriculum revision. At least half of the faculty in each department will attend a workshop at the University of Michigan in June 2003 and will develop data analysis modules for their *non-research* methods courses.

In their application, each sociology department identified courses that are ripe for inclusion of empirical material primarily from U.S. Census data and also the General Social Survey or other data sources. The goal of the IDA Project is to infuse the curriculum with developmental research experiences that better connect with existing research methods and statistics courses.

"With at least half of the faculty participating in the summer workshop, there is a critical mass of colleagues who can achieve this goal," says Carla B. Howery, ASA's IDA Principal Investigator.

"Over the next two years, however, we will work with the full department to ensure long-lasting change, pervasive curriculum reform, coordination of efforts, and models that can be useful to other departments."

The IDA project brings together the ASA's commitment to research training for undergraduates with the experience of William Frey, University of Michigan, and the Social Science Data Analysis Network (SSDAN). The IDA staff, which includes Kerry Strand, Hood College and Havidan Rodriguez, University of Puerto Rico-Mayaguez, will provide substantive and technical support and conduct site visits to these departments. Strand and Rodriguez will offer a daylong workshop on Undergraduate Research Training at the 2003 Annual Meeting, drawing on the IDA work (see page 9 of this issue of *Footnotes*). Strand and Howery will offer workshops on "Undergraduate Research Training: Early and Often" at the Midwest Sociological Society and North Central Sociological Association meetings in spring 2003.

To view some of the modules developed by the first IDA cohort, go to www.ssdan.net (and select the "Exercise Modules" item). For more information, contact Carla B. Howery, Director, Academic and Professional Affairs Program, howery@asanet.org. Although the IDA project funding covers only two cohorts, ASA will soon disseminate the IDA modules and best practices on ASA's homepage and through workshops. □

New York to Belarus: Sociology in International Distance-learning

by Jean Beaman, Academic and Professional Affairs

Sociology truly encircled the globe this past fall when students at SUNY-Cortland and students at the State University of Belarus in Minsk, Belarus, took a class in a Social Control lesson together. The students and professors interacted using a website in an international distance-learning classroom. Sociology professors Craig Little, SUNY, and Larissa Titarenko, State University of Belarus, taught this course as a way for students to have an international experience without ever leaving their country.

The idea for the distance learning course originated in fall 2000 when Little and Titarenko met at a conference in Bulgaria. Since then, they prepared for the project by attending workshops conducted by the SUNY Learning Network (SLN). The SLN offers distance-learning classes to students on a number of SUNY campuses. Because neither of the professors had previously taught an online course, they decided to keep the structure simple, and with SLN providing valuable support, the department and school enthusiastically supported the project. SUNY permitted Belarusian students to audit the class for free, which allowed students to take the course who might not otherwise have been able to.

Student Mix

The class enrolled a mix of students including traditional students, graduate students, and non-traditional adult students, five from Belarus and eight from SUNY. The course, conducted in English, was divided into five modules. Each module included mini-lectures written by the professors to be read online, assigned reading, a set of reading questions, student-led discussion, an essay exam, and web-based assignments. The course syllabus indicated the start and end dates for each module and assignment due dates. Each student was required to participate in the student-led discussion by posting questions about the reading and maintaining a discussion thread.

With student online interaction considered to be an integral part of the course, Little commented that as they constructed the course, "we were mindful of including assignments designed to highlight the exchange of students' knowledge and opinions."

The course was also designed to be writing intensive, which benefited both groups of students. It kept them engaged, and it encouraged writing practice, especially helpful for students whose first language was not English, according to Little.

The students' strong involvement in the course helped make it a success, said Little. The substance of the course led to interesting and engaging discussion and dialogue. "Students from the United States and Belarus have different perspectives on social control due to the context in which they live," according to Little, who specializes in criminology, deviance, and social control. Throughout the course, comparisons were made of perspectives on social control in Central and Eastern Europe and in the West, in addition to the typical deviance and social control content. Belarusian students learned about life in America and American students learned about life in Belarus.

Limitations?

One limitation to such a course is the lack of face-to-face interaction with the professor. However, it is not a handicapping limitation, as many students participate better by writing online than they would verbally in a traditional classroom setting. While Little believes online international education is a great idea, he does not feel that most courses in four-year schools should be distance-learning courses. "Distance-learning works best in special circumstances," he said, such as internationally. Initially a skeptic of long distance education, and remains an advocate of the bulk of the curriculum being taught in traditional ways.

He believes that the advantages of an international distance-learning classroom are many. "International distance learning provides an alternative to students who would not ordinarily have had the chance to study abroad," Little commented. "This course definitely enriched the educational experience of the American and Belarusian students." For spring 2004, Little and Titarenko are planning a course that will involve students from Belarus, Moscow State University, Griffith University in Australia, and SUNY in a single virtual classroom that would truly span the globe.

For more information, contact Craig Little, Department of Sociology & Anthropology, SUNY-Cortland, Cortland, NY 13045, (607) 753-2470, littlec@cortland.edu. □

Educating the "Walking Wounded" Community college teachers connect personally through Family Violence courses

by Jean Beaman, Academic and Professional Affairs

Many sociology faculty find that the subject matter of their courses connects with the personal experiences of their students. Family Violence is such a course. In some cases, students speak about deeply personal experiences of abuse for the first time. Particularly in community colleges, teaching Family Violence to victims and survivors of family violence is a common phenomenon with which professors Barbara Johnston, of North Hennepin Community College in Brooklyn Park, MN, and Kathy Smith, of Columbia State Community College in Lewisburg, TN, are experienced. Both of their classes often include many students who are victims or survivors of family violence. This classroom composition dramatically impacts how they teach the course.

Emancipation Through Education

In a society where more than four million women are battered by their husbands or partners each year, where approximately 2,000 die as a result of the battering, and where the children in those homes witness that violence, it is not surprising that those affected by family violence are everywhere. According to Johnston, colleges (particularly community colleges) that cater to nontraditional students are often a "safe space" for victims of abuse. As Johnston explained, "The door to emancipation for abused women is education."

For Johnston, the classroom is a place for sociological knowledge and understanding of personal experiences to meld. By stressing understanding and trust as part of classroom norms, students feel comfortable sharing their experiences, and they can put them in context with the sociological insights they are developing. In her Family Violence course, Smith said she uses a "very nonjudgmental framework without condemning anyone in such a situation [as a victim of abuse]." Structural/Functional, Symbolic Interaction, Exchange, and Conflict theories allow students to understand the sociological context in which "batterers can come to think that they have a right to behave in an inappropriate way and how the battered often concludes that if she or he had only behaved differently, the battering would not have occurred," said Smith.

Professional Origins

Johnston first developed her course in Family Violence in 1982 for professionals with mandatory obligations to report abuse: nurses, social workers, educators, and law enforcement students. However, from the first time she offered it, at least half of each class body has been what Johnston refers to as "the walking wounded," victims of family violence. The seminar course addresses spousal abuse, child neglect and abuse, elder abuse, and intervention and prevention, among other topics. When she first taught this course, she was largely unprepared for the classroom discussion and dynamics. Once a young student indicated that she was currently in a relationship with a violent boyfriend. Classmates encouraged her to get out of that situation and were overjoyed once she did. Discussions can also become heated and students can become uncomfortable. Another time, a perpetra-

tor was a student in the class. Students were angry when he announced that he had abused his wife for 30 years. This is just one difficult situation that Johnston has faced.

On the first day of class, Johnston passes out a handout to her students that stresses respect towards classmates and confidentiality. This is important, as "victims expend a great deal of courage just to get to the point of being able to voice their fears and tell their personal history of domestic violence," said Johnston. While Johnston encourages her students to disclose their experiences if they choose, and most do, she also emphasizes that disclosure is not required.

Professor Barbara Keating of Minnesota State University, who likewise has victims of violence in her classes, also uses guidelines like Johnston's in her classes on family violence. Keating also emphasizes that an academic course differs from a support group, so that students do not see the course as a setting for therapy. "If a student discloses that he or she is a victim of domestic violence/abuse in class, I allow him or her to set their comfort level in discussing their issues. There are times that just talking about this topic is therapeutic for the student and it shows other students that there is no "typical" description of a batterer or a battered person; they come in all shapes, sizes, colors, genders, socioeconomic levels, races, and ethnic backgrounds," Smith explained.

A Different Teaching Experience

In this class, "teaching is different than it is in other courses," Johnston commented. "You cannot remain impassionate in this setting." Johnston, who has also taught at four-year schools for 25 years, stresses the difference between this teaching environment and that of four-year schools. Johnston's involvement with her students extends outside the classroom. She supports her students who are victims by referring them to resources in the community. As a result of teaching this course, Johnston has become an advocate for family violence prevention and intervention and has been active in educating others about this problem. Smith also often talks with students outside class and always keeps a collection of books and journal articles for victimized students to read. She advocates more education about family violence issues and feels it should always be a separate course, not part of a social problems or marriage and family class.

It is students' success stories that provide professors like Johnston and Smith with motivation. One of Johnston's former students was a 40-year old woman with three children who was abused by her husband for many years, including being shot three times. She survived, though her health is poor, and graduated from North Hennepin Community College as a Truman scholarship finalist. There are many stories like this. Johnston commented, "I take pride in every person whose life I've impacted. Sociology is a discipline that can empower people. In this setting, I have been able to offer a course that gives the 'walking wounded' a set of insights to heal and move on." □

2003 Student Travel Awards Available

The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards in the amount of \$200 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2003 ASA Annual Meeting in Atlanta, GA. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply for a student travel award, complete and submit four (4) copies of the application form no later than May 1, 2003. Decisions will be announced by June 15, 2003. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student need, the availability of other forms of support, matching funds, and the potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the Student Forum convened especially for this purpose will select awardees.

The 2003 Student Travel Award Application is available on the ASA website at www.asanet.org/student/travelaward.html or upon request. For more information, contact the ASA Executive Office at (202) 383-9005 extension 327, or via e-mail at studentforum@asanet.org.

Sociology News for the Dinner Table . . .

This is an occasional column that highlights ASA journal articles and sociological research with "news appeal" that could be interesting to a general audience. This would potentially include even your family and friends who probably continue to wonder just what it is that a sociologist does for a living . . .

If Felons Could Have Voted, National Election Outcomes Would Have Been Different

If current and former felons had been allowed to vote, the outcome of as many as seven U.S. Senate races and one presidential election since 1978 might have been altered. Felon disenfranchisement laws, combined with high rates of criminal punishment in the United States, sometimes play a decisive role in elections. This is the finding that sociologists Christopher Uggen, University of Minnesota, and Jeff Manza, Northwestern University, reported in the December 2002 issue of the *American Sociological Review*.

The right to vote is a cornerstone of democratic governance, yet there are populations in this country disenfranchised from this civic process. The United States is unique among postindustrial democracies in that most states have established restrictions on voting rights for nonincarcerated felons, which make up three-quarters of the disenfranchised felon population. Currently 48 states disenfranchise felons (although ballot restrictions are specific to each state). The incarcerated are primarily the working-class poor and African Americans who traditionally vote Democratic.

Political Consequences

In their article, "Democratic Contraction? Political Consequences of Felon Disenfranchisement in the United States," Uggen and Manza analyze whether felon disenfranchisement had meaningful political consequences in past elections. They calculated the number of felons and ex-felons affected, then estimated voter turnout and vote choice based on their known characteristics (i.e., gender, race, age, income, labor

force status, marital status, and education). They then adjusted for over-reporting of voting to determine the number of votes lost/gained by both Republican and Democratic candidates.

The researchers estimate that the disenfranchised felon population is composed of approximately 35 percent ex-felons, 28 percent probationers, 9 percent parolees, and 27 percent prison inmates. The impact of felon disenfranchisement would have been greatly reduced had ex-felons, parolees, and probationers—all citizens not currently in prison—been permitted to vote in all states. Their survey data suggest that Democratic candidates would have received about seven out of every ten votes cast by this disenfranchised population in 14 of the last 15 Senate election years.

"By removing those with Democratic preferences from the pool of eligible voters, felon disenfranchisement has provided a small but clear advantage to Republican candidates in every presidential and senatorial election from 1972 to 2000," wrote Uggen and Manza.

U.S. Senate

Since 1978, there have been more than 400 Senate elections, and the outcomes of seven of those might have been different if the vote had been given to felons and ex-felons. While the percentage change is small, the difference might have had a significant long-term effect, given the well-known advantage of incumbency.

In 1978 two of the 32 Senate elections might have had different outcomes if not for felon disenfranchisement, and this would have increased the Democrat majority from 58:41 to 60:39. Of the 32 senators elected, the incumbent party retained its seat through at least 1990 in 29 cases (91 percent) and through at least 2002 in 23 cases (72 percent).

"Assuming that Democrats who might have been elected in the absence of felon disenfranchisement had held their seats as long as the Republicans who narrowly defeated them," said

Uggen and Manza, "we estimate that the Democratic Party would have gained parity in 1984 and held majority control of the U.S. Senate from 1986 to the present."

U.S. President

According to Uggen and Manza, the outcome of the most contested presidential race in history, the 2000 Bush vs. Gore election, would almost certainly have been reversed had voting rights been extended to any category of disenfranchised felons. Had only ex-felons been enfranchised in Florida and participated at the estimated rate of Florida turnout (27.2 percent) and with the Democratic preference (68.9 percent), they would have yielded an additional 60,000 net votes for Gore. This would have been more than enough to overwhelm Bush's narrow victory margin.

"If disenfranchised felons in Florida had been permitted to vote, Democrat Gore would certainly have carried the state, and the election," said Uggen and Manza. "We can thus conclude that the outcome of the 2000 presidential race hinged on the narrower question of ex-felon disenfranchisement rather than the broader question of voting restrictions on felons currently under supervision."

... But All Politics Is Local

The researchers examined only national presidential and senatorial outcomes and did not explore the potential consequences of felon disenfranchisement on U.S. House, state, local, and district-level elections (e.g., in urban legislative districts, where felons and ex-felons are concentrated geographically and where disenfranchisement therefore likely has an even greater impact). □

Mink, from page 5

marveled at how the world had changed. In medicine, Patsy Mink's intended career, the percentage of female physicians has climbed from 7.6% in 1970 (before Title IX) to 24% in 2000. In our own field of sociology, the percentage has climbed from 19% in 1969, to 59.9% in 1999. I am deeply saddened that Patsy Mink has left us before she could see the full harvest of her labor, but pleased that on October 9, 2002, the U.S. House of Representatives unanimously approved a resolution renaming the landmark legislation, formerly known as Title IX of the Educational Amendments Act of 1972, to the Patsy T. Mink Equal Opportunity in Education Act. President Bush's signature on the bill made it official. But Congresswoman Mink would not have rested with this. In these historical times, as the nation's social safety net is being dismantled, her family has established in her honor the Patsy Takemoto Mink Education Fund for Low Income Women and Children (PO Box 479, Honolulu, HI 96809). For those of us who share her vision of a truly compassionate and just society, this is but one way to contribute to the continuation of Patsy Mink's tremendous legacy. □

Contexts, from page 1

magazine during its first year (see accompanying sidebar), ASA's Council at its January 2003 meeting expressed its appreciation to Felice Levine for her leadership and commitment to launching the magazine.



Claude Fischer

ASA Executive Officer Sally T. Hillsman said, "The ASA is absolutely thrilled that *Contexts* is being recognized within its first year of existence by such a significant award. Congratulations go to Claude Fischer for his thoughtful and creative editorial leadership and his incredibly hard work in launching a new journal." Hillsman further commented that in its initial commitment to develop the magazine, ASA and former Executive Officer Felice J. Levine dove into it "with eyes wide open about the demanding world of publishing, but since our earliest work developing this new magazine, sociologists have recognized the profound importance of its mission. We could not be more pleased to have our perspective legitimized by the professional publish-

ing community."

The circulation of *Contexts* should jump quite dramatically with the first issue of Volume 2, because Ingram Periodicals, one of the country's largest commercial distributors, picked up the magazine. As a result, bookstore distribution will more than double, with 773 copies of Volume 2, Issue 1, being placed in bookstores throughout the United States.

For further information on the journal, subscriptions, submissions, or other topics of interest, please visit ASA's dedicated website for *Contexts* at www.contextsmagazine.org. The website includes searchable abstracts, a preview of current articles, timely press releases, citations of media coverage, gift subscription information, and regular subscription information. □

Vantage Point, from page 2

courses in the major. Through an NSF-funded project called Integrating Data Analysis (IDA), ASA solicited sociology departments (see November 2002 *Footnotes*, p. 4) and is now working intensively with 12 of them to transform their curriculum to incorporate research exposure "early and often." Using U.S. Census and other data sets, the IDA project serves as a model for other sociology departments seeking to share the excitement and challenge of empirical work to students throughout the curriculum.

A Welcoming Face

ASA's MOST (Minority Opportunity Through School Transformation) program succeeded in showing the discipline how sociology departments could reconfigure themselves to be more welcoming and supportive to students of color and more successful at graduating minority majors. Minority high school students will be more attracted to sociology departments that implement the lessons learned through MOST. By transforming departments (including their curriculum, climate, mentoring, pipeline, and research training), ASA has created a road map that can lead the discipline to be more inviting to talented minority students. The link between departmental excellence and inclusivity (both in the student body and faculty) will be key to high school students viewing sociology as an inviting field in which to pursue their undergraduate education. While ASA's MOST program and our longstanding predoctoral Minority Fellowship Program have brought much progress toward diversity in the discipline, the small but stable numbers of PhDs of color points to the need to focus on earlier segments in the pipeline (e.g., high school) to impact more proactively the flow of minority students into the discipline.

All sociologists should consider what other means we can summons to better insert sociology into high school education.—Sally T. Hillsman, Executive Officer □

Statement of Appreciation to Claude Fischer

The ASA Council congratulates Claude Fischer for the successful launch of *Contexts* and for the recognition it has received, within the discipline and without. Claude has shown extraordinary vision, leadership, dedication and sociological insight, and we deeply appreciate his efforts.

ASA Executive Office Welcomes New Staff

ASA is pleased to announce the arrival of four new full-time staff at ASA headquarters, as the organization continues to build on the excellent human resource pool at the Association's Washington, DC, office. Until you have an opportunity to meet these new staff at an upcoming ASA Annual Meeting or other venue, here are some brief introductions . . .

Publications Production Manager

Redante

Asuncion-Reed joined ASA in January as Publications/Production Manager in the Publications Department. Prior to ASA, Redante worked for Georgetown University as the Managing Editor of the *Journal of International Business Studies*. Redante is actually a familiar face in the ASA Executive Office. Prior to his Georgetown position, he worked from 1998 to 2000 as ASA's Publications Assistant.



Redante Asuncion-Reed

He brings to ASA experience in publications management, desktop publishing, and writing and editing. He credits his 1998-2000 experience at ASA for his start in publishing as a career. Since that time he has expanded his role in publications departments for organizations to include staff and budget management and independently running the day-to-day operations of a publishing operation. He is also a member of various Washington, DC, professional organizations related to publishing.

Characterizing himself as "a bit of a techno geek who gets excited about learning the latest software used in desktop publishing and web development," Redante said he is looking forward to using advanced programs such as Pagemaker, Photoshop, and

Dreamweaver, on which ASA increasingly relies to accomplish its publishing and website maintenance tasks.

Majoring in sociology, Redante graduated from the University of Vermont in 1994. He spent the next several years traveling and living in different parts of the United States (California, Vermont, Virginia, and Wisconsin) and overseas (Philippines and Japan). Redante enjoys traveling a great deal but has perhaps satisfied his "traveling bug," as he settles down again in Washington, DC.

Redante is originally from the Philippines—his family immigrated to the United States when he was 14 years old. He grew up in Philadelphia, PA, but feels very much at home in the Adams Morgan section of Washington, DC, where he has lived since 1998.

His interests include 1980s pop culture, professional wrestling, web development, playing guitar, and cooking. He is a dog and cat lover. Though he and his wife do not have pets at this time, they look forward one day to having sufficient space to accommodate some furry creatures in their home.

Research Associate

William

Erskine joined the ASA Executive Office in January as Research Associate in the Research Program on the Discipline and Profession. His initial responsibilities include statistical analysis of departmental and faculty data, new technologies for data dissemination, and a variety of duties for the FAD (Fund for the Advancement of the Discipline) program.

"While at ASA, I hope to promote access to data gathered by the research program, which I believe is a worthwhile dataset for social scientists. I look



William Erskine

forward to participating in new research initiatives, such as the next wave of a panel study of the 1996-97 PhD graduates," commented Bill on his new ASA position.

Prior to joining ASA, Bill served as Senior Research Analyst at the American Society of Training and Development (ASTD) in Alexandria, VA, an association of 70,000 human resource professionals engaged in workforce development and education. While there, Bill authored or co-authored several reports comparing training investments and practices of more than 5,000 companies and nonprofit organizations participating in ASTD's Benchmarking Service. He also worked on a variety of other studies including Department of Labor research on state-funded workforce initiatives, and joint labor-management educational programs. He designed and managed several online surveys, developed a training investment market segmentation model, and through his analytical work analyzed factors for improving employee retention, and uncovered patterns of international inequalities in workforce training.

A life-long student of sociology, Bill began exploring sociology as a high school student in Orlando, FL. He continued his studies of sociology and political science at Florida State University and Indiana University, with substantive training in the sociology of work, organizations, stratification and inequality, and political sociology.

An Oriole baseball fan by birth and a Midwesterner in disposition, Bill enjoys biking, home brewing, and visiting with friends and family in the Midwest, the Blue Ridge Mountains, and up the East Coast. Bill is also an avid jazz fan, and volunteers for the Kinsey Institute, and other peace and social justice organizations.

Membership and Customer Service

Kathy Lamb

joined ASA in May 2002 as a consultant to manage membership and customer service, and in January of 2003 she became a full-time employee in this position. Before arriving at ASA,



Kathy Lamb

she managed membership for a telecommunications trade association in the DC area. Before that, she managed membership and marketing for several accounts in Herndon, VA, including the Institute of Packaging Professionals, the Contract Packaging Association, and the World Packaging Organisation. In that position, she was responsible for recruiting and retaining members, and marketing meetings, certification programs, awards programs, ads, and books.

In each of these organizations, Kathy succeeded in boosting membership, increasing retention, and enhancing the overall revenues for the organizations. She thoroughly enjoys combining her experience in sales, customer service, and marketing in order to enhance value in membership and increase the revenues of an organization.

Kathy has also had several stints in other fields, such as real estate appraising, counseling, child welfare, and sales. She enjoys membership because of the

challenges it provides.

"I have worked hard to find a career that is challenging and interesting to me by changing careers, moving across the country, and attending graduate school. The field of membership and marketing is greatly appealing to me."

Kathy is a native Washingtonian, but she did spend six years in New Mexico and Oregon. She returned to the DC area four years ago. She has a Bachelor's of Arts from George Washington University and a Masters Degree in Social Work from New Mexico State University.

Working closely with Kathy is **Glen D. Grant**, who joined ASA in December 2002 as a Membership/Publications Representative. Much of Glen's professional career has



Glen Grant

been in the nonprofit sector, where he has worked for the American Psychiatric Association, the American Psychological Association, and the International Personnel Management Association. He also worked at an association management company, where he was responsible for five association accounts.

Glen spent many years as Circulation Manager with *Science and Government Report*, an influential, inside-the-Washington-DC-beltway proprietary newsletter reporting to key policymakers about the interaction between science and the federal government.

Glen's strengths include circulation management, expediting of membership processes; publication inventory management; promotion and fulfillment; and data entry and database management in both membership and publications functions. He has experience with several proprietary and customized database management programs, has worked on website maintenance, and done extensive customer service work for his previous association employers.

"I am happy to be a part of ASA's membership department and am enjoying working with such warm and friendly people," Glen said of his new job and colleagues. (We didn't even twist his arm to say this.)

Glen is a veteran of the U.S. Navy. He has lived in the Washington area for more than 30 years. He and his wife Anne Kienzle, who has also specialized in the nonprofit area, most recently as Director of Education for the American Academy of Otolaryngology-Head and Neck Surgery, live in northern Virginia. □

Courses Enrich Annual Meeting

The 2003 Annual Meeting in Atlanta expands the continuing professional education courses begun last year. Five daylong special courses head the list. Watch *Footnotes* for information about these courses as well as additional seminars and workshops to be held this August. The Program Committee seeks to offer intensive educational training opportunities for attendees with top-notch faculty. The five daylong courses and lead faculty are as follows:

August 15, 2003 (the day before the Annual Meeting)

Human Research Protections in Sociology and the Social Sciences

Felice J. Levine, American Educational Research Association

Teaching about Contemporary Families

Maxine Atkinson, North Carolina State University

Conducting Focus Groups

David Morgan, Portland State University

August 20, 2003 (the day after the Annual Meeting)

Infusing Inquiry and Research Experiences into Undergraduate Courses

Kerry J. Strand, Hood College

Teaching an Advanced Placement-Level High School Sociology Course

Caroline Hodges Persell, New York University

To enroll in these courses, participants need to register for the ASA Annual Meeting and the courses using the registration form on the ASA homepage (www.asanet.org) in May. Attendees must register and pay an additional course fee. Space is limited. Upon completion of the course, participants will receive a certificate of attendance. Mark your calendar now and register in May.

Correction

A page-6 story in the December 2002 issue of *Footnotes* ("Early Head Start Yields Positive Results") misstated the number of years the Health and Human Services Department study had been assessing the Head Start Program. The national assessment was conducted over a seven-year period.

Social Science Has Impact on NSF's Environmental R & E Plans

New NSF environmental agenda names social science as major component of portfolio

When the National Science Foundation (NSF) released its "10-year outlook" report regarding its Environmental Research and Education portfolio on January 8, 2003, during a formal public briefing, the term *social science* was being uttered by everyone at the podium, including NSF Director Rita Colwell. And the reason the report had such a clear focus on the importance of social science as a common thread in this newly planned portfolio was in large part because of the substantial input from the social science community, including members of ASA's own Environment and Technology Section.

The report, *Complex Environmental Systems: Synthesis for Earth, Life, and Society in the 21st Century*, was written by the NSF Advisory Committee for Environmental Research and Education (AC-ERE) and outlines an ambitious agenda of NSF-funded environmental research and training over the next decade. NSF's fiscal year 2001 environmental research and training budget totaled nearly \$1 billion, and while social science has traditionally accounted for only a small slice of this, the expectation is that the social sciences would play a larger role in the new plan, which is very much organized to break through traditional disciplinary boundaries and capitalize on research and talent in more disciplines than environmental science has typically done.

NSF clearly treated the release of the report rather seriously, as evidenced by the fact that Colwell and National Science Board Chairman Warren Washington participated in the report's release. David Skole, Chair of AC-ERE, Stephanie Pfirman, Past Chair of the Advisory Committee, and Margaret Leinen, NSF Coordinator, joined them in commenting on the report.

Praising the report's groundbreaking nature, Colwell stated, "Environmental researchers and educators in the next decade must be synthesizers. To meet the complex challenges outlined in the report, and to respond to urgent human environmental needs, we must develop new ways of merging data sets, scientific approaches, and ideas across scales of space from the smallest to the largest, scales of time from the shortest to the longest, and scales of society, including investigations of human dimensions such as land use economics and social and resource dynamics."

NSF's Unique Position

The report concludes that NSF is uniquely suited to support fundamental research on complex environmental systems across broad areas because it funds all fields of science and engineering. In addition to support for science and engineering, that support includes support for the social sciences, the research and training agenda crosses disciplinary and organizational boundaries and aims to integrate new knowledge in education. Environmental programs need to be expanded, according to the report, in the social sciences, cyberinfrastructure, observing systems, and education.

"The concept of synthesis-based research is a touchstone for environmental research and education," said Pfirman, "and long-term support is necessary to fulfill its promise." Skole added that "[e]nvironmental science and engineering problems will provide great challenges and opportunities in the next decade. Environmental research and education are central elements of local, national, and global security, health, and prosperity."

New instrumentation, data-handling, and methodological capabilities have expanded the horizons of what we can

study and understand about the environment, the report states. "These advances create the demand for collaborative teams of engineers and natural and social scientists that go beyond current disciplinary research and educational frameworks, advisory committee members believe," according to NSF.

Humans and Other Natural Systems

Leinen said that "an emerging culture of interdisciplinary science, engineering, and education

needs to be supported and continued to be built from the ground up. The report is instructive about the necessary relationships that need to be built to do that." Leinen indicated that the report emphasizes the "coupling of human and natural, biological and physical, and people and technology" and she stressed the necessity of involving the social sciences in all three of these necessary relationships.

Colwell echoed Leinen's assertion that human and natural systems are coupled. "Increasingly apparent is the need to understand how people live in and use the environment, how this changes the environment, sometimes irreversibly, and how the resulting environmental changes affect people."

Sociological Input

All this emphasis on social science was a distinct departure from past NSF environmental research agendas, but the frequent and prominent mention of the importance of the social sciences in the oral presentations of the speakers and in the publicity materials accompanying the report's release was a welcome occurrence. This high visibility of social science—in a research domain not known for its understanding or linking with the social sciences—was a direct function of the hard work contributed by sociologists Tom Dietz, George Mason University, and Loren Lutzenhiser, Washington State University (now at Portland State University), who was acknowledged in the NSF report as a contributor. Dietz is Chair of the U.S. National Research Council Committee on Human Dimensions of Global Change.

The sociological public comments submitted to the NSF advisory committee were developed by a subcommittee of the Council of ASA's Section on Environment and Technology (including Lutzenhiser, chair; Dietz; Phil Brown, Brown University, as chair-elect; and Rik Scarce, Michigan State University), with review by four other members.

Lutzenhiser said that sociologists will "continue to be committed to providing whatever assistance we can to help bring crucially needed social science insights and methods to bear on the study of significant problems in the society-environment dynamic."

Commenting on the agenda, Lutzenhiser said, "NSF's direction has nearly completely been set in the past by natural scientists, whose interests naturally lie with biophysical systems/problems and 'big-science'—including, for example, laboratory, machine, and satellite—research investments. While these are all necessary, crucial, actually, the human aspects of the human/environment systems that are at risk have been largely neglected (or at least poorly supported) at NSF." Explaining what he believed to be the reason for the turnaround, Lutzenhiser stated, "Any success in influencing the rethinking of the NSF environmental research agenda was also due to the

substance of our comments, which pointed to insights about the society/environment dynamic developed by environmental sociologists over the past half century, though with little federal science funding of any kind."

And in summarizing the sociological community's longstanding efforts to achieve better recognition of the key role of social research in this domain of science, Lutzenhiser indicated that "there are many stories that could be told about all of this, but the sociological statement submitted to the advisory committee represents an effort to constructively engage an NSF that seems to have renewed interest in humans in the environment."

Among the report's findings are that NSF is a leader among federal agencies in fundamental, complex environmental science and engineering systems research across broad areas. NSF's environmental programs need to be expanded, according

to the report, in the social sciences, cyberinfrastructure, observing systems, and education. Synthesis-based research is a touchstone for environmental research and education, and long-term support of environmental research is necessary to fulfill its promise.

The AC-ERE was formed in response to a National Science Board (NSB) report, *Environmental Science and Engineering for the 21st Century: The Role of the National Science Foundation*. The report recommended an increase of \$1 billion per year in NSF support for environmental research, education, and assessment and an emphasis on interdisciplinary approaches. The NSB report was catalyzed by the efforts of the National Council for Science and the Environment.

To obtain a copy of *Complex Environmental Systems: Synthesis for Earth, Life, and Society in the 21st Century*, e-mail ere-info@nsf.gov with your name and address. □

Sociological Issues in Environmental Research and Education

Following is a brief synopsis of the main points submitted by sociologists to NSF's Advisory Committee.

Sociologists have contributed a great deal to environmental science over the past three decades. Methodologically, they apply tools as diverse as attitudinal surveys and ethnography to explore how, and how much, people value the environment and the meanings that they create for environmental particulars such as biodiversity, global climate change, and the like.

Sociologists have contributed to basic knowledge of the institutional and cultural processes at the heart of the society-environment-relationship. Sociological analysis has examined the development and implementation of environmental programs by legislative bodies and governments. Sociologists coined the term *environmental justice* and continue to lead research in this field, which explores the intersections of race, gender, poverty, and environmental quality. In all of these efforts, sociologists have readily joined in interdisciplinary studies of environmental processes and problems. The sociological community could contribute much more to basic environmental science, given the opportunity.

Comments on the *draft* agenda focused on the following eight issues:

- (1) The impacts of environmental change affect diverse populations differentially as a function of racial, ethnic, gender, and economic status. Using disaster research as a guide, non-whites, the poor, and women disproportionately suffer the effects of environmental change. NSF needs to sponsor extensive research on this.
- (2) The joint EPA/NSF Decision Making and Valuation for Environmental Policy (DMVEP) grant program should be expanded. Valuation is a primary emphasis within the Coupled Human and Natural Systems area, and the DMVEP program has been the source of important new research into the measurement of human values. This work is especially important to the extent that it seeks other methods of understanding and stating environmental values and meanings beyond simply monetary ones.
- (3) It's a positive and hopeful development that Human Health and the Environment is another of the four primary emphases within the Coupled Human and Natural Systems area. NSF need not eschew biomedical topics, in deference to the National Institutes of Health's domain, as they relate to environmental issues.
- (4) Social science data are essential for the kinds of quantitative work NSF envisions in cyberinformatics/cyberinfrastructure. From census data to longitudinal surveys, the high quality data—when combined with that of ecologists, geographers, and others—have the potential for yielding provocative insights regarding both the causes and the effects of environmental change.
- (5) Some of the most valuable insights about human environment interactions are not obtainable through quantitative means and they are not (immediately) modelable. NSF needs to help train decision makers in the heuristics (versus the absolutism) of modeling; it might sponsor research into combined qualitative and quantitative environmental decision making. Sociology can add significant value to large-scale information and modeling efforts through both (a) interdisciplinary discussions of the appropriate specification of human, institutional, and cultural dynamics, parameters, and error estimates in those models, and (b) insights into the limits of such models and the social contexts of their use.
- (6) One of the primary means of creating positive environmental change is through education. More of an emphasis may need to be placed on elementary education. NSF's research emphases should be on which curricula have the greatest impact on environmental education.
- (7) NSF should explore how it can be more explicitly involved in curbing and rectifying environmental abuses through its basic science mandate; a tighter coupling of basic research and policy response is justified. Better understandings of the human effects of environmental changes, the impacts of mitigation efforts, and the real-world dynamics of policies, programs, and incentives all need to be developed even as they take place.
- (8) More serious research into the role of our economic system in bringing about environmental change, as well as in rectifying those changes, is necessary. A basic investigation into the relationship of industrial capitalism, regulatory regimes, and global ecology is warranted.

Binge Drinking Prevention Research

We appreciate the space *Footnotes* devoted in the December 2002 issue to the important topic of binge drinking among college students ("Sociological Approaches Hold Promise to Curb Campus Drinking"). The nature and extent of the problem have been well documented. But one important question remains: What can be done about it? The foundations to that answer are solid theory, measurement, and data.

The Harvard School of Public Health College Alcohol Study (www.hsph.harvard.edu/cas) is guided by a preventive medicine framework that draws on theory from multiple disciplines, including sociology, economics, psychology, and public policy. It is widely used in public health, and has led to successful interventions in a range of health-related problems, including alcohol.

The prevention approaches that we have encouraged colleges to pursue are based on theory and supported by peer-reviewed studies in academic journals. The social-norms marketing approach so favorably presented in the article has a weak theoretical basis that is isolated from other theory and has little empirical support.

This approach has caught the attention of people in higher education, mostly through promotion in non-academic publications, conferences, and on the Internet—all of which foster the notion



Public Forum

that it is effective. Some of this promotion has been initiated and supported by the alcohol industry. An approach based on the premise that there are fewer alcohol problems than people think, and that promotes drinking as a normal behavior among college students, is bound to appeal to the industry.

We encourage scientists and college administrators to engage in a careful examination of the evidence. Thus far, few social-norms marketing campaigns have been formally evaluated. The handful of published evaluations that exist has serious methodological flaws. If something sounds too good to be true, it usually is.

Henry Wechsler (hwechsle@hsph.harvard.edu) and Toben F. Nelson (tnelson@hsph.harvard.edu), Harvard School of Public Health

Student Drinking: Reply to Wechsler and Nelson

Henry Wechsler's and Toben Nelson's response to the December 2002 *Footnotes* article on sociological approaches to curbing campus drinking simply repeats Wechsler's now familiar but unsubstantiated criticism of social norms research and interventions. I agree that high-risk drinking in college is a serious problem and that the important question is how to

reduce it based on theory, measurement, and data—precisely the question addressed by the social norms approach. Wechsler's and Nelson's disparaging remarks exhibit an inexplicable lack of knowledge about social norms theory and its associated published research base.

First, they suggest the approach is "isolated from other theory" in social science. What could be any more grounded in a fundamental sociological perspective than work on norms affecting human behavior and the power of peer influence? What could be more in line with classic sociological tradition than pointing out our often inaccurate perceptions of what is normative, and how those perceptions of what is real, become real in their consequences (W.I. Thomas) as a partially self-fulfilling prophecy (Robert Merton)? Indeed, social norms theory argues that the overestimated incidence of risky behaviors and exaggerated perceptions of permissive attitudes among collegiate peers encourage more problem behaviors in actuality and that changing perceived norms can lead to changes in behavior. Moreover, social norms theory's accounting for the predicted prevalence and persistence of misperceived alcohol and other drug norms has integrated early work by Sherif on norm formation and Asch on conformity. Social norm theory has also incorporated more recent social psychological work on false consensus

and pluralistic ignorance.

Second, Wechsler and Nelson state there is little empirical support. I recently counted more than two-dozen academic journal articles consistently demonstrating pervasive misperceptions and another dozen articles and published monographs providing evidence of positive impact with social norms interventions. There are recent reviews of this literature (e.g., see H.W. Perkins. 2002. "Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts," *J. of Studies on Alcohol*, Supplement 14, pp. 164-172; A.D. Berkowitz. 2003. "The Social Norms Approach: Theory, Research and Annotated Bibliography," Higher Education Center for Alcohol and Other Drug Prevention, www.edc.org/hec/socialnorms/theory.html).

Lastly, Wechsler and Nelson attempt to discredit the social norms approach by claiming it is supported by the alcohol industry—positing "guilt by association." This position ignores the fact that, regardless of one's opinion about industry funding of some recent projects, all of the original case studies and published research introducing a social norms approach in student populations were funded solely by government grants and local school support. I highlight (H.W. Perkins (ed.). 2003. *The Social Norms Approach to Preventing School and College Age Substance Abuse*. San Francisco, CA: Jossey-Bass), a dozen case studies by the original experimenters who successfully implemented this strategy without any beverage industry support.

H. Wesley Perkins, Hobart and William Smith Colleges (perkins@hws.edu) □

Sociology, from page 1

these predictions of the decline of the discipline, we can examine how prophetic they were. How have sociology departments fared since the calls for elimination and downsizing? Two surveys of sociology programs provide some indicators of the state of sociology at the two relevant time periods. In academic year (AY) 1991-92, the ASA Research Program conducted its first survey of the universe of sociology departments with undergraduate programs and departments that also had graduate programs. The overall response rate was 61 percent. Ten years later, the Research Program conducted a survey of the universe of departments that granted at least a BA-level degree in sociology. The response rate was 56 percent. Table 1 presents the results from the BA-granting sociology programs responding to similarly worded questions, showing how sociology has fared over the 10-year period. While the findings do not suggest there was a rash of department eliminations or mergers, or declines in numbers of students in departments, they do suggest current declines in faculty replacements and the possibility of future downsizing.

Department Structure

Despite the early 1990s fears of wholesale elimination, data from the National Center for Education Statistics suggest that the number of sociology departments that awarded at least one BA degree appears to have changed by only one percent during the 10-year period, declining by 16 (from 1,109 to 1,093) departments. It is difficult to attribute much significance to this small difference, in part because the methodologies for the two comparison years were not precisely identical. The percentage of these departments awarding a graduate degree remained stable at about 26 percent. In contrast, the percentage of stand-alone sociology departments, which are not combined with other disciplines, increased by 38 percent. This increase in

stand-alone departments is contrary to the predictions of mergers spawned by expected downsizings.

Some department chairs have suggested that the increase in stand-alone departments is not entirely positive for sociology because this change represents the breaking away of criminology or criminal justice programs. As a result, sociology departments may suffer a decline in majors wishing to obtain degrees in these increasingly popular fields. But the growth of other domains ripe with opportunities for sociology may spawn new sociological frontiers, so stand-alone departments of sociology may be able to reshape the discipline's curriculum to meet new social and practical needs.

Students

Despite suggestions that sociology is not a marketable degree because it has no natural employment constituency, the median number of undergraduate majors per department increased by 18 percent or about 9 per department, while those awarded bachelor's degrees increased by about 6 per department. The mean number of students applying to departments offering graduate degrees remained relatively stable, increasing from an average of 49 to 52 per department. The number of students accepted to graduate departments declined, as did the ratio of applications to acceptances. This could suggest greater selectivity by departments, which could in turn increase their prestige.

Faculty

Despite reports of an increasing reliance on part-time over full-time faculty members, the average number of full-time faculty per department remained stable from AY 1991-92 to AY 2001-02. This stability in faculty size may not continue in the future, however. The mean number of faculty who had left the department in the previous year as a

result of retirement, failing to obtain tenure, or moving to another position increased by 42 percent (from 2.1 to 3.0). Meanwhile the number of full-time faculty hired decreased from 2.8 to 1.5). This means that at the beginning of the 1990s, department size was increasing, while a decade later it is decreasing, with only half of full-time leavers being replaced. Although the number of class preparations per year has remained stable, workloads have likely increased since there are more students and fewer full-time faculty members to teach and mentor them.

Conclusions

While there were some closings, there was no trend toward wholesale mergers or eliminations of sociology departments between AY 1991-92 and AY 2001-02. In addition, the number of students per

department increased, as did graduate student selectivity. The potential decline in faculty size, based on the discrepancy between "leavers" and "new hires," warrants continued monitoring and continued efforts to build the discipline. For example, participants at a 2001 ASA-sponsored workshop on the "Sociology of Sociology," suggested a number of strategies to increase the discipline's usefulness, prestige, and material base. These include celebrating and capitalizing on the discipline's progress in gender and racial/ethnic diversity, fostering scholarly productivity, increasing activities that improve grantsmanship among sociologists, fostering intellectual networks, considering more practical and applied programs, and building a constituency for sociology through increased contact with the media, community groups, and policymakers. □

Table 1. Comparison of Sociology Departments Awarding BA/BS Degrees or Higher, AY 1992 and 2002.

	1992	2001/02	Percentage Change
Department Structure			
Stand-Alone Departments Awarding BA/BS Degrees (%)	41.5%	57.3%	38.2%
Departments with Graduate Program (%)	26.0	26.1	0.3
Undergraduate Students			
Mean / Median Number of Sociology Majors per Department	90 / 50	98* / 59	9.5 / 18
Mean / Median BA or BS Degrees per Department	24 / 14	36 / 20	50.7 / 42.9
Graduate Students			
Mean Number of Applications for Graduate Programs per Department	49	52	5.6
(N)	(155)	(153)	
Mean Number of Students Accepted	21	17	-18.9
(N)	(157)	(156)	
Mean Application-to-Acceptance Ratio per Department	0.57	0.54	-5.4
Faculty			
Mean Number of Full-time Faculty per Department	7.5	7.4	-1.6
(N)	(671)	(595)	
Mean Number of Full-time Faculty that Left Department	2.1	3.0	42.0
(N)	(210)	(164)	
Mean Number of Full-time Faculty Hired per Department	2.8	1.5	-45.7
(N)	(175)	(239)	
Mean / Median / Modal Number of Class Preparations per Year	4.5 / 4 / 4	4.6 / 4 / 4	3.1 / 0 / 0
Number of Departments Answering (N)	676	609	

Source: ASA, Survey of Baccalaureate and Graduate Programs in Sociology, Academic Year 2000-2001, Survey of Sociology Departments and Divisions, 1992, and Supplemental Survey of Sociology Departments: Graduate Programs, 1992.

* Does not include 21 Departments whose counts of sociology majors could not be validated.

Call for Papers

CONFERENCES

International Visual Sociology Association Conference, July 8-10, 2003, University of Southampton, United Kingdom. Theme: "Images of Social Life." Abstracts by March 1, 2003, to Caroline Knowles, e-mail cknowles@soton.ac.uk or mail to Department of Sociology and Social Policy, University of Southampton, Highfield, Southampton SO17 1BJ, UK.

Institute for Research on Unlimited Love and the Metanexus Institute conference, May 31-June 5, 2003, Villanova University, Villanova, PA. Theme: "Works of Love: Scientific and Religious Perspectives on Altruism." Deadline for papers, March 15, 2003. See <metanexus.net/conference2003> for more details.

Polish Institute of Arts and Sciences of America. 61st Annual Meeting, a multidisciplinary conference on Polish, Polish-American, and Polish-Canadian Studies, McGill University, Montreal, Canada, June 6-7, 2003. Theme: "Democracy, Social Cohesion and Ethnic Pluralism." Deadline for proposals March 1, 2003. Send to Thaddeus V. Gromada, Chair 61st Annual Meeting, PIASA 208 E. 30th Street, New York, NY 10016; fax (843) 768-8387; e-mail tgromada@mindspring.com; <piasa.org>.

University of Tampere, Research Institute for Social Sciences and Department of Sociology and Social Psychology, Department of Women Studies. The Second Tampere Conference on Narrative, Tampere, Finland, June 26-28, 2003. Theme: "Narrative, Ideology, and Myth." Papers that combine theoretical and empirical work on narrative, those that have a genuinely interdisciplinary approach, and papers that try to find narrative forms of theorizing will be particularly welcome. To apply, send a 300- to 350-word abstract (as a message not an attachment) to: Tarja.Aaltonen@uta.fi and Matti.Hyvarinen@vip.fi. Deadline for applications (papers and panels): March 1, 2003. Visit the conference website <www.uta.fi/conference/narrative>.

PUBLICATIONS

ASA Teaching Resource, Syllabi and Instructional Materials for the Sociology of Religion, 4th edition, will be compiled in the spring and summer of 2003. Send an electronic file (in MS Word or RTF format) to the editors: Lutz Kaelber, University of Vermont, Department of Sociology, 31 South Prospect Street, Burlington, VT 05405; e-mail lkaelber@zoo.uvm.edu; and Doug Cowan, Sociology and Religious Studies, University of Missouri-Kansas City, 204 Haag Hall, 5100 Rockhill Road, Kansas City, MO 64110; e-mail cowande@umkc.edu. The submission deadline is June 30, 2003.

Journal of Interdisciplinary Studies will publish a thematic volume on "Toward a Culture of Life: Restoring Human Felicity." See their website <JIS3.org> for additional information.

The Journal of Medicalized Masculinities invites empirical and theoretical contributions to an edited volume on the intersection of medicine, embodiment, and masculinity, with an emphasis on the social construction and regulation of masculinity by medicine. Possible foci include (but are not limited to): the medicalization of male sexuality and emotions, the impact of the medicalization of the family and care giving on men, masculinity and the new reproductive technologies, and the medicalization of masculinity across the life course. Send abstracts by March 15, 2003, to both editors: Dana Rosenfeld, Colorado College, Department of Sociology, 14 East Cache La Poudre Street, Colorado Springs, CO 80903; e-mail drosenfeld@coloradocollege.edu; and Christopher Faircloth, North Florida/

South Georgia Veterans Health System, 1601 SW Archer Road, Gainesville, FL 32608-1197; e-mail Christopher.Faircloth@med.va.gov.

Meetings

April 11-12, 2003. Communitarian Network will sponsor a conference, George Washington University, Washington, DC. Theme: "The Ways We Celebrate Holidays and Rituals as Seedbeds of Social Values." Contact Elizabeth Tulis, 2130 H Street, NW, Suite 703, Washington, DC 20052; (202) 994-8167; e-mail etulis@gwu.edu.

April 11-13, 2003. British Sociological Association (BSA). Annual Conference 2003, University of York. Theme: "Social Futures: Desire, Excess and Waste." See BSA website <britsoc.org.uk/events/annual2003>.

April 14-16, 2003. Socio-Legal Studies Association (SLSA), Annual Conference, Nottingham Trent University, United Kingdom. See <nfs.ntu.ac.uk/SLSA/2002/Index.htm> for additional information.

April 16-19, 2003. Midwest Sociological Society (MSS). Annual Meeting, Chicago Marriott Hotel, Chicago, IL. Theme: "Social and Cultural Dynamics: From Social Relationships through the World System." Visit <themss.org> or contact Chris Prendergast, MSS Program Chair, e-mail cprender@iwu.edu.

April 23-26, 2003. Polish Asia and Pacific Council Association, World Conference, The Gromada Hotel & Congress Centre, Warsaw, ul. 17 Stycznia 32. Theme: "Dialogue Among Civilizations: The Key to a Safe Future." Contact the Conference Organization Office: "Dialogue among Civilizations - the Key to a Safe Future" Poland, 00-491 Warsaw, 6 M. Konopnickiej Street; (48 22) 339 06 21, fax (48 22) 339 06 29; and Poland, 05-230 Kobyłka n. Warsaw, 4a Zacisza St.; (48 22) 799 91 80; e-mail prap@post.pl.

May 29-31, 2003. Justice Studies Association conference, Albany, NY. Theme: "Through the Prism of Gender and Culture: Social Inequalities and Restorative Justice in the 21st Century." Contact Dan Okada, JSA 2003 Program Chair, Division of Criminal Justice, California State University-Sacramento, 6000 J Street, Sacramento, CA 95819; (916) 278-7510; e-mail bqquist@mvcc.edu.

June 19-20, 2003. City University of London, Educational Development Center, 3rd Annual International Conference on the Scholarship of Teaching and Learning, Holborn London, United Kingdom. See <city.ac.uk/edc/SoTL/Conference.htm> for additional information.

September 7-12, 2003. World Allergy Organization-IAACI (WAO), 18th biennial Congress, Vancouver, Canada. Contact the WAO Secretariat, 611 East Wells Street, Milwaukee, WI 53202; (414) 276-1791; fax (414) 276-3349; e-mail congress@worldallergy.org; <worldallergy.org>.

Funding

American Association for the Advancement of Science (AAAS). Public Policy Fellowships 2003-2004 for Sociologists. For application instructions and further information: AAAS Science and Technology Policy Fellowship Programs, 1200 New York Avenue, NW, Washington, DC 20005; (202) 326-6700; e-mail science_policy@aaas.org; <fellowships.aaas.org>.

Boston College, Center for Retirement Research, solicits proposals for the Steven H. Sandell Grant Program for Junior Scholars in Retirement Research. Deadline, March 14, 2003. Contact Kevin Cahill,

(617) 552-1459; e-mail crr@bc.edu; <bc.edu/crr>.

Foundation for German-American Academic Relations under the trusteeship of the Donors' Association for the Promotion of Sciences and Humanities in Germany seeks proposals from German and/or American social scientists, IR specialists, contemporary historians, political economists and international lawyers. The closing date for the receipt of proposals (in 4 copies) is March 31, 2003. Contact Donors' Association for the Promotion of Sciences and Humanities in Germany, Postfach 16 44 60, D - 45224 Essen; +49 (02 01) 84 01-193 ext. 150; fax +49 (02 01) 84 01-255; e-mail karsten.krueger@stifterverband.de.

Harvard University, School of Public Health, Yerby Postdoctoral Fellowship Program, seeks to position minority scientists and policy analysts in roles of leadership, teaching, research, public service, and national health policy. You can download the brochure and application materials from the Division of Public Health's website <hsph.harvard.edu/php/>. Deadline March 1, 2003. Contact Betty Johnson, Program Administrator, (617) 496-8064; fax (617) 495-8543; e-mail bljohnso@hsph.harvard.edu.

Institute of Education Sciences (formerly OERI) seeks applications for grants to support education research. Information regarding program and application requirements is contained in the applicable Request for Applications package (RFA), which is available at the following website: <ed.gov/offices/IES/funding.html>.

National Institute on Alcohol Abuse and Alcoholism is accepting applications for grants to support time-sensitive research projects aimed at curbing alcohol consumption on college campuses. Deadline for letters of intent to apply, March 14, 2003. See <grants1.nih.gov/grants/guide/rfa-files/RFA-AA-03-008.html>.

In the News

Mohammed A. Bamyeh, Georgetown University, was featured on National Public Radio's *Diane Rehm Show*, December 3, 2002, for a discussion on the potential impact of a war with Iraq on the Middle East.

Andrew A. Beveridge, Queens College, was quoted in a December 12, 2002, *New York Times* article on homeowners in Brooklyn and the Bronx paying the highest percentage of their income on their mortgages.

Lee Clarke, Rutgers University, was featured in the November 2002 edition of the French magazine *Science Humaines*.

Dan Clawson, University of Massachusetts-Amherst, was quoted on Boston's *Channel 5 News* on December 13, 2002, on the FBI presence at the University of Massachusetts.

Peter Dreier, Occidental College, co-authored an editorial with Kelly Canale, December 23, 2002, published in *The Nation*, about the Bush administration's Christmas gifts to wealthy friends and benefactors; and had an article published in the December 4, 2002, issue of *In These Times* magazine.

Troy Duster, New York University, was quoted in a December 20, 2002, *New York Times* article on a gene study that identifies five human populations.

Michael Flaherty, Eckerd College, was interviewed about his book, *A Watched Pot: How We Experience Time*, on National Public Radio's, *Talk of the Nation*, which aired on New Year's Day.

Jason Kaufman, Harvard University, was quoted in a December 3, 2002 story in the *New York Times* on the debate over exclusionary policies in private clubs such as

the Augusta National Golf Club. Kaufman discussed the issue in light of the findings from his recently published book, *For the Common Good? American Civic Life and the Golden Age of Fraternity* (Oxford, 2002).

During the holidays, the National Collegiate Athletic Association ran a television commercial with the young woman who dives into a pool announcing, "I swim. I study sociology." The actress is **Melody Lombody**, Class of '99, who did both as a sociology major at the University of California-Irvine.

Douglas S. Massey, University of Pennsylvania, was quoted in the *New York Times*, December 22, 2002, in an article looking at segregation in the United States in light of Senator Trent Lott's resignation as majority leader.

Jill McCorkel, Northern Illinois University, was interviewed on October 31, 2002, for a CBS affiliate station (WIFR, Rockford, IL) series on the death penalty moratorium in Illinois. She was also quoted in an article on race, economics, and sentencing appearing in the *York Daily Record*, December 27, 2002.

Jeylan Mortimer, University of Minnesota, was interviewed on CHQR, Calgary, Alberta, Canada, and Wisconsin Public Radio. The interviews featured reports of the study group, "Adolescence in the 21st Century: An International Perspective," supported by the WT Grant Foundation.

Gary Stokley, Louisiana Tech University, was interviewed for an Associated Press piece that appeared on *CBS News* (December 10, 2002) and on *CNN* (December 12) about parents of college students becoming too involved in their children's lives.

Barry Wellman, University of Toronto, and **Caroline Haythornthwaite**, had their book *Internet in Everyday Life* mentioned on the *Reuters* technology service December 30, 2002, as a complement to the focus on the Horrigan-Raine Pew study of people's expectations for the Internet. The story was published in the December 30, 2002, *New York Times* Business Section.

Awards

Abbott L. Ferriss was awarded the Emory University 2002-2003 Heilbrun Distinguished Emeritus Research Fellowship, for study of poverty in the Southeastern States.

Howard Kaplan, Texas A&M University, recently won a Regents Professor award from the University.

Thomas F. Pettigrew, University of California-Santa Cruz, is one of 15 Americans recently named a New Century Scholar by the U.S. Fulbright Foreign Scholarship Board.

People

Juan Battle, Hunter College and the Graduate Center, CUNY, was selected by *Arise* magazine (October 2002) as one of the top "Ten Black Men Transforming The World."

Mary C. Brinton, Frank Dobbin, Michele Lamont, Joel M. Podolny, and Robert J. Sampson, were recently hired by Harvard University's Department of Sociology.

Berry Bryant is the new Academic Director of Social Science and Social Services at Johnson County Community College.

Amy Hubbard is now working as a senior research associate at the National Council for Community and Education Partnerships in Washington, DC.

John Michael, retired January 3, 2003, from the U.S. Department of Agriculture,

Cooperative State Research, Education, and Extension Service.

Gene Rosa, Washington State University, was appointed to the National Academy of Sciences/National Research Council Committee to Review the U.S. Climate Change Science Program Strategic Plan.

Zoltan Tarr, spent the winter semester at Miskolc University, Hungary, and presented seminars on Globalization and Race/Ethnicity. He also gave lectures at ELTE, Budapest, on "East-West Responses to 9/11."

Members' New Books

Sing C. Chew, Humboldt State University, and **J. David Knottnerus**, Oklahoma State University, editors, *Structure, Culture and History: Recent Issues in Social Theory* (Rowman & Littlefield, 2002).

John E. Conklin, Tufts University, *Why Crime Rates Fell* (Allyn and Bacon, 2003).

Irwin Deutscher, University of Akron, *Accommodating Diversity: National Policies that Prevent Ethnic Conflict* (Lexington Books, 2002).

Gili S. Drori, Stanford University, **John W. Meyer**, Stanford University, **Francisco O. Ramirez**, Stanford University, and **Evan Schofer**, University of Minnesota, *Science in the Modern World Polity: Institutionalization and Globalization* (Stanford University Press, 2003).

Herbert J. Gans, Columbia University, *Democracy and the News* (Oxford University Press, 2003).

Craig R. Humphrey, Tammy L. Lewis, and Frederick H. Buttel, editors, *Environment, Energy, and Society: Exemplary Works* (Wadsworth/Thomson Learning, 2003).

George A. Kourevtaris, Northern Illinois University, **Victor Roudometof**, Miami University-Ohio, **Kleomenis Koutsoukis**, Panteion University-Athens, and **Andrew G. Kourvetaris**, Columbia University, editors, *New Balkans: Disintegration and Reconstruction* (Eastern European Monographs, 2002).

Frederique Van de Poel-Knottnerus, Oklahoma State University, and **J. David Knottnerus**, Oklahoma State University, *Literary Narratives on the Nineteenth and Early Twentieth-Century French Elite Educational System: Rituals and Total Institutions* (Edwin Mellen Press, 2002).

Laurie Wermuth, California State University-Chico, *Global Inequality and Human Needs: Health and Illness in an Increasingly Unequal World* (Allyn and Bacon, 2003).

Caught in the Web

Behavioral and Social Sciences Research Guide to NIH Grants, No. 19 is available at <obssr.od.nih.gov/Publications/BSSR-Guide/>. Recent publications in the "NIH Guide to Grants and Contracts"; <grants.nih.gov/grants/guide/> relevant to Behavioral and Social Science Research. Compiled and Distributed by the Office of Behavioral and Social Sciences Research, Office of the Director, National Institutes of Health; <obssr.od.nih.gov>.

Summer Programs

Office of Behavioral and Social Science Research at the National Institutes of Health is offering a seminar this summer, July 20-August 1, on the Design and Conduct of Randomized Clinical Trials Involving Behavioral Interventions. See <obssr.od.nih.gov/Conf_Wkshp/rct/RCT_Info.htm> for more information.

Deaths

Ruth Murray Brown, Rose State College, died May 2, 2002, after a brief illness.

Ivan Fahs, Wheaton College, died Sunday, January 5, 2003.

Robert Wilson, University of North Carolina-Chapel Hill, emeritus, died December 20, 2002.

Obituaries

B. Meredith Burke
(-2003)

B. Meredith Burke, 55, a California demographer and writer who argued that U.S. immigration policy was the main factor in sharp rises in California's population and a root cause of environmental degradation, died Dec. 11 in Santa Barbara. Authorities said her death was an apparent suicide.

She was a senior writing fellow for Santa Barbara-based Californians for Population Stabilization, where in her commentaries—published in major newspapers—she campaigned to limit immigration.

Dr. Burke also wrote on women's rights and public health issues. She co-authored a book on prenatal testing and founded Lariam Action USA, an information service for users of the anti-malaria drug mefloquine.

From the Washington Post January 4, 2003

Lewis S. Feuer
(1912-2002)

Emeritus ASA member Lewis S. Feuer of Newton, MA, died Sunday, November 24, 2002. He was 89.

A scholar and prolific writer on the psychological roots of European philosophy and modern science, he authored more than 300 articles and 10 books, among them *Spinoza and the Rise of Liberalism* (1958), *The Scientific Intellectual* (1963), *Einstein and the Generations of Science* (1974), and *The Conflict of Generations* (1969). The latter work was written from his experience as a major faculty figure during the student revolt at Berkeley in 1964.

He also compiled a paperback anthology of the writings of Marx and Engels (1959). This collection, appearing just in advance of the wave of radical student protests that swept the nation in the 1960s, served as a bible for the "New Left." In addition, Feuer combined his scholarly interest in the philosophical foundations of communism with a passion for Sherlock Holmes in a whimsical but historically accurate novel, *The Case of the Revolutionist's Daughter* (1983), in which the famous detective is hired by Karl Marx to investigate the disappearance of his daughter Eleanor, who committed suicide in 1898.

Dr. Feuer was born in a tenement in New York City and grew up in the Lower East Side. He attended City College of New York and was among a group of Jewish students befriended by Eleanor Roosevelt. He received a doctorate degree in philosophy from Harvard in 1935. He was an active member in the Communist Party until leaving it in the wake of the Stalin-Hitler pact in 1938. He held faculty positions at Vassar College (1946 to 1951), University of Vermont (1951 to 1957), University of California-Berkeley (1957 to 1966), University of Toronto (1966 to 1976), and University of Virginia, from which he retired in 1988.

In 1963, he participated in one of the first academic exchanges with the Soviet Union, delivering a series of lectures on Marxism at Moscow University. After his first lecture, all students were banned from his course.

During World War II, Dr. Feuer, served

in the infantry in the South Pacific, where he rose to the rank of sergeant, but was subsequently demoted to private after labor-organizing on behalf of native Caledonians. He also participated in the Israeli war of independence of 1948.

He leaves a daughter, Robin Feuer Miller of Newton; and three granddaughters, Abigail, Alexa, and Lulu.

A memorial gathering was held Saturday, November 30, in Nickerson Funeral Home, Wellfleet.

Donations may be made to the Brandeis University Library, Waltham, MA 02454.

Adapted from The Newton Tab newspaper, December 18, 2002.

Tamara K. Hareven
(-2002)

Our collaborator and friend, Tamara K. Hareven, a leading figure in United States and international social history, died on October 18, 2002, at age 65. Hareven, Unidel Professor of Family Studies and History at the University of Delaware since 1988, brought a remarkable range of comprehension of social process, a rare sense of the organization of intellectual inquiry, a persuasive understanding of the depth and complexity of everyday life, and a burning energy to her work that made it possible for her to organize upon American soil a family history enterprise that more nearly resembled a French academic area than the more parochial specimens more common to this country.

Professor Hareven's doctoral training was in United States history at Ohio State University, in a period before the "social history revolution" was even in the air. But within a very few years, she had recognized both the currents abroad (the *Annales* school in France; English economic/social/demographic history) and used her entrepreneurial skills at home (Marxist, populist, and sociological in inspiration), and began to draw these together in a series of conferences, workshops, and edited issues and volumes in the 1970s. Most especially, in 1976, she established the *Journal of Family History*, under the sponsorship of the National Council on Family Relations. Each of us was drawn into family history from other fledgling U.S. social history fields by her efforts, as were numerous others whose names would be linked with hers throughout her career. For Professor Hareven, the boundary between friendship and mutual intellectual engagement, and alliance within academic politics was permeable in the extreme. Her energy brought resources, prominence, and—often—focus to the field of family history in the United States, and gave it connection with related movements abroad as well.

Her own distinctive intellectual energy produced work deserving (and often accorded) classic status, like her work on the Amoskeag mills of Manchester, NH, (one of the two books in collaboration with her then husband, architect/photographer Randolph Langenbach), in which the relations of the rhythms of factory production and family life were explored. And her enterprise drew forth numerous first-rate collaborations and collective work (rare in the American discipline of history), produced a field, changed outlooks on the scope and to some extent the method of historical thinking, and made an important impress on the discipline of sociology both through its importance to life course studies and in its historicist critique of functionalism of the Parsonian sort and of the unnuanced Marxist variety. But at the same time, her almost frenzied passion to be a productive, influential scholar was sometimes divisive and sometimes distressing to friends who saw academic process in less agonistic terms than she.

For the last decade and more of her life,

Professor Hareven involved herself in approximately annual visits to Kyoto, Japan, while deepening her long-term fond and productive ties with Swedish colleagues (in the 1990's, Professor Hareven was awarded an honorary doctorate at Linköping University). Her trips to Kyoto sought both supportive friendships and fresh intellectual material, and regularly refreshed Professor Hareven after her always-demanding academic travails. This includes the ethnographic field trips that built toward her final book, *The Silk Weavers of Kyoto: Family and Work in a Changing Traditional Industry*, which has recently appeared from the University of California Press. Professor Hareven's Japanese work, remarkable in its ability to address such a nuanced, culturally remote topic as the traditional obi-maker culture within contemporary Japan, demands that we recognize the centrality to her intellectual adventure as to her personal quest in the realms of beauty, loyalty, and the submersion of individualism in larger communal goals.

Professor Hareven, her friends know, was a woman who lived in torment. The only child of a Romanian Jewish physician father and mathematician mother, she fled with her parents to the Ukraine in 1941, and lived there and, after the war ended, in Cyprus as refugees, before emigrating to Palestine shortly before Israel declared its independent existence. Professor Hareven passed into young adulthood as an Israeli, serving in the military and completing college at the Hebrew University, Jerusalem. She first came to the United States in 1961 as a graduate student in Byzantine History, at the University of Cincinnati, before shifting to recent United States history for her doctorate (her dissertation, an analysis of Eleanor Roosevelt, was shortly published as a book), and being introduced to ideas of the family as subject as a research assistant for a major documentary project, "The Child and the State," then underway at Ohio State.

With this somewhat middling academic pedigree, and in a history job market that had begun to turn downward, Professor Hareven began her academic career at Dalhousie University (Halifax, Nova Scotia), moving shortly to Clark University, and then finally to the University of Delaware, with a prized but secondary list of adjunct and honorary appointments at Harvard, the Sorbonne, and other prestigious institutions. Her love of, and care for, her aging parents never flagged, and was an affirmative duty that, in its clear definition, brought her some peace, along with great concern. Her marriage was childless, and the death in recent years of Professor Hareven's father and mother left the sad irony that at her own demise, this pioneer of family history was without family in the conventional sense. But in another sense, reflected for instance in her connections in Kyoto, our friend was to the end a strong, original, adaptive woman who created even as she memorialized its cultural roots a family after her own vision.

John Modell and Howard P. Chudacoff, Brown University

Rachel A. Rosenfeld
(1948-2002)

I will always remember [Rachel's] Realness, her rigorous yet tactful honesty, her spiritual beauty, physical grace and well-bred graciousness with deepest respect, admiration, and love. — David Claris.

Rachel Ann Rosenfeld died on 24 November 2002 at UNC Hospitals, of lung failure resulting from metastatic breast cancer, after a battle of 14 years with the disease. She was 54 years old.

"Rachel Rosenfeld from Arkansas." The subject of the ethnically puzzling designation was in fact born in Baltimore, Maryland, on 15 November 1948, the first child of Jerome Rosenfeld and Ethel

Hanners. Jerry, a bacteriologist, grew up on New York's East Side, the son of Jewish immigrants from Galicia, Austria (now Poland). Ethel, a psychiatric nurse and later professor of nursing, is of English, Scottish, Irish, Scandinavian, and Native American stock. Somehow from that varied ancestry Rachel inherited light blue eyes, a fair complexion, striking high cheekbones and a reddish tinge in her hair. She moved around with her young professional parents, living part of her early childhood on a farm in Kankakee, Illinois. The family settled in Little Rock, Arkansas, and Rachel grew up there with two sisters (Deborah and Diana) and two brothers (Peter and George). Rachel attended Hall High School in Little Rock, showing an early aptitude for academic pursuits, which was recognized by many honors, including the National Merit scholarship. She attended Carleton College in Northfield, Minnesota, graduating in 1970 with a degree in Anthropology and Sociology. At Carleton she met and married Bill Egbert. She went to graduate school at the University of Wisconsin in Madison, graduating in 1976 with a PhD in Sociology (with minor in Economics and Statistics). She was a student of Aage Sørensen, with whom she maintained close ties until his death in 2001.

Rachel, in her own life, faced some of the dilemmas typical in the careers of men and women that she studied in her research. Her first academic position was at McGill University in Montreal, Quebec. The commuting marriage with Bill did not survive and the couple separated. At McGill Rachel met François Nielsen. In 1978 she followed François to Chicago, taking a position as Senior Study Director at the National Opinion Research Center (NORC). While reluctant at the time to leave McGill and academia, she later realized that her stint at NORC had a silver lining, as it immersed her in major survey research projects. Among the beneficial spin-offs of that experience was her book, *Farm Women: Work, Farm, and Family in the United States* (University of North Carolina Press, 1985), based on a large study of female farm operators that she

conducted at NORC.

In 1981 Rachel rejoined academia to become Assistant Professor at the University of North Carolina-Chapel Hill. (This time François followed.) She rose rapidly through the ranks, becoming Professor of Sociology in 1988; in 2002 she was named William R. Kenan Distinguished Professor. She was also a Fellow of the Carolina Population Center (CPC), and held administrative positions including Vice Chair of the Division of Social Sciences (1991-92, 1993-94) and Acting Associate Dean for Programs and Budgets of the College of Arts and Sciences (1991-92). At the time of her death she was Chair of the Department of Sociology (since 2000).

In her research, Rachel was interested in the influence of social stratification on career and job mobility, particularly for women. Her recent research included studies of the U.S. Women's movement, work histories of women, academic careers, and work-family policies in advanced industrialized countries. She had been working with Heike Trappe (former CPC postdoctoral scholar) on gender inequality in the early work life in the former East and West Germany and in the United States. She had recently begun a new project studying the nursing profession, inspired by the career of her mother, Ethel.

In the course of her highly productive research career she published, in addition to *Farm Women* (mentioned above), *Reconstructing the Academy* (Rachel Rosenfeld, editor, with Jean O'Barr and Elizabeth Minnich; University of Chicago Press, 1988). She published numerous articles in books and in professional journals including *American Journal of Sociology*, *American Sociological Review*, *Science*, *Signs*, *Social Forces*, and *Social Science Research*.

Rachel received numerous honors and awards including the Sociologists for Women in Society Award for Outstanding Mentoring (1992), and the first Sociology Department Graduate Student Association Award for Excellence in Mentoring (1998). In 1995, Rachel was the first recipient of the Katherine Jocher

Continued on next page

Required Reading



FEMINIST THEORY READER
Local and Global Perspectives
Carole McCann and Seung-kyung Kim, Editors

"Finally, here's a collection of feminist theory writings that is truly worldly. This is a book for all of us."
—Cynthia Enloe, author of *Maneuvers*

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MAID IN THE U.S.A.
10th Anniversary Edition
Mary Romero

"Extremely effective...Maid in the U.S.A. offers a critically important corrective to the popular perception of domestic servants."
—Mimi Abramovitz, author of *Under Attack, Fighting Back*

Pb \$21.95



STRUGGLES FOR SOCIAL RIGHTS IN LATIN AMERICA
Race, Gender, Labor and Subsistence
Susan Eva Eckstein and Timothy P. Wickham-Crowley, Editors

"...A vastly illuminating collection on contemporary popular struggles in Latin America. The essays are excellent, empirically vivid and analytically penetrating."
—Frances Fox Piven, co-author of *Poor Peoples' Movements*

Pb \$24.95



ACTING BLACK
College, Identity and the Performance of Race
Sarah Susannah Willie

"...A work of great insight and unshakable commitment to racial justice. This book will be indispensable for every teacher and every student concerned with race on campus, and indeed, with race in American society."
—Howard Winant, author of *The World is a Ghetto*

Pb \$22.95



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Obituaries, continued

Belle Boone Beard Award of the Southern Sociological Society; the award recognizes distinguished scholarly contributions to the understanding of gender in society. She was awarded the Lara G. Hoggard Professorship for outstanding mid-career faculty (1993-99). In 1995-96, she was a fellow at the Center for Advanced Study in the Behavioral Sciences in Stanford, California, and in fall 1996, she was a Visiting Fellow at the Australian National University. She was the 1998 Alpha Kappa Delta honor society speaker at Mississippi State University.

Rachel was active in the Southern Sociological Society, serving as Vice President (1997-98), President-elect (2000-01) and President (2001-02). She has also been a deputy editor of the *American Sociological Review* (1997-99) and at the time of her death was Chair of the Publications Committee of the American Sociological Association.

Rachel did not have children. She balanced career pressures against her relatively weak desire for children of her own, and reckoned that any maternal cravings she had could be satisfied by being a wonderful aunt to her nieces and nephews: Rachel "Shay" Kohls, Nathan Pang, Jessica Kohls, Leah Babb-Rosenfeld, Reid Kohls, and Josh Pang. She later expanded her "collection" by becoming an equally devoted godmother to François' children, Claire and Sam Nielsen.

Rachel's death touches an unusually large circle of people because of her special ability to form and maintain deep friendships with many of the women and men she met during her life, including (current and former) students and postdocs, neighbors, and colleagues. Rachel's talent for friendship was based on her genuine feelings of love and admiration for other people and a truly non-judgmental attitude towards those around her. She was able to discover and appreciate the beauty and qualities in people, and to share her discoveries with others. Rachel habitually said good things about people, behind their back.

Survivors include her parents, Ethel and Jerome Rosenfeld of Chapel Hill, formerly of Greers Ferry, Arkansas; sisters Deborah Kohls of Chapel Hill and Diana Rosenfeld of Cordova, Tennessee; brothers Peter Rosenfeld of Collingsworth, New Jersey and George Rosenfeld of Chapel Hill; nieces and nephews and godchildren mentioned above; her companion, Kirk Denny, and her many friends.

Rachel was buried in the Old Carrboro Cemetery in Carrboro, NC, following a funeral service that took place on November 29 at Eno River Unitarian Universalist Fellowship Church in Durham.

A trust is being established in memory of Rachel through the Department of Sociology at University of North Carolina. If this is your preference, checks may be made out to: Department of Sociology, and mailed to UNC-CH, Department of Sociology, CB# 3120, 155 Hamilton Hall, Chapel Hill, NC 27599-3210. Please designate the check for Rachel Rosenfeld Trust.

Rachel's curriculum vita, pictures, and other documents about her life and work can be viewed on the web at <unc.edu/depts/soc/web_pages/rfeld.html>.

François Nielsen, University of North Carolina-Chapel Hill

Official Reports and Proceedings

Minutes of the Third Meeting of the 2001-2002 Council

August 19, 2002, Chicago, IL

Council Members Present: Richard D. Alba, Elijah Anderson, William T.

Bielby, Diane Brown, Michael Burawoy, Linda Burton, Craig Calhoun, Robert D. Crutchfield, Nancy Denton, Paul DiMaggio, Arne L. Kalleberg, Douglas S. Massey, Ross Matsueda, Victor Nee, Barbara Reskin (President), Barbara Risman, Lynn Smith-Lovin, Ivan Szelenyi, Pamela Walters.

Incoming Council Members Present: Esther Ngan-Ling Chow, Jennifer Glass, Deborah K. King, Rhonda F. Levine. These members were observers at this council meeting.

Staff Present: Torrey Androski, Janet Astner, Karen Edwards, Lee Herring, Sally Hillsman, Michael Murphy, Jean H. Shin, Roberta Spalter-Roth.

1. Call to Order

The meeting was called to order at 2:40 pm in the Lake Erie Room of the Chicago Hilton Hotel on the final day of the 2002 Annual Meeting. President Barbara Reskin welcomed Council members to the final meeting of the 2001-2002 cycle. Newly elected members of Council were introduced and welcomed as observers at this meeting.

2. Minutes of Previous Council Meeting

Minutes of the January 2002 meeting of the ASA Council were distributed at the start of the meeting. At the end of the meeting, President Reskin called for discussion and approval. Two corrections were noted and accepted by the group.

Council voted to approve the Minutes of the January 2002 Council meeting with two corrections: (1) on page 13 in the 3rd full paragraph, delete the word "not", and (2) on page 3, correct the section membership count to read "19,223" instead of "18,223".

3. President's Report

Barbara Reskin provided a report on her year as president and also presented a proposal for Council consideration.

A. Review of Year as President

Reskin reported that while the last year had been challenging personally, professionally the year as ASA President had been extraordinarily fulfilling. The Annual Meeting just concluding was, in her view, an overwhelming success, attributable to the hard working program committee and to Janet Astner and the staff of the Executive Office.

Hardly any complaints were received by officers this year during the meeting. While there was concern going into the meeting about the evolving management/labor dispute at the hotel, the hotel staff was very accommodating and helpful and no problems have been reported.

B. Proposal for a Bridges Task Force

Reskin circulated a three-page proposal from a committee in the early 1990s to increase communications between sociologists and groups that are typically excluded from dominant economic and political institutions, and to aid sociologists in working with and on behalf of such groups. Noting that many people are attracted to sociology as a way of pursuing social justice, she recommended that Council create a new task force to pursue the ideas presented in the original proposal. Such activities help people learn the skills to do good sociology work and to bring those skills to an arena where they can make a difference. Members of Council agreed with the premise of the proposal and recommended that a mission statement be drafted; Reskin agreed to draft such a statement.

Council voted to appoint a task force to review the report of the blue ribbon commission from the early 1990's and provide recommendations to Council about how to expand upon

what has been done since the report of the original commission.

C. Appointment of SSRC Representative

Reskin reported that, in consultation with the Executive Office, she had appointed Troy Duster to serve as the ASA representative to the SSRC. Duster replaces Neal Smelser who had served as ASA's representative to SSRC.

4. Report of the Secretary

A. Annual Meeting

Secretary Kalleberg reported that 4,780 people had registered for the current Annual Meeting, which was 675 more than in Anaheim and 119 more than the last time ASA was in Chicago in 1999. The record attendance was 4,986 in San Francisco in 1998.

B. Membership

ASA membership stands at 12,294. Kalleberg reported that when the EOB met earlier in the summer there was concern that membership was declining. Since then, however, an aggressive outreach effort on the part of the Executive Office has reversed that trend. The number of new members are up. Membership renewals show both mixed results: renewals of lapsed members are up, as are renewals of members in higher income categories, but renewals by low income members, associate members and student members are down. Some of the decline in renewals at lower income levels can be explained by incomes increasing and members moving into higher income categories. Members of Council commended Executive Office staff for their efforts.

Section memberships are down slightly from one year ago at this time. Currently, the average member holds 2.37 section memberships. Some are concerned that there are too many sections; there is no consensus on this issue, but there is consensus that sections serve an important role. Many sections are thriving and growing nicely, but others are experiencing significant losses. Several sections have fallen below 200 members. Current policy provides that sections below 300 members may be removed, but this policy has never been enforced.

There are currently two Sections-in-Formation working to gain full Section status: Animals and Society, and Ethnomethodology and Conversational Analysis. Sections-in-Formation are given two years in which to recruit at least 300 members. For Animals and Society that two-year period ends on September 30, 2002; Ethnomethodology has another year to go to reach 300 members. At the time of the Council meeting, Animals and Society had 224 members and Ethnomethodology had 135 members.

C. Review of Journal Subscription Data

On the issue of journal subscriptions, Kalleberg reported that ASA is experiencing a decline in the number of institutional subscriptions. However, ASA is doing better than other learned societies on maintaining institutional subscriptions. He noted that the decline is in the number of institution copies ordered, not in the number of individual universities that subscribe. Marketing for institutional subscriptions is handled through brokers rather than by ASA directly; staff is currently looking at ways to increase institutional subscriptions. Institutional subscriptions are a major revenue source, so this decline is a concern.

Kalleberg reported for the Committee on Publications that the quality of *Contexts* is excellent. Approximately 10% of the current membership subscribes; the journal ranks 5th among ASA journals. One area that has not materialized as well as originally anticipated is institutional subscriptions. There are currently 18 institutional subscriptions while the goal was to have 100 in the first year.

This is because libraries tend to wait until a new journal has established a following and because institutional subscriptions for 2002 were ordered before *Contexts* was published. Institutional subscriptions for 2003 should be a better test of its library market. Council originally approved a maximum investment of \$620,000 from the Rose Fund for the development of *Contexts*, with a goal of the journal being self-sufficient by 2006.

While member subscriptions to *Contexts* have exceeded projections, one-third of member subscribers have dropped subscriptions to other ASA journals. Kalleberg reported that members are mostly dropping subscriptions to the *American Sociological Review* and *Contemporary Sociology*. These declines are countered to some degree by new subscriptions from the 30% of members who previously had no journal with their membership.

Members of Council expressed concern over the subscription situation, noting the long-term decline in subscriptions to core journals that publish research. Alba noted that in 1994, *ASR* had 8,800 subscribers, but only 6,000 in 2002; and *CS* had 5,300 subscribers in 1994 but only 3,700 today, a 25% decline. He noted that in future years there will be no pool of non-subscribing members to boost declining subscriptions. He added that ASA should be in the business of publishing original, scholarly research.

Several members noted that when *Contexts* was originally proposed they were assured that member subscription costs were linked to the cost of producing the journal. Since *ASR* is published six times a year, it may have economies of scale that ASA's quarterly journals do not. It was suggested that the Executive Office review journal subscription prices and costs.

Calhoun suggested that ASA see if COSSA compiles data for other social science organizations on the cost of journal subscriptions. Hillsman cautioned that this was easier said than done due to the differences among the social sci-

ence organizations, but agreed that she and publications staff would work on the issue.

Others on Council suggested that the decline in subscriptions for *ASR* and *CS* was not a factor of pricing but rather a lack of interest or an overload of information, and that new journals like *Contexts* met the needs of some members. It was suggested that perhaps the editors of *ASR* and *CS* might publish more controversial articles in an effort to recapture member interest and focus.

Kalleberg thanked Council for the discussion of ASA publications and indicated that the Publications Committee will take up these issues in detail at their next meeting. Calhoun added that any data collected on these issues also needed to come to Council, not just to the Publications Committee. Noting consensus among Council members, Reskin agreed that any data collected would be provided to Council as well as the Committee on Publications.

Council voted (1) to ask the Publications Committee to examine the current pricing of journals to determine whether they are currently priced based on costs, and (2) to request the Publications Committee to consider the impact of *Contexts* on other ASA journals insofar as it deems appropriate (gathering, for example, information on the number of member subscribers who also subscribe to other ASA journals), and to make recommendations to Council on how to protect the viability of existing ASA journals, if necessary.

5. Executive Officer's Report

A. Overview

Executive Officer Hillsman reported that diving deeply into a new position is a great way to learn a lot quickly. With only three months on the job prior to the Annual Meeting, there has been a steep learning curve, but one that has been managed effectively with the assistance of elected officers, ASA staff, and oth-

Continued on next page



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Minutes, continued

ers. Previous Executive Officer Levine has been helpful and will continue to be involved in some programs. Staff of the Executive Office has been supportive and helpful in making the transition work. Overall, the transition has gone quite well, but transitions can take as long as six months to a year to fully complete.

The transition of senior staff leadership is always somewhat difficult for any organization, but ASA has faced additional challenges with the departure of several other key people, including the Deputy Executive Director, the Controller, the Membership Director, and the MAP Director. In addition, several staff are new to the organization, including Kevin Brown, Director of Information Services, Michael Murphy, Governance and Sections Coordinator, Lee Herring, Director of Public Policy, Kareem Jenkins, Meeting Services Coordinator, and Torrey Androski, Executive Assistant. Hillsman assured Council that the organization has an energized Executive Office staff with many new ideas that is working hard to make the ASA an even stronger organization.

There are a number of important future directions that the Association will address in the months ahead, including an examination of electronic publishing and an improved web presence for the ASA. Hillsman added that in the months ahead she would be moving to make external contacts with essential outside groups such as COSSA, regional associations, federal agencies, and other learned societies.

B. Annual Meeting

Secretary Kalleberg earlier provided an overview of the annual meeting. Staff

has daily been handling situations that inevitably arise with sensitivity and finesse. For the average member, the fact that a labor dispute is happening has almost been invisible in terms of service provided.

C. 2002 Election Update

Election participation has declined a bit over recent years, but the current 30% participation rate is excellent for a professional association. A detailed proposal will be presented at tomorrow's council meeting to add new electronic features to the ASA election.

D. Department Affiliates

The Department Affiliates program is a core activity of the organization. The staff is pleased to see growth in this area, especially at a time when departments are not flush with money.

E. Member Contributions and Donations

At the time individuals renew their membership in the association they are given the opportunity to make contributions to the organization and specific programs. The number of members who make such contributions is not large but they provide important assets for the organization. The Minority Fellows Program and the American Sociological Foundation continue to receive the largest number of member contributions.

F. Honorary Reception Revenue

A total of 27 departments gave \$6,675 for the honorary reception this year; this is down slightly from last year.

G. Participation in the ISA Meeting

ASA was officially well represented at the recent International Sociological Association meeting in Brisbane, Australia with attendance by ASA Secretary Arne Kalleberg, ASA Representative to ISA Doug Kincaid, and Executive Of-

ficer Sally Hillsman. In addition, the ASA was able to secure a \$33,000 grant from the National Science Foundation to support US members' travel to the meeting. Through a competitive, peer review process, a total of 35 members received some financial assistance to support their trip to the ISA meeting.

6. Committee on Publications**A. Additional Pages for JHSB**

The editor of the *Journal of Health and Social Behavior* submitted a request to publish an additional 90 pages for a special issue on race and mental health. The estimated cost for an additional 90 pages is approximately \$9,830; outside funding of \$10,000 is anticipated from the Department of Health and Human Services' Office of Behavioral and Social Science Research (OBSSR) and its National Institute of Mental Health.

Council voted to approve the request from the editor of the *Journal of Health and Social Behavior* for additional pages for a special issue on race and mental health.

B. Copyright Issues

Council considered the issue of copyright laws and their implication for electronic publishing. The Publication Committee reported that current policy is that all electronic and print rights to articles are retained by ASA. Technically, authors are not able to post text of their articles to individual websites or send PDF files to others without violating current copyright policy. The ability to electronically share the text of an article has raised this issue to new levels since anyone can share the texts with many others. Members agreed that this is a troubling issue that places the organization between the desire to share knowledge widely and potential copyright restrictions. In addition, members agreed that Council must keep an eye on preserving revenue streams that support these journals. Following an extensive discussion,

Council voted unanimously to appoint a subcommittee of Council members that also has a member from the EOB, the Publications Committee, and the Executive Office to examine and report on possible actions regarding tensions between open access and copyright protections in light of Association revenue streams. The analysis is to include consideration of electronic dissemination issues related to JSTOR and other arrangements that ASA may enter into. The examination should also assess the prevalence of the posting of material on which ASA holds copyrights to individual websites, and the question of whether any particular policy on this issue would be enforceable. The report will go first to the Publications Committee and then to Council.

7. Update on ASA Task Forces**A. Task Force on Articulation of Sociology in Two- and Four-Year Colleges**

Kate Berheide joined Council to discuss the work of the Task Force on the Articulation of Sociology in Two- and Four-Year Colleges. She noted that the issue was one about which she previously knew very little, but with the changing demographics of the American population, people are moving around more and spending longer pursuing their educations than previous generations. The issue of students transferring to 4-year schools is a complicated issue because it is entwined with state and county-level politics.

Berheide called the attention of Council to page 4 of the written report which summarized three patterns found during the Task Force review. Following that summary, page 5 of the report in-

cluded a series of bulleted recommendations. Roberta Spalter-Roth, staff to the Task Force, added that the recommendations listed were ones the Task Force felt were important to this issue.

Reskin commented that Council approval of the report today would mean dissemination of the report. Others were less clear on whether accepting the report included accepting all of the task force recommendations. Some urged caution, suggesting Council accept the report and acknowledge the work and contributions made by the Task Force, but not accept all the recommendations without further review, including linking the report with that of the Task Force on the Major.

Council voted (1) to accept the report of the Task Force on Articulation of Sociology in 2- and 4-Year Colleges and to distribute the report as outlined by the task force, (2) to thank the Task Force and Carla Howery and to commend them all for their efforts, and (3) to set up a sub-committee on Council members (two people) to look at the recommendations from the Task Force on Articulation of Sociology along with Executive Office staff, and to return to Council at the winter 2003 meeting with recommendations on any follow-up that is necessary.

B. Task Force on a Statement on Race

Reskin reported that the report of the Task Force on a Statement on Race had been accepted earlier by Council by mail ballot to allow for dissemination at a press conference during the Annual Meeting.

Council voted to thank the members of the Task Force on a Statement on Race and ASA Staff Liaison Roberta Spalter-Roth for their hard work in producing the statement on race.

C. Task Force on an Advanced Placement Course in Sociology

The Task Force on an Advanced Placement Course in Sociology reported that Sociology is disadvantaged by lack of understanding among high school students about what sociology is. As a result, high school students enter college with less understanding of sociology as a career option than they have about some other areas of study.

Members of the Task Force are working to design a state of the art advanced placement course. The Task Force has drafted a curriculum outline and narrative and has spent as much time as possible in open forums and workshops with teachers.

The original schedule for the Task Force required adjustment. As originally conceived, the Task Force was to have a two year life, but members of the Task Force asked for a one year extension, through August 2003, to adequately finish their assigned task. The Task Force plans to apply to NSF for a grant to bring in a curriculum specialist to develop the curriculum. Based on initial inquiries, NSF seems sympathetic to this type of request. In addition, the Task Force will work on recruiting sites for a demonstration project of the course in September 2003, and other sites to offer the new course in 2004-2005.

Members of Council agreed that this was important to Sociology since students gravitate to majors where they have some experience from high school.

Council voted (1) to extend the tenure of the Task Force on an Advanced Placement Course in Sociology by one year with a final report anticipated at the August 2003 meeting, (2) to work with the task force to seek outside funding, perhaps from NSF, to support temporary engagement of a curriculum specialist for this

project, and (3) to approve the recommendation of the task force to offer a high school affiliate relationship with ASA for \$45, to include *Contexts and Teaching Sociology*, and use of member prices on other publications and services.

D. Task Force on the Implications of Assessing Faculty Productivity and Teaching Effectiveness

The Task Force on the Implications of Assessing Faculty Productivity and Teaching Effectiveness provided a written update to Council and asked for an extension of their original tenure.

Council voted to extend the tenure of the Task Force on the Implications of Assessing Faculty Productivity and Teaching Effectiveness by one year with the anticipation of receiving a draft report at the January 2003 meeting. The task force is asked to clearly define what material in their report they would like to see published as a journal article. ASA staff should look closely at the recommendations before Council gets the report.

E. Task Force on Undergraduate Sociology Major

Council received a progress report on the ongoing work of the Task Force on the Undergraduate Sociology Major. The task force is writing a report that is revisiting issues raised in the 1991 report on Liberal Learning and the Sociology Major that they expect to publish following Council approval. Members of the Task Force held an open forum earlier during this meeting to collect member input. Much of the work is done but the final report is not yet finished.

8. MOST Conference and Report

Copies of the MOST final report, *Promoting Diversity and Excellence in Higher Education through Department Change*, were distributed to members but the lack of time prevented a discussion of this item.

9. Centennial Planning

The planned discussion of the ASA's centennial year (2005) was postponed until the Council meeting the next day.

10. Finances**A. Final 2001 Financial Reports and Audit**

Secretary Kalleberg presented the results of the audit of 2001 financial records. ASA ended 2001 with a \$33,000 deficit, taking into account losses on ASA's long-term investments, which was less than the approved deficit of \$59,000. The audit report indicates that the organization is functioning well financially.

B. Analysis of Investment Performance

Secretary Kalleberg reported that the ASA lost money on long-term investments in 2002, along with almost every other investor in the financial markets. The EOB met with the association's investment advisor on July 30th. The association currently has a growth strategy for investments as opposed to a value strategy. This strategy is sound, but has not been as effective over the last few years with the markets in decline.

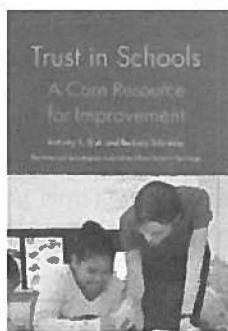
Council voted to accept the report from the ASA investment advisor, noting that cautious income projections should continue to be included in future reports.

11. Adjournment

Reskin thanked the outgoing members of Council for their service. Members of Council gave Reskin a round of applause for her leadership over the last year. With no additional business for consideration, the meeting was adjourned at 6:18 pm.

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