



2001 Annual Meeting Four Full Days in Anaheim: A Stimulating Program!

The 96th Annual Meeting of the ASA took place in the west coast in sunny Anaheim, CA this year. Because it is home to Disneyland and near the sprawling city of Los Angeles, Anaheim made a fitting backdrop for this year's Annual Meeting, with the theme—"Cities of the Future,"

President Douglas Massey's theme was meant to reflect on the meaning of urbanization for human societies and the social relations within nations that are rapidly industrializing as well as those that lag behind by looking at the social organizations, economic structures, ecological patterns, and cultural forms that exist in cities. Massey and the 2001 Program Committee led a program of more than 570 sessions.

Photo by Jeff Marks Photography



Panelist Robert Hauser, Sally Hillsman, and Barbara Risman prepare to query Greg Koski on the protection of human subjects of research.

Thematic sessions addressed such issues as "Disney's America and the World," "The Multicultural Metropolis," and "Cities of the Future: From Chicago to LA." They received much attention from meeting participants as well as the media.

More than 4,200 attendees were engaged and visibly animated by the many options in the 2001 Program. Besides thematic, special, and regular sessions, the meeting included two town meetings. The first featured speaker was Raynard Kington, Director of the Office of Behavioral and Social Sciences, National Institutes of Health, who spoke about social science research in health. Greg Koski, Director of the Office for Human Research Protections, Department of Health and Human Services, focused on the review of social and behavioral science research involving human subjects.

President Massey addressed a topic of enormous significance in a thought-provoking paper on "The Origin and Role of Emotions in Social Life." This Presidential Address followed the Awards Ceremony, where eight major ASA awards were given (see page 7).

There were many opportunities to socialize at well-attended events such as the Welcoming Party, the Honorary Reception, the Student Reception, the Departmental Alumni Night, Just Desserts! A Teaching Enhancement Fundraiser, and the Minority Fellowship Program Benefit Reception.

Photo by Jeff Marks Photography



Attendees flock to the Welcoming Party Sponsored by the Hilton Anaheim on Saturday evening.

See Anaheim, page 6

Contexts Is Where It's At!

Contexts, ASA's newest entry into the publishing world, was officially launched on August 18 with toasts and fanfare at the 2001 Annual Meeting. With a formal program featuring inaugural editor Claude Fischer, there was much praise and commendation for Fischer and what he has achieved from ASA Executive Officer Felice Levine, ASA then-President Douglas Massey, and Rebecca Simon, Director of the Journals Division at the University of California Press. The centerpiece of the evening, however, was *Contexts*. In poster form and with a prototype flyer to preview the first issue, *Contexts* came to life as an accessible, timely, and important sociological presence.

Contexts has already begun to generate its own buzz! Its touch and feel are distinct and palpable. Whether the context is crime, the ambiguous triumph of English-only education, or the real risks to children without fathers (all to be published in the first issue), this new magazine achieves penetrating sociology with broad appeal.



Contexts indeed seeks to traverse contexts and boundaries. Sociologically, it seeks to be informative, to debunk myths or commonplace assumptions about what we know, and to foster new thinking and new ideas in new ways. One of those myths that *Contexts* artfully transcends relates even to the issue of the audience for such sociological work. Instead of *Contexts* being

captured by conventional categories in order to sort and classify what it is (e.g., fresh findings versus synthesizing knowledge, professionally significant versus publicly relevant), this new venture has something important to say and dedicates itself to working with authors to write and say it well. Thus, the audience is:

- all sociologists who want to remain current and engaged with findings across the field;
- social and behavioral scientists interested in the cross-fertilization of ideas and creative new thinking;
- teachers, students, journalists, civil servants, and policy makers seeking out important developments in social research . . .

and, if that's not enough . . .

- anyone interested in sociological trends, social change, and the implications of sociological knowledge for policy and public debate.

Contexts takes seriously that *ambitious products* depend on *innovative process*. Authors with potential ideas prepare a prospectus outlining what they want to do and why it is sociologically significant or socially important. Authors then work with Editor Fischer who is buttressed by a consulting editor team with specific knowledge and expertise on issues of relevance to a piece. The process of manuscript creation benefits from an iterative process of writing and review to hone the best ideas and bring them to the fore. In addition to feature articles, *Contexts* also includes discoveries, field notes, book reviews, and photo essays.

The first issue of *Contexts* will be published in February 2002. All ASA members who renew in 2002 will receive the first issue free. Those who subscribe to *Contexts* during the renewal season in Fall 2001 will receive the rest of the volume year discounted for this complimentary issue. For further information on the journal, subscriptions, submissions, or other topics of interest, please visit early and often ASA's dedicated, new website launched for *Contexts* at www.contextsmagazine.org. *Contexts* is being published for the American Sociological Association by the University of California Press. □

Statement of the American Sociological Association on the September 11 Terrorist Attack

On behalf of the American Sociological Association (ASA), the ASA Council expresses its profound grief at the shocking terrorist attacks in New York and Washington, and great sadness on the enormous loss of life in these incidents and the crash of the hijacked jet in Pennsylvania last week. The Association leadership extends its most sincere sympathies to the victims and their families on their terrible losses and injuries in this great national tragedy. The ASA is also deeply grateful for the prodigious efforts of the rescue workers, civic leaders, and the many professionals who have brought their leadership, skills, and capacities to bear in responding to this great crisis.

Enormous challenges and great uncertainties lie ahead—from how to unravel the events leading up to these criminal acts, how to respond to these and future threats, how to cope with the traumas and fears generated by these events, to how to ensure the peace and security of our society without surrendering basic liberties. Sociologists have made contributions in different areas that can add significantly to public understanding of these events and to healing communities and our nation. Sociological studies have examined hate crime, the effects of disasters on health, coping mechanisms in face of major threats, communal bereavement, predictors of violence, social movements and collective behavior that lead to violence—to name but a few of these areas. The contextual conditions in societies (in the U.S. and in other countries) leading to use of violence and terror have been examined from a social perspective. As citizens of this nation and of the world, sociologists are committed to contributing their knowledge and skills to ensure recovery from these destructive acts.

Through its Public Information Office, the ASA provides information to journalists and others who seek information about sociological works and sociologists with expertise in specific areas. The Public Information Office also regularly posts such information on the newswires and on its homepage.

See reflections by sociologists on page 12.

In This Issue . . .



4

Profile of the President

Learn about ASA President Barbara Reskin's commitments and contributions as an activist sociologist.



5

Segregation and the Census

John Logan informs the public about lessons from the Census.



6

ASA in Anaheim

See highlights of a dynamic Annual Meeting focused on "Cities of the Future."



7

ASA Award Winners

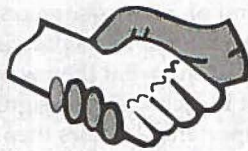
Eight major ASA awards honor colleagues for outstanding careers and contributions to the field.



8

2003 Annual Meeting

Looking ahead to Atlanta starts now; the Program Committee invites your suggestions.



9

International Collaboration

The IIS meeting brought sociologists to Poland; Austin appointed Ambassador to Trinidad and Tobago.



12

September 11

Sociologists reflect on terrorism, its causes, impact, and U.S. responses.

Our Regular Features

Public Affairs	3
ASA Audit	16
Departments	18
Obituaries	22

The Executive Officer's Column

Support for the Human Rights of Sociologists—Its Continuing Relevance



As sociologists and citizens, we have all been preoccupied by the senseless events of September 11th that took the lives and devastated the worlds of so many. Elsewhere in this issue of *Footnotes* (see page 12), we include in their own voice sociologists' reflections on the tragedy and aftermath of these suicide terrorist missions. During this time, those in sociology and other learned fields have reaffirmed their resolve to produce social knowledge and to use the power of education to foster its constructive use.

Many of us found the well-known words of President Roosevelt in the wake of the horrific bombing at Pearl Harbor—"Yesterday, . . . a date which will live in infamy"—to have renewed meaning 60 years later. From every walk of life and well beyond our own borders, individuals and organizations are seeking to find their path to move ahead at a time of both infamy and new challenge. Yet, in the midst of the shock and disbelief that shroud our daily routines and interactions, it is hard to pick up the pieces of where we were before this tragic date. One significant strand occupying the agenda of the ASA up through the Annual Meeting in August remains as germane now as it was then: how best to promote openness of scholarship throughout the world and to urge a more resolute posture by the United States government in support of that important goal.

On August 20, during the Annual Meeting, the ASA released a resolution passed by the ASA Council calling on the State Department to take more assertive and proactive action in defense of U.S. scholars conducting responsible scientific research in other countries. While gratified by the releases of Li Shaomin, Gao Zhan, and Qin Guangguang, the ASA leadership said that these actions are by no means the solution to the underlying problems. Many other social scientists remain incarcerated, such as the Egyptian-American research and human rights and democracy advocate Dr. Saad Eddin Ibrahim and several of his colleagues. As Council and its leadership saw it, the threats to sociological and other social science research have not receded. If anything, they have grown.

The recent events in New York and Washington underscore the need for deeper knowledge and scientific study of social processes, social movements, and societies around the globe. Such work needs to be valued, and we also need fulsome training (including in language, history, and culture) to pursue our sociological work. Equally as important, and fundamental to the ASA Council resolution in August, is that sound social science requires that societies be studied free from government constraints. As then President Douglas Massey and Vice President Richard Alba put it, "with sufficient independence to make their workings transparent." Council also emphasized that social scientists must be able to disseminate their data and findings without restriction.

In commenting on this resolution in August, President Massey noted that sociologists are perhaps more at risk than scientists in other arenas because the issues they study inevitably touch on the distribution of power and resources in society and the methods they use frequently involve contact with ordinary citizens, as in surveys or observational studies. He reported that ASA Council was gravely concerned about challenges to academic freedom and the increasing numbers of U.S. scholars who are being detained abroad in the course of their work.

Repression wherever it occurs not only limits what we know but also dulls the senses of everyone to know it. Since September 11th, across sectors of society, public officials; heads of foundations, corporations, and non-profit organizations; and leaders of academic institutions are urging that we recognize that the fight against terrorism requires a multi-faceted, sustained approach. To that end, it is essential to have visible public policy that both values scholarly knowledge and affirmatively supports its open production and dissemination. Essentially over this past year, ASA Council has been aggressively urging that positive steps be taken to alter the climate for open inquiry, not just that the U.S. government be willing to act when confronted with egregious cases. As we look to the long-term, Council's words are even more compelling than before.—*Felice J. Levine* □

■ ■ ■

On August 20, the American Sociological Association released the following resolution duly moved and unanimously adopted by its Council.

RESOLUTION

Whereas over recent years, sociologists and other social scientists have increasingly been arrested, convicted, and incarcerated for activities relating to their scientific and scholarly work;

whereas the academic freedom of social scientists, and especially sociologists in China, Egypt, and other countries has been severely threatened; and

whereas the convictions of sociologists and other scientists are certain to have a chilling effect on other scholarly investigations,

be it therefore resolved that the American Sociological Association urges the U.S. Department of State to take a vigorous stand on behalf of all scholars whose human rights and liberties are threatened or violated, and to speak out assertively in support of academic freedom.

The ASA calls upon the State Department to go beyond merely working behind the scenes to secure the release and departure of social scientists once they are jailed. It is imperative that the State Department protects foreign-born scientists who are naturalized citizens or permanent U.S. residents with the same vigor it would apply on behalf of U.S.-born citizens; that it asserts and defends the values of free scientific investigation of human society, both for its intrinsic worth and for its ultimately positive consequences for the nations under study; that it does not stand passively by while academic freedoms are systematically repressed abroad, and that it must not itself act to curb research and thereby become a tacit participant in repressing those freedoms.



Current News

Human Subject Research Protections

by Paula Skedsvold
Senior Science Policy Analyst

The Social and Behavioral Sciences Working Group of the National Human Research Protections Advisory Committee (NHRPAC), co-chaired by ASA Executive Officer Felice Levine, is soliciting feedback on a wide number of issues of concern in these fields. The role of the Working Group is to provide substantive input and guidance to advance the work and recommendations of NHRPAC (on which Levine also serves).

Initially, the Working Group prepared three draft reports and recommendations for NHRPAC's consideration on: (1) public use data files; (2) responses by human subjects that involve identifiable information about referenced others (that is, third parties); and (3) risk and harm. These reports were considered at NHRPAC's July 30-31, 2001 meeting. The first two reports were discussed more fully at this meeting and are currently being revised.

NHRPAC will further consider these issues and also discuss the risk and harm draft report at its October 30-31, 2001 meeting. Meanwhile, two other reports and related recommendations are in development, one pertaining to informed consent and a second addressed to confidentiality. These will be taken up by NHRPAC at its January 2002 meeting.

The Working Group encourages comments from sociology and the broader social and behavioral science community on each draft report. These draft statements and other information about human research protection are posted on the ASA home page at: <http://www.asanet.org/public/humanresearch/>. Final reports and recommendations to NHRPAC will also be available on this site.

In addition, members of the NHRPAC Social and Behavioral Science Working Group are attending numerous professional meetings this year and next to solicit ideas from the research community regarding other areas that need review in the human research protections system. These meetings provide an excellent opportunity for social scientists to share their concerns and challenges. At the ASA Annual Meeting in August, Greg Koski, Director of the Office for Human Research Protections in the Department of Health and Human Services, was the featured speaker at a Town Meeting where he addressed issues and fielded questions related to the social sciences in a lively and engaged session. Koski also spoke at the 8th Annual Chair Conference focusing on the role of Chair.

As NHRPAC gears up, the National Bioethics Advisory Committee (NBAC) comes to a close. The NBAC produced six reports addressing a range of ethical concerns (including research involving persons with mental disorders, and clinical trials in developing countries), and shut its doors at the end of September. In August 2001, the NBAC released its last report: *Ethical and Policy Issues in Research Involving Human Participants: Volumes I and II*. All NBAC reports are available through the National Technical Information Service at: <http://www.ntis.gov> or 1-800-553-6847.

On October 1, 2001, as NBAC was "sunset," its Acting Director, Marjorie Speers, assumed the leadership of a new national accrediting body, the Association for the Accreditation of Human Research

Protection Programs (AAHRPP). AAHRPP was formally established last June—with the Consortium of Social Science Associations (COSSA) as one of its founding organizations. Speers, a psychologist, is conversant with ethical issues regarding research with human participants in the social sciences.

The NBAC recommended the creation of a single, independent federal office, called the National Office for Human Research Oversight, to lead and coordinate the oversight system. The office would be responsible for policy development, regulatory reform, research review and monitoring, research ethics education, and enforcement. Several Members of Congress, especially Rep. Diana DeGette (D-Co), have expressed interest in enacting federal legislation to create the office. Given Congress' new priorities, however, it is unlikely that this legislation will move before the next session.

The Institute of Medicine's (IOM) Committee, *Assessing the System for Protecting Human Research Subjects*, is now ten months into its two-year study. Chaired by Daniel Federman of Harvard University, the study sponsored by the Office of Human Research Protections is examining accreditation standards for IRBs; the structure and functioning of the human subjects protection system; and criteria for evaluating human subjects protection activities. The Committee's fast-track Phase 1 report was released in April 2001, and the second report is expected in September 2002.

In June, the Committee on National Statistics (CNSTAT) of the National Academy of Sciences/National Research Council also launched a panel on Institutional Review Boards (IRBs), Surveys, and Social Science Research. This Panel held a second meeting in late August and is in the midst of developing a framework for the scope of its work. The Panel is chaired by Cora Marrett, active ASA member and former ASA Vice President. Executive Officer Levine addressed this CNSTAT Panel in June as she did in January before the IOM Panel (see ASA homepage for IOM testimony).

Also in June, the Directorate for Social, Behavioral and Economic Sciences (SBE) at the National Science Foundation (NSF) held a workshop for its new Subcommittee for Human Subjects. This Subcommittee is charged with considering ethical issues related to the social sciences and advising the Directorate on a website it seeks to establish to provide guidance to NSF grantees and prospective grantees. A second meeting was cancelled due to the events of September 11th, but the work of the group continues.

The ASA homepage is the site for information and working documents for the NHRPAC Social and Behavioral Science Working Group. It also provides some basic information on NHRPAC and on these other ongoing groups at IOM, CNSTAT, and NSF. Plans are underway for a training workshop on human research protections to be held preceding the 2002 Annual Meeting in Chicago in August. Additional information will also be posted on the ASA homepage.

Members with specific interests, ideas, questions, or concerns that relate to these efforts to improve the human subjects protection system are encouraged to contact Executive Officer Levine at humansubjects@asanet.org. □

PUBLIC AFFAIRS UPDATE

✓ *Changing Directors of COSSA Societies . . .* New Executive Directors at the social science societies bring new members to the Executive Committee of the Consortium of Social Science Associations. On August 15, Kurt Salzinger took the helm as Executive Director for Science at the American Psychological Association (APA), replacing Richard McCarthy who became Dean of the College of Arts and Science at Vanderbilt University. Salzinger, a former member of APA Council and the Board of Directors, is a Professor of Psychology at Hofstra University and Director of the PhD Program in combined Clinical and School Psychology. Effective October 1, Catherine Rudder, Executive Director of the American Political Science Association, left this post to join the School of Public Policy at George Mason University where she will direct the Master's Program. Deputy Director Robert Hauck became Acting Director as a search is underway. Effective the end of October, over at the other ASA—the American Statistical Association—William Smith will succeed Ray Waller who is retiring as Executive Director. Smith is currently a Program Director in the Division of Mathematical Sciences at the National Science Foundation and also holds an appointment in the Department of Statistics at Texas A&M University.

✓ *Gutmann to ICPSR . . .* Myron Gutmann took the helm as Director of the Inter-University Consortium for Political and Social Research at the University of Michigan on August 1. Prior to joining ICPSR, Gutmann was Director of the Population Research Center and Professor of History at the University of Texas at Austin. In recent years, his research has focused on the history of populations in the southwestern United States; the history of Hispanic populations; and the relationship among population, land use, and the environment in the U.S.

✓ *Big Changes at NIH Too . . .* Two Institutes Directors have departed the National Institutes of Health (NIH) this fall and searches for their replacements have commenced. Enoch Gordis retired from the position of Director of the National Institute on Alcohol Abuse and Alcoholism (NIAAA) after 15 years of service at NIAAA. Richard Klausner leaves the National Cancer Institute (NCI) to become President of the newly created Case Institute of Health, Science and Technology. Both NIAAA and NCI are Institutes that value social and behavioral studies; therefore successors to these posts are important to our fields.

✓ *Cole Gets Confirmation for NEH . . .* Bruce Cole, noted art historian and Distinguished Professor at Indiana University, was confirmed by the Senate as Chair of the National Endowment for the Humanities (NEH) on September 21. His background and experience augur well for a smooth transition at NEH.

✓ *Kincannon to Census . . .* In July, President Bush announced his intention to nominate C. Louis Kincannon to be the Census Bureau Director. Kincannon was previously at the Bureau as a career civil servant from 1982 to 1992 and served twice as Acting Director. From 1992 through 2000, he served as the first chief statistician in the Organization for Economic Cooperation and Development in Paris, France. Confirmation is expected, but perhaps not until a final decision as to the use of adjusted numbers for the Census 2000.

✓ *New Head Likely at BLS . . .* Katherine G. Abraham is expected to be replaced as Commissioner of the Bureau of Labor Statistics (BLS) when her four-year term expires on October 13. As *Footnotes* goes to bed, a change is expected in this post—previously considered to be a non-partisan job! Stay tuned.

Social and Behavioral Sciences Working Group National Human Research Protections Advisory Committee

Christine Bachrach, National Institute of Child Health and Human Development
Richard Campbell, University of Illinois, Chicago
Jeffrey M. Cohen (Co-Chair), Office for Human Research Protections, Department of Health and Human Services
Robert M. Hauser, University of Wisconsin-Madison
Sally T. Hillsman, National Institute of Justice, U.S. Department of Justice
Jennie R. Joe,* University of Arizona
Raynard S. Kington, Office of Behavioral and Social Sciences Research, National Institutes of Health
Felice J. Levine* (Co-Chair), American Sociological Association
Robert Levine,* Yale University School of Medicine
Caroline Miner, Bureau of Prisons, U.S. Department of Justice
Jonathan D. Moreno,* University of Virginia Health System
Ivor Pritchard, U.S. Department of Education
Philip Rubin, National Science Foundation
James Shelton, U.S. Agency for International Development
Joan Sieber, California State University-Hayward

*NHRPAC Member

Profile of the President

Barbara Reskin: A Social Scientist Working for Social Change

by Mary C. Waters, Harvard University

Tagging along with Barbara Reskin for a day you notice right away that she is fast—very fast. Barbara walks, talks, and thinks with a slightly dizzying energy and efficiency. On a typical day last spring, for instance, you would see her leave home and walk briskly toward the university, plugged in to her headphones as she listens to a book that her mother had tape recorded for her. Once at her office, she would put on her lab coat (a gift from her partner Lowell Hargens intended to support the fiction that she's a "real scientist") to ward off the arctic air conditioning as well as lunchtime spills. She would catch up on messages and talk with students and colleagues, with attention and humor, but in a way that suggests that she is thinking a mile a minute and trying not to waste time. When she started up her computer, you would see that she also types fast—95 words a minute on her last typing test for one of the pink-collar jobs of her youth.

Why is this brilliant, outgoing, down to earth, funny, and caring woman in such a hurry? Well, she is a woman on a mission. For Barbara Reskin is not only a world class scholar with a deep and abiding belief in social science and its ability to uncover truth, but she is also strongly committed to social justice and to changing the world in a radical and fundamental way. Barbara Reskin is a fast-talking, -walking, -thinking, -typing feminist socialist social scientist. She is also a wonderful friend, colleague, teacher, mentor and the new president of the American Sociological Association.

Barbara's radical roots go back at least a generation. She was born in Saint Paul, Minnesota and grew up in Renton, Washington, outside of Seattle and home of Boeing's number 2 plant. Barbara's father was a Russian-born immigrant. A Communist in his youth, he was kicked out of the party for insubordination. By the time he met her mother at a Minnesota Farm Labor party, he had joined a garment workers' union and become a cloth cutter. When Barbara was seven years old and her sister Marilyn was eight, her father suddenly died.

Her mother supported the family by doing traditionally female clerical jobs, with the help of public assistance checks. It helped when her mother got one of the few unionized clerical jobs available to women, typing freight bills in a trucking company. Barbara's best paying part-time jobs were also with trucking companies, and, when she went to graduate school, she converted her membership in the Teamsters to inactive, but in good standing. She also worked typing insurance claims, processing airplane tickets, taking orders for steel wire rope, weekend and evening relief switchboard operator, and data-entry clerk, as well as picking strawberries and beans—her only sex-integrated jobs. So, when Barbara began studying the causes and consequences of gender segregation in occupations, you might say she had a head start through a lot of early field work.

Barbara went to working class schools, and few of her classmates went on to college. She went on to Reed College where she immediately discovered how unprepared she was. She dropped out half way through her sophomore year and followed a boyfriend (to whom she was briefly married) to Cleveland where he attended graduate school while she worked in another clerical job. More important, she got involved in the Congress on Racial Equality (CORE), an unforgettable exposure to the pervasive barriers our society



creates to suppress African Americans. In CORE, she organized rent strikes, participated in sit-ins, and helped to organize a summer Freedom School. She vividly remembers that time, both for what she learned about American racism and for the horror she experienced when a friend and fellow CORE member was crushed by a bulldozer while protesting the construction of a school that the city had strategically located to maintain racial segregation. Trying to make sense of the city's response to CORE's challenges to racism led Barbara to her first sociology class, a night class at Case Western Reserve. Sociology provided an intellectual structure that made sense of the world, and the discipline immediately captured her.

Returning to Seattle, she received her BA in 1968 at the University of Washington. Although it never crossed her mind that she could be a professor (she had never had a female professor), she went on to graduate school in the hope that an MA would save her from another clerical job. But she found a home in UW's demography/ecology program. Unlike myself and many of my academic friends, Barbara actually liked graduate school. She discovered both feminism and multiple regression, viewing the latter as a tool to be used in getting at the truth and hence fostering social justice. (As she got older, she has become increasingly convinced of the necessity of using both quantitative and qualitative methods to get at the truth.) With fellow student, Lynn White, Barbara started the Reproductive Counseling Center at the University, which gave undergraduates information about birth control. Out of this came Barbara's and Lynn's first publication (written with the assistance of Diane Hilton), a widely disseminated pamphlet entitled "How to Have Intercourse Without Getting Screwed."

Studying social stratification spotlighted for Barbara discrimination in academe. Her recognition of the exclusionary ramifications of her and other departments' recruitment of faculty through old-boy networks was the first of several events in her academic life that illuminated the barriers outsiders faced. Barbara nonetheless had wonderful mentors in graduate school, especially for her dissertation—a comparison of the careers of male and female scientists. Barbara credits the publication of her dissertation as a book, *Sex Differences in the Professional Life Chances of Chemists*, to the high standards and pages of careful comments provided by her advisor, Herb Costner.

In the spring of her third year of graduate school, Barbara got a job offer out of the blue from University of California-Davis. Fearing that it might be her only chance at employment, she moved to Davis in January 1971 as an Acting Assistant Professor. She taught there for a year and half, before going to Indiana University as an assistant professor. Although Lowell,

whom she had met at the University of Washington, also moved to Indiana and they made life-long friends among other junior faculty, Barbara found combining her scholarly and social change interests harder as an assistant professor than it had been as a graduate student. During the mid-1970s, there was a lot of pressure to publish, and the profession was not ready for a feminist approach to sociology. One reviewer of the first paper she submitted from her dissertation showing sex differences in career outcomes called it "an Alice in Wonderland analysis," and another chided her for using the term "discrimination." Later, when she got a large grant from NIMH to study jury verdicts in rape cases, her department chair discouraged her from accepting it because its hypotheses—that jurors' notions about the victim's appropriate gender role behavior and sexual property value would influence their verdicts—were grounded in feminist insights about the workings of social control systems. (Except in mistaken-identity cases, Barbara and her co-authors Gary LaFree and Christy Visher found that the feminist insights were right on target.)

After getting tenure at Indiana, Barbara spent a sabbatical year at the National Academy of Sciences (NAS), directing a study of sex segregation in the workplace. The NAS study led to the publication of two important volumes, an edited interdisciplinary collection of papers entitled *Sex Segregation in the Workplace* and a book co-authored with economist Heidi Hartman entitled *Women's Work, Men's Work: Sex Segregation on the Job*.

She decided that she had been mistaken in her early approach to her work in this area in a few ways. She thought that if, as a social scientist, she showed clearly and decisively that things were not just or fair, a policy maker would fix it. What she learned in Washington was that no one will necessarily act on social science research that shows a situation or process to be unfair or discriminatory. The social scientist who cares about justice should also write about how to fix these bad situations. She also learned that you cannot wait until policymakers come to ask about your work. You need to seek them out and tell them. This is what Reskin does in her work—she studies organizational practices that promote equal opportunity in the workplace. She has argued that external regulation through laws and the setting of goals and timetables for hiring are critical. This engagement with the world beyond academia has had a lasting effect on how Barbara approaches her work. Thus, she not only has authored or co-authored some of the best social science research documenting discrimination and segregation—*Job Queues, Gender Queues* (co-authored with Pat Roos) and *Women and Men at Work* (co-authored with Irene Padavic), but she also has devoted a lot of time and energy to policy briefs and policy analysis and to expert witness testimony in real-life discrimination cases.

After her stint at NAS, Barbara moved to the University of Michigan, where she taught Sociology and Women's Studies. In 1985, she and Lowell moved to Illinois at Champaign-Urbana, and then in 1991 to Ohio State where Barbara also served as Department Chair from 1993 to 1995. In 1997, she came to Harvard's Sociology Department; joined this fall by Lowell who will also be teaching at Harvard. It has taken a while for Barbara to feel at home at Harvard. While the department itself is as informal and welcoming as most sociology departments in the country, the University, frankly, can be an elitist bastion of privilege. I think Barbara felt really at home for

the first time last spring when students sat in the University administration building to advocate for a living wage. While a number of Harvard faculty signed letters and petitions in favor of the students position, Barbara was a leading faculty supporter, speaking at rallies in front of the administration building and holding class in front of the open window so one of her students who was occupying the building could take part.

Barbara's research addresses important questions of justice. She has documented the ways in which informal social practices at work maintain and structure gender and race segregation on the job. She has shown the cumulative disadvantages women face in a labor market in which employers assign them to particular roles and queues. She has branched out in recent years to study how racial and ethnic discrimination and segregation operate in conjunction with gender in the labor market. Her recent book, *The Realities of Affirmative Action* (American Sociological Association, 1998), shows how affirmative action has helped to increase the hiring and promotion of women and minorities because it replaces informal discriminatory hiring mechanisms with fairer, formal mechanisms that allow qualified people to get in the door. The fact that Barbara's first academic job was one she never applied or interviewed for has left a lasting impression. She remains skeptical of the notion that academia or any American labor market is a true meritocracy. Her work and her personal experiences have demonstrated the power of personal networks in hiring and the ways in which qualified people can be excluded.

Yet Barbara's merits have been noticed and honored in the world of academia. She was recently elected as a Fellow of the American Academy of Arts and Sciences. She has received the Distinguished Scholar Award of the ASA Section on Sex and Gender. She was a Fellow at the Center for Advanced Study at Stanford, and was the third Cheryl Miller SWS Lecturer. She has been a leader in the profession, serving as Vice President of the ASA and Chair of the Section on Occupations, Organizations and Work. She is perhaps most proud of her role as mentor and advisor to countless graduate students. Modeling her approach to teaching graduate students on Herb Costner's painstaking mentoring, she has worked with students intensively throughout her career, providing them with detailed (often tape recorded) comments on drafts of papers, and intensive discussions about data analysis and research design. Many of these students have co-authored papers and books with Barbara over the years and gone on to distinguished careers of their own.

If we were to drop in on Barbara Reskin in the coming year, we would see occasional times when she is at rest. Lynn White, her friend and co-author from graduate school, has been teaching her to quilt, and often for a half hour after breakfast Barbara sews while Lowell reads aloud. But more often than not, we would continue to see a frenzy of purposeful activity. She will be busy studying race, ethnic, and sex segregation in the workplace, continuing a study of race and gender in lawyers' careers; testifying as an expert witness in job discrimination cases; listening to taped books as she hurries to and from campus; and mentoring and advising students. Yet, this year she has added another task—leading the American Sociological Association, and, I can assure you, we are in very good hands. □

Making News: Segregation and Census 2000

by John Logan,
University at
Albany



John Logan

Like many sociologists, my contacts with the news media over the years have been infrequent and entirely passive—if a reporter called, I did my best to provide a reasonable comment or explanation. In the last few months, that has changed radically. I am working consciously now to make news.

As I write, in early September, I am about to take the next step in this direction, finishing a short report that I hope will be widely covered by the news media. I will send a draft of a press release to the professionals in Albany's Office of University Relations, which they will distribute nationally,

and I will call several journalists who have covered similar stories to make sure they are aware of it. The report will be embargoed from publication to give journalists time to work it into their schedules. Then, if all goes well, it will be news.

Why am I trying to make news? To a large degree, I fell into it. I have long worked with census data to study community development questions and particularly to examine issues of racial and ethnic segregation. Two years ago I became director of a new urban research center at the University at Albany, the Lewis Mumford Center. It occurred to me last winter that the Mumford Center could design a web page specifically to report segregation indices from the 2000 Census, and that we could probably calculate these soon after the census data were released. I thought that there would be just a few academic researchers who would take advantage of that

kind of data archive.

Then, just a week before the census began releasing information at the level of census tracts, I received one of those infrequent calls from a reporter—this one from the *Christian Science Monitor*. His question was about race and politics in the St. Louis mayoral election, which I knew little about. I asked him if he would be interested in information about segregation. And so, on March 14 Laurent Belsie published a front-page story on what we had learned from the first metro areas for which we had calculated segregation scores. *USA Today*, *The New York Times*, and the *Washington Post* followed quickly. It was an interesting angle for them. Once a newspaper had reported the population counts for whites, blacks, Hispanics, and Asians, emphasizing the increasing racial/ethnic diversity of the nation, it was natural in the next few days to follow up with a story about how America deals with such diversity. All we knew was where people lived, so segregation was the only place to turn.

I had stepped out of my usual role and was writing summaries of what we were learning from the data, posting these on our homepage, and contacting journalists who might be interested. For example, when the Nevada numbers were released, I noticed that Las Vegas had a surprising twist: segregation of African Americans dropped sharply, but segregation of Hispanics increased by an equal amount. This was front-page news for *The Las Vegas Review-Journal*.

Now reporters were calling me. My graduate assistants (especially Brian Stults, now at University of Florida, and Vadivel Kumari) designed a set of programs and a web page (<http://www.albany.edu/mumford/census>) that would translate the population numbers released by the Census Bureau for a given state into segregation indices for every metropolitan region in that state, often with a turnaround time of 24 hours or less. This made it possible for editors and reporters to tailor stories to their local readers. The website is still intensively used. In the month of March alone, there were nearly 10,000 web page hits, with an additional 16,000 in the first half of April. One meaningful point on the timeline of the site was our press conference at the National Press Club in Washington on April 3rd. Up to that point, we were averaging 345 hits per day. In the week after the press conference, we averaged more than 1000 hits per day, with a peak of 150 per hour the day after the press conference.

Media interest has continued, with a major essay in *The New York Times' Week in Review* section in early August and a segment of PBS's *Newshour* devoted to the issue on August 17. *The Detroit News* prepared a sequence of three weekly stories published in September, each in an 8-page pullout section, followed by a televised town meeting.

It is unusual for social science research to be so fully reported. A poll by the Pew Research Center for the People and the Press (<http://www.people-press.org/cen01rpt.htm>) showed that by mid-April 50 percent of Americans had heard that "neighborhoods are still mostly racially segregated," and more than 70 percent consider this "a bad thing."

This awareness is a good thing. It extends sociological analysis out of the

pages of academic journals. There may be a cost:

- There is a lot of pressure to get results out soon enough to be news, and there is a risk of making mistakes (our biggest ones up to now, fortunately, we spotted before going public with them).

- There is little time for reflection, and we may make errors of judgment. A luxury of the academy is that we often share our findings with others for a year or two before publishing them, giving plenty of chances to hear other views. We settled on an interpretive framework in a matter of four weeks, concluding that the small overall decline in black-white segregation between 1990 and 2000 was too slight to treat as a turnaround, especially because segregation of Hispanics and Asians held steady. Others (notably scholars associated with the Brookings Institution) reported it differently.

- Should we follow a line of work because it is newsworthy? Our most recent project is about America's "New Latinos"—a phrase with no scientific meaning, but simply refers to Hispanics from everywhere except Mexico, Puerto Rico, and Cuba. Our intention was to analyze segregation of these specific national-origin groups, but we found that Census 2000 had not counted them well. So we devised a way to estimate better numbers, and which is a story in itself. Will it help generate interest in our core issue of the creation of Salvadoran and Colombian neighborhoods? Or will it degenerate into Mumford's numbers versus the Census Bureau's numbers?

For now I am betting that we can manage the risks, that this project will eventually be productive in the usual academic forms, and that the payoff in terms of public awareness (and perhaps later, public policy discussion) will be worth it. □

New Social Science Division Formed at Council on Undergraduate Research

by Tom VanValey
Western Michigan University

Fourteen people have been elected as Councilors for the newly-formed Social Science Division at the Council on Undergraduate Research (CUR). Sociology is well represented, with a large number of ASA members serving as councilors: Reed Benedict at Eastern Illinois University in Charleston, Irene Fiala at Kent State University in Ashtabula, Tom Ford at Western Michigan University in Kalamazoo, Ida Rousseau Mukenge at Morehouse College in Atlanta, Laurie Scheuble at Doane College in Crete, Nebraska, Jacqueline Simpson at McMurry University in Abilene, and Tom Van Valey at Western Michigan University in Kalamazoo. Other councilors represent Economics, Political Science, Anthropology, Geography, and Psychology.

The new Social Science Councilors have been added to the various committees of the Council and have elected chairs for the next two years (Elizabeth Paul from Psychology for year one and Julio Rivera from Geography for year two). They also have planned a number of sessions specifically for social scientists at the upcoming CUR annual meeting at Connecticut College, June 21-23, 2002. Along with several dealing with best practices for disciplinary and interdisciplinary undergraduate research programs, the sessions include: "Human Subjects Regulations and Their Impact on the Social Sciences," "Community-Based Research," "Visualizing Data to Develop Research Questions," "Preparing an NSF Research Experience for Undergraduates - Grant Proposal for the Social Sciences," and "Service Learning and Internships: Providing Research Experience." All current members of the Social Science Division are welcome to submit proposals for other sessions.

In addition to these organizational efforts, the new Social Science Councilors have identified several goals as their priorities for the next two years. One is to communicate with federal funding agencies about the need for expanded and flexible funding for the social sciences, especially with regard to projects involving undergraduate research. Another is to establish relationships and begin collabora-

tive efforts with the several professional organizations that are represented (e.g., the American Sociological Association, the American Psychological Association, and the American Political Science Association).

"The organization has already benefited from the expertise of our new council members, including geographers, economists, sociologists, criminologists, and other disciplines among the social sciences," said CUR Executive Director Elaine Houglund. "I'm sure that they will welcome your support in the form of additional ideas for sessions at CUR 2002 and articles in the *CUR Quarterly* related to the social sciences. The most recent issue (June 2001) was devoted to social sciences and undergraduate research."

The mission of the Council on Undergraduate Research, founded in 1978, is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship. The Council on Undergraduate Research and its affiliated colleges, universities, and individuals share a focus on undergraduate education and a belief that undergraduate education is best served by faculty-student collaborative research combined with investigative teaching strategies. CUR further believes that faculty members enhance their teaching and contribution to society by remaining active in research. Therefore, CUR provides avenues for faculty development and helps administrators assess and improve the research environments at their institutions. CUR also generates awareness and national support for undergraduate research by providing information on its importance to legislatures, governmental agencies, and institutional trustees and administrators. In these ways, CUR is instrumental in helping funding agencies craft programs to enhance research opportunities for faculty and students at primarily undergraduate colleges and universities.

For further information concerning membership in CUR, see the website at www.cur.org. For further information about the opportunities through the new Social Science Division, contact Elizabeth Paul at the Department of Psychology, The College of New Jersey, Trenton, NJ 08628, or by email at bethpaul@tcnj.edu. □

Council Approves Cost Reduction for JSTOR

At its February 2001 meeting, ASA Council, acting on a recommendation from the Executive Office and Budget Committee, voted to reduce the cost of JSTOR access to ASA members from \$60 to \$40 per year, effective July 1, 2001.

In addition to a reduction in cost for the remainder of 2001, access will be offered for 2002 at \$40 to ASA members. JSTOR is an online journal archive. Access to the archive is restricted to ASA journals (currently *American Sociological Review*, *Contemporary Sociology*, *Journal of Health and Social Behavior*, *Social Psychology Quarterly*, and *Sociology of Education*, with *Sociological Methodology* and *Sociological Theory* expected to become available by January 2002) offered to ASA members on a calendar year basis. The archive includes all issues of these journals from initial publication until five years prior to the current issue. For example, all issues of *American Sociological Review* are currently available from 1936 (volume 1, number 1) through 1996.

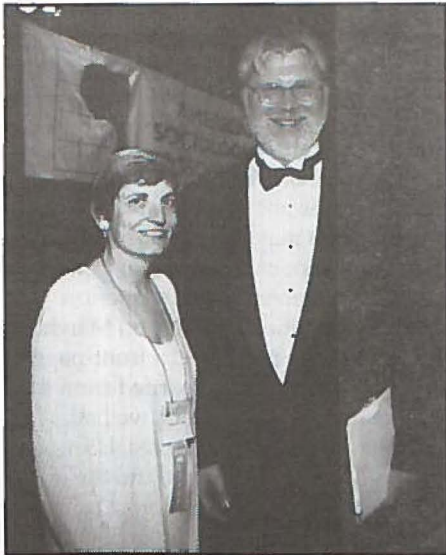
ASA members may subscribe to JSTOR with their 2002 membership renewal or at any time during the year. As the fee is for access during a single calendar year, we encourage interested members to subscribe as they renew their membership for 2002. □

Presidential Address Highlights Role of Emotions in Understanding Social Life

Highlighting the theme of the 2001 Annual Meeting "Cities of the Future," Douglas Massey in his Presidential address on Sunday, August 19 told an overflow audience that, "early in the 21st Century, two momentous events will occur. Toward the end of the current decade, probably late in 2007, humanity will cross a demographic rubicon: for the first time ever, more than half of all human beings will live in cities. From that point on, the bulk of population growth will occur in urbanized areas, thus guaranteeing that the human future will be an urban one."

Not only will a majority of human beings come to live in cities, said Massey, but a growing fraction will reside in extremely large cities. By the year 2025, a quarter of all humanity will live in places of one million or more, and increasingly, most of these large urban agglomerations will be located in the Third World. As a result, among both developed and developing societies, poverty will increasingly be urbanized and geographically concentrated. Within nations, the bulk of the poor will be housed in large urban agglomerations, and within these areas the poor will increasingly concentrate in poor neighborhoods, thus driving the spatial concentration of poverty to new heights.

These transitions, Massey argued,



ASA Executive Officer Felice J. Levine congratulates ASA President Douglas S. Massey on his Presidential Address, "A Brief History of Human Society."

have enormous consequences for human societies and pose significant challenges to scholars who study these phenomena. Massey particularly emphasized the implications of these trends for sociology. While sociology, he said, *should* be well-poised to understand the nature and meaning of these incredible transitions, it is not, owing to several interrelated conceits. A central theme of the

Presidential address was that sociologists have unwisely elevated the rational over the emotional in attempting to understand and explain human behavior. "It's not that human beings are not rational—we are," said Massey. "The point is that we are not *only* rational. What makes us human is the *addition* of a rational component to a pre-existing emotional base, and our focus should be on the *interplay* between rationality and emotionality, not theorizing the former while ignoring the latter, or posing one as the opposite of the other. Attempting to understand human behavior as the outcome of rational cognition alone is not only incorrect, it leads to fundamental misunderstandings of the human condition."

Massey explained these points by undertaking a brief review of human society from its origins to the present. Focusing on population, community, technology, subsistence, and culture, he identified seven basic eras of social development, dating roughly from about six million years ago, through Agrarian societies where settled cities first emerged about 12,000 years ago, to modern, industrial societies. He noted that the proportion of people in the world living in cities remained at no more than five percent during the eras of both Cesar Augustus and Queen Victoria, but for the former this implied a population of 13 million urbanites while for the latter a stock of 48 million city-dwellers.

Massey then turned his attention to perceptions on how human behavior has been modeled, and the implications of these differing analytic approaches for understanding the future of human societies. If anything, he argued, emotionality supercedes rationality in timing and influence. Through historical, social, and biological evidence, Massey demonstrated that social communities grounded in emotion existed before they developed rational faculties, and using

several contemporary examples—from marketing, advertising and political campaigning—showed how these current practical applications have "not simply recognized the duality between the emotional and rational brain, but have sought to cultivate and exploit it."

As an example of how emotion influences human affairs, Massey again returned to the reality that we will soon become, for the first time, a fully urbanized society. Sociologists, who have long studied the influence of urbanism on social life, have advanced different theories about the pathological effects of population density. Massey noted that recent work, however, has confirmed a clear relationship not between density and social maladies, but between the concentration of poverty and deleterious outcomes. Here, understanding function and operation of the emotional brain is of potentially great importance in illuminating the link between concentrated deprivation and behavior. Among other things, areas of concentrated poverty are characterized by high rates of crime, violence, and social disorder.

Massey concluded by saying that, while emotion is not totally absent from social theory and research, sociologists have approached it more in philosophical than in scientific terms. He urged sociologists to take advantage of the great advances in neuroscience, to end their hostility to the biological sciences and to work to incorporate the increasingly well-understood biological foundations of human behavior into theoretical models. "We can and should ground our theories and models in actual knowledge about how people think and interact using both their emotional and rational brains," he said.

A report on the Presidential Address was carried by United Press International on August 22. The Address will appear in a future issue of the *American Sociological Review*. □

Anaheim, from page 1

The crowded International Scholars reception reflected the significant numbers of international sociologists who attended the meeting and contributed to the program. In particular, ASA was pleased to welcome Alberto Martinelli, president of the International Sociological Association.

This year the exhibit hall became the virtual meeting place. Sociologists from students through senior scholars met with exhibitors and poster presenters to gather information, ask questions, and explore work.



ASA Secretary Florence Bonner delivers her final report at the ASA Business Meeting.

audience. While some may joke that Anaheim did not have the immediate "draw" with restaurants and interesting neighborhoods, the attractive and accessible meeting facilities coupled with an excellent program and fewer distractions meant that sessions were very well attended.

This year's Annual Meeting launched some innovations befitting a "meeting of the future." Instead of selling hard copies of papers, attendees (and anyone) can purchase papers on the ASA website and have them sent to their e-mail accounts. The preliminary program was online as well, and could be readily searched and downloaded. Information on special services, special events, tours, housing, and travel, could also be found on the Annual Meeting web page.

At the closing bell on August 21, the four-day meeting was a success thanks to the Program Committee and all the participants. For those unable to attend this year's meeting, many papers and the Program are available online. The 2002 Annual Meeting will be held on August 16-19, in Chicago, IL. The online Call for Papers and the printed edition will be available in late October. □

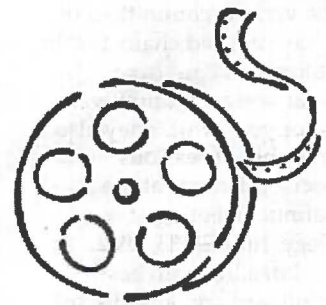


Exhibits draw crowds every day of the Annual Meeting.

With Café ASA at the center of the hall, attendees were able to "schmooze" over lunch or a cup of coffee sprinkled with visits to exhibitor displays or poster sessions on funding, data resource, or graduate programs in sociology. The mind, the spirit, and the body were all well fed!

The 2001 Annual Meeting was the first experiment with a four-day event instead of the usual five. The goal was to help reduce costs for participants, help ensure that participants and exhibitors can stay for the entire meeting, and increase the number of participants over those days. Sessions were very well received, and sections whose section day was at the end of the meeting had an extra session—also with a larger than usual

Cities in Celluloid



Throughout the Annual Meeting, participants and visitors at several locations around the Hilton hotel were entertained by a video, "Cities on Celluloid," a specially created feature for this year's meeting. The theme of the film was in keeping with this year's theme on urban issues, and in recognition of the Meeting's presence in the center of the film industry.

Clips about cities and life in cities from about 50 movies were produced into a 20 minute montage reflecting urban themes. The representations included scenes showing daily life in cities—work, play, drugs, gang violence, racial/ethnic tensions, and effects of poverty, racism, and segregation. Clips from musicals (Judy Garland singing "Meet me in St. Louis, Louis") and other song and dance routines depicted the more idyllic interpretation of urban life, although the focus was on the life on the street, with its raw language and struggle for survival.

Scenes showing city skylines with skyscrapers represented economic power and wealth. Landmarks and familiar architectural landscapes from cities around the world were flashed on the screen accompanied by the beat of "Sandstorm" by Darude and other contemporary music, showing the great diversity of people, cultures, and urban lifestyles.

Clips from films created over the past century were represented—including Charlie Chaplin in *The Bank*, to *Planes, Trains, and Automobiles*, *The Blues Brothers*, *Singing in the Rain*, *Viva Las Vegas*, *The Muppets take Manhattan*, *Batman*, *Rocky*, *King Kong*, and *Boyz in the Hood*.

Major Award Recipients Honored in Anaheim

The 2001 recipients of the major ASA awards were honored on August 19 at the Awards Ceremony during the Annual Meeting in Anaheim, CA. The ceremony, presided over by Carole C. Marks, Chair of the ASA Committee on Awards, was attended by Annual Meeting participants, friends, family, and colleague of the award recipients. The following citations are based on the introductions prepared by each Award Selection Committee Chair.

Dissertation Award

Jeremy Freese, Indiana University (2000), For "What Should Sociology Do About Darwin: Evaluating Some Potential Contributions of Sociobiology and Evolutionary Psychology to Sociology"



Jeremy Freese (right) receives the Dissertation Award from Anthony Orum.

Jeremy Freese's dissertation engages the advances made in modern evolutionary biology and explores their implications for modern sociology. In "What Should Sociology Do About Darwin?" Freese answers that query with degrees of insight and learning that are exemplary. He explores the work of sociobiology and evolutionary psychology, in particular, concentrating most of his attention on the results and theories of the latter field. He examines a number of intriguing results in this field, doing both several original empirical studies of major claims as well as rigorous theoretical analysis of the reasoning and logic behind them. Freese's work propels sociologists to bridge the gap that now separates our field from the work of modern evolutionary biology.

Jessie Bernard Award

Barbara Laslett, University of Minnesota



Barbara Laslett (right) receives the Jessie Bernard Award from Beth Hess.

Barbara Laslett's career is the story of feminist sociology, from its emergence over three decades ago to its current influential respectability. As a new PhD, she was one of the founding members of the ASA's women's caucus that eventually became Sociologists for Women in Society. That commitment to both gender studies and to the advancement of women in the academy has remained the unifying thread and hallmark of her career. Laslett's

scholarship began with "Mobility and Work Satisfaction" in 1971 and then branched out to follow her increasing engagement with feminist themes and studies that explored the intersection of life history and intellectual pursuits. She has been an unfailing source of support and encouragement to feminist scholars, through mentoring of graduate students, as well as through her editorial and organizational work. In her own career, the intersection of biography with history has produced the kind of sociology pioneered by Jessie Bernard, the blending of scholarship with emotional depths and a commitment to gender equality.

DuBois-Johnson-Frazier Award

Troy Duster, New York University and University of California-Berkeley



Troy Duster receives the DuBois-Johnson-Frazier Award from Linda Burton.

Troy Duster is honored for his many and varied contributions as an active researcher and public voice, asking the tough or unasked questions about race, inclusion, and social justice. In recent years, he has made major contributions to understanding the social implications of "advances" in the fields of molecular biology and genetics, including working with the National Center for Human Genome Research. Duster's sage advice on academic life and diversity issues is evident in his appointment as a Board member for the American Association of Colleges and Universities and as a frequent consultant to the Ford Foundation. With service on such Boards as the State of California Master Plan for Post-secondary Education, the American College of Traditional Chinese Medicine, and the National Coalition of Universities in the Public Interest, and currently as a member of the National Advisory Committee of the Decade of Behavior, Duster embodies the tradition of this award - serving effectively as a wide-ranging public intellectual, making significant contributions to racial justice and social equality in the academy and society.

Distinguished Career Award for the Practice of Sociology

David Mechanic, Rutgers University

David Mechanic has brought to bear his considerable scholarship in medical sociology to important applications. His rapid rise on the rungs of academia at the University of Wisconsin and Rutgers University, however, is but the institutional backdrop for his truly outstanding record of scholarship and for his respected and influential presence in a variety of state and federal bodies, including participation in no fewer than 29 federal panels. In addition to his membership in the National Academy of Sciences, the



David Mechanic (left) receives the Distinguished Career Award for the Practice of Sociology from Leonard Pearlman.

Institute of Medicine, and the American Academy of Arts and Sciences, he has served as Chair of a panel that was part of the President's Commission on Mental Health, Chair of the Subcommittee on Mental Health Statistics, and as Chair of the Program Committee of the National Institute on Aging. In many of the policy-shaping bodies in which he has participated, he has been a clear voice promoting large-scale data efforts that track major trends in health and health services. Probably more than any other individual, his advocacy brought sociology into forums influencing health policies.

Award for the Public Understanding of Sociology

Alan Wolfe, Boston College



Alan Wolfe (right) receives the Award for Public Understanding of Sociology from James Wright.

Alan Wolfe is perhaps sociology's premier public intellectual: our ambassador to politically and culturally engaged readers. His writings transcend narrow partisan labels: he is simultaneously progressive, sympathetic, caustic, moral, and traditional. Wolfe's most recent book, *One Nation, After All* (1998), is an exemplar of a morally informed, empirically grounded analysis of American politics, middle-class attitudes and beliefs. His book, *Whose Keeper?* (1989) won the C. Wright Mills Award from Society for the Study of Social Problems. His article "Mind, Self, Society, and Computers" won the ASA Theory Section prize, and was reprised in his creative book, *The Human Difference: Animals, Computers and the Necessity of Social Science*. Wolfe's articles, essays, and reviews in numerous influential journals and magazines, such as the *New Republic*, are filled with sparkling insight, progressive but balanced, sympathetic to all but rigorously critical. In reaching a broad audience, Wolfe is able to convey the essence of the sociological perspective on politics, culture, morality, race, and religion.

Distinguished Contributions to Teaching Award

Department of Sociology, Indiana University



The Department of Sociology at Indiana University is honored for Distinguished Contributions to Teaching.

Indiana University's Department of Sociology is honored for its efforts to train graduate students to teach and engage them in the scholarship of teaching and learning, a truly unique accomplishment among research institutions in academia. Although this award goes to the entire department for its outstanding work in promoting the excellence of teaching, three individuals deserve special recognition: Professors Brian Powell, Bernice Pescosolido, and Kent Redding. Their combined, synergistic efforts have made the department a leader in training graduate students to teach. The department offers a certificate in college pedagogy; special emphasis on the training of international instructors; a graduate teaching fellowship; a partnership with award-winning faculty at other Indiana colleges to plan courses, workshops, and conferences. The department was selected as one of four sociology programs in the ASA's Preparing Future Faculty project. The legacy of this department shines in its graduates, many of whom have won numerous teaching awards in various colleges where they now teach, and they have published extensively in *Teaching Sociology*. This department reminds us that teaching need not, indeed cannot, be separated from research and that doing both well enhances our individual scholarship and institutional commitments to training graduate students.

Distinguished Scholarly Publication Award

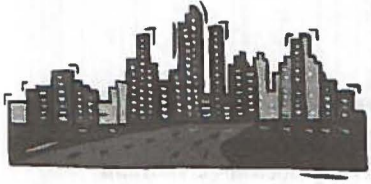
William P. Bridges, University of Illinois-Chicago, and Robert L. Nelson, Northwestern University, for Legalizing Gender Inequality: Courts, Markets and Unequal Pay for Women in America (Cambridge University Press, 1999)



William Bridges (left) and Robert L. Nelson receive the Distinguished Scholarly Publication Award from Elaine Wethington.

See Awards, page 10

Atlanta



Help Shape An Exciting Program for the 2003 Annual Meeting

August 16-19, 2003

Atlanta, Georgia

Hilton Atlanta/Atlanta Marriott Marquis

Submissions Are Invited for the 2003 Annual Meeting Program!

It is not only ASA officers and staff who think about two Annual Meetings simultaneously. ASA members, too, should look ahead to the 2003 Annual Meeting as they are submitting papers and planning to be involved in other ways in 2002. The 2003 program is just starting to take shape under the leadership of President-elect William T. Bielby and the Program Committee. "The Question of Culture" is a theme that begs to be answered by a variety of sociological work in diverse formats.

What Role Will You Play in ASA's 2003 Annual Meeting?

Help shape the program for 2003 and share your professional work with colleagues. Proposing thematic sessions, special sessions, and paper sessions, workshops, or suggesting a book for an Author Meets the Critics session or a video for screening, contribute to an intellectually exciting meeting. At this time, the 2003 Program Committee is interested in *topics and organizers* for the various component parts of the program (other than that planned by sections).

Please submit proposals and make your suggestions before November 27 for the Committee's first meeting and before February 1 for consideration at the second meeting. The Program Committee's initial work is directed to the development of a skeletal structure of session types and organizers. The groundwork forms the "Call for Papers" that will appear next fall.

Program Components Feature All Major Subfields of Sociology

The wide variety of sessions on the Annual Meeting program reflects the ASA's commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences. Members are encouraged to send suggestions of topics and leaders for the following components of the program.

Thematic Sessions Delve into The Question of Culture

Thematic Sessions are specially designed and planned by the Program Committee to further examine The Question of Culture. The sessions are broad in scope and appeal and help make the theme of the meeting come alive. Ideas are encouraged that confront issues in new ways, unfold the theme in various social institutions and settings, or bring new research together in new ways. Members should send proposals for thematic sessions (see guidelines), and suggestions for potential organizers and participants who would be invited to lead them.

Special Sessions Feature Significant Sociology or Explore New Territory

Special Sessions focus attention on new areas of sociological work, timely topics, and a variety of critical areas facing the world today, including criminal justice, immigration policy, religious freedom, consumerism and labor markets, access to education, and more. Special Sessions may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of interest beyond. The Program Committee seeks proposals and organizers for such sessions that focus on significant or emerging topics in sociology and/or areas to which sociology is pertinent.

Topics and Organizers Needed for Regular Paper Sessions

For the *Regular Sessions*, the Program Committee selects over 100 broad topics, drawing on the experience of past programs as well as suggestions from the membership, its own ideas, and topics it considers to be timely or emerging. Once these topics are identified, they form the backbone of the Call for Papers that will appear in fall 2002. Regular Session organizers will be permitted to organize more than one session should the number of submissions warrant additional program space.

At this point, the Program Committee encourages proposed topics for open submission sessions. While topics recur from year to year, the Program Committee reviews all topics. Important new areas for this program component are welcome.

Workshops Provide Venues for Training and Idea Exchange

Workshops and Seminars provide the opportunity to learn about cutting-edge developments in research, theory, teaching, and practice. If you have tried a pedagogical approach that has been effective, or have wisdom to share about teaching a particular class or using sociology in practice, please volunteer to lead a workshop. If you have methodological or theoretical knowledge in an important area where skills need to be honed, we welcome a proposal for a didactic seminar.

The Annual Meeting Program includes over sixty workshops and seminars, grouped into four types:

Didactic Seminars address cutting edge skills and topics in the field; these seminars may be two or four hours in length; participants register in advance and pay a small fee.

Professional Workshops help attendees develop skills in publishing, grant writing, use of data sets, job searches, and similar topics, for sociologists at all career stages.

Teaching Workshops provide promising practices on teaching a particular course, or using a pedagogical technique.

Academic Workshops address overarching issues for departments, chairs, and individuals or committees responsible for such topics as curriculum reviews, assessment of student learning, or upgrading technology in the department.

Books and Movies are Featured, Too

Authors Meet Critics sessions highlight recent scholarly publications of major importance to social scientists. These interactive sessions encourage discussion by attendees as well as the invited panelists, making them one of the most interesting program activities. What are the exciting books that beg to be debated and who are the "critics" voices that should be heard?

Video Screenings of new releases enable attendees to update film/video libraries and add to teaching resources for the coming year. What videos can you recommend that illustrate sociological ideas and could be used in classrooms and training?

The ASA meeting resonates as a program "of the people, for the people, by the people." But a meeting of this size and scope requires advanced planning. Please propose sessions and session organizers, including yourself. With the collective input of the ASA members, the 2003 Annual Meeting program will be first rate.

2003 Annual Meeting Theme

A Question of Culture

Two decades ago, the sociology of culture was a relatively well-defined and insulated subfield, focusing primarily on how collective action and social institutions shape production in the media and the arts. Since then, the study of cultural phenomena has expanded tremendously across subfields of sociology. It has also proliferated throughout the humanities via the interdisciplinary field of cultural studies, though with scant participation from sociologists.

The theme of the 2003 Annual Meeting, "The Question of Culture," is an invitation to assess critically how the concept of culture is used across the full range of areas of social inquiry and to take stock of alternative approaches to theory, method, and explanation developed outside of our discipline. What is the empirical and theoretical status of the concept of culture, not just in fields that deal centrally with symbolic realms such as arts, media, and religion, but also in traditionally more social structural subfields such as demography, organizations, and stratification? How has "the cultural turn" changed our understanding of social categories such as gender, race, class and the way we study social processes ranging from identity formation to globalization? How do we address issues of meaning, representation, and interpretation, and what are their implications for sociology as an explanatory science? The 2003 Annual Meeting will be an occasion for lively debate on these and related issues, for sharing new ideas for theorizing and research, and for experiencing first hand the culture of Atlanta—one of the world's most vibrant multicultural urban centers.

2003 Program Committee

William T. Bielby, *President-Elect and Committee Chair*, University of California, Santa Barbara

Evelyn Nakano Glenn, University of California, Berkeley

Alex Hicks, Emory University

Joyce Iutovich, Keystone University Research Corporation

Arne L. Kalleberg, *Secretary*, University of North Carolina, Chapel Hill

Verna Keith, Arizona State University

Felice J. Levine, *Executive Officer*, American Sociological Association

Ross Matsuoda, University of Washington

Ivan Szelenyi, *Vice President-Elect*, Yale University

David T. Takeuchi, Indiana University

France Winddance Twine, University of California, Santa Barbara

Linda J. Waite, University of Chicago

Guidelines for Session Proposals

Session proposals should provide the following information:

- working title for the session,
 - brief description of the substantive focus,
 - rationale for inclusion of the session on the 2003 program,
 - designation of the session type (Thematic Session, Special Session, Regular Session, Didactic Seminar, Professional Workshop, Teaching Workshop, Academic Workshop, Author Meets Critic Session, Video Screening),
 - recommendation(s) for session organizer, including address, telephone, and e-mail information, and
 - a list of potential participants if the session is to be an invited panel.
- Proposals must be typed or printed and should be no more than two pages in length. Proposed Thematic Session topics must be closely related to the meeting theme; Special Session topics may be in any area of sociological study.

Those submitting suggestions for organizers to deal with paper submissions should be aware of the organizer eligibility policy of the Program Committee. Any member who organized an open submission session for the 2001 program or who will serve as an open submission session organizer for the 2002 program is considered ineligible to be nominated as an open submission session organizer for 2003. This eligibility restriction spreads the benefits and burdens of organizing across the membership and helps ensure that no one individual affects general program access for an extended period of time.

Session proposals should be submitted as soon as possible, and no later than February 1, 2002. A long lead in planning time is needed in order to publish the names of organizers and regular session topics in the fall of 2002 to allow members time to prepare their papers.

Program suggestions should be sent to the attention of: Janet Astner, Meeting Services Director, American Sociological Association, 1307 New York Avenue, NW, Washington, DC 20005-4701, USA; meetings@asanet.org; fax (202) 638-0882.

International Institute of Sociology Holds 35th World Congress

by Masamichi Sasaki, Former IIS President
masasaki@soc.hyogo-u.ac.jp

The 35th World Congress of the International Institute of Sociology (IIS) was held July 11-15, 2001 at Jagiellonian University in Krakow, Poland, with the theme "The Moral Fabric in Contemporary Societies." This international gathering was organized under the direction of the Congress Chairperson, Professor Grazyna Skapska, an IIS Vice President with Congress Coordinator, Dr Annamaria Orla-Bukowska and Assistant Congress Coordinator, Dr Krzysztof Kowalski.

Professor Franciszek Ziejka, Rector of the Jagiellonian University chaired the Honorary Committee while Vice-Rector and also member of the Honorary Committee, Professor Maria Nowakowska welcomed the Congress guests on July 11th on behalf of the University. Participants numbered about 300 from 40 different countries. Professor Masamichi Sasaki, then President of IIS, delivered the opening address entitled "Morality in Contemporary Society", followed by four morning plenary sessions that had been convened by Professors Karen Cook, Piotr Sztompka, S.N. Eisenstadt, Pavel

Mochonim, Zygmunt Bauman, Eliezer Ben-Rafael, and Marek Ziolkowski. The keynote address entitled "Globalization Theory: Lessons from the Exportation of McDonaldization and the New Means of Consumption" was delivered by Professor George Ritzer of the University of Maryland. There were about 60 afternoon working sessions, and two evening podium discussions on various topics which shed light on the guiding theme.

All the papers provided broad opportunities for intensive discussions and contributed to the Congress' notable success. The IIS Annals volume stemming from the Krakow Congress will be available from Brill, IIS's official publisher, this winter. The Annals volumes from the previous Koln (1997) and Tel Aviv (1999) Congresses are already available from Brill.

Social events included a reception hosted by Krakow City Mayor, Professor Andrzej Golas, a wine and cheese reception at The Ravens Conference Hall and special showing of Andrzej Wajda's "Danton" at the International Cultural Centre, and a gala farewell dinner party on Wawel Castle hill.

At the IIS Membership Forum held on the 14th of July, Professor Eliezer Ben-Rafael, former President of the Israel Society of Sociology, was elected

President of IIS. Professor Tian-kui Jing, Acting Director of the Institute of Sociology at the Chinese Academy of Social Sciences, and Professor Alberto Gasparini of the University of Trieste, Italy, were elected Vice Presidents. Professor Mattei Dogan, of CNRS (Centre Nationale de Recherche Scientifique) France, and Professor T.K. Oommen, former President of the International Sociological Association, were elected Councilors.

The next IIS Congress will take place in early July 2003, at the Institute of Sociology of the Chinese Academy of Social Sciences, Beijing, under the auspices of the Chinese Academy of Social Sciences and the Chinese Sociological Association. Professor Jing will serve as Congress Coordinator.

Founded in 1893, IIS is the world's oldest existing sociological association, whose former members include such notables as Achille Loria, Alfred Marshall, Carl Menger, Georg Simmel, Albion Small, Ferdinand Tonnies, Thorstein Veblen, Lester Frank Ward, Max Weber, and Wilhelm Wundt.

Anyone interested in joining IIS can contact Professor Karen Cook, General Secretary, at the Department of Sociology, Stanford University, Stanford, California 94305; e-mail kcook@stanford.edu. □

Former MFP Fellow Publishes Book on Multiculturalism, Curriculum Change

by Alfonso R. Latoni-Rodríguez,
Director, Minority
Affairs Program



David Yamane

Sociologists' lived experience often stimulates scholarly projects. Such is the case for David Yamane,

Assistant Professor of Sociology at the University of Notre Dame, Indiana. He has recently published a book entitled *Student Movements for Multiculturalism: Challenging the Curricular Color Line in Higher Education* (The Johns Hopkins University Press, 2001). His intellectual journey reflects his success as an ASA MOST student and an MFP fellow.

According to Yamane, the story behind the book springs from the summer he spent in 1990 at the University of Wisconsin in Madison, as an undergraduate student in the first cohort of ASA's initial MOST Program — Minority Opportunities through Summer Training. "That summer," he said, "was crucial to my professional development because I was able, for the first time, to observe at first hand the practice of scholarship and engage in that practice myself in a serious way." Under the mentorship of Professor Michael Olneck, Yamane was introduced to the sociology of education and began data collection on the development of the ethnic studies course requirement at UW-Madison. In the year following the MOST program at Wisconsin, he worked with his advisor at UC-Berkeley, Professor Jerome Karabel, to collect comparative data on the American Cultures course requirement at Berkeley and write his Senior Thesis, "Challenging the Curricular Color Line."

True to the MOST goals, Yamane went on to graduate school to pursue a PhD in Sociology at UW-Madison. He did so with the support of the ASA Minority Fellowship Program (MFP). As an MFP Fellow, Yamane received a package of assistance that included financial support, mentoring, direct research training, access to professional networks, and continuous guidance and evaluation.

With its emphasis on research training and professional development, the MFP provides resources and support to promote success and excellence among predoctoral minority students. Since its inception, more than 405 minority students have participated in the Program, more than 200 Fellows have received their PhDs, and many

more are completing their doctoral studies.

The publication of this book combines the best of both MOST and MFP Programs. In the book's Acknowledgments, Yamane expresses his gratitude for the opportunities and experiences MOST and MFP represented for him during his years of undergraduate and graduate training to become a sociologist. During these years, he revisited his senior thesis, collecting and analyzing more data on the subject of curriculum and diversity. In his first year at Notre Dame, he polished the work enough to get the book published by a major university press.

Student Movements for Multiculturalism: Challenging the Curricular Color Line in Higher Education begins with the premise that a comprehensive understanding of American life must confront the issue of race. A key battleground in the struggle over the "color line" in the US has been in higher education, and despite vocal resistance, a "multicultural revolution" swept through American colleges and universities in the 1980s. An important part of this revolution has been the implementation of mandatory courses in multiculturalism. More than half of all colleges and universities in the United States now have such general education requirements, due in part to the efforts of students who actively demanded curricular change. These efforts are the focus of Yamane's book.

Drawing on interviews with students, faculty, and administrators, as well as extensive analysis of primary documents, the book examines the movements for curricular diversity in the late 1980s by students at UC-Berkeley and UW-Madison. Although not the first universities to diversify their curricula, they were the first to garner significant national attention for doing so. In both cases, students' efforts to address racism and racial inequality — to challenge the color line — in higher education led to the development of multicultural general education requirements. In the book's conclusion, Yamane argues, in contrast to Allan Bloom, that multiculturalism in higher education represents an opening rather than a closing of the American mind.

Student Movements for Multiculturalism suggests that the progress of multiculturalism in higher education, like progress toward racial justice in all aspects of American life, has not come without struggle. As an alumnus of ASA's MOST and Minority Fellowship Programs, Yamane is one of the fruits of that struggle as well as an analyst of it. □

Roy L. Austin Appointed as Ambassador to Trinidad and Tobago

by Johanna Ebner
Public Information
Program Assistant



Roy Austin

President George W. Bush nominated sociologist Roy L. Austin, Pennsylvania State University (PSU), to be Ambassador Extraordinary and Plenipotentiary of the United States of America to the Republic of Trinidad and Tobago. On September 25, the Senate approved the nomination and Austin expects to begin his position in November.

"Roy Austin has extensive knowledge of the histories and cultures of Caribbean nations," said President Bush. "His longstanding ties to this region will serve him well as the next U.S. Ambassador to Trinidad and Tobago."

Austin's primary mission is to promote the interests of the United States and protect American citizens. Other responsibilities include promoting trade between the U.S. and Trinidad and Tobago; encouraging them to maintain their strong democratic tradition and help other countries in the region to develop and/or maintain the same; promoting American investment; and assisting the countries in controlling the spread of AIDS, protecting its natural resources, and preventing the degradation of its environment.

In reference to how sociology will help him in his new position Austin said, "The knowledge I have accumulated will help me to develop and maintain a relationship of friendship and respect with the government and people of the host country."

Austin was recently appointed Director of the University's Africana Research Center and is associate professor of Justice, Sociology, and African-American

Studies. For a number of years, he served as Director of the Crime, Law and Justice Program at Penn State.

"A soft-spoken man who does not seek the spotlight, Roy combines integrity and compassion with a sort of pragmatic clear-headedness that makes his counsel highly valued by students, faculty, and administrators alike," said Glenn Firebaugh, Head of the PSU Department of Sociology. "It is no secret that he is a gifted administrator himself."

A member of the sociology faculty at PSU since 1972, Austin teaches areas of crime, juvenile delinquency, and race, ethnicity, gender, and crime/justice. He also specializes in Caribbean social structures. His areas of research include the relationship between family structure and crime, racial discrimination in the criminal justice system, the death penalty as a deterrent, and sentencing guidelines and racial disparity. He has published extensively in sociology and criminal justice journals on juvenile delinquency, deviance, and race and the criminal justice system.

During his years at Penn State, Austin has served as advisor to the Black Caucus, the Black Graduate Student Association, and the Caribbean Students Association.

"Our loss is the State Department's gain, and those who know Roy know that he will serve our nation superbly in his new role," said Firebaugh.

Austin grew up in St. Vincent, West Indies. He received his BA from Yale University and his masters and PhD in sociology from the University of Washington.

Austin is looking forward to his job and believes that the excellent relationship between the U.S. and the Republic of Trinidad and Tobago will make his job somewhat easier than that of ambassadors in some other countries. □

Call for Applications: Deadline December 1, 2001

Integrating Census Data Analysis into the Curriculum

The American Sociological Association (ASA) seeks applications from sociology departments interested in integrating data analyses into the curriculum. This project is a collaborative effort between ASA and the successful Social Science Data Analysis Network (SSDAN) project at the University of Michigan. This new project aims to work with departments to address the "scientific literacy" gap for undergraduate students in sociology.

Departments, not individuals, will apply to participate in this project and will implement data modules into non-research methods courses to foster students' inquiry skills and increase scientific literacy. Selected departments will infuse these changes into courses so that they penetrate and endure in the curriculum and are more than the initiatives of individual faculty members. SSDAN data modules will be tailored to specific courses in the curriculum. These modules will utilize Census data, including from the 2000 Census, and some other data sources as well. The ASA-SSDAN team will provide training to a department's faculty and follow-up support to assist departments in incorporating scientific reasoning into the curriculum of departments in ways that reach all students.

The Scientific Literacy Gap

While the undergraduate sociology major typically includes one or more courses in research methods, this segment of the curriculum poses challenges for

faculty and students. Sociology has one of the latest declaring majors. Even when the methods component is required early in the major, students either put it off or take these courses as advanced undergraduates who are new to the major. In some programs, formal methods courses are disconnected from other course experiences throughout the major. Over recent years, the American Sociological Association has encouraged data analysis skills and research training "early and often," preferably with several developmentally sequenced courses and projects. Lower division courses provide an excellent opportunity to convey the excitement of scientific discovery to students who will major in sociology or in other fields.

Project Plan

The "Integrated Data Analysis" (IDA) project consists of intensive work with twelve departments (six beginning summer 2002 and six more in 2003). Departments must make a commitment as a group to infuse data analysis into the lower division courses. A critical mass (at least half) of the departments' members will attend a 4-day summer workshop in June each year, and then would further develop and use data modules in courses the following academic year(s). Each department would receive "technical assistance" from the ASA-SSDAN team, including a site visit to campus to work on the implementation plans the department has set for itself.

Funding and Support

Departments selected to participate would receive support for travel and on-site costs for the summer workshops. Also departments receive ongoing technical assistance and site visits without any cost to them. The selected departments are responsible for supporting implementation (e.g., a work study student or teaching assistant to help with technical issues; course release or other support for engaging in this project; appropriate equipment).

Application

Applications should not exceed ten pages, including a statement of department goals for integrating scientific literacy into the curriculum, a description of the curriculum and current data analysis and research training opportunities, the ways in which participation would advance the research training of the department's undergraduate students (majors, minors, and non-majors) in a sustainable manner, a project plan outlining the courses that provide a basis for integrating data analysis into the curriculum, the nature of department-wide discussion and support for participating in this project, and interest or willingness to help disseminate the experience to other social science departments at the applicant's institution. Applications should also provide information on the number of majors and degrees conferred each year and the size and backgrounds of the faculty. The complete application packet (including department and faculty forms) is available on the ASA website at www.asanet.org.

Applications should specify a faculty member who will serve as the IDA coordinator and the specific faculty who will participate (including attendance at the summer workshop and use of modules in courses in the 2001-2002 and 2002-2003 academic years). At least half of a department's faculty must participate (at least seven for a department of 15 or larger). The department project coordinator will write semi-annual reports about the project training and implementation in the department, and assess its impact.

Timing

Applications to become a 2002 IDA department are due December 1, 2001. The ASA-SSDAN team will make selections by mid-January 2002. The six departments selected to start in 2002 will begin some preparatory work across the winter-spring semester of 2002, prior to the training workshop in June. Tentative dates for the workshops are June 13-17, 2002 and June 20-24, 2002, with three departments participating in each workshop. Workshops will be held at the University of Michigan in Ann Arbor, MI.

In addition to the June workshops, selected departments will meet at the ASA Annual Meeting in August 2002, in Chicago, IL. Each of the department faculty members is expected to implement a module or modules using the training and data sets in at least one course during academic year 2002-2003. The ASA project staff will make a site visit to each department, and all participating faculty should be available to meet about the project during those visits (approximately two days).

The competition for 2003 IDA departments and the process of application, training, and support will follow the same sequence. An announcement for that competition will be available in summer 2002.

ASA/SSDAN Team

The Principal Investigators of the Integrating Data Analysis Project are William H. Frey, University of Michigan, and Felice J. Levine, ASA. The Co-Principal Investigators are Carla B. Howery, ASA, and Havidan Rodriguez, University of Puerto Rico-Mayaguez. This collaborative project is supported by grants from the National Science Foundation Division of Undergraduate Education to the University of Michigan and the American Sociological Association.

Applications should be sent to: Integrating Data Analysis, American Sociological Association, 1307 New York Avenue NW #700, Washington, DC 20005, no later than December 1, 2001. For questions, contact Carla B. Howery at howery@asanet.org or (202) 383-9005 x 323 or Felice J. Levine at levine@asanet.org or (202) 383-9005 x 315. Obtain application materials at www.asanet.org and information on SSDAN at www.SSDAN.net. □

Regional Associations

- **Eastern Sociological Society:** March 7-10, 2002, Boston, MA. Mary Pat Baumgartner (Executive Officer), Department of Sociology, 300 Pompton Rd., William Paterson University, Wayne, NJ 07470, (973) 720-3689, ess@wpunj.edu. Judith Lorber (President), Brooklyn College and Graduate Center, City University of New York, 318 East 24th St. #27E, Brooklyn, NY 10010; (212) 689-2155; e-mail Judith.lorber@verizon.net. Website: <http://www.essnet.org>
- **Midwest Sociological Society:** April 4-7, 2002, Milwaukee, WI. Executive Office: Department of Sociology, 2507 University, Drake University, Des Moines, IA 50311; e-mail mss@drake.edu. Philip Olson, Professor of Sociology (President), Department of Sociology, 5100 Rockhill Road, University of Missouri, Kansas City, MO 64110; (816) 235-2522; e-mail Olsonp@umkc.edu. Web site: <http://www.drake.edu/MSS/>
- **North Central Sociological Association:** April 18-20, 2002, Windsor, Ontario. Dean Purdy (Executive Officer), Office of Academic Enhancement, 101 University Hall, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2217; e-mail dpurdy@bgsu.edu. Website: <http://www2.hanover.edu/nca/>.
- **Pacific Sociological Association:** April 18-21, 2002, Vancouver, British Columbia. Dean S. Dorn (Secretary-Treasurer), Department of Sociology, California State University, 6000 J Street, Sacramento, California 95819; (916) 278-5254; e-mail PSA@csus.edu. Website: <http://www.csus.edu/PSA/>
- **Southern Sociological Society:** April 3-7, 2002, Baltimore, MD. Martin L. Levin (Secretary/Treasurer), Department of Sociology, Mississippi State University, 200 Bowen Hall, Mississippi State, Mississippi 39762; (601) 325-2495; e-mail sss@soc.msstate.edu. Website: <http://www.msstate.edu/Org/sss/sss.html>.
- **Southwestern Sociological Association:** March 27-30, 2002, New Orleans, LA. Ray Darville (President), Department of Sociology, P.O. Box 13047, Stephen F. Austin State University, Nacogdoches, TX 75962-3047; e-mail: rdarville@sfasu.edu. Website: http://www.baylor.edu/Sociology/SSA/SSA_Welcome.html. □

ASA Awards, from page 7

Legalizing Gender Inequality is a pathbreaking analysis of gender inequality. The authors' aim was to advance theories of inequality by examining the relationship between market and organizational processes, laying out the mechanisms by which firms produce and reproduce gender pay disparities. The book is a methodologically creative analysis of inequality processes. A series of in-depth legal case studies about gender discrimination in pay demonstrates how courts have legitimated these disparities. The authors develop a new sociological framework: the organizational inequality model. They argue that gender inequality in pay is an aspect of organizational systems, producing shared understandings and expectations about how business is conducted. Their theory provides a framework for mapping historical, industry, and firm-specific variations of how organizations incorporate the context of broader societal gender relations into institutional practice. They make detailed suggestions about how work practices could be modified in order to reduce disparities, and consider the legal implications for firms in the United States. In sum, this is a superb work of sociological scholarship that is destined to have a far-ranging impact through the social and legal sciences.

Career of Distinguished Scholarship

William Foote Whyte (deceased), Cornell University

Throughout a career spanning more than half a century, Whyte addressed questions that lie at the heart of sociology—how individuals, groups, and societies shape each other, how social processes operate at every scale of human activity—and illuminated them with his participant observation. His works are memorable,



On behalf of the Whyte family, Ed Lawler accepts the Career of Distinguished Scholarship Award for the late William Foote Whyte from Guillermina Jasso.

starting with the classic *Street Corner Society: The Social Structure of an Italian Slum*, 1943 (which has been translated into Spanish, Italian, French, German, Chinese, and Japanese), and including: *Money and Motivation: An Analysis of Incentives in Industry*, 1977; *Worker Participation and Ownership: Cooperative Strategies for Strengthening Local Economies*, 1983; *Making Mondragon: The Growth and Dynamics of the Worker Cooperative Complex* (with K. Whyte), 1988. Whyte's analyses on these and other topics played an important part in subsequent scholarly work, stimulating further research. And, perhaps more importantly, his *Street Corner Society* introduced, since its publication almost sixty years ago, innumerable students the world over to the power of sociological analysis. The American Sociological Association is proud to honor this creative and imaginative scholar. (ASA Past-President Whyte died this year.) □

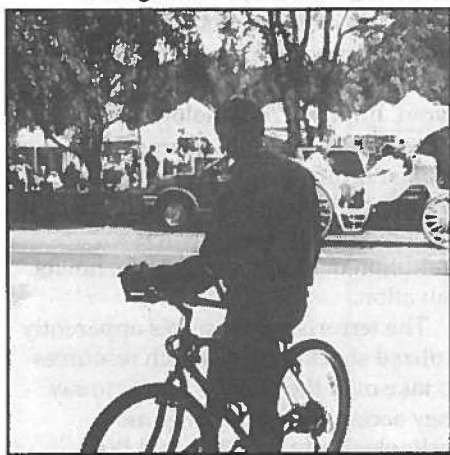
Photo by Jeff Marks Photography

Budding Visual Sociologists

University of Kentucky's First Annual Visual Sociology Workshop

by Brian Gran, University of Kentucky

Further incorporating visual images into the field of sociology enables us to extend our understanding of the subjects at hand. Photographs freeze a moment in time, and consequently they capture a multitude of social processes and evidence that might have been overlooked. For example, in this picture taken at the University of Kentucky's (UK) first annual Visual Sociology Workshop, the photographer intended to capture the social boundary between the young African-American man who stood at the edge of a public festival filled with primarily white families. What she did not recognize at the time were the many other layers of meaning in this scene. Her photograph sought to portray adherence to a social boundary, but the image also captured an important deviation. At second glance we see a role reversal in the carriage directly behind the young man. Here the driver is white and the passengers are both black. The more you look at this photograph, the more you see and can incorporate into your sociological analysis. When shot thoughtfully from a theoretical perspective, photos can provide valuable data for analysis. These images can also be saved as an archive of everyday life that might be useful for other sociologists studying different concepts at different points in



Joseph watches Mayfest from a distance.

time.

This is just a brief example of the many outcomes of UK's first annual Visual Sociology Workshop that was held on May 11-13th, 2001, funded by the American Sociological Association's Teaching Enhancement Fund, the Office of the Vice Chancellor for Research and Graduate Studies, and the University of Kentucky Sociology Department. Twenty faculty and students from a broad range of disciplines at UK and other nearby universities participated in the three-day workshop devoted to learning how visual sociology can enhance our teaching and research efforts. Led by Dr. John Grady, Professor of Sociology (Wheaton College, Massachusetts), an experienced and active

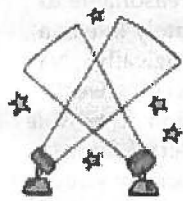
visual sociologist and former president of the International Visual Sociology Association (IVSA), this workshop focused on how novices can use visual images as a form of data to answer and explore sociological questions.

To accomplish this end, workshop participants spent a day analyzing photographs and documentary films for sociological content. While these conversations clarified our concept of visual sociology and its potential uses, the hands-on component of this workshop allowed us to *do* visual sociology. The second day we entered the field and spent several hours photographing a local festival to study how "boundaries" are constructed, regulated, and adhered to within this context. We then returned to the conference room for a slide show, critique, and sharing of our experiences.

This workshop was a fantastic opportunity for novices to discover both the difficulties and rewards of visual sociology. The workshop created an important network of support and sounding board for individuals pursuing visual sociology in their teaching and research. The slideshow and group critique revealed diversity in approaches to sociological research and the richness of data surrounding us. It was also an exercise that could easily be adapted to fit into most sociology courses, and would no doubt raise interest in sociology among an entirely new group of students.

Another outcome of this three-day conference is that the UK workshop was the centerpiece of a plenary session during the annual meeting of the International Visual Sociology Association this July. We described our efforts as a "case study" of what this type of workshop can accomplish for budding visual sociologists. It appears to be the first of its kind, and the IVSA is now encouraging their members to conduct similar workshops for beginners all over the country.

Moreover, because of the success of this first workshop, we have made plans to extend our discussions. For the 2001-2002 academic year we will institutionalize this forum into a year-long seminar. Because we are not experts in this field, we will use a distance-learning approach to enable competent visual sociologists at other universities to teach interested students at UK. In addition to these monthly lectures and discussions, seminar participants will select and work with a media of choice (photography, video, etc). Then, at the end of the semester, participants will present final projects they have developed over the course of the seminar. Finally, we also hope to sponsor a three day visual sociology workshop in the summer of 2002 here at the University of Kentucky to focus on more complex issues and approaches to using visual sociology. Contact Gran at bgran@pop.uky.edu. □



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Texas A&M: Taking Steps to Attract and Retain Students

by Keisha T. Jones

Minority Affairs Program Assistant

Texas A & M's Department of Sociology wanted to deal head on with a problem not uncommon to sociology programs: Sociology has had a reputation of being labeled "an easy" major, and often attracted students who had not been successful in other majors.

In the last several years, the department has undertaken major reorganization in its recruitment, advising, internships, and research training. As one of ASA's 11 MOST (Minority Opportunities through School Transformation) Program departments working intensively on change, Texas A&M has made outreach for excellence in education a priority.

Texas A&M University implemented a method of aggressive recruiting that has proven successful. To attract students to sociology, "We go after undeclared students and unhappy students in other majors who are looking for a better educational experience. We also target high school students who might be interested in sociology," says Sam Cohn, the faculty member responsible for the undergraduate program. "Moreover, you cannot recruit the student without recruiting the parent." Since most students discuss their major choices with their parents,

the Sociology Department at Texas A&M decided to capitalize on that leverage. They have prepared a booklet written by a Texas A&M Sociology alumna who has used her sociology degree to get on the fast track in a management career at Southwestern Bell. In the book she describes how sociology prepares students for business, and the precise way in which to use sociology to obtain a job. New recruits into the major are given two copies of this pamphlet, one for themselves and one for a family member.

Aggressive recruiting of undergraduates is a wonderful opportunity to work to combat the "late declaring major" problem and to nurture students into the pipeline sooner. Four years of sociological training provides much better preparation than two and a half years of training, and gives students more time to experience some of the departments most advanced curricular options. Even lower division courses at Texas A&M have a high percentage of students who care about sociology and have a professional identity with the field.

Students who are embarking on a career in sociology at Texas A&M are encouraged to have a one-on-one relationship with their advisers, as well as have frequent contact with the

See Spotlight, page 15

Small Grants Program: February 1, 2002 Deadline

ASA Teaching Enhancement Fund

Applications are now being accepted for ASA Teaching Enhancement Fund Small Grants Program. These grants are intended to support projects that extend the quality of teaching in the United States and Canada.

A Teaching Enhancement Fund Grant may be given to an individual, a department, a program, or a committee of a state/regional association. Individuals applying for the award must be a member of ASA. One or two grants will be awarded in 2002, for up to \$1000 based on the recommendation of a review panel with teaching expertise. The principal criteria for the award are that the project is likely to:

- (1) enhance the teaching of sociology in North America
- (2) serve as a seed-project that will continue to have an impact in months and years to come
- (3) be systemic in its impact.

The criteria are intentionally flexible in order to accommodate innovative proposals. Given the fact that the award program is new, projects will be entertained even if they do not meet all three criteria for the award. A partial list of the kinds of activities that would be considered includes:

- Developing creative instructional materials (e.g. learning simulations or teaching software).
- Organizing and implementing faculty development programs or workshops to improve sociological instruction. Such in-service training programs might be designed for college, secondary, or elementary teachers.
- Producing new materials or products for teaching sociology in elementary and/or secondary schools.
- Establishing networks and resources which will support teachers of sociology.
- Researching and assessing the effectiveness of instructional methodologies or curricula.

Proposals limited to a maximum of five pages should (a) describe the project and the intended audience or beneficiaries, (b) explain how the financial support would be used, (c) describe the expected benefits of the project including systemic impacts, and (d) indicate how the project might have lasting benefit.

Deadline for postmark of applications is February 1, 2002. Applications should be sent to American Sociological Association, Academic and Professional Affairs Program, 1307 New York Ave., NW, Suite 700, Washington DC 20005. Notification of awards will be sent out by April 1.

If you wish to contribute to the Teaching Enhancement Fund, including as a memorial gift, please send contributions made out to TEF to the ASA address listed above. All gifts will be acknowledged and are gratefully appreciated.

Sociologists Reflect on the Events of September 11

Editor's note: From various sources, we have collected sociologists' essays, speeches, lectures, and reflections on the September 11 terrorist attacks. We share several of them here for your consideration.

The Challenge of Terror: A Traveling Essay Risk, Trust, and Technology in the Aftermath of the Terrorist Attacks of September 11, 2001

An abbreviated lecture given September 15 by Michael R. Hill, Iowa Western Community College

The fatal facts of Tuesday, September 11, 2001, are now well known to us, and they will undoubtedly form an indelible chapter in the national history of the United States....During the past few days, each of us has tried to understand this heinous event, to come to grips with it emotionally, and each of us has responded in understandably human ways: with disbelief, despair, and great sadness. Collectively, we empathize with grieving families personally unknown to us, we offer prayers for our nation's leaders, and we watch with hope and admiration as the rescue and recovery teams continue their awful work. Many among us, understandably, have also given voice to fear, helplessness, and uncertainty, on the one hand, and to outrage, anger, and vengeful resolution, on the other. Directly or indirectly, the treachery of September 11th touches all of us.

My goal tonight is to outline a few outstanding sociological aspects of this awful event. I am a sociologist, and it is as a sociologist that I talk with you this evening about the realities of terrorism, risk, trust, and human vulnerability. The realities and configurations of the world in which we live are sometimes perplexing and sometimes threatening. The events of the past week underscore the fact that the situations we face today are always changing and always challenging. My obligation as a sociologist is to focus and organize my thinking about the terrorist attacks in New York, Washington, and Pennsylvania, to convey to you my sociological understanding of these events, and to draw out for you — as far as I am able — some of the things that this tragedy can teach us.

First, we have *all* of us, together with everyone we know, responded intensely to this catastrophe. It is an event *all* of us know about. *None* of us have ignored it. We have *all* talked and thought about it, and we have *all* listened to other's ideas, feelings, and responses to it. In the midst of asking what can we *do* about these horrible events, it is worth noting that we have already done a remarkable thing: regardless of the specific form and content of our individual responses during the past week, we have *all* responded. I take this as evidence of our collective human capability to comprehend and react to tragic and threatening situations. It is true that we are sometimes uninformed and unfeeling about the widespread

misfortunes of others at home and abroad, but our immediate and sweeping responsiveness to the extraordinary events of last Tuesday convince me that our collective potential for grasping and responding to the human consequences of mass devastation is reasonably intact. If we can respond as quickly and unanimously as we have to the massive destruction of life in New York, Washington, and Pennsylvania, we can, I think, also learn to respond in concert and with empathy to future acts of terrorism, wars, mass starvation, epidemics, and other large-scale human sufferings in other lands as well as our own.

Tuesday's terrorist attacks present numerous questions, and some are easier to address than others. How were the attacks possible? This is an instructive question with which to begin, sociologically speaking. The horrible human and physical tolls taken by the attacks in such a short time span were possible only in our hyper-modern era, and were contingent upon the technologies for building ultra-tall skyscrapers and for constructing large passenger jets. These technologies are not responsible for the attacks, but their simultaneous invention and implementation resulted in a technologically dense situation that was—and remains—vulnerable to terrorist exploitation.

The hyper-modern world in which we live makes constantly increasing use of ever more complex technologies for transportation, manufacturing, military defense, policing, communication, entertainment, banking, agriculture, education, medical treatment, scientific investigation, and so on and on. All of these technologies are vulnerable to subversion. When two or more technologies are collectively subverted, as they were last Tuesday, the results are likely to be extraordinarily devastating. It is one thing to hijack an airplane, it is quite another to utilize that plane as a flying suicide bomb to destroy a vulnerable target. Fortunately, in a sense, the terrorists struck targets that are more symbolic than structurally integral to the day-to-day functioning of American society as a whole. Had they instead destroyed three or four strategically located nuclear power plants, for example, or a nuclear weapons depot, the resulting Chernobyl-like catastrophe could have been decidedly more cruel and injurious to our social system. Our various technologies present us with enormous opportunities and capabilities, but, if thwarted and misused, they can also result in far greater damage and disruption than we experienced on Tuesday.

There are, however, very few people who would turn back the technological clock, assuming that such a thing were possible. Most of us would not want to return to a world without penicillin, X-rays, refrigeration, or telecommunications, for example. Every technological and scientific advance holds the promise of greater efficiency, greater productivity, greater comfort, greater knowledge, *ad infinitum*, but it is also the case that the more complex we make each

technology, the more vulnerable it becomes to catastrophic failure, on the one hand, and to misuse and sabotage on the other. This is a reality we cannot avoid. Improved technologies *per se* are by no means absolute guarantees against future terrorist attacks or criminal sabotage; ever increasing technological development is a condition of hyper-modern life, not its salvation.

The terrorists themselves apparently utilized shockingly low-tech resources to take over the planes. That is to say, they accomplished nothing more technologically sophisticated than purchasing a couple of dozen airline tickets, possibly manufacturing a few phony ID's, and using knives to overpower the crews on each plane. The knives were apparently smuggled past the security systems that were installed to detect them. Communications between the terrorists, in the days prior to the hijackings, escaped the notice of surveillance technologies designed to identify plots of this type. The lesson here is that sophisticated technological systems can be surprisingly vulnerable to Stone Age violence. And further, we must always remember that there are those to whom every new security system is simply another challenge to be overcome...

Trust is required because the present-day world is a risky place. Every time we board an aircraft, ride in an automobile, or take a walk, we take a risk. The present-day world, like the Stone Age and the Middle Ages, is filled with risk. Our world neighbors in Ireland and Israel have long lived with the daily threat of terrorist bombings. In many countries today, the threats of starvation, war, and genocide are excruciatingly real. Life everywhere is fragile, vulnerable, and risky. Perhaps, as a society, many of us have been too sheltered from the day-to-day realities of risk and human vulnerability, and this may in part help to account for the enormity of the shock we felt collectively last Tuesday when the twin towers of the World Trade Center collapsed before our eyes on television screens across the country. Risk is always with us, however:

• *Some risks are essentially ageless:* Will someone purposefully inflict injury on me, rob me of my wealth, or intentionally destroy my home? Will my lover betray me, will my employer cheat me? We have learned through centuries of experience that these inherently human risks cannot be avoided, and that without taking such risks ordinary life as we know it is impossible.

• *Some present-day risks are technologically based:* Will yet another multi-million dollar space shuttle launch be undermined someday by the material failure of yet another 10-cent rubber gasket? Will the brakes on my car fail as I head down a steep mountain road? If we are to live in the hyper-modern world, and enjoy the benefits of technological advances, then we must steel ourselves to the fact that these systems sometimes malfunction no matter how carefully we try to design and/or maintain such systems. And finally

• *Some risks occur at the interface of human and technological systems:* Will some unknown Homer Simpson fall asleep at the controls of a nuclear power plant? Will the pilot of my airliner have a heart attack or a mental breakdown and lose control? Will the driver of the semi-trailer loaded with gasoline and headed in my direction see the red stoplight signal and avoid crashing into my car? We can try to prevent such problems, that is why airline pilots are required to have periodic medical examinations, and it is why we license nuclear plant operators and legislate special rules for the drivers of trucks loaded with hazardous materials. But, we know from experience, that human factors cannot be totally controlled.

Such risks as these are part of our human condition today, we cannot avoid them. We can and do take prudent steps to reduce risks, but we can never eliminate them entirely, especially in those cases where others are intent on wrecking havoc or harm. To be human today is to continue to accept risk in all its forms and to act with maturity and humanity in the face of risk, and we appear, I think, to be well up to that challenge.

In summary, I can provide only a tentative sociological synopsis of where we are now, where we stand as a society, in light of the terrorist attacks of last Tuesday. It seems reasonable to conclude that we definitely live in a hyper-modern, technologically interdependent and complex world where people on occasion do terrible things as well as wonderful things, where things can go horribly wrong and joyfully right, and where people sometimes make mistakes but often perform flawlessly; that we live in a world in which we have not lost the capacity to respond immediately and collectively to terrible tragedies. And, finally, that we live in a world where we necessarily encounter risk, and where we must exercise trust in the face of risk....

■ ■ ■

Comments at the Princeton Memorial Service (September 16, 2001)

Marta Tienda, Princeton University

Over the past few days we have all been stunned by a profound sense of loss, grief, and, yes, anger about the cruel and devastating acts that took the lives of countless innocent victims.

And we have been moved by the pleas of fellow citizens searching for their loved ones. We have all asked why? We thirst for understanding and guidance about how to respond.

Institutions of higher learning have an important role in promoting understanding,

• not in the terms of reason, in this instance, for these were not reasonable acts;

• not in the terms of retaliation, for repeated wrong-doing has never corrected errors, however grotesque and unconscionable; but rather, in the

See September 11, page 13

September 11, from page 12

terms that will help all nations comprehend that we are one world with deeper commonality than our apparent differences convey.

It is a tall order to invoke forgiveness while we are hurting in ways few among us could even fathom before Tuesday. The rhetoric of attack and war only fuels feelings of rage and the urge to retaliate far and wide.

- We have reason to be disgusted; but that is no reason to hate.

- We have reason to want retribution, but never to respond in like terms.

Bringing perpetrators of evil to justice need not indict and crucify others for mere likeness. Such acts are equally cowardly and inappropriate.

As a nation we have been challenged to rise to a new occasion that will be etched forever in our hearts and memory; we are challenged to illustrate once again

- that we are a world leader;
- that we will not stoop to the trenches of evil and human destruction;
- that the word "United" in our name stands for the strength of our character to become and act as one for greater global purpose; and

- that we can and we will lead by example and action to make world security a global priority.

We can find consolation in each other and the collective mobilization of good will. I find consolation in the outpouring of compassion and humanitarian support from fellow citizens throughout the country. Age, race, sex, religion, or any other socially constructed differences are trivialized by our shared values and current distress.

I find comfort knowing my 11 year old deposited his allowance into a jar collecting contributions for relief to NYC victims; I find comfort in the words of friends and colleagues from many other countries who were moved by the horrendous events to send their condolences, their love, and their solidarity as we cope with our grief and seek constructive solutions to prevent similar catastrophes elsewhere.

Let us all find consolation and strength in the symbols and acts of unity that we have witnessed, and the courage to lead the way for world peace and security through example.

In doing so, we can find inspiration in the words of Alfred Lord Tennyson's *Ulysses*.

Come, my friends, 'tis not too late to seek a newer world.

For my purpose holds to sail beyond the sunset; and 'tho we are not that strength which in old days moved earth and heaven; that which we are, we are; one equal temper of heroic hearts, made weak by time and fate, but strong in will to strive, to seek, to find, and not to yield.

Juntos venceremos; no caminamos solos. Together we shall overcome; we do not walk alone.

■ ■ ■

Not in Our Son's Name

Among the victims of the attack on the World Trade Center was the son of Orlando Rodriguez, an ASA member and the

incoming chair of the Sociology and Anthropology Department here at Fordham. The authors of this statement, Phyllis and Orlando Rodriguez, are respectively, a teacher of the home bound and incoming chair of the Department of Sociology and Anthropology at Fordham University. Gregory Rodriguez, their only son, was 31 and head of computer security at Cantor Fitzgerald. Phyllis and Orlando circulated the statement late last week and related story, "Grieving voice pleads for peace," by Juan Gonzalez, based on an interview with Orlando appeared in the Daily News on Tuesday, September 18, 2001 (page 26).

Our son Greg is among the many missing from the World Trade Center attack. Since we first heard the news, we have shared moments of grief, comfort, hope, despair, fond memories with his wife, the two families, our friends and neighbors, his loving colleagues at Cantor Fitzgerald / ESpeed, and all the grieving families that daily meet at the Pierre Hotel.

We see our hurt and anger reflected among everybody we meet. We cannot pay attention to the daily flow of news about this disaster. But we read enough of the news to sense that our government is heading in the direction of violent revenge, with the prospect of sons, daughters, parents, friends in distant lands dying, suffering, and nursing further grievances against us.

It is not the way to go. It will not avenge our son's death. Not in our son's name.

Our son died a victim of an inhuman ideology. Our actions should not serve the same purpose. Let us grieve. Let us reflect and pray. Let us think about a rational response that brings real peace and justice to our world. But let us not as a nation add to the inhumanity of our times.

Phyllis and Orlando Rodriguez

■ ■ ■

Public Response to a National Tragedy: NORC Gauges the Nation's Reaction

From NORC's website (www.norc.uchicago.edu), sent by Dean R. Gerstein.

For several decades, NORC, a national organization for research at the University of Chicago, has gauged the American public's response to tragic events. Most notably, NORC conducted a national survey in the days following the assassination of President John F. Kennedy in 1963—an effort that documented the sense of grief and loss many Americans experienced at that time. In light of September 11, 2001's unprecedented attack on the World Trade Center and the Pentagon, NORC, once again, is gauging the American public's response to national tragedy. The current NORC study, *Public Response to a National Tragedy*, differs from many opinion polls being conducted by avoiding topical issues such as opinions regarding the appropriate Government response to the attack. Instead, *Public Response to a National*

Tragedy focuses on Americans' behavior and communications following the tragedy; psychosomatic and affective responses to the tragedy; and political attitudes such as confidence in American leadership and institutions as well as overall assessments of America's democratic system following the tragedy.

The survey design facilitates meaningful research by using questions parallel to those used in NORC's survey following the Kennedy assassination as well as questions taken directly from the General Social Survey (GSS), one of NORC's national flagship studies. This design feature allows for two points of comparison when assessing America's response to the recent tragedy: national response during a national tragedy occurring 38 years prior and recent national data collected during normal times. Like the survey conducted following the Kennedy assassination, NORC's study of response to the Pentagon and World Trade Center attacks began almost immediately following the tragic events.

■ ■ ■

Predictions (Made on September 15, 2001)

Students of human affairs can hope to make two different kinds of predictions: unconditional predictions based on statistical regularities, and if-then predictions based on causal regularities. In the first category, demographers compare favorably to weather forecasters when it comes to anticipating, over large populations, how many children will be born tomorrow, how many people will be injured in automobile accidents, and so on—just so long as they remember which day of the week and year tomorrow is, making appropriate adjustments for weekly and seasonal cycles.

The second category brings us instantly onto controversial territory; at issue is not just the validity of any particular causal connection but a set of assumptions concerning the nature of social processes, causality, and knowledge of both social processes and causality.

I write out predictions in the two categories not because I know the answers better than anyone else, but for precisely the opposite reason. Most of us learn more from discovering that we were wrong, then inquiring into how and why we went wrong, than from being right. I am hoping (a) to encourage colleagues to lay out their own contrary predictions, (b) to identify errors in my own knowledge and reasoning, (c) thereby to identify errors in the public discussion of what to do about terrorists and (d) perhaps to stimulate more creative and constructive thinking about alternatives to dividing up the world into Us and Them as a preliminary to dropping bombs on Them.

Unconditional Predictions

It will turn out that:

(1) More than four suicide crews set

off to seize airliners on Tuesday, but only four succeeded in taking over their targets.

(2) Participants in the effort were never, ever in their lives all in the same place in the same time.

(3) All were connected indirectly by networks of personal acquaintance, but not all had ever met each other, or knowingly joined a single conspiracy.

(4) Because of network logic, all were therefore connected to Osama bin Laden and a number of other organizers or sponsors of attacks on western targets.

(5) But no single organization or single leader coordinated Tuesday's action.

(6) Some participants in seizure of aircraft only learned what they were supposed to do shortly before action began, and had little or no information about other planned seizures of aircraft.

(7) Instead of emerging from a single well coordinated plot, these actions result in part from competition among clusters of committed activists to prove their greater devotion and efficacy to the (vaguely defined) cause of bringing down the enemy (likewise vaguely defined).

Contingent Predictions

(8) Bombing the presumed headquarters of terrorist leaders will a) shift the balance of power within networks of activists and b) increase incentives of unbombed activists to prove their mettle.

(9) If the U.S., NATO, or the great powers insist that all countries choose sides (thus reconstituting a new sort of Cold War), backing that insistence with military and financial threats will increase incentives of excluded powers to align themselves with dissidents inside countries that have joined the U.S. side, and incentives of dissidents to accept aid from the excluded powers.

(10) Most such alliances will form further alliances with merchants handling illegally traded drugs, arms, diamonds, lumber, oil, sexual services, and rubber.

(11) In Russia, Uzbekistan, Lebanon, the Caucasus, Turkey, Sudan, Nigeria, Serbia, Algeria, and a number of other religiously divided countries, outside support for dissident Muslim forces will increase, with increasing connection among Islamic oppositions across countries.

(12) Bombing the presumed originator(s) of Tuesday's attacks and forcing other countries to choose sides will therefore aggravate the very conditions American leaders will declare they are preventing.

(13) If so, democracy (defined as relatively broad and equal citizenship, binding consultation of citizens, and protection from arbitrary actions by governmental agents) will decline across the world.

Am I sure these dire predictions are correct? Of course not. I write them out both to place myself on record and to encourage counter-predictions from better informed colleagues.

Charles Tilly, Joseph L. Battenwieser Professor of Social Science, Columbia University; ct135@columbia.edu □

2001 AAAS Mass Media Fellow Report

Tips for Improved Media Coverage

by Quynh-Giang Tran, Pennsylvania State University; 2001 AAAS Mass Media Fellow¹

This past summer, I worked at the *Chicago Tribune*, my hometown daily newspaper and one of the most powerful media organizations in the country. Trained as a social demographer, I had the unique opportunity to bridge the media's and the public's understanding of science with the academic process of research.

The *Chicago Tribune* has an extraordinarily strong science team, including several Pulitzer Prize winners in science. However, like all daily newspapers, science stories must compete with other international, national, and local news items.

Most other news agencies do not have the leeway of the *Tribune*, and most journalists that you encounter are not likely to specialize in science or social science research. Yet, as sociologists, our work can be as important as most news items making headlines. There is a need for communication with the media in a way they understand.

Details of the newspaper process and the decision-making process of editors to publish stories are likely to vary from newspaper to newspaper. However, some practices are standard and relevant to sociologists interested in publicizing their work.

Tips for Authors

To ensure accuracy, review carefully any press release. If necessary, write the press release yourself. However, use plain English and not sociological or methodological jargon. Also, have someone review a draft who writes or edits for non-social science audiences.

Work with your university's Public Information Office (PIO) to publicize your work. If your PIO contacts you, respond immediately. Newspaper writers cannot wait for you and will simply move onto another story (unless your work is *that* important).

Be available when you know your study is about to be released or published. If you go on vacation, leave contact

information on the press release.

As authors of released studies, journalists will be contacting you for comments. Be prepared to speak about the impact of your work, how it compares with previous studies or challenges any current understanding.

Do not assume that the writer either knows nothing or everything about your study. They may or may not. Journalists are not interested in reporting all the details of your study. Working at the *Tribune*, I was most interested in statements that explained the study, broadened its appeal, and illustrated its relevance, regardless of my knowledge on a particular topic.

Speak using complete sentences that avoid jargon as much as possible. Journalists will paraphrase or clean up your language but incoherent quotes cannot be used. The clearer you are, the less likely you will be misunderstood or misquoted.

Above all, understand that what may have taken you three to four years to complete will be reported in a matter of days or even hours. Newspaper stories need to be simple, clean, and entertaining.

Importance of the Task

Of the ten stories I wrote this summer, four were front-page news items. The piece that received the most attention was a sociological study on the black-white male wage gap using 1990 Census data published in the August issue of *ASR* by Grodsky and Pager. The story carried the paper as the first news item of the day, and was reported on the local NPR affiliate and as well the *Tribune's* radio and television stations. The story was also released on the wires and republished in the *Boston Globe* and various other media outlets. This story received more attention than any other story I wrote this summer because of its relevance in everyday life. Quite simply, sociology has something to say!

While the majority of the AAAS science fellows are doctoral candidates in the biological or physical sciences, I believe sociologists have the most to benefit from

the AAAS Mass Media program as well as the most to offer the sponsoring media organizations. Sociological work and our sociological lens are a good fit. As a sociologist, I saw my role as a connector and messenger of different knowledge, viewpoints, or realities. I found this same role working as a science writer, which makes communicating sociological research to the public vital whether one is a journalist or academic.

¹Now in its 27th year, the American Association for the Advancement of Science (AAAS) Mass Media Fellows Program has placed more than 400 students in fields of medicine and engineering, biological, natural, and social sciences, as science fellows in radio, television, and print media each summer. Sponsoring organizations include the *Los Angeles Times*, National Public Radio, *Newsweek*, *U.S. News and World Report*, and others. ASA sponsors one fellow in the program. □

Applications Invited for Editor of *Sociology of Education*

Applications are invited for the position of editor of *Sociology of Education* (*SOE*). The official term for the new editor (or co-editor) would commence in January 2003 (the editorial transition actually starts in August 2002) and is for a minimum of three years (until December 2005, with a possible reappointment of up to an additional three years).

Sociology of Education provides a forum for studies in the sociology of education and human social development. It publishes research that examines how social institutions and individuals' experiences within these institutions affect educational processes and social development. Such research may span various levels of analysis, ranging from the individual to the structure of relations among social and educational institutions. In an increasingly complex society, important educational issues and experiences occur throughout the life cycle. The journal presents a balance of papers examining all stages and all types of education at the individual, institutional, and organizational levels. The journal is published four times per year (in January, April, July, and October).

Journal editors serve to give leadership to publishing in an area consistent with the mission of the journal. Although the quality of a journal ultimately depends on the quality of submissions, outreach, openness to communicating with scholars about diverse ideas, and a zest for building new bridges and connections by the editor can enhance the significance and breadth of work published in a journal. At present, *SOE* receives 150-200 submissions per year. The editor is expected to secure timely and appropriate reviews and make final decision on manuscripts, informing both the author(s) and reviewers of the final disposition. The editor is also responsible for maintaining the high standards of ASA journals, ensuring that issues are filled within the page allotments to that journal, and preventing a long backlog of articles that will appear in the journal.

Candidates must be members of the ASA and hold a tenured position or equivalent in an academic or non-academic setting. Applications from members of underrepresented groups are encouraged.

Applications are due November 1, and should be mailed to Karen Gray Edwards, Director of Publications, at the ASA Executive Office.

Complete information on application procedures and the selection process are available on the ASA home page at <http://www.asanet.org>. □

The Electronic Journal of Sociology: Seven Years of Electronic Publishing

The *Electronic Journal of Sociology* (*EJS*) was founded by Mike Sosteric in Canada in 1994 at the University of Alberta, Edmonton Canada. At the time, there was little departmental support for the first peer reviewed electronic journal in sociology on the Internet. However, patience and perseverance led to the journal being published at Athabasca University. Today it receives free production assistance and expertise from the International Consortium for Alternative Academic Publication (ICAAP) and found its permanent home at <http://www.sociology.org/>.

Despite being a wholly electronic publication, the *EJS*, as a scholarly outlet, shares many of the same characteristics as its more staid, paper counterparts. The anonymous peer review process, acceptance rate (16%), and turnaround time is quite similar to other established peer reviewed print journals of high scholarly quality. Mean turnaround time to receive notification about the manuscript's status (deflect, reject, revise and resubmit, accepted) is less than 12

weeks. As a general journal with a wide range of topics for submissions, the turnaround time might fluctuate more than for specialized journals.

Although the *EJS* shares many of the characteristics important for traditional scholarly publication, there are some differences that distinguish it from print journals. For example, the time from acceptance to publication is very short. The time between the acceptance of the manuscript to publication is on the average only four weeks. In addition, the publication media allows innovative hypertextual or multimedia/hypermedia features and welcomes color graphics and tables of any size.

Independent electronic publication makes it easier for us to publish on demand. Depending on the quality and the number of submissions we publish two to four issues a year. While uncommonly long publications would be easier to accommodate than in printed journals, the length of the articles published in *EJS* is not untypical for printed journals.

The *EJS* is indexed by Sociological Abstracts. However, compared to the limited traditional academic indexing systems of printed scholarly material, *EJS* is linked from at least 1,843 other web based sources. Free distribution, the freedom with which information flows on the Internet (when unencumbered by tariff or commercial barriers), and the extensive references to *EJS* contribute to its ongoing popularity. The *EJS* currently receives more than one million accesses a year. Obviously, putting this number in context and comparing it with the circulation rate of printed journals is not a straightforward process. For an interpretation we post Web Server Statistics for *EJS* at <http://klaatu.pc.athabascau.ca/report/ejs.html#Month>. Another indicator for an extremely high circulation rate are the encouraging messages of other editors of sociological journals, using the same electronic publisher, that *EJS* receives about 100 times more accesses than their journals.

While the lion share of accesses (70%) come from the United States, there is

significant international readership. The top ten list in descending order (excluding the USA) includes Australia, Canada, United Kingdom, New Zealand, Singapore, Germany, Russia, Israel, and Japan. The remaining accesses are distributed among 81 individual nations! In order to maintain equal access for academics of nations providing very different financial support, the editor recently opted against the imposition of fees. Clearly, free Internet distribution without the barriers imposed by different currencies allows a truly global diffusion of academic knowledge that is virtually impossible to attain by print journals of our day.

Journals come and go; some are here to stay. Commitment of readers, authors, and reviewers are an important determinant for the survival of a journal. The academic voice, not the promotion of professional publishers made *EJS* more alive than ever.

Andreas Schneider, Editor of *EJS*, Texas Tech University; Mike Sosteric, Founder of *EJS*, Executive Director of ICAAP, Athabasca University □

Second Annual Carework Conference Bridges Scholarship and Policy

Editor's Note: The development of the carework network was funded in part by a grant from the ASA Fund for the Advancement of the Discipline (FAD). For information on FAD grants, and a call for submissions for the next round of proposals, see page 24 of this issue.

by Chris Wellin, Miami University, and Andrew S. London, Kent State University

Why, given the public celebration of family and children in the U.S., are childcare workers paid so little? What kinds of relationships develop between care recipients and their family members, and the women—often women of color—who provide childcare and elder care? What is the impact of carework on the children of foreign-born careworkers, children who often are left behind when their mothers emigrate to the U.S. in search of paid work? Indeed, how is the quality of life in American families ultimately dependent upon global “chains” of carework, involving families in other parts of the world?

Participants at the second annual conference on “Carework, Inequality, and Advocacy” addressed these and other questions, in a dynamic, daylong conference. The conference was held at the University of California-Irvine on August 17, 2001, and built on the momentum that has developed since the founding of the Carework Network two years ago and its first conference, held last year at Howard University. A volume entitled “Child Care and Inequality: Re-Thinking Carework for Children and Youth,” which includes a selection of papers that were presented at the first conference, is forthcoming in August 2002 from Routledge. The organiz-

ers of this year's conference—Francesca Cancian, Demie Kurz, Andrew London, Cameron Macdonald, and Joya Misra—are sociologists, as are most of the 75 participants, who were in Anaheim, CA, for the 2001 ASA Annual Meeting.

The “Carework Network” consists of researchers, policy makers, and advocates who focus on problems of carework across various domains, such as family, labor relations, and health care. Network members seek to make connections and strategize across these separate sectors of research and political action, and to further our understandings of how race, class, gender, and global inequalities are implicated in the social organization and valuation of carework.

At this year's conference, authors presented papers in nearly a dozen thematic sessions. They addressed such issues as: relationships between paid and unpaid carework; comparisons of carework across different life-stages, from early childcare to elder care involving chronic illness; care policies and supports within various welfare states; and inequalities in carework, which were documented both in terms of public access to care, as well as unequal racial divisions within the caregiving workforce. Such divisions were reported, for example, to have historically undermined collective action between nurses and nursing assistants, which may continue today to undermine their collective power to advocate for high-quality patient care.

In addition to some 40 original paper presentations, the Carework Conference offered two plenary sessions, elaborating major themes in the research and activism surrounding carework. For example, political scientist Joan Tronto argued that a liberal ideology of multi-culturalism may

obscure an unequal division of caring labor, based upon racial, class, and geo-political divisions; Rhacel Parrenas spoke to problems of care and colonialism, based on her research in the Philippines; Sharon Hays revealed cultural contradictions, between the current political ideology of “family values,” and punitive welfare policies that mandate work for women in America's poorest and most vulnerable families.

The conference's concluding session brought together locally and nationally important figures to address strategies for building and supporting careworkers' collective movements, and for forming coalitions among them. Recent changes, such as pay raises for in-home supportive care workers in California, were noted as hopeful signs for the future. However, speakers also spoke to barriers to improvements in the conditions and rewards of carework. For example, Marcy Whitebook, of University of California-Berkeley's Institute for Industrial Relations and founder of the Center for the Childcare Workforce, argued that the diversity and spatial isolation of childcare workers poses special challenges for collective action. Still, in an economy in which women across the class spectrum are working in record numbers, the quality and continuity of care for children and elders will remain central policy issues facing the U.S. in coming years. Rose Ann DeMoro, Executive Director of the California Nurses Association, spoke forcefully about the erosion in support for nursing care in American hospitals in the current “managed care” environment. However, she argued that the public, resentful over decreasing access and quality of health care, represents a potentially powerful ally in efforts to restore greater power and autonomy to nurses and more humane health care generally. Finally, Karyl L. Draper, Director of Clinical

Services at the AIDS Services Center of Los Angeles, talked about how fragmented and inadequate community resources, the differing agendas of community-based constituencies, and organizational rules undermine the efforts of front-line HIV/AIDS careworkers. Ultimately, speakers agreed that work toward gender and racial inequality cannot be separated from efforts to address what sociologist Arlie Hochschild has called a “care deficit” in American families, communities, and social policies.

As part of ongoing efforts to support and mentor carework scholars, this year the conference steering committee initiated a graduate student paper competition. Accepting this year's \$200 prize was Julie A. Whitaker from the Department of Sociology at the University of Wisconsin, Madison. Her paper is entitled “Low-Wage Work but Warm Fuzzy Feelings: Healthcare Employers, Compensating Differentials, and Gender Ideology.”

At the conference's concluding session, and again at the general meeting of the Carework Network at the ASA Annual Meeting, members endorsed another pre-ASA conference on Carework, to be held on August 15, 2002, at Loyola University in Chicago. The 2001-2002 Steering Committee (Demie Kurz, Jacqueline Litt, Andrew London, Joya Misra, Rachel Munoz, Lynet Uttal, and Judith Wittner) have begun to set the plans in motion for the Chicago meeting.

For more information about the conference or program, and to join ongoing discussions at the forefront of carework research and policy, please subscribe to the carework listserve by contacting Amy Armenia, the list administrator, at careadm@soc.umass.edu. Additional information about the conference and the carework network can be obtained from <http://www.sas.upenn.edu/twstudies/carework>. □

Spotlight, from page 11

department's overall adviser, Dr. Carol Albrecht. Every student who chooses a major wants a job, so the department decided to link its curricular tracks with the actual jobs that undergraduates want. The undergraduate advisers have taken on the mission of developing detailed career training programs for each and every student they advise, major and non-major alike. Texas A&M believes that personalized career advising is important to show the range of options in sociological practice to its students. Advisers have given sustained thought to what it takes to get into business, marketing, human resources, the ministry, social work, public service, and so forth, and have developed detailed training programs for each. Since implementing this new method of personalized career advising, advisers have gone out of their way to establish and maintain custom plans for students with unusual ambitions. In the last month, one adviser had to develop plans for a future ‘sports agent’ and a future ‘municipal political candidate.’ A substantial majority of Texas A&M students want business careers, and the advisers and professors are developing plans to help them achieve these goals.

Texas A&M engages in an intentional effort to help students identify with the major beyond the classroom. The Department of Sociology Internship Program was established several years ago. This program, headed by Albrecht, who serves as the Internship Program Director, provides students with opportunities to apply concepts, theories, and

research methods they learn in the classroom to “real world” encounters. These internships are a rigorous intellectual experience that includes seminars to integrate theoretical learning and field knowledge.

A third area for improvement was undergraduate research training. The Department recently implemented the Undergraduate Research Fellowship program in which top students are paid to work one-on-one with department faculty. Students and faculty do research together and undergraduate students are able to collaborate with graduate students as well. The Fellowship students have been able to publish their own coauthored paper before graduation, and the research experience has spurred many of them to go on to graduate school.

In the two years since these initiatives have been put in place, the Department's students' GPA went from being two standard deviations below the college mean to being slightly above average. Of course their goal is to raise this figure even higher. “Once we were in a position of offering legitimately better education and services, we could start marketing ourselves to students as having real advantages over other undergraduate majors. The story was true, and the good students came,” said Cohn. “The plan to upgrade dramatically the quality of services provided in the sociology major to make it irresistible to more serious students was a success”. □

NSF Funding Opportunity

Innovations and Organizational Change Program

Researchers in the social and behavioral sciences at US academic institutions, who study social organizations, may want to consider submitting research proposals to the Innovation and Organizational Change (IOC) Program of the National Science Foundation.

IOC seeks to improve the performance of industrial, educational, service, health care, governmental and other organizations and institutions through the support of research on theories, concepts, and methodologies of innovation and organizational change. In order to foster innovation and manage change we need to understand effective approaches to organizational learning and redesign, strategic and cultural change, quality and process improvement, innovation, new product and service development, and the development and integration of new technologies.

IOC supports research using theory combined with empirical validation to expand the concepts, models, and methodologies of change in organizations and institutions. Proposers should work with partner organizations in industry, education, health care, government, or service. A high priority of the Program is to develop valuable research perspectives across disciplinary lines.

Sponsored by three directorates of the National Science Foundation (NSF)—

Social, Behavioral, and Economic Sciences (SBE), Engineering (ENG), and Education and Human Resources (EHR)—the Program's objectives will best be met by building on and extending research in a variety of disciplines with an eye toward creating and applying fundamental new knowledge in multiple domains.

Among the criteria for awards from the IOC Program, five are especially important. A research proposal should:

- (1) Demonstrate potential contributions to both theory and practice.
- (2) Build on existing research and represent clear value-added over existing literature.
- (3) Include a description of the intended methodology and must be methodologically sound.
- (4) Include plans for disseminating results to practitioners as well as to the research community.
- (5) Reflect a real partnership between researchers and one or more organizations.

For full information about the IOC Program and the criteria for awards, see <http://www.nsf.gov/sbe/ses/ioc/start.htm> or contact William Sims Bainbridge, PhD, Innovation and Organizational Change Program, Suite 995, National Science Foundation, 4201 Wilson Boulevard, Arlington, VA 22230; e-mail wbainbri@nsf.gov; (703) 292-7470. □

The 2000 ASA Audit

The Association is Financially Stable

The following notes and tables from the 2000 audit of the Association provide a summary of current assets, liabilities, and fund balance, as well as income and expenditures.

Overall, in 2000, ASA produced positive revenue over expenses. This favorable financial position reflects higher than budgeted revenues from gain on investments, interest and dividends, tax refund, and the continued efforts by the Executive Office to operate the Association in a cost-effective manner.

Members interested in the full audit report may request a copy from the Executive Office. The Committee on Executive Office and Budget and the ASA Council have reviewed the full audit.—
Felice J. Levine, Executive Officer



Independent Auditor's Report

To the Council
The American Sociological Association
Washington, D.C.

We have audited the accompanying balance sheet of The American Sociological Association (the Association) as of December 31, 2000, and the related statements of activities and changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Association's 1999 financial statements. The financial statements of the Association for the year ended December 31, 1999 were audited by C.W. Amos & Company, LLC, independent auditors, whose members merged with McGladrey & Pullen, LLP on December 1, 2000. C.W. Amos & Company's report dated March 7, 2000, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain

reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The American Sociological Association as of December 31, 2000, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated April 13, 2001 on our consideration of The American Sociological Association's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

McGladrey & Pullen, LLP
Bethesda, Maryland
April 13, 2001

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities: The American Sociological Association (the Association) is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to stimulate and improve research, instruction, and discussion, and to encourage cooperative relations among persons engaged in the scientific study of society.

A summary of significant accounting policies of the Association are as follows:

Basis of presentation: The financial statement presentation follows the recommendation of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial*

Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Association is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Cash and cash equivalents: For purposes of reporting cash flows, the Association considers all money market accounts and certificates of deposit with an original

maturity of three months or less to be cash equivalents.

The Association maintains its cash in bank deposit accounts, which at times, may exceed Federally insured limits. The Association has not experienced any losses in such accounts. The Association believes it is not exposed to any significant credit risk on cash.

Provision for doubtful accounts: The provision for doubtful accounts is based on
See Audit, page 17

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
Year Ended December 31, 2000
(With Comparative Totals for 1999)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2000 Total	1999 Total
Revenues:					
Publications	\$ 1,843,251	\$ -	\$ -	\$ 1,843,251	\$ 1,699,997
Membership and section dues	1,462,995	-	-	1,462,995	1,315,479
Program	148,037	640,537	-	788,574	1,315,067
Annual meeting	582,262	-	-	582,262	529,056
Investment income	92,454	56,582	-	149,036	708,334
Mailing list rental	92,960	-	-	92,960	98,647
Membership-subscription related	54,893	-	-	54,893	69,985
Administrative fees	53,858	-	-	53,858	74,451
Royalties	8,274	-	-	8,274	7,940
Gain on sale of real estate	-	-	-	-	1,218,034
Other	98,617	-	-	98,617	17,517
Net assets released from restrictions	791,745	(791,745)	-	-	-
Total revenues	5,229,346	(94,626)	-	5,134,720	7,249,507
Expenses:					
Program	1,363,460	-	-	1,363,460	1,582,062
Publications	662,893	-	-	662,893	646,965
Meeting services	643,504	-	-	643,504	674,112
Membership and sections	478,777	-	-	478,777	409,556
Editorial offices	441,982	-	-	441,982	418,497
Management and governance	1,300,815	-	-	1,300,815	1,220,933
Total expenses	4,891,431	-	-	4,891,431	4,952,125
Change in net assets	337,915	(94,626)	-	243,289	2,297,382
Net Assets:					
Beginning	4,635,497	4,028,978	5,000	8,669,475	6,372,093
Ending	\$ 4,973,412	\$ 3,934,352	\$ 5,000	\$ 8,912,764	\$ 8,669,475

STATEMENT OF CASH FLOWS
Year Ended December 31, 2000
(With Comparative Totals for 1999)

	2000	1999
Cash Flows from Operating Activities		
Change in net assets	\$ 243,289	\$ 2,297,382
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Increase (decrease) in provision for doubtful accounts	4,492	(395)
Gain on the sale of real estate	-	(1,218,034)
Depreciation	105,644	116,041
Realized and unrealized losses (gains) on investments	228,966	(465,506)
Changes in assets and liabilities		
(Increase) decrease in:		
Receivables	(30,944)	(52,159)
Prepaid expenses and other assets	(8,389)	(41,767)
Decrease (increase) in:		
Accounts payable	(15,863)	(59,435)
Accrued expenses	(48,746)	18,952
Deferred revenue	(116,087)	21,203
Net cash provided by operating activities	362,362	616,282
Cash Flows from Investing Activities		
Proceeds from sale of investments	1,786,949	1,177,745
Proceeds from sale of real estate	-	1,273,139
Purchase of investments	(2,975,611)	(578,245)
Purchase of property and equipment	(58,031)	(244,265)
Net cash (used in) provided by investing activities	(1,246,693)	1,628,374
Net (decrease) increase in cash and cash equivalents	(884,331)	2,244,656
Cash and Cash Equivalents:		
Beginning	4,241,681	1,997,025
Ending	\$ 3,357,350	\$ 4,241,681

BALANCE SHEET
December 31, 2000
(With Comparative Totals for 1999)

ASSETS	2000	1999
Cash and cash equivalents	\$ 3,357,350	\$ 4,241,681
Receivables, net	308,506	282,054
Prepaid expenses and other assets	185,899	177,510
Investments	6,668,489	5,708,793
Property and equipment, net	277,159	324,772
	\$ 10,797,403	\$ 10,734,810
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 176,922	\$ 192,785
Accrued expenses	47,654	96,400
Deferred revenue	1,660,063	1,776,150
	1,884,639	2,065,335
Commitments and Contingencies (Notes 6, 7, and 9)		
Net Assets		
Unrestricted		
Operating	4,506,830	4,133,819
Council designated	466,582	501,678
	4,973,412	4,635,497
Temporarily restricted		
	3,934,352	4,028,978
Permanently restricted		
	5,000	5,000
	8,912,764	8,669,475
	\$ 10,797,403	\$ 10,734,810

Audit, from page 16

management's evaluation of the collectibility of existing receivables.

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are reflected at fair market value. To adjust the carrying value of these investments, the difference between cost and fair market value is recorded as a component of investment income on the Statement of Activities and Changes in Net Assets.

Property and equipment: Depreciation is provided on the straight-line basis over the estimated useful lives of the assets which range from 3 to 10 years. Leasehold improvements are being amortized over the shorter of the life of the asset or the lease term.

Support and revenue: Membership dues are recognized as revenue ratably over the membership year. Dues received and pledged in advance are reported as deferred revenue and receivables and are recognized during the period of membership.

All donor-restricted revenue is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Temporarily restricted net assets are reported as unrestricted net assets if the restrictions are met in the same period received.

Permanently restricted net assets: Permanently restricted net assets of \$5,000 are restricted to the Roberta Simmons fund, which is a special award fund for dissertation work in medical sociology.

Expense allocation: The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities. Management and governance expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Association.

Income taxes: The Association is generally exempt from Federal income taxes under the provisions of Section 501(c)(3) of the Internal

Revenue Code. In addition, the Association qualifies for charitable contribution deductions under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). Income, which is not related to exempt purposes, less applicable deductions, is subject to Federal and state corporate income taxes.

Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period.

Comparative financial information: The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Association's financial statements for the year ended December 31, 1999, from which the summarized information was derived.

Note 2. Receivables

Receivables at December 31, 2000, consist of the following:

Accounts receivable	\$131,944
Grants receivable	135,598
Accrued interest	55,826
	323,368
Less allowance for doubtful accounts	14,862
	\$308,506

Note 3. Investments

Investments at December 31, 2000, consist of the following:

Equities	\$3,006,335
Fixed income	2,921,025
U.S. Government obligations	739,261
Certificates of deposit	1,868
	\$6,668,489
Investment income for the year ended December 31, 2000, consists of the following:	
Dividends and interest	\$378,002
Realized and unrealized gains (losses) on investments	(228,966)
	\$149,036

Note 4: Property and Equipment

Property and equipment and accumulated depreciation at December 31, 2000, and depreciation expense for the year ended December 31, 2000, are as follows:

Asset Category	Estimated Lives	Cost	Accumulated Depreciation	Depreciation Expense
Leasehold improvements	10 years	\$143,802	\$25,501	\$14,236
Office furniture and equipment	5 years	445,106	347,888	31,174
Computer equipment	3-5 years	707,667	646,027	60,234
		\$1,296,575	\$1,019,416	\$105,644

Note 5. Retirement Plan

The Association has a voluntary retirement plan for its eligible employees. Under the program, the Association contributes 5% of the employees' salary to the Teachers Insurance and Annuity Association. In addition, if an employee contributes a percentage of his/her salary to the retirement plan, the Association will make matching contributions of up to an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to \$78,717 for the year ended December 31, 2000.

Note 6. Commitments

The Association has entered into agreements with various hotels for minimum room rentals for their future annual meetings. These agreements include guarantees by the Association that a minimum number of rooms will be rented by attendees. The Association intends to hold their annual meetings at the scheduled hotels.

Note 7. Lease Commitment

The Association entered into a lease for office space on October 21, 1998 with a commencement date of January 1, 1999 at an annual rental of \$162,000. The lease

expires in December 2009 with an option to renew for an additional five-year term.

Year ending December 31,

2001	\$162,000
2002	162,000
2003	162,000
2004	162,000
2005	162,000
2006-2009	658,000
	\$1,458,000

Note 8. Temporarily Restricted Net Assets

Temporarily restricted net assets at December 31, 2000, are available for the following programs, and net assets during the year ended December 31, 2000, were released from restrictions by incurring expenses satisfying the restricted purpose. Net assets were released and are available in the following programs (see table below).

Note 9. Contingency

The Association participates in a number of Federally-assisted grant programs, which are subject to financial and compliance audits by the Federal agencies or their representatives. As such, there exists a contingent liability for potential questioned costs that may result from such an audit. Management does not anticipate any significant adjustments as a result of such an audit.

	January 1, 2000		December 31, 2000	
	Revenues	Assets Released From Restrictions	Revenues	Assets Released From Restrictions
Spivack Fund	\$ 1,708,297	\$ 56,106	\$ 74,194	\$ 1,690,209
Rose Fund	1,057,545	25,460	25,285	1,057,720
American Sociological Fund	707,392	(23,759)	6,902	676,731
Ford Foundation/MOST	277,677	17,893	51,288	244,282
ASF Congressional Fellowship Award	123,091	(6,729)	6,644	109,718
M.P. Levine Memorial Fund	63,282	3,903	3,650	63,535
Kellogg Foundation/Race	33,394	500	-	33,894
Spencer Foundation	25,000	-	-	25,000
Albert J Reiss, Jr. Award	10,671	668	150	11,189
Preparing Future Faculty	-	60,000	51,323	8,677
David L. Stevenson Memorial Fund	-	6,332	500	5,832
Russell Sage Foundation / Millennium Project	5,760	-	-	5,760
Scholarship of Teaching	-	5,000	3,195	1,805
HHS - National Institute of Mental Health	-	519,917	519,917	-
National Science Foundation	-	31,828	31,828	-
Research Tracking Survey	16,869	-	16,869	-
	<u>\$ 4,028,978</u>	<u>\$ 697,119</u>	<u>\$ 791,745</u>	<u>\$ 3,934,352</u>

SUPPLEMENTAL FINANCIAL INFORMATION			
SCHEDULE OF UNRESTRICTED REVENUES, EXPENSES AND CHANGES IN NET ASSETS			
Year Ended December 31, 2000			
	Operating	Council Designated	Total Unrestricted
Revenues:			
Publications	\$ 1,843,251	\$ -	\$ 1,843,251
Membership and section dues	1,359,203	103,792	1,462,995
Program	79,512	68,525	148,037
Annual meeting	582,262	-	582,262
Investment income	92,454	-	92,454
Mailing list rental	92,960	-	92,960
Membership - subscription related	54,893	-	54,893
Administrative fees	53,858	-	53,858
Royalties	8,274	-	8,274
Other	98,617	-	98,617
Net assets released from restrictions	791,745	-	791,745
Total revenues	5,057,029	172,317	5,229,346
Expenses:			
Program	1,254,160	109,300	1,363,460
Publications	662,893	-	662,893
Meeting services	643,504	-	643,504
Membership and sections	380,664	98,113	478,777
Editorial offices	441,982	-	441,982
Management and governance	1,300,815	-	1,300,815
Total expenses	4,684,018	207,413	4,891,431
Change in unrestricted net assets	373,011	(35,096)	337,915
Net Assets:			
Beginning	4,133,819	501,678	4,635,497
Ending	\$ 4,506,830	\$ 466,582	\$ 4,973,412

Independent Auditors' Report on the Supplementary Financial Information

Council
The American Sociological Association
Washington, D.C.

Our audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information which follows is presented for purposes of additional analysis and is not a required part of the basic financial statements. The supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

McGladrey & Pullen, LLP
Bethesda, Maryland
April 13, 2001

(See table to left)

Corrections

From July/August 2001

The article "The Orange County Human Relations Commission: Managing Diversity and Transformation" (page 1) stated that Asian Americans are 1% rather than 14% of the county's population.

In the article on *Spivack Community Action Research Awards* (page 7), recipient Matthew Lawson was incorrectly identified as Michael Lawson.

The poem on page 24 was authored by Otto Larsen. We apologize for the omission.

Call for Papers

CONFERENCES

Business History Conference, 2002 Annual Meeting, Hagley Museum and Library, Wilmington, DE, April 19-21, 2002. Theme: "Corporate Governance." They invite proposals for papers concerned with the historical evolution of corporate governance. Submissions are invited on all chronological periods, and on non-traditional and non-U.S. forms of corporate governance. The deadline is October 15, 2001. Submit five copies of proposals to Roger Horowitz, Secretary-Treasurer, Business History Conference, P.O. Box 3630, Wilmington, DE 19807. Inquires about proposals should be e-mailed to David Sicilia at ds190@umail.umd.edu.

Center for Working Families, the Center for Childhood and Youth Policy, and other groups at University of California-Berkeley welcome proposals for an international, interdisciplinary conference on "Designing Modern Childhoods: Landscapes, Buildings, and Material Culture," to be held May 2-3, 2002, at the University of California-Berkeley. Deadline is October 1, 2001. Submissions by e-mail are preferred. Send to the conference organizers: Ning de Conick-Smith, ning@litcul.sdu.dk, or Marta Gutman, mgutman@uclink4.berkeley.edu.

Community-Campus Partnerships for Health. May 4 - 7, 2002 in Miami, FL, Hotel Intercontinental Miami. Theme: "The Partnership as the Leverage Point for Change." Those interested in submitting a proposal for a skill-building workshop, story session, partnership bloopers session, poster or site visit, please access the Call for Proposals by visiting our website at <<http://futurehealth.ucsf.edu/ccph/projects.html#natlconf>> or call CCPH's fax-on-demand service at 1-888-267-9183 and select document #202. Proposal Submission deadline is November 1, 2001.

Greater New York Conference on Behavioral Research. Fordham University, Manhattan Campus, November 30, 2001. All undergraduate and graduate students in the social sciences are invited to submit papers for possible presentation. Deadline: November 1, 2001. For details, contact John Ceccero, e-mail gnyconf@aol.com; (212) 636-6393.

International Sociological Association XV ISA World Congress of Sociology Brisbane, Australia July 7-13, 2002 announces that all Calls for Papers of the Research Committees, Working and Thematic Groups are available at <<http://www.ucas.ac.uk/isa/congress2002/>>. There is also information on: symposia, special sessions, sessions by national associations and language communities, ad hoc sessions, Authors invited to meet the readers, and practical information about the Congress.

Princeton-Northwestern Junior Scholars' Workshop on "Embedded Enterprise in Comparative Perspective", Princeton University, April 11-14, 2002, invites proposals for participation in a three-day interdisciplinary workshop for young scholars on embedded enterprise in comparative perspective. The workshop will provide an opportunity for intensive exchange among graduate students and recent PhDs, and a select group of faculty mentors. Proposals for participation in the workshop are due by December 1, 2001 and should be based on comparative fieldwork. For complete submission guidelines see the

workshop's website <<http://www.princeton.edu/~embedded/>> or e-mail embedded@princeton.edu.

Public Choice Society and Economic Science Association will hold its 2002 meeting in the U.S. Grant Hotel, San Diego, CA, March 22-24. Paper proposals, a brief abstract of 300 words or less, should be submitted along with the registration fee (\$80 for professors and \$40 for students) before December 1, 2001 to Carol M. Robert, James M. Buchanan Center for Political Economy, MSN 1D3, Carow Hall, George Mason University, Fairfax, VA 22030-4444. Papers on Experimental Economics and related subjects should be sent to Colin Camerer, Division of the Humanities and Social Sciences, 228-77, California Institute of Technology, Pasadena, CA 91125. You are also welcome to submit your proposal via e-mail, as follows: use Word or Word Perfect format; put "Public Choice Meetings" in the subject field; send proposal to: crobert@gmu.edu for (PCS), or camerer@hss.caltech.edu (for ESA).

Sociology of Education Association. Call for papers. 2002 Conference, February 22-24, Asilomar Conference Center, Pacific Grove, CA. Theme: "Race, Ethnicity, and Urban Education in the 21st Century: The New Demographic Context and its Sociological Implications." Submit papers or proposals addressing questions that pay particular attention to the need for sociologists of education to better illuminate how race, ethnicity, social class, and gender are playing themselves out in complex ways within the emerging and new demographic and economic context. Deadline October 15, 2001. Send to: Ricardo D. Stanton-Salazar, SEA Program Chair, Waite Phillips Hall 1004, University of Southern California, Los Angeles, CA 90089-0031; (213)740-3485; e-mail: stantons@usc.edu.

Southern Sociological Society. The Call for Papers for the 65th Annual Meeting along with instructions and submission forms is now available at: <<http://www.msstate.edu/org/sss/02Meet/Publish/>>.

University of Wolverhampton, the University of North London and the University of Essex are sponsoring an International Conference, January 29-31, Imperial War Museum, London, England. Theme: "Beyond Camps and Force Labor: Current International Research on Survivors of Nazi Persecution." They invite papers on all groups of survivors of Nazi persecution, be it for racial, political, religious, or sexual reasons. Deadline November 1, 2001. Send to: JDSteinert@t-online.de (e-mail preferred) or Johannes-Dieter Steinert, University of Wolverhampton, Division of History, Politics and International Studies, Dudley Campus, Castle View, Dudley DY1 3HR, United Kingdom.

PUBLICATIONS

Affirmative Action, An Encyclopedia, James Andrew Beckman, editor, The Oryx Press/Greenwood Publishing Group, is scheduled for the Summer 2003. It will be composed of alphabetically arranged entries on all aspects of this important subject and will include a broad array of topics and disciplines with impact on affirmative action. The work is intended to provide an overview of current scholarship in the field. For further information, including a list of current entries, or to submit your name as a possible contributor, please contact James Beckman at JBeckman@ut.edu; (813) 253-3333, ext. 3534.

ASA Teaching Resource, Chicano Studies The ASA Teaching Resources Center seeks to revise Syllabi and Instructional Materials for Chicano/a and Latino/a Studies in Sociology during the coming year. We are requesting materials containing syllabi and instructional materials for Chicano/a and Latino/a Studies courses in Sociology. Any of the following contributions would be appreciated: syllabi, course outlines, classroom exercises, research projects, bibliographies, film lists, videos, publications, or other resources. We are particularly interested in materials that use an interdisciplinary approach as well as a sociological perspective. Please enclose a computer disk

along with your printed copy. Materials used in the publication will be identified according to contributor and institution. Please send materials or inquiries to one of the following editors: Jose Calderon, Pitzer College, Sociology and Chicano Studies, 1050 N. Mills Ave., Claremont, CA 91773; or Gilda Ochoa, Pomona College, Sociology and Chicano Studies, Hahn 220, Claremont, CA 91773.

ASA Teaching Resource, Guide for Organizational Sociology. Submit undergraduate or graduate syllabi, exercises, writing assignments, projects, and/or reading lists for courses in organizational sociology or closely related topics by December 14, 2001. Send to: Donna Bird, Department of Sociology, University of Southern Maine, Portland, ME 04103-9300; e-mail donnab@usm.maine.edu. Materials should be submitted in electronic form (on diskette or as an e-mail attachment) in Word or WordPerfect.

ASA Teaching Resource, Teaching Sociology from a Marxist Perspective. Seeks contributions from those who teach sociology from a Marxist perspective as well as from those who teach Marxist theory. Send your experience with innovative ways to teach Marxist ideas plus your syllabi, study questions, handouts, test questions, classroom exercises, reading lists, bibliographies, recommended videos and films, and any other instructional materials that work for you. Those of you who have contributed to the last edition, published in 1998, can either update or submit new materials. Materials must be submitted on PC compatible disk (preferably in MSWord or Word Perfect) or in electronic form. The deadline for submission is January 1, 2002. Send to: Martha E. Gimenez, Department of Sociology, Campus Box 327, University of Colorado at Boulder, Boulder, CO 80309.

Annual Review of Sociology of Education invites submissions of well-researched, theoretically interesting papers for its 2002 volume, "Educational Stratification from a Comparative-International Perspective." *Annual Review of Sociology of Education*, the continuation title for the series *Research in Sociology of Education and Socialization*, publishes peer-reviewed empirical research and commentaries in the field of sociology of education. They seek manuscripts that address global, state policy, institutional, organizational, community, or micro-level factors influencing educational outcomes outside of the U.S. Send submissions as e-mail attachments by November 30, 2001 to Emily Hannum, <hannumem@sun.ssc.upenn.edu>, Bruce Fuller, <b_fuller@uclink4.berkeley.edu>, and Regina Werum, <rwerum@emory.edu>, with "An. Rev. Submission" in the subject line. If e-mail submission is impossible, please send a hard copy to Emily Hannum, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia, PA 19104-6299.

Critical Pedagogy in the Sociology Classroom. Note the deadline for materials has been extended to October 1, 2001. Call for syllabi and instructional materials for a new ASA handbook on implementing the critical pedagogical framework into the sociology classroom. Contact Peter Kaufman at (845) 257-3503 if you have any questions.

Gender & Society. Call for papers for a special issue, "Global Perspectives on Gender and Carework," on the allocation, meaning, and experiences of paid and/or unpaid carework in relation to globalization. Submit papers, including \$10.00 (U.S.) submission fee payable to *Gender & Society*, Christie Bose, Editor, University at Albany, SUNY, 1400 Washington Avenue, Albany, NY 12222. Deadline, December 15, 2001.

THE UNIVERSITY OF CALIFORNIA at SAN DIEGO

CALL FOR APPLICATIONS: 2002-03 VISITING RESEARCH FELLOWSHIPS



THE CENTER FOR U.S.-MEXICAN STUDIES

The Center for U.S.-Mexican Studies invites applications for visiting research fellowships at the predoctoral and postdoctoral levels to be held during the 2002-03 academic year. Researchers of any nationality are eligible. Awards support the write-up stage of research on any aspect of contemporary Mexico (except literature and the arts), Mexican history, and U.S.-Mexican relations. Comparative studies with a substantial Mexico component are encouraged. Special consideration will be given to research examining Mexico's democratic transition and the challenges of democratic governance; tensions between social equity and economic liberalization in Mexico; environmental policy and sustainable development in Mexico and the U.S.-Mexico border region; new forms of North American integration (of money, knowledge, labor markets, communities, systems of justice, etc.) in the electronic age; judicial reform, public security, and the administration of justice in Mexico; and Mexican migration to the United States. Scholars whose work deals with migration can apply jointly to the Center for U.S.-Mexican Studies and the Center for Comparative Immigration Studies (see below). Application forms and guidelines can be downloaded from <http://www.usmex.ucsd.edu>. Deadline for receipt of applications: **January 1, 2002**. For further information, contact Graciela Platero at gplatero@ucsd.edu, tel. (858) 534-6066.



THE CENTER FOR COMPARATIVE IMMIGRATION STUDIES

The Center for Comparative Immigration Studies (CCIS) invites applications for Visiting Research Fellowships at the predoctoral and postdoctoral levels to be held during the 2002-03 academic year. CCIS fellowships are to support advanced research and writing on any aspect of international migration and refugee flows and their impacts on receiving and sending countries, in any of the social sciences, history, law, and comparative literature. Comparative research placing the U.S. immigration experience in broader, cross-national perspective is especially encouraged. The fellowships are residential and cannot be used to support fieldwork or other primary data collection. Scholars whose work deals with Mexican migration to the United States can apply jointly to CCIS and the Center for U.S.-Mexican Studies. Application forms and guidelines can be downloaded from <http://www.ccis-ucsd.org>. Deadline for receipt of applications: **January 1, 2002**. For further information, contact Carmen Rodríguez at carodriguez@ucsd.edu, tel. (858) 822-4447.

Continued on next page

Call for Papers, continued

Inventio, an online journal of creative thinking about teaching and learning founded at George Mason University, invites work for a special issue "Bricks and Clicks: Learning Spaces for the Information Age" for Spring 2002. The call for articles is available at <<http://www.doiit.gmu.edu/inventio>>.

Journal of Contemporary Ethnography announces a Call for Papers for a special issue "Ethnographic Perspectives on Gender, Crime and (In)Justice." The issue will focus on problems related to gender inequality, situated femininities/masculinities, and their relations to crime, juvenile delinquency, and justice. In addition to traditional topics within criminology and criminal justice, the themes of crime and justice will be considered broadly to include legal, human rights, and labor issues associated with the commercial sex industry and other criminalized activities, as well as issues facing women in prison. If you are interested in reviewing for this issue, contact the Special Issue Editor, Jody Miller, e-mail: millerja@msx.umsl.edu; (314) 516-5426. Please send four manuscript copies and a U.S. \$10 submission fee (payable to Jody Miller) by December 31, 2001 to: Jody Miller, JCE Guest Editor, Department of Criminology and Criminal Justice, University of Missouri-St. Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121.

Journal of Sociology (Journal of The Australian Sociological Association) plans a special issue "Flexibility: Families, Selves and Work." Call for Papers. This special thematic issue will publish papers which engage with the broad issue of changing flexibility in the relation between families, identities, paid work and/or labor markets in contemporary

societies. They welcome submissions on any aspects of this topic, including both empirically based and theoretical contributions. They particularly encourage papers that develop new perspectives, significantly extend, elaborate or question existing findings, or concern previously unexamined aspects of the relationship between families, selves, and paid work. Send submissions to: The Editors, *Journal of Sociology*, Department of Sociology, Flinders University, GPO Box 2100, Adelaide, SA, 5001 by February 1, 2002. Further information may be obtained from: jos@flinders.edu.au.

Research in Sociology of Education invites submissions of well-researched, theoretically interesting papers for its 2002 volume, "Educational Stratification from a Comparative-International Perspective." *Research in Sociology of Education*, the continuation title for the series *Research in Sociology of Education and Socialization*, publishes peer-reviewed empirical research and commentaries in the field of sociology of education. They seek manuscripts that address global, state policy, institutional, organizational, community, or micro-level factors influencing educational outcomes outside of the U.S. Send submissions by November 30, 2001 as e-mail attachments to Emily Hannum, hannumem@sun.ssc.upenn.edu, Bruce Fuller, b_fuller@uclink4.berkeley.edu, and Regina Werum, rwerum@emory.edu, with "RSE Submission" in the subject line. If e-mail submission is impossible, send a hard copy to Emily Hannum, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia, PA 19104-6299.

Women, Gender & Technology, University of Illinois Press. The editors, Sue V. Rosser, Mary Frank Fox, and Deborah Johnson, Georgia Tech University, invite

proposals for volumes for the book series. The *Women, Gender & Technology* series brings together women's studies and technology studies, focusing upon women and technology, feminist perspectives on technology, and the gendering of technology and its impact upon gender relations in society. Direct inquiries and proposals to: Sue V. Rosser, Dean, Ivan Allen College, Georgia Tech, Atlanta, GA 30332-0525; e-mail sue.rosser@iac.gatech.edu; Mary Frank Fox, Professor of Sociology, School of History, Technology, and Society, and Co-director, Center for Study of Women, Science, and Technology, Georgia Tech, Atlanta, GA 30332-0345; e-mail mary.fox@hts.gatech.edu; or Deborah Johnson, Professor and Director of Program in Philosophy, Science, and Technology, School of Public Policy, Georgia Tech, Atlanta, GA. 30332-0345; e-mail deborah.johnson@pubpolicy.gatech.edu.

Women's Health and Urban Life an international and interdisciplinary journal funded by the Wellesley Central Health Corporation and located at the University of Toronto seeks manuscripts on topics relating to women's and girls' health. The orientation of the journal is critical, feminist, and social scientific. Both qualitative and quantitative manuscripts, and theoretical or empirical works are welcome. Contact Aysan Sever, Department of Sociology, University of Toronto-Scarborough, 1265 Military Trail, Scarborough, Ontario, Canada M1C 1A4; fax (416) 287-7296; e-mail sever@scar.utorontol.ca.

Meetings

October 18-21, 2001. *The Society for Applied Sociology 19th Annual Meeting*, Kansas City Marriott Downtown, Kansas

City, MO. Theme: "Pioneering Applied Sociology in New Practice Frontiers." See <<http://appliedsoc.org>> for complete information.

October 18-19, 2001. *Sociologists of Minnesota*, Normandale Community College, Bloomington, MN. Theme: "Sociology at Various Levels." See <www.thundercom.net/som> or contact S. Magnuson-Martinson, e-mail s.magmar@nr.cc.mn.us or (952) 487-8478.

October 19-20, 2001. *The California Sociological Association* will meet at the Holiday Inn Capital Plaza in Sacramento, CA. Theme: "Sociology for the New Century." For more information, contact Elizabeth Nelson, e-mail elizn@csufresno.edu or (559) 431-2630.

October 22, 2001. *The Communitarian Network Discussion*, New York University. Theme: "Is America (Still) a Monochromatic Society?" There is no charge, but space is limited, so you must register to attend with Joanna Cohn at comnet@gwu.edu. An updated statement of the program and the names of participants is at <www.gwu.edu/~ccps>.

October 26-27, 2001. *University of Illinois Department of Sociology Conference*. Theme: "The Changing Terrain of Race and Ethnicity: Theory, Methods and Public Policy." For further information, see <www.uic.edu/depts/ci/raceconf> or contact the Office of Conferences and Institutes at the University of Illinois-Chicago (312) 996-5225.

November 2-3, 2001. *Michigan Sociological Association Annual Meeting*, Saginaw Valley State University, University Center, MI. Theme: "Sociology and the Community: The On-going Exchange." Keynote Speaker: Joyce Miller Iutovich. For more information see <<http://www.delta.edu/crimsa.html>> or e-mail aghill@alpha.delta.edu.

<<http://www.delta.edu/crimsa.html>> or e-mail aghill@alpha.delta.edu.

November 16-17, 2001. *Missouri Sociology Association Annual Meeting*, Osage Beach, MO. The main topic will focus on the relationship between professors and college students. Contact Robert Fernquist e-mail fernquis@csmvmb.cmsu.edu or (660) 543-8510 for information about the meetings or see <<http://www.cmsu.edu/sociology/missouri.htm>>.

Funding

American Institute for Yemeni Studies announces fellowships for research and study in Yemen. Deadline: December 31, 2001. For details about the specific programs, eligibility, and application requirements, see <<http://www.aiys.org/fellowships>> or contact Maria Ellis, Executive Director, AIYS, P.O. Box 311, Ardmore, PA 19003-0311; (610) 896-5412; fax (610) 896-9049; e-mail mellis@sas.upenn.edu.

American Research Center in Egypt offers fellowships for research in Egypt for 2002-2003. Grants will be made in the areas of archaeology, architecture, art, economics, Egyptology, history, the humanities, Islamic studies, literature, Near Eastern studies, politics, religious studies, and the humanistic social sciences. The deadline for the receipt of the application and accompanying materials is December 5, 2001. A downloadable version of the application and guidelines can be found on the ARCE website under the "Fellowship" heading at <<http://www.arce.org>>. For application materials via U.S. mail and for more information

Continued on next page

University of North Texas Department of Sociology PhD Program

Our Program Offers:

- Accredited Public Health Program at UNT's Health Science Center combining a Masters in Public Health and a PhD in Sociology.
- Faculty expertise in the applied fields of natural disasters, gerontology, health, urban ecology, gender and racial issues, the family and fatherhood, complex organizations, the sociology of religion, and the sociology of work.
- Interdisciplinary cooperation with UNT's Department of Criminology and Department of Applied Gerontology that can be directly applied to their graduate or undergraduate sociology degree.

For our Students:

- Beginning in Fall of 2001, all new Ph.D. Sociology Students will receive \$1,000 scholarships and in-state tuition.
- A.C. Dorse Scholarship Fund (currently holds approximately \$5,000 with small (~\$200) scholarships awarded roughly every year).
- Leonard Benson Award Fund (currently holds approximately \$7,000 with small scholarships awarded roughly every other year).
- David Malone Graduate Award (currently holds approximately \$10,000 and which offers \$500 scholarships).
- Hiram J Friedsam Graduate Award (currently holds approximately \$10,000 and offers \$500 scholarships).
- In-State tuition available with teaching assistantships (4 annually) and Teaching Fellowships (8 annually).
- Student trips to Ghana, Italy, and Mexico; and faculty research taking place around the world.

Our Faculty:

Major Areas of Interest Include: Social inequality (stratification), Medical Sociology, Sociology of Family, Sociology of Work and Organizations, and Research Methods & Statistics.

Have received Federal grants from the National Science Foundation, Federal Emergency Management Agency, U.S. Department of Housing and Urban Development, Mental Health Services Administration, Department of Justice, National Aeronautics and Space Administration, USAID, and the National Center for Health Services Research.

Research published based on first-hand data from various nations such as Sweden, Italy, Ireland, Ghana, Zambia, Mexico, and Guatemala.



Visit our website at:

<http://www.unt.edu/soci/>

Contact: Dr. Dale Yeatts, Dept. of Sociology Chair, University of North Texas, PO Box 311157, Denton, Tx. 76203, Phone: 940-565-2296

Obituaries, *continued*

ling character. Bill Rushing was known for his candor, even to the point of being outspoken; and he had a distinguished career in sociology. He died at age 70 following a long series of painful and disabling illnesses.

A native of Murfreesboro, TN, "Billy," as he was known growing up, was popular among his childhood friends and schoolmates, especially as an athlete. He became captain of the high school football team in 1946 and was named All-Middle Tennessee in basketball the following year. After completing his Air Force service in 1949, Bill earned his bachelor's and master's degrees from the University of Colorado in 1956 and 1958, and his PhD from the University of North Carolina-Chapel Hill in 1961.

By any conventional standard, Bill Rushing was a prolific author. The point is not just that he published numerous articles in major journals and authored or edited eight books. Additionally, his publications manifested an interest in and mastery of various sociological specialties, including medical sociology, the sociology of deviance, and organizational sociology. Equally important, Rushing had a keen eye for the significant and the controversial, an inclination that led to his last book, *The AIDS Epidemic: Social Dimensions of an Infectious Disease* (Westview, 1995).

Throughout his career, Bill championed sociology as a unique disciplinary approach to the solution of weighty social problems. He frequently juxtaposed sociology to other disciplines, such as medicine and economics, highlighting the policy implications of empirically rigorous, theoretically informed sociological analysis. For example, in his first book, *The Psychiatric Professions: Power, Conflict, and Adaptation in a Psychiatric Hospital Staff* (University of North Carolina Press, 1964), Bill wrote (p. vii),

"During the past decade the problem of mental health has received increased attention from sociologists. Much of this attention has been devoted to the study of societal and community factors which precipitate, or are at least correlated with, mental illness. Relatively less attention has been devoted to the study of persons who treat mental patients. Yet from a practical as well as a sociological standpoint, the study of mental health professions is equally important. Effective modern psychiatric treatment in mental hospitals consists of the application and co-ordination of the activities of professional persons with diverse therapeutic skills, which is a matter of social structure and social organization. And the study of social structure and social organization is central to the sociologist's interest."

Bill went on to conduct social structural analyses of a wide range of health issues. For example, in his *Social Functions and Economic Aspects of Health Insurance* (Kluwer-Nijhoff, 1986), Bill conducted a structural-functional analysis of health insurance, countering the economic thesis that health insurance distorted supply and demand (p. 9). Instead, he argued (p. 200), "while health insurance does increase health service expenditures, it is an adaptive institution and a response to and not just a cause of increases in expenditures...A fundamental thesis of this book is that health insurance reduces conflict and promotes harmony in social relations and that this may be a far more significant consequence of health insurance than any improvements in health...Relations between generations have received specific attention...In the years ahead such relations are viewed as replacing relations between social classes as the arena where health insurance will be most significant from a social perspective."

In *The AIDS Epidemic*, Bill tackled the

social etiology and societal reactions to AIDS, a disease he considered to be "one of the most important in all history" (p. xi). He hoped that, by interpreting the basic facts of AIDS "in terms of sociological concepts and principles," the insights could broaden understanding of AIDS, as well as "help clinicians, public health officials, policymakers, and AIDS activists in dealing with the problems of this terrible disease" (p. xiii). Medical science, he argued (p. 205), competed with religious and moral views of AIDS,

But even in rationalized societies, medical knowledge and scientific reasoning do not always undermine archaic-metaphorical reasoning. When a disease is associated with what many consider to be immoral conduct, the social construction of that disease as due to natural causes must continually compete with a construction based on moral reasoning and ideas about sin and the wrath of God, even when the medical science conception of disease is broadly institutionalized in society. This is the case with HIV-AIDS. Medical knowledge has not eliminated reactions based on supernatural beliefs and moral reasoning by a long shot.

Bill Rushing's accomplishments were by no means limited to scholarly productivity. He combined that productivity with several years of distinguished administrative service at Vanderbilt University, where he was Chair of the Department of Sociology and Anthropology (1975-1979), Acting Chair (1985-1988), and named Emeritus in 1998. After taking his PhD, Bill was a member of the faculty at Florida State University (1961-63), the University of Wisconsin (1963-64), Washington State University (1964-68), and Vanderbilt University (from 1968 onward). There may have been more popular instructors at those universities, but Rushing had few peers when it came to promoting sociology as a discipline and a science.

Bill Rushing's colleagues in sociology can take comfort in knowing that he is no longer in pain. They should know also that his wife Betty and their children were a great blessing for him.

Daniel B. Cornfield, Nashville, TN; Jack P. Gibbs, Austin, TX

Robert N. Stern (1948-2001)

Robert N. Stern, Professor in the School of Industrial and Labor Relations (ILR) and the Department of Sociology at Cornell University, died April 21, 2001 in Ithaca, New York. He was diagnosed with diabetes when he was nine, and died of complications from the disease at the age of 52.

Among the unifying threads in Stern's scholarly work, consisting of seven books and monographs and dozens of articles and chapters, are the control and governance systems in non-hierarchical organizations and organizational networks, and the question of how workers realize their aims (including worker ownership, issues of exit and voice and determinants of strikes and union effectiveness). He had a remarkable ability to connect with a wide range of scholars and to contribute incisive theory and research findings, which accounted in part for his many coauthored publications. Needing to use a wheelchair did not stop him from traveling extensively to interview union officials and workers, and he frequently presented his research findings at academic meetings. Over the years, as complications from his diabetes increased, Bob demonstrated every day a courageous commitment to his research, his teaching, his colleagues, and his students.

Bob became a faculty member of the Department of Organizational Behavior in the ILR School in 1974, after completing his baccalaureate in sociology at Washington University in St. Louis, and

his MA and PhD in sociology at Vanderbilt University. As an undergraduate he met Corinne, his wife-to-be, with whom he had a strong and fulfilling marriage. His interest in the sociology of organizations and industrial relations was piqued by his undergraduate studies, and he pursued this interest at Vanderbilt University, where he worked with James Thompson, Omer Galle, and Mayer Zald. Under their mentorship, Bob developed an interest in the sources and nature of conflict in organizations, an interest that served as a major focus of research throughout his academic career, manifested in several different streams of research. In his early years at Cornell, he began to explore specific problems of governance and conflict in employee-owned organizations and worker cooperatives. The problem of maintaining democracy in such organizations held an enduring fascination for him, and he teamed up with departmental colleagues, Howard Aldrich, Tove Hammer, and the late William F. Whyte, to produce a series of published monographs and journal articles addressing this issue. General concern with organizational governance issues also inspired a series of studies on law firms, on one hand, and the National Collegiate Athletic Association, on the other. At the same time, he maintained a special focus of research on labor unions, studying conditions that produced and shaped industrial conflict.

In sharp contrast to the organizational conflict that provided a main focus for his professional practice, Robert Stern stood out among sociologists at Cornell by virtue of the breadth and strength of collaborative relations that he maintained with students and colleagues and by virtue of his wide-ranging intellectual interests. He took on a supportive, mentoring role for many junior colleagues in the School of Industrial Relations and worked closely with other faculty and students in advising and teaching capacities. He served as chair of the OB Department in the mid-1980s, and as the director of the graduate program from 1997 until his death. His network of social relations drew him into a variety of professional roles, including that of book review editor for *Administrative Science Quarterly*, expert witness for several congressional committees, and member of various committees in the Organizations and Occupations section of the ASA, Social Issues in Management section of the Academy of Management, and the Industrial Relations Research Association.

Bob's academic interest in studying the NCAA was fired not only by intellectual questions of governance and interorganizational regulation, but by his love of sports as well. One of his major passions was the collection of baseball cards, and he avidly bought and sold cards at trade meets throughout the northeast region of the country, and on the internet. He was a regular fan at Cornell hockey and lacrosse meets, and seized every opportunity that came along to go to professional baseball games.

Over time, he became progressively more involved with organizations involved in political advocacy for those with disabilities, including serving as an advisor and board member for Ithaca's Finger Lakes Independence Center and a local disability organization while on sabbatic in Brisbane, Australia. Characteristically, his social involvement was matched by his academic studies of the effects of the Americans with Disabilities Act. He was an active member of Temple Beth-El in Ithaca.

He is survived by his wife, Corinne, daughter, Danielle, and son, Ethan.

Ronald Breiger, University of Arizona; Pamela S. Tolbert, Cornell University

Christopher K. Vanderpool (1943-2001)

Christopher K. Vanderpool, Professor of Sociology at Michigan State University, whose involvement in the MSU Sociology Department spanned almost half of its history, died on June 25, 2001, in East Lansing, Michigan, at the age of 58.

Born on June 3, 1943, in Chicago, Illinois, where he grew up in a Polish-American home and graduated from St. Procopius College in Lisle, Illinois, Vanderpool would become an internationalist with widely ranging interests in comparative sociology after arriving at Michigan State University for his graduate work in 1965. An outstanding student of John and Ruth Hill Useem, Chris earned his MA (1966) and PhD (1970) in sociology at MSU. He would remain there until his death in 2001, save for a brief stint as Assistant Professor of International Relations and Sociology at the University of Denver (1970-1972). But his sociological journey would take him around the globe, to Libya and Senegal, the Caribbean and South Korea, Italy and Russia, Australia and Japan, Kenya, Zambia and Zimbabwe, Kuwait, and India. Always proud of his Polish heritage, he had a fair command of Polish as well as French, and could read Russian as well. When his productive, creative life was cut short by a sudden and undefined cancer in June, he was about to leave for Ethiopia to give a keynote address, and was brimming with plans for the future.

Chris Vanderpool both shaped and was shaped by the MSU Sociology Department, his intellectual cradle. Established in 1924, it had flourished after World War II under the leadership of Charles Loomis (Chair, 1944-1957) and John Useem (Chair, 1957-1965). The change in international relations during the post-war period became a central emphasis in the sociology program at MSU. Chris developed and maintained this interest throughout his professional life, making continuing contributions and championing the comparative international perspective in sociology nourished during many evening seminars at the Useems' home and in the *Zeitgeist* of the late 1960s. Thus, he and fellow graduate student Sal Restivo collaboratively designed and wrote their Master's theses and doctoral dissertations on the international scientific community. In 1974, they published *Comparative Studies in Science and Society*, a collection that included articles based on their dissertations. Later, with a newly arrived Russian colleague, Vladimir Shlapentokh, Chris would organize a series of provocative national and international conferences ("100 Years: Marx's Legacy," "1984: Orwell Revisited") held at MSU in the 1980s and 1990s. The last of these led to the co-edited volumes *State Organized Terror: The Case of Violent Internal Repression* (1991), based on a conference marking the 50th anniversary of Stalin's mass terror, and *The New Elite In Post-Communist Eastern Europe* (1999), from a conference at which the main presenters represented a dozen countries.

At the time of his death he had ambitious collaborative work in progress responding to a National Science Foundation initiative on biocomplexity in the environment, and other research focusing on social transformations and emergent pathogens. Indeed, Chris's research and teaching interests ranged from Environmental Sociology to the Sociology of Developing Societies, Comparative Sociology, Political Sociology, Sociological Theory, Social Impact Assessment, Ocean Policy and Development, Natural Resource Conservation and Management, Human Dimensions of Food Safety, Biotechnology and Long-Term Global Environmental Change.

Most notably, Vanderpool served as Chair (1990-1999) and Associate Chair

(1973-1979, 1984-1986) of the MSU Sociology Department for more than a fourth of the department's history. The department expanded and its national profile blossomed under his inspired and institutionally savvy leadership during his decade as Chair in the 1990s. Chris was always thinking ahead about how he could "build" the Sociology Department, often by developing joint positions with other units in the University. He was very creative in this regard, and successful in recruiting and retaining key faculty to the department over the years. He was also a great mentor as Chair, consistently supporting the junior faculty and being clear in what they needed to do to advance in their careers. Staff members who worked with him over the past two decades loved and valued him. Self-effacing and allergic to oppression of any sort, he was a man who believed and practiced the ethic of treating people fairly and with dignity.

Within the ASA, he played a variety of active roles throughout his career. He chaired sessions on "War and the International Order" and "The Political Economy of the Oceans" in the early 1970s, served as Newsletter Editor of the Section on World Conflict from 1977 to 1979, and was elected Chair of Chairs of Major PhD-Granting Departments in Sociology. In the latter position, which he held from 1992 to 1996, he was nationally recognized for his contributions to the profession.

His collaborators regarded him as an ideal partner in scholarly activity, always curious, intellectually alert, and scrupulously objective. He had an exciting mind, a gracious presentation of self, a contagious sense of humor, and indubitable loyalty and reliability as a friend. With such personal qualities, it is not surprising that he was by all accounts a superb teacher as well, and famous at MSU for his Introductory Sociology course, which at times had an enrollment of 500 students in Anthony Hall. He was a model to others for the way he taught his classes; it was not uncommon for the rest of us to encounter many of his undergraduate students who raved about the job he did as a teacher. At his eulogy, a former student and friend could still remember details of a favorite lecture from long ago - on love and exchange theory - and recall the intensely passionate and sociologically imaginative way in which it was delivered.

Chris will be vividly and fondly remembered by his many friends, colleagues, and students at Michigan State University and throughout the United States and the countries in which he left his mark. Above all he will be deeply missed by his wife, Dr. Mariam Sticklen, a professor at MSU; his two sons, Eric and Aaron Vanderpool; his stepdaughter Mitra Sticklen; his sister Gail (Gene) Hoban, niece and nephew Becca and Bill Hoban, and other relatives who will long recall his uncommon kindness and grace.

Rubén G. Rumbaut, Michigan State University

Classified Ads

Academic Editor available to edit theses, dissertations, journal articles, proposals, and non-fiction book manuscripts. Contact Donna Maurer, PhD (sociology) at dmaurer@academic-editor.com; website: <http://www.academic-editor.com>.

Wendy Landers is available to do overflow and consulting work. Masters in Survey Methodology from Michigan in 1999. (202) 237-2432; www.LandersSurveys.com; wendylanders@landerssurveys.com.

Deadline: December 31, 2001**Call for 2002 MFP Competition**

The ASA Minority Affairs Program announces its competition for the Minority Fellowship Program (MFP) for 2002-2003. The MFP fellowship is a predoctoral training program intended for underrepresented minorities primarily interested in mental health issues and research. This training program is supported by a grant from the National Institute of Mental Health, Division of Mental Disorders, Behavioral Research and AIDS. Sociological research on mental health and illness is germane to core areas of emphasis within the National Institute of Mental Health specifically, and the National Institute of Health more generally. Research on the social dimensions of mental health includes attention to prevention and to causes, consequences, adaptations, and interventions.

In addition, ASA members' contributions and contributions from other sociological and regional associations provide funds for predoctoral fellowships in all areas of sociology. While these fellowships do not stipulate a specific area of focus, they are fewer in number than those supported by funds from NIMH.

An annual stipend of \$15,060 is provided for the ASA/NIMH fellowships, and the general ASA fellowships are a minimum of \$13,000. Also, arrangements for the payment of tuition will be made with universities or departments. Approximately 10-12 new awards are made each year. The Minority Fellowship Program provides a package of additional training and mentoring in addition to the stipend.

Applicants must submit their complete application package to the Minority Fellowship Program (in one package) by December 31, 2001. The complete application package consists of:

- (1) Fellowship application
- (2) Essays
- (3) Three (3) letters of recommendation
- (4) Official Transcripts
- (5) Other supporting documents (Optional) (e.g., curriculum vitae or resume, research papers published or present at professional conferences, GRE scores, etc.).

Fellows must be citizens or non-citizen nationals of the United States, or have been lawfully admitted to the United States for permanent residence and have in their possession an Alien Registration Card, and must be accepted and/or enrolled in a full-time Sociology doctoral program in the United States. In addition, applicants must be members of a racial and ethnic group, including Blacks/African American, Latinos (e.g., Chicano, Cuban, Puerto Rican), American Indians or Alaskan Natives, and Asians (e.g., Chinese, Japanese, Korean, Southeast Asian) or Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino).

For application forms and additional information, write: The American Sociological Association, Minority Fellowship Program, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701; (202) 383-9005, ext. 322 or minority.affairs@asanet.org.

Proposals Due December 15, 2001...**Fund for the Advancement of the Discipline*****ASA/NSF Small Grants Program***

Supported by the National Science Foundation and the ASA, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities. FAD awards provide scholars with venture capital for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds. Maximum award is \$7,000.

Application Information:

Web: <http://www.asanet.org/student/fad.html>
E-mail: research@asanet.org
Phone: (202) 383-9005 ext. 312
Mail: FAD Awards, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701

New from the ASA Rose Series in Sociology...***Making Hate a Crime: From Social Movement to Law Enforcement***

by Valerie Jenness and Ryken Grattet

\$29.95 hardcover; ISBN 0-87154-409-1; August 2001

(ASA members are eligible for a 20% discount; mention code ASA1 when ordering)

To order, call 1-800-524-6401 or order through the website at www.russellsage.org

Forthcoming in the Rose Series; available November 2001...

Beyond College for All: Career Paths for the Forgotten Half
by James E. Rosenbaum

\$29.95 hardcover; ISBN 0-87154-727-9; November 2001

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

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

**Future ASA
Annual Meetings**

2002
August 16-19
Chicago, Illinois

□□□

2003
August 16-19
Atlanta, Georgia

□□□

2004
August 14-17
San Francisco, California

Footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Subscription, \$35.00. Single copies, \$3.00.

Editor: Felice J. Levine
 Managing Editor: Carla B. Howery
 Production: Karen Gray Edwards
 Staff Writer: Johanna Ebner
 Secretary: Arne Kalleberg

Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research-oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "Public Forum" contributions are limited to 800 words; "Obituaries," 500 words; "Letters to the Editor," 400 words; "Department" announcements, 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

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

Copyright 2001, American Sociological Association. Third class postage paid at Washington, DC, and additional mailing offices. ISSN 0749-6931.