

Profile of the ASA President . . .

Troy Duster: A Biography in History

by Harry G. Levine, City University of New York-Queens College, and Craig Reinerman, University of California-Santa Cruz

aware of DNA sequences that could identify race, and it shocked him that the information can be used to investigate crimes. "It stopped the conversation in its tracks" (Lehrman, 2003).

Years before the Human Genome Project had begun, Duster had already been patiently explaining that while genetic research cannot find race as a biological reality, race remains very much a social reality—with important biological outcomes, such as sharply higher rates of hypertension and prostate cancer in racialized populations. When the revolution in molecular biology arrived, Duster warned that DNA markers linked to ancestral origins would be used to attempt genetic explanations of these conditions—a dangerous pathway to the reinscription of the biology of race. "In large part, thanks to Duster," the *Scientific American*

article said, "Collins and other geneticists have begun grappling with forensic, epidemiological and pharmacogenomic data that raise the question of race at the DNA level." As a result, says Collins, "Duster is a person that rather regularly gets tapped on the shoulder and asked for help."

Troy Duster has been doing this kind of thing for many years on many issues—using solid data and telling examples to shift scientific conversations, and sometimes, political debates as well. He is, to use Michael Burawoy's four-fold schema, a professional sociologist, a policy sociologist, a critical sociologist, and a public sociologist.



Troy Duster [right] accepts ASA presidential gavel from outgoing President Michael Burawoy on August 17.

Sociologist, Philosophy and Social Action, Politics and the Life Sciences, Crime and Delinquency, Society, Social Psychiatry, The Black Scholar, Les Temps Modernes, and The Japanese Journal of Science. His research has been translated into French, German, Italian and Japanese.

His first book, *The Legislation of Morality: Drugs, Crime, and Law* (1970), a classic in the drug field, showed that when the demographics of opiate addiction shifted, so did its definition

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A recent *Scientific American* profile of Troy Duster told of a 1997 meeting at the National Human Genome Research Institute. The eminent geneticists agreed on a mantra: "Race doesn't exist." They insisted that because the DNA of people with different skin colors and hair textures is 99.9 percent alike, the notion of race had no meaning in science:

Then sociologist Troy Duster pulled a forensics paper out of his briefcase. It claimed that criminologists could find out whether a suspect was Caucasian, Afro-Caribbean or Asian Indian merely by analyzing three sections of DNA. "It was chilling," recalls Francis S. Collins, director of the Institute. He had not been

ASA membership hits 27-year high at 13,700! ASA section memberships are also at an historic record number, 21,379!

Public Sociologists Broke Records in San Francisco

Nearly 5,600 registrants shared in the richness of sociology at the 99th Annual Meeting



The 2004 American Sociological Association 99th Annual Meeting in the city by the bay was an overwhelming success. "Thank you" to the more than 5,560 registrants for making this year's meeting in San Francisco the most well attended meeting in ASA's history!

This was the first time that the number of Annual Meeting registrants was more than 5,000. Not only were the total number of attendees one for the record books, but the number of pre-registrants and the number of session participants (4,625) set new records as well. While some of those numbers can be attributed to the allure of San Francisco, much of the credit is due to the meeting's fuller-than-usual (i.e., overflowing) program—developed by President Michael Burawoy and the 2004 Program Committee—the 2004 ASA Council, session organizers and participants, and the ASA staff.

Most Populous, "Third-busiest" Meeting

With San Francisco's cool summer weather (quite a surprise for international visitors and some ASA staff), the multiplicity of culture, the wonderful cuisine, and the progressive nature of this city, it is no wonder that the record for the most attendees at an Annual

Meeting before 2004 was also established in San Francisco (in 1998, with 4,986 registrants). For those whose busy meeting schedules and the abundance of other tempting sessions left them lamenting that they never made it to Alcatraz or even out of the meeting hotels, it was not hard to believe that this was the third busiest ASA meeting—measured by the number of sessions—with only the 2000 Washington, DC, meeting and the 2003 Atlanta meeting having featured more sessions.

Despite the lure of the Golden Gate Park, China Town, or wine country, the

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As many as 2000 attended the largest of the special plenary sessions at the 2004 ASA Annual Meeting, including an overflowing football-field-length ballroom at Arundhati Roy's speech, which featured four large projection screens to accommodate the sprawling audience.

ASA Centennial Will Honor Excellence in the Reporting of Social Issues

In keeping with Past-President Michael Burawoy's 2004 focus on the importance of directing sociological research outward from the "academy" toward its application to societal problems and issues (i.e., public sociology) is the creation of ASA's newest award, the Award for Excellence in the Reporting of Social Issues. The first award will be presented during the 2005 Annual Meeting in Philadelphia. Burawoy proposed this award, which was approved by the ASA Council.

The award is intended to recognize an individual (e.g., writer, producer, editor) for consistent work across time or for a body of work that highlights for the broader public the importance of sociological issues and research. Its purpose is not to recognize a single published piece but rather is to recognize a portfolio. Thus nominators should provide "an account of the nominee's major contributions to furthering the public appreciation of sociology..." See the complete call for nominations below.

Award Nominee Solicitation

The American Sociological Association is pleased to announce the launch of an award for excellence in the reporting of social issues. This award honors individuals for their promotion of sociological findings and a broader vision of sociology.

Purpose: The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public. This award is intended to promote a broader vision of sociology, and to gain public support for the sociological discipline.

Rules of Eligibility: A nominee must have made noteworthy contributions through any medium of public communication to increase the understanding of sociology. He or she cannot be a professional sociologist and membership in ASA is therefore not required.

Award Selection Committee: The Award Selection Committee, composed of nine member sociologists, invites nominations from both sociologists as well as media personnel themselves. Nominations should be submitted to the American Sociological Association via e-mail to governance@asanet.org or by mail to the ASA at 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. The deadline for receipt of nominations for the first award, to be given at the 2005 Annual Meeting, is **November 30, 2004**. In subsequent years, nominations will be due by June 1 each year.

Nominations: Nomination should include an account of the nominee's major contributions to furthering the public appreciation of sociology; examples (e.g., video, printed matter) may be included with the nomination.

For further information, see www.asanet.org/members/2005awardnom.html#Journalist.

In This Issue . . .



5 The Election Issue
Sociologists and social scientists discuss the research on and the politics of democratic elections and voting.



6 2006 Annual Meeting
It is not too early to start thinking about the 101st Annual Meeting in the Big Apple.



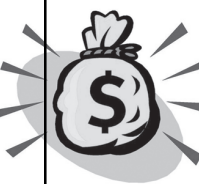
7 No Child Left Behind
Sociologists discuss the impact of the landmark and controversial education legislation.



8 Award for Sociological Practice
Nominations sought for the Distinguished Career Award for the Practice of Sociology.



9 The Answer Is "Yale" . . .
. . . and the question is, "What do Bush, Kerry and the *Sociological Theory* have in common?"



10 Faculty Salaries
An annual survey finds that academic salaries have remained flat for the last two decades.



12 New Minority Fellows Introduced
ASA's MFP announces 11 new fellows.

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The Executive Officer's Column

The Power of IDA—The Place of Data



One of my reasons for coming to ASA was to return to a focus on the centrality of education and educational institutions. I had been seasoned already in the functioning of non-profits through my work in criminal justice research institutions whose focus was on improving access to the legal system and increasing efficiencies in the administration of justice.

One of the greatest challenges of this work was convincing law-trained policy leaders, even very forward-thinking ones, that the social sciences have a vital—indeed indispensable—role in helping conceptualize and quantify current practices and their progress toward goals that are critically important to a democracy. I was astounded by how many police officers moving into leadership roles; probation, parole and correction leaders; and even law-trained professionals in the judiciary, prosecution and defense bar had studied the social sciences (and sociology in particular) in college and sometimes graduate school. And yet, given their professional tendency to focus on the individual case rather than patterns among cases or within organizational processes. Most, apparently, had never absorbed in their education the type of critical thinking—analytical thinking—that is fundamental to the sciences.

After years of working with very talented and educated practitioners and policy leaders at the local and national levels, it is very clear that they absorb *logic* as part of their education (the traditional $A = B, B = C$, therefore, $B = C$, as well as much more complex logic). Those who have studied more recently in colleges and universities are also more comfortable with the idea of *counting* and *measuring* important social phenomena, especially when they are in positions of public accountability.

What most do not fully grasp, however, is how to think *analytically* and how to use numbers to go more deeply beyond a bi-variate relationship, such as the finding that violent crime is higher in neighborhoods that are poor and those that are heavily minority than in neighborhoods that are not. From this relationship the more progressive policy maker might conclude that creating jobs would lower crime in such neighborhoods; more typically, however, the policy that gets implemented is to intensify the arresting of the poor and the young people of color in those neighborhoods. But what about the growing sociological research that indicates we can measure characteristics of *communities themselves* that reduce or eliminate the correlation between violent crime rates and the poverty and race of neighborhoods? What does this social complexity have to say to policy makers about potentially more effective avenues than arrest or even employment for reducing violent crime victimization in all communities?

Such research is very difficult for practitioners, policy makers, and even the general educated public to whom they are accountable, to grasp because most of have an underdeveloped level of quantitative literacy. They are too easily seduced by "obvious" data and statistical relationships reported in the press and in policy documents. They tend not to be sensitive to, or know how to assess, the type and strength of evidence presented as the documentation of such findings and their policy interpretation. When it comes to thinking about social facts, therefore, they are not "sociological." That is, they are not thinking analytically and critically in the sense of challenging conventional data and analysis behind widely accepted "facts" and exploring the policy challenges of more complex data reflecting more complex realities.

ASA Past-President Burawoy has suggested that students are sociologists' "first publics." Whether this observation is viewed as part of our on-going consideration of what "public sociologies" mean or whether it is viewed as an obvious requirement of academic employment, sociologists spend considerable energy working with this public. And they are, or will become, the police officers, judges, prosecutors, and other societal leaders who make many of the important decisions for us as members of our civic communities. As undergraduate educators, sociologists have a strategic opportunity to strengthen the preparation we give them for these important roles by expanding their understanding of the need for empirical analysis and their ability to seek, find, and evaluate relevant data.

Who is this powerful IDA? The ASA and the Social Science Data Analysis Network have collaborated over the last two years on a National Science Foundation-funded project called *Integrating Data Analysis* (see article on p. 11 in this issue of *Footnotes*). IDA's goal is to help sociologists and their departments close this quantitative literacy gap. ASA has been blessed to have Carla Howery leading our efforts in teaching and learning for more than two decades; in IDA she is working with other stars among ASA's membership such as William Frey, Kerry Strand, and Havidán Rodríguez. These colleagues have led the IDA project, which will formally come to a close in April 2005, in conjunction with the faculty of 12 undergraduate sociology departments whose goal has been to change courses and curricula to infuse more research and hands-on data experience into the cumulative process of learning sociology.

IDA is not only an important creative innovation in teaching and curriculum development. It is essential if sociology is going to do the job it must do to ensure that the educational pipeline contains both well-trained future social scientists and civic leaders with a high level of scientific literacy. These are the groups who together will ultimately craft policy decisions in our democracy. Science is not democratic: all knowledge is not equal—science focuses only on empirically plausible explanations for measurable events. But the use of science, especially social science, is democratic; it takes place in a democratic marketplace of ideas. A more scientifically informed public and more publicly sensitive scientists have the opportunity to make wiser choices. □

Sally T. Hillsman





PUBLIC AFFAIRS UPDATE

✓ **Bush nominates Bement as National Science Foundation director** President Bush nominated Arden Bement, Jr., who has been serving as interim director of the National Science Foundation (NSF) since the winter of 2004, to lead the agency for a six-year term. The mid-September announcement came just three days before his 210-day term as interim director was to expire, as per the 1998 Federal Vacancies Reform Act. As of the end of September, the Senate Committee on Health, Education, Labor, and Pensions has approved the President's nomination. Approval by the full Senate could happen before Congress' adjournment in October. The nomination allows Bement to stay on as acting director, pending Senate confirmation. Bement, who is director of the Commerce Department's National Institute of Standards and Technology, has been heading up both agencies since former NSF Director Rita Colwell left to become chair of Canon U.S. Life Sciences, Inc. In a memo to his NSF staff, Bement said he looks forward to continuing NSF's tradition of "strong and independent directors." The House Science Committee chairs, Reps. Sherwood Boehlert (R-NY) and Bart Gordon (D-TN), were quick to second the nomination. Boehlert said, "Arden knows the agency well and brings a wealth of experience in industry, government and academia to the job." Bement is not new to NSF, as he served (1989 to 1995) as a member of the National Science Board, NSF's governing body, and on the first Advisory Panel for Social, Behavioral and Economic Sciences in the mid 1990s and chaired its Science Resources Statistics subcommittee.

✓ **NIH grants for studies of ethical, legal, and social aspects of genomics** Four universities will be awarded five-year grants totaling about \$20-million from the National Human Genome Research Institute, part of the National Institutes of Health, to support interdisciplinary centers devoted to studying the ethical, legal, and social issues raised by genetic and genomic research. The grants will support the work of scholars in fields outside the disciplines of genetics and genomics, such as the behavioral and social sciences, public policy, and law. The four grant recipients and projects are: Case Western Reserve University's Center for Genetic Research Ethics and Law will study ethical issues in the design and conduct of genetic research on human beings; Duke University's Center for the Study of Public Genomics will study the flow of information in genomic research; Stanford University's Center for Integration of Research on Genetics and Ethics will study the ethical, legal, and social consequences of uncovering genomic factors that may contribute to behavioral and neurological conditions; and the University of Washington's Center for Genomic Health Care and the Medically Underserved will study the ethical, legal, and social factors that influence the translation of genetic information to improved human health.

✓ **American Community Survey ramp-up is delayed** The U.S. Census Bureau will delay temporarily the ramp-up to full implementation of the American Community Survey (ACS), which was scheduled to begin in July 2004, due to current uncertainties in the appropriations process for FY 2005. Nevertheless, the Census Bureau is still planning to conduct the fully expanded ACS for housing units in 2005. The start of ACS group quarters data collection will be delayed until 2006. The House Appropriations Subcommittee on Commerce, State, Justice, Judiciary and Related Agencies approved \$146 million for ACS, which is \$81.2 million above the current year, but \$19 million less than the President's request. The Census Bureau will continue to monitor closely the appropriations process while considering the best options proceed with the ramp-up and continues mailing the survey to approximately 67,000 households per month. This temporary delay will not have an impact on the ACS estimates for 2004. □



Representative Vernon Ehlers (R-MI) [left] is introduced by ASA Executive Officer Sally Hillsman to Princeton University sociologists Bruce Western [right] and Devah Pager [next to Western] at the 10th Annual Capitol Hill Exhibition of the Coalition for National Science Funding (CNSF) recently. Ehlers, a long-time supporter of the National Science Foundation (NSF), learns about Western's and Pager's racial discrimination research, which is funded by NSF

Jimenez Selected as 2005 ASA Congressional Fellow

by Johanna Ebner,
Public Information Office

Tomás Jiménez was selected as ASA's 2004-05 Congressional Fellow. In June 2004, he will complete his doctoral degree at Harvard University, and beginning in January 2005, he will work a six-month term on the staff of a congressional member's office or on the staff of a congressional committee in Washington, DC.

Jiménez brings to the fellowship a strong background in immigration and migrant group integration. His dissertation research is on Mexican Americans in Garden City, Kansas. He hopes to use his research to gain a deeper understanding of the challenges faced by "new immigrant gateway" towns. In his future endeavors with the fellowship and beyond, he envisions a career where he might design a fairer and more equitable immigration system and develop programs to help smooth the incorporation of immigrants into the United States.

"Jiménez is an ideal candidate for the fellowship because of the research that he has done on the immigrant community and for the training he has received to make his work accessible to academic and non-academic audiences," said ASA Deputy Director Carla Howery. He has started to gear his research toward policymaking as a member of the new, non-partisan "New Vision" policy institute, founded by Harvard University students. New Vision connects research, policy, and the public, and gives greater visibility to research, including that of sociologists. Soon he will author his first idea brief for New Vision on immigrant incorporation into the larger society.

As a Fellow in the National Science

Foundation's summer Malcolm Weiner Multidisciplinary Program on Inequality and Social Policy, Jiménez participated in special training on inequality and social policy.

Jiménez believes it is important for sociologists to be involved in the policymaking process to engage with society and be more aware of the needs in our society in order to design research to understand and address these needs. He hopes to accomplish this by better understanding what influences the policymaking process. This includes the policymakers' beliefs, existing research, constituents' desires, and lobbyists' influence.

"Since I firmly believe that sociologists can make significant contributions to the common good by recommending and understanding the consequences of policy," said Jiménez, "I am eager to apply my sociological training in a more 'hands-on' way in the policymaking setting."

The ASA Congressional Fellowship is an opportunity for a sociologist to work on a congressional or congressional committee staff to learn about the policymaking process, and to link sociology to policy-relevant topics. The 2003-04 ASA

Fellow, Marjorie Schaafsma, previously at the Sloan Center on Children, Parents and Work, worked on the staff of the Senate Democratic Policy Committee.

In addition to serving on a staff, the Fellow often spends some time preparing briefing materials, participating in an ASA congressional or media briefing on a timely topic, and contributing stories to *Footnotes*. The ASA's Spivack Program on Applied Social Research and Social Policy administers the Fellowship. The next application deadline is February 1, 2005. See the ASA website at <www.asanet.org/student/funding.html> for application information. □



Tomás Jiménez



. . . The researchers also informed other public policy types at the CNSF event. Nearly 400 people attended including NSF Acting Director Arden Bement [next to Hillsman]; NSF Deputy Director Joseph Bordogna [right of Western]; NSF Acting Director for Social, Behavioral, and Economic Sciences Wanda Ward [far right]; and Division of Social and Economic Sciences Director Rick Lempert [not shown]. In addition, White House Science Advisor John Marburger and several of his staff in the White House Office of Science and Technology Policy attended. Besides Representative Ehlers, Representatives Ralph Regula (R-OH), Roscoe Bartlett (R-MD), Howard Coble (R-NC), Bob Etheridge (D-NC), and David Hobson (R-OH) visited the exhibitors. ASA was publicly recognized for its efforts in helping plan the event.

Beth Rubin Joins NSF Sociology Program

by Lee Herring, ASA Public Affairs Office

"This is an amazing time to be a sociologist; very few institutions are immune from the rapid transformations characterizing our workplaces, economy, and geo-political relations. Moreover, the pace of change is accelerating and the breadth of change is expanding, and sociologists are uniquely positioned—because of their range of theories, foci, and methods—to understand those changes and share that understanding," commented University of North Carolina-Charlotte sociologist Beth Rubin in a recent interview about her new role as a Visiting Scientist at the National Science Foundation (NSF).

Beginning in August 2004, Rubin began a two-year term as Sociology Program Director at the NSF. Her temporary appointment to this position is made possible by the Visiting Scientist, Engineer, and Educator (VSEE) Program and, NSF's IPA program (Intergovernmental Personnel Act), under which some 40 percent of NSF's 1,300 scientific and technological staff are employed. Rubin joins the ranks of what are warmly referred to in the agency as NSF "rotators."

"No federal research agency better understands the accelerated pace and interconnectedness of the sciences and our culture than NSF," said Rubin, who is excited to be working at NSF. Consistent with the ever-changing pace and breadth of science, NSF effectively manages its \$5-billion-plus research grant portfolio by constantly "rotating" new grant program directors through its doors about every two years. Because continuity of staff is an important

complement to the competitive IPA and VSEE programs, so Rubin will work closely with Patricia White, the sociology program's long-time permanent

program director, to support basic and applied research in sociology and cross-disciplinary research through the proposal development and funding process. Rubin replaces University of Kansas sociologist Joane Nagel (see November 2002 *Footnotes*), who served as an IPA rotator for the past two years.

Individuals appointed to the VSEE program are on a non-paid leave of absence from their home institution. NSF pays salary while benefits are maintained with the home institution. An appointee must be a U.S. citizen or citizen of a country that has a mutual security agreement with the United States. Appointments are usually made for up to one year and may be extended for an additional year by mutual agreement between NSF, the home institution, and the VSEE. IPA rotatorships may be extended for a total period of up to four years.

NSF is a major source of funding for sociological research. In addition to the two annual funding cycles each for the regular research and dissertation proposals, NSF has a series of specific funding initiatives. Particularly exciting is the recent Human and Social Dynam-

ics (HSD) priority area. This NSF-wide initiative explicitly calls for multi-disciplinary research that combines disciplines such as sociology, engineering, and the natural sciences to develop breakthrough knowledge about the dynamics of social change at all levels of analysis. The current competition has three emphasis areas: Agents of Change, Dynamics of Human Behavior, and Decision Making and Risk (see February 2004 *Footnotes*).

"This HSD initiative exemplifies what is so exciting about the National Science Foundation," said Rubin as she anticipated beginning her NSF rotation. "My own background is as an inter-disciplinarily trained organizational sociologist. For much of the early stages of my career, working in multiple disciplines created more obstacles than advantages, so it's very exciting to be part of an organization that is reversing that problem. I am excited about working on initiatives such as HSD and with the Cross Directorate program and the Innovation



Beth Rubin

and Organizational Change program that encourage and support the sorts of breakthrough knowledge that interdisciplinary research can create."

Rubin is energized by her own experience serving on an NSF dissertation review panel and with other past grant reviewing, which "fuels my enthusiasm for the mentoring process that is at the core of what the National Science Foundation does," she explained. "A quick glance at NSF's website [www.nsf.gov] makes it immediately obvious that at its core, this agency is really about mentoring the highest quality research across a range of organizations and in a wide array of settings."

NSF achieves this mentoring through the regular grant programs as well as women and minority funding programs, young CAREER awards, the Research Experiences for Undergraduates, and Research in Undergraduate Institutions. Through these programs, NSF both supports and facilitates outstanding research, often from scholars who might find research support difficult to secure.

"I think a particularly important part of the job is this outreach function and I'm interested in playing a role in bringing more people to the 'research table,'" Rubin said. "As Program Director, I'm really interested in facilitating our ability to play that sort of role. Moreover, I have always believed that social scientists are extremely well positioned to understand how a broad array of social, economic, and cultural phenomena are interrelated. Rather than view the range of changes characterizing social life as discrete, we have the theories and methodologies to connect these changes and thereby better comprehend them. Now, in particular, our ability to, for example, model relationships at multiple levels of analyses is allowing us to better test theories that have been present for years," Rubin concluded. □

"No federal research agency better understands the accelerated pace and interconnectedness of the sciences and our culture than NSF."

Sociologists Among Inductees of the American Academy of Arts and Sciences

The American Academy of Arts and Sciences announced the election this year of two sociologists among its new 178 Fellows and 24 Foreign Honorary Members to Academy membership. The newly elected sociologists are Michael Hechter, University of Washington, and Yu Xie, University of Michigan. Hechter's and Xie's fellowships fall under the social relations category. The 202 inductees are world-renowned leaders in scholarship, business, the arts, and public affairs.

Michael Hechter is a professor of sociology at the University of Washington. His areas of focus are Political Sociology, Theory, Sociology of Values, and Comparative-Historical Sociology. He has written *Internal Colonialism: The Celtic Fringe in British National Development 1536-1966*, *Principles of Group Solidarity*, and *Containing Nationalism*. Hechter earned his PhD from Columbia University and has earned various awards for his writings.

Yu Xie is Frederick G.L. Huetwell Professor of Sociology in the Department of Sociology at the University of Michigan. He is also affiliated with the Department of Statistics, the Population Studies Center, the Survey Research Center of the Institute for Social Re-

search, and the Center for Chinese Studies. At the Survey Research Center, he directs the Quantitative Methodology Program (QMP). Xie specializes in social stratification, demography, statistical methods, and sociology of science. He has co-authored two books, *Women in Science* (with Kimberlee Shauman) and *Statistical Methods for Categorical Data Analysis* (with Daniel A. Powers).

Election to the American Academy of Arts and Sciences is one of the highest honors in the United States. Early fellows included George Washington, Benjamin Franklin, Daniel Webster, Ralph Waldo Emerson, Albert Einstein, and Winston Churchill. The Academy was founded in 1780 by John Adams, James Bowdoin, John Hancock, and other scholar-patriots "to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people." Its unique structure allows the Academy to conduct interdisciplinary studies on international security, social policy, education, and the humanities on the range of academic and intellectual disciplines of its members. New Fellows will be welcomed at the Academy's annual induction ceremony in October 2004. □

Sociologists Among American Academy of Political and Social Science Honorees

The American Academy of Political and Social Science (AAPSS) recently inducted nine new fellows at its 2004 ceremony in Washington, DC, and among them were two sociologists: **Douglas S. Massey** and **Marta Tienda**, both at Princeton University.

The Academy's naming of fellows is intended "to recognize and to honor individual social scientists for their distinguished scholarship in the social sciences, sustained efforts to communicate that scholarship to audiences beyond their own discipline, and professional activities that promise to continue to promote the progress of the social sciences," said AAPSS President Lawrence W. Sherman. Sherman is the Albert M. Greenfield Professor of Human Relations in the Sociology Department at the University of Pennsylvania.

This is the organization's fifth induction of fellows. Each fellowship is named after a distinguished scholar and public servant who has written for the Academy's journal, *The Annals of the Academy of Political and Social Science*.

The W.E.B. DuBois Fellow was awarded to Massey, professor of sociology at Princeton University. He previously taught at the University of Chicago and the University of Pennsylvania, where he was also the Director of the Population Research Center. A former president of the American Sociological Association, his research focuses on international migration, race and housing, discrimination, education, urban poverty, and Latin America. His most recent book is *Beyond Smoke and*

Mirrors: Mexican Immigrants in an Age of Economic Integration. He was awarded numerous awards for his book *American Apartheid*, co-authored with Nancy A. Denton.

Marta Tienda, the Ernest W. Burgess Fellow, is the Maurice P. During '22 Professor in Demographic Studies and Professor of Sociology and Public Affairs at Princeton University. Tienda previously served as the Director of the Office of Population Research. Her research interests include ethnic and racial stratification, poverty and social policy, and the sociology of employment and labor markets. She is a fellow of the American Association for the Advancement of Science and the American Academy of Arts and Sciences. She has authored numerous books and articles including the forthcoming *Ethnicity and Casual Mechanisms* (edited with Michael Rutter) and *Youth in Cities*.

Junior Fellows

In addition to the AAPSS senior scholars, two sociology undergraduate students were recognized among the 10 Junior Fellows awarded with Undergraduate Research Awards. The sociology majors who received the Undergraduate Research Award were Nicole Cross from Occidental College for her paper, "Youth Subculture in Los Angeles: A Comparison of Rave and Hardcore," and Justin Golbabi from the University of Notre Dame for his paper, "A Quantitative Analysis of Police Departments and Riot Severity, 1964-1971."

For more information on the Fellows or Junior Fellows, see www.aapss.org. □

New on the ASA Website

ASA's 2003 Financial Auditor's Report is now available on ASA's website at www.asanet.org/governance/audit2003part1.pdf. The 15-page report is posted there as an 89KB PDF file. Watch this space for announcements of upcoming ASA committee and task force reports that will be posted on the website.

Political Science Goes Public . . . A Lesson for Public Sociology?

Is democracy vulnerable as economic disparities grow?

by Roberta Spalter-Roth, Department of
Research and Development

A year after its centennial celebration, for the first time in more than half a century, the American Political Science Association (APSA) issued a task force report at a press conference in Washington, DC, at the National Press Club, the location of many nationally televised public statements by policy-focused organizations. The topic of the early June event was a non-partisan analysis of economic-based threats to American democracy. The APSA report, *American Democracy in an Age of Rising Inequality*, was based on two years of intensive work by its Task Force on Inequality and American Democracy.

Sociologist, and former APSA president, Theda Skocpol of Harvard University, had initiated the report. Three report discussants, two conservative and one liberal, all vigorously welcomed the APSA back into the public discourse arena. Norman Orenstein, resident scholar at the American Enterprise Institute, applauded APSA efforts to engage in an issue as important as non-participation in civic society and in educating the public on the need to increase civic participation. William Kristol, editor and publisher of *The Weekly Standard*, took a positive view of the issuing of the report, stating that in the past few decades, academic and public political scientists have been drifting apart. Kristol, however, criticized the report for drawing too direct a link between inequality and political participation. Thomas Mann, Senior Fellow at the Brookings Institution, challenged Kristol for his non-empirical claims about the report's lack of empirical data (actually three volumes of background studies accompany the report on APSA's website (www.apsanet.org)). Mann also congratulated APSA for opening an important and promising debate on a topic that is so fundamental to the American way of life.

Report Conclusions

Skocpol and Lawrence Jacobs, University of Minnesota and the Task Force's Chair, summarized the Task Force's three major points as well as some specific findings from the studies of political scientists, sociologists, and economists. One major point of the report is that lower- to middle-income Americans, including racial/ethnic minorities, lack voice and participate less in the democratic process than the wealthy. Increasing income inequality has exacerbated this gap, despite changes in the

laws to facilitate engagement in political processes. A second major conclusion is that there is less outreach by political parties/politicians to engage these populations. This finding is key, because research shows that active personal outreach and invitation to participate is the most effective way to increase engagement. A third point in the study is how government responds to growing income inequality. There is little evidence that money buys votes, but there is evidence that influence over who runs for office and who gains access to the elected officials later is related to one's income. Because income and resources influence the issues and agendas of elected bodies, there are areas of policy that do not get addressed.

The Task Force's specific findings about the relation among the economic factors, voting, and policymaking include:

- Wealthier Americans participate more in political activities—from voting to joining advocacy groups—than do lower-income citizens.
- Both major parties target resources for recruiting those who are already involved.
- The Internet, which offers opportunities for virtual political participation, is more accessible to the affluent.
- The decline in union membership has reduced the participation of working Americans in the political process.
- The rise of "public interest" citizen associations has not significantly corrected the bias of the system toward the more privileged.

Skocpol concluded that the "interests and preferences of the better-off are conveyed with clarity, consistency, and forcefulness, compared to the voices of lower- or moderate-income Americans, racial and ethnic minorities, and legal immigrants." Jacobs concluded, "What we are witnessing is . . . a growing sense of powerlessness that is tearing at the heart of democracy itself. When people feel powerless, when the rich get richer and the poor get poorer, we make ourselves vulnerable to . . . system-wide chaos."

The Task Force concluded that urgent steps were necessary to counter the growing threat to equal citizenship and responsive government posed by an "era of persistent and rising inequalities." The successful press conference demonstrates the advantages for political scientists of participating in public discourse and provides reinforcement to the emphasis on Public Sociology in our own discipline. For a copy of this report, see www.apsanet.org/Inequality/taskforcereport.pdf. □



Addressing a National Press Club audience, sociologist Theda Skocpol is accompanied by panelists [left to right] Michael Brintnall of APSA, Thomas Mann of the Brookings Institution, and *The Weekly Standard* editor William Kristol.

Should Sociologists Run for Public Office?

Upcoming national election inspires sociologist to contemplate the merits of bringing sociological imagination to elected office

by Jack Nusan Porter, University of
Massachusetts-Lowell

Jack Porter, Leslie Schneider KO'd in prelims – *Newton Tab Newspaper* (September 17, 2003)

"Alderman Candidate Jack Porter and School Committee Candidate Leslie Schneider were eliminated in Tuesday's preliminary election, clearing the way for the other four alderman candidates and two School Committee candidates, and at-Large Alderman from Ward 3 was Leonard Gentile who got 2,425 votes. He was followed by Ted Hess-Mahan, with 2,364 votes, David Donahue with 1,582, and Paul Snyder with 1,172. . . . Porter only received 454 votes, and Schneider received 971 votes."

This *Newton Tab* synopsis captured last fall's local preliminary election results of an affluent suburb west of Boston called Newton, a city with 85,000 citizens. Of course, about four times as many people voted in the final election in November, but the rankings were the same—Gentile and Hess-Mahan, both fine candidates, won. I lost. It was my second time running. I had run for School Committee three years earlier and garnered over 2,000 votes.

Running for Public Office

Did I learn anything from all this? Did my PhD in sociology help or hinder me? Should other sociologists run for office? The answer is "yes." Personally, I learned a great deal about American politics. My PhD both helped and hindered me but in unexpected ways. And, yes, more sociologists should run for office.

A small ad in an issue of *Footnotes* last year, in which I solicited information from other sociologists who had run for office, yielded only one phone call. It was from sociologist Richard Hill of San Diego State University who ran for U.S. Congress in 1982. Yet, I know others who have run. Mike Malec, Boston College, ran successfully for a similar Newton aldermanic seat a decade or more ago.

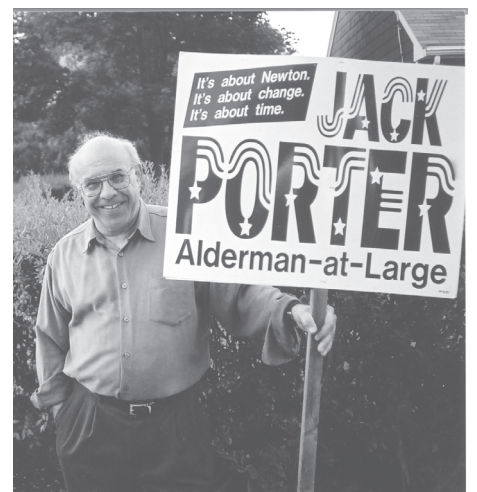
How can sociology help or hinder a political campaign? The problem is the Millsian sociological imagination itself; it is a powerful lens that when aimed at our society presents an unfamiliar picture to which we are not prepared to respond. Moreover, it implies a leap of understanding and a need for cooperation and involvement for which U.S. citizens are only at times able to accept.

This lack of sociological imagination is what makes U.S. politics so frustrating for energetic agents of change. Let us

examine the components of what I mean by the sociological imagination.

As regards turning personal problems into public issues, the best political candidates do this well. For example: To an audience of the unemployed, the skilled politician asks, "What is President Bush doing about it?" To the parents of a son who died in the Iraq war the strategic politician demurs, "Did our government lie to us?" "You cannot afford medications? Why?"

C. Wright Mills' "big picture" presents a more difficult challenge for Americans, with their anti-socialist history and their abiding trust in business and govern-



ment to comprehend. For example, I tried to have my Newton constituents understand that the traffic and parking in Newton—a major problem confronting most suburbs—were caused not simply by drivers cutting through Newton streets to avoid tolls, but by inadequate promotion of public transportation. We need to get more people taking the T, our subway system, and leave cars on the periphery parking lots. (Interestingly, the late visionary architect Louis Kahn said the same thing 40 years ago in Philadelphia in the recent documentary, *My Architect*, by his son Nathaniel Kahn. While his idea was totally rejected by the city powers, L. Kahn was right.)

Too often, politicians piecemeal solutions to problems, and eschew the "big picture."

Personal Involvement

Mills was not a Howard Dean, and to my knowledge wrote little about actually organizing the masses, but this country needs more personal responsibility and involvement by its citizens. Take the case of traffic, again. My sociological training taught me to understand that maybe we

See Porter, page 11

Social Scientists Help Identify Research Agenda To Improve U.S. Voting Process

A number of social scientists and ASA staff participated in a mid-September workshop, organized by the American Association for the Advancement of Science, titled "Developing a Research Agenda for Electronic Voting Technologies," that generated an even broader social science and technology research agenda than the workshop's title suggests. The workshop was designed to identify problems in and improve the U.S. voting process overall and was spawned by the unprecedented 2000 national election problems that plagued the presidential voting in the State of Florida. Efforts emerged from that fiasco to explore and assess new technological options in voting, including the Internet, and to undertake research that can improve understanding of the limits of existing voting systems, including the potential gains and limits associated with various voting system alternatives, in relation to public trust and confidence, as well as technical reliability, and voting error, and transparency. Information about the workshop and participants can be viewed online at www.aaas.org/spp/sfrl/projects/evoting/webcast.shtml. The interim report can be found at www.aaas.org/spp/sfrl/evoting/report.pdf.

Suggestions Are Invited for the 2006 Annual Meeting Program!

It is not only ASA officers and staff who think about several Annual Meetings simultaneously. ASA members may also look ahead to the 2006 Annual Meeting while they prepare to submit papers this winter for the upcoming 100th Annual Meeting. The 2006 program is now starting to take shape under the leadership of President-Elect Cynthia Fuchs Epstein and the 2006 Program Committee. "Great Divides: Transgressing Boundaries" is a theme that invites participation across the discipline and gathers together a variety of sociological work in diverse formats.

The wide spectrum 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 organizers for the following components of the program.

Thematic Sessions Delve into the Dynamic between Boundary Continuity and Change

Thematic Sessions are specially designed and planned by the Program Committee to further examine the meeting theme. The sessions are broad in scope and endeavor to make the theme of the meeting come alive. Ideas are encouraged that confront issues in new ways, unfold the theme in various settings, or bring new research together in new ways. Participation in a thematic session is by invitation only; a proposal should include suggestions for organizer and participants (see guidelines below).

Special Sessions Feature Significant Sociology or Explore New Territory

Special Sessions focus on new areas of sociological work, timely topics, and a variety of critical areas facing the world today. Special Session topics 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, and participation is by invitation. 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.

Regular Session Topics and Organizers Needed

For the open **Regular Sessions**, the Program Committee selects more than 100 broad topics, drawing on the experience of past programs as well as suggestions from the membership, the committee's own ideas, and topics it considers to be timely or emerging. Once these broad topics are identified, they form the backbone of the Call for Papers that will appear in the fall of 2005. The Program Committee encourages proposals for broader open submission topics at this stage of the planning process. Please refer to the guidelines below for pertinent information on organizer eligibility. While many topics recur from year to year, the Program Committee annually reviews and revises the Regular Session topic roster. Important new areas for this program component are welcome.

Workshops and Seminars: Venues for Training and Idea Exchange

Workshops provide the opportunity to learn about developments in research, theory, teaching, and practice. Workshops are open to all attendees; no fees are involved. Workshop topics focus on careers and professional growth, academic department strategies, research skills and major datasets, teaching challenges, grant opportunities and grant writing skills, enhanced teaching of standard courses, ethical issues, and more. If you have tried a pedagogical approach that has been effective, have wisdom to share about using sociology in practice, or developed insightful career advice to pass along, please volunteer to lead a workshop.

Seminars provide the opportunity to learn about cutting-edge developments in methodology and theory. Attendance at seminars is limited, and preregistration and fee payment is required. If you have methodological or theoretical knowledge in an important area where skills need to be honed, please submit a proposal for a seminar.

What Role Will You Play in ASA's 2006 Annual Meeting?

Help shape the program for 2006 and share your professional work with colleagues. Submit session proposals by November 30, 2004, for review at the first full-length planning meeting, and by February 1, 2005, for consideration at the second meeting. The Program Committee's initial planning this winter is directed toward the development of a structure of session types and organizers.

The ASA meeting resonates as a program of the members, by the members, for the members. But a meeting of this size and scope requires advance planning. Please think ahead for 2006 and propose session topics and organizers *now*. With the collective input of ASA members, the Annual Meeting program for the 2006 year will achieve a high mark of excellence.

Guidelines for Session Proposals

Session proposals should provide the following information:

- Designation of the session type:
 - 1—Open (Regular Session topic); or
 - 2—Closed/By Invitation (Thematic Session, Special Session, Workshop, or Seminar)
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2006 program;
- 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 (i.e., Thematic Session or Special Session).

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.

Organizer Eligibility. Those submitting suggestions for organizers of Regular Sessions should be aware of the organizer eligibility policy of the Program Committee. Any member who organized an open submission session for the 2004 program or who will serve as an open submission session organizer for the 2005 program is considered ineligible to be nominated as an open submission session organizer for 2006. 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.

Deadline. Session proposals for 2006 should be submitted no later than February 1, 2005. Those received by November 30, 2004, will be reviewed at the committee meeting in December. A long lead in planning time is needed in order to publish the *Call for Papers* in the fall of 2005.

Proposals should be sent to the attention of Janet Astner, Meeting Services Director, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701, USA; meetings@asanet.org; fax (202) 638-0882. □

2006 Annual Meeting Theme: Great Divides: The Sociology of Boundaries

101st ASA Annual Meeting
August 12-15, 2006
Hilton New York and Sheraton New York
New York, New York

We confront a world torn by competing ideologies, divisive boundaries, and the consequences of globalization. Constructs of race, religion, gender, sexuality, class, and nation create serious inequalities, conflicts, and human suffering.

Yet the creation of boundaries, both physical and symbolic, is central to the working of societies and to the ability of individuals to develop their senses of self and community. Although boundary creation has always been a topic of social science interest, today, as never before, we are alert to the consequences of creating divisions. At the 101st Annual Meeting, we, as social scientists, and as scholars and public intellectuals, consider the complex processes and institutional underpinnings that create boundaries—for good, for ill, and perhaps for no purpose at all.

It is important that we look at the obvious divides of geography, polity, time, economics, nationality, religion, ethnicity, gender, and age, and further consider the impact of disciplinary and theoretical divides that affect our analyses. Further we should examine the consequences of various sociological orientations for framing the ways in which the popular press, the law, the media, and people on the street understand their positions and prospects in life.

This intellectual project is integrated with the quest to better understand major social problems—war; hunger; the human rights of women, workers, and religious minorities; access to power; and the worldwide transmission of disease.

The 2006 Program should guide sociologists and the ASA toward an informed engagement in national and international policy debates and toward assuming a visible role in constructing the public agenda.

2006 Program Committee

Cynthia Fuchs Epstein, *President-Elect and Committee Chair*, City University of New York Graduate Center
Paul DiMaggio, Princeton University
Mitch Duneier, City University of New York Graduate Center
Joan H. Fujimura, University of Wisconsin, Madison
Sally T. Hillsman, *Executive Officer*, American Sociological Association
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Edward Telles, University of California, Los Angeles
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Get Set to Celebrate ASA's First 100 Years! Visit ASA's New Online Store. . .

- ASA centennial products are available for purchase at <www.cafepress.com/asoca>. These reasonably priced items (great for gifts) feature the new ASA centennial logo.
- ASA products featuring the standard logo are also available for purchase at this site.

No Child Left Behind Act Scrutinized at Sociology of Education Section Policy Conference

by Kevin Dougherty, Teachers College, Columbia University; James Rosenbaum, Northwestern University; Alan Sadovnik, Rutgers University; and Kathy Borman, University of South Florida

The No Child Left Behind Act (NCLB) is a landmark and controversial piece of federal legislation that may have far-reaching consequences for U.S. education. NCLB is the most comprehensive legislation governing state and local educational policies in U.S. history. Given its importance, the Sociology of Education Section held a conference on it on the last day of the 2004 ASA Annual Meeting.

Passed as part of the 2001 reauthorization of the Elementary and Secondary Act, NCLB sets specific national standards for schools and their students and penalties for not meeting these standards. NCLB requires all states to assess annually all K-12 students and report the

percentages—disaggregated by race, ethnicity, gender, socioeconomic status, and disability—of students who are proficient in

core subjects such as mathematics and reading. Schools must demonstrate adequate yearly progress for the entire school as well as for each subgroup. If a school does not demonstrate adequate yearly progress for three years, it is subject to restructuring, reconstitution, and replacement of teachers and administrators, and its students are eligible to transfer to another public school of their choice. NCLB also requires that all

schools have 100% of their teachers certified as highly qualified and use scientifically proven methods of instruction. States that do not comply with the federal standards

are ineligible for millions of dollars in federal Title I monies for disadvantaged students, as well as other federal educational aid.

NCLB advocates argue that it will force states to reduce the achievement gaps among students because schools cannot hide low achievement by disadvantaged students behind the higher achievement of advantaged children. However, critics argue that the act provides insufficient funds to improve failing schools; lacks a uniform definition of proficiency because the types of tests and definitions of adequate yearly progress can vary by state; mistakenly brands as failures disadvantaged schools whose students may show significant progress but are still below proficiency; fails to acknowledge the main social and economic sources of unequal educational achievement; and provides a backdoor to school vouchers and dismantling of U.S. public education.

Sociological Issues

As a discipline, sociology has much to say about key concerns of NCLB: assessment, instructional improvement, teacher recruitment and professional

development, and school choice. However, much of the public debate about NCLB has been dominated by educational psychology and economics, with insufficient regard to the issues of stratification processes, institutional structures, and organizational dynamics that sociology would spotlight. Sociological analyses can powerfully illuminate how school structures and processes respond to the NCLB mandates and whether and why those responses result in the intended achievement gains. Further, sociologists can shed light on how the success or failure of NCLB is affecting status attainment processes for students differing in social class, race-ethnicity, and gender. In addition, one particular point of contention for sociologists is that NCLB does not include sociology as one of the college social science majors that would allow a K-12 teacher to be considered for “highly qualified” status.

The 2004 NCLB policy conference was

planned by a committee appointed by Kevin Dougherty, outgoing chair of the Sociology of Education

Section, and headed by Alan Sadovnik and Kathy Borman. The conference drew more than 90 participants. Support came from the American Institutes for Research, which has long supported sociology of education and the Sociology of Education Section.

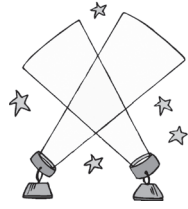
The conference began with presentations on NCLB from Christopher Cross, former Assistant Secretary for Education and Senior Fellow at the Center for

Educational Policy in Washington, DC; Russlynn Ali of the Education Trust; and Robert Copeland, Superintendent of the Piscataway,

New Jersey Schools. However, the bulk of the conference was devoted to nine roundtable discussions, organized around different facets of NCLB: accountability, curriculum and instruction, developing high quality teachers, parental involvement, and school choice. The discussions focused on identifying the key research and policy issues raised by NCLB and determining the state of sociological knowledge on those issues.

Summaries of the roundtable discussions will be posted on the Sociology of Education Section webpage (www.asanet.org/soe/) and will provide the basis for submissions to the new “Perspective” section of ASA’s journal *Sociology of Education*. Jim Rosenbaum, the incoming Section chair, is also planning a full day conference for the day before the 2005 ASA Annual Meeting. This conference would be devoted to research papers on NCLB, which will be collected later as a book.

Ultimately, this effort is aimed at creating a strong base for sociologists to contribute vigorously to the policy discussions that will frame the 2007 legislative re-authorization of No Child Left Behind Act. The hope is that this



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology departments

Using “Advanced Introductory Courses” to Level the Playing Field for Transfer Students

by Jean Beaman, Academic and Professional Affairs

Ideally, the “Introductory Sociology” course lays the foundation for the sociology major and ensures that students have a common knowledge base as they prepare for more advanced sociology courses. However, schools accepting transfer students who have taken “Introductory Sociology” at their previous institution may not be warranted in assuming that these students have a standard and solid introductory background. One way that some departments have dealt with this issue is to develop “advanced introductory courses” as requirements for the major. These courses ensure that certain competencies are met for transfer and non-transfer students alike; all students are on the same page ready to advance into core courses.

Cleveland State University

At Cleveland State University most of the sociology majors are transfer students who had already taken Introductory Sociology and who then elected to take whatever courses they chose. “Students

often lacked much in the way of background, and were poorly prepared for any of the courses they might elect,” explained former Department Chair Peter Meiksins.

The department’s solution is “Race, Class, and Gender,” a course required of all sociology majors. The course has become very popular and also satisfies the university’s Human Diversity requirement and orients students to one of the department’s central emphases, the study of inequality and difference.

As a participant in the ASA Integrating Census Data into the Sociology Curriculum project (IDA), department faculty have incorporated data analysis into this low-level course. Meiksins also believes the course serves a recruitment function for majors, since many students declare a sociology major late in their academic careers.

Illinois State University

The “Sociological Inquiry” course at Illinois State University acts as bridge from the survey courses to the more

substantive courses. The sociology department felt that students needed more preparation for core courses besides “Introductory Sociology.” “[Transfer] students were coming in at all levels of preparedness and professors were having to do too much remedial teaching in the core courses,” explained sociology professor and course creator Virginia Gill. “Sociological Inquiry,” described as an in-depth introductory course, is taught in smaller sections than most “Introductory Sociology” courses. “I put a lot of emphasis on integration and application of material,” commented Gill. “Students must earn a C or better in ‘Sociological Inquiry’ to pass into the other core courses in the major, which build upon the foundation of ‘Sociological Inquiry.’”

Lehman College

Similar to Illinois State, Lehman College uses its “Sociological Analysis” course to reinforce and expand upon concepts addressed in the “Introductory Sociology” course. Transfers to Lehman College are evaluated according to how many general education courses they have taken. The majority of Lehman

College graduates are transfer students and therefore most students do not take sociology courses until their senior year. “The course does work toward ensuring

numerical, analytical, writing, and information technology literacies,” commented sociology professor Barbara Jacobson.

Departments have found “advanced introductory courses” to be effective in ensuring that competencies have been reached among all students including transfer students. According to Gill, “Professors who teach the other core courses in the department tell me that the students are better prepared for the demands of their courses. There is, in general, less variance in terms of student preparedness. Professors are able to assume a level of mastery and can get on with the business of teaching the course material.” While these courses may not work for all departments, they represent one strategy in facilitating transfer students’ learning and general preparedness for upper division courses. □

There is, in general, less variance in terms of student preparedness. Professors are able to assume a level of mastery and can get on with the business of teaching the course material.

sociological contribution will produce policy discussions that are better grounded in sociological theory and research and thus better able to produce policy that effectively reduces social class and race-ethnic gaps in educational achievement. The design and implementation of educational policies is very complex, and sociological theory and research can help to anticipate which procedures will be more effective and which ones will lead to unintended consequences. □

Watch future Footnotes issues for information on ordering DVDs of the plenary sessions and public addresses of ASA’s 99th Annual Meeting, including the speeches by Mary Robinson, Fernando Cardoso, Paul Krugman, Arundhati Roy, and Michael Burawoy.

Duster, from page 1

and the law. When addicts were predominantly white, middle-class, middle-aged women, addiction was a health problem dealt with privately by physicians. But when addiction spread among more "disreputable" groups like poor young men, it was redefined as a crime problem dealt with publicly by imprisonment.

Duster's other books include the seminal *Backdoor to Eugenics* (1990), which *The Nation* called a "lucid landmark." In his introduction to the second edition (2003), Pierre Bourdieu applauds Duster for showing the dangerous slide toward a "covert eugenics" that has emerged as "old mythologies" about intelligence and crime are "dressed in the biological sciences."

Duster's most recent book is *White-washing Race: The Myth of a Color-Blind Society* (2003; co-authored with Brown, Carnoy, Currie, Oppenheimer, Shultz, and Wellman). It received extraordinary critical acclaim, won the Benjamin Hooks Award, and was a finalist in 2004 for the C. Wright Mills Award. "Framed as a response to conservative analysts who claim that racial problems are essentially solved," wrote Andrew Hacker, *White-washing Race* is "a brilliant, seamless book on America's deepest divide."

Duster has been an editor for *Theory and Society*, *Sociological Inquiry*, *Contemporary Sociology*, *The American Sociologist*, and the ASA's Rose Monograph Series. He is currently a member of the Social Science Research Council, and has served on committees for the National Academy of Sciences, the American Association for the Advancement of Science, the American Association of Law Schools, the National Science Foundation, the Russell Sage Foundation, the National Institutes of Health, and he was Chair of the Ethical, Legal and Social Issues Committee of the Human Genome Project.

Among other awards, Duster has received a Guggenheim Fellowship at the London School of Economics, an honorary Doctor of Letters from Williams College, and the DuBois-Johnson-Frazier Award from the American Sociological Association. He's currently Professor of Sociology and Director of the Institute for the History of the Production of Knowledge at New York University, as well as Chancellor's Professor of Sociology at the University of California, Berkeley, where he has taught since 1970.

Scratch a Theory . . .

Troy is fond of saying, "Scratch a theory, you find a biography." It follows that careers like his don't come out of the blue.

Troy's grandmother, Ida B. Wells, was born as a slave in Mississippi in 1862. As Phillip Dray (2002:53) has written, Wells grew up in the exhilarating spirit of Reconstruction "believing fervently in the promise of black citizenship and accomplishment, and for the rest of her life chose to behave as though that promise had never been withdrawn." In the 1880s, her sharply worded articles about the challenges facing African-Americans were published in many black newspapers. The editor of the *New York Age* wrote of Wells, "She has plenty of nerve, is as sharp as a steel trap, and she has no sympathy for humbug."

In 1892, three black shopkeepers in Memphis were lynched for competing too well against white merchants. When

local protests brought no results, Wells wrote newspaper articles about their lives and what had been done to them. The lynchings, she explained, had been "an excuse to get rid of Negroes who were acquiring wealth and property and thus keep the race terrorized." She investigated lynchings throughout the south and produced a series of articles for the national black press challenging the widely believed claim that lynchings were mainly responses to black men raping white women. Her writings launched the first national campaign against lynchings. Frederick Douglas called her articles "a revelation" and admitted that until he had read them he himself had believed "that there was increased lasciviousness on the part of Negroes" (Dray, 2002:67).

Death threats forced Wells to move from Memphis to New York City where she became an even more prominent writer and speaker. Ida B. Wells was a star of the first generation of writers who invented the field of investigative journalism. She helped found the NAACP as well as the National Afro-American Council, serving as chair of its Anti-Lynching Bureau, and she worked tirelessly alongside W. E. B. DuBois and other leading lights of racial justice. She raised six children and died in 1931, five years before her grandson, Troy, was born. Wells was brave and brainy beyond measure, but despite all her accomplishments she could not leave her family the financial assets for a comfortable life.

When Troy was nine his father died and Troy was raised in poverty by Wells's daughter, Alfreda Duster, and his three older brothers and sister, in the heart of the ghetto on the south side of Chicago. His mother was a community organizer who taught him many valuable things, including: to get a good education, to contribute to the community, to play bridge skillfully, and to not mention his famous grandmother so as to avoid putting on airs—a habit he retains to this day. Even some long-time colleagues do not know, or learned only from elsewhere, about Duster's extraordinary grandmother. In recent years, he has been more public about Wells. With his siblings, he established the Ida B. Wells Foundation to give awards to journalists and researchers working in Wells's tradition of writing and speaking out for civil rights, civil liberties, and social justice.

Troy attended the local high school, was editor of the school newspaper, and graduated first in his class. He went to Northwestern University on an academic scholarship, one of only three blacks in his class, studying journalism and sociology. He was mentored by Raymond Mack, who encouraged him to go to graduate school at the University of California, Los Angeles, where for two years he studied ethnomethodology with Harold Garfinkel and methodology with W. S. Robinson. Mack then invited Duster back to Northwestern, where he wrote a dissertation on social responses to abnormality and mental illness, receiving his PhD in 1962. He then did research in Sweden where he met—and argued about race in America with—Gunnar Myrdal.

Duster's first professorship was at the University of California-Riverside. In the aftermath of the 1965 Watts riots, Duster was asked to speak at a large public meeting in conservative, white Orange County. His remarks were brief and

polite, but still he received threatening phone calls and found garbage dumped on his lawn. Friends say this eventually convinced him to move to the University of California-Berkeley and take a position at the Center for Research and Development in Higher Education. Even before becoming a professor at Berkeley, he was regularly asked to address the Academic Senate to help faculty understand racial controversies on campus.

Duster's many years of service at UC Berkeley included being Chair of its Sociology Department, and founding and directing (for 17 years) the Institute for the Study of Social Change. He also directed Berkeley's path-breaking Diversity Project and authored a major report on the effects of a generation of affirmative action. In countless committees and behind-the-scenes negotiations, he has been an indefatigable advocate for opening up higher education to those historically excluded. He also served as Chair of the Board of Directors of the Association of American Colleges and Universities, and was principal author of ASA's 2003 official statement on race.

Mentor

Over the years, Duster has actively mentored a great many PhD students, over 65 of them Asian, African American, Latino, or Native American. As the child of Alfreda Duster and Ida B. Wells, he embraced the women's movement as part of the struggle for civil rights and social justice. At the Institute for the Study of Social Change and elsewhere, his quiet generosity created humane environments where many students, researchers, faculty, and visiting scholars could do productive work. In Berkeley and New York he has hosted innumerable seminars, dinners and informal get-togethers where students at all stages mingle with top experts from almost every field.

In the past 15 years, Duster has given more than 250 public speeches and invited lectures around the world, from community colleges to world conferences. He travels so much he is recognized by the staff in many frequent flier lounges. After taking a position at NYU, he joked about coming out of the closet as "bi-coastal" in order to reassure California friends that he would not be spending *all* his time in New York. Given how frequently he is airborne or on other continents, it may be more accurate to describe him as "multi-coastal," or even "post-coastal."

Public Intellectual, Private Life

How can Duster do all the things he does with such aplomb? Among other reasons, he is culturally multilingual—he is a code-switcher. He can talk to white audiences about racism and the need for affirmative action, to administrators about student needs, to geneticists about how society works, and to sociologists about how genes work.

Duster also seems able to see around corners and three or four chess moves ahead of ordinary mortals. His sociologist switch is rarely turned off, and whether engaged in research or just walking down the street, almost nothing escapes his analytic attention. He is a dazzling student of social life, from the microscopic level of the utterance to the macroscopic realm of historical conjunctures. His brain seems to click happily along at all levels all the time, and he's never so far into any one paradigm that he forgets he's in a paradigm.

Duster is a public intellectual with a rich private life. In his Berkeley brown-shingle home, he built a kitchen that allowed his many friends to gather around while he crafted gourmet meals without missing a conversational beat. When he became a ceramic artist, he built a potter's atelier, complete with kiln in the garage. He adores music, plays the cello occasionally, and younger family members eagerly await Troy's high quality hand-me-down stereo gear. Close friends say he never met a gadget he didn't like. Before the iPod existed, he had a 20-gigabyte mp3 player with a large library of music that he takes on all trips. His preferred communication device is a Blackberry, which contains both addresses and salad dressing recipes. He even manages to keep running a now-antique Ford pickup.

Troy Duster is an extraordinary blend of playful and passionate, a man with a great capacity for intellectual engagement and enjoying life. He is humorous, upbeat, charming, and graceful—a cosmopolitan at home in the world, and down home, too. He's many other things as well, and this year, the hundredth anniversary of the American Sociological Association, he's the President.

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- Lehrman, Sally. 2003. "The Reality of Race," *Scientific American*. January 13. □

Distinguished Career Award for the Practice of Sociology

This award, to be given at the 2005 ASA Annual Meeting in Philadelphia, honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of substantial work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. The nominations deadline is **November 30, 2004**. Nominations should include a one- to two-page statement and the vita of the nominee and be submitted via e-mail to PAULL@NCLEG.NET or mailed to:

Paul Luebke, Chair
Distinguished Career Award for the Practice of Sociology
Sociology Department
University of North Carolina-Greensboro
Greensboro, NC 27402

Yale Group to Edit Sociological Theory

ASA has selected Julia Adams, Jeffrey Alexander, Ron Eyerman, and Philip Gorski of Yale University as the next editors of Sociological Theory

by Isaac Reed, Yale University

The editorship of ASA's journal *Sociological Theory* has passed from Jonathan Turner, University of California-Riverside, to a group of professors in sociology at Yale University, effective July 1, 2004 (see May/June 2004 *Footnotes*, p. 24). Julia Adams, Jeffrey Alexander, Ron Eyerman, and Philip Gorski will be editors-in-chief. The group brings a rich and varied set of sociological skills—theoretical and otherwise—to the journal.

Adams

Julia Adams writes at the intersection of historical sociology, feminist theory, and political sociology. Her work on the family form in European political and economic development is complemented by explorations of rational-choice analysis and a recent debate about feminist theories of the welfare state in *Social Politics* (2001, v.8 n.1; 2002 v. 9 n. 2). She engages and reformulates a wide range of sociological theory in her research—from utilitarianism to post-structuralism, from Marxism to cultural feminism. Her substantive arguments about the workings of patriarchal patrimonialism in early modern European states are nested within a synthetic theoretical approach that opens socio-historical analysis up to questions of culture without sacrificing empirical rigor or attention to the role of power and economic interests in state formation and the origins of modernity. She summarizes this line of work in her forthcoming book *The Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe* (Cornell University Press, spring 2005).

Adams received her BA in Sociology &

Anthropology from Reed College in 1980, and her PhD in Sociology from the University of Wisconsin in 1990. Before taking a senior position at Yale in 2004, she taught at the University of Michigan, where she was named an Arthur F. Thurnau Professor in 1999. She has twice been awarded the Barrington Moore, Jr. Award for Best Recent Article by the Comparative Historical Sociology Section of the ASA, most recently in 2001 for her "Culture in Rational Choice Theories of State-Formation," pp. 98-122 in George Steinmetz, Ed., *State/Culture: State Formation after the Cultural Turn* (Cornell University, 1999). She was a Fellow at the Russell Sage Foundation and, with Elisabeth Clemens and Ann Shola Orloff, received an ASA Fund for the Advancement of the Discipline Award for their conference and edited book *Remaking Modernity: Politics, History, and Sociology* (Duke University Press, 2004). She is the editor, with George Steinmetz, of *The Series in Politics, History, and Culture*, published by Duke University Press.

Alexander

Jeffrey Alexander made his early mark as a sophisticated (re-)interpreter of classical theory, and for his careful reconstruction of Parsonian theory in the form of neo-functionalism. His reformulations, in the 1980s, of what sociological theory is and could be, helped to lay the groundwork upon which all subsequent debates have taken place. Since then, his work has taken both a more cultural and political turn. His book, *Fin-de-Siecle Social Theory: Relativism, Reduction, and the Problem of Reason* (Verso, 1995) collects several of his most important interven-

tions in debates in social theory, philosophy, and more general intellectual and political debate, and includes his acerbic, extensive, and frequently cited critique of Bourdieu. Recently, he has published on the relationship of the discourse of civil society to feminist claims in the public sphere in *Sociological Theory*, and published *The Meanings of Social Life: A Cultural Sociology* (Oxford, 2003). His current work takes yet another theoretical turn—toward performance theory as a way to think and write social action in adequately interpretive terms.

Alexander received his BA in Social Studies from Harvard College in 1969, and his PhD from the University of California-Berkeley in 1978. Before coming to Yale in 2001, he was a professor at the University of California-Los Angeles. He chaired the Theory section of the ASA in 1983-1984, and co-chaired the Research Committee on Sociological Theory of the ISA from 1990 to 1994. His article, "On the Social Construction of Moral Universals: The 'Holocaust' from Mass Murder to Trauma Drama" (*European Journal of Social Theory*, 2002, 5, 1, Feb., pp. 5-85, reprinted in *Meanings of Social Life*) was awarded the prize for best article by the Sociology of Culture section of the ASA. He has held editorships of *Theory and Society*, the *American Journal of Sociology*, *Sociological Theory*, *Contemporary Sociology*, *Revue Suisse de Sociologie*, *Teoria Sociologica*, *Ecumene*, *Sociological Perspectives*, *Chinese Social Science Quarterly*, *Citizenship Studies*, *Thesis Eleven*, *Sociologia e Politiche Sociali*, *Ukrainian Sociology*, and the *European Journal of Social Theory*. He edited the Sage series *Key Problems in Sociological Theory* with Jonathan Turner from 1985 to 1992.

Since 1991, he has been the co-editor, with Steven Seidman, of the *Cambridge Series on Cultural Social Studies*.

Eyerman

Ron Eyerman has interrogated the relationship between social theory and social praxis, beginning with his work in and on the social movements of the 1960s and 1970s, which culminated in his seminal reformulation of the sociology of social movements in *Social Movements: The Cognitive Approach*, co-authored with Andrew Jamison, (Pennsylvania State University, 1991). Eyerman's work imagines the compatibility of critical theory and interpretive method, cultural sociology and cultural critique. His work on the sociology of intellectuals, of art and popular culture, and of social movements has enabled him to engage a wide range of theoretical debates—from the politically charged furor of the debates about praxis and hermeneutics in Europe in the 1970s, to the more recent debates in the sociology of culture about the production, consumption, and reception of cultural artifacts.

Eyerman received his BA in Social Science from the New School for Social Research in 1969, his MS in Industrial and Labor Relations from the University of Oregon in 1973, his doctorate in Sociology from the University of Lund in 1981, and passed his second thesis at Lund in 1985. Before coming to Yale in 2003 he was professor at the University of Copenhagen, and before that professor at Uppsala University in Sweden. In 2001, he gave the plenary address, titled "Performing Opposition," at the International

See *Yale*, page 13

Applications Invited for ASA Editor Positions

Applications are invited for three ASA editorships: *Contemporary Sociology*, *Sociology of Education*, and the *ASA Rose Series*.

The official term for the new editors (or co-editors) will commence in January 2006 (the editorial transition actually starts in August 2005) and is for a minimum of three years (until December 2008) with a possible reappointment of up to an additional three years.

Contemporary Sociology publishes reviews and critical discussions of recent works in sociology and in related disciplines that merit the attention of sociologists. Since not all sociological publications can be reviewed, a selection is made to reflect important trends and issues in the field. It is published six times a year: January, March, May, July, September, and November.

Sociology of Education provides a forum for studies in the sociology of education and human social development. We publish 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 arise 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. It is published quarterly: January, April, July, and October.

The *Rose Series* publishes high visibility, accessible short books that integrate areas and raise controversies across a broad set of sociological fields. The books are lively and often involve controversial topics. To the greatest extent possible, they provide the best available evidence and recommendations with which to address significant public policy issues. The goal is to achieve broad dissemination, both throughout sociology and to broader intellectual and professional communities beyond the discipline.

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.

In accordance with ASA's mission to publish high quality scholarship, the following criteria are considered in selecting editors:

- (1) An established record of scholarship;
- (2) Evidence of understanding the mission of the journal/series and its operation, indicated by experience with the journal/series across any of a wide variety of activities (submission, reviewing, editorial board experience);
- (3) Assessment of the present state of the journal/series, its strengths and challenges, and a vision for the journal/series' future;
- (4) Openness to the different methods, theories, and approaches to sociology; and
- (5) A record of responsible service to scholarly publishing and evidence of organizational skill and intellectual leadership.

The time demands associated with these responsibilities vary from week to week, but in general, require one full day per week.

Selection Process: Applications will be reviewed by the Committee on Publications in December 2004. It is possible that prospective editors may be contacted to clarify any issues raised in the deliberations. A list (which may be ranked or unranked) will be forwarded to ASA Council for review in early 2005. The Council appoints the editors. The editors are contacted by the ASA Secretary.

The application packet should indicate the editorship to which you are applying and should include:

(1) Vision Statement: Set forth your goals and plans for the content of the journal. This may include an assessment of the current strengths, weaknesses, or gaps that you plan to address and how you will operationalize your plan.

(2) Editor/Co-Editor or Deputy Editor(s) Background Information: The name, affiliation, and other important information about the potential editor and, if applicable, co-editors and/or deputy editor(s) is required. Describe the qualifications of each person that supports their inclusion. Evidence of the ability and experience of the editor and editorial team to provide sound judgment and guidance to potential ASA authors is central to the application. Provide a clear description of and justification for the structure of the editorial office and responsibilities, as you envision them at this point. Name only those individuals who will serve as editor/co-editor. *Please do not include names of individuals that you would like/plan to include on the larger editorial board. Contacting potential editorial board members can be a time-consuming task that should be done only after an editor is selected.*

(3) Institutional Support: It is important for candidates to consider and address the feasibility of serving as editor in light of the resources ASA can provide and those likely to be available to the candidate. The ASA does not pay for office space or release time, but provides basic financial support for office resources as necessary to journal editors. This support may include funds for clerical assistance, office supplies, postage, and telephone beyond what will be provided by the editor's home institution. Since the support offered by different institutions varies widely, you are encouraged to contact the Executive Office as necessary in order to ensure the feasibility of your application. At this point in the submission process, letters of support from deans or other appropriate institutional officials are neither required nor recommended. Specific arrangements with a potential new editor and with that individual and his or her institution will occur during the period after the ASA Council makes a selection and the ASA Secretary, with support from the ASA Executive Officer, works out the final agreement with this candidate.

Application packets (as described above) should be no more than five pages and should be sent by November 1, 2004, to: Karen Gray Edwards, Director of Publications and Membership, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701.

Please include a vita or resume for each proposed editor and/or co-editor. Vitae are not included in the five-page limit, and no standard form is required.

Faculty Salaries Saw Little Growth in Past 21 Years

by Roberta Spalter-Roth and William Erskine, Department of Research and Development on the Discipline

A recent headline in the *Chronicle of Higher Education* exclaimed that the increase in average faculty salaries in Academic Year (AY) 2003/2004 was the lowest in 30 years. This increase was actually close to zero when viewed in constant (or “real”) dollars, a measure of the dollar’s inflation-eroded value over a specified period as determined by the CPI (Consumer Price Index).¹ This headline is disturbing to all faculty who received raises hovering around zero percent in constant dollars but who paid the above-inflation prices for products and services such as college tuition, childcare, gasoline, and food that comprise the CPI.

The finding that recent salary growth was flat comes from an annual salary survey conducted by the American Association of University Professors (AAUP). Information is available from this survey by faculty rank, type of institution, and specific institution. In order to compare faculty salaries in all disciplines with those in specific disciplines, including sociology, anthropology, economics, political science, and psychology, we turn to another data set, the National Faculty Salary Survey, conducted by the College and University

Professional Association for Human Resources (CUPA). This article uses data from CUPA to examine changes in sociology faculty salaries over a 21-year period—from AY 1982/1983 through AY 2003/2004—and how these average changes vary by faculty rank and by type of institution. Finally, changes in sociology faculty salaries are compared to other social sciences.

Sociology Faculty Salaries

Over the past 21 years the average sociology faculty salary for all ranks more than doubled in current dollars, increasing by 133 percent by AY 2003/2004. The average increase was about six percent per year in current dollars. Between AY 2002/2003 and AY 2003/2004, however, the average increase in current dollars fell to little more than one percent. When inflation is taken into account, using the 1982 anchor point and inflating all salaries into 2003 constant dollars, the increases are substantially lower, averaging only about one percent per year over the 21 years. Although Figure 1 shows that there were periods of growth that varied by decade, with the mid- to late-1980s and 1990s reflecting higher raises, the trend line in constant dollars shows salaries have been relatively flat for two decades.

Rank

Table 1 shows average annual salaries in current dollars between AY 1983/1984 and AY 2003/2004 by rank (Table 2 shows the data in constant dollars). Salaries for new assistant professors increased the most over 1982 salaries (144 percent), followed by full professors (132 percent), while those of associate and assistant professors increased the least (121 percent and 129 percent, respectively). The need to be competitive with other institutions is the usual explanation for the relatively higher increases for new assistant professors, with associate professors receiving the smallest percentage increases. When inflation is taken into account, sociology salaries increased by a range of 15 percent to 27 percent over the 21-year time span, with associate professors’ salaries increasing by less than one percent per year. Further examination of the age and gender structure could possibly explain some of the differences between salary increases for full and associate professors.

Type of Institution

The CUPA survey provides data on three types of higher education institutions: public institutions with collective bargaining, public institutions without collective bargaining, and private institutions. Among institution types,

there is probably the most diversity within private institutions, since the latter include the richest universities in the country and small church-related schools. When averaged, however, private universities saw larger salary increases than public universities. Public institutions, with and without collective bargaining, saw a small decrease in constant dollars over the last two academic years (data not shown). The general explanation for these losses was state education budgets, which have decreased for the first time in 11 years.²

Figure 2 illustrates these inequalities in salary increases by type of institution. In spite of the sharp increases at private institutions, the highest average salaries can still be found at public institutions with collective bargaining, however, but if current trends continue, public institutions with collective bargaining will not maintain this status.

Rank and Institution

Figure 3 illustrates that the pattern of higher increases at private institutions occurs across ranks. But, even the “steepest” increases are relatively flat in constant 2003 dollars, with associate professors at public institutions without collective bargaining experiencing the

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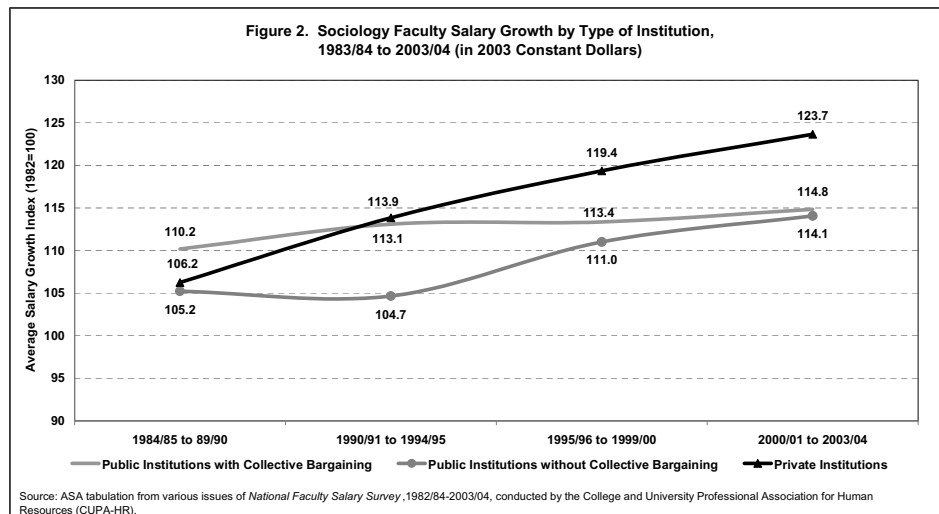
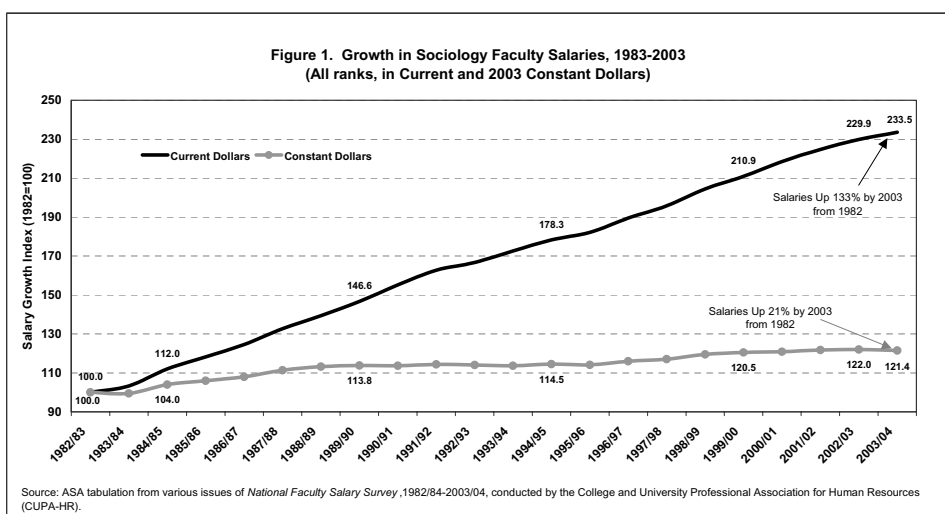


Table 1. Average Sociology Faculty Salaries in Current Dollars by Rank, Academic Year 1982/83 to 2003/04

	Full Professor	Associate Professor	Assistant Professor	New Assistant	All Ranks
1982/83	\$32,881	\$25,397	\$20,308	\$18,762	\$25,557
1983/84	\$33,777	\$26,162	\$21,114	\$20,283	\$26,399
1984/85	\$36,059	\$27,903	\$22,691	\$21,385	\$28,626
1985/86	\$37,605	\$29,223	\$24,034	\$22,271	\$30,206
1986/87	\$39,615	\$31,018	\$25,141	\$22,680	\$31,835
1987/88	\$41,627	\$32,864	\$26,471	\$24,142	\$33,918
1988/89	\$43,987	\$34,199	\$27,870	\$26,301	\$35,610
1989/90	\$45,930	\$36,144	\$29,591	\$27,689	\$37,473
1990/91	\$48,678	\$38,209	\$30,867	\$29,128	\$39,655
1991/92	\$50,734	\$39,907	\$32,451	\$31,026	\$41,583
1992/93	\$51,641	\$41,072	\$33,149	\$31,905	\$42,607
1993/94	\$53,472	\$42,440	\$34,129	\$32,379	\$44,121
1994/95	\$55,905	\$43,575	\$35,390	\$33,602	\$45,564
1995/96	\$57,115	\$44,561	\$36,165	\$34,079	\$46,543
1996/97	\$59,417	\$46,165	\$37,303	\$35,255	\$48,424
1997/98	\$61,564	\$47,263	\$38,383	\$36,779	\$50,037
1998/99	\$64,639	\$48,801	\$39,743	\$37,860	\$52,250
1999/00	\$67,334	\$50,472	\$41,359	\$39,465	\$53,899
2000/01	\$70,071	\$52,336	\$43,081	\$41,589	\$55,849
2001/02	\$72,472	\$54,233	\$44,285	\$42,812	\$57,434
2002/03	\$74,027	\$55,296	\$45,565	\$44,580	\$58,756
2003/04	\$76,200	\$56,212	\$46,409	\$45,722	\$59,686

Source: ASA tabulation from various issues of *National Faculty Salary Survey*, 1982/84-2003/04, conducted by the College and University Professional Association for Human Resources (CUPA-HR).

Table 2. Average Sociology Faculty Salaries by Faculty Rank and Academic Year, 1982/83 to 2003/04 (in Constant 2003 Dollars)

	Full Professor	Associate Professor	Assistant Professor	New Assistant
1982/83	\$63,234	\$48,839	\$39,054	\$36,080
1983/84	\$62,550	\$48,448	\$39,101	\$37,561
1984/85	\$64,391	\$49,827	\$40,519	\$38,188
1985/86	\$64,837	\$50,385	\$41,438	\$38,398
1986/87	\$66,026	\$51,696	\$41,901	\$37,800
1987/88	\$67,140	\$53,007	\$42,696	\$38,939
1988/89	\$68,730	\$53,436	\$43,547	\$41,095
1989/90	\$68,553	\$53,946	\$44,165	\$41,327
1990/91	\$68,561	\$53,815	\$43,475	\$41,025
1991/92	\$68,560	\$53,929	\$43,852	\$41,927
1992/93	\$67,949	\$54,042	\$43,617	\$41,980
1993/94	\$67,686	\$53,721	\$43,202	\$40,986
1994/95	\$69,019	\$53,797	\$43,691	\$41,484
1995/96	\$68,813	\$53,688	\$43,572	\$41,059
1996/97	\$69,902	\$54,311	\$43,886	\$41,477
1997/98	\$70,763	\$54,325	\$44,119	\$42,275
1998/99	\$72,628	\$54,832	\$44,655	\$42,540
1999/00	\$73,993	\$55,464	\$45,450	\$43,369
2000/01	\$74,544	\$55,677	\$45,831	\$44,244
2001/02	\$75,492	\$56,493	\$46,130	\$44,596
2002/03	\$75,538	\$56,424	\$46,495	\$45,490
2003/04	\$76,200	\$56,212	\$46,409	\$45,722

Source: ASA tabulation from various issues of *National Faculty Salary Survey*, 1982/84-2003/04, conducted by the College and University Professional Association for Human Resources (CUPA-HR).

Note: Constant dollars based on average 2003 Consumer Price Index, All Urban Consumers, U.S. Bureau of Labor Statistics.

Faculty Salary, *continued*

smallest salary growth and assistant professors at private institutions experiencing the most salary growth. As of AY 2003/2004, however, public institutions with collective bargaining still had the highest salaries in all ranks (except for assistant professor rank), with full professors earning and average of \$81,429, associate professors earning \$58,357, and new assistant professors earning \$46,475 (data not shown).

Sociology vs. Other Disciplines

How does sociology compare to sister social sciences? Growth rates in faculty salaries were similar in anthropology, political science, and psychology over the last 21 years. Sociology more than kept pace with these three disciplines on a year-by-year basis. During the mid- to late-1980s, the growth of sociology salaries also kept pace with economics. By the beginning of the 1990s, however, salaries in economics took off with growth rates double those of the other social and behavioral science disciplines (see Figure 4). Although sociology salaries kept up with the other disciplines in terms of percentage change, they were the lowest among the social science disciplines. As previously noted, the average salary of sociology faculty was \$59,686 in AY 2003/2004. In contrast, the average salary for faculty in anthropology was \$61,549, \$62,094 for psychology, and \$62,949 for political science. With an average salary of \$75,000, economics faculty out-paced the three other social science disciplines.

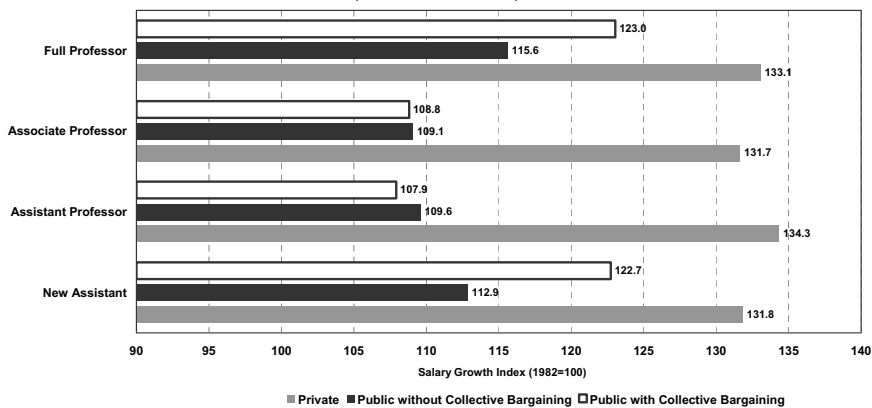
The Future

What does the future hold for sociology faculty? If the trends outlined in this article continue, we can expect overall average salaries to remain relatively flat in real or constant dollars. Salaries at private institutions will surpass those in public institutions with collective bargaining, other factors being equal, by about 2006, according to our estimates. We can expect the average starting salary of new assistant professors to continue to grow at a greater rate than other ranks. And without catch-up in actual salary dollars, sociology salaries will remain lower than those of other social sciences. Some Sociology faculty may find themselves tempted to encourage their students to seek employment outside the academy in order to increase competition, hold joint appointments in higher-paying professional schools, and continue to do stellar (and well-publicized) work in sociology, in order to counter these relatively low salaries. More complete information on this topic will appear on ASA's website at <www.asanet.org/research/dbintro.html>.

Notes

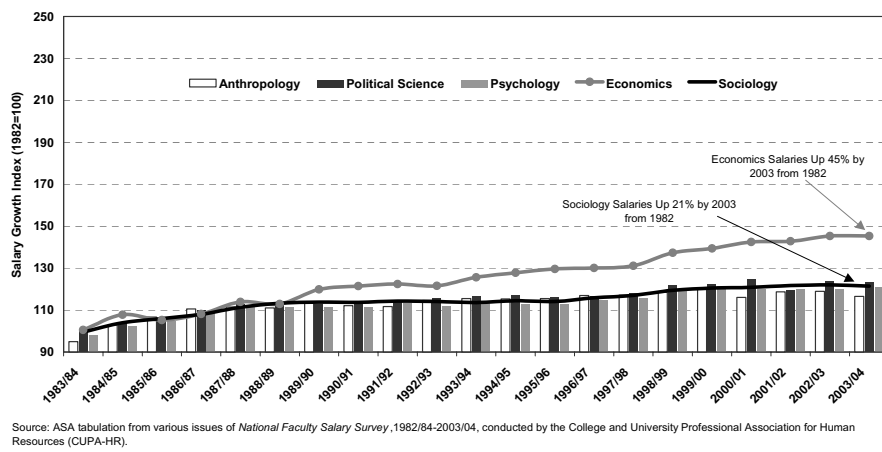
- 1 Wilson, Robin. (2004.) "Faculty salaries rise 2.1%, the lowest increase in 30 years." *The Chronicle of Higher Education*, 50 (33), April 23.
- 2 Arnone, Michael. (2004.) "State spending in colleges drops for the first time in 11 years." *The Chronicle of Higher Education*, 50 (9), January 16. □

Figure 3. Average Sociology Salary Growth by Rank and Institution Type (in 2003 Constant Dollars)



Source: ASA tabulation from various issues of *National Faculty Salary Survey, 1982/84-2003/04*, conducted by the College and University Professional Association for Human Resources (CUPA-HR).

Figure 4. Growth in Faculty Salaries in Selected Social Sciences (in 2003 Constant Dollars)



Source: ASA tabulation from various issues of *National Faculty Salary Survey, 1982/84-2003/04*, conducted by the College and University Professional Association for Human Resources (CUPA-HR).

ASA Manuscript Submission Fees to Increase in 2005

At its August 2004 meeting, the ASA Committee on Publications approved a proposal to increase the manuscript submission fee for all ASA journals from \$15 to \$25, effective January 1, 2005. This is the first increase in the submission fee since 1989 and is intended to offset the increasing costs of the review process. In addition, the Committee voted to eliminate the submission fee for manuscripts that are resubmitted after receiving a "revise and resubmit" decision.

Manuscript submission fees are waived for students who are members of ASA.

Small Grants for Integrating Data Analysis in the Sociology Curriculum

The American Sociological Association (ASA) and the Social Science Data Analysis Network (SSDAN) are collaborating on project funded by the National Science Foundation (NSF) to close the quantitative reasoning gap in sociology (see September/October 2002 *Footnotes*). The project, called Integrating Data Analysis (IDA), involves curricular change to add research experiences "early and often" in the non-research methods and statistics courses in sociology.

The heart of the project centered on 12 departments that undertook the challenge to change their curriculum and individual courses to meet clearly established research training goals. At least half of the faculty in those departments developed course modules where students posed and answered sociological questions using Census and other data. Examples of those modules are posted at <www.ssdan.net>.

A second phase of the project brought in new departments that had a plan to infuse research in their curriculum in some new way. These department teams attended the capstone conference on "Addressing the Quantitative Literacy Gap in Sociology" last June (see *Vantage Point* on p. 2 in this issue).



Participants in the June IDA capstone conference included [from left to right], among others, Edward Kain, Southwestern University; Caroline Persell, New York University; Jeanne Ballantine, Wright State University; Wava Haney, University of Wisconsin-Richland; and Gregory Peter, University of Wisconsin-Fox Valley

Porter, from page 5

have too many cars on the road because the family structure has changed. This is a large leap for politicians to make and a dangerous one. It implies "blaming the victim," so to speak. What it meant for me on the stump was to tell audiences to give up a car and perhaps to get a smaller car.

The reasoning went as follows: 20 years ago, when my wife and two kids moved to Newton, we had two cars, one each for my wife and me (we could have had only one car, since I took the T or I could have driven her to work and picked her up). But today, our kids are grown up and each of them wants a car, so we have doubled the number of cars from one or two to three or four or even five cars in a matter of two decades. Plus some of these are SUVs, much larger than my former cars.

"Blaming the victim" did not sit well with Newton's "yuppies." This sociological "leap" was too much for them. They wanted government to "fix" things for them and immediately. They do not consider themselves part of the problem nor do they want to give up any "comforts," such as their huge cars. As Pogo said, "We have confronted the enemy, and it is us!"

But it wasn't for these issues that I lost the preliminary election. In fact, it made

The third phase of our work on quantitative literacy is to invite and support the involvement of more departments. The IDA funding includes support of up to \$2,500 per department to pilot test ways to increase quantitative reasoning skills in undergraduate sociology students, particularly in lower division courses.

Proposals of no more than five double-spaced pages should describe fully the pilot project and how the seed money will be used (e.g., student help, equipment, an honorarium, purchase of materials). The proposal needs to involve at least two faculty members and be signed by the chair. The project should be started by January 1, 2005. In addition to writing a short report to ASA, the awardees should plan to present their findings at an appropriate professional meeting.

Direct questions and send the proposal to: Carla B. Howery, Director, Academic and Professional Affairs, American Sociological Association, 1307 New York Avenue, NW, #700, Washington, DC 20005. Proposals are due by **December 1, 2004**, and will be reviewed by the IDA staff: Carla Howery, William Frey, Kerry J. Strand, and Havidán Rodríguez. □

my campaign more interesting and more useful. I ran not simply to win but to create a platform for my ideas, and the real challenge was to put sociological and political and economic ideas into practice. It is easy to theorize and sermonize, but to practically build something that helps people is infinitely harder. Try it sometime, and then criticize your local pols, as you will have earned the right.

To win in America, you need three things: money, organization, and ideas. You might win with two of them, but ideas are definitely needed in every campaign, and you definitely need organization or money, preferably both, although one can win a campaign with superb organization. Money alone will not win an election, but it certainly helps.

I had great ideas but little money and not an effective organization. I also was inexperienced in running for office and made a lot of mistakes. I had to learn to ask for money, but it got easier as I went along. I will run again, especially if the right position opens up. If Barney Frank decides not to run for U.S. Congress, I will run. But for these races one needs at least \$100,000. But heck, if Howard Dean can raise \$41 million for the presidential race, one hundred grand should be easy to raise. □

ASA Announces New Minority Fellows

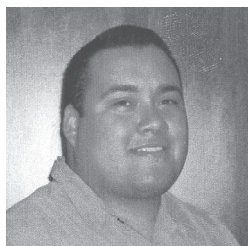
by Mercedes Rubio and Felicia Evans, Minority Affairs Program

ASA's Minority Fellowship Program (MFP) is pleased to introduce its 12 new fellows. These fellows comprise the 31st cohort of ASA's 31-year-old MFP program. The MFP Advisory Panel had selected these students as the 2004 fellows based on the applications it reviewed in April, culling the group from a highly competitive pool of 82 applicants. The 12 students began their MFP fellowship on August 1, 2004.

MFP Cohort 31 consists of PhD candidates with much promise in the sociological study of mental health and in the discipline in general. The fellows attended the ASA Annual Meeting in San Francisco, where they received a daylong orientation, attended MFP sponsored events and met many sociologists whose research interests match their own.

The MFP is funded primarily through a training grant from the National Institute of Mental Health (NIMH). The program is also made possible by generous member contributions and donations from Alpha Kappa Delta, Sociologists for Women in Society, the Association of Black Sociologists, the Pacific Sociological Association, the Midwest Sociological Society, and the Southwestern Sociological Association.

The New MFP Fellows are:



Michael Chavez

Undergraduate Institution: University of California-Riverside
Graduate Institution: University of California-Riverside

Both of Michael's parents are public school teachers, so education is a big part of his upbringing. After graduating from Riverside Polytechnic High School in 1998, he enrolled at Riverside Community College (RCC). After two years at RCC he transferred to the University of California-Riverside where he was fortunate to take classes with Alfredo Mirande, Edna Bonacich, and Scott Coltrane. At Riverside, Michael is a lead interviewer on Scott Coltrane's National Institutes of Health funded "Parents and Youth Study." He also works with Jan Stets, at the Social Psychology Lab where he assists in the design and implementation of several studies that explore gender, moral identity, and perceived injustice.

Michael's current research interests include the mental health of couples dealing with disease. He intends to conduct several qualitative interviews with couples this summer. He intends to earn his MA by the end of the 2005 academic year. His ultimate goal is to teach and conduct research at the university level. He hopes to educate and inspire further generations and aid in the improvement of counseling and therapy programs with findings from his research.



Andrew M. Cislo

Undergraduate Institution: Northeastern Illinois University
Graduate Institution: Florida State University

Andrew majored in philosophy at Northeastern Illinois University, where he graduated with honors. After earning his bachelor's degree, Andy worked for several years in gerontological research institutes where he developed his interests in mental health outcomes for ethnic minority elders. Andy is currently pursuing a PhD in sociology in Florida State University's (FSU) Health and Aging concentration. He continues to

work on quality of life measures for people with dementia with former colleagues from the Mather Institute on Aging. Andy has been a research assistant at FSU for the past academic year, investigating health outcomes for immigrants. He has recently developed an interest in the association between physical disability and depression for ethnic minorities. In his leisure time, Andy enjoys traveling, playing acoustic guitar, and golf.



Brianne Davila

Undergraduate Institution: Pitzer College
Graduate Institution: University of California-Santa Barbara

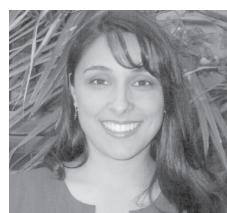
Brianne majored in sociology at Pitzer College with a minor in Spanish. She has been actively engaged in social change through her participation in various organizations and activities. She worked as a residential advisor, mentoring high school students enrolled in the Upward Bound Program at California State University-Fullerton.

She traveled to Costa Rica to study the health care system there and interned at the Centro de Educacion y Nutricion, a center for malnourished and economically disadvantaged children. She also studied in Ecuador where she interned at an elderly home for women and conducted an independent study on the effects of migration on Ecuadorian communities. Most recently, she has been a health care advocate at the Pomona Day Labor Center. The center provides job placement and services to day laborers, an immigrant population. Working with day laborers and other students on the health project, she has helped identify the primary health concerns of day laborers. As an entering graduate student at Santa Barbara, she hopes to study identity formation, self-esteem and emotional well-being among Spanish-speaking students in special education.

David Flores [photo not available]
Undergraduate Institution: University of California-Berkeley
Graduate Institution: University of Michigan

David is a first-year graduate student at the University of Michigan. He earned his BA in sociology at the University of California-Berkeley. David is a former Marine and served as a U.S. Embassy Guard at the Embassy in Cairo, Egypt,

and the Consulate in São Paulo, Brazil. These experiences peaked his sociological imagination. As a result, he began to think critically about diasporic communities in the United States. He saw first hand the immigration processes for admittance to the United States and how many who were denied visas would opt to enter the United States without documentation. At the University of Michigan, he hopes to examine the decision-making process of Brazilian undocumented immigrants, their subsequent migration patterns and how these relate to reconfigurations of labor markets in the United States. After completing his doctoral work, he intends to be a professor and be an advocate for underrepresented communities through research and publications that help to build grassroots organizations that serve the poor.



Gloria Gonzalez

Undergraduate Institution: University of California-Berkeley
Graduate Institution: University of California-Los Angeles

Gloria is second-year doctoral student at the University of California-Los Angeles. She earned a BA in sociology from the University of California-Berkeley and an MA from the University of California-Los Angeles in 2002. Her masters thesis is titled *Traditional and Egalitarian Latino Couples: A Study of Division of Labor, Financial Management, and Wedding Planning*. Her academic research interests are race and ethnicity, gender, education, mental health, and Latina/o populations, and she is currently working on a research project examining college preparation and attendance among African Americans and Latina/os in California. Her research interests also encompass body image of Mexican immigrant and Mexican American adolescent girls. After completing her doctorate studies, Gloria intends to become a university professor.



Brandy Harris

Undergraduate Institution: University of Alabama
Graduate Institution: Florida State University

Brandy is a third-year doctoral student at Florida State University. She completed her bachelor's in psychology and master's in women's studies at the University of Alabama-Tuscaloosa. Her research interests include aging/long-term care policy, and race/gender stratification, specifically the underlying mechanisms that facilitate racial differences in the mental health of women. Brandy is currently working with professor Anne Barrett on a paper examining racial differences in the psychological distress of never-married African American and white women. Brandy works with Jill Quadagno at the Pepper Institute on Aging and Public Policy on a study examining residents, caregivers, staff, and administrators in assisted living in the state of Florida. Brandy was chosen by the National Academy of Social Insurance to intern this summer at the Institute for the

Future of Aging Services in Washington, DC. Her dissertation will focus on how residents in assisted living environments perceive aging and the relationship of assisted living to psychological well-being and quality of life.



Anthony Hatch

Undergraduate Institution: Dartmouth College
Graduate Institution: University of Maryland-College Park

Anthony is a third-year doctoral student at the University of Maryland-College Park. He earned an AB in philosophy at Dartmouth College. Anthony works with Leonard Pearlman on a National Institute of Aging funded grant that aims to explicate some of the life-course sources of disparities in mental and physical health among groups of different social and economic statuses. His research interests include chronic illness and well-being over the life course, mechanisms of survival and disease risk, and he has parallel interests in social justice for disadvantaged groups. An example of his interest in social justice, Anthony is committed to HIV risk reduction in correctional institutions and has co-authored a research monograph and several scholarly articles on the subject. Anthony and his wife Rebekah are from Atlanta and live in Baltimore.



Nicole E. James

Undergraduate Institution: Oberlin College
Graduate Institution: Virginia Polytechnic Institute and State University

Nicole is a PhD student in the Department of Sociology at Virginia Tech, in Blacksburg, Virginia. She completed a BA in psychology and Black studies at Oberlin College. After graduating from Oberlin, she moved to Boston to teach at Roxbury Preparatory Charter School. After two years of teaching at Roxbury, she decided to begin her graduate studies at Virginia Tech, where she earned a Master of Science degree in 2003. Her areas of concentration are race/ethnicity and mental health. She is also interested in understanding mental health through the intersection of race, class, and gender. Nicole is an active member of both the Black Graduate Student organization and Caribbean student organization. She is a member of the Southern Sociological Society and the American Sociological Association. In her free time, she enjoys traveling, exercising, doing research, and reading.



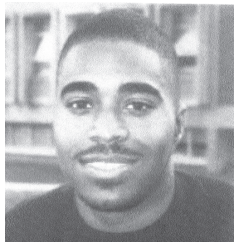
Kevin Liao

Undergraduate Institution: University of Michigan
Graduate Institution: University of Washington

Kevin, a native of Chicago, Illinois, completed his undergraduate work at the University of Michigan-Ann Arbor. During his undergraduate years, he worked at the Institute for Social Research (ISR) as a research assistant, with David Williams and Colwick

MFP Fellows, *from previous page*

Wilson, investigating the effects of the social environment on health. As a research assist with Williams and Wilson, he gained valuable methodological skills and statistical skills, in addition to exposure to a variety of theoretical perspectives. For the past two years, he has been teaching eighth grade math and science in San Francisco Unified School District as a Teach For America Corp member. In the fall, he matriculated at the University of Washington-Seattle. One of his major research interests pertains to minority mental health, particularly in investigating and addressing the underutilization of mental health services by Asian immigrants and Asian Americans.



Undergraduate Institution: University of Memphis
Graduate Institution: Indiana University

Rashawn Ray

Rashawn graduated Magna Cum

Laude from the University of Memphis in spring 2003 with a BA in sociology and a minor in women's studies. While at the University of Memphis, Rashawn's honors included Outstanding Sociology Student of the Year, Outstanding Honors Senior of the Year, and Mr. University of Memphis. His current, wide-ranging research interests include social psychology, mental health, race and ethnicity, and education. Rashawn is particularly interested in the impact of family structure, community structure, education, and the media on mental health and perceived opportunity. He is working on several research projects. One examines the roles of males within the family to determine if any distinct role characteristics exist both among and within racial/ethnic groups (Black, white, and Mexican-American families). A second examines how athletes distinguish between being injured and being hurt and patterns related to race/ethnicity and socioeconomic status. And a third, examines racial/ethnic and gender differences and trends of U.S. doctorates, with a particular interest in Black doctorates.



Undergraduate Institution: Michigan State University
Graduate Institution: Michigan State University

Temple Day Smith

Temple is a first-year graduate student at Michigan

State University from Detroit, Michigan.

Yale, *from page 9*

Sociological Association (ISA) Sociology of the Arts conference in Exeter England. He has held editorships at *Nature and Society* and *Praxis International*, and has edited ISA's *Newsletter for the Research Committee on Social Theory*.

Gorski

Philip Gorski has inherited the Weberian tradition of sociological analysis in the general sense of pursuing rigorous, multi-dimensional comparative-historical analysis and in the specific sense of examining the role of the

She is a native of Detroit. She decided to major in sociology after taking a course with Cliff Broman (her graduate mentor and advisor). Working with Broman has given her a strong theoretical foundation to identify important gaps in the mental health research literature. Her research interests include mental health as it relates to stress, stratification, decision-making, and families. Temple's sociological interests stem in part from her observations and experiences while growing up in Detroit. She observed first hand how structural and day-to-day discriminatory experiences are closely linked to and are differentially distributed by socioeconomic status and race/ethnicity. She looks forward to earning a PhD and becoming a sociology professor.



Undergraduate Institution: University of Maryland-Baltimore County
Graduate Institution: Duke University

Julius Middleton Wilder

Julius (Jay) was born in Charleston, South Carolina. Since childhood he knew

he wanted to be a doctor. During his sophomore year in high school he had an opportunity to work with a transplant surgeon at Howard University Hospital. He realized not only that medicine was his dream but that for some communities there are barriers—beyond disease itself—to good health. While at Howard, Julius learned the impact that various factors (e.g., social and economic) have on health.

As a Meyerhoff scholarship recipient at the University of Maryland, he majored in biology. He participated in several summer opportunities, where he gained research experience with a ligand receptor in the umbilical cord that is responsible for transfer of immunity from mother to child. Additionally, he performed cancer research under the direction of Nobel Prize laureate and current Howard Hughes Medical Institute President Tom Cech. He also gained research experience with adrenoleukodystrophy at Johns Hopkins University.

Julius attends Duke University School of Medicine. After successfully completing his clinical rotations, Julius decided that a basic science PhD would not allow him to have the kind of impact on health that he wanted, so he is the first MD/PhD student in the department of sociology. He is currently in his second year preparing for his qualifying exams and researching the role social support plays in the prevalence of hypertension in African Americans. He resides in Durham, North Carolina, with his wife Rhonda. □

Protestant Reformation in the origins of Western capitalism and state formation. His work combines historical research with theoretical generalization and epistemological reflection. His recent book, *The Disciplinary Revolution: Calvinism and the Rise of the State in Early Modern Europe* (University of Chicago, 2003), makes an extensive historical and theoretical case about the role of new techniques of surveillance and discipline in consolidating state power—renewing the argument for the relevance of religion for the development of social power and

Brownstein to Direct Center for Crime, Drugs, and Justice

by Torrey Androski, ASA Executive Office

Abt Associates, a Maryland-based research and consulting firm with offices in Illinois and Massachusetts, has named sociologist Henry H. Brownstein as Director of the Center on Crime, Drugs, and Justice. Formerly the director of the National Institute of Justice's (NIJ) Drugs, Crime and International Research Division, Brownstein is a widely published expert in criminology. He has worked on numerous federally and state-funded research grants on issues relating to violence and drug activity.

As director of Abt Associates' Center on Crime, Drugs and Justice, Brownstein will be in charge of project development, staff and client management, and technical oversight. The center provides analytic and program development support to law enforcement, criminal justice, and drug control agencies.

Prior to joining the NIJ in 2000,

Brownstein served as the Principal Investigator for the National Development and Research Institutes in New York City. He also held positions as Director of the New York State Statistical Analysis Center within the New York State Division of Criminal Justice Services and Director of the Graduate Program in Criminal Justice at the University of Baltimore.

Brownstein has published extensively in professional journals, in government reports, and in the op-ed pages of newspapers. His most recent book, *The Problems of Living in Society*, was published in 2003. Brownstein earned a PhD in sociology from Temple University and MS and BA degrees in sociology from Brooklyn College of the City University of New York. □

[For more information on Brownstein see his 1986 letter to Robert K. Merton in the April 2004 *Footnotes*.]

International Sociology . . . Nigerian, Cleveland Sociologists Collaborate

by Jean Beaman, Academic and Professional Affairs Office

Through an innovative collaboration, sociologists at Cleveland State University and sociologists at Bayero University in Kano, Nigeria, are exchanging teaching and research practices on a variety of sociological issues, such as deviance and social control. This three-year project, funded by the Educational Partnerships Program of the U.S. State Department's Bureau of Educational and Cultural Affairs, supports 12 Nigerian sociologists' travel to Cleveland State for seven weeks throughout the year.

The Bayero sociologists each have a particular project that they share with the department in order to receive feedback. They then partner with a Cleveland State faculty member doing similar research. The idea is to make comparisons between American and Nigerian society on different societal issues such as youth deviance and sociology of children and the family. The Bayero sociologists also work in the classroom and present their work to students. The end result of this collaboration will be an edited collection of essays and research reports by both Cleveland State and Bayero sociologists and a planned special session for ASA's 2005 Annual Meeting in Philadelphia.

Exchange Program

Cleveland State professor William Morgan, who has conducted various research projects in Kano, Nigeria, helped establish this exchange program. Morgan has had a working relationship with Bayero University for more than 20

years, ever since he chaired the university's sociology department in 1978. His son, Steve Morgan, a sociology professor at Cornell University, has also worked with the university. Bayero University first approached William Morgan with the idea of an exchange program.

Sociology is highly regarded both at Bayero University and in Nigeria at large. It is one of the most popular majors on campus. Through this program, Bayero sociologists get a break from teaching mass classes when they come to Cleveland State. According to William Morgan, the quality of education in Nigeria is strong. Several Nigerian leaders have social science backgrounds, including the Vice-Chancellor of Bayero University Musa Abdullahi.

Positive Response

So far, the department response to the exchange program has been positive and most department faculty have collaborated with the Bayero sociologists. Morgan and two other Cleveland State sociology professors—Teresa LaGrange and Sarah Matthews—are planning to go to Bayero University to work with professors there as well. Once the program ends, there are tentative plans for additional individual comparative research projects, institutional relationships with other departments, and opportunities for undergraduate students to study in Nigeria.

For more information on this program, contact William Morgan, Cleveland State University, 1860 East 22nd Street, Cleveland, OH 44114, w.morgan@csuohio.edu. □

organizational change with vigor and empirical specificity.

Gorski received his BA in Social Studies from Harvard College in 1986, and his PhD in Sociology from the University of California-Berkeley in 1996. Before taking his current position at Yale, he was a professor in the department of sociology at the University of Wisconsin-Madison. In 1994, he received the Barrington Moore, Jr. Prize for Best Recent Article in Comparative-Historical Sociology, for his article "The Protestant Ethic Revisited: Disciplinary Revolution

in Holland and Prussia," *American Journal of Sociology*, 99:2, 1993: pp. 265-316. In 2001, he received the Best Article Award from the Society for the Scientific Study of Religion, for his article "Historicizing the Secularization Debate: A Program for Research: Church, State and Society in Late Medieval and Early Modern Europe, ca. 1300-1700," *American Sociological Review*, 65 (Feb. 2000): pp.138-67. Gorski has been on the editorial board of the *American Journal of Sociology*, *American Sociological Review*, and *Contemporary Sociology*. □

San Francisco, from page 1



President Michael Burawoy with former President of Ireland Mary Robinson.

Education letters to the editor section featured three sociologists' responses to Burawoy's well-timed August 13 *Chronicle* opinion piece on public sociology.)

"This year's meeting in San Francisco was very stimulating, and absolutely more meaningful than some other years'," said meeting participant Eri Fujieda from the University of Wisconsin-Superior. "The theme 'public sociologies' should continue to influence our work. I don't think I am an exception in thinking in this way."

Ford Foundation Support

Attendees may have noticed a number of individuals with yellow ribbons hanging from their nametags. Thanks to a grant from the Ford Foundation, with then Ford Vice-President Melvin Oliver's assistance, and efforts of the 2004 Program Committee, the annual meeting presented extraordinary opportunities for networking among, sharing with, and learning from international sociologists. The Ford grant funded the participation of 25 of the world's most renowned sociologists and public intellectuals. These international scholars presented at seven panels on the distinctive features of national public sociologists and the issues they research. These sessions highlighted Asia, Latin America, Africa, Middle East, and the Post-Soviet world, as well, of course, as the United States. These scholars made an invaluable contribution to the Public Sociology theme. Much appreciation is due to Professors Melissa Wilde and Elizabeth Armstrong, both of Indiana University-Bloomington, and University of California-Berkeley doctoral student Michelle Williams, all of whom assisted the scholars in navigating the conference, including the International Scholars Reception, and their own presentations.

Financial support was also provided by the Berkeley Institute of International Studies and the Mellon Programs for Latin American Sociology at the sociology departments of the University of California-Berkeley, University of California-Los Angeles, and University of Texas-Austin, including support for the attendance of Fernando Henrique Cardoso.

Standing-room Only

For the first time in ASA history, the conference was kicked off and ended with plenary sessions, each of which drew overwhelming crowds. The opening plenary, which National Public Radio's *Forum* show featured during a one-hour program as the meeting was about to begin, was "W.E.B. Du Bois: Lessons for the 21st Century." It featured Aldon Morris, Northwestern University; Patricia Hill Collins, University of Cincinnati; Gerald Horne, University of Houston; and Manning Marable, Columbia University. They discussed Du Bois' life and his career as a public sociologist.

The closing plenary featured sociolo-

gist Fernando Henrique Cardoso, former two-term President of Brazil and Brown University Professor, and Paul Krugman, Princeton University economist and *New York Times* editorialist, speaking about "The Future of Neoliberalism." Between were two other luminary plenaries. In keeping with the international theme, "Speaking to Powers: A Global Conversation," featured John Galtung, Transcend, An International Peace and Development Organization; Paul E. Starr, Princeton University; and Alain Touraine, Écoles des Hautes Études en Sciences Sociales (France). Also, "Speaking to Publics: Limits and Possibilities," featuring Barbara Ehrenreich, author of *Nickel and Dimed*; William Julius Wilson, Harvard University; Frances Fox Piven, City University of New York; and Eric Wanner, Russell Sage Foundation. They discussed which public audience sociologists should address.

Plenary Sessions Galore

In addition to the International Public Sociology panels and the Plenary Sessions featuring Krugman and Cardoso, the ASA Annual Meeting featured public addresses by public intellectuals. Attendees heard from some of today's most provocative speakers including Mary Robinson, former President of Ireland and former United Nations High Commissioner for Human Rights, and Arundhati Roy, public intellectual and author of *The God of Small Things*. These speeches were open to the general public and drew standing-room-only attendance.

In fact, despite being held in the largest ballrooms in the Hilton, there was overflow outside of the ballroom. Public interest was also evident by virtue of C-SPAN *Book TV* having filmed and broadcast Roy's address several times during August. Other media that aired the session include Democracy Now radio. ASA continually updates information on the website (www.asanet.org) about the availability of plenary speech text and DVD videos, and readers can also watch future *Footnotes* issues for information on how to order DVDs of these speeches. For a copy of the Arundhati Roy speech text, see, <www.democracynow.org/static/Arundhati_Trans.shtml>. And, for more information on the United Nations Millennium Development Goals referred to in Mary Robinson's speech, see <www.un.org/millenniumgoals/>.

The Featured Speakers were not the only speakers receiving rave reviews and large crowds. The Awards Ceremony and Michael Burawoy's Presidential speech, "For Public Sociology," also attracted



Past and present Minority Fellowship Program (MFP) Directors: [left to right] Edward Muguia, Texas A&M University; Alfonso Latoni, National Institute on Aging; Mercedes Rubio, current MFP Director; Havidán Rodríguez, University of Delaware's Disaster Research Center; and Jean Shin, McDaniel College.

huge crowds. His address was one part *speech* and another part *performance*, something not to be missed (and will not have to be as soon as the DVD is available). In his address, Burawoy outlined his 11 essential points about public sociology.

"I have never seen a sociologist speak this way before, and I wish I would have just one professor in my life who presents sociology in such an enchanting way," commented Werner Reichmann, a student at the University of Graz, regarding Burawoy's speech. Reichmann went on to commend the high regard in which graduate students are held, saying, "Burawoy titled us [graduate students] 'the capital for the future' and all participants in the sessions really respected me even though everyone could see I'm a young graduate student with a little bit of nervous vibrancy in my presentation. I've never experienced such equality between students and established sociologists."

Carrying on the role of public sociologists outside of the conference, the Sociologists for Women in Society (SWS) showed its support for the protesting union hotel workers at the San Francisco Hilton by assisting with their protests concerning their contracts. This blended easily with the progressive nature of San Francisco, where community organizing is a way of life for the residents not just for the visiting academics.

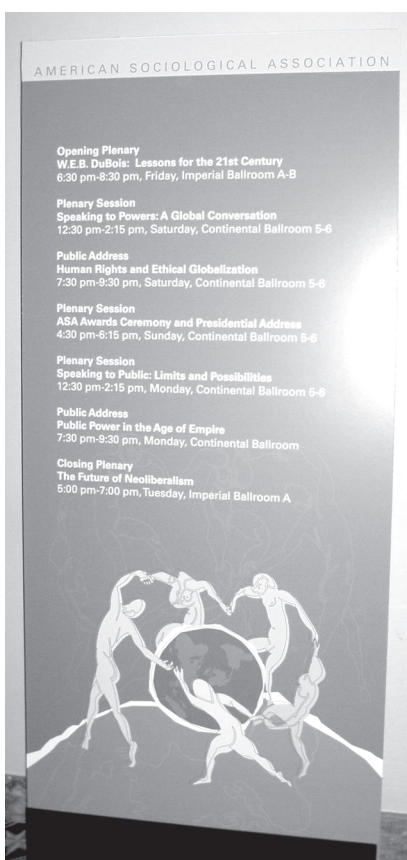
Invigoration to Continue in 2005

As the presidential gavel passed to Troy Duster, New York University and ASA 2005 President, ASA Meetings Director Janet Astner and her staff received high praise from ASA leadership at the early-morning ASA Business Meeting for a smoothly run and highly successful meeting. "The bar is set very high for us for the upcoming Philadelphia meeting," said ASA Executive Officer Sally Hillsman, "but our 2005 centennial meeting will also be a 'natural' draw for the engaged sociological community. We are looking forward to 2005 for what promises to be another in a succession of invigorating meetings."

Speaking of Philadelphia, before you can say "ASA Centennial Meeting," the 2005 Annual Meeting will be in full swing. President Duster's Planning Committee has already crafted an outstanding program on "Comparative Perspectives, Competing Explanations: Accounting for the Rising and Declining Significance of Sociology," when we all come together again next August. For more information see <www.asanet.org/convention/2005/>. □



Registration numbers at this year's Annual Meeting made the 99th meeting one for the record books.



The Annual Meeting's "Public Sociology" theme was evident throughout.

PUBLIC SOCIOLOGY

Sociology translates to public action . . .

This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and citizens have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expert knowledge to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but consult with Managing Editor Lee Herring (herring@asanet.org, 202-383-9005 x320) prior to submitting your draft (1,000 to 1,200 words maximum).

The Practitioners Research and Scholarship Institute

by Beth Roy, San Francisco, California

Having spent the better part of my (long) adult lifetime straddling the purported great divide between academy and community, I had the good fortune a few years back of helping to found a new institute designed to span the chasm.

Academically, I'm a product of the Sociology Department at the University of California-Berkeley. My research and publications address social conflict. Under that heading I include animosities articulated through religious identities in South Asia and racism in America. Out in the world, I practice conflict resolution, often working with multicultural groups struggling in very concrete ways with intense issues. Indeed, the methodologies of both enterprises overlap as well as the content; so much of addressing conflict involves speaking stories with depth and nuance, and my scholarly work depends on oral histories of people touched by instances of confrontation in the world.

Establishing Organizational Diversity

Because my writing was known by the leadership of a national organization in the then-new field of conflict resolution, I was invited about 12 years ago to chair a conference for an organization trying hard to "diversify." Since its creation a decade earlier, this group of progressive-minded and value-based practitioners and academics had been confronted with the "problem" of diversity. Despite their vision of themselves as inclusive, the organizational leaders and most of their constituents were persistently white. Puzzled about how their openness to participation by people of color not only went largely unheeded but sometimes met with coldness, if not anger, they took seriously my suggestion that to change the complexion of their organization, they had to change its nature, to start over, building a purpose and a method from the roots up in genuine collaboration with the people they wished to involve. Asking "them" to join "our" party was untenable. Having established good relations across identity lines over the years, I was able to convene an organizing group that was both diverse and committed to working through conflicts, and along the way through a remarkable organizational transformation, we learned a great deal that could be useful to others.

That work laid the foundation for the next iteration. At the time, conflict resolution was increasingly envisioning itself as a professional field. Degree programs were created in a variety of universities, training people to be practitioners and researchers. Typically, the two directions—practice and research—increasingly diverged over time, and substantial amounts of foundation funding began to be devoted to bridging the gap between them.

Narrowly Conceived "Diversity"

At the same time, diversity came slowly to be reflected among practitioners, at least demographically. The U.S. Postal Service established a massive program to train mediators who reflected the racial and ethnic spread of their employees. Equal Employment Opportunity Commission mediators, too, were often people of color and others consigned to the social margins, to better reflect the users of the system. In many ways, both institutions reflected the sort of narrowly conceived "diversity" I've mentioned. I hear criticisms from colleagues-of-color that the training does not address concerns and cultures of their communities, and that they are called to mediate less frequently than their white colleagues.

Graduating to Cultural Integration

When it comes to the Academy, though, even on the level of numbers, conflict resolution programs lag behind. University-based training does often attempt outreach recruitment procedures, hiring some faculty-of-color and including references to "culture" in curricula. But, typical of such dynamics, standards of teaching and available literatures work against the kind of cultural integration that

is especially important in the context of conflict studies, because so much of conflict is about cultural domination.

And so my colleagues and I proposed the establishment of an institute dedicated to overcoming these (very familiar) problems. Our founding document declared our ambitious purpose:

- The Practitioners Research and Scholarship Institute (PRASI) is an extensively diverse group of practitioners of conflict resolution guided by an intention to turn inside-out two issues important to the field of conflict resolution, thereby transforming them from "problems" into new and successful endeavors. Those two issues are the perceived gap between research and practice, and the manifest failure to create a truly multicultural field. PRASI is based on two premises:
- There is no intrinsic gap between research and practice, if research is defined as the reflections and captured learnings of practitioners.
- Multiculturalism can only become a reality when the collected experience of those people whose work is least visible is seen to be essential and intrinsic to the building of the knowledge of the field as a whole.
- Combined, these two premises lead PRASI to support research by practitioners, with a particular interest in the practice of people of color and others ordinarily assigned the margins rather than the center of the field.

S.Y. Bowland, our talented director, an attorney and long-time mediator primarily in juvenile justice settings, set about establishing the first two projects for which we had funding: an anthology collecting the scant existing literature on conflict resolution by and for people of color, and a plan to support a dozen practitioners of color for 18 months so that they might reflect on their experiences in the field and present it in written form as research. Very quickly, the organizing itself took shape in forms uncharacteristic of such work in the mainstream.

Bowland invited a wide range of people, practitioners and academics, to join discussions about what should be included in the anthology. Our weekly weekend conference calls soon evolved into a sort-of on-going seminar. Each week, another practitioner presented her or his work for discussion by the ever-shifting group of participants. Relationships developed: participants gave each other support and constructive criticism began to work collaboratively; and sought each other out at conferences that they had hitherto experienced as alienating.

We began to tape the telephone interactions and to mine the discussions for themes around which to organize the anthology. We realized, for example, how much rich wisdom resided with old-timers who loved to talk but lacked inclination to write their experience, and we instituted a series of interviews to be transcribed for the volume. We culled from varied sources those issues in the field that concerned people who saw their work as contradicting growing professional standards such as neutrality and confidentiality. Many of the practitioners involved worked in community settings, or with clients who highly valued personal relationships with their mediators more than the professional distance that derives from not personally knowing the mediator. We articulated such themes as theoretical categories to be discussed directly and addressed through copious case histories.

Because much of the material we wished to include did not yet exist, we created a variety of support structures encouraging the writing of new work. Grass-roots groups came together with PRASI's help to "talk a paper." We helped some people form collaborations and secure small funding. Cross-fertilization happened with our second "official" project, what we called the Practitioner Scholar Writer Program. Some of the selected participants wrote on topics that grew from the anthology conversations, and in turn writings that arose from the cohort influenced directions of the volume.

Empirical Questions

We found ourselves growing a new literature. Meanwhile, we continued to talk deeply about some of the intrinsic issues of epistemology and methodology. What relationship is there between a story of experience and research? When does the knowledge of a doer elicit the dignity accorded to scholarship? What language barriers exist in the creation of a new literature consistent with the experience of people whose cultures differ significantly from that most reflected in the Academy? How does internalized oppression, manifested in all sorts of academic dynamics from the teaching of writing in elementary school to the use of rarified vocabularies in the university, silence voices of knowledge and

wisdom?

These questions apply as well to the broader scope of public sociology. Having distinguished academic discourse for purposes of aggrandizement and legitimacy, if we are to serve purposes in the public interest we must be willing to rethink and sometimes to relinquish the privileges we have won. We must reshape form as well as content—how we write, what we consider useful forms of discourse, what we mean by "science," and more.

Beth Roy can be reached at broy@igc.org. □

. . . they took seriously my suggestion that to change the complexion of their organization, they had to change its nature, to start over, building a purpose and a method from the roots up in genuine collaboration with the people they wished to involve.

When does the knowledge of a doer elicit the dignity accorded to scholarship? What language barriers exist in the creation of a new literature consistent with the experience of people whose cultures differ significantly from that most reflected in the Academy?



Toward an Academically Engaged Academy

In the August 13, 2004, issue of the *Chronicle of Higher Education*, ASA President Michael Burawoy, responding to a *New York Times* op-ed by Stanley Fish, challenges sociologists not to retreat from public life. "Academics," he declares, "are living in a fool's paradise if they think they can hold on to their ivory tower But the chickens are coming home to roost as the public is no longer interested in our truth, no longer prepared to subsidize our academic pursuits. Fish would have us draw the curtains, close our eyes, and either accede to privatization or hope that the passion for the market will evaporate. It won't. We have to demonstrate our public worth."

Burawoy is correct. Fortunately, there is a movement afoot at public research institutions across the nation—to bring higher education out of the nineteenth and into the twenty-first century. With rising tuition, limited access to the nation's best universities, and increasingly complex social problems, many recognize that the need for public institutions to fulfill their compact with citizens of their states is more important than ever.

At the University of Texas-Austin, a critical mass of faculty embrace this compact, viewing themselves as "citizen-scholars"—researchers supplying more than narrow, theoretical disciplinary knowledge. They exemplify "academic engagement," taking to heart the ethical obligation to contribute to society, to discover and put to work knowledge that makes a difference. In 2004-2005 several of these faculty (a poet, economist, philosopher, neurobiologist, theatre historian, and geologist), along with distinguished community members (including the U.S. Secretary of Commerce, a CEO of a major healthcare network, and Chancellor the University of Texas System), will contribute to a newspaper series exploring how to engender greater connections between the university and community.

Confronting this quest to fully realize the ethical imperative to make a difference, however, is a stark reality: Inflexible administrative structures, historically embedded practices, status quo thinking, and inertia. Until these obstacles are overcome, the retreat from public life will not be arrested.

A sampling of challenges confronting citizen-scholars include:

- How do scholars, who live primarily in a world of ideas, develop the rhetorical skills needed to incubate and sustain projects requiring fiscal and intellectual investment by stakeholders inside and outside the university—skills typically disassociated from the scholarly enterprise?
- How can faculty integrate, synthesize and unify knowledge to permit solutions to complex social, civic and ethical problems? This is an enormous challenge in an academic culture that former Brown University President Vartan Gregorian says "respects specialists and suspects generalists." How do we ensure the continued proliferation of specialized knowledge, while concurrently encouraging renaissance thinking?

- How can faculty who engage in public scholarship flourish, given traditional performance assessment? Incentive systems not only fail to encourage public scholarship but may actually devalue research simultaneously contributing to society. What changes to institutional reward structures are requisite for academic engagement?
 - How can faculty maintain standards of academic integrity and objectivity while participating in community projects in which they may become ideologically vested or serve as change agents?
 - How should academic institutions recalibrate methods for creating and delivering knowledge? Because historically original thought, lone discovery, and disciplinary contribution are considered more important than team work, what changes are needed to address problems requiring multi-institutional, cross-disciplinary and collaborative forms of investigation?
 - How can academic engagement be achieved in an environment maintaining that research is two-dimensional, either "basic" or "applied"—a long-held, rigid dichotomy frequently invoked to deter faculty from venturing too far from theoretical knowledge?
 - How might the entrepreneurial thinking that universities successfully deploy for technology transfer analogously be used to empower all of the arts and sciences—to unleash a university-wide spirit of intellectual entrepreneurship while respecting the sanctity of the academic enterprise?
 - How can the university better apply its morally centered quest for truth to matters of public concern? How can it encourage public deliberation that benefits from many opinions about and challenges to received wisdom, without being perceived as relativistic or unpatriotic?
- Because diagnosis of the problem is the first step to solution, faculty must begin a conversation about how to make the change-resistant academy more responsive to the needs of society. It is time to reflect on what must be done to harness the vast intellectual assets of universities as a lever for social good—about how to fashion genuine synergy between the university and community to transform lives for the benefit of society.

Is Modern Sociology Too "Managerial"?

For the past couple of years, I have debated renewing my ASA membership as I consider whether I should contribute financially to an organization that seems to do little to promote in a practical way the values that prompted me to become a sociologist. I would appreciate the leadership of the ASA considering the issues outlined below.

First, it seems there may be a glut of sociologists: too many qualified people competing for too few positions. As a result, the ASA may want to consider either discouraging sociology departments from recruiting more graduate students (not my first choice), or the ASA should take a political, economic, and ultimately, social stand in protecting the interests of the field and the nation, as

This topic should be pursued by prominent researchers who, while understanding the distinctive mission of academic institutions, also recognize the need to build connections between the university and community and who refuse to apologize for being scholars. Creating a culture of academic engagement requires accountability and collaborative problem-solving in forthright public exchanges.

Burawoy's defense of public intellectual practice is laudable. Scholars in all disciplines should join the conversation, discovering how best to forge new connections between universities and society. Together we can make academic

determined by the ASA as a collective.

For at least the past 20 years, academe has been influenced by the larger surrounding American culture in which a business managerial-like mentality now predominates. Socially conscientious scholars have not been sufficiently prepared for entering into this culture that permeates the profession. In sociology, that managerial outlook currently manifests itself in five ways:

(1) A proliferation of tenure- and promotion-serving journals and books that basically recycle the same information and which exist also to meet the specifications of a conglomerate-dominated book industry that prefers to publish manuscripts that follow formats that sell. (Meanwhile, getting published in the conglomerate-dominated book industry strengthens this business configuration, despite the disadvantages of monopolization.)

(2) An acquiescence to bureaucratic intrusion on teaching assessment (as well as other forms of the corporatization of higher education.) If you take the theory of rationalization seriously, then attempts to categorize and quantify quality teaching become not only an impossibility but contribute to the undermining of quality teaching because good teachers are forced to place their limited time on activities unrelated to the art of teaching.

(3) An emphasis on research that stresses the personal at the expense of the structural. While this issue is not directly tied to a managerial mind set, such an attitude emphasizes a superficial analysis of individual well-being at the expense of examining the social structures of society that undermine personal well-being. Too much of sociology today follows the cultural trend of psychologizing social issues.

(4) A failure to come to terms with the fact that modern sociology is impotent politically, that much of the theory and research on issues such as social class, polarization, or propaganda are ignored by both politicians and the people these studies supposedly give voice to. This impotence derives in part from the divide between scholar and practitioner, and the relative impotence of both in relationship to administrative decision-making.

(5) The proliferation of organizations within the ASA as well as sociological organizations outside of the ASA give rise to fragmentation at a time when it is known that it is loose but large and aligned conglomerates that get their voices heard.

Is this mere cynicism? Using Simmel's definition (i.e., the cynic derives a certain pleasure from the social ills that he/she observes), I deny that mine is a cynical

engagement more the rule than the exception; through collaboration it will become a defining characteristic of our academic brand name, designating our institutions as truly innovative and exemplary sites of learning in this century.

Rick Chervitz, University of Texas-Austin

Rick Chervitz is Professor of Communication Studies and Rhetoric and Composition, and founder of the Intellectual Entrepreneurship program, which is focused on "Educating Citizen-Scholars" (see <webpage.utexas.edu/chervitz/www/ie/>).

view, as I take no pleasure in the conditions that I see. I wish that sociology would successfully apply what it has learned over the past hundred years about social inequality, bureaucracy, and social change. Some will say that my comments are solely about values, and that research cannot get into the domain of values. All research involves values—not in terms of analysis, but in terms of what one does with one's dispassionate findings; what a profession stands for and lobbies for as a result of its collective findings.

Many introductory texts today begin with Mills' sociological imagination. It is important to remember that he felt like an outsider to the profession in his day. If he knew that his concept would have been so popular today, but that the profession is no more prestigious today than in his day, perhaps he would be disappointed. I realize that there are many hard-working and well-intended sociologists in the United States and throughout the world; my intent here is not to offend, but to stimulate a conversation about how "doing sociology" following a "managerial" approach may be shortchanging its efficacy in effecting societal change.

While some may argue that an academic organization should not move in the direction of strengthening its role as a lobbying organization, to fail to do so, will result in what I believe is the continuing marginalization of sociological theory and research (that does not reinforce prevailing cultural trends). As a result, I propose that the ASA create a committee to work on a lobbying platform that represents the ASA a collective body. This committee, as a representative group of the ASA, could also reach out to other organizations and causes that share a common vision. Given that this is an election year, there is no time like the present.

Nathan Rousseau, Jacksonville University, Florida

Reply to Stewart and Eitzen; Our Time in the Political Wilderness Should End

Kenneth L. Stewart's and D. Stanley Eitzen's April 2004 *Footnotes* opinion piece, "Public Sociology Challenges Discipline's Prestige and Power Structure," approvingly cited Herbert Gans, Michael Burawoy, and Amitai Etzioni, among others, and bemoaned the current state of public sociology. Here I cite their points and append my response in square brackets:

Continued on the next page

Public Forum, *continued*

1. Only "baby steps" have been made to institutionalize *public sociology*. [Because "public sociology" is not defined, no wonder it has never been "institutionalized."]

2. Public sociology does not stand on a par with research and teaching as a "legitimate way of doing sociology." [We are paid to research and teach. We are not paid to do public sociology.]

3. Sociologists are not selected as "public intellectuals." [I do not believe there have been *any* public intellectuals since the 1950s or early 1960s when (New York) intellectuals enjoyed public acclaim.]

4. Sociologists are not selected as "public intellectuals" because "we lack credibility in the public eye." [We they lack credibility in the eyes of opinion leaders.]

5. Why are we not busy with reform? [Four major social reforms in the last few years were not "our" type of reforms. For example, Richard J. Herrnstein and Charles Murray in their 1994 book, *The Bell Curve*, tied race to intelligence and influenced educational policy. Although widely criticized by academics, their argument was influential among conservative scholars and some politicians. Second, the "broken windows" approach to crime control, proposed by James Q. Wilson and George L. Kelling, emphasized that the neglect of minor types of decay or disorder in a neighborhood inexorably led to major crimes. However, this theory is unproven and such an approach has been open to abuse. Third, Peter Greenwood and his RAND Corporation colleagues have

promoted a crime control policy in which there is "selective incapacitation" of high-rate offenders. This theory has become the rationale for dramatically increasing the rate of incarceration in the United States. "Welfare reform," the fourth major reform, was enacted in 1996 and was essentially written by Republicans. This law ended welfare benefits as an entitlement and limited them to only five years for an individual in a lifetime. The law also forces women to work and leave their young children at home.]

6. We lack "sociological imagination." [Mills' concept directs that we must tie "personal troubles" to "social issues." Even as an admirer of Mills' sociological imagination, frankly, I do not know *exactly* what this term means.]

7. "Core institutional imperatives constrain our profession." [I assume this means that we only get paid if we teach and do research.]

8. The need to publish or perish forces most sociologists to have "circumscribed engagement." [To what do we have circumscribed engagement?]

9. No one ever receives tenure as a public intellectual. [That is because we were not hired to be public intellectuals. We were hired to teach and do research.]

10. Elevating public sociology is upsetting to the institutionalized prestige and power hierarchies of the discipline. [I don't understand why this would be so.]

11. We have a dilemma as social scientists. We are attracted to power, as well as, the dollars that government, foundations, and businesses provide us with in order to underwrite our work.

[This is not news.]

12. Public sociology should be a viable way of "furthering our responsibilities." [But, what are these responsibilities?]

13. The ASA should support public sociology. [So what is public sociology? More than 20 years ago, I was concerned with the role of sociology in society, so I conducted a review of the literature in applied sociology and social policy. I found that applied sociologists worked in planning, program development, evaluation, policy analysis, and research. I found that planners' plans were frequently ignored or ratified decisions made elsewhere. Program developers' interventions tended to be "weak treatments." Evaluation research was often theoretically primitive and methodologically shoddy. Policy analysts often found their work ignored because of ideology, indifference, or their patron's powerlessness. And applied researchers usually dealt only with technical details and not broad policy issues. In all their roles, sociologists were marginal to the policy process, because public policy is the product of *politics*, and not social science.]

14. The ASA should support public sociology. [Yes, it should support public sociology.]

Here are my essential conclusions:

1. Most of us do not do public sociology because it is *politics*.
2. There *are* examples of social scientists who are (part-time) public sociologists (e.g., Amitai Etzioni William Julius Wilson, Daniel Patrick Moynihan, Paul Starr). However, today most of the public intellectuals are not "our" intellec-

tuals. They are the neoconservatives (e.g., Irving Kristol, Norman Podhoretz, Paul Wolfowitz, Richard Perle).

3. Sociologists are not selected as opinion leaders because they are liberals in a conservative time.

As professionals we teach and do research. Because of this we have a "circumscribed engagement" to *politics*. It is our responsibility to change this and as citizens become involved in politics. We can do this on a personal level, but our efforts will be far more powerful if we do it as a profession. That is why over 20 years ago I proposed a new form of sociology, Public Interest Sociology. Public Interest Sociology would promote social justice by analyzing how the major social institutions distribute fundamental rights and duties and determine the division of advantages in society.

In order to influence the political process we should employ three strategies: Create a think tank to conduct research and promote our ideas. Advocate research by lobbying (e.g., as COSSA does). And, most importantly, form a political action committee in order to fund candidates who will be sympathetic to our positions. We need to do this because for the last 40 years, the political right has set the U.S. political agenda. They have done this by out-organizing, out-fighting, and out-thinking liberals. Although we have complained loudly, we have done little that is practical.

George C. Klein, Oakton Community College, Des Plaines, IL, klein@oakton.edu

Fund for the Advancement of the Discipline: Proposals Are Due June 15 or December 15

Program Announcement

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by the ASA through a matching grant from the National Science Foundation, the goal of this award is to nurture the development of scientific knowledge by funding small, ground-breaking research initiatives and other important scientific research activities. FAD awards provide scholars with "venture capital" for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds.

Funding

The amount of each award shall not exceed \$7,000. Payment goes directly to the principal investigator. Grant money may not be used for convention expenses, honoraria, or Principal Investigator's salary. No overhead expenses are provided if institutions assist in administering the award for applicants. Awardees are encouraged to continue the tradition of donating to FAD any royalty income derived from projects supported by the grant.

Recent Winners

Recently funded research and conference proposals included a broad array of topics and methods—from unpaid caring work to transnational political participation and from testing survey questions cross-nationally to applying Monte Carlo probability techniques. For a brief description of the last two cycles of awards, see the December 2003 and the July/August 2004 issues of *Footnotes* newsletter. These can be viewed on ASA's website at www.asanet.org/footnotes/previous.html.

Selection Criteria

Proposals are reviewed for scientific merit and the importance of the proposed research project. Within this context, specific evaluation criteria include the following elements:

- Innovativeness and promise of the research idea
- Originality and significance of research goals
- The potential of the study as a building block in the development of future research
- Appropriateness and significance of the research hypothesis
- Feasibility and adequacy of project design
- Plans for analysis and evaluation of data
- Plans for dissemination of results
- Appropriateness of requested budget

The awards are limited to individuals with PhD degrees or the equivalent. Preference is given to applicants who have not previously received a FAD award. The selection committee consists of four members of the ASA Council, ASA's Vice-President, and the ASA Executive Officer.

Application Process

Applications must be received in the ASA Executive office by June 15 for awards to be reviewed in the summer cycle, and by December 15 for awards to be reviewed in the winter. Applications should include eight (8) copies of the following:

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

Send eight complete application packets to:

FAD awards
ASA/NSF Small Grant Program
1307 New York Avenue, NW, Suite 700
Washington, DC 20005-4701

Prior to submitting the proposal, please feel free to phone or e-mail project co-director Roberta Spalter-Roth (202) 383-9005, ext. 317 (spalter-roth@asanet.org). Applicants must notify ASA if other funding is received for the project.

Visit our website at
www.asanet.org/members/fad.html

Corrections

Jack Levin, Northeastern University, was recipient of the Robin Williams Lecture Award for 2004-2005 from the Eastern Sociological Society. His award was not listed in the list of regional award winners in the July/August *Footnotes*.

Call for Papers

Conferences

The Gender, Infertility, and Adoption Study Group of University of Michigan's Institute for Research on Women and Gender (IRWG) International Conference, May 19-22, 2005. Theme: "Reproductive Disruptions: Childlessness, Adoption, and Other Reproductive Complexities." Papers and organized panels are encouraged. Deadline: October 15, 2004. Abstracts of no more than 300 words can be sent to minhorn@umich.edu. Contact: Marcia C. Inhorn, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, 1420 Washington Heights, Ann Arbor, MI 48109-2029.

New England Sociological Association Fall Conference, November 6, 2004, Endicott College, Beverly, MA. Theme: "Controversy and Social Movements: Creating Change and Rethinking Social Structure." Contact: Shirley A. Jackson, Department of Sociology, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515; email jacksonsl@southernct.edu. <web.bryant.edu/~nesa>.

Twenty-Seventh Annual North American Labor History Conference, October 20-22, 2005, Wayne State University, Detroit, MI. Theme: "Labor, Solidarity, and Organizations." Submit panel and paper proposals (including a 1- to 2-page abstract and brief vitas or biographical statements for all participants) by March 1, 2005, to: Janine Lanza, Coordinator,

North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax (313) 577-6987; e-mail ao1605@wayne.edu.

Symbolic Interaction and Ethnographic Research Conference, April 7-10, 2005, Pittsburgh, PA. Theme: "The Intellectual Legacy of Herbert Blumer." Abstract (about 100-200 words) and curriculum vitae by November 30, 2004, to: Robert Prus, Sociology, University of Waterloo, Waterloo, Ontario Canada N2L 3G1; (519) 888-4567 x2105; email prus@uwaterloo.ca; or William Shaffir, Sociology, McMaster University, Hamilton, Ontario Canada L8S 4L8; (905) 525-9140 x23799; email Shaffir@mcmaster.ca. <www.arts.uwaterloo.ca/~prus/>.

Publications

Active Voices is a multidisciplinary, refereed journal founded to showcase graduate students' scholarly contributions in the social sciences. The Journal encourages independent graduate student submissions, as well as collaborative work with other graduate students and faculty. The Journal invites submissions of original, creative scholarly papers, reviews and/or commentaries that focus on social change and activism, with particular emphasis on forging and analyzing connections between theory and praxis. The Journal honors and encourages a diverse range of quantitative and qualitative methodological approaches. Submissions to *Active Voices* must demonstrate a rigorous approach to research and a significant contribution to the overall understanding of social change. Submissions should be mailed to: *Active Voices Journal*, c/o Department of Sociology, 560 McBryde Hall (0137), Blacksburg, VA 24061; email active.voices@vt.edu.

2005 Advances in Life Course Research. Theme: "Constructing Adulthood: Agency and Subjectivity in Adolescent and Adulthood." The volume will present work examining agency and subjectivity in the life course in modern so-

ciety. Final papers due January 15, 2005. Contact: Ross Macmillan, Department of Sociology, University of Minnesota, 909 Social Sciences, 267 19th Avenue S., Minneapolis, MN 55455-0412; (612) 624-6509; email macmilla@atlas.socsci.umn.edu. <web.ics.purdue.edu/~towens/newsite/advances.htm>.

American Sexuality magazine is seeking articles to be published by San Francisco State University's National Sexuality Resource Center (NSRC). Junior and senior faculty and graduate students are encouraged to write short articles on sexual health, sexual education, sexual rights and/or sexual communities and cultures in the United States. Publishing in *American Sexuality* is a unique opportunity to disseminate scholarly research in a widely read, internationally accessible medium aimed at informing academics, community based advocates, and the public about the critical gaps in sexuality research and policy. Published articles will be approximately 1000 words and written in a very accessible style for the public. Further instructions and information available at <nsrc.sfsu.edu>. Contact Cymene Howe, Managing Editor, at cymene@sfsu.edu.

Challenge: A Journal of Research on African American Men is the official publication of the Morehouse Research Institute (MRI), a unit of the Department of Sociology at Morehouse College. MRI encourages scholarship that contributes to viable information exchanges so policies and programs, particularly those germane to African American men and boys, their families and their communities, will be firmly grounded in research. *Challenge* publishes scholarly articles and research reports twice a year on contemporary and historical issues facing the African American community. It encourages a balance between empirical research and conceptual or theoretical analyses. Articles submitted for publication in *Challenge* should conform to the style set forth by the American Sociological Association. (See "Manuscript Preparation" in the *American Sociological Review*). Submit articles electronically as an attachment in MS Word or Word Perfect to imukenge@morehouse.edu and mail a hard copy to: Editor, *Challenge*, Department of Sociology/Morehouse Research Institute, Morehouse College, 830 Westview Drive SW, Atlanta, GA 30314-3773.

Family Relations. Special Issue: "Families and Communities." This special issue will contain 10-12 peer-reviewed articles that are explicitly grounded in theory, use sound research methods, and have direct implications for public policy, professional practice, and education. Papers that are non-empirical should address theory development, and include implications for new research agendas. Papers that are data-based should demonstrate theoretical underpinnings, thereby linking ideas and data. Preference will be given to papers that explicitly link theory, research, and professional practice. The guest editors encourage both the use of creative, cutting-edge theoretical approaches and mixed methodologies. Instructions for preparing and submitting manuscripts at <www.ncfr.com/fr/authors/index.htm>. There also is an online tutorial available at Scholar One Online Users Guide. Designate Jay Mancini as your "preferred reviewer" in the submission process. Deadline: November 1, 2004. Contact: Jay Mancini, Human Development 0416, 303 Wallace Hall, Virginia Tech, Blacksburg, VA 24061; (540) 231-9816; email mancini@vt.edu; or Gary Bowen, University of North Carolina-Chapel Hill, 301 Pittsboro St., Chapel Hill, NC 27599-3550; (919) 962-6542; email glbowen@email.unc.edu.

International Journal of Comparative Sociology invites papers for a special issue on "Terrorism." As the name of the journal suggests, the papers must be written from a comparative and international approach. Papers, approximately 25-30 pages in length (double-spaced)

must be received by November 1, 2004. Follow the IJCS format and include a diskette copy, preferable in WordPerfect or Word, to: Pat Lauderdale or Annamaria Oliverio, School of Justice Studies, Arizona State University, Tempe, AZ 85287.

Mother Knows Best: Talking Back to Sears and Other Baby Trainers. We are interested in work that: (1) addresses the white, middle-class, and heterosexist bias of pregnancy, childbirth, and childrearing advice books; (2) challenges the way that Sears and others have placed most of the burden of childrearing on mothers and essentialized the role of mothers; (3) explores the cultural, class, and racial implications of importing "attachment parenting" for use among primarily white, middle-class, nuclear families; (4) debates the pros and cons of breastfeeding—and extended breast feeding—in a feminist context; (5) defends certain aspects of baby trainers, or of attachment parenting more generally, again within a feminist context; (6) examines the tensions between extremes that set the stage for many of these conflicts: the current state of medicalization of pregnancy, childbirth, and breastfeeding, and the just as insistent promotion of "natural" mothering; and (7) analyzes any other issues raised by baby trainers, including but not limited to mothers' (and fathers') roles in the family, working out of the home mothers, stay at home mothers, daycare, babywearing, cloth diapering, the family bed, crying it out and other forms of sleep training. Of interest are research/theoretical articles, personal narrative essays, and any combinations of the two. Submissions should be approximately 2,500-6,500 words, and should be sent via email to janathanson@yahoo.com or tuley@mindspring.com by January 1, 2005. Include the subject line, "book submission," and send your submission as an MS Word or RTF attachment. Also include full contact information, institutional affiliation (if any), and brief biographical information.

Preparing Graduate Students to Teach: Syllabi and Related Material from Graduate Courses on the Teaching of Sociology. Faculty who instruct or supervise graduate student teachers are encouraged to submit materials for the upcoming 4th edition of this ASA publication. Syllabi, in-class exercises, assignments, assessment forms, bibliographies, and other resources are welcome. Send materials as an email attachment or on a disk to Marilyn Krogh by November 15, 2004, at: Department of Sociology, Loyola University Chicago, 6525 North Sheridan Road, Chicago, IL 60626; email mkrogh@luc.edu.

Race, Gender and Class. Special Issue: Poverty: Causes and Consequences to be published in 2005. Papers with sound theoretical, methodological, and applied policy focus at either sub-national, national, regional, or cross-national level are of particular interest. Submitted articles should be original and no longer than 25-28 double-spaced typewritten pages including references, tables and charts. Each paper must have an abstract of 100-150 words summarizing the article's main points. All pages should be numbered. To allow anonymous reviewing, authors' names and institutions should be on a separate cover page. Manuscripts should be accompanied by a cover letter giving the title and the name, mailing address, telephone number, and e-mail address of the corresponding author. Deadline for submission is October 15, 2004. Send four hard copies and one disk copy of your manuscript to: Francis O. Adeola, Guest Editor, Department of Sociology, University of New Orleans, 2000 Lakeshore Drive, New Orleans, LA 70148; email fadeola@uno.edu.

Sociological Focus seeks high quality manuscripts in all areas of sociology. The journal is newly located in the Department of Sociology at the University of Cincinnati. The submission policy can be found at: <ncsanet.org/

sociological_focus/notice.htm>. The journal can be reached by email at SocFocus@uc.edu. Contact: *Sociological Focus*, Department of Sociology, 1010 Crosley Tower, P.O. Box 210378, University of Cincinnati, Cincinnati, OH 45221-0378.

Stress, Trauma and Crisis: An International Journal. Special issue theme: "Stress Among College and University Faculty." Guidelines: (1) Must be based on empirical work (2) Literature reviews or personal reflections on experience are not eligible. (3) Maximum of 15-20 double-spaced pages including references and any appendix material. (4) Must be original work that is not simultaneously being considered elsewhere. (5) Must be submitted in Word format as an attachment or disk sent via US mail. Deadline: October 15, 2004. Send to: David Buckholdt, Marquette University, Raynor Library-320, Milwaukee, WI 53233; (414) 288-0268; email david.buckholdt@marquette.edu.

Teaching Sociological Concepts and the Sociology of Gender, 2nd edition. Edited by Marybeth C. Stalp and Julie Childers. Innovative teaching techniques are now being accepted. This teaching volume will continue to present creative ways to teach gender, and will include a range of approaches, from short, in-class exercises to longer out-of-class assignments. We seek contributions that demonstrate how gender is historically and culturally situated while being mediated by other structures of power such as class, race, sexuality, nationality, ability and/or age. Assignments may have been used in a variety of sociology and gender studies courses. Practicing feminist pedagogy, and issues central to the practice of teaching gender concepts (e.g., negotiating authority in the classroom) are also central to the theme of the volume. Submissions for consideration may include, but are not limited to: classroom exercises, individual and group assignments and projects, course papers, evaluation and assessment tools, short essays on reflective teaching, bibliographies or annotated bibliographies, video or film suggestions. Deadline for submissions: Monday, November 15, 2004. We are unable to accept hard copies of materials at this time. Forward electronic copies in MS Word format to Marybeth.Stalp@uni.edu.

Teaching Sociology invites papers for a special issue on "Cultivating Quantitative Literacy." Of interest are articles concerning innovative methods of engaging students in data analysis within, but also especially beyond, courses in research methodology and statistics. Notes that examine class activities that foster quantitative literacy are also encouraged. Deadline for submissions is January 1, 2005. Submissions should be sent to Kerry Strand and Stephen Sweet, Guest Editors, c/o Teaching Sociology, Department of Sociology and Anthropology, 700 W. State Street, Stone Hall, Purdue University, West Lafayette, IN 47907.

Meetings

October 7-9, 2004. *Social Theory, Politics and the Arts Conference*, George Mason University, Arlington, Virginia. Contact: stpa@gmu.edu.

October 12-13, 2004. *2004 Penn State National Family Symposium*, Nittany Lion Inn University Park, PA. Theme: "Romance and Sex in Adolescence and Emerging Adulthood: Risks and Opportunities." or contact Ann Morris at (814) 863-6607, email amorris@pop.psu.edu. See <www.pop.psu.edu/events/symposium/index2.htm>.

October 15-16, 2004. *California Sociological Association 15th Annual Meeting*, Mission Inn, Riverside, CA. Theme: "The Relevance of Sociology." Information and registration forms are available at

Continued on next page



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Meetings, continued

<www.californiasociologists.com> and from CSA Executive Director, Valerie Callanan, vcallana@csusm.edu.

October 15-16, 2004. *Missouri Sociological Association Conference*, Inn at Grand Glaize, Osage Beach, MO. Theme: "Today's Challenges to Sociology's Identity." Keynoters are: George J. McCall and Roberta Spalter-Roth. For additional information, contact: Betty Cooper, bcooper@leblink.com or <csspr.smsu.edu/msa>.

October 22-23, 2004. *Institute for Research in African American Studies Conference*, Columbia University, New York City. Theme: "Black Faculty in the Ivy League: Where Do We Go From Here?" Contact: Russell Malbrough, Institute for Research in African American Studies, Columbia University, 1200 Amsterdam Avenue, Mail Code 5512, New York, NY 10027; email iras@columbia.edu.

October 22-23, 2004. *Pennsylvania Sociological Society 54th Annual Conference*, University of the Sciences, Philadelphia, PA. Theme: "Democracy, Education, Equality: Brown vs. Board of Education and Beyond." Contact Ahmad Khalili at Slippery Rock University, email ahmad.khalili@sru.edu; (724) 738-2426. <www.cup.edu/liberalarts/sociology/pss/papers.html>.

October 25-27, 2004. *Fourth Annual Primary Care and Prevention Conference*, featuring the Ninth Annual HeLa Women's Health Conference, Sheraton Atlanta-Downtown Hotel, Atlanta, GA. Sponsored by the Morehouse School of Medicine. Contact the conference secretariat, at pcp4abstracts@i3m.org or call (386) 447-9006.

November 4-6, 2004. *Society for Applied Sociology (SAS) 22nd Annual Meeting*, Hyatt Regency Bethesda, Bethesda, MD. Theme: "Application: The Future of Sociology." The meeting will focus on how sociologists work to solve social problems, project the future, and develop the conceptual and methodological infrastructure. Contact Peter Iadicola, email iadicola@ipfw.edu. See <www.appliedsoc.org/>

November 4-7, 2004. *Association of Humanist Sociology*, The Galt House, Louisville, KY. Theme: "Stirring Up Solidarity: Humanists Working Together." Contact: Mary Chayko, College of Saint Elizabeth, Sociology Department, 2 Convent Road, Morristown, NJ; (973) 290-4120; email mtchayko@yahoo.com. <www.humanistsoc.org>.

November 11-13, 2004. *The International Conference on Social Science Research*, Hotel InterContinental, New Orleans, LA. Contact: Centre for Policy and Practice, Conference on Civic Education Research, 900 E. Seventh St., #202, Bloomington, IN 47405; email info@centrep.org. See <www.centrep.org/ocialscience.html>.

November 18-19, 2004. *The Reinvention Center Conference*, Washington, DC. Theme: "Integrating Research into Undergraduate Education: The Value Added." Co-sponsored by The National Science Foundation and The Woodrow Wilson National Fellowship Foundation. Contact: reinvention@sunysb.edu or (631) 632-4544. Visit <www.sunysb.edu/Reinventioncenter>.

June 21-24, 2005. *The International Association for the Study of Sexuality, Culture and Society (IASSCS) International Conference*, San Francisco, CA. See <iasscs.sfsu.edu/>.

Funding

Abe Fellowship Program is designed to encourage international multidisciplinary research on topics of pressing global concern. The program seeks to foster the development of a new generation of researchers who are interested in policy-relevant topics of long-range im-

portance and who are willing to become key members of a bilateral and global research network built around such topics. It strives especially to promote a new level of intellectual cooperation between Japanese and American academic and professional communities committed to and trained for advancing global understanding and problem solving. Fellowship Terms Applications must be submitted online at <applications.ssrc.org>. The deadline for receipt of applications is September 1 annually. Contact: Abe Fellowship Program, Social Science Research Council, 810 Seventh Avenue, New York, NY 10019 USA; (212) 377-2700; fax (212) 377-2727; email abe@ssrc.org. <www.ssrc.org>; or Abe Fellowship Program, c/o Japan Foundation Center for Global Partnership, Ark Mori Building, 21F, 1-12-32 Akasaka, Minato-ku, Tokyo 107-6021, Japan; 03-5562-3506; fax 03-5562-3504; email ssrcABE@gol.com.

American Academy of Arts and Sciences invites applications for research projects related to its major program areas: Humanities and Culture, Social Policy and American Institutions, Education, and Science and Global Security (see program descriptions at <www.amacad.org>). Visiting Scholars will participate in conferences, seminars, and events at the Academy, while advancing their independent research. Terms of Award: \$35,000 stipend for postdoctoral scholars; up to \$50,000 for junior faculty. Postmark deadline: October 15, 2004. Contact: Visiting Scholars Program, American Academy of Arts and Sciences, 136 Irving Street, Cambridge, MA 02138-1996; (617) 576-5014; fax (617) 576-5050; email vsp@amacad.org. <www.amacad.org>.

American Association for the Advancement of Science announces its Science and Technology Policy Fellowships for 2005-2006. Assignments are for one-year terms involving domestic and international science policy issues in Congress and several executive branch agencies. Applicants must hold a PhD or equivalent by the application deadline date. Approximately 60 fellowships are awarded in ten different programs. Stipends start at \$62,000. Application deadline is January 10, 2005. Contact: AAAS Science and Technology Policy Fellowship Programs, 1200 New York Ave. NW, Washington, DC 20005, (202) 326-6700; email fellowships@aaas.org. <www.fellowships.aaas.org>.

American Council of Learned Societies (ACLS) announces its 2004-2005 fellowship and grant competitions. The fellowships include the central ACLS Fellowships, offering stipends from \$30,000-\$50,000, the ACLS/SSRC/NEH International and Area studies Fellowships, the Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars (with a stipend of \$75,000), and the Charles A. Ryskamp Research Fellowships funded by the Andrew W. Mellon Foundation (with a stipend of \$60,000). See <www.acls.org/fel-comp.htm>.

The American Institute for Yemeni Studies offers pre- and postdoctoral fellowships for the purpose of supporting research on Yemeni and South Arabian studies and promoting scholarly exchange between Yemen and the United States. Application deadline: December 31, 2004. For details, eligibility, and requirements, see <www.aiys.org/fellowships>, or contact the executive director: Maria Ellis, American Institute for Yemeni Studies, P.O. Box 311, Ardmore, PA 19003-0311; (610) 896-5412; fax (610) 896-9049; email mellis@sas.upenn.edu.

Andrew W. Mellon Foundation/Vera Institute of Justice Postdoctoral Fellowship on Race, Crime, and Justice. One fellowship is awarded each year for a two-year residency at the Vera Institute in New York. Fellows receive a generous annual salary and benefits plus research and travel allowances to pursue a scholarly project of their own design while

gaining experience in policy-oriented research and writing. Applicants must have completed a doctorate within seven years of applying for the fellowship or be completing it by summer 2005. Applications are due October 22, 2004, with the residency to start in summer or fall 2005. Details and an application are available at <www.vera.org/mellon>. Contact: Pamela Guthrie, Research Department Coordinator, Vera Institute of Justice, 233 Broadway, 12th Floor, New York, NY 10029; fax (212) 941-9407; email pguthrie@vera.org to request a brochure and application.

The Foundation for Child Development (FCD) announces a third round of grants in its *Changing Faces of America's Children—Young Scholars Program*. The Young Scholars Program supports early-career researchers studying the challenges faced by children living in immigrant families. Three to four fellowships of up to \$150,000 for use over one to three years (maximum) will be awarded competitively. Proposals are due on November 1, 2004. Applicants must have earned a PhD or its equivalent in one of the behavioral and social sciences or in an allied professional field within the last 15 years. They must also be full-time, faculty members of a college or university in the United States. The Young Scholars Program supports: (1) Basic and policy-relevant research about the education, health and well-being of immigrant children from birth to age 10, particularly those living in low-income families. (2) Young investigators' efforts to attain tenure or who have received tenure in the last four years from a college or university in the United States. <www.fcd-us.org/ourwork/y-index.html>.

The Freie Universität Berlin and GSA Berlin Program for Advanced German and European Studies offer up to one-year of research support at the Freie Universität Berlin. The program accepts applications from U.S. and Canadian nationals or permanent residents. Applicants for a dissertation fellowship must be full-time graduate students who have completed all coursework required for the PhD and must have achieved ABD status by the time the proposed research stay in Berlin begins. Also eligible are U.S. and Canadian PhDs who have received their doctorates within the past two calendar years. Awards provide between 10 and 12 months of research. Deadline: December 1, 2004. Visit <userpage.fu-berlin.de/~bprogram/> or email bprogram@zedat.fu-berlin.de.

International Center for Advanced Studies at New York University. Fellowships for 2005-2006. Theme: "Politics of the Unprivileged." The project seeks to examine the production, circulation, and practical import of knowledge generated in the various disciplines of social inquiry. What are the costs of the growing divide between social science inquiry and humanistic scholarship? What are the implications of the growing dominance of U.S.-based models of social inquiry for the understanding of other cultures and for the fundamental concepts of political experience and inquiry? The stipend is \$35,000 for nine months and includes eligibility for NYU housing. Application deadline: January 6, 2005. See <www.nyu.edu/gsas/dept/icas> for more information and application forms. Fax (212) 995-4546; email icas@nyu.edu.

Korea Foundation, a public non-profit organization based in Seoul, Korea, undertakes various academic and cultural exchange programs to improve awareness and understanding of Korea worldwide and to foster cooperative relationships with foreign countries. With the goal of expanding academic interest in the field of Korean Studies, the Foundation supports non-Korean experts in the fields of humanities and social sciences in their research on Korea. Fellowships and grants include a fellowship for graduate studies, post-doctoral fellowships (deadline: January 15), advanced research grants (deadline: January 30),

and publication subsidies (deadlines: March 31 and September 30). For information and application guidelines, visit <www.kf.or.kr> or contact: Fellowship Program Department, Korea Foundation, 1376-1 Seocho 2-dong, Seocho-gu, Seoul 137-072, Korea; +82-2-3463-5614; fax +82-2-3463-6075; email fellow@kf.or.kr. <www.kf.or.kr/english/program/fellowship/fl.html>.

National Institutes of Health is accepting applications for research funding to study mechanisms of health risk behavior in children and adults. Non-profit and for-profit organizations, public and private institutions, units of local and state government, certain agencies of federal government, and faith- or community-based organizations are eligible. For full program announcement and application details, visit <grants.nih.gov/grants/guide/pa-files/PA-04-121.html>.

National Institutes of Health is accepting applications for research funding in a new program titled "Sociobehavioral Data Analysis and Archiving in Aging." Up to two years of research may be supported. Non-profit and for-profit organizations, public and private institutions, units of local and state government, certain agencies of federal government, and faith- or community-based organizations are eligible. For full program announcement and application details, visit <grants.nih.gov/grants/guide/pa-files/PA-04-123.html>.

Pembroke Center at Brown University offers postdoctoral fellowships for 2005-2006. Theme: "Language of Victimization." It will consider the multiple languages used to fashion the image and meaning of victimization in different historical and cultural contexts. Stipend is \$35,000. Deadline: December 10, 2004. Contact: Elizabeth Barboza, Box 1958, Brown University, Providence, RI 02912; (401) 863-2643; e-mail Elizabeth_Barboza@brown.edu.



Social Science Research Council and the American Council of Learned Societies announce the 2005 competition of the International Dissertation Field Research Fellowship (IDRF) program, which is designed to support distin-

guished graduate students in the humanities and social sciences conducting dissertation field research in all areas and regions of the world. Fifty fellowships of up to \$20,000 will be awarded in 2005 with funds provided by the Andrew W. Mellon Foundation. The IDRF Program is committed to scholarship that advances knowledge about cultures, societies, aesthetics, economics and/or politics outside the United States. The program is open to full-time graduate students in the humanities and social sciences—regardless of citizenship—enrolled in doctoral programs in the United States. Applicants must have completed all PhD requirements except fieldwork and dissertation by the time the fellowship begins or by December 2005, whichever comes first. Fellowships will provide support for nine to twelve months in the field, plus travel expenses. The fellowship must be held for a single continuous period within the 18 months between July 2005 and December 2006. For further information on application procedures, visit the IDRF website at <www.ssrc.org/programs/idrf> or contact program staff at idrf@ssrc.org. Submission deadlines: Step 1: November 1, 2004 (online); Step 2: November 8, 2004 (mail-in).

TIAA-CREF has created the Ruth Hamilton Research Scholarship. This scholarship for graduate students in the social sciences has been created to honor Hamilton, who is renowned for her work on minority and urban issues. The Scholarship is funded by a \$500,000 endowment from TIAA-CREF and will be administered by the TIAA-CREF Institute, the research and education unit of TIAA-CREF. The scholarship will be awarded to graduate students enrolled in a social science field relating to urban/black studies or the African Diaspora at an accredited public or private university. <www.tiaa-crefinstitute.org>.

Wesleyan University's Center for the Humanities, an institute devoted to advanced study and research, invites applications for the Andrew W. Mellon Postdoctoral Fellowship for 2005-2006. At least one fellowship, possibly two fel-


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THE 37TH
WORLD CONGRESS
OF THE INTERNATIONAL
INSTITUTE OF SOCIOLOGY

FRONTIERS OF SOCIOLOGY

Stockholm, Sweden July 5-9, 2005

 The International Institute of Sociology invites members of the ASA to its 37th World Congress in Stockholm.

There will be twenty plenary sessions during the congress. Some sessions will focus on cutting-edge research in sociology, and others on the relationship between sociology and its neighbouring disciplines. In addition there will be special sessions to commemorate three sociologists who defined and extended the frontiers of the discipline: Pierre Bourdieu, James Coleman, and Robert Merton.



FOR MORE INFORMATION, VISIT THE CONGRESS WEBSITE AT:
www.scass.uu.se/iis2005

Funding, *continued*

lowships, will be awarded; the stipend for each is \$45,000. For information on eligibility, the application procedure, and the Center's themes for 2005-2006, visit the Center's website: <www.wesleyan.edu/chum>. Completed applications must be received by November 11, 2004.

In the News

Howard E. Aldrich, University of North Carolina-Chapel Hill, was quoted in the May 23 *Raleigh News & Observer* on why so many organizations and voluntary associations are segregated by ethnicity.

Judy Auerbach, American Foundation for AIDS Research, was interviewed on National Public Radio's *Morning Edition* on June 23 about international AIDS policy.

Christine Bachrach, National Institute on Child Health and Human Development, was quoted in the August 2004 *Discover* magazine about her research on human social networks and its relation to sexual behavior research supported by the National Institutes of Health.

Carl L. Bankston, III, Tulane University, published a letter to the editor in the July 18 *New York Times Magazine* about China's increasing urbanization and changing demographics and the economic implications for future health care expenditures.

Helen A. Berger, West Chester University, was interviewed on May 13 on National Public Radio's *New Trends in Religion* segment about four teenage "witches" or Wicca devotees.

Eduardo Bonilla-Silva was quoted in the May 14 *Chronicle of Higher Education* about Cambridge University Press' new interdisciplinary journal on race, *The Du Bois Review*.

Diane R. Brown, University of Medicine and Dentistry of New Jersey, was quoted in a June 13 *Newark Star Ledger* article about a recently held forum, "Eliminating Health Disparities: Bridging the Healthcare Divide."

Ronald Burt, University of Chicago, was featured in the May 22 *New York Times* on his research on individual creativity being a function of the structure of one's social network. He was also quoted and cited for his research on workplace reputation in the March 15 *Chicago Tribune*.

Toni Calasanti, Virginia Tech, was quoted in a May 2 *New York Times* article about economic hard times and divorce.

Mary Chayko, College of Saint Elizabeth, was quoted in the April 12 issue of *Time* magazine in an article about the social implications of weblogs and "blogging."

Andrew Cherlin, Johns Hopkins University, was quoted in a June 27 *New York Times* article about newlyweds hedging their bets with their wedding vows.

Lee Clarke, Rutgers University, was quoted in the July 1 issue of *Washington Jewish Week* about his presentation to a C-SPAN-televized conference, titled "Living with Terror: Psycho-Social Effects," held at the National Press Club in Washington, DC, in June.

Daniel Thomas Cook, University of Illinois-Chicago, was the subject of a June 11 *Chronicle of Higher Education* article about marketing to children. His book, *The Commodification of Childhood: The Children's Clothing Industry and the Rise of the Child Consumer*, was also cited.

Thomas D. Cook, Northwestern University, was quoted in the May 28 *Chronicle of Higher Education* about randomized trials methodology in education research.

David Cunningham, Brandeis University, authored a June 20 *New York Times Magazine* article about the history of the FBI's use of knowledge, especially in relation to the KKK.

Mathieu Deflem, University of South Carolina, was featured on a June 14 broadcast about the War on Terrorism on the South Carolina Educational Radio Network.

Gordon De Jong, Pennsylvania State University, was quoted in a June 29 *Pitts-*

burgh Post-Gazette article about the loss of college graduates from the state.

Michele Dillon, University of New Hampshire, was quoted in the *Dallas Morning News* April 17, the *Los Angeles Times*, May 2, and in the *Miami Herald*, May 30, in regard to presidential candidate John Kerry's Catholicism and the Catholic vote.

Paul DiMaggio, Princeton University, was quoted in a June 13 *New York Times* article about the merits of perceived political divisiveness within the United States.

Peter Drier, Occidental College, published a June 10 *Newsday.com* editorial on former President Reagan's negative economic and social policy legacies. He also wrote an article with Kelly Candaele that appeared in *The Nation* on June 10.

Melissa Sheridan Embser-Herbert, Hamline University, wrote a May 16 *Washington Post* opinion piece on social and gender issues relating to the prisoner abuse at the Abu Ghraib prison in Iraq. She also commented on the issue in a May 10 *ABCnews.com* article.

Amitai Etzioni, George Washington University, authored an opinion piece on drivers' licenses serving as *de facto* national ID cards in the May 16 *Washington Post*.

George Farkas, Pennsylvania State University, had his *Contexts* magazine article on academic test score gaps between black and white children featured in Richard Morin's "Unconventional Wisdom" column in the July 25 *Washington Post*.

Susan Farrell, Kingsboro Community College, was interviewed for *NOW with Bill Moyers* on the topic of "A Faithful Choice." Farrell and several others were interviewed about being religious and pro-choice.

Myra Max Ferec, University of Wisconsin-Madison, wrote an article that appeared in the May 23 *Newsday* about the gay marriage debate and its meaning for gender roles.

Charles A. Gallagher, Georgia State University, was quoted in *New York Newsday*, June 27, on the racial and sexual implications of the Marcus Dixon rape case in Rome, Georgia.

Rosemary Gartner, University of Toronto, was quoted in a May 10 *Houston Chronicle* article about abuses at the Abu Ghraib Iraq prison.

Steven Gold, Michigan State University, was quoted in the June 7 issue of *Time* magazine in an article about second-generation immigrant entrepreneurship.

Andrew Greeley, National Opinion Research Center, had his op-ed column about the Catholic vote and the pro-life stance cited in a June 29 *Miami Herald* article.

Cathy Stein Greenblat, Rutgers University, published a photo essay in the July 30 issue of the *Chronicle of Higher Education* based on her recent book *Alive with Alzheimer's*.

Jay Howard, Indiana University/Purdue University-Columbus, was a guest on National Public Radio's *Talk of the Nation* on June 3, discussing contemporary genres of Christian music.

Martha Huggins, Tulane University, was the subject of a June 29 *BBC News Online Magazine* for her research on torture.

Jerry A. Jacobs, University of Pennsylvania, and **Kathleen Gerson**, New York University, had their research on long work weeks discussed in the *Journal of the American Medical Association*, July 7.

James M. Jasper and his book *Restless Nation* were quoted in a recent *U.S. News and World Report* cover article on how Americans constantly remake themselves.

Satoshi Kanazawa, London School of Economics, had his research on physical beauty and intelligence featured in the May 30, 2004, *Washington Post*.

Philip Kasinitz and **John Mollenkopf**, both from City of University New York-Graduate Center, were interviewed on New York City's growing Asian population on *New York One* television on May 10.

Valarie King, Pennsylvania State University, was quoted in the June 20 *Washington Post* for her research from a decade ago showing that fathers who don't live with their children make the greatest impact through child support.

Ross Koppel, University of Pennsylvania, was quoted extensively in an article on the costs of Alzheimer's in the June 20 *Philadelphia Inquirer*.

William Kornblum, City University of New York-Graduate Center, was cited extensively in the June 20 *New York Times* for his research on Times Square.

Annette Lareau, Temple University, was interviewed on May 15 on National Public Radio's *All Things Considered* about the minority achievement gap and tracking in high schools.

Edward Laumann, University of Chicago, was mentioned in a May 1 *New York Times* article for his and other researchers' work on the varying sexual habits of different neighborhoods.

Barrett Lee, Pennsylvania State University, had his research on public sympathy for the homeless featured in the May 30 *Washington Post*. Lee had worked with **Bruce Link**, Columbia University, and graduate student **Chad Farrell** and had published the results in the February 2004 issue of the *American Sociological Review*.

Hilary Levey and **Steven Tepper**, Princeton University, were quoted in *USA Today* on May 12 and *The Chicago Tribune* on May 21 about their research project on university commencement speakers. Levey also appeared on *Your World with Neil Cavuto* on Fox News Cable on May 18 for the same work.

Martin L. Levin, **Xiaohu Xu** and **John Bartkowski**, all from Mississippi State University, published in the *Journal of Marriage and Family* on seasonality of sexual debut. The research was cited in *May* in *Newsweek* and *MSNBC*.

Donald P. Levy, University of Connecticut, had his current research on sports fans in general and the phenomenon of "fantasy sports" cited in the June 21 issue of *Sports Illustrated*.

Zai Liang, State University of New York-Albany, was cited in the May 15 issue of the *Economist* about recent emigration from China's Fujian province. He was also consulted for the March issue of *National Geographic* about China's economic growth and environmental issues.

Seymour Martin Lipset, George Mason University, was referenced in a July 7 *Washington Post* op-ed article about Kerry's choice of Senator John Edwards for his running mate.

Donald Lloyd and **R. Jay Turner**, both from Florida State University, had their research on stress relative to young adults' psychiatric disorders reported in *Forbes* magazine, *Yahoo News*, *Medical Breakthroughs*, *Health Central.com*, and *Dr. Koop.com*. They were also quoted in January 2004 by *The Times of India*, regarding their research on post-traumatic disorders linked to childhood stress.

Meika Loe, Colgate University, had her book, *The Rise of Viagra: How The Little Blue Pill Changed Sex in America*, discussed in Rick Marin's column in the Sunday Styles section of *The New York Times* on July 11.

Robert Manning, Rochester Institute of Technology, spoke on July 1 in Washington, DC, at a conference by the Center for

American Progress. The conference was covered by *CNN* and appeared live on *C-Span*. He was also featured in a *Southern Exposure* (Vol. 31, No. 2) article, titled "Banking on Misery: Citigroup, Wall Street, and the Fleecing of the South."

Douglas S. Massey, Princeton University, had his article, published in the April issue of *The Du Bois Review*, discussed in the May 14 *Chronicle of Higher Education's* review of new journals.

Anita Mathur, University of California-Berkeley, had her research featured in a May 14 *Chronicle of Higher Education* story on community college attendance for welfare recipients.

Clark McPhail, University of Illinois at Urbana-Campaign, and University of North Carolina historian **Fitzhugh Brundage**, were the featured guests on Chicago Public Radio's *Odyssey* program on mob violence, April 19.

Jane Menken, University of Colorado-Boulder, was quoted in the July 9 *Los Angeles Times* about the Union of Concerned Scientists' July 8 report on Bush administration misuse of science in forming national policy.

Stephen J. Morewitz, Morewitz & Associates, and California State University-Hayward, had his research on hypertension impairment featured in *WebMD* on May 17 and in *InCirculation.net*, May 19.

Charles Moskos, Northwestern University, was quoted in a May 12 *Chicago Tribune* article about the theories behind why pictures were taken at the Iraq prison in Abu Ghraib.

Steven Nock, University of Virginia, was interviewed on National Public Radio's *Morning Edition* about the well-being of children of gay parents.

Andrew Perrin, University of North Carolina-Chapel Hill, was interviewed in the May 23 *Raleigh News & Observer* on segregation 50 years after *Brown v. Board of Education*.

Becky Pettit, University of Washington, was featured in a May 24 *Seattle Post Intelligencer* article and was quoted in a May 22 *Seattle Times* article about her research that found the rate of black incarceration to be on the rise. **Bruce Western**, Princeton University, was also mentioned. The articles were based on Pettit and Western's research in the April 2004 *American Sociological Review*.

J. Steven Picou, University of South Alabama, was quoted in the July/August issue of *E: The Environmental Magazine* on the chronic community impacts of the 1989 Exxon Valdez oil spill and the long-term social consequences of the litigation associated with this disaster.

Harriet Presser, University of Maryland-College Park, was quoted extensively in a June 2 *Christian Science Monitor* article about American parents working unusual hours and how it affects the family. The article was based on a study from the Spring *Contexts*. Her study was also featured in the *San Francisco Business Times*, May 25; *San Jose Business Journal*, May 25; and the *Globe and Mail*, May 25.

Sean Reardon, Pennsylvania State University, was quoted in a May 17 *Chicago Tribune* article about the resegregation of schools in the south.

Wormie L. Reed, Cleveland State University, was quoted in a May 10 *Cleveland Plain Dealer* article about the lack of blacks living in one of the fastest growing suburbs in Ohio, Twinsburg.

Craig Reinerman, University of California-Santa Cruz, and his *American Journal of Public Health* article comparing cannabis use in Amsterdam and San Francisco, was covered in various media in May including KCBS radio (San Francisco), KSBW television (Monterey), the *Oakland Tribune*, the *Ottawa Sun*, the *Montreal Gazette*, the *Vancouver Sun*, and

Continued on next page

The International Center For Tolerance Education New York

2005 Scholars in Residence Awards

ICTE invites applications for fellowship awards open to junior and senior academics doing tolerance-linked interdisciplinary work in early childhood and elementary education and human rights.

Deadline: December 15, 2004

Details and application guidelines available for download at www.seedsoftolerance.org

Third Millennium Foundation
650 Madison Avenue, 18th Floor
New York, New York 10022

the *Victoria Times*.

Chris Rhomberg, Yale University, was interviewed for a feature article that appeared in the July 16 *San Francisco Chronicle* about his book *No There There: Race, Class, and Political Community in Oakland*.

Paul M. Roman, University of Georgia, was interviewed on National Public Radio's *Talk of the Nation* on March 10 about constructive assistance for substance abusers in the workplace.

Abigail Saguy was quoted in the July 18 *Houston Chronicle* discussing her current work on how the mass media are reporting on the so-called "obesity epidemic." This research was also cited in the *New Scientist* on May 1.

Kim Scipes, Roosevelt University, published articles on AFL-CIO foreign operations in *Labor Notes*, a national rank-and-file labor activist journal, in the February and April 2004 issues. The latter article was picked up by a number of web sites including *Counterpunch*, *Z Net*, and *Venezuela Analysis*. Scipes also did two live radio interviews about AFL-CIO efforts in Venezuela on KPFT-FM, Houston, TX, in March and on KDVS-FM, Davis, CA, in April.

Christian Smith, University of North Carolina-Chapel Hill, and **Richard Flory**, Biola University, were quoted in a May 15 *Los Angeles Times* article about "biblezines," or magazines about the Bible meant to entice a younger generation.

Earl Smith, Wake Forest University, was quoted in a May 17 *Dallas Morning News* article about the effect of Jackie Robinson's inclusion in major league baseball on desegregation of schools. The article also appeared in the *San Jose Mercury News*.

Judith Stacey, New York University, was interviewed on National Public Radio's May 24 *Morning Edition* about the well-being of children of gay parents. The segment mentioned her *American Sociological Review* article.

Stephen Steinberg, City University of New York-Queens College, wrote a letter to the editor on Smarty Jones in the June 8 *New York Times*.

Van C. Tran, Harvard University doctoral student, was interviewed on National Public Radio's June 5 *Weekend Edition* about his childhood in a refugee camp in Thailand before arriving in the United States five years ago. Tran was also featured in the June 22 *New York Times* Metro section about his adaptation to life in America and his graduation from Hunter College.

Christopher Uggen, University of Minnesota-Minneapolis, was interviewed on National Public Radio's May 22 and 23 edition of *Sound Money* on his article in *American Sociological Review* about sexual harassment in the workplace being a problem for adolescents.

Bert Useem, University of New Mexico, was quoted in a May 7 *Fort Worth Star Telegram* article about the psychology behind the Iraq prison abuse.

Jean Van Delinder, Oklahoma State University, was quoted in a May 16 *Kansas City Star* article about social barriers wearing down gradually not legally.

Ronald Weitzer, George Washington University, was quoted extensively in an article on prostitution in massage parlors, in an article in the *Louisville Courier-Journal* on July 11. He was the featured guest on the nationally syndicated radio show *Ernie Brown's America at Night* on April 13, discussing his research on the sex industry.

Barry Wellman, University of Toronto, was quoted in the July 7 *Globe and Mail* about patriotism among Canadians.

Charles Willie, Harvard University, was quoted in a May 16 *Boston Globe* article

about the 30-year anniversary of the court ruling that found that Boston schools were segregated.

Sharon Zukin, Brooklyn College and City University of New York-Graduate Center, was quoted on food stores as social institutions in the *New York Times* on May 2.

Awards

Ronald P. Abeles, Office of Behavioral and Social Sciences Research, National Institutes of Health, has been selected as one of five recipients of the American Psychological Association (APA) Meritorious Research Service Commendation.

Biko Agozino, Cheyney University, as head of that university's Summer Transportation Institute, has witnessed the university receive the Federal Highway Administration Award of Excellence, the National Summer Transportation Institute Director's Award for Outstanding Leadership, and the State Department of Transportation Outstanding Achievement Award.

James A. Beckford, University of Warwick, has been elected a Fellow of the British Academy.

Wendy A. Cadge, Bowdoin College, won a 2003 Sabbatical Grant for Pastoral Leaders from the Louisville Institute for *Lessons Learned: Congregations Talking about Homosexuality*.

Ed Chambers, executive director of the Industrial Areas Foundation, was presented with the 2004 Noam Chomsky Award by members of the Justice Studies Association at its sixth annual conference at Edgewood College in Madison, Wisconsin, in June.

Laura Rebecca Clawson, Princeton University, won a 2004-2005 Dissertation Fellowship Award from the Louisville Institute for her *I Belong to this Band, Hallelujah: Faith, Community and Tradition Among Sacred Harp Singers*.

Steve Derné, State University of New York-Geneseo, is a winner of the Chancellor's Award for Excellence in Scholarship and Creative Activity. He is just the second Geneseo professor to win the award.

Sister Esther Heffernan, Edgewood College, won the annual Justice Studies Association Social Activist Award for her work in the areas of peace and social justice for the past 40 years.

Regine O. Jackson, Emory University, has been awarded a 2004 Spencer Foundation Small Research Grant for "Catholic Schools and the Incorporation of New Immigrants in Boston."

Ivy Kennelly won the 2004 Bender Teaching Award from George Washington University.

Matthew T. Loveland, University of Notre Dame, won a 2004-2005 Dissertation Fellowship Award from the Louisville Institute for his *Civic Congregations: Congregational Dynamics and Individual Civic Choices*.

Patricia Yancey Martin, Florida State University, received the 2004 Distinguished Article Award from the Sex and Gender Section of the American Sociological Association for her paper, "Said and Done Vs. Saying and Doing: Gendering Practices, Practicing Gender at Work."

Christopher Mele, University at Buffalo, has been awarded a 2004-2005 Fulbright fellowship at the University of Hong Kong.

Torin Monahan, Arizona State University, received a \$76,582 grant from the National Science Foundation for research on "Experiences of Surveillance Technologies in Gated Communities and Public Housing."

lic Housing."

W. Lawrence Neuman, University of Wisconsin-Whitewater, received the university's outstanding researcher award as well as the College of Letters and Science teaching excellence award in the past year.

Harold L. Orbach, Kansas State University, received the "Distinguished Service Award" of the Midwest Sociological Society at the Presidential Session of the Society's Annual Meeting this year. The award was "in recognition of and with gratitude for years of creativity and effort on behalf of the Midwest Sociological Society."

Terri L. Orbuch, Oakland University, is the recipient of the 2002-2004 Article Award from the International Association of Relationship Research for her article, "Who Will Divorce: A 14-year Longitudinal Study of Black Couples and White Couples," *Journal of Social and Personal Relationships*, 19 (2002): 179-202.

Clinton R. Sanders, University of Connecticut, is the recipient of the Provost's Research Excellence Award for 2004.

Robin Simon, Florida State University, won the Best Publication Award in the Mental Health Section of the American Sociological Association for the summer of 2004 for the article "Revisiting the Relationships among Gender, Marital Status, and Mental Health."

Tamara L. Smith, Loyola University-Chicago, received the Paul Meadows Excellence in Teaching Award for teaching

accomplishments.

Kathryn Tillman, Florida State University, received the First Year Assistant Professor Award from the FSU Committee on Faculty Research Support, supporting her research in summer 2004.

Koji Ueno, Florida State University, received the 2004 Odum Best Graduate Paper Award from the Southern Sociological Society for a forthcoming paper titled, "The Effects of Friendship Networks on Adolescent Depressive Symptoms," in *Social Science Research*.

Gregory Weiss, Roanoke College, was one of 11 recipients of the TIAA-CREF Virginia Outstanding Faculty Award, the state's highest honor for faculty at colleges and universities.

Brunetta Wolfman won Provincetown, MA's Senior Citizen of the Year Award for 2004.

Fenggang Yang, Purdue University, won a 2004-2005 First Book Grant Award for Minority Scholars from the Louisville Institute for *Independence and Integration: Chinese Christian Churches in America*.

People

Elizabeth Borland will join the Department of Sociology and Anthropology of The College of New Jersey in the fall as an Assistant Professor.

David L. Brunsmas has accepted a joint position in Sociology and Black Studies

at the University of Missouri.

John L. Campbell has been appointed the Class of 1925 Professor of Sociology at Dartmouth College, and Professor of Political Economy at the International Center for Business and Politics, Copenhagen Business School.

Steve Carlton-Ford and **Paula Dubeck**, University of Cincinnati, have recently been selected to edit *Sociological Focus*, the journal of the North Central Sociological Association.

Monica Casper, University of California-Santa Cruz, has accepted an appointment as Associate Professor of Sociology and Director of Women's and Gender Studies at Vanderbilt University.

Dan Chambliss, Hamilton College, is principal investigator on a \$280,000-grant for 2004-2006, from the Andrew W. Mellon Foundation, for Longitudinal Assessment of Liberal Arts Education.

Lee Clarke, Rutgers University, participated as a speaker in a briefing at the National Press Club in Washington, DC, on "Living with Terror: Psycho-Social Effects" in June.

Joe Feagin has been appointed Ella McFadden Professor in Liberal Arts at Texas A&M University.

Mary Frank Fox, Georgia Institute of Technology, has given recent invited talks on her research on gender, science, and academia at the National Science Foundation, American Association for

Continued on next page



TESS Announces its Third Special Competition Proposals due 11/1/2004.

Until November 1, 2004, TESS will accept proposals for larger studies on upcoming TESS Internet and telephone survey-experiments. For telephone-based data collection, we are accepting proposals as large as 6,000 respondent-minutes (instead of the standard 2,000 respondent-minute limit). For Internet-based data collection, we are accepting proposals as large as 12,000 respondent-questions (instead of the standard 8000 respondent-question limit).

This new opportunity is part of TESS's continuing attempt to spur innovation in the social sciences, and to extend opportunities for original data collection to all scholars. Any graduate student or faculty member is eligible to apply. Scholars in the applicant's chosen discipline will judge the proposals. Throughout the process, TESS and its reviewers offer advice on how to make the experiments more effective.

TESS will collect data for the winning proposals free of charge. Authors of winning proposals then receive exclusive access to the data for nine months. After that time, TESS releases the data for public use on its website, ExperimentCentral.org.

Both the telephone and Internet samples are random probability samples of U.S. households. The Indiana University Center for Survey Research collects TESS telephone survey data during a thirty-minute interview of at least 2000 respondents. Knowledge Networks of Menlo Park, CA, collects data for TESS Internet experiments. Sample sizes and attributes for Internet-based experiments are more flexible than those available for the telephone.

Proposals must be submitted through ExperimentCentral.org by Monday, November 1, 2004. TESS will notify applicants of its decision as soon as possible thereafter, typically within two months for the special competitions, and one month for regular submissions. For more information on how to submit a proposal for the special competitions or as a regular submission, for news about winners of previous competitions, and for data from previous experiments, please visit our website at <http://experimentcentral.org>.



TESS is funded by the National Science Foundation.

Arthur Lupia (University of Michigan) & Diana Mutz (University of Pennsylvania)
Principal Investigators.

People, continued

the Advancement of Science, American Chemical Society, American Political Science Association, and the Association for the Study of Higher Education.

R. Scott Frey has become the head of the Sociology Department at the University of Tennessee-Knoxville in August 2004.

Allen W. Imershein, Florida State University, was elected Vice-President of the Southern Sociological Society.

William S. Johnson has retired from Arizona State University.

David L. Levinson is now president of Norwalk Community College in Connecticut.

Sara Rab has accepted a position as Assistant Professor of Educational Policy Studies and Sociology at the University of Wisconsin-Madison, starting this fall.

Deana Rohlinger, Florida State University, has joined the sociology department as an assistant professor starting August 2004.

Kim Lane Scheppele, University of Pennsylvania, has been named the John J. O'Brien Professor of Comparative Law in addition to her position as Professor of Sociology. For 2004-2005, she also has been named a Fellow in the Law and Public Affairs Program at Princeton University.

Shirley A. Scritchfield is the new Dean, College of Arts & Sciences, Rockhurst University.

Robin Simon, Florida State University, was elected Treasurer/Secretary of the Mental Health Section of ASA.

Diane Taub, Southern Illinois University, is the new Sociology Chair at Indiana University-Purdue University at Fort Wayne.

Koji Ueno, Florida State University, has joined the sociology department as an assistant professor starting August 2004.

Henry Vandenberg was named as Faculty Research Fellow for Bridgewater State College for 2004-2005.

Mary Virnoche and Leah Thompson, Humboldt University, received a two-year AAUW grant of \$7500 to fund a longitudinal evaluation of the Expanding Your Horizons (EYH) conference for girls, which encourages girls to "take more math and science" in high school so they have more choices in college.

Mary Lou Wylie, James Madison University, has retired from the sociology department and as chair of that department.

Carlos Zeisel has accepted a position as assistant professor at Morris College in Sumter, SC.

Members' New Books

Biko Agozino, Cheyney University, and **Anita Kalunta-Crumpton**, co-editors, *Pan African Issues in Crime and Justice* (Aldershot Ashgate, 2004).

James A. Beckford, University of Warwick, *Social Theory and Religion* (Cambridge University Press, 2003).

James A. Beckford, University of Warwick, and **James T. Richardson**, University of Nevada, Reno, editors, *Challenging Religion: Essays in Honour of Eileen Barker* (Routledge, 2003).

Diane R. Brown, Institute for the Elimination of Health Disparities, and **Verna M. Keith**, Arizona State University, *In and Out of Our Right Minds: The Mental Health of African American Women* (Columbia University Press, 2004).

David L. Brunson, University of Missouri, *What the School Uniform Tells Us About American Education: A Symbolic Crusade* (Scarecrow, 2004).

John L. Campbell, Dartmouth College and Copenhagen Business School, *Institutional Change and Globalization* (Princeton University Press, 2004).

Gregg Lee Carter, Bryant University, *Guns in American Society: An Encyclopedia of History, Politics, Culture and the Law*

(ABC-CLIO, 2003); *Doing Sociology with Student Chip: Data Happy!*, 4th Edition (Allyn & Bacon, 2004); *Empirical Approaches to Sociology*, 4th Edition (Allyn & Bacon, 2004).

Gordon J. DiRenzo, University of Delaware, *Conoscenza e Spiegazione (Knowledge and Explanation)* (Roma: Di Renzo Editrice, 2004).

Jill Esbenshade, San Diego State University, *Monitoring Sweatshops: Workers, Consumers, and the Global Apparel Industry* (Temple University Press, 2004).

Sharlene Nagy Hesse-Biber, Boston College, and **Gregg Lee Carter**, Bryant University, *Working Women in America: Split Dreams*, 2nd Edition (Oxford University Press, 2005).

Nora Jacobson, University of Toronto, *In Recovery: The Making of Mental Health Policy* (Vanderbilt University Press, 2004).

Yuniya Kawamura, Fashion Institute of Technology/State University of New York, *The Japanese Revolution in Paris Fashion* (Berg Publishers, 2004).

Jonathan Markovitz, University of California-San Diego, *Legacies of Lynching: Racial Violence and Memory* (University of Minnesota Press, 2004).

Robert Merton, *Mass Persuasion: The Social Psychology of a War Bond Drive*, reprint (Howard Fertig, Inc., 2004).

Patrick Nolan, University of South Carolina, and **Gerhard Lenski**, University of North Carolina, *Human Societies: An Introduction to Macrosociology*, Ninth Edition (Paradigm Publishers, 2004).

Patrick Nolan, University of South Carolina, *Studying Human Societies: A Primer and Guide* (Paradigm Publishers, 2004).

Vincet J. Roscigno, Ohio State University, and **William F. Danaher**, College of Charleston, *The Voice of Southern Labor: Radio, Music, and Textile Strikes, 1929-1934* (University of Minnesota Press, 2004).

Julie Shayne, Emory University, *The Revolution Question: Feminisms in El Salvador, Chile, and Cuba* (Rutgers University Press, 2004).

Ruth A. Wallace, Georgetown University, *They Call Him Pastor: Married Men in Charge of Catholic Parishes* (Paulist Press, 2003).

Frank Harold Wilson, University of Wisconsin-Milwaukee, *Race, Class, and the Postindustrial City: William Julius Wilson and the Promise of Sociology* (SUNY Press, 2004).

Other Organizations

The Social Science Research Council in partnership with the American Council of Learned Societies is proud to announce the recipients of the 2004 International Dissertation Field Research Fellowship (IDRF). The 49 fellows were selected from a competitive pool of 916 applications. The 2004 IDRF fellows conducting dissertation research in the discipline of sociology are: (1) Dorith Geva (New York University): "To Father or to Fight? Mass Conscriptation and the Politics of Masculine Citizenship, France, 1913-1939, and the United States, 1917-1944." (2) Jee Young Kim (Harvard University): "The Impacts of Global Labor-Rights Movements: Focusing on Vietnam's Footwear and Garment Industries." (3) Amy Lang (University of Wisconsin-Madison): "Assessing the Impact of Deliberative Processes on Electoral Reform Efforts in Two Canadian Provinces." (4) Fazia Mushtaq (Northwestern University): "Teachers, Preachers and Legal Interpreters: Creating Islamic Communities in Modern Pakistan." The IDRF program invites applications for the 2005 Fellowship competition. Sub-

missions deadlines: Step 1: November 1 (online), 2004; Step 2: November 8, 2004 (mail-in). Further information about application procedures, selection criteria and recently funded projects can be found online at <www.ssrc.org/programs/idrf>.

Contact

The Second Annual Interdependence Day will be celebrated in Rome, Italy, with the support of the government of Rome under the leadership of Mayor Walter Veltroni. The event is intended to bring together world leaders to reaffirm the idea that all humans and countries are interdependent and bound to one equal destiny and to create an affirmative alternative to war and violence. See <www.civworld.org>. Holding your own celebration on an academic campus or in an organization is a great way to support this global cause. It will widen the dialogue on important issues and could help nurture the reality of global civil society. Contact: CivWorld Global Citizens Campaign for Democracy, 1841 Broadway, #1008, New York, NY 10023; (212) 247-5433; email rgude@civworld.org.

Caught in the Web

Quarterly Journal of Ideology is an interdisciplinary, internet publication intended for those interested in ideological issues in all arenas of scholarly inquiry, including, but not limited to, sociology, economics, philosophy, history, political science, theology, literature, journalism, anthropology and science. QJI is especially interested in providing a forum that allows professionals to critique the conventional wisdom within the areas of their expertise conducted through qualitative rather than quantitative evaluation. To submit an article to be reviewed for publication, visit <www.lsu.edu/la/journals/ideology> or email ndolch@pilot.lsu.edu.

Deaths

Jerry Salomone died in Hammond, Louisiana, on July 4, 2004.

William Silverman, secretary-treasurer of the ASA Religion section, died in Jericho, New York on August 3, 2004.

Obituaries

James Ecks (1942-2004)

Ecks died Saturday, his 28th wedding anniversary, after a two-year battle with prostate cancer. He would have turned 62 on the Fourth of July.

Survivors include his wife, Jane, his daughter, Marion, two sisters and a brother.

"It was an honor to work with him. Jim was an honest and decent public servant," said 5th District Ald. James Sullivan, who had the closest relationship with Ecks among the city's aldermen. "He had the best interest of his community, not just for today but in the future, at heart."

Betsy Flood, a 3rd District resident who came to know Ecks through the Wauwatosa neighborhood associations, characterized him as an impassioned "idea guy" who "wasn't afraid to rock the boat" on behalf of his constituents.

"He was truly a good guy," said Flood, who recalled how Ecks had happened to see her cleaning up after a block party a few years ago and stopped to help.

"With him . . . I always felt as if we had at least one representative who was a delegate for us. Those are going to be some shoes to fill," Flood said. "Whoever it is, I hope they're as opinionated."

A Wauwatosa native and former seminarian, Ecks graduated from Christ King School and Marquette University High School.

He earned a doctorate in sociology at Rutgers University, a master's degree in social research in New York, and a bachelor's from St. Louis University.

He taught at Rutgers University and the College of DuPage in Illinois, Marquette University, Carroll College in Waukesha and Nicolet High School.

In his private life, Ecks was a student of Milwaukee history, environmentally conscious and an avid gardener, hauling water to the family's rented plot on the Milwaukee County grounds and frequently delivering flowers that he grew to various City Hall offices.

"He lived a life that was ecologically pure," said his brother, John Ecks of Coronado, Calif. "They didn't consume much, they grew things and recycled. They were very committed in that regard."

Those philosophies were reflected in his political views. He was a strong proponent of preserving the county grounds, opposed the widening of I-94 and pushed for better public transportation.

An academic at heart, Ecks loved to speak and debate, and he was prone to alliteration when taking the floor. To the frustration of his colleagues at times, he tended to dissect an issue and painstakingly examine its components in an effort to find a solution.

"He was obviously a very bright man who often brought his philosophical background to bear," said Wauwatosa Mayor Theresa Estness. "He would circle an issue, get to know it and own it, and then find a different path to whatever solution was there."

It was Ecks, for example, who suggested in 2001 that the city bring in a mediator to broker a peace between Wisconsin Lutheran College and neighbors who feared the college's brisk expansion was destroying their neighborhood.

"He was always willing to take a new look at hardened positions and come up with a creative option that would move folks beyond whatever contention of the day," Sullivan said.

Ecks was diagnosed with prostate cancer about 2 1/2 years ago. Of his Common Council colleagues, he told only Sullivan initially. Then about a month ago, after the cancer had spread to his bones and brain, he notified the rest of the aldermen and the mayor by letter.

Last week, in his characteristically genteel way, Ecks left a phone message for city administrator Thomas Wontorek asking "if he would be so kind as to relieve him of his duties" as a member of the city's comprehensive planning committee for the sake of continuity, Estness said.

"He very much wanted to continue his service without people looking at his illness," Sullivan said of Ecks' decision to keep his illness private. "He wanted to contribute as long as he was able. And I have a tremendous amount of respect for that."

Annysa Johnson, Reprinted from the Milwaukee Journal Sentinel

Witold Krassowski (1921-2004)

Witold Krassowski, inspiring teacher for generations of students at Santa Clara University, passed away on August 31, 2004, after a long struggle with congestive heart failure. He leaves a gap in our lives.

Dr. Krassowski was born on September 8, 1921, in Piesza-Wola, Poland. Fighting in the Polish army and then the Polish underground during World War II, Krassowski commanded a regiment in the Warsaw Uprising of 1944. Later captured by the Germans, then swept westward across Europe, and eventually finding himself in England as a refugee, Krassowski managed to win a scholarship for undergraduate studies in engineering at Purdue. While there, he washed dishes in exchange for meals and pocket money, and worked summer jobs as a carnival concession hawker to pay the rent. At Purdue, Krassowski also happened to take

Continued on next page

THE ROBERT WOOD
JOHNSON FOUNDATION'S

**Scholars in Health Policy
Research Program**

Congratulates Sociology Winners of the 2004-2006 Fellowship

SCHOLARS
in Health
Policy
Research
Program

KAREN ALBRIGHT
(Scholars Program at the University of California, Berkeley/San Francisco)
2004 PhD, New York University
Albright expects to investigate the practice of telemedicine and its effects on the quality of health care in socio-economically disadvantaged rural and urban communities.

WENDY CADGE
(Scholars Program at Harvard University)
Assistant Professor, Department of Sociology and Anthropology, Bowdoin College (on leave)
Cadge plans to examine how religion influences people's health care decisions, particularly at the end of their lives.

JOSHUA GUETZKOW
(Scholars Program at Harvard University)
2004 PhD, Princeton University
Guetzkow is interested in studying the growing use of the criminal justice system to manage public mental health problems.

JOANNA KEMPNER
(Scholars Program at the University of Michigan)
2004 PhD, University of Pennsylvania
Kempner plans to investigate how interest groups like the pharmaceutical industry, advocacy groups, and policy makers compete for funding and public attention.

*Scholars in Health Policy Research Program is a national fellowship program sponsored by the Robert Wood Johnson Foundation, which provides 12 talented social scientists with a unique and challenging two-year post doctoral research and training experience at one of three participating universities: The University of California at Berkeley and San Francisco; The University of Michigan; and Harvard University.
For information about the Program visit the website <http://healthpolicyscholars.org>.*

Obituaries, continued

an elective course in Sociology. It was here that he identified Sociology as his calling. (Thank you, Purdue.) Krassowski married the love of his life, "Tweet," in 1951 and went on to graduate studies in Sociology at UCLA, where he worked with Leonard Broom and Donald Cressey. (Thank you, UCLA.)

Krassowski left UCLA for a job at Santa Clara University in 1957, where he was the first full-time sociologist and lived a life illustrating the importance of "founder effects." Dr. K, as everyone referred to him, was a colorful man, upright and handsome, with a magnetic personality, an appealing accent, a sharp intellect, and a buoyant personality. He was insightful about people, clever about organizational process, ethically principled, and physically energetic. He also remained true to his deeply held values. Most people liked him a lot, and nearly everyone respected him. By the end of his first year at Santa Clara, the Board of Trustees recognized that Krassowski was a very good hire. It approved sociology major and formed the sociology department, with Krassowski as its only full-time faculty member and department head.

The department began graduating two or three students a year in 1960, and produced several professors from those early cohorts (Ron Anderson at UCLA, Leo Pinard at Cal Poly San Luis Obispo, Timothy Hartnagel at the University of Alberta, Joseph DeMartini, now deceased, at Washington State University, William Satariano at UC Berkeley's Geriatric Resource Center, and Pamela Jolicoeur at California Lutheran College). Dr. K was a moving force on campus, serving on the Board of Trustees, successfully fighting to have the social sciences offer BS degrees at Santa Clara rather than BA degrees, actively supporting Santa Clara's move to go "co-ed," introducing Anthropology to campus, fighting for major core curricular reforms, and introducing Santa Clara's first for-credit internships. He built an undergraduate program based on commitment to providing personal attention for all students, and emphasizing that the core of sociological activity is scientific research rather than protest or advocacy. Newly arriving faculty sometimes challenged these assumptions, but Dr. K remained to the end, a powerful and effective voice for the premises on which the program was founded.

During the 1970s rapid growth in the number of Sociology majors changed the flavor of the department. In order to provide more encouragement for student scholarship, Dr. K lead the department in hosting its first annual undergraduate research conference in 1973. This is now the oldest continuously running conference of its kind in sociology.

Dr. K remained an exemplary teacher and mentor through the 1980s and 1990s. Meanwhile, by 1990 the program began to institute the components of a developmental curriculum. In 1992 Dr. K won the Pacific Sociological Association's Distinguished Teacher Award for decades of classroom and advising excellence. The award committee was particularly impressed with the intense loyalty generations of students retain to the department after having been touched by Dr. K's warm effervescence and the sheer power of his sociological imagination and insight. His career reached a satisfying pinnacles when Santa Clara's Sociology major program was awarded the American Sociological Association's Distinguished Contributions to Teaching Award in 1998, for its effort to initiate a developmental curriculum. He retired in 1999. And until the middle of 2003, he continued to come to the office almost every day, serving effectively as a colleague, mentor, and most especially as an advisor who was loved and respected by students. Despite faltering health, Dr. K stayed involved in the life of the program, meeting with and encouraging colleagues even in his last few days.

Please join us in remembering a colleague who marked our lives and who modeled concern for students. Students walked away from Dr. K's classes appreciating the power of Sociology's conceptual frameworks when applied to analysis of complex problems and the resolu-

tion of everyday issues. Witold Krassowski will be missed.

Charles Powers and Marilyn Fernandez, Santa Clara University

Joel B. Montague, Jr.
(1912-2004)

Joel Montague, "Monty" to his friends and students, was a quiet man who enjoyed explaining how seemingly ordinary events could be seen through a sociological lens as having significant social consequences, often unforeseen by observers. His presentation of such events was unique because of the self-effacing and low-keyed manner in which they were told. They were presented as sociological stories but he told them as a traditional Southern rural storyteller. That process was not far off the mark since he was born in a small town in rural Missouri, a border state. His later concern with inequality was foreshadowed when, as a child in the Great Depression, he not only saw much poverty and injustice all around him but also was mystified by the unemployment of his father, a Protestant minister.

In an autobiographical work, *Cohort of One*, he asked his father how God could permit one of his own ministers to be without work when so much needed to be done. His father cautioned him that the trouble was not in heaven but here on earth. Much later he sought explanations in the work of the classical thinkers of sociology, especially Weber, Durkheim, Simmel, and DuBois. In 1931 he attended a small Missouri college, now Central Missouri University, where he was first exposed to a sociology course, though it was only one of three. But that was enough to decide his future career once and for all. He taught sociology and history in a local high school for two years and worked as a social caseworker at Kalamazoo, Michigan State Hospital. During World War II, as a Specialist First Class, Monty came face to face with social psychological problems facing servicemen, an experience that led to a major paper: "Social Factors in Combat Fatigue." That was the first of many articles on health and medical issues, which later culminated in extensive research on the British national health care system.

He soon concluded that the problems of health care and medicine were not isolated problems. Societies afflicted with structural inequities had to be factored in. He soon extended his theoretical concern by focusing on how Weber's concepts of power, class and status could be applied to contemporary British and American settings. His interests led to comparative research on health and medical institutions in those countries. After brief teaching stints in England and Australia, he shifted to comparative studies of schools and university systems. Though much of Monty's research in the late 1950s and 1960s are perhaps forms of "critical sociology," his approach was more Weberian than Marxist. But it was C. Wright Mills whom he most admired among contemporary sociologists, a fact evidenced by the title of a paper Monty co-authored with several students: "Establishment Sociology."

Monty and his beloved wife Evelyn were active in many community issues and controversies in the Pullman, Washington—Moscow, Idaho area while at Washington State University where Monty spent most of his academic life. It was not an area that was always sympathetic to social reformers, and Monty encountered political resistance to his ideas. In one such experience he was prevented from being issued a passport to enable him to travel to take up a visiting professorship in Japan. Monty and Evelyn were not deterred. They joined student rallies and became political, social, and academic mentors to dozens of students. Evelyn, who predeceased him by two years, was a great questioner who would pester him with unanswered questions. With Monty turning up example after example of inequalities, she once asked: "Where is it all coming from? Why aren't the schools stamping it out?" They were both enlightened and devastated when their collective inquiries revealed that most of the inequalities were structured into the way school systems are themselves organized.

Monty's interests would soon lead him to deal with racial and ethnic issues. Apart from research papers, Monty found a surprising way to turn those interests into practical procedures for social change. When he joined the sociology faculty at Washington State University, there were only three other sociologists in the department and there were few black students and other ethnic groups throughout the university. While helping the department to expand, Monty and others saw a chance to do something much more important. In this isolated and predominately white and rural setting, the faculty launched an unprecedented recruitment drive to attract and enroll black graduate students into the Masters and PhD programs. This recruitment program attracted students who were later to join teaching faculties at such places as the University of Massachusetts, Florida A&M., Indiana State, University of Chicago, Wisconsin, North Carolina A&T, Virginia Commonwealth and Atlanta University. Monty was proud of the accomplishments of these students and he and Evelyn kept in touch with many of them by mail, telephone, and brief visits. He was especially proud when he learned, shortly before his death, that the Washington State University Sociology Department would be the first institution to receive the DuBois-Johnson-Frazier Award, an award honoring the intellectual tradition of those giants of sociology, and presented formerly only to individuals.

Over the years Monty was recognized for his work on many occasions. A special issue of the *Alpha Kappa Deltan*, the sociology student honorary, was dedicated to him. At the 1997 meeting of the Southern Sociological Society, his former students organized two sessions devoted to him—one focused on Monty as their teacher and on as an explicator of the ideas of the classicists in sociological theory and practice. Many of his students were treated to visits at the Montague dinner table in which Monty, the storyteller, would have center stage and regale the group with stories of growing up in poverty and his entry into critical sociology or social reform. The evening would generally not end before Monty made one of many explanations of the "blue light of sociological truth," regarding the blue light hanging from the ceiling in his dining room. Monty was important for students because he would take a stand as student and back it up with sociological research support. In a letter Monty wrote to one of us a year before he died, he said, "I was interested (in my early years) in what was called 'applied sociology,' how sociological knowledge could be applied to solve social problems, rather than in sociology as a scientific discipline. Later I realized that theory and application cannot be separated—and I hope I have made some contribution to both." He had.

Monty is missed by his daughter, Ann Marie, his adopted son Charles and his wife Tia, as well as Tia's children, and the many former students, colleagues and friends.

Edward Gross, University of Washington, and Rutledge M. Dennis, George Mason University

Harold Lyle Nix
(1920-2003)

It is with considerable sadness to report the passing of Dr. Harold L. Nix, Professor Emeritus of Sociology, University of Georgia. Harold was born in the crossroad community of Batesville, in Cherokee County, Georgia. Following two years of undergraduate study at West Georgia College, he enlisted in the U.S. Navy in 1942, served primarily in the Pacific Theater during World War II, and was discharged as a Lt. J.G. in 1945. Harold received two of his academic degrees from the University of Georgia, the Bachelor of Science in Agriculture in 1946, and a Master's of Education in 1950. His doctorate in Sociology was awarded by the Louisiana State University in 1960.

Harold had two very distinct academic careers. For nine years (1949-1956), he was a high school vocational agriculture teacher. Following the receipt of his doctorate he first served as an Assistant pro-

fessor of Sociology at Auburn University for one year (1959-60), followed by three years as an Assistant and Associate Professor at Georgia State University (1960-63). For the next nineteen years, he was an Associate and Professor of Sociology at the University of Georgia, or from 1963 to his retirement in 1982. During this period he had a joint appointment, 1/4 in Sociology and 3/4 in the Institute of Community and Area Development. In this capacity he designed and implemented two courses of study around which teaching, research, and service activities were organized. Graduate students were taught the theoretical nature of community and change as well as a method of studying community. The students were taken into a cooperating community to learn by doing real research on a real community. The relevant findings were then presented as a service to the community to aid in better organizing, goal

setting, and development. In all, Harold and his graduate students completed about 25 community studies in the State of Georgia. Most of his more than 50 publications pertain to the community area. Additionally, he served on 50 graduate student committees, and as a major professor for eight students. On the national level he was recognized for "Outstanding Contribution to the Theory and Practice of Community Development" by the Community Development Division of the National Universities Extension Association in 1977. At the local level he was presented a University Award for "Distinguished Achievement in Public Service and Extension" in 1980.

Harold Nix's life involved much more than his work career. He was an avid gardener, and his gardens were considered among the most productive in the area. During his last decade of life, he devoted much of his time to writing his memoirs, resulting in a series of more than seventy autobiographical vignettes. At about sixty years of age, a long time latent interest in horses became manifest. Harold was soon riding to the hounds. Following a stroke and rehabilitation, and a renewed commitment to, as he often stated, the need to "just keep on keeping on," he actively pursue horse riding and jumping into his early 70s. He was singularly proud of a number of awards he received for his equestrian accomplishments.

There are no roles Harold took more seriously and performed with greater dedication than those associated with being a husband and parent. He was a devoted and loving husband and father/step-father. His first wife, Ruth Blaylock Nix, preceded him in death. He is survived by his second wife, Martha Yon Nix. Other survivors include a daughter and son, four step-daughters and spouses, and seven grand children.

In the words of a resolution passed unanimously by the Department of Sociology at the University of Georgia at the time of his retirement: Harold L. Nix's "... energy, integrity, task orientation and sense of humor have distinguished him as a special person. ..." As Leo Rosten indicated: "The purpose of life is ... to matter, to be productive, to be useful, to make a difference that you lived at all." Harold Lyle Nix more than achieved this purpose.

Albeno P. Garbin, University of Georgia

Frank Riessman
(1924-2004)

Frank was a graduate student in sociology at Columbia University in the 1940s when he met a fellow graduate student, Alvin Gouldner. Of the political left, they established with other graduate students the Citizens' Social Research Council. (They were ecumenical enough to recruit me although I was an economics grad student.) The aim was to provide social science information and ideas to activists in labor unions, community organizations, political organizations, and the like. Frank and Al thought that American sociology, particularly Columbia's Merton-Lazarsfeld theory-empirical brand, had much to offer activists, particularly those hooked by a mechanical Marxism. (The 1960's offered a different view of this school!) Today, what they sought to do

would be regarded as a branch of public sociology.

The principal outlet was a magazine called *Ideas for Action* that published short articles building on social science findings and outlooks that could be of direct use to activists. (We even wrote a few class-oriented film reviews so that they could be discussed at union meetings.) After Al moved to the University of Buffalo and we disagreed about the editorship of what became Al's *Studies in Leadership*, Frank became the leading figure in our wonderful discussions (my lucky turn to sociology) to develop article themes for the magazine and for our discussions with activists. He drew into the *Ideas for Action* circle such later social science luminaries as Morris Rosenberg, Sol Levine, Elliot Mishler, Martin Hoffman.

Frank had a knack for sensing the action implications of social science research and formulations. What sparked his creativity was that he looked at institutions from the "underdog" perspective of blue-collar workers, the poor, tenants, students, mental patients, the addicted. He wrote about and worked directly with each of these groups. Frank was engaged.

As he pursued his academic career at Rutgers University, Brooklyn College, Bard College, Albert Einstein College of Medicine, New York University, and, finally, Queens College and the CUNY Graduate Center, he also gained prominence as a social inventor. With Arthur Pearl, he developed the idea of para-professionals (*New Careers for the Poor*) into a national program. He helped move the occasional practice of peer mentoring into a way of changing schools and deepening the education of mentors as well as the performance of mentees.

He always sought the broader political possibilities of his ideas as in his advocacy of self-help groups as a way of building community and civic association in the larger society.

Frank founded and long edited *Social Policy Magazine* until Parkinson's disease limited his mobility and speech. The periodical ranged over a much wider social science and political terrain than its title suggests, often opening up issues that later gained prominence. It published many first-time intellectual and activist authors.

One of his great gifts was dialogue in which he built (and influenced us to build) on the ideas of others in the conversation. He pushed us to work together as a circle rather than as an intellectual school following the leader's initiative. I once brought to a discussion in Frank's office an older sociology student who had studied at several grad schools. He came away amazed: he had never been in an academic interplay unmarked by "station identification" and null hypothesis attacks. Frank's example of openly drawing on and openly developing others' ideas and knowledge was powerful. He also made discussions fun.

He published hundreds of articles, relatively few in refereed journals, wrote or edited 16 books, and sent thousands of comments to stimulate others to clarify, develop, and write their notions.

Frank had three children, Robin, Janet, and Jeffrey, in his second and longest marriage to sociologist Catherine Kohler Riessman. His widow is Julia Riessman who lives in New York City, the place that he loved, enjoyed, and never left.

S. M. (Mike) Miller, Boston University and Commonwealth Institute

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Academic editing for social scientists by Donna Maurer, Ph.D. (sociology). Please see my website at <http://www.academic-editor.com>, or email me at dmaurer@academic-editor.com. Free sample edit and estimate.

Call for Applications . . . Minority Fellowship Program

Deadline: January 31, 2005

Through its Minority Fellowship Program (MFP), the American Sociological Association (ASA) supports the development and training of sociologists of color in mental illness and disorders and related co-morbidities (i.e., alcohol and drug abuse). Funded by a grant from the National Institute of Mental Health (NIMH), the MFP seeks to attract talented students interested in mental illness and disorders issues and to facilitate their placement, work, and success in graduate programs throughout the United States. See www.asanet.org/student/mfp.html for complete MFP information and application details.

Sociological research on mental health and mental illness is germane to core areas of emphasis within the NIMH specifically, and the National Institutes of Health more generally. Research on the social dimensions of mental illness and disorders includes attention to prevention and to causes, consequences, adaptations, and interventions.

Eligibility Requirements

MFP applicants can be new or continuing graduate students. However, the MFP is primarily designed for minority students entering a doctoral program in sociology for the first time or for those who are in the early stages of their graduate programs. MFP applicants must be applying to or enrolled in sociology departments that have strong mental illness research programs and/or faculty who are currently engaged in research focusing on mental health issues.

MFP Fellows are selected on the basis of their commitment to research in mental illness, academic achievement, scholarship, writing ability, research potential, financial need, and racial/ethnic minority background. Specifically, applicants must be members of one of the following racial/ethnic groups: Blacks/African Americans, Latinos/as (e.g., Mexican Americans, Puerto Ricans, Cubans), American Indians or Alaskan Natives, and Asians (e.g., Chinese, Japanese, Korean, South-east Asian), or Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino). 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.

Application

Print and carefully review all four of the PDF downloadable files accessible at www.asanet.org/student/mfp.html: a letter from the Minority Fellowship Program Director, the MFP application, letters of recommendation form, and an expertise form. All application materials must be submitted in one (1) package by the deadline.

For information on fellowship application, forms, and guidelines, contact:

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