

The Costs and Benefits of Temporary Faculty

by Roberta Spalter-Roth and
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and Development Department

Between 1993 and 1998, 40 percent of institutions of higher education decreased the number of full-time faculty, with 22 percent of them replacing full-time with part-time faculty, according to a new research brief from ASA's Research and Development Department in collaboration with the ASA Task Force on Part-time and Contingent Work in the Academic Workforce.

Sociology departments were not immune to this trend, according to the brief, which examines the use of "supplementary" or adjunct faculty in sociology departments. Drawing on data from the

ASA 2002 Survey of Baccalaureate and Graduate Programs in Sociology, the report also summarizes comments from 167 chairs of ASA-affiliated departments collected from a recent open-ended online survey. The findings point to a number of conflicting costs and benefits for both sociology programs and part-time faculty. The complete version of the report, including analysis of faculty composition, courses, salaries, and cost savings, is available as a PDF file (483KB) at <www.asanet.org/research/Contingent_Faculty_Brief.pdf>.

Sociology Departments

As in other academic disciplines, supplementary sociology faculty is used

to fill the gap between rising numbers of students and stable numbers of full-time faculty. Chairs report that 38 percent of faculty is hired to fill contingent or supplementary positions. (The ASA survey defined "supplementary" faculty as graduate student or non-graduate student instructors who teach their own courses, are paid on a per course basis, and working without a contract.)

Overall, about three-quarters of sociology department chairs surveyed report using supplementary faculty during the 2000/01 academic year.

Departments at research institutions are most likely to employ supplementary faculty. The share of all sociology courses taught by supplementary faculty is 22 percent, but there is also significant variation between baccalaureate and smaller doctoral institutions.

Budget constraints and the promise of cost savings are cited as reasons for the growth in supplemental faculty from the point of view of administrators. The research brief reports that sociology departments *do* save money when they

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President's Science and Technology Appointments Should Be Based on Nation's Interests, Says NAS

by Johanna Ebner and Lee Herring,
Public Affairs Office

In order to make sound scientific policy decisions, the U.S. Congress and the executive branch have historically relied on scientists and engineers as knowledgeable sources. Many of these scientists serve in federal government positions as Presidential Appointees or they serve as advisors on Federal Advisory Committees. Nominations for these two roles should be based on merit, according to a new National Academies of Science (NAS) report, not on congruence with the President's political beliefs. The report affirms that nominees to federal science and technology advisory committees should not be asked about their political opinions or affiliations prior to being nominated for federal positions or selected to serve on advisory committees.

The NAS Committee on Ensuring the Best Presidential and Federal Advisory Committee Science and Technology Appointments authored three reports in a series that have been released during election years in order to advise the president about committee appointments. The earlier reports were released in 1992 and 2000. The latest report, *Science and Technology in the National Interest: Ensuring the Best Presidential and Federal Advisory Committee Science and Technology Appointments*, was released just after the 2004 presidential election.

Recommendations

According to the report, immediately after each election, a confidential "assistant to the president for science and technology" should be named to help quickly identify strong candidates for

crucial science and technology appointments and provide reliable scientific advice in the event of a crisis. The recommendation to appoint the science assistant early has appeared in past NAS reports and was reiterated in the latest report given the delays by administrations to appoint the president's chief science advisor. George W. Bush not only appointed his science advisor very late into his first term, he also reduced the stature of the position of the science advisor from a cabinet position.

Administration authorities should make certain that appointments to advisory committees are not politicized. According to the NAS report scientists, engineers, and health professionals should be appointed based on their expertise, and integrity. It is inappropriate to ask appointees for information that should and would have no bearing on their scientific or technical expertise (e.g., their political party affiliation, voting record, or personal opinions on politically controversial social issues).

"Failure to attract qualified people to high-ranking S&T positions, or misuse of the federal advisory committee system, would compromise the government's effectiveness on important issues," said John E. Porter, chair of the committee that wrote the report and former Congressman from Illinois. "To address the challenges of the 21st century, we need solid leadership and advice in scientific, medical, and technical areas—and certainly well-grounded scientific and technical information."

At one level, these recommendations are applicable across presidencies and are designed to improve the influence of 'sound science,' and technology in

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2005 ASA Candidates

The American Sociological Association is pleased to announce the slate of candidates for ASA Offices, Council, and the Committee on Publications. Ballots for the 2005 ASA election will be mailed in early May 2005. The candidates are:

President-Elect

Larry D. Bobo, *Harvard University*
Frances Fox Piven, *City University of New York-Graduate School and University Center*

Vice President-Elect

Bonnie Thornton-Dill, *University of Maryland-College Park*
Diane Vaughan, *Boston College*

Council Members-at-Large

Judith D. Auerbach, *American Foundation for AIDS Research*
Peter Conrad, *Brandeis University*
Evelyn Nakano Glen, *University of California-Berkeley*
Carol A. Jenkins, *Glendale Community College*
Michele Lamont, *Harvard University*
Jane D. McLeod, *Indiana University*
Gay W. Seidman, *University of Wisconsin-Madison*
Donald Tomaskovic-Devey, *North Carolina State University*

Publications Committee

Kathryn J. Edin, *University of Pennsylvania*
Michael Hout, *University of California-Berkeley*
Verna M. Keith, *Arizona State University*
Mitchell L. Stevens, *New York University*

The elected members of the Committee on Nominations prepared this list of candidates for the 2005 election. As stated in the ASA Bylaws, members of the association may nominate additional candidates. Petitions supporting additional candidates for the offices of President-Elect and Vice President-Elect must be signed by at least 100 supporting voting members of the Association; petition candidates for other positions must receive the supporting signatures of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 2005, and be addressed to the attention of the ASA Governance Office. Mail petitions to: American Sociological Association, ATTN: Association Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. If you have any questions about the slate of candidates or the petition process, please send e-mail to governance@asanet.org or call (202) 383-9005 extension 327. □

Nominations Invited for 2005 ASA Section Awards

ASA's 43 sections honor work in their respective specialty areas through annual awards made to acknowledge noteworthy articles, books, dissertations, career achievements, and special contributions. The winners of the 2004 Section awards were featured in the November 2004 issue of *Footnotes* newsletter (p. 10).

Because of its large size, the 2005 *Call for Nominations* for ASA Section awards is posted online at <www.asanet.org/governance/secawdnom05.html>. Nearly all of the 43 sections are planning awards for this 2005 award cycle, bringing the total number of section awards to nearly 100. Award presentations will occur at the 2005 ASA Annual Meeting in Philadelphia, PA. Please see the call for nominations online and consider whom you would like to nominate among your colleagues and students whose contributions should have the special visibility accorded by a section award.

Anyone interested in a printed call for nominations, can contact the Executive Office at governance@asanet.org or call (202) 383-9005 x330.

2005 Annual Meeting News...

See page 15 for information on the availability of meeting space and table display space at the 100th Annual Meeting in Philadelphia. Information on the 2005 Call for Papers can be found on page 15 as well. For the most up-to-date information on the 2005 Annual Meeting, see the ASA Convention website at <www.asanet.org/convention/2005/>.



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5 Fund for the Advancement of the Discipline
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6 Professional Training in Sociology
Teaching sociology graduate students means more than research methods and theory; they need informal professional training too.



7 UC-Berkeley Working Conditions
Graduate students put a human face to wage inequality at the University of California-Berkeley.



8 Changing Demographics in Scientific Disciplines
Sociologists at an NSF conference highlight the changing age, gender, and national composition in the science fields.



8 Update on the Advanced Placement Course
Sociologists are ready to work with high school teachers to develop an honors course at the high school level.



9 NSF Awarded \$6.6 Million in 2003
The Sociology Program at the National Science Foundation awarded funds for 44 new projects and 45 dissertations.

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The Executive Officer's Column

Opening Access to Pandora's Box in Science Communication



"Open access" swiftly rose to buzzword status on Capitol Hill in the last few months among scientific journal publishers and advocates of greater public access to government-supported research results. "Open access" is many different things, but it encompasses an important concern about facilitating timely public access to taxpayer-funded health research. But the reason for the rapid ascent of "open access" in current Washington debate is the hasty speed with which the government cobbled together a proposal for what represents a new, untested business

model for scientific publishing without public hearings or congressional dialogue.

Credible, timely, and understandable health research results are an important public good, but when Congress slipped a short note of guidance in the National Institutes of Health (NIH) FY 2005 funding bill this summer, NIH director Elias Zerhouni responded rapidly with a proposed government publishing approach that would post peer-reviewed scientific manuscripts on NIH's PubMed Central database six months after journal publication. The idea ignored some very major issues, including that nonprofit scientific societies finance peer review, that copyright is undermined, and that confusion results from publicly archiving both draft and final manuscripts. Important players were also ignored, including nonprofit scientific society publishers whose authors and members have a significant stake in if, and how, the government enters the business of scientific publishing.

The "open-access" movement's origin stems from understandable pressures as diverse as disease advocacy groups seeking to aid patient populations; a former NIH director and founder of PLoS (the Public Library of Science) advocating an author-pays publishing system; academic librarians dealing with increasing costs of some commercially owned medical journals; Congress' doubling of the NIH budget, which has made NIH a political target for increased "accountability"; international resolutions regarding "knowledge society" obligations; and the 2003 *Public Access to Science Act*. While the British government struck down a similar open access proposal this fall (because there was no empirical evidence that the science was not accessible), the proposal moves forward in Congress. It has, however, been slowed by the over 6,000 public comments to NIH, many of which raised serious issues about its hastily drafted plan. The NIH plan was not a cooperative venture, which Congress acknowledged, as it did a suspicion that the NIH cost estimates on implementing this electronic publishing venture appeared both naïve and likely to tap into shrinking grant funds.

ASA coordinated with other scholarly publishers in advising NIH. Below is a synopsis of a few of our comments to NIH. ASA members and sociology authors are clear stakeholders, since ASA publishes nine peer-reviewed scholarly journals, some of whose articles would be directly affected by NIH's policy. But, since the final NIH policy will undoubtedly become a model for "public access" publishing plans across the government, all ASA journals are implicated. ASA's arguments were provided in the spirit of the Hippocratic oath to first "do no harm" and of ensuring that any plan would not, in the long run, reduce the quality or quantity of publicly funded science.

Nonprofit science publishers contribute significantly to peer review and dissemination of health-related research, and they are a significant part of America's capacity to sustain a robust industry of scientific communication. Nonprofit (and profit-making) publishers—not NIH—financially support and provide the peer review of NIH-funded research. Elements of the current proposal, however, are likely to have a detrimental impact on the nonprofit scientific publishers' capacity to do so. For example, for ASA and most scholarly organizations, library journal subscriptions fund peer review and the editorial process. They also support other core educational and professional activities of most scholarly associations. Because the proposed NIH system will undermine these library revenues, it is likely that scholars will have fewer opportunities to publish in peer-reviewed journals. Self-publishing (which is already increasing with the internet) will undoubtedly increase, providing scientific results without the quality assurance and credibility of current practices.

If the federal government assumes responsibility for electronic dissemination and archiving of scientific findings, will it be able to assure the permanent availability of scientific content in the absence of stable, long-term congressional and executive commitment of resources? As a policy matter, is it appropriate for government to play this role in a society that wishes to ensure the independence of scientific knowledge? If private-sector scholarly publishers are financially weakened or irreparably injured in the process, scientific societies' journal programs will either perish or move to an author-pays model of publishing, as open access advocates want (e.g., PLoS). That is, if library subscriptions do not pay for peer review and the editorial process (because the content is available online for free), then authors, their universities, or already inadequate research budgets will have to pay for the cost of submission and peer review of a manuscript. As authors divert more of their grants to publication rather than research, only authors with large grants, private wealth, or in financially secure universities will be able to afford to publish; young scholars will be most disadvantaged. This problem will be particularly acute in non-laboratory social sciences, where much important research and new knowledge is produced without significant grant support.

The NIH proposal is oddly counter to the current administration's push for private provision of public services. The current increase in private-sector efforts to promote the electronic dissemination of research results (e.g., a collaborative "patientINFORM" effort of the American Cancer Society, the American Heart Association, and the American Diabetes Association), although not yet fully developed, suggests it is premature for the federal government to designate itself the 800-pound gorilla of scientific publishing.

NIH is required to develop an "open access" plan, but implicit in recent congressional guidance is that NIH produce a thoughtful policy and "work with the publishers of scientific journals to maintain the integrity of the peer review system." We are hopeful this will happen. □

—Sally T. Hillsman



American Community Survey Survived Fiscal Year 2005 Appropriations

by Lee Herring, Public Affairs Program

The American Community Survey (ACS), the U.S. Census Bureau's 21st Century demographic assessment tool—designed to provide governments, commercial interests, communities, and scientists with strategically useful and timely data—has survived this November's tumultuous appropriations approval process, which established in the FY 2005 omnibus spending bill an allocation of \$146 million for the ACS. While this very tight budget is sufficient to launch this innovative survey's first year, it is not adequate to allow the very important "group quarters" data component, which includes counting populations such as migrant workers, college dorms, and the homeless.

ASA Executive Officer Sally T. Hillsman explained in her November 2004 *Footnotes* Vantage Point column (p. 2) ASA has worked to support the ACS because our nation's dynamic "24/7" on-demand commercial and public entities will benefit greatly from the ACS's provision of much-needed microdata—for science, commerce, community needs assessment, and other public needs. The ACS is critical to local and national economic progress.

Just as the November *Footnotes* went to press, appropriations committee leadership began negotiating the Bureau's budget, which looked potentially catastrophic for ACS. The House had allocated \$146 million for the nationwide launch of the ACS in 2005, below the Bureau's request of \$165 million, but the Senate committee had allocated much less (\$65 million). This shortfall would have meant that the long form of the Census would need to be revived for the 2010 Census. The FY 2005 funding bill will make this backward step unnecessary. ASA had worked with other organizations to secure the higher funding level and sent letters to congressional leadership (see <www.asanet.org/public/ACS_support.html>).

The fight for ACS is not over, as the federal budget will continue to get tighter, and any whittling of ACS funding is likely to affect sample size and reliability of small area and small population estimates. The long-term challenge for the Census Bureau, in light of ACS funding, is to contain the cost of a 2010 census that does not include the long form. □

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informing public and social policy at the national level. At another level, the NAS recommendations read like a point-by-point challenge of the Bush administration's record, a record that the ASA Council took notice of this past summer on the heels of extensive national and international press coverage, as well as science advocacy groups' efforts and documentation (see Public Affairs Update, April 2004 *Footnotes*).

Specifically, at the 2004 ASA Annual Meeting, the ASA Council unanimously passed a statement, titled *Maintaining the Integrity of U.S. Presidential Appointments of Scientists*, that reads:

... [ASA] strongly urges the President ... to consider scientific expertise as the primary basis for soliciting and nominating or appointing advisors to scientific, technological, and health-related posts or governmental advisory committees. Upon recommendation of its governing Council, the ASA believes no criteria other than scientific expertise should play the dominant role (implicitly or explicitly) in the President's decision. ... By adhering to professionally recognized scientific expertise in selection, the Administration, government agencies, and the American people will receive the best scientific knowledge and advice available when our nation formulates significant policy decisions. Such scientifically informed decisions can and should assure the continuation of America's prominent position within scientific, technological, and health research domains as well as protect America's international credibility and leadership within these areas. ...

The ASA Council action was also motivated by an incident specifically affecting a research sociologist. Jane Menken, Director of the Institute of Behavioral Science in Boulder, Colorado, had served on the grant-reviewing Fogarty International Center Advisory Board of the National Institutes of Health for her two-year term (2000-2002) when she inexplicably did not win reappointment. Many colleagues and others in the science community (e.g.,

Union of Concerned Scientists) and on Capitol Hill (e.g., Rep. Henry Waxman of California) were convinced that her situation was a direct result of the Administration's disregard for the important scientific integrity in policy making. Because her personal views on controversial matters were different from those of the Bush Administration, many believe Menken's treatment was symptomatic of a large-scale disdain for objective science in the Administration.

ASA Council was also concerned about the reported "political" vetting of scientists by the government in the selection of experts to serve on international science and technology advisory bodies or as consultants. In response, Council issued the following statement (see complete statement at <www.asanet.org/media/advisory.html>):

... ASA Council strongly urges the President ... to advise his appointees—such as the U.S. Representative to the United Nations and the Secretary of the U.S. Department of Health and Human Services (HHS)—to ensure that the U.S. Delegation to UNESCO, the Director of the HHS Office of Global Health Affairs (OGHA), and other such U.S. government representatives, do not interfere with the choices made by international bodies seeking expertise and input from recognized U.S. scientists. As a professional and learned society, the ASA believes that demonstrated, peer-recognized scientific expertise rather than adherence to particular policy positions ... that will ensure international bodies ... receive the most useful knowledge available from our country's scientific community.

Meanwhile, in early December, the Federation of American Scientists issued recommendations for strengthening science and technology advice to the President and Congress.

For more information on the NAS recommendations, see <www7.nationalacademies.org/presidentialappointments/>. Copies of *Science and Technology in the National Interest* are available from the National Academies Press at <www.nap.edu>. □



PUBLIC AFFAIRS UPDATE

✓ **Funding Available Through NSF's Human & Social Dynamics Initiative.** Information on the FY 2005 Program Announcement for National Science Foundation's Human and Social Dynamics (HSD) initiative is now available at <www.nsf.gov/pubsys/ods/getpub.cfm?nsf05520>. The HSD priority area fosters breakthroughs in understanding the dynamics of human action and development, as well as knowledge about organizational, cultural, and societal adaptation and change (see February 2004 *Footnotes*, p. 5). HSD aims to increase our collective ability to (1) anticipate the complex consequences of change; (2) understand the dynamics of human and social behavior at all levels, including that of the human mind; (3) understand the cognitive and social structures that create, define, and result from change; and (4) manage profound or rapid change, and make decisions in the face of changing risks and uncertainty. The FY 2005 competition will include three emphasis areas (Agents of Change; Dynamics of Human Behavior; and Decision Making, Risk and Uncertainty). Note that there are two deadlines for this crosscutting program competition: The Exploratory Research Proposals and Research Community Development Proposals deadline is February 9, 2005; The Full Research Proposals deadline is February 23, 2005. Additional information is available at <www.nsf.gov/home/crssprgm/hsd/start.htm>.

✓ **Education and Training in the Social, Behavioral and Economic Sciences.** The National Science Foundation's Social, Behavioral, and Economic Sciences Directorate released *Education and Training in the Social, Behavioral and Economic Sciences: A Plan of Action*, this fall. Authored by ASA's former Executive Officer Felice Levine, Ronald Abler, and Katherine Rosich, the publication addresses key needs, impediments and challenges, best practices, and the components of an action plan to determine how best to improve education and training in the social and behavioral sciences on four levels of education: K-12, undergraduate, graduate, and postdoctoral and early career stages. The impetus for this report was a June 2003 national workshop, titled "Improving Education in the Social, Behavioral, and Economic Sciences." This workshop engaged 120 leading social and behavioral scientists and educators. For more information on *Education and Training in the Social, Behavioral and Economic Sciences: A Plan of Action*, see <www.nsf.gov/pubsys/ods/getpub.cfm?nsf0442>.

✓ **AAAS President Leshner Selected for National Science Board** Alan Leshner, president and CEO of the American Association for the Advancement of Science, was among eight individuals nominated by President Bush to serve on the National Science Board for six-year terms ending in 2010. All eight were approved by the Senate. Trained as a research physiological psychologist, Leshner has held a number of government positions since leaving Bucknell University, where he taught for ten years. He has served as Director of the National Institute on Drug Abuse. Before that, Leshner was the Deputy Director and Acting Director of the National Institute of Mental Health (NIMH). He went to NIMH from the National Science Foundation, where he held a variety of senior positions, focusing on basic research in the biological, behavioral and social sciences, science policy, and science education. Leshner received his BS in psychology from Franklin and Marshall College, and his MS and PhD degrees in physiological psychology from Rutgers University.

✓ **Childhood Obesity Report** The Institute of Medicine released this fall its report on preventing and ameliorating the increasing body weight problem of American children. Titled *Health in the Balance: Preventing Childhood Obesity*, the report addresses the issue of the increasing number of obese children and youth throughout the United States, which has led policymakers to rank it as a critical public health threat. The study assessed the social, environmental, medical, dietary, and other factors responsible for the increasing prevalence of childhood obesity and identified the most promising methods for prevention, including interventions and policies for immediate action and in the long term. More information is available at <www.iom.edu/focuson.asp?id=22593>.

✓ **Assessment of Research Doctoral Programs** The National Research Council (NRC) decennial assessment of research doctoral programs, whose original design specified collecting data from universities beginning in July of 2005, will have to be postponed a year due to a delay in funding. The funding plan for the two-part study had envisioned raising 75 percent of its support from federal agencies and 25 percent from private foundations. While the NRC has succeeded in raising the anticipated private funding, the public funding has not been achieved, due in large part to the delayed approval of the federal budget for FY 2005. The NRC apologizes for the delay, especially to the nation's research universities, many of which had gone to considerable lengths to prepare to provide data for the study in 2005.

✓ **Number of Americans Insured Through Employers Declines** A National Academy of Sciences (NAS) report, funded by the Robert Wood Johnson Foundation, finds that the number of Americans receiving health insurance through private employers is decreasing. Since 2001, the percentage of Americans under the age of 65 with employer-backed health insurance has fallen from 67 percent to 63 percent, affecting nearly 9 million people. At the same time, the percentage of Americans covered by public insurance increased. This series of reports, authored by the NAS' Institute of Medicine, examined the medical, economic, and social consequences of living without health insurance for individuals, their families, health care systems and institutions, and communities. See <www.national-academies.org/headlines#sh0804> for more information.

Task Force Outlines Goals for the Sociology Major

by Carla B. Howery, Director, Academic and Professional Affairs Program

The ASA Task Force on the Undergraduate Sociology Major completed its charge "to examine the undergraduate major in sociology, in a variety of institutional contexts, and make recommendations to ensure a quality undergraduate major." The resulting report, *Liberal Learning and the Sociology Major: Meeting the Challenge of Teaching Sociology in the Twenty-First Century*, endorsed by ASA Council, is the latest edition of a 14-year-old report. The new report will soon be available as a PDF file at <www.asanet.org/governance/reports.html> and for purchase as an ASA publication at <www.asanet.org/forms/pubord.html>. Departments are encouraged to use it to discuss and modify their undergraduate program, from courses to advising, from curriculum to community-based learning, to prepare sociology students in a developmental and cohesive manner.

The report builds on ASA's prior monograph, completed in 1990, that was commissioned by the Association of American Colleges and Universities, a higher education organization in Washington, DC, with a primary focus

on liberal arts education. ASA and 12 other disciplinary associations prepared reports at that time. ASA's well-received report, *Liberal Learning and the Sociology Major*, has been used by departments undertaking program reviews or curricular revisions. ASA's consultants, the Department Resources Group, have also used the guidelines in their evaluations of departments. The original report contained 13 recommendations, most of which were retained in the new edition. For two examples of successful implementation of this earlier report, see James Sherohman's 1997 *Teaching Sociology* article, titled "Implementing 'Study in Depth' at St. Cloud State University," (vol. 24, pp. 160-167) and see Edward Kain's 1999 *Teaching Sociology* article, titled "Building the Sociological Imagination Through a Cumulative Curriculum: Professional Socialization in Sociology," (vol. 27, pp. 1-16).

The new report focuses on changes in higher education and their impact on sociology, as well as the various structural arrangements in which sociology is taught (e.g., in joint departments, in schools with many (or few) transfer students). Institutional mission and context require creative thinking about

how to achieve the important principles the report emphasizes: the need for sequencing of courses; the value of "deep learning" in sociology generally and in one or more specialty areas; the importance of core courses and a capstone at the end of the major; and the importance of infusing research experiences throughout the major.

The Task Force does not advance a single curriculum for the sociology major. Rather, its 16 recommendations encourage departments to look systematically at what courses and experiences they offer their students and to consider modifications. Many curricula grow like a bad remodeling job, and courses that have not been taught for years remain on the books. Sometimes major shifts in the characteristics of the student body are reasons to change course offerings or the level (e.g., freshman vs. junior) of a particular course. The fundamental premise is that the sociology major is a collective enterprise of a department, not simply the accumulation of course credits by a student. The department needs to have goals for all students, and reasonable assurance that course and co-curricular offerings will allow those goals to be met. In this world of account-

ability and assessment, departments need to have built-in ways to check to see how well their goals are met.

Task Force members will offer workshops at the 2005 Annual Meeting on the report's recommendations as part of the regular program and in the chairs' conference. Send feedback and queries about the report to apap@asanet.org. □

Task Force on the Undergraduate Sociology Major

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use part-time faculty. Although savings varied by type of school, departments saved about 20 percent (i.e., about \$98,771 per department) over what their salary expenditures would have been if full-time faculty taught all courses. According to chairs, however, saving money is not the primary reason for hiring supplementary faculty (see Figure 1).

Chairs generally did not regard cost savings as a benefit for their departments, because any money saved typically accrues to administration budgets.

Benefits and Costs

The most widely reported benefit of hiring supplementary faculty is "flexibil-

the university. For example, one chair noted, "a small cadre of three criminal justice professionals ... enable us to offer specialized ... courses to our criminal justice majors."

Although one-quarter of all responding chairs indicated that supplementary faculty increased the quality of undergraduate education (especially when experienced practitioners teach specialty courses), about 40 percent said that the quality of undergraduate education suffered under part-time faculty. The latter observed that supplementary faculty are less available to assist students, as a result of limited office space and office hours, and their course materials were sometimes out-of-date. Some chairs also believed that supplementary faculty lowered the quality of

wrote:

Adjuncts are generally well-trained professionals [T]hey have to piece together a substandard existence at low pay and no benefits by teaching in several institutions.... As a result, these nomad-professionals are treated as outcasts with no office (often), no job security and no opportunity to do research

The second set of costs, according to some chairs, is related to the department curriculum and its mission. They commented that as departments increasingly become dependent on supplementary faculty for teaching basic or specialty courses, the quality of the sociology program declines. Lack of continuity and high turnover makes it difficult for a department to familiarize with and integrate part-time faculty into long-term curriculum plans and institutional initiatives.

A third set of costs reported by some chairs relates to increases in the workload of permanent faculty including the chairs themselves. Because adjuncts cannot be held accountable for advising, mentoring, or service, a disproportionate share of these tasks falls to permanent faculty. Chairs characterize their own increased workload as composed of

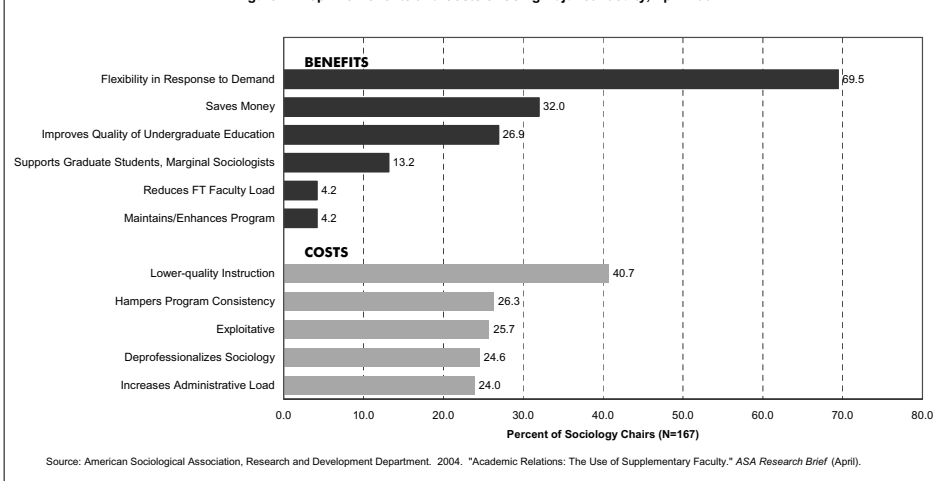
"endless paperwork" and the "major headaches of constant recruitment, hiring, supervising, and evaluating."

A final disadvantage raised is the possible de-professionalization of sociology. One-quarter of responding chairs were concerned that increases in the use of supplementary faculty would reduce the professionalism of the field by creating a two-tier caste system, limiting collegiality, lowering standards, and decreasing the pool of active scholars.

The Discipline Responds

A number of professional associations are working to raise public consciousness about the consequences, measured and perceived, resulting from the growing adjunct faculty base. While a clear resolution, which balances departmental needs and the interests of supplemental faculty, has to be addressed by departments, several recommendations by the ASA task force have been supported by ASA's Council (see below). These include partnering with other disciplinary societies to improve working conditions and compensation, and further discussion with department chairs and graduate students. □

Figure 1. Top-five Benefits and Costs of Using Adjunct Faculty, April 2004



ity." That is, these hires provide department chairs with the ability to respond quickly to shifting demands for numbers or types of courses. In addition, the use of supplementary faculty allows departments to maintain or enhance their programs when there is no money for a full-time replacement or a new hire. According to the chairs surveyed, the most valuable supplementary faculty are sociology specialists employed outside

undergraduate education by "inflating grades" in order to cover their "shortcomings in teaching."

About one-quarter of responding chairs listed other types of costs at the individual, departmental, and professional levels. Chairs voiced deep unease about the exploitation of adjunct faculty who could teach as many as six courses per year and still make substantially less than \$20,000. For example, one chair

ASA Council Action on the Recommendations by the Task Force on Part-time and Contingent Work in the Academic Workforce

August 14, 2004

1. Council accepts the report of the Task Force on Part-time and Contingent Work in the Academic Workforce, titled *Academic Relations: The Use of Supplementary Faculty*. Council recommends that the ASA Department of Research and Development continue to collect and analyze data on the use of contingent faculty.

2. ASA should continue to work with other professional associations to explore ways to improve working conditions of contingent faculty.

Opportunities to discuss issues regarding the use of contingent faculty will be included on the agendas of the annual meetings of the department chairs and graduate directors.

Task Force, *from previous page*

Recommendations from the Task Force on the Undergraduate Sociology Major

In its 2004 report *Liberal Learning and the Sociology Major: Meeting the Challenge of Teaching Sociology in the Twenty-First Century*, the Task Force on the Undergraduate Major made the following 16 recommendations, which were accepted and endorsed by ASA Council in August.

1. Departments should develop a mission statement, goals, and learning objectives for their sociology program and make them public, especially to students.
2. Departments should gauge the needs and interests of their students, and department goals, and practices should, in part, reflect and respond to these needs and interests as well as to the mission of the institution.
3. Departments should require introductory sociology and a capstone course in sociology as well as coursework in sociological theory, research methods, and statistics for the sociology major.
4. Departments should infuse the empirical base of sociology throughout the curriculum, giving students exposure to research opportunities across several methodological traditions, providing repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them.
5. Departments should structure the curriculum of required major courses and substantive elective courses to have at least four levels with appropriate prerequisites. As the levels advance, courses should increase in both depth and integration in the major while providing multiple opportunities for students to develop higher order thinking skills and to improve their written and oral communication skills.
6. Within this four-level model, departments should also structure the curriculum to include one or more content area or substantive sequences which cut across two or more

levels of the curriculum and are designed to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.

7. Departments should structure the curriculum to develop students' sociological literacy by ensuring that they take substantive courses at the heart of the discipline as well as across the breadth of the field.
8. Departments should structure the curriculum to underscore the centrality of race, class, and gender in society and in sociological analysis.
9. Departments should structure the curriculum to increase students' exposure to multicultural, cross-cultural, and cross-national content relevant to sociology.
10. Departments should structure the curriculum to recognize explicitly the intellectual connections between sociology and other fields by designing activities to help students integrate their educational experiences across disciplines.
11. Departments should encourage diverse pedagogies, including active learning experiences, to increase student engagement in the discipline.
12. Departments should offer community and classroom-based learning experiences that develop students' critical thinking skills and prepare them for lives of civic engagement.
13. Departments should offer and encourage student involvement in out-of-class (co- and extra-curricular) learning opportunities.
14. Departments should develop effective advising and mentoring programs for majors.
15. Departments should promote faculty development and an institutional culture that rewards scholarly teaching and the scholarship of teaching and learning.
16. Departments should assess the sociology program on a regular basis using multiple sources of data, including data on student learning.

New ASA-NSF Grantees

ASA selects awardees to help advance the discipline

The American Sociological Association (ASA) is pleased to announce five new grants from the winter 2004 review cycle of ASA's Fund for the Advancement of the Discipline (FAD), a competitive small grants program funded by matching grants provided by the National Science Foundation (NSF) and the ASA and administered by the ASA. These awards provide seed money to PhD scholars for innovative research projects and for scientific conferences that show promise for advancing the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

Mounira Charrad, University of Texas-Austin, received \$7,000 for "Challenging Patriarchy: Rights and Opportunities for Women in Tunisia." She is using her FAD funds to study whether the relatively liberal family law in Tunisia (eventually complemented with liberal legislation regulating other aspects of gender relations) resulted in improved opportunities of women in education and on the labor market. The major research question is whether there is more improvement for women in areas that are state regulated (e.g., education) compared to less regulated areas (e.g., the labor market). The PI is analyzing legislative texts and demographic data on educational and occupation attainment. This study is part of a larger effort to analyze the relationship between increased legal rights and increased opportunities for women in three Muslim countries. Two of these countries (Morocco and Algeria) are labeled as conservative in terms of their family law and one (Tunisia) is labeled as liberal.

John Evans, University of California-San Diego, **Joseph Davis**, University of Virginia, and **Raymond DeVries**, St. Olaf College, received \$7,000 for "A Conference to Further the Development of a Sociology of Bioethics." They are using their FAD grant to hold a conference for sociologists working on bioethics in

increasingly urgent public debates over technological developments in medicine. To date, the field of bioethics has been heavily influenced by a viewpoint borrowed from analytic philosophy. A major purpose of the conference is to demonstrate the contributions sociology has made and could make to the field of bioethics by introducing sociological tools and methods. A second purpose of the conference is to promote the development of a robust institutionalized sub-field to replace the current series of disparate studies.

Yen Le Espiritu and **Denise Ferreira da Silva**, University of California-San Diego, received \$6,975 for "City Heights: Refugee Lives in a Global Neighborhood." The researchers are using their FAD funds to study City Heights, a neighborhood in San Diego, "one of the most important sites for refugee resettlement from Southeast Asia, Central America, Eastern Europe, and East Africa in the United States." Their primary interest is the global circulation of peoples and their cultures in relation to this neighborhood. The PIs are attempting to answer three questions: (1) What are the global historical processes that produced massive and multiple displacements and movements of refugees who end up in City Heights? (2) Why did City Heights become the site for these refugees? and (3) What kind of community is being produced? To answer these questions, the researchers will conduct a content analysis of local papers, develop and test a survey instrument, and develop a chronology of global events that relates to periods of migration.

Mona Pressad, Northwestern University, and **Andrew Perrin**, University of North Carolina-Chapel Hill, received \$7,000 for "Information, Emotions, and Opinion Change." These PIs are using their FAD support to address what they call the "deliberative component" of voting; that is, how do you bring about changes in voting preferences? The PIs conducted a before-and-after experiment in two cities within the time frame of the 2004 U.S. presidential election. In these

experiments, they challenged political information and are comparing subjects who resisted the new information with those who did not. They interviewed both "loyalists" and "switchers" to determine the "triggers" for change among different demographic groups. According to the PIs, these triggers are emotion-based processes with demographic or geographic variables only providing context. The findings should help students of deliberative democracy understand the subjects' responses to challenging information.

George Steinmetz, University of Michigan, and **Michael Chanan**, University of the West of England-Bristol, received \$6,900 for "Living Among Ruins: Detroit (USA) and Komsomolsk-on-Amur (Russia): A Project in Documentary and Visual Sociology." The PIs are using FAD funding to complete a documentary that examines the ruins of two cities, once giants earlier in the 20th century, one the epitome of industrial capitalism and the other of centralized state communism. The PIs hypothesize that the comparison will allow them to examine the role of oppression (of blacks and of slave prisoners, respectively) in the creation of the cities—a role that is invisible in the "heroic public narratives" about the glory years of both cities. They also are examining the demise of both cities within the context of the cycles of industrial capitalism and communism. They propose to go beyond the common depiction of both cities as wastelands and the individual problems of the residents and show the creative efforts of residents to "survive, resist, and even flourish in the face of daunting conditions."

Mangala Subramaniam, Purdue University, received \$3,080 for "Group Level Effects on Poor Women's Empowerment in Rural India." The PI is using her FAD grant to analyze already-collected data on village-level non-governmental organizations in four districts of India. The purpose of the study is to answer a series of questions about the effects of group structure and

leadership on the empowerment of individual women members of the organizations. The study is based on a sample of 31 organizations. The organizations include a range of group structures—from hierarchical to loose and informal. Empowerment is defined both in terms of perceptions and actions (i.e., the ability to recognize oppression and autonomy) and as the ability to mobilize collective resources in the social world. These resources include earnings, ownership of assets, access to cash, prestige within the household and community, ability to make household decisions, and belief that she can effect social change through collective action. Cluster analysis and hierarchical linear modeling will be used to define group structure and to investigate the relationship between organizational structure and feelings of empowerment.

Daniel Sullivan, Portland State University, received \$4,359 for "Invasion-Succession or Welcome Mat? Examining Long-time African-American Residents' Opinions of New White Residents in a Gentrifying Neighborhood." The PI is using his FAD grant to complete a series of interviews with African-American residents of a rapidly gentrifying neighborhood in Portland, which has gone from being predominantly black to predominantly white in a fairly short period of time. The PI is conducting in-depth interviews to better understand how blacks that have stayed in the neighborhood feel about their new white neighbors and whether they embrace the changes in their neighborhood. This set of interviews is part of a larger, ongoing survey in which the PI and his students are interviewing residents in one additional neighborhood each year in order to refine the survey questions and to add "depth and nuance" to the survey findings. This self-contained research project can be linked to larger theoretical issues such as the creation or diminution of racialized space.

Continued on next page

Implicit Versus Explicit Professional Training in Sociology

The role of informal professional structures on career success

by David Shulman, Lafayette College, and
Ira Silver, Framingham State College

Graduate students in sociology are rightfully concerned with how they can best advance themselves and launch successful careers. Since doctoral work requires material and emotional sacrifices—not to mention the uncertainty of future employment—their circumspection is understandable. Sociological research on workplaces teaches us that individual skills and aspirations are impacted ultimately by informal professional structures that help or hinder career success. This important insight also relates to careers in sociology.

Graduate training includes specific benchmarks of mastery (e.g., learning theories, statistics, who are the important figures) and a formalized structure and set of rules organizing and defining professional training, such as the number of years of coursework, having an official advisor, and meeting the requirements for acceptance into PhD candidacy. There are also informal professional norms to learn that can

greatly impact career prospects, yet these norms receive surprisingly little public dialogue or formal classroom attention.

Professional Socialization

For example, students must learn to manage relations with faculty, graduate student peers and publishing gatekeepers; they must tailor their research so that it can be published; and they must learn types of impression management and emotional labor that are critical in crafting identities as sociologists. Mastering these informal professional norms through which people actually practice the sociological craft is important. One way to support the next generation of sociologists, then, is to acknowledge, research and teach our professional culture more explicitly.

ASA-NSF, from previous page

Leah K. Van Wey, Indiana University, received \$6,937 for “Later Life Migration and Intergenerational Transfers of Wealth.” The grantee is using FAD support to estimate the effects of elderly migration on the intergenerational transmission of wealth in the United States. The focus is especially on the migration of wealthy elderly to amenity-rich areas. The PI is testing whether, as a result of this migration, the elderly spend down their assets and have less to transfer to their children. Alternatively, does the richest segment of the population move to less expensive locales and save their assets for the next generation? The PI is using panel data from the Health and Retirement Study to test these scenarios and is using “moves” operationalized as the key independent variable. A complex modeling design, controlling for such things as a multiple host of factors, is being used to determine wealth consequences for the next generation in terms of wealth distribution between blacks and whites.

Peter Yeager, Boston University, received \$7,000 for “Federal Data Sources on Corporate Lawbreaking: An Assessment Study.” The PI is using his FAD

We considered these issues in our fall 2003 article, “The Business of Becoming a Professional Sociologist: Unpacking the Informal Training of Graduate School,” published in *The American Sociologist*. We argued that much of the important professional socialization that transpires in graduate school occurs through faculty mentors, individual entrepreneurship, and, to some degree, chance. We also claimed that much of this professional knowledge is not taught formally and that more of it ought to be. Using a business analogy, we argued that graduate students must develop into intellectual entrepreneurs who are attentive to critical but informal aspects of professional socialization. The following are some of the points we raised:

1. Graduate students must learn about professional infrastructures that mediate research success.

How does one gain a specific understanding of the different scholarly conferences that exist, how colleagues network, the prestige hierarchy in journals, and their relative tradeoffs

when submitting manuscripts for publication? How do people go through the manuscript submission process? In

what ways can graduate departments help them navigate these processes?

2. Graduate students encounter problematic aspects of the relationship between teaching and research productivity in higher education.

Graduate programs generally emphasize research productivity over teaching effectiveness. This preference reflects the fact that research publications are the coins of the professional realm. There are many implications of this valuation for disciplinary practice and for the graduate experience, as well as for understanding the status system within the discipline.

support to conduct an assessment of data characteristics and usability for the study of corporate lawbreaking in order to investigate the limitations of federal databases and to make recommendations for the modification of data archives for such research. This project is needed, according to the PI, because research on corporate crime has been extremely limited—perhaps crippled—by a lack of easily accessible and uniform data on lawbreaking by corporations. The PI contrasts this lack of research with research on the causation and control of street crimes, a well-studied area made possible by good databases. Although identifying limitations in existing federal databases may not immediately improve the current data situation, because collection and access to federal data is a complex political decision, the researcher suggests, this FAD-funded activity a necessary first step if anything is to be done to routinely collect and make available better data.

Song Yang, University of Arkansas, received \$5,100 for “Network Positions and Performance Outcomes: Contingent Factors to the Returns from Firm Network Participations.” The PI is using

3. There are obscured pathways to successfully entering the different labor markets that exist for PhDs in sociology.

Several job markets exist in addition to primarily university research and teaching-oriented labor markets. Some job opportunities allow people to be primarily activists for social change; other jobs outside the academy involve conducting research for government, business, and private research organizations. The pathways to these alternative job markets are not well charted for graduate students who, if interested, typically must do their own leg work to uncover them.

4. Graduate students must actively work to craft networks with faculty.

Graduate education is accomplished through professional relations with professors that are funneled through an institutional structure. We receive PhDs through faculty advisors who help develop dissertation work and who sign off on paperwork and write recommendations that allow us, hopefully, to commence a career in the sociological profession. Though a degree comes from a particular institution, one’s professional pedigree is also meaningfully the result of the reputation and perceived investing of expertise and training in us by faculty mentors. Graduate students must build networks with faculty who will mentor them, help them advance their research and win employment, and assist them in meeting challenges along the way.

5. Graduate students must build mutually satisfying and professionally rewarding relationships with their peers.

Many sociologists consider the relationships that they formed with their graduate student peers to be vital aspects of their current career happiness and success. Interactions with graduate student peers are a critical form of

professional socialization, a “Colleague 101.” What dynamics, missteps and strategies exist to optimize these relationships?

6. Graduate students must learn how to navigate the pathways for securing research funding.

Paying for graduate school requires money, as does conducting research. Attaining grants and fellowships is also an important prestige marker. What are good lessons in acquiring funding? How do students find out about funding sources that are particularly suited to their areas of specialization?

7. Graduate students must embrace an array of dramaturgical identities in order to thrive in a sociological career.

All roles require some component of emotional labor and other impression-management demands. Graduate training in sociology is no exception. The job market in particular requires that individuals learn how to present their intellectual identities publicly, with job talks and interviews being clear showcases for that impression management. What role-playing and impression management are associated with our professional culture, research, and teaching?

8. Progressing through graduate school is stressful and exhilarating.

Graduate students encounter a number of obstacles in graduate school, from wrestling silently with self-doubt to confronting feelings of estrangement. There are also times of great joy in pursuing intellectual passions and engaging in fulfilling professional and friendly relationships with faculty and peers. What stresses exist in graduate education and how do they plague research and teaching productivity? What can be done to lessen their impact and varieties? Even things like a faculty mentor discussing anxieties about how to write help motivated but silently fearful students.

Continued on next page

the FAD grant for a pilot study of five high-tech companies to provide information that can lead to testing hypotheses about the relation among the internal structures of firms, their ability to absorb knowledge, and their participation in networks. The PI hypothesizes that firms benefit from their network alliances to the extent that their internal structures facilitate the absorption of external knowledge. So, for example the PI suggests that more useful knowledge will be absorbed when there is less organizational hierarchy and more cross-department collaborations, and that the higher the firm’s absorptive capacity, the greater the technological innovations. The purpose of the pilot study is to create a database of 135 organizations, select five, and conduct interviews with 10 strategic individuals in these firms. The pilot will demonstrate whether or not this study is feasible.

Additional information on the FAD Program is available on the ASA homepage at www.asanet.org/members/fad.html. The program director, Roberta Spalter-Roth, can be reached at spalter-roth@asanet.org or 202-383-9005, ext. 317. □

Call for Nominations for the 2005 ASA Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with their degree having been awarded in the 2004 calendar year will be eligible for consideration for the 2005 ASA Dissertation Award. Nominations must be received from the student’s advisor or the scholar most familiar with the student’s research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee’s curriculum vita (with current address) to: American Sociological Association, c/o Governance Department, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005; fax: (202) 638-0882; email governance@asanet.org. All dissertations must be submitted on paper; no CD-ROMs or other computer-based forms of storage are permitted. The deadline for nominations for the 2005 award is April 1, 2005.

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).

Wages and Working Conditions at Berkeley

by Amy Schalet, Center for Reproductive Health Research & Policy,
University of California-San Francisco, and Gretchen Purser and
Ofer Sharone, University of California-Berkeley

A few years ago, inspired by student-worker activism springing on campuses across the country and by research journalist Barbara Ehrenreich's popular work *Nickel and Dimed: On (not) Getting By in America*, the idea was born to study working conditions at the University of California-Berkeley (UCB). At the time, all three of us were graduate students in the Sociology Department. In our different ways, each of us had worked on issues of economic inequality and justice—Gretchen had been president of a student labor group at her undergraduate institution; Amy had designed and taught an undergraduate seminar to educate students about the benefits of European-style welfare state programs; Ofer had studied overwork and unemployment. Until that point, none of us had turned our sociological research skills and passions for social justice toward the university community of which we were part.

Finding the Message

The idea was simple: Take our tools as budding social scientists and use them to bring to light the wages and working conditions of the UCB service and clerical staff. Our goal was not just to report on the stark numbers regarding wage stagnation and inequality—though we did use whatever quantitative data we could find—but to use our training in qualitative methods to go beyond numbers and show the human face and experience of those who did the day-to-day work of keeping our university running. With the guidance of Barbara Ehrenreich, who joined our research collective for a month in the fall of 2001, a group of ten graduate students began to conduct in-depth interviews with custodians, food service workers, groundskeepers, and clerical workers. We were assisted also by a number of undergraduates who were taking Amy's welfare-state course.

We could not know at that time that three years later our eventual research report would be held up as a prime example of Public Sociology at the 2004 Annual Meeting of the American Sociological Association. Instead, we made time to do the research, while preparing for qualifying exams, doing MA research, and writing dissertations. We struggled to work together effectively in a large group of independent-minded graduate students. We begrudgingly let go of our theoretical concepts to make the writing accessible to all. But the research process was deeply compelling—few of us had previously sat down to learn about the lives and experiences of university workers. The discussions about how to frame our research for maximum impact were exciting—and Barbara Ehrenreich's perspective as a journalist was absolutely vital to these framing debates. The teaching rewards were unmistakable—undergraduates "got" topics like inequality and poverty, which are so difficult to teach, in a much deeper way after they had interviewed the very workers who clean their class rooms and prepare their food.

After nearly 70 interviews and many, many hours of debate, writing, and editing, we self published the results of our research in a 34-page report, titled *Berkeley's Betrayal: Wages and Working Conditions at Cal*, at the end of August, 2004. The report is divided into three sections: wages, health and safety, and dignity and respect. The wages chapter shows that university workers are struggling to stay afloat financially. While recent years have seen striking increases in the salaries of

UCB's top administrators, more than 90 percent of UCB's custodians and food service workers do not earn enough to cover their basic household expenses such as housing, transportation, and childcare.¹ To make ends meet, some workers are forced to cram their family into a small apartment; others postpone getting braces for their children. Many employees take second or even third jobs.

Surprisingly, health and safety is also an area of great concern, even though university workers have health benefits, a rarity for comparable jobs in the private sector. One problem is that workers complain about lacking the equipment they need to perform their duties safely. Food service workers, for instance, report not being provided with the slip-resistant shoes they need to maneuver safely around wet kitchen floors. Workers also tell of foregoing treatment of work-related injuries for fear of termination or other reprisals. These fears are well founded as numerous workers across occupations report suffering from retaliation after asking supervisors for safety equipment or going out on disability.

Falling Short on Respect, Inclusion, Mission

When we began talking with UCB workers, we expected to hear about inadequate wages. What took us aback, however, was just how often and how intensely workers felt disrespected, excluded, and betrayed by the university. There are many reasons for this experience of betrayal—among them, lack of recognition for workers' efforts and contributions, lack of a fair and consistent system for receiving promotions, lack of oversight over supervisors, lack of access to any of the university's educational opportunities. But many also feel betrayed to see the university stray from its educational mission. Like professors and students, campus workers often come to work at the university out of a deep desire to contribute to its educational mission. They are disturbed then to see big contracts between the university and corporations that result in corporate interests setting

the research agenda. Kim, a student affairs officer, says she believes "the university will pretty much do anything for money. At some point, Sather Gate will be called McDonald's Arches. The question is, for how much?"

In the months since we published *Berkeley's Betrayal*, we have been overwhelmed and deeply gratified by responses from workers, faculty, students, and the media. We have received thousands of requests for the report, now in its second edition. And we have received hundreds of emails from students, faculty members, and workers across the state writing to corroborate our findings and share additional stories from Berkeley and other campuses. Even more powerful

has been the tremendous energy we have witnessed at our speaking engagements on various campuses, as workers, students, and faculty members speak and listen to each other, often for the first time, and strategize about how to improve working conditions on campus.

As gratifying as these outcomes have been, as one administrator at a private East Coast University wrote to our website, "It is tough all over. Your work may have just begun."

Indeed, the work has only just begun, and we hope that the work won't just be our own. On the Berkeley campus, a new student group has formed to work with unions, and members of the faculty, to exert pressure on the university to commit the resources necessary to improve wages and working conditions. But much more research and organizing are called for. We have received many requests to take our project in new directions (e.g., to translate *Berkeley's Betrayal* into Spanish, to research other campuses, to interview administrators to understand how the factors that shape their decisions about resource allocation, to name a few). It is our hope that sociology graduate students and faculty will use *Berkeley's Betrayal* as a teaching tool and as a source of inspiration to initiate similar projects at their own campuses.

About the authors: Gretchen Purser and Ofer Sharone are PhD candidates in the Department of Sociology at the University of California-Berkeley. Amy Schalet is a graduate of the Berkeley Sociology Department and is now a Postdoctoral Fellow at the Center for Reproductive Health Research & Policy at the University of California-San Francisco. Their report *Berkeley's Betrayal: Wages and Working Conditions at Cal* can be viewed, downloaded, and ordered at www.berkeleysbetrayal.org. The website also reports on ongoing research and organizing activities at universities across the country.

Note

¹ According to the California Budget Project, for a two-working-parent-family of four, both parents would need to earn \$16.88 per hour in order to achieve a modest standard of living. Using 2002 UCB wage data, the authors calculated that 1,690 university workers are making less than \$16.88.

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Creating Dialogue

We have developed a weblog (at www.lafayette.edu/~gradtrain/) that addresses professional socialization in sociology and that features resources, links, and message boards. We welcome there other sociologists' thoughts about their present or past graduate experiences. We want to know, for example: What do you know now that you wish you had known then? What do you

identify as the "best practices" for moving forward? How did you learn these practices? While we approach these questions from the standpoint of our mutual interests in organizational culture and symbolic interaction, we certainly recognize that there is much to be learned from sociologists with varied scholarly orientations. Therefore, we encourage and welcome dialogue from people at all career stages and of varied

theoretical and methodological orientations.

Our efforts are motivated by a pedagogical and research agenda that we think is useful for the discipline. First, we think sociologists should be more explicit in addressing these points with graduate students, at the very least, to direct them toward a reflective focus on their work, and more importantly, to help them advance forward into professional

practice. Second, we believe it's an important research agenda to examine facets of informal organizational culture that shed light into the profession. Sociologists should not be immune to the techniques of appraisal they apply to others, nor should they be denied their benefits. □

ASA High School Outreach Initiative Seeks Members in 12 Key States

by Carla B. Howery, Academic and Professional Affairs Program

The American Sociological Association's (ASA) Task Force on the Advanced Placement (AP) Course in Sociology is finishing its initial phase of work. The Task Force has prepared a course outline and resource materials for high school sociology teachers. (See the ASA website at <www.asanet.org/members/apsoccurr.pdf> to review that outline).

The College Board, which oversees the Advance Placement process, does *not* intend to add sociology as a subject area within the next several years. Nonetheless, the Task Force is moving ahead to develop an honors or college-level course to be taught in the high schools. If and when the College Board chooses to offer a sociology course and exam, the Association will have materials ready, and faculty and teachers will be in place.

High school education, however, is state-based, with state and local education committees, supervisors, and guidelines directing teacher certification and curricula. Each state has a different set of requirements for teachers and for content standards. The ASA Task Force wants to better understand those state-based requirements and to find high school sociology teachers with whom to collaborate. To that end, the ASA is seeking college faculty in 12 states: California, Florida, Georgia, Illinois,

Indiana, Mississippi, New Jersey, New York, North Carolina, Ohio, Texas, and Wisconsin.

Each faculty member would partner with a high school teacher currently teaching sociology; ASA has a list of names to help faculty locate a teacher. This team would work at the state level to:

- Assess the certification requirements, both opportunities and obstacles, in that state;
- Work with the state sociological association, if any, and with other colleges and universities in the state on high school sociology and teacher training;
- Attend a training session at the 2005 ASA Annual Meeting on the proposed honors level course;
- Lead or coordinate some professional development for high school sociology teachers in the state; and
- Provide periodic email updates to ASA and the coordinators in other states.

ASA would provide some funding to defray direct costs associated with in-state travel and training costs. Each team is expected to work together for 17 months, from February 2005 through June 2006.

Send a letter of interest no later than January 15, 2005, to: Carla B. Howery, American Sociological Association, 1307 New York Avenue, NW, #700, Washington, DC 20005. □

Hesser Honored as CASE Professor for Minnesota

The Carnegie Foundation for the Advancement of Teaching, along with the Council for Advancement and Support of Education (CASE), have named Garry Hesser, longtime professor of sociology and metro-urban studies at Augsburg College, as the "2004 Minnesota Professor of the Year." More than 500 professors were nominated for the award, according to CASE officials. And, to top off the honor, Minnesota governor Tim Pawlenty declared November 18, the day of the official announcement, as "Garry Hesser Day."

A national and statewide recipient of numerous awards and honors—particularly in the area of service and experiential learning—Hesser joined Augsburg's sociology department in 1977. Since that time he has served as chair of the department, chair of the Social and Behavioral Science Division, and chair of the interdisciplinary Metro-Urban Studies Program. He was instrumental in the creation of Augsburg's Center for Service, Work and Learning, a marriage of the classroom and the city that not only has emerged as a hallmark of an Augsburg education but also has served as a service-learning model across the nation.

In 2001 he was given the National Society for Experiential Education's "Pioneer in Experiential Education Award," and in 2002 he was named "Distinguished Sociologist of Minnesota" by the Sociologists of Minnesota. In 1998, Hesser received the Campus Compact's "Thomas Ehrlich Award" for national

leadership and scholarship in advancing the field of service-learning as a teacher, researcher, and community partner.

Innovative Teaching

"In my view, Garry Hesser represents the best Augsburg College has to offer in respect to innovative teaching, engaged scholarship, and service to the institution and the community," noted William Frame, president of the College, who wrote in support of Hesser's nomination. In his letter, Frame said, "While it is true, and indeed fortunate, that our institution



Garry Hesser

benefits from Professor Hesser's national reputation, it is most certainly his local impact that merits your award. His contributions to the teaching of sociology here in Minnesota and to the fostering of civic responsibility among students and colleagues at Augsburg College are numerous. He has focused much of his scholarship on urban issues—multiracial communities, homelessness, and neighborhood renewal. He shares his expertise with student research partners and inspires their continuing dedication to community-based scholarship."

Christopher Kimball, Augsburg Provost and Dean, who also wrote in Hesser's behalf, said, "He makes students aware of the lenses through which they view the world and helps them to formulate questions to move beyond their current stance. His unique preparation as a theologian and sociologist has proven fertile soil in which to cultivate a teaching life. He does so with energy and care and thereby provides a

Sociologists Explore Scientist Demographics at NSF Conference

by Roberta Spalter-Roth, Research and Development Department

Sociologists were key participants in a fall workshop jointly sponsored by the Commission on Professionals in Science and Technology (CPST) and the Division of Science Resources Statistics (DSRS) of the National Science Foundation (NSF). Representatives from disciplinary societies, the NSF and the National Research Council (NRC) described the changing age, gender, and national composition of the science workforce and its increased employment in the private sector.

"The Changing Nature of Work and Workers in Science and Engineering" was the second in a joint NSF/CPST Professional Societies Workshop Series. The opening address by Charlotte Kuh, Deputy Executive Director of the Policy and Global Affairs Division at the National Research Council, compared the youngest to the oldest cohort of PhDs in the science, technology, engineering, and mathematics workforce (which includes the social sciences) over the last decade. She reported that new PhDs are older, more likely to be women, more likely to be U.S. minorities, and more likely to be non-citizens. As with the characteristics of science PhDs, the academic workplace has changed in so far as fewer young PhDs are employed on the tenure track and fewer are employed full-time. Perhaps as a result, they are more likely to complete postdocs and more likely to work in industry. Although there is a decline in the share of the oldest cohort of PhDs working full time, it is not clear, according to Kuh, that this decline results in good jobs for young PhDs.

Chemistry and Physics

Some of the same trends were evident in chemistry and physics. Sociologist Janel Kasper Wolfe of the American Chemical Society compared chemists under and over age 40. Those under age 40 are employed in an increasingly diverse chemistry workforce and in an increasingly multi-disciplinary work environment, compared to those over 40. Sixty percent of those under 40 work in manufacturing, especially pharmaceutical and related manufacturing, compared to smaller shares of older chemists working in these venues. Older chemists are hardest hit by unemployment, with 30 percent of this cohort feeling pushed into retirement, with women working longer and having fewer retirement benefits than men. As with chemistry, new PhDs in physics are more likely to be non-U.S. citizens, more likely to complete postdocs, and appear to be less likely to hold tenure-track positions, according to Roman Czujko, Director of

the Statistical Research Center of the American Institute of Physics.

Funding Level and Source Effects in Sociology

Sociologists Roberta Spalter-Roth and William Erskine of the American Sociological Association examined the relationships among the following: state funding levels (low, steady, and high growth); private revenues (such as donations and tuition) at public institutions of higher education; and the restructuring of sociology departments. Restructuring includes measures of faculty workload (courses per faculty), quality of education (faculty per students), new hires, and staff departures. For sociology departments, money is not fungible. State revenues are associated with increasing new hires, while private donations are associated with reducing the course-to-faculty ratio. Ironically, raising tuition does not appear to help the positive structuring of departments, the site of the educating and training of the next generation of workers.

Counterintuitive Trends

The afternoon session included presentations by two other sociologists who analyzed the processes that result in changes in scientific workers and scientific practices. Steven P. Vallas, George Mason University, analyzed the blurring of boundaries between university-based and commercial, for profit, biotechnology since the 1980s. Vallas and his co-author Daniel Lee Kleinman (University of Wisconsin-Madison) pay special attention to the informal culture in which science is conducted. Interviews with biotechnologists on the East and West Coast suggest that entrepreneurial norms, competitiveness, lack of sharing of results, and lack of collegiality have migrated from the private sector, infusing the university with a new more corporate culture. At the same time, academic norms such as publishing in peer-reviewed journals, deciding on research topics, and collegiality have diffused into for-profit organizations. The authors referred to this as "asymmetrical convergence" in which previously distinct institutions grow more isomorphic as they are both increasingly shaped by the profit motive. The ironic result may be that scientists (especially women) are leaving the academy for the commercial sector in order to be able to conform to academic ideals.

The last speaker, Payal Banerjee, Syracuse University, focused on the incorporation of Indian immigrants into the information technology workforce in the United States and these immigrants' experiences within the larger frame of globalization. This research is based on interviews and fieldwork conducted both in the United States and in India. □

compelling example of Christian vocation for his colleagues and students. Our Center for Teaching and Learning has recently selected him to be the first annual recipient of the Augsburg College award for 'Distinguished Contributions to Teaching and Learning' and we are very pleased that recognition has now extended beyond our campus borders."

Hesser, who holds degrees from Phillips University in Oklahoma, the Union Theological Seminary in New York, and the University of Notre Dame,

makes his home in the Seward neighborhood of Minneapolis. He is the author or editor of numerous publications and articles in the areas of experiential education, service-learning, and neighborhood revitalization. He recently visited the ASA offices while in Washington, DC, to finalize an internship program for his students. □

NSF Awarded \$6.6 Million to Sociology in '03

The National Science Foundation (NSF) is a significant source of federal funding for basic research in sociology. NSF provides approximately 41 percent of the total such support for the discipline, according to national statistics on basic R&D across disciplines. In addition to support sociologists receive for work in interdisciplinary research, science and math education research, and special initiatives such as the \$22-million Human and Social Dynamics initiative (see this month's p. 3; and February 2004 *Footnotes*, p. 5), NSF's Sociology Program provides support for specifically sociological research.

This article lists NSF's grants issued by the Sociology Program in fiscal year 2003. (See July/August 2003 *Footnotes* for FY 2002 grant list.) The list is organized alphabetically by the last name of the Principal Investigator and includes their affiliation, grant title, and amount of award. The Sociology Program awarded grants for basic research support and dissertation improvement, including funds for 44 new projects (including three collaborations and two workshops) and for 45 doctoral dissertation improvement proposals. The Sociology Program, together with other NSF programs and initiatives, jointly provided \$6.3 million to the grantees listed below for research projects and workshops as well as \$322,090 for dissertation training grants to sociology students.

The Sociology Program holds two grant competitions annually: Regular Research (proposal deadline is August 15 and January 15) and Dissertation Improvement (proposal deadline is October 15 and February 15). The program is a major source of research funding for the sociological science community and is integral to NSF's mission to encourage and support theoretically focused empirical investigations aimed at improving the explanation of fundamental social processes and structures.

Regular Research

Alexander, Joseph, Steven Ruggles & Jason Digman, University of Minnesota, *Collaborative Research: Black Migration to the West, 1930–2000*, \$103,664.

Alexander, Karl, Johns Hopkins, *Success in the Making: Life Course Patterns of Urban Youth Through the Third Decade*. Jointly funded by the Development and Learning Sciences Program & the Enhancing Human Performance emphasis area, \$578,444.

Axelrod, Robert, University of Michigan, *Agent-based Models of In-group Favoritism and Out-group Hostility*. Jointly funded with the Political Science Program and Empirical Implications of Theoretical Models emphasis area, \$267,500.

Bayard de Volo, Lorraine, University of Kansas, *Determinants of Women's Support for Political Conflict in Latin America*. Jointly funded by the Experimental Program to Stimulate Competitive Research (EPSCoR), \$49,475.

Bennett, Neil, Erica Groshen, Bart Hobijn & Robert Lipsy, National Bureau of Economic Research, *The New York Research Data Center*. Jointly funded with the Economics Program, \$300,000.

Blee, Kathleen, University of Pittsburgh, *The Emergence of Social Movements*, \$57,280.

Burnett, Myra, Spelman College, *Workshop on Fostering Competitive Social Science Research Among Faculty of Historically Black Colleges and Universities (HBCU's)*. Jointly funded by the Econom-

ics Program, \$51,905.

Crenshaw, Edward & Pamela Pazton, Ohio State University, *Globalization and Westernization: Theory and Measurement*, \$102,606.

DaPonte, Beth & Lara Wolfsen, Carnegie Mellon University, *A Pilot Study: Analyzing the Differential Undercount of Children and the Poor in the U.S. Census*. Jointly funded by the Methodological, Measurement and Statistics Program and the Mathematical Sciences initiative, \$54,000.

DeJong, Gordon & Deborah Graefe, Pennsylvania State University, *Welfare Reform and Migration of Poor Families*. Jointly funded by the Geography and Regional Sciences Program, \$300,000.

England, Paula, Northwestern University, *Determinants of Husband-initiated and Wife-initiated Divorces*. Jointly funded by the Decision, Risk and Management Science Program, \$162,555.

Ensel, Walter, SUNY-Albany, *The Stress Process and the Quality of Life*, \$68,287.

Farley, Reynolds, University of Michigan, *Collaborative Research: Race and Rust Belt Revitalization: What Determines Who Lives Where?* Jointly funded by the Geography and Regional Sciences Program, \$42,199.

Frey, William, University of Michigan, *Minority Suburban Migration*, \$152,999.

Galakewicz, Joseph, University of Arizona, *The Markets for Children's Services*, \$156,578.

Greenbaum, Susan, Beverly Ward & Cheryl Rodriguez, University of South Florida, *Deconcentration and Social Capital: Assessing the Impact of Relocation in Three Urban Neighborhoods*. Jointly funded with the Anthropology Program, \$199,999.

Heimer, Carol, American Bar Foundation, *Clinic-level Law: The Legalization of Medicine in AIDS Treatment & Research*. Jointly funded with the Law and Social Sciences Program, \$299,928.

Huber, Joan, University of North Carolina-Chapel Hill, *Economic Liberalization, Democratization, and Social Policy Reform: Latin America and the Caribbean, Iberia, and the Antipodes*, \$62,753.

Hummer, Robert & Christopher Ellison, University of Texas-Austin, *Collaborative Research: Religious Involvement & Mortality in the United States*, \$49,721.

Keister, Lisa, Ohio State University, *Nonstandard Work & Asset Accumulation*, \$69,637.

Kyrsan, Maria & Tyrone Forman, University of Chicago, *Collaborative Research: On Race and Rust Belt Revitalization: What Determines Who Lives Where?* Jointly funded by the Geography and Regional Science Program, \$332,740.

Lee, Mathew, Mississippi State University, *CAREER: Institutional Structure, Civic Engagement and Crime in Nonmetropolitan America*. Jointly funded by the Experimental Program to Stimulate Competitive Research (EPSCoR), \$400,058.

Macy, Michael, Cornell University, *The Emperor's Dilemma: Popular Enforcement of Unpopular Norms*, \$134,900.

Martell, Richard F. & James Robinson-Cox, Montana State University, *From Bias to Exclusion. Why so Few Women at the Top? A Computer Simulation Approach*. Jointly funded with the Social Psychology Program, \$86,418.

McPherson, Miller & Lynn Smith-Lovin, Duke University, *The Relationship Between Networks and Voluntary Groups: A Proposal for Replication of the General Social Survey Voluntary Organization and*

Network Modules, \$243,000.

Meyer, Katherine, Ohio State University, *SGER (Small Grant for Exploratory Research): Political Views of Middle East Citizens Following Western Military Intervention*, \$53,262.

Moaddel, Mansoor, Eastern Michigan University, *Understanding the World Views of the Saudi Arabian Public*, \$99,486.

Pager, Devah, Northwestern University, *Collaborative Research: Discrimination in Low-wage Labor Markets: An Audit Study for New York City*, \$106,445.

Pampel, Fred, University of Colorado-Boulder, *Gender, Social Change, and Global Patterns of Cigarette Use*, \$81,228.

Ragin, Charles, University of Arizona, *Workshop: Scientific Foundations of Qualitative Research*, \$57,891.

Rashotte, Lisa, University of North Carolina-Charlotte, *Controlling and Transferring Status Effects of Gender*. Jointly supported by the Empirical Implications of Theoretical Models emphasis area \$150,474.

Rogers, Richard & Jason Boardman, University of Colorado-Boulder, *Collaborative Research: Religious Involvement & Mortality in the United States*, \$49,015.

Rona-Tas, Akos, University of California-San Diego, *Rational Calculation & Trust: A Comparative Institutional Analysis of Emerging Credit Card Markets in Socialist and Post Socialist & Developing Societies*. Jointly funded by the Office of International Science and Engineering, \$175,000.

Schneberg, Marc, Reed College, *Private, Public, or Cooperative: Organizational Form and Economic Diversity in the U.S. Electrical Utility Industry, 1900–1950*, \$85,589.

Short, Susan, Brown University, *Family Disruption, Family Response, Social Change, Family Organization and Child Well-being in South Africa*. Jointly funded by the Office of International Science and Engineering, \$90,667.

Simpson, Brent, University of South Carolina, *Gender & Cooperation in Social Dilemma*. Jointly funded by the Decision Risk and Management Science Program and Experimental Program to Stimulate Competitive Research (EPSCoR), \$58,333.

Smith, Jackie, SUNY-Stony Brook, *Globalization and Transnational Social Movement Mobilization, 1953–2003*, \$135,976.

Suchman, Mark, University of Wisconsin-Madison, *The Organizational, Professional & Legal Challenges of New Information Technologies in Healthcare*. Jointly funded by the Law and Social Science, and Innovation and Organizational Change Programs, \$325,922.

Su, Tieting, California State University-Los Angeles, *RUI: Cycles of Global Trade Structures*, \$122,713.

Szelenyi, Ivan, Yale University, *Workshop on Firm-level Gender Inequalities in Transitional Societies*. Jointly funded by the Office of International Science and Engineering, \$15,029.

Tolnay, Stewart, University of Washington, *Collaborative Research: Black Migration to the West, 1930–2000*, \$199,843.

Ward, Kathryn, Southern Illinois University, *Economic Restructuring, Women's Work & Empowerment in Bangladesh*. Jointly funded by the Office of International Science and Engineering, \$199,970.

Western, Bruce, Princeton University, *Collaborative Research: Discrimination in Low-wage Labor Markets: An Audit Study for New York City*, \$114,605.

Yamaguchi, Kazou, National Opinion Research Center, *Development of Specific*

Regression Models Involving Latent Classes in Social Research. Jointly funded with the Methodology, Measurement and Statistics Program, \$144,996.

Dissertations

Amenta, Edward & Neal Caren, New York University, *Urban Political Participation: Sources of Mobilization and Demobilization*, \$7,492.

Appelbaum, Richard & Christopher Killmeyer, University of California-Santa Barbara, *The End of Class Compromise? Globalization and Democracy in Affluent Capitalist Societies*, \$2,745.

Bidwell, Charles & Julia Gynne, University of Chicago, *Early Labor Force Experiences of Non-college Bound Youth in Chicago: The Role of Schools and Neighborhoods*, \$6,365.

Blair-Loy, Mary & Judith Hennessey, Washington State University, *Learning to Love Labor: Low-income Mothers, Work-family Balance, and Public Assistance*, \$7,451.

Blau, Judith & Tanya Golash-Boza, University of North Carolina-Chapel Hill, *Locating Rural Black Women in the Racial Geography of Peru*, \$7,500.

Brayfield, April & Krista Brumley, Tulane University, *NGOs and Political Participation in Monterrey, Mexico*, \$7,330.

Brown, Phil & Patricia Widener, Brown University, *Transnational Activism and Oil Politics: A Demand for Participation and Environmental Justice in Ecuador*, \$7,500.

Burdick, John & Diane Swords, Syracuse University, *Social Movements and Global Transformations*, \$7,500.

Calhoun, Craig & Olga Sezneva, New York University, *The Role of History and Memory in Identity Construction: The Case of Kiliningard, Formerly German Koningsberg*, \$7,488.

DiMaggio, Paul & Kyoto Sato, Princeton University, *Politics and Meanings of Genetically Modified Foods in the United States, France, and Japan*, \$7,500.

Duster, Troy & Aaron Panofsky, New York University, *Behavior Genetics and Scientific Autonomy: The Structure and Genesis of a Scientific Field*, \$7,498.

Edelman, Lauren & Virginia Mellema, University of California-Berkeley, *Race Matters: Ideologies of Race in Police Personnel Decisions*. \$9,900. Jointly supported by the Law and Social Science Program.

Ellison, Christopher & Julie Dowling, University of Texas-Austin, *The Lure of Whiteness and the Politics of Otherness Mexican American Racial Identity*, \$6,050.

Elo, Irma & Helen Lee, University of Pennsylvania, *How Mothers Make Decisions: The Multiple Contents of Everyday Infant Care Practices Among Inner-city Women*, \$6,997.

Evans, Peter & Youyenn Teo, University of California-Berkeley, *Beyond Developmentalism: State Institutions, Private Lives, and the Production of Singapore Citizens*, \$7,500.

Flacks, Richard & Richard Sullivan, University of California-Santa Barbara, *Social Movement Dynamics in Labor Organizing*, \$7,495.

Glasberg, Davita & Sandra Fromson, University of Connecticut, *Pauns, Knights, or Kings: Understanding the Role of Regulators in Public Policy*, \$6,126.

Galaskiewicz, Joseph & Martin Hughes, University of Arizona, *Processes of Legitimation: The University of Phoenix and Its Institutional Environments*, \$7,380.

Sharp, Jenifer & Jess Gilbert, University of Wisconsin-Madison, *The*

Continued on next page



Reply to Bonilla-Silva and Smith: Assessing the Anti-war Resolution

I read the Public Forum opinion piece in the July/August 2004 *Footnotes* [p.10] titled "Were We Right? Assessing the Merits of ASA Anti-war Resolution."

The Resolution's arguments are more ideological than rational. For instance, Eduardo Bonilla-Silva and Keri Smith argue that America weakened "international rule," since it sidestepped the League of Arab Nations. How can such an argument even be used when most of the League of Arab Nations are under either theocratic or dictatorial rule? Do we need the blessing of tyrants in order to defend our country? Do we need the blessing of the United Nations to defend our country? The U.N. appointed Syria and Libya to preside over committees overseeing human rights and security. Why was there no ASA resolution protesting the idiocy of having such known state sponsors of terrorism serving in those capacities? Why did our organizational outrage have such a narrow ideological focus?

The most distressing point of the opinion piece is how it confuses terms to sustain ideological bias, loosely equating terrorism with the struggle for national liberation. By suggesting that Hamas, Islamic Jihad, Hizballah, al-Aqsa Martyrs Brigade, and other terrorist organizations, whose goal is to spread terror by killing innocent people, are liberators, the authors implicitly sanction the actions of those terrorists.

Bonilla-Silva and Smith suggest that the United States did not respect international organizations and that the doctrine of "preemptive strike" is a threat to international rule and democracy. The same international community, especially the European and Arab countries, are the ones who routinely side with the terrorists and blame Israel for all the evils of the Middle East. Are these the voices we should listen to? Are these the voices of reason, fairness, and legitimacy?

What kind of international rule should we follow when the International

NSF, from previous page

Uneven Industrialization of Agrofood Systems: Understanding the Bases and Significance of Family Production in the U.S. Beef Commodity System, \$5,070.

Goldfrank, Walter & John Ackerman, University of California-Santa Cruz, *The Struggle for Accountability in Mexico: Explaining Uneven Political Development*, \$7,500.

Goodwin, Julie & Jeffrey Stewart, New York University, *Globalization Grounded: Land Disputes and Agrarian Reform in Guatemala*, \$7,427.

Hanneman, Robert & Laura Hansen, University of California-Riverside, *The Rise of an Insider Trading Network, 1979-1986: A Network Analysis*, \$3,840.

James, Sherman & Sawsan Abdulrahim, University of Michigan, *Arab Immigrants in Detroit-Dearborn: Entrepreneurship and Racial/Ethnic Identity*, \$7,500.

Kohn, Melvin & Bei Liu, Johns Hopkins University, *Social Structure and Personality in Transitional Urban China*, \$7,500.

Korzeniewicz, Roberto & Angela Stach, University of Maryland-College Park, *Organisms and Organizations: Transnational Civil Society and Genetically Modified Food in Latin America, Europe,*

Court of Justice listened to 14 governments and the Arab League, arguing that Israel's right to defend itself does not extend to building a security fence? Even as the court met to deliberate this, a bomb exploded in Jerusalem, killing and wounding many people. The death of those people made a mockery of the International Court of Justice trial at which such noted "defenders of human rights" as Sudan, Cuba, Belize, and Saudi Arabia voiced their criticism of Israel. The authors of the July/August opinion piece imply that they support terrorism as a legitimate position. I believe we should put terrorism on trial, not the state of Israel.

The ASA anti-war resolution manifests a false humanitarianism or a romantic depiction. Where were the ASA members who voted against the war when Saddam Hussein mass murdered his own people?

To the ASA members who voted for this resolution, my message is very simple: Instead of complaining that America is not doing enough to save the trees, the whales, the owls, and that it oppresses terrorists, we have to save America and Israel from the anti-Semitic conditions, which prevail in Europe and even in our academic circles.

I hope that some outspoken ASA members will stop trying to impose their narrow and misguided ideological views on the organization as a whole. They can live in their own ideological ghetto; I simply ask that they not attempt to drag the rest of us in there with them.

Mark Iutovich, *Keystone University Research Corp.*, marki@kurc.org

Response to Rousseau, Cherwitz; The Sociology of Sociology

Nathan Rousseau (Public Forum, *Footnotes* September/October 2004) writes convincingly about how sociologists ape the society they study rather than study the society or offer it new

and the United States, \$7,465.

Markoff, John & Veronica Szabo, University of Pittsburgh, *Youth and Politics in Communist Romania (1980-1989)*, \$7,499.

Meyer, David & Deana Rohlinger, University of California-Irvine, *Reflections of Success in Media Coverage*, \$6,058.

McEvily, Susan & Beiqing Yao, University of Pittsburgh, *Knowledge Flow and Value Creation: Integrating Structural Embeddedness and Knowledge Embeddedness in Alliance Networks*, \$7,500.

McCammon, Holly & Sandy Smith, Vanderbilt University, *Interrupting Inequality: The Effect of Antidiscrimination Law on Race/Gender Wage Gaps*, \$7,499.

McCarthy, John & Assata Richards, Pennsylvania State University, *Toward an Explanation of U.S. Prison Unrest, 1974-2000*, \$7,480.

Molotch, Harvey & John Schlichtman, New York University, *Niche City: Manufacturing a Service Industry Presence in the Postindustrial Economy*, \$7,254.

Newman, Katherine & David Harding, Harvard University, *Linking Culture and Structure to Adolescent Outcomes in Poor Neighborhoods*, \$7,500.

Orloff, Ann & Kendra Schiffman,

knowledge that couldn't just as easily be offered by MBAs. One of his points concerns the rationalization of teaching, including how we evaluate one another; we willingly buy into this mentality while suppressing what little sociological imagination we may once have picked up as undergraduates.

I wrote something similar in 1979, in an article rejected by *The American Sociologist*, responding to an ASA document, which suggested, without evidence, that teaching sociology consists of a finite list of behavioral routines—despite what we knew at the time from even the most rudimentary role theory, not to mention the sociology of education. Just because we understand rationalization, I said, doesn't mean we have to embrace it or help it along or actively promote it. But look how things are turning out!

And so today I ask: Why have we not organized our discipline according to the best knowledge our discipline has produced about social organization? Why do we have the same bureaucratic and committee structures that churches and banks and the natural sciences do? Why do we see disenchanting ASA members as really, after all, deviants? Why do we love our anomie as normal? Why do we list criteria for everything? Because if we can't help ourselves, if we can't help our profession, then we have no business marketing ourselves to humanity as "public sociologists." I say, leave it to the MBAs.

If you want to know the maximum impact sociologists could have on society if given their collective head to do whatever they want, look at the ASA. Do you really see evidence that ASA organization and procedures have been informed by people who take seriously sociological knowledge as demonstrated in published research, including their own published research? How then would their participation in public life be sociological?

Rousseau's letter was a complaint and a plea. Rick Cherwitz's letter in the same Public Forum is more familiar among the majority who see a divide between

Northwestern University, *Expansion of Voting Rights for Women in the United States: Institutional Openness, State-building, and Gender*, \$7,758.

Paige, Jeffrey & Chandan Gowda, University of Michigan, *Developing Mysore: Modernizing Elite and the Politics of Translating Institutions*, \$9,480. Co-funded by the Office of International Science and Engineering.

Pong, Suet-ling & Gillian Hampden-Thompson, Pennsylvania State University, *Social Policy, Family Structure, and Children's Educational Achievement: A Comparative Study*, \$7,500.

Quadagno, Jill & Steve McDonald, Florida State University, *Non-searching for Jobs*, \$3,000.

Raley, R. Kelly & Elizabeth Wildsmith, University of Texas-Austin, *On-Marital Fertility Among Mexican Origin Women: Exploring the Role of Social Context*, \$6,575.

Robinson, Robert & Brian Starks, Indiana University, *Contemporary Catholic Identities*, \$6,010.

Roscigno, Vincent & Marc Dixon, Ohio State University, *The Politics of Union Decline: Business Political Mobilization and Restrictive Labor Legislation*,

academia and the rest of society: He wants to make compromises. About academia in general, Cherwitz lists a series of questions in roughly this format: "How can we do...and still do...[or without doing...]?" Each of these strikes me as a sublime impossibility, on the order of: "How can we retain our pacifist commitments to non-violence and still help the military blow up cities?"

Such compromises are not the mindless imitative practices that Rousseau describes. They are deliberate; they are popular. From post-tenure review to program assessment to students-as-customers, such compromises are being proposed by lots of people. And they stink of desperation.

From where I sit, there has always been a tension between academia and the rest of society, usually a friendly tension, always a healthy one. This goes back centuries. But various current trends morph that tension into a death struggle, hence the compromise: "We'll be more like you, if you'll let us exist."

There is a point at which academia can compromise itself out of existence (Cherwitz's apparent disdain for the distinction between basic and applied research is a fine example). At that point, we would still hold jobs, but we would not be academicians or scholars or artists, and as indentured teachers, we wouldn't be very good at that either.

But what is that point? At what point should we say, "Enough already. Academia has run its course. It's over. Maybe there will be a second Enlightenment at the other end of the emerging postmodern dark ages and maybe some of us will shack up in a monastery someplace and preserve the high water mark, but as of now, our profession is finished. Society doesn't like us anymore and won't support us, so we're done."

This is the question we ought to be asking ourselves: *At what point should we not exist?* It's always better to draw a line somewhere and perhaps predict your own demise than it is to wake up some fine morning and discover to your dismay that you are working for the University of Phoenix.

Richard A. Hilbert, *Gustavus Adolphus College*, rhilbert@gac.edu

1938-1958, \$6,100.

Schnaiberg, Allen & Mathew Reed, Northwestern University, *Moving Out: Section 8 and Public Housing Relocation in Chicago*, \$7,200.

Skocpol, Theda & Liu, Dongjiao, Harvard University, *How World Confereces Matter: Transnational Influences and Organizational Change in Two National Women's Movements*, \$6,490.

Schwartzman, Kathleen & Michelle Bata, University of Arizona, *Globalization and the Transformation of Nationalism—Spain in the European Union, 1977-2000*, \$5,782.

Schwartzman, Kathleen & Michael Mulcahy, University of Arizona, *The Formation of the ILO—International Labor Regulation Regime and Its Impact on Class Power and Inequality Within Nations*, \$7,337.

Tittle, Charles & Traronda Latimore, North Carolina State University, *Race and Crime: Illuminating the Processes that Contribute to Crime among and Between Whites and African-Americans*, \$7,483.

Wright, Erik O. & Yuen-Fan Lui, University of Wisconsin-Madison, *Collaboration on Thin Ground: Contract Production Arrangements Between Taiwanese Firms and Their American MNC Customers in the PC Industry*, \$7,500. □

Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following 861 individuals, whose financial contributions to the Association during the 2004 membership year (November 1, 2003, through October 31, 2004) greatly aided in the success of ASA programs and initiatives. This is an 8% increase over last year's number of donors. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Teaching Enhancement Fund, the Congressional Fellowship Fund, the Fund for the Advancement of the Discipline, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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Kenneth Benson	Ivar Berg	Chip Berlet	Marit Bertson	Charles E. Bidwell	William T. Bielby	Sharon R. Bird	Mark Joseph Bissonnette	Clifford M. Black	Jill K. Blaemers	Judith R. Blau	Samuel W. Bloom	Ricky N. Bluthenthal	Lawrence D. Bobo	Elizabeth Bodien	Thomas Peder Boje	Jon Bolas	Leslie-Ann Bolden	Catherine I. Bolzendahl	Eduardo Bonilla-Silva	Thomasina J. Borkman	József Borocz	Stefan Bosworth	Elise M. Boulding	Eric Bourgeois	Carol A. Boyer	Viviane Brachet-Marquez	Richard Bravo	Kimberly A. Brisco	Rodney L. Brod	Clifford L. Broman	Abigail T. Brooks	Scott N. Brooks	Diane R. Brown	Julia S. Brown	Tony N. Brown	Grainger Browning	Rachelle Jeneane Brunn	Roy S. Bryce-Laporte	Steven M. Buechler	Jan Buhrmann	Fran Lisa Buntman	Michael Burawoy	Rabel J. Burdge	Cynthia S. Burnley	Jacqueline Burnside	Roderick D. Bush	Jeffrey P. Bussolini	John Sibley Butler	Lisa J. Byers	Leonard D. Cain	Jose Zapata Calderon	Briana Loy Caldwell	Thomas C. Calhoun	Mario Callegaro	Ronald L. Akers	Penelope Canan	Beth Schaefer Caniglia	Gilberto Cardenas	Jon D. Carlson	Miguel A. Carranza	Tiffany Nicole Carter	Albert F. Anderson	Kevin B. Anderson	William A. Anderson	John Angle	Robert Antonio	Said Amir Arjomand	Giovanni Arrighi	Richard Arum	Maxine P. Atkinson	Peter Max Atteslander	Judith D. Auerbach	Beth N. Ausbrooks	William R. Avison	Maxine Baca Zinn	Carl B. Backman	Ann D. Bagchi	Charles Bailey	Jo (Daugherty) Bailey	Michael Bakewell	Johannes Iemke Bakker	Kevin B. Bales	Kimberly Barber	Steven E. Barkan	Sandra Lynn Barnes	Bernice McNair Barnett	Judith K. Barr	Diane Barthel-Bouchier	Urbane F. Bass, III	Bernard Beck	George Becker	Angie K. Beeman	Diane R. Beeson	Michael M. Bell	Patricia A. Bell	Robert D. Benford	Vern L. Bengtson	Mary Benin	Amelia Benitez	J. Kenneth Benson	Ivar Berg	Chip Berlet	Marit Bertson	Charles E. Bidwell	William T. Bielby	Sharon R. Bird	Mark Joseph Bissonnette	Clifford M. Black	Jill K. Blaemers	Judith R. Blau	Samuel W. Bloom	Ricky N. Bluthenthal	Lawrence D. Bobo	Elizabeth Bodien	Thomas Peder Boje	Jon Bolas	Leslie-Ann Bolden	Catherine I. Bolzendahl	Eduardo Bonilla-Silva	Thomasina J. Borkman	József Borocz	Stefan Bosworth	Elise M. Boulding	Eric Bourgeois	Carol A. Boyer	Viviane Brachet-Marquez	Richard Bravo	Kimberly A. Brisco	Rodney L. Brod	Clifford L. Broman	Abigail T. Brooks	Scott N. Brooks	Diane R. Brown	Julia S. Brown	Tony N. Brown	Grainger Browning	Rachelle Jeneane Brunn	Roy S. Bryce-Laporte	Steven M. Buechler	Jan Buhrmann	Fran Lisa Buntman	Michael Burawoy	Rabel J. Burdge	Cynthia S. Burnley	Emily Drew	David P. Dunn	Lelah Dushkin	Troy Duster	Trina Dykas	Russell R. Dynes	Mark G. Eckel	Susan Eckstein	Linda M. Economides	Lauren B. Edelman	Jennifer Eggerling-Boeck	Suzanne Eichenlaub	Hester Eisenstein	D. Stanley Eitzen	Joann F. Elder	Joseph W. Elder	Jack Elinson	Clifford Roy Elkind	Carolyn Ellis	Paula England	Cynthia Fuchs Epstein	Eugene P. Erickson	Julia A. Erickson	Shelley K. Erickson	Jill L. Esbenshade	Wendy Nelson Espeland	Yen Le Espiritu	Amitai Etzioni	Elisa Facio	Luis M. Falcon	Laurence L. Falk	R. Frank Falk	Kathleen M. Fallon	Aryn Lara Famiglietti	John E. Farley	Robert R. Faulkner	Joe R. Feagin	Kenneth A. Feldman	Roy E. Feldman	James V. Felton	Abby L. Ferber	Myra Marx Ferree	Victor Manuel Ferreira	Abbot L. Ferriss	Jessica Aryn Cohen	Steven F. Cohn	Trudie Coker	Glenna S. Colclough	Maria Misztal Cole	Chiquita Collins	Patricia Hill Collins	Jordi Comas	Joseph Michael Conforti	James E. Conyers	James Matthew Cook	Betty F. Cooper	Elsie Rebecca Corey	Shelley J. Correll	William A. Corsaro	M. Richard Cramer	Betsy Crane	Kathleen S. Crittenden	Carolyn S. Croom	John R. Cross	Ben Crow	Martha Crum	Robert D. Crutchfield	Donald Cunnigen	William L. Cupp	Julia E. Curry-Rodriguez	Claudia B. Czezyk	Kimberly McClain DaCosta	Johnnie Daniel	Arlene Kaplan Daniels	Dale Dannefer	William V. D'Antonio	Shyamal Kumar Das	Arnold Dashefsky	Kim Davies	Edward B. Davis	Laurel Davis	Nancy J. Davis	Mathieu Deflem	John D. DeLamater	Kevin J. Delaney	Enilda Arbona Delgado	Jorge Delpinal	Vasilikie Demos	Dianne Dentice	Andreas Diekmann	Paul J. DiMaggio	Sybil Dione-Rosado	Nancy DiTomaso	G. William Domhoff	Dean S. Dorn	Kevin J. Dougherty	James J. Dowd	Jeffrey K. Dowd	George Dowdall	Allen D. Grimshaw	A Lafayette Grisby	Jeane H. Guillemin-Meselson	Ronald G. Gulotta	Kaaryn S. Gustafson	Karla B. Hackstaff	Anees A. Haddad	Gunnar Jetne Haga	Richard H. Hall	Jennifer Hamer	Hope Laverne Hamilton	Gerald Handel	Wava G. Haney	D. Stanley Hansen	Kim Philip Hansen	Lowell Hargens	Mary Cheryl Hargrove	Douglas Harper	Glenn A. Harper	Akiko Hashimoto	Murray Hausknecht	Darnell F. Hawkins	Bruce D. Haynes	Jane L. Hegstrom	Karen A. Hegtvedt	Carol Heimer	James M. Henslin	Elizabeth Higginbotham	Gretchen J. Hill	Robert B. Hill	Joan Vitek Hiller	Sally T. Hillsman	Paul M. Hirsch	Tangie Hofer	James Fisher Hollander	Mary R. Holley	Lillian O. Holloman	Jane C. Hood	Thomas (Tom) C. Hood	Richard O. Hope	Junior Ricardo Hopwood	Ruth Horowitz	Hayward Derrick Horton	John Horton	Joshua Lee Hovey	Carla B. Howery	Danny R. Hoyt	Joseph Patrick Huben	Richard Dean Huff	Robert Paul Hughes	Margaret M. Hynes	Kiyoshi Ikeda	Leslie B. Inniss	Carol J. Ireson-Doolittle	Kevin S. Irwin	Noriko Iwai	Joan K. Jackson	John Lindsey Jackson	Regine Ostine Jackson	Jerry A. Jacobs	Tracy Jarvis	Matthew Ari Jendian	Carol A. Jenkins	J. Craig Jenkins	Thomas H. Jenkins	Carole E. Joffe	Adam D. Johnson	Bruce D. Johnson	Bryce Johnson	Rogers Johnson	Victoria L. Johnson	Barbara J. Johnston	Ronald Gonzalo Joselin	Nathan Joseph	Charles Kadushin	Stephen Kalberg	Rebecca Karlis	Anna Karpathakis	Chikako Kashiwazaki	Elihu Katz	Verna M. Keith	Maureen Kelleher	Diana Kendall	John M. Kennedy	Khalid Yousif Khalafalla	Robert L. Kidder	K. Jill Kiecolt	Michael Kimmel	Joyce E. King	Carol J. Kinney	Gay C. Kitson	Samuel Z. Klausner	Daniel Lee Kleinman	Stephen L. Klineberg	Linda Klouzal	David Knoke	William E. Knox	Melvin L. Kohn	Claire H. Kohrman	Thomas S. Korllos	Jenny Ungbha Korn	Augustine J. Kposowa	John H. Kramer	Nataliya Kravets	John D. Krinsky	Marilyn Krogh	Alexander Ksugas	Nancy G. Kutner	Jake Seung-Hyon Kwon	Paul Edward Lachelier	George S. Lakner	Donna Ann Lancianese	Bart Landry	Dwight Lang	George J. Lara	Otto N. Larsen	Jennifer L. Lauby	Pat L. Lauderdale	Edward O. Laumann	David E. Lavin	Aldora Lee	Valerie R. Leiter	Anthony J. Lemelle, Jr.	Kalyna Katherine Lesny	Donald N. Levine	Felice J. Levine	Richard M. Levinson	Peggy Levitt	Daniel Levy	Mei Ling Lin Paulina	James R. Lincoln	Annula U.M. Linders	Matthew Luther Lindholm	Eloise Linger	Bruce G. Link	Craig B. Little	Erica Leeanne Lizano	Linda Lobao	Gerone Hamilton Lockhart	Lyn H. Lofland	Enid Lynette Logan	Elizabeth Long	Kelan John Lowney	Janet Huber Lowry	Steven Lubeck	Keri M. Lubell	Betsy Lucal	Wolfgang Ludwig-Mayerhofer	Kristin Luker	Sara Fletcher Luther	John J. Macionis	John J. Macisco, Jr.	Anthony Maier	Raymond C. Maietta	Diana Maldonado	Ann C. Maney	Veronica B. Manlow	Robert D. Manning	Jason Marchmon	Stephen R. Marks	Stephanie Amedeo Marquez	Cora B. Marrett	Catherine Marrone	Nancy L. Marshall	Patricia Yancey Martin	Phylis Cancellia Martinelli	Gary T. Marx	Gilbert Marzan	Nicholas Lian Massab	Linda Miller Matthei	Suzanne B. Maurer	Marlynn L. May	Reuben A. Buford May	Thomas F. Mayer	Sheila Marie Mayoral	Douglas McAdam	Duane C. McBride	John D. McCarthy	Eileen Diaz McConnell	Allan L. McCutcheon	Katrina Bell McDonald	David A. McGranahan	Mary Kris McIlwaine	William Alex McIntosh	Lisa J. McIntyre	Kathleen McKinney	Julie McLaughlin	Samuel D. McLemore	Jane D. McLeod	Karla M. McClucas	Pamela McMullin-Messier	Daniel S. McNeil	Albert J. McQueen	Ginger Melton	Tasha Denise Melvin	Elizabeth G. Menaghan	Doris J. Meredith	John F. Michael	Andrea & Norman Miller	Eleanor M. Miller	Jon Miller	Laura L. Miller	Margaret M. Miller	S.M. Miller	Leslie Miller-Bernal	Beth Mintz	Kazuo Misumi	Cory Mitchell	John Moland, Jr.	Martin A. Molnar	Helen A. Moore	Kelly Moore	Kesha S. Moore	Aldon D. Morris	Jeylan T. Mortimer	Kathleen J. Moyer	Patrick J. Moynihan	Lori A. Muccino	Charles W. Mueller	Jennifer Mulder	Ed A. Munoz	Yoichi Murase	Nancy L. Murray	Scott James Myers-Lipton	Yoshiaki Nagata	Joane Nagel	Constance A. Nathanson	Francis P. Naughton	Stephanie J. Nawyn	Angel Federico Nebbia	Victor Nee	Emily Nett	W. Lawrence Neuman	Robert Newby	Wendy Ng	Tri Van Nguyen	Lawrence T. Nichols	Alvaro L. Nieves	Peter T. Nishiyama	Samuel Noh	Gary Oates	Gilda L. Ochoa	Melvin L. Oliver	Pamela E. Oliver	Willie Oliver	Raymond W. Olson	Susan Olzak	Kenneth Oman	Tatiana Omelchenko	Michael Omi	Karen O'Neill	William Joseph O'Neill	Tracy E. Ore	Marjorie Faulstich Orellana	Harold Orlans	Suzanne T. Ortega	Vilma Ortiz	Anthony M. Orum	Mary Johnson Osirim	Sonia Ospina	Carol L. Owen	John A. Pagin	Anthony Paik	Joseph M. Palacios	C.E. Palmer-Johnson	Jerry G. Pankhurst	Diana Papademas	Arthur E. Paris	William Parish	Curtis Parker	R. David Parker	Ted Parsons	Rajeev Patel	Victor Patrzala	Carolyn Peabody	Diana M. Pearce	Tola Olu Pearce	Leonard I. Pearlman	Lori Ann Peck	David Pellow	Ronald A. Penton, Sr.	Victor W. Perez	Ellen Perrin	Charles B. Perrow	Clayton Perry	Wilhelmina E. Perry	Caroline Hodges Persell	Ruth D. Peterson	Carol Virginia Petrie	Thomas F. Pettigrew	David Nicholas Pettinicchio	Steven Pfaff	Jo C. Phelan	Damon Jeremy Phillips	Jan K. Phillips	Lorena Pianezola	Jennifer L. Pierce	Sydney J. Pierce	Charles Pike	James P. Pitts	Bruce M. Podobnik	Michael Polgar	Henry N. Pontell	David M. Porter, Jr.	Jack Nusan Porter	Alejandro Portes	Constance H. Poster	Pothen Kunnankeri Pothen	Harry R. Potter	Isabelle R. Powell	Walter W. Powell	Charles H. Powers	Monica Prasad	Christopher Prendergast	Leonard Price	Bruce M. Pringle	John B. Pryle	Maurice Punch	Martine Shantelle Quinn	Jerome Rabow	Gordana Rabrenovic	Nicole C. Raeburn	Elizabeth Diane Rainwater	Helen M. Raisz	Pamela Catherine Ramey-McCray	Ana Cristina Ramirez	Warren C. Ramshaw	Richard W.J. Randell	Stacy Raphael	Deborah L. Rapuano	Rebel Mary Reavis	Howard M. Rebach	Mario R. Reda	Eric N. Reither	Gabino Rendon	Barbara F. Reskin	Christopher D. Rhombert	Cecilia L. Ridgeway	Elianne K. Riska	Alice R. Robbin	Cynthia Ann Robbins	Richard Robbins	Thomas Robbins	J. Timmons Roberts	Robert Victor Robinson	Mary Era Robison	Pamela Ann Roby	La Francis Rodgers-Rose	Orlando Rodriguez	Joseph W. Rogers	Judith Rollins	Janice Ellen Rollo	James F. Rooney	J.P. Roos	Patricia A. Roos	Mary R. Rose	Helen Rosenberg	Naomi Rosenthal	Louie Ross	Jim Rothenberg	Ian Roxborough	Edward C. Royce	Deirdre Royster	Joseph W. Ruane	Mercedes Rubio	Jim Rule	Raymond Russell	Charlotte M. Ryan	Rogelio Saenz	Antonino Salamone	Camerino Ignacio Salazar	Samuel F. Sampson	Francisco Santos	Michael Lewis Schaefer	Richard T. Schaefer	Teresa L. Scheid	Kim Lane Scheppele	Yaffa A. Schlesinger	Beth E. Schneider	Peter T. Schneider	Jeremy Schulz	Russell K. Schutt	Martin D. Schwartz	Michael Schwartz	James F. Scott	Joseph W. Scott	W. Richard Scott	Elizabeth K. Seale	Ruth Seales	Marcia Texler Segal	Jane Sell	Rhoda Selvin	Maria Vouyouka Sereti	Randa Bassem Serhan	Vered Vinitzky Seroussi	Richard T. Serpe	H. Jay Shaffer	Constance Lee Shehan	Jerry W. Shepperd	James F. Short, Jr.	Susan S. Silbey	Beverly Silver	Barbara F. Simon	Jonathan Simon	Carmen Sirianni	Amy B. Siskind	Jacqueline D. Skiles	Theda Skocpol	William O. Slayman	Kathleen O. Slobin	Kazimierz M. Slomczynski	Valerie Small	Charles W. Smith	David N. Smith	Jackie Smith	Joel Smith	Philip Smith	Robert Courtney Smith	Tyson Smith	Vicki Smith	William A. Smith	Robert Smock	Tom A.B. Snijders	Monica A. Snowden	Paula J. Snyder	Natalie J. Sokoloff	Margaret R. Somers	Robert M. Spalter-Roth	Judith Stacey	Ricardo D. Stanton-Salazar	David Stark	Linda Brewster Stearns	Lala Carr Steelman	Byron D. Steiger	Peter J. Stein	Marc W. Steinberg	Ronnie J. Steinberg	Stephen Steinberg	Carl W. Stempel	Christine L. Stillson	Brett C. Stockkill	Augustin Stoica	Nancy Stoller	Rob Stones	Robin Stryker	Sheldon Stryker	Mark C. Suchman	Thomas J. Sullivan	Richard Suzman	Ann Swidler	John Sydenstricker-Neto	Melissa Tackett-Gibson	Mariko Takagi-Kitayama	Susan R. Takata	David T. Takeuchi	Harold Takooshian	Joan E. Talbert	Judith M. Tanur	Jeanette Tate	Angela Taylor	Howard F. Taylor	Marylee C. Taylor	Ralph B. Taylor	James Edward Teele	Shanika Anicia Testamark	Charles B. Thomas, Jr.	F. Elaine Adams Thompson	Douglas R. Thomson	Barrie Thorne	Jennifer Noelle Tice	Jolyon S. Ticer-Wurr	Kathleen A. Tiemann	Michael Timberlake	Charles M. Tolbert, II	Geoffrey H. Tootell	Rosalie A. Torres Stone	Judith Treas	Nicole Elise Trujillo-Pagan	Alois J. Tschopp	Ming Tsui	Kiyoteru Tsutsui	Gaye Tuchman	Ralph H. Turner	Andrea Tyree	Rueyling Tzeng	Christopher Uggen	Miren Uriarte	Brian Uzzi	Kerry E. Yachta	Avelardo Valdez	Steven Vallas	Martha Anne Van Haitsma	John Van Maanen	Carolyn Vasques-Scalera	Diane Vaughan	Alladi Venkatesh	Marc J. Ventresca	Linda A. Verrill	Vered Vinitzky-Seroussi	Roger Waldinger	Ruth A. Wallace	Philip Daniel Walsh	Barbara R. Walters	Chunlei Wang	Geoff K. Ward	Kathryn B. Ward	Jessica Warfield	Hannah Warthenberg	Sloan R. Wayland	Murray Webster, Jr.	John C. Weidman	Michael G. Weinstein	Gregory L. Weiss	Lenore J. Weitzman	Christopher Wellin	Eugene P. Wenninger	Harrison C. White	Michael J. White	Bruce William Whitehead	Norma S. Wilcox	Susan D. Wiley	Rima Wilkes	Benny Williams, Jr.	Bruce B. Williams	Harvey Williams	J. Allen Williams, Jr.	Johnny E. Williams	Rhys H. Williams	Richard Williams	Vernon J. Williams, Jr.	Robert C. Williamson	Charles V. Willie	Sarah Susannah Willie	William Julius Wilson	Paul H. Windolf	Donna I. Winsor	Julie A. Winterich	Vinetta Goodwin Witt	Lynne M. Woehrl	Robert P. Wolensky	Brunetta Reid Wolfman	Morrison G. Wong	Richard L. Wood	James B. Wozniak	Dennis H. Wrong	Sen-Yuan Wu	Yingfeng Wu	Renxin Yang	Peter Cleary Yeager	William Yoels	Chigen T. Yokoyama	Gay Young	Chong-Ae Yu	Mayer N. Zald	Ivan Zatz-Diaz	Ivan Zavala	Sheryline A. Zebroski	Robert B. Zehner	Eviatar Zerbavel	Harriet Zuckerman	James J. Zuiches
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Corrections

Tamara Smith, SUNY-Albany, had her affiliation incorrectly listed in the September/October *Footnotes* as recipient of the Paul Meadows Teaching Award.

Call for Papers

Conferences

Thirty-Second Annual Western Anthropology/Sociology Undergraduate Research Conference, April 23, 2005, Santa Clara University. Empirical, theoretical, and review papers are invited. A completed paper or abstract of at least half page in length, with names and telephone numbers of student authors and faculty sponsors should be submitted by February 16, 2005, to Anthropology/Sociology Department, Santa Clara University, Santa Clara, CA 95053; <www.scu.edu/cas/anthrosoc>.

Eastern Community College Social Science Association 31st Annual Conference, April 1-2, 2005, at the Northern Virginia Community College-Loudoun Campus. Theme: "Advancing the Social Sciences in the Information Age: Change, Innovation, and Research." Call for student presentations, panels, projects, and exhibits; participation from presenters from other colleges and universities in the northeast corridor is also encouraged. Applications are due no later than February 15, 2004. Contact: Rosalyn King, Humanities and Sciences Division, NOVA-Loudon, 1000 Harry Flood Byrd Highway, Sterling, VA 20164; (703) 450-2629; roking@nvcc.edu. Also visit <www.eccssa.org>.

Gypsy Lore Society annual meeting and conference on Romani/Gypsy Studies will be held on September 9-10, 2005, at the Universidad de Granada, Spain. Papers on any aspect of Romani and Gypsy Studies are welcome but substantive papers will be given priority. Papers on Roma migrations, historical demography, population studies, masculinity, and health-related issues are especially welcome. Send short abstracts (about 100 words) to the program chair, Juan F. Gamella. Submissions, preferably by email attachment, should include the author's name, address, telephone and fax numbers, and email address. Deadline for receipt of abstracts is April 30, 2005. Address inquiries to Juan Gamella at the above address and fax number, or email gamella@ugr.es.

National Technology and Social Science Conference held by the National Social Science Association, April 6-8, 2005, Las Vegas, NV. Technology sessions, papers, discussions, and workshops will be featured. Send your proposal along with a 25-word abstract to NSSA, 2020 Hills Lake Drive, El Cajon, CA 92020; (619) 448-4709; (619) 258-7636 fax; natsocsci@aol.com.

Social Theory Forum Second Annual Meeting, April 6-7, 2005, University of Massachusetts-Boston. Theme: "Theories and Praxes of Difference: Revisiting Edward Said in the Age of New Globalizations." Our dialogue on difference will pay special attention to the context of the allegedly new globalizations of the long-inherited clashes of our colonialisms and anti-colonialisms—in the hopes of finding creative and peaceful ways out of the vicious cycles in favor of authentic selves and liberating world-histories. Send papers or two-page abstracts to mohammad.tamdjidi@umb.edu by December 15, 2004. Upon approval, completed manuscripts must be received by February 15, 2005. Proceedings will be peer-reviewed for possible publication in *The Discourse of Sociological Practice*, the journal of the Department of Sociology at University of Massachusetts-Boston.

The Society for the Study of Social Problems (SSSP) invites proposals for its 55th Annual Meeting, August 12-14, 2005, at the Crowne Royal Plaza Hotel in Philadelphia, PA. Theme: "Blowback: The unintended consequences of social problems solutions." Papers, abstracts, or 2- to 3-page outlines for presentations at division sponsored sessions should be sent electronically no later than January 31, 2005. For further information, visit <www.ssspl.org>.

Publications

The American Sociological Association Teaching Resources Center invites submissions to its revised Instructional Materials for Teaching the Sociology of HIV/AIDS. This edition will bring together up-to-date materials for courses that focus primarily on HIV/AIDS (e.g., AIDS and Society, AIDS from a Global Perspective) as well as a variety of courses that integrate HIV/AIDS studies throughout the curriculum (e.g., Social Problems, Sociology of Sexuality, Medical Sociology). Materials may include but are not limited to: syllabi, PowerPoint presentations, handouts, exercises, assignments, course projects, bibliographies, essays on HIV/AIDS studies and pedagogy, film suggestions, or any other written material relevant to the inclusion of HIV/AIDS-related issues in teaching sociology. Edited by: Carrie E. Foote-Ardah and Eric R. Wright. Deadline for submissions is March 15, 2005. Forward electronic copies in MS Word format only to Carrie E. Foote-Ardah: Indiana University-Purdue University, CA 303, 425 University Blvd., Indianapolis, IN 46202; (317) 278-8454; email foote@iupui.edu.

Innovate is a new, bimonthly peer-reviewed online periodical focusing on the creative use of information technology (IT) to enhance educational processes in academic, commercial, and government settings. The editor seeks manuscripts relating to descriptions of technological innovations and their implementation; information on the newest IT educational projects, programs, tools, and trends; critical reflections on the changing nature of teaching, learning, and training with IT in the 21st century; and concept descriptions that point to important new directions for research, product, and process development. Contact the editor at Morrison@unc.edu.

Michigan Sociological Review (MSR) encourages submissions for its fall 2005 issue. The MSR is an official, peer-reviewed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. Submissions will be accepted until June 15, 2005. Send an email attachment file in MS Word format (not pdf) along with a brief biographical statement to: vershaj@gvsu.edu. Send disks via postal mail to: Joseph Verschaev, Editor, *Michigan Sociological Review*, Department of Sociology, Grand Valley State University, 1101 AuSable Hall, Allendale, MI 49401.

Race, Gender, and Class, special issue. Guest editors Vasilikie Demos and Anthony J. Lemelle, Jr., invite papers for a special issue of *Race, Gender and Class*. The special issue will focus on responses to the question, "Race, Gender & Class for What?" We seek original theoretical, empirical or applied papers. The papers should speak to or explore the usefulness of the race, gender, and class intersectional perspective in describing, understanding, explaining or predicting social life. All manuscripts should be submitted electronically, preferably in WordPerfect or MS Word. Papers should reach the guest editors via email no later than January 15, 2005. Papers should follow American Psychological Association (APA) style guidelines and be no longer than 40 manuscript pages. To submit materials or for additional information contact: Vasilikie Demos, 1214 Orchard Circle, Salisbury, MD 21801; (410) 546-3979; email demosvp@mrs.umn.edu.

Research in the Sociology of Work. A special issue on "Power, Inequality, and Workplace Participation," (publication date early 2006). This volume will analyze the character and implications of workplace participation. Topics could include: the gendered and racialized processes and outcomes associated with participation programs; barriers to greater participation of people of color, white women, and working-class people; a genealogy of theories about participation over the course of industrial and postindustrial society; international, cross-cultural studies; the meanings that workers attach to opportunities for involvement in the workplace in a variety of work sites; participation and consent in alternative organizations such as co-operatives and collectives, and theoretical treatments that bring new insights to the topic. Methodologically pluralist and concerned less with specific productivity effects of worker participation, this volume will highlight its social-structural, cultural, and meta-theoretical dimensions. Submit contributions by April 29, 2005 to Vicki Smith, Department of Sociology, University of California, Davis, CA 95616; email Smith at (vasmith@ucdavis.edu) with questions, abstracts, and proposals.

Service-Learning and Undergraduate Sociology: Research, Syllabi, and Instructional Materials (Marsteller Kowalweski, Ender, and DeFiore, 2001), a top seller among the American Sociological Association's teaching resources, is ready for its third edition and will include the following sections: (Sections I and II) Syllabi of Complete S-L and Integrating S-L Sociology Courses. We are interested in receiving materials from sociologists using service-learning in their teaching. Materials may include, but are not limited to: complete syllabi, course outlines, handouts, assignment sheets, or any other written materials relevant to using service-learning in teaching sociology. (Section III) Best Practices for Finding, Building, and Maintaining Community Partnerships. We are requesting "advice" or "tips" from sociologists using service-learning in their teaching who have been successful at building and maintaining community partnerships. Submissions should be accompanied by any documents you may use to help you accomplish successful partnerships (contracts, needs or asset identification surveys, recognition certificates, etc.). All submissions should include description of the type of school, size of class, level of class (e.g., freshman vs. senior), etc. Deadline for submissions is December 10, 2004. Submissions for initial review should be sent via email (in MS Word format or compatible format). Text should be single-spaced with double spacing between paragraphs and sections. Specify which section your submission is for and send to: JoAnn DeFiore, Department of Behavioral Sciences, Saint Francis University, PO Box 600, Loretto, PA 15940; (814) 472-3042; email jdefiore@francis.edu.

Meetings

February 2-6, 2005. Women and Sport: Before, During, and After Title IX, Bowling Green State University, Bowling Green, OH. See <www.bgsu.edu/departments/wmst/womenandsport.htm> or contact Vikki Krane, vkrane@bgnbnet.bgsu.edu.

February 12, 2005. Hawaii Sociological Association 26th Annual Conference, Ala Moana Hotel, Honolulu, Hawaii. Contact: HSA President, Sociology Department, University of Hawaii-Manoa, Saunders Hall 247, Honolulu, HI 96822 (808) 956-7693; email: socdept@hawaii.edu.

March 10-12, 2005. Social Justice Conference, University of Bremen, Germany. Theme: "Social Justice in a Changing World." Contact: Ben Veghte, Graduate School of Social Sciences; phone +49 (0) 421-218-4164; fax +49 (0) 421-218-1453;

email sjstice@gsss.uni-bremen.de. See <www.gsss.uni-bremen.de/socialjustice/>.

April 7-10, 2005. Society in Transition: The Local Community in the Global Age, Marriott City Center, Pittsburgh, PA. Presented by the North Central Sociological Association.

April 7-11, 2005. Midwest Political Science Association 63rd Annual National Conference, Chicago Palmer House Hilton Hotel. <mwpsa.org>.

April 19-22, 2006. The Organization of American Historians-National Council on Public History Annual Meeting, Hilton Washington Hotel, Washington, DC. Theme: "Our America/Nuestra America." Questions may be directed to meetings@oah.org. <www.oah.org>.

June 2-4 2005. Justice Studies Association 7th Annual Conference, Gray Conference Center, University of Hartford, CT. Theme: "The Birth of a New World: Creating Justice-For-All, Sustainable Communities." Contact: Dennis Sullivan, 2005 Program Chair, gezellig@global2000.net. <www.justicestudies.org>

June 3-5, 2005. Conference on Holidays, Ritual, Festival, Celebration, and Public Display, Bowling Green State University. Contact: Jack Santino, Department of Popular Culture, Bowling Green State University, Bowling Green, OH 43403-0226; (419) 372-2577; email: jacksantino@hotmail.com.

June 17-18, 2005. Migration, Religion, and Secularism—A Comparative Approach, conference of the University of Paris 1-Sorbonne and Ecole Normale Supérieure. Contact: secularization@hotmail.com.

June 23-25, 2005. Multicultural Days: An International Perspective, Brock University. Contact: Dawn Zinga, Conference Chair, Department of Child and Youth Studies, Brock University, St. Catharines, ON L2S 3A1, Canada; (905) 688-5550, ext. 3152; fax (905) 641-2509; email dzinga@brocku.ca. See <www.multiculturaldays.ca>.

July 5-9, 2005. International Institute of Sociology 37th World Congress of the International Institute of Sociology, Stockholm, Sweden. Theme: "War's Impact on Society." Contact: Steve Carlton-Ford, steve.carlton-ford@uc.edu.

September 15-16, 2005. Youth Employment 2005 Conference, Hofstra University in Hempstead, Long Island, New York. Theme: "Youth Employment in the Global Economy." Contact: Youth Employment 2005 Conference, Hofstra Cultural Center, 200 Hofstra University, Hempstead, NY 11549-2000; (516) 463-5669; <www.hofstra.edu/cld> or <www.hofstra.edu/culture>.

November 2-6, 2005. Oral History Association 2005 Annual Meeting, Providence, RI. Theme: "Voices of Dissent, Voices of Hope." Contact: Madelyn Campbell, Oral History Association, Dickinson College, PO Box 1773, Carlisle, PA 17013; fax (717) 245-1046. Queries may be directed to the program co-chairs: Pamela Dean at (207) 581-1881 or Pamela_Dean@umit.maine.edu and David Stricklin at (870) 698-4210 or dstricklin@lyon.edu.

Competitions

North Central Sociological Association 2005 Student Paper Competition. Student papers up to 5,000 words (approximately 18-20 pages) with abstract required. Title page must include author's name, institutional affiliation, divisional status (graduate or undergraduate), email, and name, address, and telephone number of student's advisor/mentor. Judges will award funds for travel to the NCSA annual meeting April 7-10, 2005. Submit four copies along with self-addressed postcard by January 10, 2005 to:

Fayyaz Hussain, Chair, Student Paper Awards Committee, Center for Integrative Studies in Social Sciences, 5-H Berkey Hall, Michigan State University, East Lansing, MI 48824; email hussain3@msu.edu.

Funding

The Center for Comparative Immigration Studies (CCIS) at the University of California-San Diego will offer a limited number of Visiting Research Fellowships at both the predoctoral and postdoctoral level for the 2005-06 academic year. These awards are to support advanced research and writing on any aspect of international migration and refugee flows, in any of the social sciences, history, law, and comparative literature. Due to funding constraints, CCIS will be able to award fellowships for the 2005-06 academic year only to scholars who have a current or former affiliation to a University of California campus (as a student, faculty member, or researcher). Non-stipend Guest Scholars are not required to have a UC affiliation. CCIS fellowships must be held in residence at UCSD (commuting arrangements from outside of San Diego are not permitted). For the current academic year, stipends are \$2,250 per month for predoctoral fellows and \$3,000-\$4,000 per month for recent postdoctoral fellows (PhD received within the last six years), depending on seniority. Stipends for more senior scholars are negotiable. Fellows will also receive full UCSD employee benefits. CCIS fellowships may be supplemented with compensation from other fellowships, research grants, sabbatical leaves, or other sources. Some CCIS fellows may be asked to teach a one-quarter (10-week) course in a UCSD department. Application forms and guidelines can be downloaded from the CCIS website at <www.ccis-ucsd.org/Programs/fellowships.htm>. All application materials must be submitted no later than January 15, 2005, for fellowships to be held during the 2005-06 academic year. Candidates will be evaluated by a committee of CCIS faculty research associates, and finalists will be interviewed by CCIS academic staff. Final decisions will be made by early March.

Center for the Law and Society, University of California-Berkeley invites applications for visiting scholars for 2005-06. The Center fosters empirical research and theoretical analysis concerning legal institutions, legal processes, legal change, and the social consequences of law. Closely linked to Boalt Hall School of Law, the Center creates a multidisciplinary milieu with a faculty of distinguished socio-legal scholars in law and economics, legal history, sociology of law, political science, criminal justice studies and legal and social philosophy, along with visiting socio-legal scholars from the United States and around the world. The Center will consider applications for varying time periods, from one month duration to the full academic year. Applications should be sent by post or email to: Visiting Scholars Program, Center for the Study of Law and Society, University of California, Berkeley, CA 94720-2150; email csls@uclink.berkeley.edu, by February 1, 2005. Inquiries may be made to the Director, Lauren Edelman, ledelman@law.berkeley.edu; or the Associate Director, Rosann Greenspan, rgreenspan@law.berkeley.edu. For application requirements and additional information, visit the Center's website at <www.law.berkeley.edu/institutes/csls/>. Please note that the Center cannot offer stipends or other financial assistance.

Expanding East Asian Studies (ExEAS) program at Columbia University invites applications for two or three postdoctoral fellowships for the 2005-2006 academic year. Fellows will devote half of their time to ExEAS programming and half to their own research and writing. Each fellow is required to be in resi-

Funding, continued

dence in the New York City area, develop and teach one undergraduate course at Columbia, and participate in activities of the ExEAS collaborative. Fellowships cover a 10- or 12-month period beginning July 1, 2005, or September 1, 2005. The stipend for 2005-2006 is \$41,000 plus benefits. Candidates from all East Asian disciplines are welcome to apply. Must have completed all PhD requirements between July 2002 and July 2005. For more information, email exemail@columbia.edu.

Horowitz Foundation for Social Policy. Applications are invited for research grants in the social sciences. The Horowitz Foundation normally approves five to six grants each year, in amounts ranging from \$3,000-\$5,000 per grant. Preference will be given to projects that deal with contemporary issues in the social sciences or issues of policy relevance, and to scholars in the initial stages of work. Applicants are not required to be U.S. citizens or residents. The application should be accompanied by a cover sheet listing the name of the applicant (last name first, then other names), the title of the project, a 50-word abstract stating what is being done, including methodology to be used, and a 50-word summary of the policy implications of the research. Deadline for applications: January 1, 2005. Request an application form: 2004 Awards, Horowitz Foundation for Social Policy, PO Box 7, Rocky Hill, NJ 08553; <www.horowitz-foundation.org>.

Latin American and Caribbean Studies Center (LACS) of Stony Brook University will host a Rockefeller Humanities Residency Site in the academic year 2005-06. The theme of this Visiting Scholar program, "Durable Inequalities in Latin America," promotes new research on the core problem of how and why Latin America has maintained, across many centuries, the world's most radically unequal societies and cultures. Inequality has social, political, historical, cultural and ethical dimensions, beyond its usual focus in the hard social sciences. We seek primarily Latin American or Caribbean scholars, from any field (or topical interest) in the Humanities, Historical or Social Sciences, whose work expands or innovates on the study of inequalities. Writ-

ing projects may focus on how inequalities are produced over the long run through such identities and categories as class, race, region and gender or explicitly link inequalities throughout the Americas in rising mal-distribution within the United States, via the Latino/a diaspora, or other (in)equality-making connections and flows. LACS will offer two Fellowships of 8-10 months duration. Deadline is February 1, 2005. For information and application guidelines contact: Paul Gootenberg, LACS Director, Latin American & Caribbean Studies, Stony Brook University, SBS N333, Stony Brook, NY 11794-4345; (631) 632-7517; fax (631) 632-9432; email lacc@notes.cc.sunysb.edu.

New York University's International Center for Advanced Studies (ICAS) brings together a community of scholars to pursue research, writing, and intellectual exchange around a common theme. The community is international in membership, interdisciplinary and comparative in intellectual strategy, and global in scope. ICAS offers fellowships to scholars in any field of the social sciences and humanities whose work addresses the Center's theme. For the years 2004-2007, ICAS has organized a project on "The Authority of Knowledge in a Global Age." The second year of the project, 2005-2006, will focus on "The Politics of the Unprivileged." Fellows are awarded a \$35,000 stipend for nine months, a research fund, and are eligible for NYU faculty housing. Applications from outside the United States are encouraged. Details of the project, application forms and instructions are available on the Center website at: <www.nyu.edu/gsas/dept/icas>. Or contact icas@nyu.edu; fax: (212) 995-4546. Application deadline: January 6, 2005. NYU is an Equal Opportunity/Affirmative Action Employer.

Positive Psychology Fellows Program will gather together the best and brightest scholars by creating and funding collaborations with senior scholars. We encourage applications from early to mid-career scholars with a doctoral degree and graduate students pursuing a doctoral degree from the disciplines of Psy-

chology, Sociology, Philosophy, Anthropology, Theology, Neuroscience, Economics, History, Public Health, and Medicine. Applicants can be from any country and there is no age limit. The deadline to apply is December 15, 2004. Selected Fellows will be expected to live in Philadelphia from May 15 to June 30, 2005. Stipends and living expenses are available. For details visit: <www.positivepsychology.org/ppfellows.doc>.

Society for Research in Child Development (SRCD) has policy fellowships available for 2005-06. The deadline for applications is December 15, 2004. SRCD Policy Fellows—in both Congressional and Executive Branch placements—work as "resident scholars" at the interface of science and policy. The goals of these fellowships are: (1) to contribute to the effective use of scientific knowledge in developing public policy, (2) to educate the scientific community about the development of public policy, and (3) to establish a more effective liaison between scientists and the federal policy-making mechanisms. SRCD Fellows participate with other scientific disciplines in the fellowship programs of the American Association for the Advancement of Science. Since 1978, SRCD has recruited more than 90 fellows. Both early and mid-career doctoral level professionals are encouraged to apply. For more information and application instructions, see <www.SRCD.org/policyfellowships.html>.

Society for the Study of Social Problems (SSSP) welcomes applications for the 2005 Racial/Ethnic Minority Graduate Scholarship. Persons accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$10,000 scholarship. Deadline for applications is February 1, 2005. Applicants will be notified of results by July 15, 2005. For further information and an application, visit <www.ssspl.org> or contact Lorna Rivera, Chair, 28 Bexley Road #2, Roslindale, MA 02131; (617) 287-7388; email lorna.rivera@umb.edu.

Yale University Center for Interdisciplinary Research on AIDS (CIRA) is offering Post-Doctoral Fellowships through its HIV Prevention Interdisciplinary Training Program. CIRA seeks to prevent HIV infection and reduce the negative consequences of HIV in vulnerable and underserved populations. Four two-year Post Doctoral Fellowships are available. Fellows are trained within CIRA, working closely with a research preceptor from among CIRA's 18 Primary Training Faculty members. Fellows will be encouraged to write articles for publications and prepare for an extramural grant application in an HIV-related area. Fellows must have a PhD, MD, or JD. Applicants must be US citizens. Apply by January 17, 2005, online at <cira.med.yale.edu/dev_training/nimhpostdoc.html>.

In the News

James Anderson, Purdue University, was quoted in an October 31 *Fort Wayne Journal Gazette* article about the lack of options for the uninsured.

Judith Auerbach, American Foundation for AIDS Research, authored an October 14 *Washington Post* op-ed on women and HIV in the context of the recent national presidential debates.

Sampson Lee Blaie, SUNY-Buffalo, was quoted in an October 11 *USA Today* article about parents of teens and young adults wanting to be their child's pal.

Cynthia Bogard, Hofstra University, was quoted in an October 15 *Newsday* article about Hofstra's "Day of Dialogue," which was a debate on politics and gay marriage. She was also quoted in an October 8 *Newsday* article about increased political participation among college students.

Monte Bute, Metropolitan State University, was featured in a November 1 article in the *St. Paul Pioneer Press* (TwinCities.com) about his personal triumph over a juvenile delinquent past to become a respected Minnesota sociologist.

Mary Chayko, College of St. Elizabeth, was quoted in an October 9 *Kansas City Star* article about freecycling or people getting rid of items on the Internet.

Rick Cherwitz, University of Texas-Austin, was mentioned in an October 12 op-ed in the *Austin American-Statesman* by neurobiology researchers Adron Harris and Carlton Erickson regarding drug addiction science.

Lee Clarke, Rutgers University, was quoted in the October 26 *USA Today* regarding the shortage of flu shot vaccines.

Randall Collins, University of Pennsylvania, was quoted in an October 30 *Chicago Tribune* article about the businesses of monks.

William D'Antonio appeared on a C-SPAN panel during the presidential campaign that discussed the history of the American Catholic voter. His October 31 op-ed piece in the *Boston Globe* noted the relationship of, among other "values/morality" variables, low divorce rates and higher education levels in "Blue" states, from Maine to Pennsylvania, compared to higher divorce rates and lower education levels in "Red" states, from Florida to Texas.

Peter Dreier, Occidental College, was quoted in Neal Peirce's November 7 syndicated column about prospects for progressive movements in the wake of the November 2 presidential election. He was quoted in the October 18 *USA Today* about growing poverty in the suburbs. He was quoted in the *Contra Costa Times* on October 5 about the grocery workers' strike in northern California and in the *San Francisco Examiner* on October 14 about the hotel workers' strike in San Francisco. His article about Dodger outfielder Shawn Green's decision not to play on Yom Kippur appeared in *The Forward* newspaper on October 6. He co-authored two articles about professional athletes and politics, one for the *Detroit Free Press* (August 2) and another for *The Nation* (June 28). He was quoted on October 29 in both *USA Today* and the *Indianapolis Star* about his research on the political involvements, and campaign contributions, of professional athletes. He appeared on National Public Radio station KPCC's *Air Talk* on August 24 to discuss his research about the politics of professional athletes. He also appeared on KPCC's *Talk of the City* on August 23 to discuss the inclusionary zoning law pending before the Los Angeles City Council.

Troy Duster, New York University, was quoted in an October 10 *New York Times Magazine* article about race and pharmacogenomics.

Tina Fetner, McMaster University, had an op-ed appear in the October 21 *Globe and Mail* regarding President Bush's confidence about the Iraq war.

Juanita Firestone, University of Texas-San Antonio, was quoted in an October 20 *Fort Worth Star Telegram* article about reservists who refused a mission in Iraq.

Frank Furstenberg, University of Pennsylvania, had his research about when adolescents become adults from the summer 2004 *Contexts* featured in an October 24 *Washington Post* article. He was also quoted in an article about his research on delayed adulthood in the November/December 2004 issue of the *Futurist*.

Donna Gaines, www.donnagaines.com, was interviewed in a April 26 *New York Times* regarding the documentary *End of the Century: The Story of the Ramones*. In July, the *New York Daily News* quoted Gaines regarding youth and the "new

modesty." The *Orlando Sentinel* quoted her on September 16 regarding the death of legendary Ramones guitarist, John Cummings (aka Johnny Ramone), and on September 10 in the *New York Daily News*. Gaines' obituary essay for Johnny Ramone was published in the *Village Voice*, on September 17. On October 17, the *New York Daily News* quoted Gaines in an article regarding women in suburbia in the TV show *Desperate Housewives*. Gaines was quoted on October 26 by the *New York Times* regarding youth fashion and the routinization of punk style.

Charles Gallagher, Georgia State University, was quoted in an October 30 *Atlanta Journal Constitution* about the different populations in the 4th and 6th Georgia congressional districts.

Barry Glassner, University of Southern California, appeared on CNBC's *Dennis Miller Show* on September 28, and on October 8, the Canadian Broadcasting Corporation's *Ideas* program featured extensive excerpts from Glassner's keynote address at a conference in Vancouver titled "Law in a Fearful Society."

Christina Gómez, Northeastern Illinois University, published a letter to the editor in the October 31, 2004, *New York Times* about the U.S. Census and racial categories relative to Hispanic populations.

Franklin Goza, Bowling Green State University, had his research on Brazilian immigration to the United States featured in a front-page article on September 23 in Brazil's largest newspaper, *Folha de São Paulo*. This research, which was presented at the meetings of the Brazilian Association of Population Studies, was also featured in many other Brazilian newspapers.

David Greenberg, New York University, and **Joshua Gamson**, University of San Francisco, were quoted in an October 15 *Newsday* article about Sen. John Kerry's comments about Vice-President Cheney's daughter in the third presidential debate.

C. Lee Harrington, Miami University, was quoted in an October 10 *New York Times* article about the popular long hairstyles of sports stars.

Kathleen Mullan Harris, National Longitudinal Study of Adolescent Health and the University of North Carolina-Chapel Hill, and **Donald J. Hernandez**, State University of New York-Albany, were quoted and their study on the health of immigrant children was the subject of an October 5 *New York Times* article.

William B. Helmreich, City University of New York-Graduate Center, was quoted in a November 7 *New York Times* article about the city's water being unkosher.

Louis Hicks, St. Marys College of Maryland, was quoted in an October 23 *Washington Post* article about more college students becoming politically active. The article was partially based on his survey research of college students' politics.

Stephen Klineberg, Rice University, was quoted in an October 24 *Houston Chronicle* article about the growing Asian population in Houston.

Barry Markovsky, University of South Carolina, was quoted in the November 6 *Washington Post* about the increasing popularity of transcendental meditation being taught in public schools in terms of its relation to religion and stress reduction.

Rodney McDanel, Benedictine University, was quoted in the November 4 edition of the *Naperville Sun* about whether or not a deep ideological divide exists in the United States based upon the results of the 2004 presidential election and if society can face the challenges that lie ahead.



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In the News, continued

H. Wesley Perkins, Hobart & William Smith Colleges, was featured in several Canadian news stories appearing on August 31 describing results released from an Alcohol and Student Life Survey conducted by the Canadian Centre for Social Norms Research. The survey demonstrated students' dramatic misperceptions of peer norms. New coverage quoting Perkins' findings from this study included CTV in Toronto, *The Toronto Sun*, *The Toronto Star*, *The Grande Prairie Daily Herald-Tribune* in Alberta, and the *Hamilton Spectator*. On September 21 *The Pilot-Independent* of Walker, Minnesota ran a story about reducing high risk behavior by using social norms based on Perkins' theory and research.

Nancy Reichman, Robert Wood Johnson Medical School, was cited in an October 10 *Washington Post* article for her research on the increased likelihood of divorce or separation for couples with an infant with illness.

Benita Roth, Binghamton University, was interviewed about her recent book, *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave*, by Howard Jordan, on his show, *The Jordan Journal*, on New York City's WBAI FM.

Juliet Schor, Boston College, was quoted in an October 17 *Boston Globe* article about people beginning their days earlier in order to get chores done.

Darron Smith, Brigham Young University, was profiled in the November 6 *Salt Lake Tribune* for his book *Black and Mormon*, which is a collection of essays profiling African Americans in the Mormon church.

Pamela Stone, Hunter College, was quoted in a September 30 *USA Today* article about the show *Desperate Housewives* and the role of stay-at-home moms today.

Milton Vickerman, University of Virginia, **Philip Kasnitz**, City University of New York-Graduate Center, and **Jan Rosenberg**, Long Island University, were all quoted for their work on black immigrants in the May 31 cover story of *The New Republic*.

Alex Vitale, Brooklyn College, was quoted in the October 28 *Washington Post* in an article about the intensity of policing (in response to protesters) at presidential political campaign rallies.

Bruce Western, Princeton University, was quoted in a November 7 *Boston Globe* article about the employability of ex-convicts.

Robb Willer, Cornell University, was quoted in an October 20 Associated Press article that appeared in *Newsday*, the *Seattle Post-Intelligencer*, *Toronto Star*, *Miami Herald*, and the *Detroit Free Press* about his research showing that each time a terrorist attack warning is issued, the President's approval rating increases a couple of points. His research was also cited in the *Washington Post* and *USA Today*.

Anna Zajicek, University of Arkansas, was quoted in an October 11 *Arkansas Democrat Gazette* article about the reasons Americans are delaying marriage.

Vera L. Zolberg, New School University, was featured in an article published in the newspaper *Folha de São Paulo*, on October 17, regarding her keynote address to open the International Conference on Modernity, Material Culture and Life Styles held in the Centro Universitario Senac and the São Paulo Museum of Art (MASP) on October 20-22.

Awards

Anthony Cortese, Southern Methodist University, was awarded the 2004 American Educational Studies Association Critics' Choice Award for his book,

Walls and Bridges: Social Justice and Public Policy (SUNY Press).

Jack Levin, Northeastern University, was named the Robin Williams Lecturer, 2004-2005, by the Eastern Sociological Society.

Laurel Smith-Doerr, Boston University, won a Jean Monnet Fellowship at the Robert Schuman Centre for Advanced Studies, European University Institute, in Florence, Italy.

Robert Manning, Rochester Institute of Technology, won the Harry Chapin Award for his periodical "Banking on Misery".

Laurie Schaffner, University of Illinois-Chicago, was selected for a 2004 Teaching Recognition Program Award from the UIC Council for Excellence in Teaching and Learning.

People

Natalie Bennet is newly hired as Assistant Professor of Women's and Gender Studies at DePaul University.

Michelle Budig, University of Massachusetts-Amherst, has been appointed as the Associate Director of the Social and Demographic Research Institute.

Heather Sullivan Caitlin, SUNY-Potsdam, has been granted tenure, promoted to associate professor, and elected to chair the Sociology Department.

Mary Frank Cox, Georgia Tech, has been named Chair of Theory and Research Committee, Social Science Advisory, at the National Center for Women and Information Technology.

Leslie Hossfeld, University of North Carolina-Pembroke, received the 2004-2005 GlaxoSmithKline Faculty Fellowship in Public Engagement and Public Policy at the Institute for Emerging Issues, North Carolina State University.

E. Brooke Kelly completed her PhD at Michigan State University in July, 2004. She recently joined the department of Sociology, Social Work, and Criminal Justice at the University of North Carolina-Pembroke as an assistant professor of sociology.

Christine H. Morton, Seattle University, has received a \$75,000 grant from Lamaze International to conduct an ethnographic investigation of childbirth education.

Kristen Myers, Northern Illinois University, was awarded the University Excellence in Undergraduate Teaching Award, one of three faculty at the university awarded each year.

Jammie Price has accepted a position at Appalachian State University as Associate Professor of Sociology.

Catherine Richards Solomon, Syracuse University, has joined the Sociology Department at Quinnipiac University as an assistant professor.

Suzanna Danuta Walters has accepted a position as Professor and Chair of the Department of Gender Studies at Indiana University-Bloomington. The department plans to launch the first doctorate in Gender Studies in the country.

Members' Books

David Baronov, St. John Fisher College, *The Conceptual Foundations of Social Research Methods* (Paradigm Publishers, 2004).

Ronald Berger, University of Wisconsin, and **Richard Quinney**, eds., *Storytelling Sociology: Narrative as Social Inquiry* (Lynne Rienner Publishers, 2005).

Ronald Berger, **Marvin Free**, and

Patricia Searles, University of Wisconsin-Whitewater, *Crime, Justice, and Society: An Introduction to Criminology* (Lynne Rienner Publishers, 2005).

Karin Knorr Cetina and **Alex Preda**, University of Edinburgh, eds., *The Sociology of Financial Markets* (Oxford University Press, 2004).

Roberto M. De Anda, Portland State University, ed., *Chicanas and Chicanos in Contemporary Society*, Second Edition (Rowman and Littlefield, 2004).

Marjorie Donovan and **Juan L. Gonzales Jr.** California State University, Hayward, *Sociology: Fundamentals for the Twenty-First Century* (Kendall Hunt Publishing Company, 2005).

Daniel Egan and **Levon Chorbajian**, University of Massachusetts-Lowell, *Power: A Critical Reader* (Pearson Prentice Hall, 2005).

Nina Glasgow, Cornell University, **Lois Wright Morton**, Iowa State University, and **Nan E. Johnson**, Michigan State University, *Critical Issues in Rural Health* (Blackwell Publishing, 2004).

Jerry A. Jacobs and **Janice Fanning Madden**, University of Pennsylvania, *Mommies and Daddies on the Fast Track: Success of Parents in Demanding Professions* (Sage Publications, 2004).

Jack Levin, Northeastern University, and **Gordana Rabrenovic**, *Why We Hate* (Prometheus Books, 2004).

Timothy J. Owens, Purdue University, *From Adolescence to Adulthood in the Vietnam Era* (Springer, 2005).

Alex Preda, University of Edinburgh, *AIDS, Rhetoric, and Medical Knowledge* (Cambridge University Press, 2004).

Laurel Smith-Doerr, Boston University, *Women's Work: Gender Equality vs. Hierarchy in the Life Sciences* (Lynne Rienner Publishers, 2004).

Gregory D. Squires, George Washington University, ed., *Why the Poor Pay More: How to Stop Predatory Lending* (Prager, 2004).

Summer Programs

Columbia University and Mt. Sinai School of Medicine with the National Institutes of Health invite applicants for its summer institute on Design and Conduct of Randomized Clinical Trials at the Airlie Conference Center in Virginia. The objective is to provide a thorough grounding in the conduct of randomized clinical trials to researchers and health professionals interested in developing competence in the planning, design, and execution of clinical trials involving behavioral and social interventions. For more information, visit <obsr.od.nih.gov/Conf_Wkshp/rct/RCT_Info.htm>. Applications due January 28, 2005. Contact: Michaela Shank, Department of General Medicine, Columbia University Medical Center, 622 W. 168th Street, PH9-947, New York, NY 10032; (212) 342-4494; fax (212) 342-3431; email mds2114@columbia.edu.

Law and Society Association seeks applications for the 11th Summer Institute in Oxford, England, June 29-July 3, 2005. The theme is "The Intersection of Rights and Regulation: New Directions in Socio-Legal Scholarship." For more information, contact Lissa Ganter at lsa@lawandsociety.org or (413) 545-4617.

Caught in the Web

View extensive list of federal statistical & data resources at <www.asanet.org/public/Stat&DataResources_federal.pdf> (PDF 94KB) on health and population groups. Dozens of website links are included.

Other Organizations

Elected officers of the **Society for Applied Sociology**: Robert Dentler, President-elect; Ben Baruch, Vice President-elect; John Glass, Secretary; Jeanne Ballantine, Norma Winston, Jeff Breese, Board members.

Organization of American Historians 2005 award information now available. For books, articles, dissertations, research and teaching. See <www.oah.org/activities/awards>. Contact: Organization of American Historians, 112 North Bryan Avenue, PO Box 5457, Bloomington, IN 47408-5457; (812) 855-9852; (812) 855-0696; email awards@oah.org.

New Programs

The Central European University Nationalism Studies Program announces a call for applications for MA, PhD, and DSP studies at the Central European University in Budapest. The deadline for application is January 6, 2005. For information on the program and the offered grants and financial aid, visit our homepage <www.ceu.hu/nation>. With questions regarding the program or the admission process please email Szabolcs Pogonyi, the program coordinator pogonyi@ceu.hu. The Nationalism Studies Program was established at Central European University by the late Ernst Gellner with the goal of promoting the study of nationalism in the post-communist countries of Central and Eastern Europe and the former Soviet Union. The aim of the program is to engage students in an empirical and theoretical study of issues of nationalism, self-determination, problems of state-formation, ethnic conflict, minority protection and the related theme of globalization. Drawing upon the uniquely supranational milieu of Central European University, it encourages a critical and non-sectarian study of nationalism.

Contact

For research and archival purposes, I am seeking copies of the *Journal of the History of Sociology* or *History of Sociology, 1978-1987*, in any condition. Will pay for postage. Send to: Jack Nusan Porter, 12 Dunstan Street, West Newton, MA 02465-2115. Tel: (617) 965-8388; email jacknusan@earthlink.net.

New Publications

The Berkeley Electronic Press, together with editors John R. Harrald and Claire B. Rubin of the Institute for Crisis, Disaster, and Risk Management at George Washington University, announces a new issue of the *Journal of Homeland Security and Emergency Management* (JHSEM). A full description of the journal may be found below or by visiting <www.bepress.com/jhsem>.

The inaugural issue of *Innovate*, a peer-reviewed bimonthly e-journal featuring cutting-edge research and practice in using information technology to enhance education is now available at <www.innovateonline.info>.

Deaths

Otis Dudley Duncan, University of California-Santa Barbara, passed away in his sleep on November 16 after a long term battle with cancer.

Matilda White Riley died November 15 at her home in Maine. She taught at

Rutgers University and formerly directed the behavioral and social science program at the National Institute on Aging. She was also the American Sociological Association President in 1986 and the first ASA Executive Officer.

Obituaries

Tanis Doe (-2004)

It is with deep sadness that I report the passing of Dr. Tanis Doe, advocate and educator. Tanis passed away in her home in Victoria, British Columbia, late Wednesday, August 4, 2004, due to a pulmonary embolism. Doe is survived by her daughter, Ann Marie, and a loving community of friends, colleagues, mentees, lovers, dance partners, and family in every sense of the word.

As a Métis (Ojibway/French Canadian) Deaf woman with other disabilities who was active in disability, queer, and feminist movements internationally, she was widely respected as a disability rights advocate and as an educator. Doe began her teaching career in Jamaica while in her late teens. It was at that time she adopted her daughter, Ann Marie.

Doe was a professor of social work and disability studies at the University of Victoria, and in recent years also taught at Royal Roads College, Ryerson University, and the University of Washington. In 2003 she was a Fulbright Scholar in Bioethics at the University of Washington. In addition to her teaching accomplishments, she has been the principal researcher in many projects including projects at the Canadian Association of Independent Living Centres, California Foundation for Independent Living Centers, Disabled Women's Alliance, University of Washington, and the World Institute of Disability.

Doe was an innovative and influential researcher. She brought together diverse Deaf, disability, and people of color communities in research; conducted pioneering research with Dick Sobsey on violence against people with disabilities; and developed national and international peer training models for Deaf and disabled people. Her writing, training, and research in areas such as gender equity, assistive technology, education, employment, parenting, bioethics, violence and sexual abuse, independent living, community organizing, and disability rights have created a legacy of work that will inform our community for generations.

She was a prolific writer both under her given name and the pen name "Vicky D'aoust." In addition to her professional and personal accomplishments, Doe was a lover of ballroom dancing, and competed in competitions and exhibitions around the world.

A memorial webpage with a guest book has been set up by DAWN. You can visit the page by pointing your browser to: <dawn.thot.net/tanis/>.

Carrie Lucas at clucas@disabilitypride.com.

Charles Gordon (-2004)

On Tuesday, September 28, Dr. Charles Gordon of Carleton University in Ottawa Ontario (Canada) passed away after battling lung cancer. He will be sorely missed by all of us who knew him.

Carleton University was saddened at the passing of Charles Gordon, Chair of the Sociology and Anthropology Department. Professor Gordon died at the Elizabeth Bruyère Centre in Ottawa of a long-dormant cancer that had recently returned.

Professor Gordon attended Amherst and received his doctorate from the University of North Carolina-Chapel Hill. He joined Carleton in 1967 as an Assistant Professor and was promoted to Associate Professor of Sociology in 1978. He was cross-appointed to the School of Architecture in 1980. Longtime Associate Director of the Institute of Interdisci-

Obituaries, *continued*

plinary Studies, he gave up his beloved interdisciplinary students to become Chair of the Sociology and Anthropology Department in 2001.

Author of over 30 papers and book chapters, Professor Gordon had wide interests. His special interest was the built environment, including crime and the built environment and building codes, but he also published in industrial sociology, sociology of education, urban politics, and on the relationship between design, work, and politics. He had a particular way with titles. His publications include *Goldilocks and the Three Sociologists*, *Crime as Designed*, *Design Alienation and Resistance*, *Shut Up and Eat Your Spinach*, and *The Raw and the Taxed*.

In honor of his distinguished contribution to Carleton over nearly four decades, Charles Gordon's legion of friends and colleagues have created the Charles Gordon Lectures on Society and Design and set up an endowment fund to support it. To date, close to 300 faculty, staff and friends have contributed. To donate, contact Jana Rand, Development, at 520-

2600 ext. 2488 (jana_rand@carleton.ca).

Originally published by Carleton University

Norma Williams (1946-2004)

Norma Williams was a Professor of Sociology at the University of Texas at Arlington. She had beaten multiple myeloma into remission, only to be felled by complications resulting from graft-host disease. She is buried in a family plot in her hometown of Kingsville, Texas.

After spending time in California as a young woman, working in particular for a large labor union, Norma began her quest for higher education at Texas A&M University (now Texas A&M University at Kingsville), where she earned a BS in education and an MS in sociology. She received her doctorate in sociology from the University of Texas at Austin (1984).

Norma accomplished much during her short life. She began her academic career at Texas A&M University and then moved to the University of North Texas and thence to the University of Texas at

Arlington. She is widely known for her work *The Mexican American Family: Tradition and Change* (1990). It was the first monograph on the Mexican American family in urban settings. Based on fieldwork over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican Americans in the working class and those in the business/professional class with regard to changes in life cycle rituals (birth, marriage, and death) and in decision-making patterns. She especially highlighted role making by women in both class groupings. She later elaborated upon these themes in various chapters and articles. Norma had also carried out a field study of Mexican American elders in Dallas, Texas, but only portions of the resulting data have been published. For Norma, understanding how people adapted to and creatively overcame everyday life circumstances was an intrinsically rewarding experience.

From 1995 to 1997 Norma Williams

was Assistant Vice President for Multicultural Affairs at the University of North Texas. In that capacity she founded the Center for Cultural Diversity and was its first Director. At the time she was one of the few Mexican American women to have established herself in higher administration in academia. In a larger sense she bent every effort to advancing the cause of higher education among all minority groups, especially Mexican Americans. Along with her research and writing, that was her calling. To this end she also drew on a wide network of friends and acquaintances that she had established within and outside the academy.

Added to these accomplishments was her success as a teacher. She consistently commanded a large following among students, many of whom she spent time mentoring. Her commitment to teaching was underlined by her role as adviser to Alpha Kappa Delta (AKD) in the three institutions mentioned above. Above all, Norma was a great storyteller, and her

engaging narratives captivated and moved audiences both large and small.

Additionally, Norma was actively involved in the Southwestern Sociological Association, the Society for the Study of Social Problems, and the American Sociological Association. She was the first Mexican American to be elected President of the Southwestern Sociological Association. Also, she was a recipient of the Lee Founders Award from the Society for the Study of Social Problems.

Norma Williams was preceded in death by her father, Allen Walter Williams, and her brother Russell Ben Williams. She is survived by her mother, Guadalupe Williams, two brothers, Allen and Richard Williams, and two sisters, Peggy Williams and Laura Bernal.

Her family and her friends will miss her and will retain fond memories of Norma's joy of living, her commitment to social justice and fairness, and her devotion to friends and family.

Gideon Sjoberg, University of Texas-Austin

Planning for the 2005 and 2006 ASA Annual Meetings Looking for Meeting Space at the 100th Annual Meeting in Philadelphia?

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

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a *formal letter* of request with signature (e-mail messages or files are not acceptable) to the ASA Executive Office by March 1, 2005. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Meeting space requests are categorized as follows:

- (1) **Small groups sponsored by ASA members** requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 PM on the first or third evening (Saturday, August 13, or Monday, August 15). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.
- (2) Groups or organizations wishing to gather for other meetings such as those of a **religious, political, or special interest** nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 PM on the second night of the meeting (Sunday, August 14). If the number of requests exceeds the available space on August 14, groups will be assigned to the 6:30 PM time slot on August 13 or 15.

- (3) Groups or organizations wishing to hold **receptions, dinners, or other social gatherings** should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 PM on August 13 or 15, and to 8:00-10:00 PM on August 14. An announcement of each meeting will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the *Final Program* only.

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

Because of the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold, and (2) nothing of an offensive nature may be displayed.

Formal letters of request—not email messages—for meeting space and/or table space must be postmarked no later than **March 1, 2005**. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature.

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

Send space requests to: Janet Astner, ASA Meeting Services, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701, USA; (202) 638-0882 fax.

Updates to the 2005 Call for Papers

The following corrections have been received for the 2005 Call for Papers.

New Session

Section on Medical Sociology Paper Session. Medicalized Bodies and Suffering. Dana Rosenfeld, Colorado College, drosenfeld@coloradocollege.edu

Organizer and Topic Corrections

Indigenous Peoples Regular Session. Gary Sandefur, University of Wisconsin-Madison, sandefur@ssc.wisc.edu.

Mathematical Sociology Regular Session. Adrian Hayes, Australian National University, adrian_hayes84@yahoo.com.

Narrative, Biography, and Culture Regular Session. A new organizer will be announced shortly.

Section on Latino/a Sociology. The Latino/a Experience in the United States. Ed Murguia, Texas A&M University, murguia@tamu.edu.

Last Call for Session Suggestions for 2006

February 1, 2005, is the due date for submitting suggestions for invited Thematic Sessions and Special Sessions and open Regular Session Topics for the 2006 Annual Meeting in New York City. For proposal guidelines, see the announcement printed in the September/October 2004 issue of *Footnotes* and posted on the ASA website at <www.asanet.org/convention/2006/index.html>.

**The Sydney S. Spivack Program in
Applied Social Research and Social Policy
2005 Community Action Research Initiative (CARI)**

Application Deadline is February 1, 2005

PROGRAM DESCRIPTION: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Funding will run for the duration of the project, whatever the timespan might be.

ELIGIBILITY: Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but funding cannot be used to support dissertation research. While ASA membership is not a criterion for applying or being selected for this grant, if and when a grant award is made, the recipient must be a current ASA member. ASA membership involves acceptance of and adherence to the ASA Code of Ethics, which is critical to the implementation of the grant project. Grantees must also provide documentation of pertinent IRB approval for the funded project.

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

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

APPLICATION PROCESS: Applications will be accepted until February 1, 2005. Contact ASA for an application form or download one at <www.asanet.org/student/commact.html>. Applications should include:

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

Send application to: Spivack Community Action Research Initiative, American Sociological Association, 1307 New York Ave., NW, Suite 700, Washington, DC 20005. Direct questions or comments to Carla Howery, 202-383-9005 x323, spivack@asanet.org.

Member Benefit!

The 2005 Coupon Listings are now available online at <www.asanet.org/memarea/05couponlist.html>. Only ASA members can receive discounts on books, journals, and organizational memberships. Simply log in using your member username and password to view the coupons.

ASA Cartoon Book

The ASA contracted with *The New Yorker* Cartoon Bank to publish a customized book of cartoons on the occasion of the ASA centennial. With a customized ASA cartoon on the cover, the hardcover book includes 85 cartoons originally published in *The New Yorker* magazine over the last 80 years, selected specifically for their relevance to the work and lives of sociologists. The book makes a great gift!

See <www.logiforms.com/formdata/user_forms/7005_6879812/19476/>

Order the book for \$20 per copy for ASA members, \$25 for non-members plus \$3 shipping and handling.

Individual Journal Article Order Form

The ASA now offers document delivery for all journal articles. Many members may be able to use JSTOR or Ingenta for this service, but others may want ASA to find the article and provide it for a fee (\$10 per article). To order any article (for delivery by pdf via e-mail, fax, or regular mail), go to www.asanet.org/pubs/pubs.html to link to the online form where you can complete ordering information and provide secure payment information.

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**Future ASA
Annual Meetings**

**2005
August 13-16
Philadelphia, Pennsylvania**

□□□

**2006
August 12-15
New York, New York**

□□□

**2007
August 4-7
San Francisco, California**

Footnotes

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Staff Writers: *Johanna Ebner, Carla B. Howery*
Secretary: *Franklin Wilson*

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

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

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