

Footnotes

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ASA Is 100 Years Old

This is the first of a series of articles commemorating ASA's centennial year.

The beginning of a new year is often a time of reflection and brings the promise of renewal. For members of the Association and for sociology in general, however, 2005 has a very special and significant meaning because it marks the

100th anniversary of ASA's founding. This year will be the occasion for celebrations and other commemorations of this historic milestone.

ASA staff and historically minded members recently ascended to "ASA's

attic," so to speak, and have rummaged around the archives—locating the "skeletons in the closet" and the historical "ASA baby photos"—from ASA's past 100 years of history. They plan to share it all with the membership during this year. It's a lot of material, though admittedly, and thankfully, not *everything* will be shared. But much of it will find a home eventually on ASA's homepage

focused on the ASA centennial, which will be unveiled in early 2005.

"Sociologists, we've learned in these last few years, are not an organizationally sentimental lot," commented ASA Executive Officer Sally Hillsman as she contemplated the

planning efforts for the centennial. Sociologists are too savvy about the importance of the many other variables—besides contrived units of time—that influence society and behavior. "They are not enamored of arbitrary timeframes but rather are focused on empirically significant durations," she said.

But even temporally sophisticated sociologists will want to adjust their time perspective for this next year, as ASA members enjoy the fruits of months of

planning and development. After all, as Hillsman states, "Sociologists *do* understand the significance of *any* organization being adaptive enough to survive for 100 years, and the leadership and many members are fully engaged in helping us document and exhibit our historical legacy in 2005."

Activities & Meeting

The Association plans an exciting year of activities and events in honor of the Association's centennial. Publications highlighting the Association and sociology's past, an enhanced ASA website featuring historical records, information on a fall Capitol Hill reception, the ASA Centennial Store on the ASA website at <www.cafepress.com/asoca/375317>, and a wide variety of products, and instructional and unique research resources all are being prepared or planned in celebration of ASA's 100th birthday.

ASA's centennial will be a focus of the 100th Annual Meeting in Philadelphia in August, 13-16, 2005. The 2005 Program Committee's Centennial Subcommittee, chaired by Caroline Persell, and including Troy Duster, Patricia Hill Collins, Jill Quadagno, and Sally Hillsman, is at

See *Centennial*, page 6

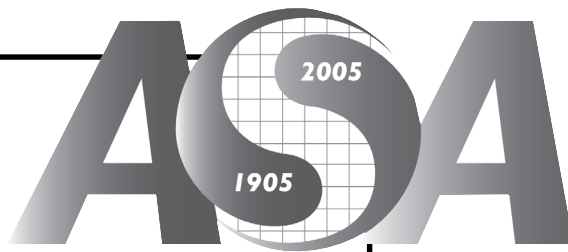
Reflecting on ASA's Centennial Year, 2005

At this time 100 years ago . . . at about the time that the Wright brothers flew the first powered aircraft, the American Sociological Society was also off to a flying start as a newly formed association (1905).

75 years ago . . . while many American families' incomes dropped by 40% due to the Great Depression, the ASA published *Publications of the American Sociological Society*, which included annual proceedings, papers and abstracts of the Annual Meeting, membership list, annual program and the *Yearbook of the Section on Rural Sociology* (1930).

50 years ago . . . when Disneyland opened its gates in Anaheim, the Association opened its doors to a new journal, *Sociometry*, received from J.L. Moreno (1955).

25 years ago . . . as women began to account for the majority of college students in the United States, the ASA awarded its first Distinguished Scholarship Award to Robert K. Merton (1980).



Soaring: Celebrating Matilda White Riley (1911–2004)

by Ronald P. Abeles,
National Institutes of Health

Matilda and John (Jack) Riley adopted me into their extensive family of scholars, scientists, co-workers, professors, students, and friends in June 1974. At the time I didn't know that my first acquaintance with them at this second session of the Social Science Research Council (SSRC) Committee on Work and Personality in the Middle Years (chaired by Orville G. Brim, Jr.) would change the direction of my professional and personal life. I had just joined the SSRC's staff, and this committee session was my introduction to the Council and its

activities. What an introduction it was! The subject matter was completely new; the committee members were world-renowned; the meals were delicious, and the fellowship was congenial. Matilda and Jack welcomed my wife and me warmly to their dinner table, and there began 30 years in their "convoy of social support."

During that dinner and the subsequent five years of SSRC conversations, the outline of Matilda and Jack's joint lives emerged. It is impossible to speak of



Matilda's life or Jack's without mentioning the other. They were childhood sweethearts in Maine and spent their

lives together until Jack's death in 2002. Jack informed me of Matilda's life and accomplishments, and Matilda recounted Jack's. Together they regaled their listeners about life at Harvard, where Jack was a graduate student and she was a research assistant (1932-33) after graduating from Radcliffe College (magna cum laude) and marrying Jack, both in 1931. They serenaded us auf Deutsch with folksongs from

their 1933 study-year at the University of Vienna and their bicycle tour of Germany. Jack reminisced about their canoe trip with Freud's son, who schemed to strand Jack on shore in order to be alone with lovely Matilda! They recounted their misadventures of the early ASA annual meetings when Matilda was its first Executive Officer (1949-1960) and she carried its records in a box from her home to the meetings. They described Matilda's experiences as the Chief Consulting Economist for the U.S. War Production Board (1942-1944) and alluded imprecisely to Jack's wartime service in the OSS (Office of Strategic Services). We learned of Matilda's success in establishing, with her father, the pioneering Market Research Company of America (1939-49), where she

developed and applied sophisticated sampling and survey techniques based upon her sociological methods and knowledge.

We heard of Matilda's productive career at Rutgers University, progressing from Research Specialist to University Professor (1950-73), where she authored a research textbook that introduced combining theory and methods and where she began her scholarly interest in age and aging. She continued her pioneering work in the sociology of aging at the Russell Sage Foundation (1974-77), based on her classic volumes on the age-stratification paradigm and aging society perspective. They spoke of their "final" career and geographical move back to Mere Point in Brunswick, Maine, where Matilda became the first woman full professor (1973-81) at Jack's alma mater, Bowdoin College.

They entertained us with stories of camping trips with their two children, including the time they became snow-bound in the Grand Tetons! They expressed pride in the accomplishments of their son, John W. Riley, III, as a physician, and their daughter, Lucy Sallick, as an artist. (Later they shared stories of their grandchildren and great-grandchildren!) They made us laugh with the tale of being locked out of their rented home at Stanford while skinny-dipping one night. In the buff, gallant Jack had to ask a neighbor for the house

See *Soaring*, page 10

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.

In This Issue . . .



3 Lipset Lecture on Democracy
National Endowment for Democracy names prestigious lectureship after Seymour Martin Lipset.



4 BAs and Beyond
ASA's newest research project sets out to study what recent graduates do with a bachelor's degree in sociology.



4 Early Exposure to the "Sociological Imagination"
Sociologists are building relationships between high schools and sociology departments.



5 NSF Grants Enrich Social Research
The National Science Foundation awarded \$5.5 million to sociologists in 2004.



7 The Environment Needs Good Sociologists
An environmental sociologist researches the junction between carbon load and civilization.



8 Global Academic Achievement
The latest Trends in International Mathematics and Science Study (TIMSS) assesses the math and science achievement of fourth and eighth-graders.



9 Global Academic Literacy
The Program for International Student Assessment released its most recent study of science and math literacy.

Our Regular Features

Public Sociology	7
Departments	12
Obituaries	15

The Executive Officer's Column

On Being 100



It is a once-in-a-century privilege to be the ASA Executive in office at an historic moment—the 100th anniversary of this organization. For 100 years, the Association has stood for the scientific study of, and application of knowledge to, social organization and institutions. As a learned society and professional association, the ASA has helped build and support a membership and a discipline that has contributed richly to our society and our world through its scholarship and in intellectual collaboration (and creative tension) with sister disciplines' studying behavior, culture, and society through the economic, political, psychological, cognitive, and natural sciences. As tempting as it is to offer my own views, as a member of this Association for almost 40 years, of where our discipline is, I will leave it to the many other sociologists and colleagues who will gather in Philadelphia in August at the ASA 100th Annual Meeting to rise vigorously to the challenge of President Troy Duster's theme—*Comparative Perspectives, Competing Explanations: Accounting for the Rising and Declining Significance of Sociology*—to explore these issues.

During our centenary, however, the Association itself will contribute to this intellectual dialogue to complement the Annual Meeting. We have supported a major ASA volume on American sociology, edited by Craig Calhoun (to be discussed at the Philadelphia meeting), and we have lent encouragement to a volume on diverse perspectives on American sociology, contributed by the ASA's History of Sociology Section. We have commissioned a sequel to L.J. Rhoades' *History of the American Sociological Association: 1905-1980*, focusing on 1981-2004. And not to be dubbed entirely humorless about ourselves, to commemorate our advanced age we have published *The Sociologists' Book of Cartoons* in collaboration with *The New Yorker* and its 80-year-old collection of socially pointed humor.

While our association's longevity may be reason enough to celebrate, I can say without risk of contradiction that we sociologists welcome *any* opportunity to throw a smashing party! In addition to the Annual Meeting, in the fall of 2005 we will also throw an ASA birthday party on Capitol Hill to remind elected and appointed representatives of the people how sociology matters.

Visit ASA's website <www.asanet.org> to see our initial welcome of the Association's centennial. Probe further (by clicking on the new centennial logo) to view an ever-developing "ASA Centennial News" webpage at <www.asanet.org/centennial/>. As of this writing, this page provides 22 online resources and identifies another soon-to-be-posted 16. Organized by category, the resources provide descriptions of our upcoming centennial activities, events, products, and news, as well as data or analyses about the past. As information becomes available for the in-development items, it will be posted, as will more material about ASA, the profession, and the discipline than is reflected by the current 38 listed items.

Here is just a sampling: **Centennial Events** (e.g., fall 2005 Washington, DC, reception); **Annual Meeting** (e.g., 1999–2004 program archives as well as information prior to 1999); **History and Archives** (e.g., inventory of historical ASA materials (forthcoming); bibliography of articles about ASA's founding and history); **Publications** (e.g., the forthcoming *History of American Sociology*; *Diverse Histories of American Sociology*; *Teaching Sociology*, special issue); **ASA Centennial Store**; **Research & Scholarship** (e.g., *ASA Data Briefs* and *Research Briefs* on historical trends in the discipline; sociology's most-cited articles); **Education** (e.g., *The Way We Live* video); **Leadership and Awards** (e.g., information and video on ASA Past Presidents); **Membership** (e.g., trends); and **Sections & Aligned Associations** (e.g., a history of ASA sections and regional/state associations).

Links to additional historical and centennial-themed sources will be added each month. Meanwhile, ASA staff are busy with an extensive overhaul of the website's overall look as well as its behind-the-scenes structure and functionality to enhance your ability to search, navigate, and use the site's vast resources. *Footnotes* also is publishing a series of centennial-related articles, easily identified by the specially designed ASA centennial logo at the left in this Vantage Point column.



A centennial is not about just happening to be at the right place at the right time. It is about longevity and meaningfulness. Popular press attributions of centenarians' long lives (e.g., the daily shot of whiskey, spartan yogurt and granola diet, weekly treks to the mountaintop) lead us to speculate about the "causal agent" of ASA's growing strength across two centuries. Sociology has suffered lean fiscal years, times of political hostility, and unfriendly social periods (e.g., the fight for civil rights), but our discipline and profession have not vanished as has sometimes been predicted. Whether it is currently on the rise or decline *in significance* (intellectual or social), we shall debate with sociologists' usual vigor in Philadelphia, a vigor reflected in the strength of sociologists' national association. The ASA has more members now than it has had in over 25 years, as well as more active sections, more journals with rising submissions, and a greater capacity to reach out to the profession and the public than ever before. While we also have new challenges, more than a century of intellectual and social history tells us that sociologists are good at meeting challenges. □

—Sally T. Hillsman



National Lecture Named for Lipset

WASHINGTON, DC, DECEMBER 6, 2004 — A new national forum for discourse on democracy and its progress worldwide, *The Seymour Martin Lipset Lecture on Democracy in the World*, was inaugurated today in honor of Seymour Martin Lipset. The lecture series is a joint endeavor by The National Endowment for Democracy (NED) and the Munke Center for International Studies at the University of Toronto. The new forum was launched with a formal dinner of world dignitaries, followed by the first lecture in the series and a reception at the Embassy of Canada. Sociologist Fernando Henrique Cardoso, the former two-term Brazilian president, delivered this first speech.

Lipset, a former ASA President, was also awarded the NED Democracy Service Medal. This award was first given to former Polish President Lech Walesa and to AFL-CIO President Lane Kirkland. NED President Carl Gershman presented the award to Lipset's wife, Sydnee Guyer, at a ceremony preceding the Lipset lecture, as Lipset was unable to attend the lecture due to a debilitating stroke.

"Marty Lipset's scholarship on themes like the conditions for democracy, political parties, voting behavior, and public opinion constitutes one of the most prolific and insightful bodies of work on democracy ever produced by a single author," said NED President Carl Gershman.

The lecture series honors North American scholars for an insightful body of work and who, like Lipset, have made important contributions to our thinking about key issues of democracy. The lecturers may be known for their academic achievements or have records of public service that equal their public stature.

Former Democratic Indiana Congressman Lee H. Hamilton, director of the Woodrow Wilson International Center for Scholars and former vice chair of the 9/11 commission, introduced Cardoso. Cardoso also had spoken, along with *New York Times* economic columnist Paul Krugman, at a major public address at ASA's 2004 Annual Meeting in San Francisco. Cardoso's NED speech mentioned his interactions with Lipset during the 1960s when he contributed to Lipset's 1967 book *Elites in Latin America*, edited with Aldo Solari. He went on to discuss the rewarding experience of engaging in a broader debate on Latin America with Lipset.

See **Lipset** on page 6

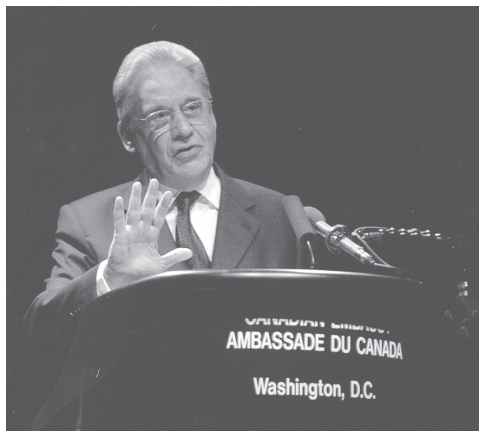


photo by Mattox Photography

Sociologist and former Brazilian President Fernando Henrique Cardoso delivers inaugural Seymour Martin Lipset Lecture.

Institutionalizing Public Sociologies

by Leslie Hossfeld, University of North Carolina-Pembroke, and Philip Nyden, Loyola University Chicago

The ASA Task Force on Institutionalizing Public Sociologies is pleased to announce its new website at <coserver.uh.w.utoledo.edu/pubsoc/>. The mission of the website is to "support and advance the practice of Public Sociology." We invite ASA members to register with the site and provide input regarding their public sociology activities.

In particular, the Task Force would like ASA members to enter information on their public sociology activities as well as any departmental tenure and promotion guidelines relevant to evaluating public sociology. Data will be publicly available and will be a valuable resource to promote networking among sociologists. In addition, the material will assist ASA in supporting public sociology.

The Task Force on Institutionalizing Public Sociologies was created in August 2004 at the ASA Annual Meeting in San Francisco and charged to: (1) develop proposals for the recognition and validation of on-going public sociology; (2) develop guidelines for evaluating public sociology as a scholarly enterprise; and (3) propose incentives and rewards for doing public sociology. The website represents the Task Force's first step in addressing its charge.

The Task Force hopes to develop the site as a repository of public sociology projects in order to increase the visibility and variety of existing public sociologies. In addition to collecting descriptions of and materials supporting public sociology activities, the Task Force wants

to engage the membership in a discussion on the important issues affecting public sociologists—specifically issues around promotion and tenure. By registering on the website, members will be able to contribute to the definitions of public sociology; upload syllabi, papers, and other resources for public sociologists; download syllabi, papers, and other resources for public sociologists; engage in discussions about topics such as promotion and tenure, tensions in the practice of public sociology, and others.

We encourage ASA members to visit the site, provide input and feedback, and engage in discussions on public sociology. The Public Sociology website was developed by Randy Stoecker, University of Toledo. Non-academics involved in public sociology projects are encouraged to contribute as well. □

Members of the Task Force for Institutionalizing Public Sociologies are:

Susan Ambler, Maryville College; Andrew Barlow, Diablo Valley College; Peter Dreier, Occidental College; Ann Goetting, Western Kentucky University; Leslie Hossfeld, University of North Carolina-Pembroke; Carla Howery, Staff Liaison, American Sociological Association; Paul Lachelier, University of Wisconsin-Madison; Donald Light, Princeton University; April Linton, Princeton University; Cindy Negrey, University of Louisville; Philip Nyden, Loyola University Chicago; Carmen Sirianni, Brandeis University; Roberta Spalter-Roth, Staff Liaison, American Sociological Association; Greg Squires, George Washington University; Randy Stoecker, University of Toledo; Diane Vaughan, ASA Council Liaison, Boston College; William Velez, University of Wisconsin-Milwaukee.

PUBLIC AFFAIRS UPDATE

✓ **U.S. Treasury Department eases restrictions on publishers . . .** In a victory for American publishers, the U.S. Treasury Department ruled that trade embargoes do not restrict scholarly publishing. This ruling from the U.S. Treasury Department's Office of Foreign Assets Control (OFAC), which monitors and enforces federal regulations regarding trade embargoes with nations the U.S. government holds in disfavor, is considered a major victory to academic and professional publishers. It allows such activities as substantive editing, payment of royalties, adding photographs, and collaborating with authors in embargoed countries. While OFAC continues to prohibit transactions with the governments of Cuba, Iran, and Sudan, the recent ruling specifies that the restrictions do not apply to the countries' "academic and research institutions and their personnel." The ruling follows the filing of lawsuits against Treasury by publishing groups such as the Association of American Publishers and an Iranian winner of the Nobel Peace Prize. The publishers argued that the OFAC regulations violated the First Amendment. Prior to this ruling, violators of the trade embargo faced fines of up to \$1 million and jail terms of as much as 10 years, leading some scientific publishers to back away from authors in embargoed countries. Since July 2004, the American Sociological Association has been engaged with publishers to help bring a reversal of this ill-founded policy. ASA Executive Officer Sally Hillsman was among representatives of science publishers in July who met with the head of the OFAC to express concerns about and try to reverse the "publishing with disfavored nations" policy (see April 2004 *Footnotes*, p. 2). A copy of the rule is available at <<http://www.treasury.gov/press/releases/reports/office%20foreign.pdf>>.

✓ **NIMH research priority shifts with repercussions at NIH . . .** Chaired by sociologist Linda Waite, University of Chicago, the Working Group for the National Institutes of Health's (NIH) Advisory Committee to the Director (ACD) on Research Opportunities in the Basic Behavioral and Social Sciences presented a draft of its report to the ACD in December. The report was in response to recent shift in the National Institute of Mental Health's (NIMH) research priorities toward more translational/applied research (see March 2004 *Footnotes*, p. 3) and took into account four decades of repeated congressional requests to include social and behavioral research in the portfolio of the National Institute of General Medical Sciences (NIGMS). The Working Group reviewed the portfolio of basic behavioral social sciences research across the agency; identified areas of opportunity in basic behavioral and social sciences that NIH would benefit from supporting; and examined barriers to submission and peer review of grant applications in these basic sciences. Among the group's two primary recommendations were that the Office of Behavioral and Social Science Research, which does not directly fund research, coordinate trans-institute basic research initiatives. Second, NIH should designate a "stable home" for basic research that is not specifically associated with a disease by establishing a branch in a non-disease-focused institute, such as NIGMS, the National Institute on Aging, or the National Institute on Child Health and Human Development. The draft report can be found at <obssr.od.nih.gov/Activities/Basic%20Beh%20Report_complete.pdf>. For related information on NIMH's report on its basic science portfolio, see <www.nimh.nih.gov/council/bbsresearch.pdf>.

✓ **New Director chosen for OBSSR . . .** National Institutes of Health (NIH) Director Elias A. Zerhouni has announced that psychologist David B. Abrams, Brown University, has been selected as the next Associate Director for the Office of Behavioral and Social Sciences Research (OBSSR). His duties begin this month. The position is an important post to the behavioral and social science communities, as it involves promoting collaborations involving these sciences across all 27 of NIH's institutes and centers. Abrams is Professor of Psychiatry and Human Behavior, Professor of Community Health and co-director of Transdisciplinary Research at Butler Hospital at the Brown Medical School. He has been at Brown University since 1978. He is also the founding Director of Brown's Centers for Behavioral and Preventive Medicine at The Miriam Hospital. He received his MS and PhD degrees in clinical psychology from Rutgers University and completed his internship and postdoctoral training at Brown University. For more information, see <www.nih.gov/news/pr/dec2004/od-09.htm>.

✓ **Scientists recommend changes to presidential appointment process . . .** The Federation of American Scientists (FAS) called for an overhaul of the U.S. science policy advisory committees. The FAS report, *Flying Blind: The Rise, Fall and Possible Resurrection of Science Advice*, says that America's institutions for providing science and technology advice to policymakers are in "crisis." It also finds that "lacking competent advice, the nation may fail to act on problems until they are costly and difficult to solve or fail to seize important opportunities to achieve public objectives in security, education, health care, the environment, or other critical areas." The FAS was particularly concerned with "the apparent decline in the influence of the office of the President's Advisor for Science and Technology" and "the absence of a clear replacement for the long-dead congressional Office of Technology Assessment," a casualty of the mid-1990s anti-science efforts by Congress. The report develops options for improving the fundamental structures of science and technology advice based on cases where science and technology advice did not serve the nation well, interviews with many key figures in science and technology advice for Congress and the administration, and a literature review. For more on this issue, see the December 2004 *Footnotes* (p. 1) and to purchase the report, see <www.fas.org/main/content.jsp?formAction=297&contentId=346>.

What Can You Do With a Sociology BA?

Departments are invited to participate in an ASA survey

by Roberta Spalter-Roth, Research and Development Department

Sociology students, their parents, and the public have long asked, "What can you do with a bachelor's degree in sociology?" and in response, over the last 25 years, the American Sociological Association (ASA) has developed publications for undergraduate majors that give advice on assessing skills, doing a job search, and potential career paths. Despite efforts to provide early career information, ASA has never had national information about what sociology majors actually do after graduation.

To provide this information, ASA's Research and Development Department

is directing a three-wave longitudinal survey. It will ask questions of majors at three points in time: (1) in their senior year of college, (2) one year after graduation, and (3)

two years after graduation. The Sociology Program of the National Science Foundation (NSF) has provided support for this study. The first wave of the survey will be fielded in spring 2005, and initial results will be available in August 2005.

"This national survey will tell us not only what jobs new graduates could pursue, but which ones they are already pursuing," said ASA Executive Officer Sally T. Hillsman in describing the importance of the new survey. "It will tell us not only what skills are valuable for the job market or for post-secondary education, but also what skills and concepts students report learning, how they participated in the sociological community, and how these skills and experiences affected their early career paths, including the pursuit of postsecondary education."

The ASA sub-contracted with the Indiana University Center for Survey Research (CSR) to work with ASA to conduct the survey and provide the ASA with the results for analysis. A committee of current and former chairs of sociology departments volunteered to advise ASA on all phases of the project. Advisory Committee members include Sharon Barnartt, Gallaudet College; Issac Eberstein, Florida State University; Louis Hicks, St. Mary's College, Maryland; Gregory Hooks, Washington State University; John Kennedy, Indiana University; Mary S. Senter, Central Michigan University; Ronnie Steinberg, Vanderbilt University; Pamela Stone, CUNY-Hunter College; and Jan Thomas, Kenyon College.

The Senior Survey

The senior-year survey asks seniors why they chose sociology as a major, what skills and concepts they learned, what activities they participated in, and what they intend to do after graduation. The survey items were selected and ranked by sociology department chairs who attended a workshop at the 2004 annual ASA meeting. The advisory

committee refined the survey. Committee members who teach research methods classes pre-tested it with their students in order to refine items' usefulness, identify potential privacy issues that could affect responses, improve question construction, and add additional items.

Sample Selection

The ASA Research and Development Department will randomly select 20 PhD-granting departments, 20 master's degree-granting departments, and 40 bachelor's degree-granting departments from among all departments granting a bachelor's degree in sociology. This sample will represent the share of graduating seniors from each type of

institution of higher education. We will ask chairs of these departments if they are interested in participating in the study and if they will be able to

— Sally T. Hillsman

provide us with a list of senior majors and their e-mail contacts within a few weeks (in some cases they will require approval from their own campus IRBs). If a chair of a randomly selected department declines to participate, we will substitute another school of the same type from a list of volunteer departments.

Data Collection

Senior sociology majors in the selected departments will be invited to participate. They will be provided with a consent form to sign as part of the online survey, if they decide to participate. The aggregated results of this survey will be issued to sociology department chairs and majors in a variety of formats, including customized tables. These data will be useful in efforts to improve department curriculum, activities, services, and public views of the discipline.

Help Needed

As of December 2004 we began building a pool of volunteer departments interested in participating in the study. These departments will serve as substitutes, in the event that any of the

randomly selected departments are unable or decline to participate. Not all substitute departments will need to participate. Volunteers will

need to provide a list of students majoring in sociology and indicate whether they need or can obtain IRB approval for this project. Survey materials (including the questionnaire, the survey protocol, a list of advisory committee members, and a list of departments that have volunteered) can be found on the research website at <www.asanet.org/research/>.

If you are interested in participating, please let us know so that we can send you further information about the survey. Contact Roberta Spalter-Roth at spalter-roth@asanet.org or William Erskine at erskine@asanet.org. □

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Bringing Sociology Into Our High Schools Through Student-to-student Outreach

The first in a five-part series of articles.

by Victoria Hougham, Academic and Professional Affairs Program

Increasingly sociologists are realizing the importance of sociology gaining a more visible presence in the secondary school curriculum. Early exposure to the "sociological imagination" benefits both the high school students and the discipline as a whole, potentially leading more students to pursue sociology as a major in college. Particularly when a university draws its student body from a given region, or has a mission to serve that region, teaching sociology in the high school yields many benefits.

One approach for some departments to enhance sociology's visibility is to engage undergraduate and graduate sociology students in making presentations and conducting workshops in high schools. This approach allows

university students to gain valuable experience as novice teachers, serve (and learn about) their community, and assist high school teachers, particularly with topics on which the teachers are less familiar. Two such experiments are happening at Temple University and the University of Rhode Island. Each has some, but minimal funding, and each depends on a faculty member as coordinator.

Temple University

For more than two years, graduate student volunteers at Temple University in Philadelphia have conducted workshops discussing racial issues from a sociological perspective in local high schools. These workshops have varied in format and have

included free-flowing discussions, question-and-answer sessions, a formal presentation on the sociological perspective followed by questions and answers, and small-group discussions.

Temple's program has been well received, according to Kimberly Goyette, sociology professor and director of the program. "Both the high school students and the teacher[s] who participated reported enjoying and learning much from the frank discussions about race that the graduate students led," explained Goyette. "They reported that these issues were rarely addressed in the high school curriculum, and they appreciated the opportunity."

Additionally, graduate students reported that they, too, benefited from the event by helping them think about their own research in "lay people's" terms, which in turn can facilitate their future efforts to inform the public about the sociological perspective and findings.

Supported by the ASA's Teaching Enhancement Fund, these workshops provide a new understanding of issues of inequality by placing inequality in a structural context. Further, it introduces high school students to the sociological perspective before college. "I think high school students often are not introduced to thinking about issues structurally until college," commented Goyette, "This is a

good way to introduce students to the discipline early."

For more information about the Temple University program, contact Kimberly Goyette at kgoyette@temple.edu.

University of Rhode Island

Similar to Temple University, the University of Rhode Island has a student-to-student outreach program based on an undergraduate course, "Field Experience in Sociology: Bringing Sociology to Middle and High School Students." The course is taught by Helen Mederer, course creator and Chair of the depart-

ment. Pairs of students in this upper-level course give sociological presentations in five local high schools; each school is chosen to represent a different socioeconomic level and racial/ethnic group. The program was

developed out of collective faculty frustration about the late discovery of sociology among their students. "We all have heard many students, (mostly psychology majors) tell us that if they'd only known what sociology was before coming to college or declaring a major they would have become sociology majors," explained Mederer. "We realized that we could do something about this."

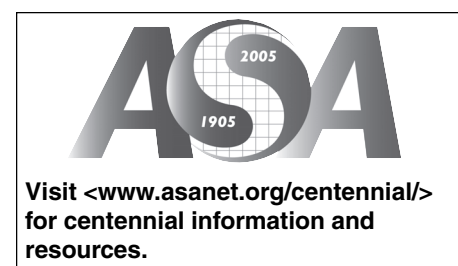
The Rhode Island program has four main goals: First, it aims to enhance undergraduate ability to collect, organize, and present sociological knowledge in a non-university setting. Second, it seeks to introduce a sociological perspective to middle and high school students. The program's third goal is to demystify higher education for young people in

middle and high school by familiarizing them with university students, faculty, and the sociological subject matter. Finally, the program aspires to "improve the

quality and delivery of [their] own sociology program."

The University of Rhode Island has found student-to-student outreach in their local high schools to be a valuable experience for everyone involved. Mederer noted, "I think sociology is natural for younger adolescents—they're all about peer relationships and group memberships, and are very keen observers of their environment. It attracts more students to sociology before they take a course by chance in college."

For more information about the University of Rhode Island program, contact Helen Mederer at hmederer@uri.edu. □



NSF Awarded \$5.5 Million to Sociology in '04

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 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 2004. (See December 2004 *Footnotes* for FY 2003 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 40 new projects (including six collaborations and two workshops) and for 49 doctoral dissertation improvement proposals. The Sociology Program, together with other NSF programs and initiatives, jointly contributed \$5.2 million to the grantees listed below for research projects and workshops as well as \$335,444 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 Awards

- Blee, Kathleen, University of Pittsburgh, *The Emergence of Social Movements*, \$96,573.
- Brewer, Marilyn, Ohio State University, *Social Identity Complexity: Antecedents and Consequence*. Jointly funded with Social Psychology Program, \$175,011.
- Burton, Linda, Debra Skinner & Stephen Matthews, Pennsylvania State University, *Family Resource Allocation in Urban & Rural Communities*, \$425,000.
- Chase-Dunn, Christopher & Thomas Reifer, University of California-Riverside, *The Social Foundations of Global Conflict and Cooperation: Waves of Globalization and Global Elite Integration Since 1840*, \$152,312.
- Coy, Patrick, Gregory Maney & Lynne Woehrl, Kent State University, *Harnessing and Challenging Hegemony During Three Wars: The U.S. Peace Movement, 1990-2004*, \$110,460.
- Ellis, Mark, University of Washington, *Collaborative Research: The Mixed Race Household in Residential Space: Neighborhood Context, Segregation and Multiracial Identities, 1990-2000*. Jointly funded with the Geography and Regional Science Program, \$109,829.
- Fichman, Mark, Carnegie Mellon University, *The Dynamics of Interorganizational Relations in the Market for Professional Services*. Jointly funded by the Innovation and Organizational Change Program, \$125,021.
- Ghosh-Dastidar, Bonnie, Rand Corporation, *Collaborative Research: College Choice and the Texas 10% Policy*, \$67,208.
- Griffin, William, Arizona State University, *Recognizing, Modeling and Simulating Coupled Processes in Dyadic Interaction*. Jointly funded by the Empirical Implications of Theoretical Models and Enhancing Human Performance emphasis areas and the Methodology, Measurement and Statistics Program, \$107,664.
- Harton, Helen & Martin Bourgeois, University of Northern Iowa, *The Dynamics of Attitudes & Public Opinion: From Individual Benefits to Cultural Norm*. Jointly funded by the Empirical Implications of Theoretical Models emphasis area, \$64,872.
- Herrmann, Richard, Ohio State University, *Understanding Global Tensions: A Sociology and Political Science Workshop Proposal*. Jointly funded by the Political Science Program, \$99,723.
- Holloway, Steven, University of Georgia, *Collaborative Research: The Mixed Race Household in Residential Space: Neighborhood Context,*

Segregation and Multiracial Identities, 1990-2000, \$131,950.

Jackson, James, Ronald Brown, Vincent Hutchings & Cara Wong, University of Michigan-Ann Arbor, *National Study of Ethnic Pluralism and Politics*. Jointly funded with the Political Science Program, \$300,000.

Jacobs, David & Zhenchao Qian, Ohio State University, *Survival on Death Row: Exploring Individual, Conflict & Political Explanations for Executions*. Jointly funded with the Law and Social Science Program, \$151,333.

Kennedy, Michael & Genevieve Zubrzycki, University of Michigan, *The Cultural Politics of Globalization and Community in East Central Europe*. Jointly funded by the Office of International Science & Engineering, \$79,872.

Kertzner, David & Michael White, Brown University, *Explaining Very Low Fertility*. Jointly funded with the Cultural Anthropology Program, \$253,540.

Lawler, Edward, Cornell University, *Collaborative Research on the Affective Bases of Social Order*, \$91,200.

Mare, Robert & Richard Berk, University of California-Los Angeles, *Neighborhood Choice and Neighborhood Change: Evaluating Dynamic Models of Residential Segregation*. Jointly funded by the Empirical Implications of Theoretical Models emphasis area and the Methodology, Measurement and Statistics Program, \$269,135.

McCammon, Holly, Vanderbilt University, *Dismantling the Patriarchal State: Women's Rights Activism, 19th Century Married Women's Property Acts, and 20th-Century Rights Law*. Jointly funded by the Law and Social Science Program, \$149,296.

Messner, Steve, Jianhong Liu & Lening Zhang, SUNY, Albany, *Criminal Victimization in Contemporary Urban China: A Multi-level Analysis of Survey Data for the City of Tianjin*. Jointly funded with the Law and Social Science Program, \$293,580.

Morris, Theresa, Trinity College, *Collaborative Research: The Extent and Underlying Cause(s) of Corporate Malfeasance in US Corporations*, \$12,017.

Moaddel, Mansoor, Eastern Michigan University, *Perceptions of the Past, Present & Future: A Survey of the Iraqi Public*, \$120,438.

Portes, Alejandro, Princeton University, *Collaborative Research: The Second Generation in Early Adulthood: A Decade-long Panel Study*, \$63,159.

Prechel, Harland, Texas A&M University, *Collaborative Research: The Extended and Underlying Cause(s) of Corporate Malfeasance in US Corporations*, \$100,688.

Rasinski, Kenneth & Tom Smith,

National Opinion Research Center, *Small Grant for Exploratory Research (SGER): A Survey to Study the Impact of the Madrid Terrorists Attack on the Spain Population*, \$69,409.

Ridgeway, Cecilia, Stanford University, *Creating and Transferring Status Beliefs*, \$112,584.

Rumbaut, Ruben, University of California-Irvine, *Collaborative Research: The Second Generation in Early Adulthood: A Decade-long Panel Study*, \$44,914.

Sanabria, Harry & Gabriele Sturzenhofecker, University of Pittsburgh, *Gender, Class and the Political Economy of Reproductive Change in Puerto Rico*. Jointly funded with the Cultural Anthropology Program, \$175,000.

Smeeding, Timothy, Syracuse University, *U.S. Participation in the Development of a Transnational Database, 2004-2007*. Jointly funded with the Economics Program and Methodology, Measurements and Statistics Programs, \$157,500.

Smith, David, University of California-Irvine, *Collaborative Research: Globalization and the Network of World Cities*, \$16,409.

Spalter-Roth, Roberta, American Sociological Association, *Small Grant Program for the Advancement of the Discipline*, \$165,000.

Stovel, Katherine, University of Washington, *Hearing About a Job: Networks, Information and Segregation in Labor Market*. Jointly funded by the Methodology, Measurement and Statistics Program, \$148,527.

Thye, Shane, University of South Carolina, *Collaborative Research on the Affective Bases of Social Order*, \$82,870.

Tienda, Marta, Princeton University, *Collaborative Research: College Choice and the Texas 10% Policy*, \$176,187.

Timberlake, Michael & Jeffrey Kentor, University of Utah, *Collaborative Research: Globalization and the Network of World Cities*, \$33,257.

Treas, Judith, University of California-Irvine, *The Division of Household Labor in Three-dozen Countries*, \$93,470.

Watts, Duncan, Columbia University, *The Structure, Evolution and Function of Large-scale Social Networks: Theory, Data and Experiment*. Jointly funded by the Empirical Implication of Theoretical Models emphasis area, \$211,842.

Webster, Murray, Lisa Rashotte & Joseph Whitmeyer, University of North Carolina-Charlotte, *Behavior Patterns, Bystanders and Performance Expectation*. Jointly funded by the Empirical Implications of Theoretical Models emphasis area, \$152,228.

Wright, Richard, Dartmouth College, *Collaborative Research: The Mixed Race Household in Residential Space: Neighborhood Context, Segregation and Multiracial Identities, 1990-2000*. Jointly funded with the Geography and Regional Science Program, \$83,589.

Dissertation Awards

Abbott, Andrew & Lei Jin, University of Chicago, *Physician Professionalism and Rationalization of Clinical Decision-making*, \$6,300.

Alderson, Arthur & Jason Beckfield, Indiana University, *The Consequences of Regional Political and Economic Integration for Inequality and the Welfare State in Western Europe*, \$7,479.

Aminzade, Ronald & Brian Dill, University of Minnesota, *Democratizing Civil Society: Participation, Local Politics and Community-based Organizations in Tanzania*, \$7,500.

Ansprech, Renee & Tasleem Padamsee, University of Michigan, *Medicine and Inequality in the Welfare State: AIDS Policy-making in the United States and United Kingdom*, \$7,500.

Appelbaum, Richard and Joe Conti, University of California-Santa Barbara, *Power through Process: Non-decision Decisions in WTO Dispute Resolution*, \$7,500.

Arum, Richard & Josipa Roksa, New York University, *States, Schools and Students: Contextualizing Community College Outcomes*, \$2,860.

Bielby, William & Craig Rawlings, University of California-Santa Barbara, *Dividing the Field: Credentials, Organizational Dynamics and Sex Segregation in U.S. Higher Education, 1970-2000*, \$5,900.

Brown, Phil & Brian Mayer, Brown University, *Blue and Green Shades of Health: The Social Construction of Health Risks in the Labor and Environmental Movements*, \$7,002.

Calhoun, Craig & Dorith Geva, New York University, *To Father or to Fight? Mass Conscription and the Politics of Masculine Citizenship, France, 1913-1939 and the United States, 1917-1944*, \$7,500.

Campbell, Karen & Melissa Sloan, Vanderbilt University, *Emotion Management in the Workplace: Performance and Consequences*, \$7,476.

Chaves, Mark & Rebecca Sager, University of Arizona, *The Politics of Religion's Promise: State Implementation of Charitable Choice*, \$7,483.

Cook, Karen & Coye Cheshire, Stanford University, *A Sociological Analysis of Generalized Information Exchange*, \$7,328.

Coppedge, Michael & Patricia Rodriguez, Notre Dame University, *The Participatory Effectiveness of Grassroots Rural Movement: A Comparative Analysis of Brazil, Chile and Ecuador*, \$7,500.

Dowd, Timothy and Kathleen Liddle, Emory University, *Blending Commerce and Community: Feminist Bookstores and the Negotiation of Hybrid Identity*, \$7,500.

Duster, Troy & Banielle Bassett, New York University, *Defining the Normal Pregnancy: Knowing and Experience in Stratified Reproduction*, \$7,490.

Eder, Dona & Janice McCabe, Indiana University, *Navigating the Social-academic Divide in College Life*, \$7,500.

Emigh, Rebecca & Matthew Marr, University of California-Los Angeles, *Transitioning Out of Homelessness in Two Global Cities - LA and Tokyo*, \$7,500.

Fligstein, Neil & Seio Nakajima, University of California, Berkeley, *Chinese Film Industry in the Post-Mao Era: An Organizational Analysis of the Field of Cultural Production since 1978*, \$7,500.

Galaskiewicz, Joseph & Brayden King, University of Arizona, *Diversification, Mergers and Acquisitions in the Telecommunication Market, 1990-2002*, \$4,744.

Goodwin, Jeffrey & Suzanne Risley, New York University, *Citizenship in Action: The Construction of Working-class Political Identity in Three Spanish Cities, 1898-1923*, \$7,500.

Haney, Lynne & Amie Hess, New York University, *A Leap of Faith: The Politics of Implementation in Abstinence-only Sex Education*, \$7,483.

Hout, Michael & Emily Beller, University of California-Berkeley, *Complex Family Backgrounds: A Latent Class Approach*, \$2,860.

Jencks, Christopher & Jal Mehta, Harvard University, *The Transformation of American Educational Policy, 1980-2001*, \$7,500.

Jenkins, J. Craig & Jennifer Green, Ohio State University, *Collective Rape: A Cross-national Study of Political Sexual Violence*, \$6,830.

Kimeldorf, Howard & Rachel Meyer, University of Michigan, *Working Class Transformation: Collective Action in Labor and Community Struggles*, \$7,500.

Kiser, Edgar & Howard Welsler,

University of Washington, *A Theory of Status Achievement*, \$7,474.

Knoke, David & Francesco Granados, University of Minnesota-Twin Cities, *Globalization of Markets for Technological Products and Economic Development: Cross-national Analysis and the Case of the Spanish Pharmaceutical Industry*, \$7,500.

Lamont, Michele & Ruben Gaztambide-Fernandez, Harvard University, *Negotiating Social Identities in an Elite Independent School*, \$7,490.

Macy, Michael & Robert Willer, Cornell University, *Testing a Status Theory of Collection Action*, \$7,450.

Mare, Robert & Elizabeth Bruch, University of California-Los Angeles, *Dynamic Models of Race and Income Segregation*, \$7,489.

Massey, Douglas & Joan Mazelis, University of Pennsylvania, *I'm Not Your Stereotypical Welfare Recipient: The Role of Stigma in the Formation of Social Capital among the Poor*, \$7,500.

Matthews, Stephen & Bina Gubhaju, Pennsylvania State University, *Women's Choice of Contraceptives: Who Decides?* \$7,500.

McLeod, Jane & Karen Kaiser, Indiana University, *Culture, Symbolic Interaction & the Cancer Survivor*, \$7,500.

McLeod, Jane & Elbert Almazan, Indiana University, *Stigma, Social Structure, and Adolescent Mental Health*, \$7,500.

Molm, Linda & David Schaefer, University of Arizona, *Resource Variation in Social Exchange Networks: The Effects of Duplication and Transferability in the Use of Power*, \$7,485.

Murray, Colleen, James Richardson & Mara Merlino, University of Nevada, *The Social Construction of the Admissibility of Expert Testimony after Daubert v. Merrell Dow, Inc.*, \$7,499.

Pavalko, Eliza & Kathryn Henderson, Indiana University, *Ideology or Workplace Policies: A Cross-cohort Analysis of How Women Make Decisions about Work and Family*, \$7,500.

Ridgeway, Cecilia & Justine Tinkler, Stanford University, *A Social Psychological Analysis of Resistance to Equal Opportunity Laws*, \$7,500.

Sandefur, Gary, Andrea Voyer & Mustafa Emirbayer, University of Wisconsin, *New American Diversity in Interactions, Interpretations and Institutions*, \$7,408.

Sassen, Saskia & Robert Wyrod, University of Chicago, *Masculinity and AIDS in Urban Uganda*, \$11,560. Jointly funded by the Office of International Science and Engineering.

Sassen, Saskia & Rachel Rinaldo, University of Chicago, *Globalization and the Women's Movement in Indonesia*, \$7,500.

Stryker, Robin & Katja Guenther, University of Minnesota-Twin Cities, *Eastern German Women's Organizations and Welfare State Transformation since German Unification*, \$7,500.

Waters, Mary & Natasha Warikoo, Harvard University, *Bringing Culture Back In: Cultural Assimilation and the Second Generation in the Global City*, \$7,491.

Western, Bruce & Alexandra Kaley, Princeton University, *The Effect of Employees' Compliance with Equal Employment Opportunity and Affirmative Action Legislation on Sex and Racial Workforce Composition*, \$6,498.

Western, Bruce & Tara Schlesinger, Princeton University, *Sentencing Reform as Anti-discrimination Policy*, \$6,925.

Wharton, Amy & Tori Byington, Washington State University, *Veterinary Medicine: A Longitudinal Examination of Mentoring, Gender and Organizational Context*, \$7,500.

Wuthnow, Robert & Michael Lindsay, Princeton University, *A Vision for the Center-elite Refashioning of American Evangelicalism*, \$7,500. □

Centennial, from page 1

work planning the centennial events for the Philadelphia meeting, a historically appropriate location for our 100th meeting. The Annual Meeting Program will focus on the past, present, and future of the discipline of sociology, the ASA, and other aligned organizations within the context of social and historical events of the past century. Watch future *Footnotes* and the ASA website for news on developments of special centennial-focused or thematic sessions.

ASA President Troy Duster has chosen "Comparative Perspectives, Competing Explanations" as the overarching theme for the 100th Annual Meeting. The theme is conceptualized as being broad enough "to address a wide historical sweep, and yet have sufficient focus to provide a framework in which to address key aspects of the social history of the discipline—its contemporary situation and its potential future development." A reflection on the "rising and declining significance of sociology" over the past century from a perspective of comparative analysis and with competing explanations promises to generate a program with presentations and events that are lively, interesting, and valuable contributions to the discipline.

Publications

The ASA Council has been planning centennial events and publications for several years. In February 2001, Council members discussed at length some ideas to mark its 100th anniversary. As early as December 2000, the Committee on Publications formed a subcommittee to generate ideas about special publications for the centennial, including special issues of journals, and literature reviews. Two centennial subcommittees of Council were appointed in January 2002 to focus on intellectual history and on outreach, publications, and public events.

The Council Subcommittee on Intellectual History, under the direction of Craig Calhoun, is nearing completion of an edited volume to be titled *History of American Sociology*. An outstanding group of sociologists with diverse backgrounds, from various subdisciplines and intellectual orientations, was invited to contribute articles to this volume. An advisory committee was appointed for the project; the committee included Andrew Abbott (University of Chicago), Troy Duster (New York University and then-President-Elect), Barbara Laslett (University of Minnesota, emerita), Alan Sica (Pennsylvania State University), and Margaret Somers (University of Michigan). The subcommittee plans to release this book during the Association's centennial celebrations at the 2005 Annual Meeting. Special sessions and events focused on the volume during the meeting in Philadelphia are being planned.

The Council Subcommittee on Public Outreach and Events—consisting of Victor Nee, Roberta Spalter-Roth, Pamela Walters, and Bob Crutchfield—is exploring projects to reach people beyond the society regarding how sociology contributes to society. The Council Subcommittee on International Collaborations is considering ideas on how to link events with an international focus to the centennial celebration. The 2002 International Sociological Association (ISA) meetings in Brisbane, Australia, featured a panel discussion titled "The Internationalization of American Sociology: A Centennial Challenge for

the ASA in 2005 and Beyond," which was designed to generate discussion and ideas for a centennial event featuring an ISA component.

In addition to these Council activities, a range of other centennial projects and activities are in development. The ASA journal *Teaching Sociology* will publish a special issue to mark this centenary. The Section on History of Sociology is also preparing a book on *Diverse Histories of American Sociology*, which will be issued as an ASA publication. Many other publications (e.g., Rose Series) and new publications as well as centennial-inspired bibliographies will be posted as well.

In addition, the Executive Office has undertaken a wide variety of initiatives to mark the centennial. For example, it has made a number of ASA history-related informational documents (e.g., about the annual meetings) and photos of past ASA presidents on the ASA website. The 1981 *History of the American Sociological Association* by Lawrence Rhoades, available on the homepage for more than a year, will be followed on the website by a second volume covering the history of ASA since 1981. This text is being prepared by Katherine J. Rosich and will be published only on the website (in both pdf and html formats), along with appendices containing information and data on the Association. The text of these volumes on the history, as well as selected source documents compiled for the analysis on the history since 1981, will be made available on CD.

Funny Things Happened On the Way to the Centennial

In December 2004, ASA released a published volume (in collaboration with CartoonBank.com) containing nearly 90 cartoons about or of interest to sociologists. The hardcover book, titled *The Sociologist's Book of Cartoons*, was compiled from the past 80 years of *The New Yorker* magazine's cartoon database and is available for purchase on the ASA website. The hardcover volume is branded with ASA's new centennial logo and the ASA name, and it includes a special cover cartoon commissioned specifically for this publication. With an introduction by ASA President Troy Duster, CartoonBank.com, a subsidiary of *The New Yorker* magazine, produced the book. ASA's "Centennial Store" at <www.asanet.org/pubs/cartoon_order.html> reports a brisk pace of sales of the volume since its release.

Website Refurbishing

The ASA website, which is being redesigned to improve its overall functionality and usability in 2005, will feature content focusing on historical events and documents. In addition to the volumes on the history of the ASA, the site will include a wide array of photos, documents, data, and other information from ASA's past. Scanned versions of the Association newsletter *Footnotes*, guides to ASA archival material, bibliographies, and other instructional and informational materials are being prepared for dissemination in various formats. A series of short articles on various topics (e.g., education, ethics, equality) will also be posted. ASA staff have been populating the current website with many centennial items over the past year, but links to them will be consolidated on a single centennial webpage and their centennial significance will be more apparent as the

ASA Welcomes New Staff

by Carla B. Howery, Academic and Professional Affairs Program

Two new program assistants have joined the ASA Executive Office staff. Victoria Hougham and Jessica Spickard were hired in July, in time to work with their predecessors and then become immediately and completely immersed in the 2004 ASA Annual Meeting. After that "trial by fire," they returned to the Executive Office where they assist with the Academic and Professional Affairs Program and Governance Department, respectively.



Victoria Hougham

Victoria succeeds Jean Beaman who entered the graduate sociology program at Northwestern University; Jessica follows Erin Higgins, who attends the University of

North Carolina-Chapel Hill in public administration. Over the last decade, ASA has chosen to hire BA-graduates as program assistants. Each is asked to make a commitment of at least two years at ASA. Some program assistants then leave ASA to pursue graduate studies. Having program assistants with training in sociology is a definite advantage for ASA. And the assistants who go on to graduate school usually do so with a

well-informed view of the field of sociology.

Jessica, a graduate from Marymount University in Arlington, VA, has lived in the Washington, DC, area for some time. She has considerable back-



Jessica Spickard

ground in international studies and in history. At Marymount, she worked in the office of Student Activities and in the Conference Center. Now she uses those skills to work with ASA sections, committees, task forces, and the awards program.

Victoria graduated from Kenyon College in Gambier, OH, and her studies there included a term in Scotland and one in Spain. As secretary and alumni relations chair for her sorority, she learned a great deal about record keeping and good communications. As the program assistant for Academic and Professional Affairs, Victoria works with all the teaching and career materials, with chairs and departments, and students. She was poised to be part of the ASA Honors Program at the 2004 Annual Meeting but started this position instead. Both her parents are sociologists, so even her visits home to New Jersey for the holidays didn't allow her to get away from sociological conversations!

Welcome Victoria and Jessica! □

webpage is unveiled early this year.

Timeline

A timeline of important events in the Association and sociology's history is being designed and will be featured on large banners to be displayed in a prominent place at the Annual Meeting. This timeline will also be depicted on the website. The content for the banners is currently being researched and finalized. The banners will be created on materials that can be shipped easily so that they can serve as instructional and resource materials on sociology in other venues beyond the Annual Meeting.

Mother of All Birthdays

A reception on Capitol Hill, focusing on sociology's contribution to society, will also be held in the coming year. This event will include a keynote speaker, and an informational feature (e.g., slide show or posters). Members of Congress, their staffs, representatives from federal agencies, aligned organizations, and the media will be invited to celebrate

sociology's past and its contributions to society and to policymaking.

ASA commissioned a new logo for the Centennial, which is being used extensively in marketing the Centennial. The Centennial logo appears on special commemorative postage stamps, and on a variety of special products and memorabilia (e.g., mugs, totebags, baseball caps, mousepads, t-shirts, and sweatshirts, buttons, and infantwear) available for purchase from the Centennial Store on the website.

A range of other ideas is still percolating as members give consideration to celebrating ASA's 100th birthday. Some of these ideas include sponsoring special lectures (e.g., see article in February 2005 *Footnotes* on a new Sorokin lecture series) or programs in high schools, producing film/video presentations and exhibits for museums and schools, and targeting events at regional and specialty sociological associations. In particular, emphasis is being placed on projects and events that increase student participation.

Happy Birthday, ASA !!! □

Lipset, from page 3

Lipset, a senior fellow at the Hoover Institution and the Hazel Professor of Public Policy at George Mason University, has focused on comparative analysis of the two great democracies of North America, and is a strong advocate for U.S.-Canadian cooperation. The joint U.S.-Canadian sponsorship of the Lipset Lecture provides an opportunity for influential audiences in both countries to hear and discuss a major intellectual statement on democracy each year and will serve as a catalyst for further cooperation between the two nations in the promotion of democracy and democratic ideas around the world. The lecture will be published each year in NED's *Journal of Democracy*. For more information, see <www.ned.org/>.

... And an Endowed Library

Also, the American Political Science Association recently established an endowed library in Lipset's name. Those wishing to honor Lipset may make contributions by check, made out to APSA, and mailed to 1527 New Hampshire Avenue, Washington, DC 20036. For more information, see page 20 of the May/June 2004 *Footnotes*. □

PUBLIC SOCIOLOGY

Sociology translates to public action . . .

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



The Global Carbon Project

An environmental sociologist researches the junction between carbon load and civilization

by Penelope Canan, National Institute for Environmental Studies, Tsukuba, Japan

I have a great job. I have the privilege during a two-year leave of absence (from the University of Denver) to work on fostering the inclusion of the social sciences into the earth system science partnership at the Global Carbon Project (GCP), located at the National Institute for Environmental Studies in Tsukuba, Japan. There, until the end of this exciting opportunity in April 2006, I will be working on projects sponsoring collaboration across disciplinary boundaries both within and among the social and natural sciences, and, I do this on a topic of global significance: global warming and climate change.

Below I: describe the Global Carbon Project; outline how I got to this position; and invite your contribution to public environmental sociology.

Global Carbon Project

The GCP was created by the International Human Dimensions of Global Change, the International Geosphere-Biosphere Program, the World Climate Research Program, and DIVERSITAS, an international program of biodiversity science. There are two GCP offices: one in Canberra, Australia, which coordinates the natural science observations and analyses, and one in Tsukuba, Japan, which is dedicated to bridging the social and natural sciences. The overall aim is to develop a complete picture of the global carbon cycle including its biophysical and human elements together with the interactions and feedback between them. This goal requires investigation of the spatial and temporal patterns and variability in carbon pools and fluxes as well as a search for determinants of carbon cycle dynamics and identification of opportunities for intervention. The key questions for sociologists are related to what drive fossil fuel emissions and land use changes (e.g., deforestation, urbanization).

To integrate the physical and social dimensions of the global carbon cycle for the purposes of effective carbon cycle management, the GCP-Tsukuba conceives of the "global" as the collection of and interaction among local(e)s where social processes interact with the carbon cycle in real places, as well as in social space. Geographic places vary in terms of their natural endowments; climate patterns; development histories; cultural traditions; social and environmental values; socio-economic conditions; spatio-temporal patterns of land use and land cover; industrialization; and location in regional, national, and global systems of place stratification. These variables directly impact the carbon cycle.

The questions for science include how these variations are reflected in the carbon footprints of human settlements—from village to city, from mountain slope to coastal zone, from the tropics to the deserts? Are there regional constellations of communities of varying size, location, natural characteristics, and social organization that are more promising for a decarbonized future.

Planning for Carbon

The GCP is developing an Earth Systems Science framework for place-based carbon cycle research to support future regional development decisions. We call this effort the RC6 Initiative of the GCP. RC6 stands for "Regions, Carbon, Culture, Cities, Climate, Change and Consequences." The scope of the RC6 Initiative can be understood to include the following:

1. Typologies of development legacies/political economies and current carbon footprints,
2. Dynamic, historical, comparative, contemporary, and future orientations,
3. Three spatial "shells":
 - The city as entity (e.g., administrative borders) with a continuous array of cities with populations greater than 500,000,
 - "Hinterland" or region (e.g., where most food, products, and labor exchanges occur),
 - Global footprint of embodied carbon fluxes;
4. Likely future carbon trajectories (i.e., footprints)—local, regional and global—and the effects of alternative development paths;
5. The relationship of urban and regional carbon cultures, consumption/lifestyle patterns, risk perceptions, and environmental values to the carbon cycle; and
6. An analytical framework and methodological approaches that best suit the goal of integrated place-based carbon cycle research, including an evaluation of existing models and scenarios regarding the carbon cycle.

RC6 activities underway at the GCP-Tsukuba office include an extensive literature review on urban and regional development typologies and indicators of sustainable development; an inventory of community development and carbon cycle case studies; and a comparison of efforts to model the carbon-human-climate cycle. We also promote locale-based carbon cycle science and decarbonization action networks through didactic seminars, symposia, and workshops. We actively link our activities with the emerging earth system science community in Japan and around the world.

How Did I Get Here?

My career as an environmental sociologist hardly has been linear since there was not an established track in environmental sociology when I was training. Instead, as I look back, serendipity and biography resulted in this identity. As biographical background, I'll count an intellectual interest in communities (having lived in very many as the first daughter of a Marine Corps fighter pilot family), an abiding concern over social stratification (Catholic education), a social problem perspective on energy and natural resources (the so-called "first U.S. energy crisis" in the 1970s occurred when I was in graduate school), and a love of the law (the first PhD/JD student at the University of Denver, an emerging leader in socio-legal studies).

After a disastrous, very bruising experience as a faculty member of the University of Virginia and the Middletown Revisit in Muncie, I moved to the University of Hawaii where I found land use and resource extraction conflicts galore. I jumped in. It was there that I conducted a number of "social impact assessments" of geothermal energy, public transportation, airport facility siting, land use change, and public utility rate structures. In a comprehensive project known as the *Moloka'i Data Book: Community Values and Energy Development*, I worked with Michael Hennessy, graduate students in the university's Urban and Regional Planning Program, and island residents to define and measure the structure of community values on the island of Moloka'i and how they informed the choice of electricity production options. Later I helped design a Social Impact Management System for the city and county of Honolulu.

SLAPPED into Action

In 1983 I returned to the University of Denver (where I'd received my PhD) for a one-year visiting position that turned into 20 years. There, a conversation over lunch about environmental groups getting sued for participating in public decision making processes led to a 20-year collaboration with law professor George Pring on SLAPPs or "Strategic Lawsuits Against Public Participation," that is the use of civil lawsuits to silence political speech. Our book, *SLAPPs: Getting Sued for Speaking Out* (Temple University Press 1996), and our testimony before state legislatures helped lead to 23 states enacting anti-SLAPP laws.

Effective Regulation

In 1990 I was invited to serve on the Economic Options Committee of the Technology and Economic Assessment Panel (TEAP) of the Montreal Protocol on Substances that Deplete the Ozone Layer (UNEP). For the next 12 years I tackled practical and theoretical problems contributing to the Montreal Protocol's extraordinary success in putting in place a global regulatory regime that has been implemented effectively. I served as lead author on chapters that defined the process for developing nations to qualify for phase-out project support under the Multilateral Ozone Layer Fund and established information needs for speedy technology transfer. In addition, with Nancy Reichman, I studied the TEAP as a lawmaking body and as a producer of norms. As our book, *Ozone Connections: Expert Networks in Global Environmental Governance* (Greenleaf 2002), explains, we combined participant observation with interviews and surveys to dissect the social system of global regulation into three intersecting networks—policies, programs, and projects—and showed how the networks evolved from the happenstance of initial contacts into complex working systems or regimes. Nancy and I received the Stratospheric Ozone Protection Award from the U.S. Environmental Protection Agency for this public sociology.

For most of the past 25 years when I described myself as an environmental sociologist, people have scratched their heads and said, "What does sociology have to do with the environment? That's a topic for the natural sciences." Maybe that's understandable, given that the Environment and Technology Section of the 100-year-old American Sociological Association is about 25 years old. But one thing is certain; things have changed. Now the demand for environmental sociology has risen dramatically as environmental conditions have deteriorated worldwide.

Surviving the "Anthropocene" Era

There are so many pressing environmental issues that need the insights of sociological thinking. The range is broad. Now, policymakers request sociological insight on values and attitudes, social processes, and institutions that could be used as social change levers regarding land-use decisions and fossil fuel consumption. Business leaders want to learn how to steer their companies to meet the "triple bottom line" of sustainable development (i.e., economic prosperity, social equity, and environmental quality). Natural scientists, including Nobel laureate chemist Paul Crutzen, dub this era the "Anthropocene." They note that the "human dimensions" of global change are the most powerful forces in global geophysical, biochemical, and atmospheric systems, having moved the earth to an extremely hazardous condition, one without historical analog. Internationally powerful scientific communities have declared that a new Earth System Science—one that equally includes the social sciences—must replace the blinders of disciplinary specialization in earth sciences. (See Amsterdam Declaration 2001.) International treaties on planetary systems aim at *social* regimes that cover the protection of the stratospheric ozone layer, the warming of the earth, global climate change, and regional climate. Your talents are needed.

One opportunity is to participate in the GCP's didactic seminar on Sociology and Global Warming the day before the ASA Annual Meeting, on Friday, August 12. Attend the seminar to learn more about this important domain of public sociology. See more information about GCP at <www.esd.ornl.gov/iab/iab2-2.htm>. □

Sociological Perspective on International Trends in Mathematics and Science Achievement

by Theodore A. Lamb and Rodger Bybee,
Biological Sciences Curriculum Study,
Colorado Springs, CO

The Trends in International Mathematics and Science Study (TIMSS) released results in December 2004 on its latest assessment of fourth and eighth grade students. Formerly known as the "Third International Mathematics and Science Study," TIMSS is a multi-million-dollar global effort undertaken by a complex collaboration of several organizations and government agencies (e.g., National Science Foundation, The International Association for the Evaluation of Educational Achievement, The TIMSS International Study Center at Boston College, and Westat). It provides reliable and timely data on the mathematics and science achievement of U.S. students and those of students in other countries.

[Also released in December were the results of the Program for International Student Assessment (PISA) on academic literacy of 15-year-old students worldwide in mathematics, science, and reading. The results offer national comparisons as well as comparison across the 41 participating countries. PISA results are not necessarily linked to curricula. In contrast, TIMSS is linked to curricula and is focused on assessing academic achievement levels in math and science. PISA is focused more on competency in applying mathematics and science skills to real-world problem solving (see story on p. 9 in this Footnotes).]

TIMSS is developed and administered by the International Association for the Evaluation of Educational Achievement (IEA), an international organization of national research institutions and governmental research organizations. The assessment was initially administered in 1995, then again in 1999. TIMSS 2003 is the third administration (Martin, Mullis, and Chrostowski, S.J., 2004). Sociologists will be interested in the national as well as international comparisons.

The IEA invited previously participating countries as well as new ones to participate in this latest TIMSS administration. Representatives from participating countries met to plan and establish guidelines for the 2003 assessment. In all, 49 countries collected data through TIMSS 2003; 25 of these countries

assessed their grade level four students, and 46 countries assessed their eighth graders. TIMSS 2003 data collection occurred in October-December 2002 in Southern Hemisphere countries and during March-June 2003 in Northern Hemisphere countries (Gonzales, Guzman, Partelow, Pahlke, Miller, Jocelyn, Kastberg, and Williams, 2005:2). The frameworks for TIMSS test items are updated with each administration to reflect changes in the curricula of participating countries.

Math Trends

Has the standing of U.S. students changed relative to other countries' students in the eight years since the 1995 TIMSS? Table 1 shows the results for selected countries in average mathematics scores of

fourth grade students in 1995 and in 2003. It is clear that the U.S. standing has not changed since 1995. U.S. fourth graders scored an average of 518 in 2003 on the mathematics scale, which was higher than the 495 average for all countries in the study. Sociologists using such findings and tapping into the databases themselves may discover why such scores have persisted in the eight years since the first TIMSS. Much research and legislation, particularly the *No Child Left Behind Act* (NCLB) signed by President Bush in 2002, has recently stimulated change in mathematics education in the United States, but given the timing of implementation of NCLB, it is unlikely that its provisions could have impacted the 2003 scores.

Science Trends

The TIMSS also provided a measure of achievement in science of fourth graders. Table 2 shows the results for selected countries in average science achievement of fourth-grade students in 1995 and 2003. U.S. students' achievement declined slightly from 1995 but not significantly. U.S. fourth graders scored an average of 536 on the science scale, which was higher than the 489 average

for all countries. The NCLB Act is expected to focus on science education beginning in 2007 when states will be required to assess all students at one grade each in elementary (K-4), middle (5-8), and high school (9-12). Sociologists will be interested in discovering what educational policies, programs, or practices changed or did not change that produced such significant increases in scores in countries such as Singapore, Hong Kong, and Latvia and no change or decreases in other countries.

Sex and Race Differences

Sex differences are examined in the TIMSS fourth-grade mathematics and science scales. In the United States, boys scored higher than girls (522 versus 514 and 538 versus 533, respectively).

However, many countries exhibit no sex differences, or they show girls scoring higher than boys.

The TIMSS 2003 mathematics scale results also offer sociologists the opportunity to examine race and ethnicity differences. Among U.S. fourth graders, Whites scored higher than Blacks or Hispanics and Hispanic students outperformed Black students. The same pattern was found in the science scale results (Gonzales, 2005).

The TIMSS asked questions on the percentage of students in the schools who receive free or reduced price lunches, which is often considered to be a measure of socioeconomic status or poverty level in a school. According to Gonzales et al. (2005:38), U.S. public schools were categorized into five socioeconomic levels for the TIMSS study: (1) schools with the lowest poverty levels of less than 10 percent (free of reduced price lunches); (2) schools with poverty levels ranging from 10 to 24.9 percent; (3) schools with poverty levels from 25 to 49.9 percent; (4) schools with poverty levels ranging from 50 to 74.9 percent; and (5) schools with the highest poverty levels of 75 percent or more." (In both the mathematics and science scales for fourth graders, the

higher the poverty level, the lower the scale scores.

Research Implications

Sociologists are encouraged to delve into the TIMSS reports, access the databases (see below), and explore explanations for the results. Because TIMSS is a curriculum-focused assessment, it suggests that different mathematics and science curricula may be an important factor in the findings. Curriculum materials and the teaching approach they encourage can be dramatically different in terms of effectiveness. Some materials are written to encourage traditional approaches and some are written to facilitate a constructivist and inquiry orientation to teaching and learning. We believe that materials written with an inquiry approach are significantly more effective in teaching any content area, particularly science and mathematics (Bybee, 1997). It would be illuminating if researchers found that U.S. students are scoring lower because their schools use outdated curriculum materials, which encourage traditional pedagogies. This is certainly a researchable question that would help inform decisions by states and school districts. If we really plan to leave no child behind, then we have to accommodate the learning needs of students in all of the educational system.

For more information on the TIMSS 2003 results, background information, copies of the National Center for Education Statistics (NCES) publications, and information on using TIMSS in the classroom, access the NCES website at <www.nces.ed.gov/timss>.

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Table 1. Changes in Average Mathematics Scale Scores of Fourth-grade Students, by Country: 1995 and 2003¹

Country	1995		2003
Hong Kong SAR	557	▲	575
Latvia	499	▲	533
England	484	▲	531
Cyprus	475	▲	510
New Zealand	469	▲	496
Slovenia	462	▲	479
Singapore	590	•	594
Japan	567	•	565
Hungary	521	•	529
United States	518	•	518
Australia	495	•	499
Scotland	493	•	490
Iran, Islamic Republic of	387	•	389
Netherlands	549	▼	540
Norway	476	▼	451

Key

- ▲ 2003 average is significantly higher than 1995 average.
- 2003 average is not measurably different from 1995 average.
- ▼ 2003 is significantly lower than 1995 average.

1. Adapted from Gonzales et al., (2005:5).

Table 2. Changes in Science Scale Scores of Fourth-grade Students, by Country: 1995 and 2003¹

Country	1995		2003
Singapore	523	▲	565
Hong Kong SAR	508	▲	542
England	528	▲	540
Hungary	508	▲	530
Latvia	486	▲	530
New Zealand	505	▲	523
Slovenia	464	▲	490
Cyprus	450	▲	480
Iran, Islamic Republic of	380	▲	414
United States	542	•	536
Netherlands	530	•	525
Australia	521	•	521
Japan	553	▼	543
Scotland	514	▼	502
Norway	504	▼	466

Key

- ▲ 2003 average is significantly higher than 1995 average.
- 2003 average is not measurably different from 1995 average.
- ▼ 2003 is significantly lower than 1995 average.

1. Adapted from Gonzales et al., (2005:13).

Analyzing Adolescent Academic Achievement Across the Globe

Program for International Student Assessment (PISA) 2003 provides cross-national comparisons

by Theodore A. Lamb and Molly McGarrigle, Biological Sciences Curriculum Study, Colorado Springs, CO

The Program for International Student Assessment (PISA) released its most recent triennial results in December 2004 on academic literacy across the globe of more than 250,000 15-year-old students in mathematics, science, and reading. The results offer national comparisons as well as comparison across the 41 participating countries.

Sociologists in education as well as a variety of other specialty areas likely will find the results informative. PISA results are of particular interest to sociologists because they are not necessarily linked to curricula, unlike the results of the Trends in International Mathematics and Science Study (TIMSS) (see story on p. 8 in this *Footnotes*), which was also released in December. PISA is focused more on competency in applying mathematics and science skills to real-world problem solving, while TIMSS is focused on assessing academic achievement levels in math and science.

PISA assesses reading, math, and science on a three-year cycle, with each of the three areas being emphasized every third administration. In the first administration in 2000, reading was emphasized, in the most recent administration, 2003, math was emphasized, and in 2006, science will be emphasized. Along with the assessment of these three primary academic areas, cross-curricular competencies in problem-solving are also assessed (Lemke, et al. 2005).

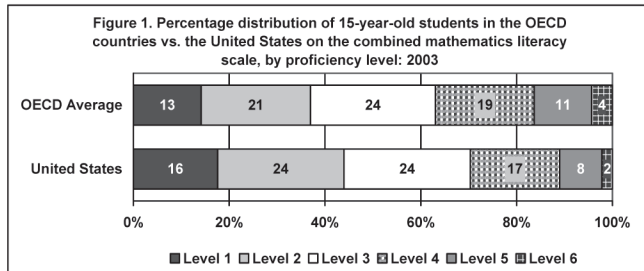
Given sociologists' adroitness in adopting the "big view" of whatever issue is before them, and because education is such a major social institution in all societies, sociologists have focused many theories, studies, and policy initiatives on education. They have been most recently motivated in the United States by the *No Child Left Behind Act of 2000*. The international and national results of the PISA offer fodder for debating this latest legislative attempt to overhaul U.S. K-12 education. World system theorists will savor the wealth of PISA data and results in their research. Specialists in race and ethnicity will find the results especially of interest. Social class and stratification researchers will find intriguing results from the application of the International Socioeconomic Index (ISEI) in the PISA administration (Ganzeboom, De Graaf, and Treiman, 1992).

PISA is an ongoing program and is conducted by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized nations such as Germany, Japan, France, and Canada. PISA also includes a non-OECD group of countries such as Brazil, Latvia, and the Russian Federation.

The Score

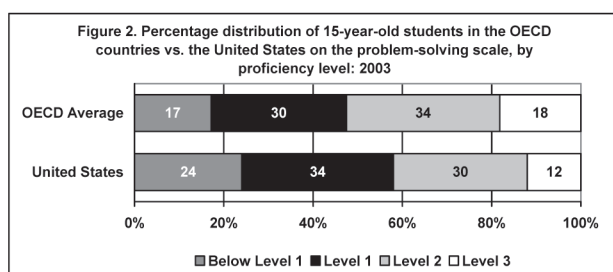
On combined mathematics literacy, U.S. students had an average score of 483, which is lower than the OECD average of 500 (standard deviation is 100). On mathematics, U.S. students scored lower

than peers in 20 of the 28 OECD countries and in three of the ten non-OECD countries. Students in 11 countries (four OECD and seven non-OECD) reported lower scores compared to U.S. students in mathematics literacy (Lemke et al., 2005:12). There are six levels of proficiency on the PISA tests, with "6" being the highest and "1" the lowest. Figure 1 displays the percentage distribution of 15-year-old students' scores in the OECD countries compared to the U.S. percentage distribution at the six proficiency levels



(OECD, 2005).

The PISA also assesses problem solving, where problem solving is defined as "an individual's capacity to use cognitive processes to confront and resolve real, cross-disciplinary situations in which the solution is not immediately obvious, and where literacy domains or curricular areas that might be applicable are not within a single domain of mathematics, science, or reading." There are three levels of proficiency in problem solving, with "3" being the highest and "1" being the lowest and the mean score is 500, with a standard deviation of 100. U.S. students had an average score of 477. U.S. students scored lower in problem solving than peers in 25 of the other 38 countries (22 OECD and three non-OECD countries), according to Lemke, et al. Figure 2 compares the percentage distribution of OECD average proficiency levels in problem solving with that of U.S. students.



There were no significant differences between the reading literacy scores for the United States and the average for the OECD countries. In science literacy the U.S. average was 491 compared to the OECD average of 500, a significant difference (Lemke et al., 2005). Science literacy will be emphasized in the 2006 PISA.

Males outperformed females in most OECD and non-OECD countries. On scales for mathematics literacy, there were no measurable gender differences in problem-solving in most of the countries. Females outscored males on the reading literacy test with results that were similar to PISA 2000. There also were no measurable differences between the sexes on science literacy in the United States, but there were patterns of difference in some of the OECD countries. "Eleven of the 13 countries showed differences in favor of males, but in Finland and Iceland females outperformed males" (Lemke et al., 2005:35).

The average socioeconomic index score (ISEI) for U.S. students, based on parental

Sociologists Selected as Presidents of Colleges

This past national election season also witnessed two sociologists being chosen as president—presidents of colleges, that is. It was actually more of a selection season for two colleges—Norwalk Community College and Whitman College—who chose sociologists David Levinson and George S. Bridges, respectively, to preside as presidents of their institutions.

This summer, Levinson, formerly the Academic Vice President at the Bergen Community College, was selected to serve as the next President of Norwalk Community College (NCC) in Norwalk, CT, by the Board of Trustees for the Connecticut Community Colleges. A few months later, Bridges, Dean and Vice Provost of Undergraduate Education at the University of Washington, was selected as President of Whitman College in Walla Walla, WA, by its Board of Trustees.

Levinson



David Levinson

NCC is a small, 5,000-student college providing a broad range of credit and non-credit liberal arts, science, career, technical, associate degree and certification programs leading to transfer, employment, and lifelong learning. Whitman College, a private institution supported by an endowment and outside trust total of about \$300 million, is a liberal arts and sciences school with about 1,400 students.

At Bergen Community College, Levinson was responsible for all credit and non-credit instructional programs for the Divisions of Arts and Humanities, Business, Mathematics, and Social Science; Science and Health; and Continuing Education. Before his Bergen position, he was Associate Dean and Associate Professor at the Massachusetts Bay Community College. Prior to that, he was a lecturer in the Department of Sociology and Anthropology at Tufts University and Assistant Professor of Sociology at Merrimack College in Massachusetts.

Levinson is an expert on education, stratification, and theory and recently wrote *Community Colleges: A Reference Handbook* and is a guest editor for the *Community College Journal of Research and Practice*. Levinson received a BA from the State University of New York-New Paltz and earned his MA and PhD degrees

occupation, was 55, which was higher than all but two of the OECD countries. Within the United States, students with low ISEI scores scored lower on mathematical literacy than students with higher ISEI scores. There are substantial differences between the counties in racial and ethnic group composition, thus it is not possible to fairly compare countries. Within the U.S., Blacks and Hispanics scored lower than whites, Asians, and students of more than one race on mathematics literacy. Hispanic students outperformed Black students on math, and these results are similar to the PISA 2000 findings (Lemke et al., 2005).

For more information on the PISA 2003 results, how the study was conducted, measurement methodology, and access to databases, consult the PISA website at <www.pisa.oecd.org>.

from the University of Massachusetts-Amherst. He has received five Horizon Awards and the Giles Distinguished Advisor Award from the Phi Theta Kappa International Honor Society of two-year colleges.

Bridges



George S. Bridges

Bridges, who will begin his new position July 2005, was a professor of sociology at the University of Washington from 1982 to 1998 when he was appointed Associate Dean of Undergraduate Education. He has served as Vice Provost of Undergraduate Education since 2002. In this role, he administers the Office of Undergraduate Education and all of its constituent offices and programs. Bridges also helped develop the University of Washington's Teaching Academy, a collection of programs that promote excellence in teaching as well as the integration of education and scholarly activities of faculty, staff, and students. Bridges earned a bachelor's degree, cum laude, in sociology, from the University of Washington in 1972, and his master's and doctoral degrees from the University of Pennsylvania in 1973 and 1979, respectively. In addition to his various teaching positions, he also served on the staff of the Attorney General of the United States in the Office of Policy and Planning with the Federal Justice Research Program.

Bridges' numerous honors and awards include the 1995 Washington Council on Crime and Delinquency's Award for Outstanding Achievement by a Scholar and a 1996 Distinguished Teaching Award from the University of Washington, its highest teaching honor. He is the author or co-author of many papers, book chapters, and professional presentations including his 1994 *Inequality, Crime and Social Control*, published with Matha Myers.

Much of Bridge's research has centered on the problems of racial and ethnic minorities in the juvenile justice system. He has received numerous research grants and awards over the years including grants from the Department of Social and Health Services to study the racial composition of county juvenile courts and from the PEW Charitable Trusts as co-principal investigator on "Preparing Future Faculty." □

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Soaring, from page 1

key in order to retrieve their clothing.

In 1979 at the age of 68, Matilda embarked on a 20-year career at the National Institute on Aging (NIA) of the National Institutes of Health (NIH). The NIA's founding director, Robert N. Butler, and the NIH Director, Donald Frederickson, invited Matilda to establish the NIA's granting program on Social and Behavioral Research (SBR) as well as to guide the expansion and integration of these disciplines throughout the NIH. During her first year at the NIA, she and Kathleen Bond (one of her former graduate students) developed and implemented a multidisciplinary vision for research on aging that integrated the aging of individuals into societal structures. This program emphasized the influence of social structures on the lives of individuals (Matilda exclaimed often, "People don't grow up and grow old in laboratories—they grow up and grow old in changing societies.") and the lives of individuals on social structures. This vision extended to the biological sciences, for Matilda recognized the need for a biopsychosocial understanding. The publication of this blueprint as a NIH program announcement set the course of NIA's program and influences its direction even to this day.

With the publication of a second paradigmatic program announcement, Health and Effective Functioning in the Middle and Later Years, Matilda expanded the NIH's disease- and organ-system-oriented worldview by introducing the concept of effective functioning as an equally important concern. By this she meant that research and policy should also address social and psychological functioning, such as the performance of social roles and maintenance or

even improvement of cognitive skills. A major goal should be extending the healthy and productive middle years of life as far as possible into the later years of life.

Under Matilda's guidance, NIA's multidisciplinary program became a substantial supporter of behavioral and social science research and exerted a disproportionate influence upon the practice of behavioral and social science at NIH. Her vision of positive aging inspired many innovative research projects and attracted talented social, behavioral, and health scientists to the study of age and aging.

While guiding the NIA, she provided leadership across the NIH in her role as chairperson of landmark committees regarding health and behavior. She was co-chair of the joint ADAMHA (Alcohol, Drug Abuse, and Mental Health Administration) and NIH Steering Committee for the Institute of Medicine's Project on Health and Behavior (1979-1982) and chair of the trans-NIH Working Group on Health and Behavior (1982-1991). In these capacities she served as the senior NIH spokesperson on the behavioral and social sciences, encouraged coordination among NIH Institutes, oversaw the production of numerous reports to the Congress on behavioral research at the NIH, provided advice to several NIH Directors, and initiated the behavioral and social sciences seminar series at the NIH.

While at the NIA and after her departure in 1998, Matilda continued to contribute, even in her 90s, to the scientific literature on aging and the life course through a series of publications, lectures, conferences, and workshops. Over her last decade, her emphasis

turned increasingly to the problem of age segregation and to the potential for restructuring social institutions to achieve age integration.

In recognition of her contributions, she received multitudinous honors and appointments. Among these were her elections as the President of the Eastern Sociological Society (1976), of the American Sociological Association (1985-86) and of the ASA Section on Aging (1989); selection to the National Academy of Sciences and the Institute of Medicine; membership in the Academy of Behavioral Medicine Research; recipient of the ASA Section on Aging Distinguished Scholar Award (1988); and of the Gerontological Society of America Distinguished Creative Contribution to Gerontology (1990) and Kent (1992) awards; and appointment as the only ever social Scientist Emeritus at the NIH (1998). In 2001 the NIH organized a series of lectures in her honor, titled "Soaring: An Exploration of Science and the Life Course." The lectures highlighted some areas in which she made significant contributions: age and aging, methodology, communications, and health and behavior. The title was drawn from her first publication, *Gliding and Soaring: An Introduction to Motorless Flight*, which she authored as "Mat White" with her father. The publishers believed in 1931 that no one would buy a book on flying authored by a 20-year-old "Matilda" and changed her name to the more masculine sounding "Mat."

What was it like to work with Matilda on a daily basis? Here is a prototypical experience, when she was a keynote speaker at the annual meeting of the American Psychological Association. The

meetings were in Boston that August, and I was the chair of the session at which she was speaking. Matilda had planned on flying from Washington to Boston on the day of her afternoon lecture. As the date approached, she became concerned about the weather. What if thunderstorms delayed or prevented her flight? She couldn't depart any earlier because of other commitments. Her solution was to pack me off before her with her lecture. (This meant she was finished two days in advance!) Not only did she provide me with the lecture, but with instructions for dramatic pauses and emphases as well as hand gestures to be used in describing her diagram for life course development!

This was typical Matilda. As a young adult of the Depression, she worried about everything that could go wrong and prepared to face it. The only flaw in her plan was I! As a child of the *Mad Magazine* generation, my approach was "What? Me worry?" and I didn't practice the delivery of the paper. As the time of her lecture approached, I began to question the wisdom of *Mad Magazine's* Alfred E. Newman. Five minutes to go, and no Matilda! Thankfully, she appeared just as I was awkwardly rehearsing the gestures required to illustrate cross-sectional vs. longitudinal aspects of cohorts and the life course.

Soaring is an apt metaphor for her professional and private lives. Creativity, vision, compassion, adventure, and enthusiasm hallmarked both. "Like many of us, I was 'adopted' by Matilda and feel the loss of her like the loss of a parent" (Kathleen Bond, November 16, 2004). □

Colleagues Remember Matilda White Riley

Part of the Executive Office from the Beginning

Matilda White Riley had a special relationship with the ASA Executive Office. After all, she was the first ASA Executive Officer in 1949 (through 1960). She would regale us with stories about "those old days" when the membership files were a recipe box filled with index cards, sitting on her family's kitchen table. She would speak of Annual Meetings with several hundred attendees, most of whom brought their families and drove in the proverbial family station wagon. The first meeting "out west" was in Denver, and the Riley family camped along the way with the Talcott Parsons family. We laughed with her about the possible camp songs that would come from that grouping!

Because Matilda and Jack lived in Washington, DC, for many years, they were frequent visitors to the office. They were co-Presidents of the District of Columbia Sociological Society and focused their monthly programs on sociological couples. Matilda became ASA President in 1986 and that role only intensified her contact with ASA. She crafted an ambitious program, which included a restructuring of open submission processes that remains in effect to this day and reached out widely to the scientific community.

At the National Institute on Aging (NIA), she was founding Associate Director for Behavioral and Social Research (1979-1991), Senior Social

Scientist (1991-1997), and, finally, Scientist Emeritus (1998-). She developed the blueprint for and implemented a visionary extramural program in the behavioral and social sciences. Under her guidance, the multidisciplinary program grew to become one of the larger funders of behavioral and social science research at the NIH, emphasizing the interplay between social, behavioral, and biological factors in the aging of individuals and societies. She would call the Executive Office and give us advice, sometimes pointed, about how to support and advance social science research under less than hospitable U.S. presidential administrations.

Matilda and Jack showed a keen interest in the Executive Office staff and certainly were dear friends to us. Earlier this year, we—the "old timers" still on staff from her presidential year—enjoyed Matilda's enthusiastic e-mails about her plans to help ASA celebrate its centennial in Philadelphia. It is hard to believe she and Jack are gone, and what a void that brings to us, both personally and professionally.

Carla B. Howery, Karen Gray Edwards,
Janet L. Astner, American Sociological
Association

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I often tell the story that my father, Henry Quellmalz, always told about Matilda. The first time he met her was in her garage in 1950. She was running ASA from the trunk of her car! She handed him an issue of *American Sociological Review*, and the rest is history. My parents, Marion and Henry, became good friends with Matilda and Jack. I had the honor of first meeting Matilda in 1981, as I was being groomed to become Boyd's president. She was so warm, friendly, and very supportive. She loved the fact that a woman was taking over. The world of sociology has lost a great leader and an even greater person. Matilda will be missed by everyone who was fortunate enough to have her touch their life.

Jane Quellmalz Carey, President & CEO,
Boyd Printing Company, Inc.

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My relationship with Matilda began with two important experiences—serving as TA for her methods course during her final year of teaching at Rutgers, and being part of her first *Sociology of Age* seminar. She was a foundational pillar of Rutgers sociology, legendary for her demanding and sophisticated methods

course. But she also was exceptional in less formally recognized ways: She almost single-handedly constructed a welcoming social reality for graduate students, organizing regular events like brown-bag lunches. And each year, she and Jack hosted an elegant dinner for the new "methods" cohort.

When Matilda left for Bowdoin, I expected that our contact would attenuate. I could not then guess that the brief years at Rutgers were incubating a relationship that would continue and that was, for me, a transforming experience of mentoring and collegiality that would last for three decades.

Passing years deepened my gratitude to and admiration of Matilda—for her tough yet encouraging critiques, her openness to new ideas, her disciplined consistency in applying the *aging and society* paradigm, her awesome wisdom—informed by a unique knowledge of both people and organizations, within and beyond sociology. Matilda had worked for Sorokin in the 1930s, and counted the likes of Parsons and Merton among her close friends, yet in her 90s she was still keenly interested in and supportive of innumerable young social scientists. Perhaps it is not surprising that a membership composed largely of the latter voted this past year to rename the Aging and the Life Course Section's Distinguished Scholar Award, the Matilda White Riley Distinguished Scholar Award.

Matilda's seemingly straightforward *aging and society* paradigm is deceptively

Colleagues Remember Matilda White Riley

sophisticated. Known for its articulation of cohort flow and social change, it also made the unique contribution—still not well understood—of explicating age as a feature of social structure with destructive normative power over individual lives. More soundly than some who have written in trendier sociological jargons, Matilda thereby laid the foundation for a critical analysis that recognizes both social structure and ideology (“the power of ideas,” in her words) as undue constraints on the human possibilities of living and aging productively.

Of course, Matilda herself was an exemplar of those possibilities in so many ways, from her physical rigor (taller colleagues found it taxing to keep up with her walking pace; young male protégés could not match her zest for swimming in Maine’s shoreline waters) to her gift of generating useful new ideas and insights; her knack for bringing people together, creating new collegiality; and her ability to transcend the “normative power” of age segregation. She engaged with teenagers as comfortably and authentically as with centenarians; and her generative, lifelong relationship with Jack was proof of the aging possibilities. So intellectually vibrant, so unflappably energetic, so gracious and encouraging, so fit, so keenly aware, she seemed superhuman—and it was sometimes remarked that “she’ll outlive us all.” Although that did not happen, she has given us a powerful and inspiring model of how to live, on the frontiers of sociological scholarship and the frontiers of aging.

Dale Dannefer, *Case Western Reserve University*

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I first met Matilda some 40 years ago when, as a rather green “returning” student, I enrolled in her graduate methods course. I was unsure about sociology; but I got hooked. Matilda had us read extensively from classic studies (e.g., *Street Corner Society*, *The Polish Peasant in Europe and America*, *The People’s Choice*, *Suicide*, *The Protestant Ethic and the Spirit of Capitalism*) to show us the underlying methodological principles and the interconnections between theory and methods. It was an intellectually stimulating experience. Soon after, I became her graduate assistant.

She was an inspiring and caring mentor. I learned both from her practice of giving her assistants free rein to work independently and from her insightful feedback. She was also sensitive to the fact that many of us working with her, women in particular, had multiple responsibilities, giving us—ahead of her time—what amounted to flex time and flex place. And, we could always go to her with our personal concerns, valuing her interest and wise advice. She made a difference in our lives.

Matilda was known for her intense focus on her work; but it wasn’t all work. True, much of my own time with Matilda was work time—in addition to “regular” work hours, there were working lunches and work on the train ride we took together. But we often talked about other things—family, politics, or cultural events. I recall that right before the book party marking the publication of *Aging and Society*, Volume I, we even discussed what we were going to wear.

Matilda and her sociologist husband Jack were generous hosts, entertaining

students, friends, and colleagues frequently. One memory I have is of a weekend that my husband and I spent at their Mere Point home in Maine. In addition to enjoying swimming, boating, and walks, my most vivid recollection is of being taught to eat lobster the “Maine” way.

Over the years Matilda and I exchanged early drafts of work in progress. Just this last year she sent sections of a truly sociological memoir, *The Joint Lives of a Sociological Dyad, John and Matilda Riley 1926-2002*. Matilda pursued her calling to the end.

Anne Foner, *Rutgers University*

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Matilda White Riley has been my role model, colleague, and, ultimately, cherished friend for more than half of my life. I was 23 when I knew that the study of aging and human development would be my life’s work. Before entering graduate school, I asked my undergraduate mentors how to best prepare for a career in aging. They referred me to the three-volumes of *Aging and Society* as the best place to start. I was awed by the vast information presented in those three volumes and by the organization and conceptual context that allowed the reader to fully appreciate what we knew about aging and what we needed to know. From that time on, Matilda was a key intellectual mentor. I first met Matilda soon after finishing graduate school at a professional meeting. I was awe-struck. She was bright, quick, and highly opinionated. She brushed my awkward tribute to her away, telling me that she’d seen my work, thought it was promising, and told me a “secret”: Life course research would be the key to future advances in aging. She whispered that I should get in on the ground floor of this promising enterprise. So far as I can tell, she shared this “secret” with anyone who would listen, but it was the right advice at the right time. For the next decade and a half, we transformed our relationship in many ways: from advisor to colleague, from one-sided sanctification to mutual appreciation, from professionals to friends. Ten years ago, while I was ill, Matilda and Jack sent me the largest bouquet that I’ve ever seen and a large, lovely piece of quartz. When the deliveryman brought the flowers, he said, “Somebody really loves you.” He was right. They’d picked up the quartz on their beloved Maine shore and wanted me to have something that would let me know that they were always with me in spirit, if not in person. They are with me in spirit and always will be.

Linda K. George, *Duke University*

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Luckily, Matilda Riley decided to move back to Maine in 1973, leaving Rutgers to become the first senior female faculty member in the 180-year history of Bowdoin College. I like to think that her first act was to hire me, a 25-year-old awe-struck by this dynamo.

I don’t think Bowdoin knew what it was getting. She came to a modest three-person sociology department, which she promptly set about turning into a major force on campus (the department now counts 11 full-time members and is one of the most popular majors on campus. Appropriately, it is lodged in the Matilda White Riley House). Students were bowled over by this high-flying scholar

who showed such dedication to her teaching. Most of all, Matilda was able to communicate her love for sociological research, turning her students into eager apprentices. I’ve never seen a more inspirational teacher.

Her enthusiasm ensnared her colleagues as well. I was a typical example. The last thing I could have predicted, as a new anthropology PhD who had just finished a dissertation on Italian politics and religion, was that within a year I would be immersed in a large project on age stratification. But Matilda’s powerful intellectual example and her eagerness to nurture a young colleague conspired to lure me into her Russell Sage Foundation working group. It was an experience that had major consequences for the course of my subsequent career.

The lessons I learned from Matilda are too numerous to list here. But among them surely is the example she set with Jack Riley. It was on Jack’s retirement that the two of them decided to make the move back to the coast of Maine, and build the house on the ocean that would be the emotional center of their lives for the last 30 years. Jack would modestly present himself as “Mr. Matilda.” Their ability to combine their swims in the Maine ocean and non-stop salon-like entertaining (lobster being a favorite) with flying around the world, in tremendous professional demand, was head-turning for more than one junior colleague.

Matilda and Jack loved to sing, and, typically, through their *joie de vivre*, succeeded in getting even the stodgiest and most tone-deaf of their colleagues to join in. Their voices are going to be missed.

David I. Kertzer, *Brown University*

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What an incredible life! As a graduate student, I learned all about aging from the three-volume series on *Aging and Society* she edited in the 1960s, and especially the first, which was all her work. When I was appointed Director in 1992 of the Pepper Institute on Aging and Public Policy at Florida State, I invited Matilda to deliver the inaugural Pepper Lecture aimed at putting the Institute on the map locally. Though then in her 80s and suffering from shingles, she and Jack hopped on a plane and came down. They arrived fully briefed on the research of everyone in the unit from the most junior to the most senior. They had done their homework.

Thinking they would be tired from their travel, I asked if they would like to have a quiet evening on their own. I was rebuffed. Jack insisted we have a “symposium” which, he explained, was an exchange of ideas with wine.

Unlike many distinguished visitors who want to know what *you* will do for *them*, Matilda’s first question was to ask what *they* could do for *us*. “Who should we speak with to advance your agenda? What are the main messages you want us to deliver?” How astute! What a great, generous, lady!

In 1994, my family and I were hidden away in a French farmhouse in Provence. Few people knew where we were and fewer still knew how to contact us. The phone rang. It was Matilda asking if I would take part in a seminar in Washington on aging and the life course. What a formidable lady!

My condolences to her near and dear.

John Myles, *University of Toronto*

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My personal and professional life has been enriched dramatically by my interactions with Matilda White Riley. I had the honor of working closely with Matilda starting in the 1980s when she directed the Behavioral and Social Research Program at NIA. Matilda was on her fifth-plus career, and I was just embarking on my first aging career. I recall being in total awe of the aging facts and theories Matilda had at her command—and wondering how I’d ever master all the knowledge needed to be successful in my new program administrator role. Even after I became more familiar with key literature in the aging field, I remained in awe of Matilda—recognizing that it was her vision that created a new way of viewing aging processes and structures.

Matilda taught me many things. I’d like to highlight just a few. It was a blessing to have a role model like Matilda—to see first hand the potential of successful aging. While there might be a structural lag between longer lives and supportive social structures, Matilda managed to stay productive throughout her full and enriched life. With this legacy, instead of trying to minimize my age, I look forward to every birthday and even cheat sometimes by rounding up. She helped define aging for me—“it’s not chronological—but when you can no longer work 14-16 hours a day on things in which you feel passionate.”

Along with Jack, who often served as informal editor-in-residence, she taught me how to hone in on the essence of an issue and communicate it clearly. At first I was devastated when report after report I had labored on came back with mark overs everywhere. Matilda was incredibly giving of time and guidance, and I finally learned to think and write more critically—skills that will last me a lifetime.

I left NIA after 20 years, with an understanding of the complex interactions among aging, health and behavior processes and an appreciation for the translation of research into practice, which forms the basis of my current line of inquiry in Texas. We would often walk and talk in the early days—a presage to my Active for Life program. Having touched my life in many ways, Matilda also gave me the confidence to start a new career in midlife in a new place, knowing that I could look forward to many more productive years.

Born in the beginning of the last century, Matilda’s long life enabled her to experience personally many of the social and technological changes she wrote about so eloquently. After leaving NIA, she was an active email correspondent who kept in touch with the many friends and colleagues she had generated throughout life over time and space. I always looked forward to news of her latest activities from Maine. At meetings I’d see a cadre of folks similarly touched by Matilda and we would pass along Matilda stories and share news of the latest projects on which she was working.

I will miss her terribly—but will carry her positive spirit and energy with me. She was a mentor to me—and in honor to her I try to mentor others in similar ways.

Marcia Ory, *Texas A&M University System Health Sciences Center*

Riley, from page 11



Matilda and I met in Cambridge in the mid-1950s when I was collaborating with Talcott Parsons on *Economy and Society*. She and Jack were closest friends with Talcott and Helen. I took to her immediately as a person of intelligence, warmth, loyalty, and kindness. My sense of these qualities only deepened over the decades that followed. We had a beautiful relationship that included some collaboration on aging and life-cycle research during her Russell Sage years in the 1970s, working thereafter on many assignments in the ASA, and meeting personally whenever we were near one another. I was a most cheerful loser to her in the 1972 election for the ASA Vice-Presidency. We were always stationed at opposite ends of the continent, but Matilda had that exceptional capacity to sustain and renew, and whenever I would see her it was always as though time and space had never intruded on our friendship. Matilda was a totally

dedicated sociologist, restless and irrepressible in her scholarly pursuits. Her contributions to age-stratification and the life course stand as permanent legacies to the field. To me she showed only the greatest generosity, respect, and love. Among the thousands of those whose lives she touched so positively, I am honored to be among the few to be asked to pen my sentiments and thanks to Matilda on the occasion of her passing.

Neil Smelser, University of California-Berkeley



If I had never known Matilda Riley personally, her work would still have greatly influenced my thinking and writing. But I did know Matilda, and I count her friendship as one of the best things that ever happened to me. She is at the top of my list of people who encouraged me in my work. We first met in the early 1970s when she invited me to

visit her at the Russell Sage Foundation in New York to discuss ideas. What a thrill it was for this new assistant professor to be invited to meet with Matilda Riley, and it turned out even better than I could have imagined because I also got to meet her exceptional husband Jack. She reached out to me, gave me the opportunity to participate in several panels she organized at professional meetings, and *always* gave me encouragement. For someone who has very little self-confidence, this encouragement was the kindest and most helpful thing anyone could have done. I was blessed to know and interact with Matilda over the last third of her long life.

Some of the most rewarding parts of our relationship for me came in the last decade. When she was almost 90, I had the privilege of working with her on the topic that she felt most strongly about at the end of her career—age integration.

She had papers written by participants in two sessions on age integration that she had organized, and she wanted to see them edited and published. It was an intellectually exhilarating time that I spent working with her on this (they were subsequently published in *The Gerontologist*). She cared deeply about increasing age integration in our society, and she had great optimism that social forces were pushing us in that direction. Matilda not only taught us, she also showed us how to age.

Peter Uhlenberg, University of North Carolina-Chapel Hill



Correction

Myra Marx Ferree was mistakenly identified as not being pictured on page 6 of the November 2004 *Footnotes* issue, but she was standing between Jerome Scott and Mounira M. Charrad in the photo of the 2004 ASA major award recipients.

Calls for Papers

Meetings

The Erotic: Exploring Critical Issues, the 2nd Global Conference, May 9-11 2005, Budapest, Hungary. Papers are welcome on related themes. Submit 300 word abstract by January 28, 2005. If paper is ac-

cepted, an eight-page draft should be submitted by April 15, 2005. Submit to Jones Irwin at Jones.Irwin@spd.dcu.ie and Rob Fisher at rf@interdisciplinary.net. <www.interdisciplinary.net/ci/erotic/er2/cfp2.htm>.

Global Awareness Society International 14th Annual Conference, May 26-29, 2005, Rome, Italy at the Grand Hotel Duca D'Este. Theme: "Global Awareness: From Multiculturalism to Transculturalism and World Peace." Sessions being organized include a wide variety of multidisciplinary global concerns and issues. Deadline to submit is March 1, 2005. Email proposals to James C. Pomfret, pomfret@bloomu.edu. <orgs.bloomu.edu/gasi>.

Imagining Public Policy to Meet Women's Economic Security Needs, October 14-15, 2005, Vancouver, British Columbia, Canada. Academic and community-based researchers and activists are invited to submit proposals for either a conference paper or roundtable discussions. Suggestions for panels of three to four people on a topic are also welcome. Focus should be on possibilities for new public policies. Contact: Marjorie Griffin Cohen, Chair, Women's Studies, Simon Fraser University, 8888 University Drive, Burnaby, BC, V5A 2P1, Canada. Submissions due March 15, 2005. <www.sfu.ca/espconference2005>.

International Sociological Association, RC 04. Sociology of Education Conference, May 19-22, 2005. Theme: "At the Margins of Adult Education, Work and Civil Society." Papers are encouraged. Deadline for abstracts: February 15, 2005. Abstracts of no more than 200 words can be sent to margins2005@joensuu.fi. More information: <www.joensuu.fi/sociologia/margins2005>. Contact Erja Moore or Minna Turunen, University of Joensuu, Department of Sociology, POB 111, 80101 Joensuu, Finland.

The Society for the Study of Social Problems (SSSP) invites proposals for its 55th Annual Meeting, August 12-14, 2005, at the Crowne Plaza Hotel in Philadelphia, PA. Theme: "Blowback: The Unintended Consequences of Social Problems." Papers, abstracts, or 2- to 3- page outlines for presentations at division-sponsored sessions should be sent electronically to session organizers no later than January 31, 2005. If your paper does not fit into one of the sessions sponsored by a division, send your submission electronically no later than January 31 to Program Committee Co-Chairs: Tim Diamond, tdiamond@oise.utoronto.ca and PJ McGann, pjmcgann@umich.edu. When sending an email, place SSSP in the subject line. <www.sssp1.org>.

Third Joint Conference on Mathematical Sociology, June 24-26, 2005, Hokkaido University, Sapporo, Japan. Cosponsored by the Mathematical Section of the American Sociological Association and the Japanese Association for Mathematical Sociology. Abstracts submitted before January 15, 2005, will be given special consideration. Early submitters will be notified of the organizers' decisions by February 15, 2005. Abstracts submitted later than March 15, 2005, will be accepted only if program space is available. Contact the American organizer, Herm Smith, at hsmith@umsu.edu, or the Japanese organizer, Dai Nomiya, at d-nomiya@sophia.ac.jp. <www.geocities.jp/rcusjapan/>.

Thomas J. Dodd Research Center 10th Anniversary Meeting, also presented by the University of Connecticut Human Rights Institute, October 27-29, 2005, at the University of Connecticut. Theme: "Economic Rights: Conceptual, Measurement, and Policy Issues." Scholars from a range of fields are invited to submit papers on any one of three substantive themes: (1) conceptual issues central to understanding economic rights, (2) approaches to measuring economic rights, or (3) policy applications. A one-page abstract and current curriculum vitae should be submitted by March 1, 2005, to: Lanse Minkler, Department of Economics, University of Connecticut, 341 Mansfield Road Unit 1062, Storrs, CT 06269; email minkler@uconnvm.uconn.edu. <www.humanrights.uconn.edu>.

The Znaniecki Conference, April 21-22, 2005, University of Illinois-Urbana-Champaign. Day one will focus on papers on any aspect of Florian Znaniecki's research or its extensions, with a keynote to be delivered by Professor Elzbieta Halas, University of Warsaw, Poland. Day two will be our annual Transnational Workshop, with the 2005 theme of migration to coincide with the Znaniecki Conference. Submit abstracts or complete papers by March 15, 2005 to: acruz1@uiuc.edu. Contact Adrian Cruz, Department of Sociology, University of Illinois, MC-454, 702 South Wright Street, Urbana, IL 61801.

Publications

Fast Capitalism, an electronic journal, invites papers for FC 1.2. Deadline is May 1, 2005. The journal addresses the impact of rapid information and communication technologies on self, society, and culture in the 21st century. The focus of FC 1.2 is the future of the American left, but papers on other topics are welcome, too. Contact aggerfastcap@uta.edu. <www.fastcapitalism.com>.

Journal of the Community Development Society. Special issue on public participation in community-based organizations and local government. Papers are invited that examine techniques used by community development practitioners to enhance citizen participation as well as contemporary trends in grassroots involvement, especially studies focusing on public participation as it relates to inequality faced by low-income and minority communities. Contact guest editor before making submissions, at Robert M. Sullivan, Department of Urban and Regional Planning, University at Buffalo, 201K Hayes Hall, 3435 Main Street, Buffalo, NY 14214; email rms35@ap.buffalo.edu.

Journal of Sociology of the Australian Sociological Association welcomes substantive or methodological contributions from researchers investigating social issues using longitudinal data, on any substantive topic, are welcome. Send by February 1, 2005, to Janeen Baxter, School of Social Science, University of Queensland, St. Lucia QLD 4072, Australia.

National Women's Studies Association Journal, special issue on "Women, Tenure, and Promotion." Contributions are due May 1, 2005, and examples of topics include status of women and changing the structures, mentoring for women, student evaluations and faculty ratings, court trends, women and lawsuits, or tenure and promotion struggles and denials. Submit a 150-word abstract with a completed essay of 20-30 pages including abstract, notes, and references. Submit two copies to Ines Shaw, English Department, Nassau Community College, One Education Drive, Garden City, NY 11530 and one copy to Betty Harris, Women's Studies Program, University of Oklahoma, Norman, OK 73019. For more information email shawi@sunynassau.edu.

Qualitative Sociology, special issue on "Political Ethnography." QS is looking for papers that include close-up, on-the-ground observation of routine and/or contentious politics in real time and space. Ethnographies of party, union, or NGO politics as well as of mass contentious actions (from episodic protests to social movements) from around the globe are welcome. Deadline is June 1, 2005. Send papers to Javier Auyero, Editor, *Qualitative Sociology*, Department of Sociology, Stony Brook University, Stony Brook, NY 11794. Guidelines are available at <www.kluweronline.com/issn/0162-0436/>.

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



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Call for Papers, *continued*

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 February 10, 2005. 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 23-25, 2005. *Campbell Collaboration Fifth Annual Colloquium, "Supply and Demand for Evidence,"* Corinthia Alfa Hotel, Lisbon Portugal. Visit www.cambellcollaboration.org or email ddemoya@erols.com.

June 10-12, 2005. *Histories of Print, Manuscript, and Performance in America*, meeting of the American Antiquarian Society, Worcester, MA. For information visit www.americanantiquarian.org/phbac.htm.

June 26-28, 2005. *AcademyHealth's 2005 Annual Research Meeting*, Boston, MA. For more information contact (202) 292-6736; Emily.bass@academyhealth.org; www.academyhealth.org/arm.

October 21-23, 2005. *International Biennial Conference of the Inter-University Seminar on Armed Forces and Society*, Palmer House Hilton, Chicago, IL. For more information visit www.iusafs.org.

Competitions

New England Resource Center for Higher Education invites nominations for the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. The award recognizes a faculty member who connects his or her expertise and scholarship to community outreach. Unlike traditional service-learning awards that focus on the link between teaching and service, the Lynton Award emphasizes the connection more broadly to incorporate professional service and academic outreach. Send nominations to: NERCHE, Graduate College of Education, UMass Boston, 100 Morrissey Blvd., Boston, MA 02125-3393; email nerche@umb.edu.

Funding

American Institute for Yemeni Studies with the Andrew W. Mellon Foundation is seeking applicants for fellowships. The fellowships are designed to bring scholars from Eastern Europe into the broader research community, especially Yemen. The countries that are involved include Bulgaria, Estonia, Czech Republic, Hungary, Latvia, Lithuania, Poland, Romania, and Slovakia. The post-doctoral fellowships cover all areas of the humanities and social sciences and have tenures of two to three months. For further information, contact (610) 896-5412; email mellis@sas.upenn.edu; www.aiys.org.

American Research Institute in Turkey with the Andrew W. Mellon Foundation is seeking applicants for fellowships. The fellowships are designed to bring scholars from Eastern Europe into the broader research community, especially Turkey. The countries that are involved include Bulgaria, Estonia, Czech Republic, Hungary, Latvia, Lithuania, Poland, Romania,

and Slovakia. The post-doctoral fellowships cover all areas of the humanities and social sciences and have tenures of two to three months. For further information, contact (215) 898-3474; email leinwand@sas.upenn.edu; ccat.sas.upenn.edu/ARIT.

Federal Emergency Management Agency, Community Planning Fellowships. The fellowships are designed to help graduate-level planning students learn to incorporate hazard mitigation into community planning practices, and is managed by the Multihazard Mitigation Council of the National Institute of Building Sciences. Students will be based at FEMA headquarters in Washington, DC, for eight weeks during the summer of 2005 or two semesters during the 2005-2006 academic year. Fellows receive a stipend for the orientation, a stipend and tuition/fees to cover credit hours, and housing. Applications due January 31, 2005. For more informa-

tion on the program, contact Claret Heider, (202) 289-7800; email cheider@nibs.org.

Institute of International Education's Scholar Rescue Fund provides fellowships for scholars whose lives and work are threatened in their home countries. They permit scholars to find temporary refuge at universities and colleges anywhere in the world. Applications are accepted any time. Emergency applications receive urgent consideration. Maximum award is \$20,000. For additional information, contact IIE Scholar Rescue Fund Fellowships, 809 U.N. Plaza, Second Floor, New York, NY 10017; (212) 984-5588; email srf@iie.org; www.iie.org/srf/home.

University of Colorado-Boulder School of Journalism is seeking applicants for dissertation fellowships in media, religion, and culture. Three one-year dissertation fellowships of \$12,000 each will be

awarded to doctoral candidates/candidates at the dissertation proposal-writing stage, or who are in the first year after the dissertation proposal is approved. Supported by a grant from the Lilly Endowment, Inc. Deadline: April 5, 2005. Contact Scott Webber at webbers@colorado.edu; www.mediareligion.org.

In the News

The **American Sociological Association** was mentioned in a November 7 *Pittsburgh Post-Gazette* article about young people going through a quarterlife crisis based on research by **Frank Furstenberg**, University of Pennsylvania.

Eric Anderson, SUNY-Stony Brook, was featured on the TBS reality show "The Real Gilligan's Island" as "The Professor."

Andrew Beveridge, Queens College, had his research cited in a November 28 *New York Times* article about Afghan-American women and their rights in America.

Monte Bute, Metropolitan State University, was profiled in a November 1 *St. Paul Pioneer Press* article about his colorful history and the Distinguished Sociologist Award he received from the Sociologists of Minnesota.

Lee Clarke, Rutgers University, was featured on WWOR TV, Seacaucus, New Jersey, on November 10, 2004 about how government officials have put up evacuation signs in Newark that go nowhere.

William V. D'Antonio, Catholic University, wrote an op-ed in the October 31 *Boston Globe* on the family values of Massachusetts liberals.

Continued on the next page

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Quantitative Analysis of Crime and Criminal Justice Seminar

This four-week seminar from late June to mid-July introduces participants to major surveys sponsored by the Bureau of Justice Statistics (BJS) and focuses on innovative applications of survey methods and incident-based data in criminal justice. Each participant will design and conduct a quantitative research project. Applicants must show evidence of intellectual interest in and commitment to this substantive area. Stipend support for those admitted is provided by BJS.

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In the News, continued

Mathieu Deflem, University of South Carolina, was featured for his website campaign, <www.savesociology.org>, in an article "Web Site Defends Sociology" in *The Daily Gamecock*, November 17.

John DeLamater, University of Wisconsin-Madison, was quoted in the November 15 *New York Daily News* about recent national political setbacks to the scientific study of human sex behavior.

Peter Dreier, Occidental College, was quoted in the November 10 *Los Angeles Times* on the labor movement's prospects in the wake of President Bush's victory. He was quoted in Neal Pierce's November 7 syndicated column, which appeared in the *Charlotte Observer*, *Seattle Times*, and other papers, about the prospects for progressive politics following the Bush victory. He also wrote an analysis of the recent election for the online edition of *Dissent* magazine. He was quoted in the November 19 *LA Weekly* about the HUD-related redevelopment of public housing in the Boyle Heights section of Los Angeles. He and Kelly Candaale wrote an article for *The Nation* website on how Democrats and progressives can win politically as well as help those at the bottom of the economic ladder by campaigning to raise the minimum wage at the federal level and in key states.

Troy Duster, New York University, was quoted in the November 10 *Boston Globe* on the importance of doing research on the 2004 presidential election to allay widespread internet-based speculation and conspiratorial fears of election fraud.

J. Barry Gurdin, wrote an article, "Kabbalah by the Bay," for the October 1 issue of *Forward*.

Morten Ender, United States Military Academy at West Point, was interviewed on *Here & Now* on WBUR, Boston Public Radio, regarding his observations this past summer of U.S. service member consumption patterns and mounting credit card debt while in Iraq. The story aired November 24. He was also interviewed live on November 17 on North Country Public Radio regarding his research of U.S. soldiers in Iraq and observations of life in Baghdad. He was quoted in an October 27 article in *The Hartford Courant* regarding his work on the socio-demographics and non-traditional families, especially fiancés, of U.S. service members killed in Iraq. The story also appeared in the *Chicago Tribune*, *Orlando Sentinel*, and the *Minneapolis Star-Tribune*.

Roger Finke, Pennsylvania State University, **Peter Berger**, Boston University, and **Rodney Stark**, Baylor University, were all cited for their research on religion and American society in a November 21 *New York Times* article.

Robert Freymeyer, Presbyterian College, was quoted in the November 8 issue of the *Christian Science Monitor* in an article on the Democrats' prospects for winning the South.

John Gagnon, State University of New York-Stony Brook, was quoted in a November 9 *New York Times* article about ideological and political obstacles in America to objective research on human sexual behavior.

Donna Gaines, www.donnagaines.com, wrote an opinion piece on the results of the recent presidential elections in the November 11 *New Haven Advocate*.

Brian Gifford, University of California-Berkeley, was interviewed on November 21 on National Public Radio and quoted in the Associated Press on November 12 and the *Washington Post* on October 28 about his research on the racial distribution of U.S. military deaths in Iraq. His op-ed piece about the Iraq war appeared in the *Washington Post* on November 29.

Robert Hauser, University of Wisconsin, was quoted in a *New York Times* obituary for **Otis Dudley Duncan**. **Peter Blau**, University of North Carolina-Chapel

Hill, was also cited as Duncan's co-author of *The American Occupational Structure*.

Jerry A. Jacobs, University of Pennsylvania, had his research on the long work-weeks of faculty reported in *The Chronicle of Higher Education*, November 5.

Nora Jacobson, Centre for Addiction and Mental Health, wrote an op-ed that appeared in the November 28 *Washington Post*. The article was about the anti-Americanism she feels as an American living in Canada.

Arne L. Kalleberg, University of North Carolina-Chapel Hill, was quoted in the November 9 *Washington Post* in an article about the displacement of information technology workers.

Jerry Kruse, City University of New York-Brooklyn College, was interviewed on November 23 on *Voice of America* about the multicultural changes seen in Brooklyn from his daily bus commute.

Louis Kreisberg, Syracuse University, wrote an op-ed article for the *Daily Star* (Beirut, Lebanon) on the Palestinian-Israeli conflict after Yasser Arafat's death.

Aaron Kupchik, Arizona State University, was quoted in a November 29 *Arizona Republic* article about the direct marketing to consumers of Taser guns (in time for the holidays).

Bart Landry, University of Maryland-College Park, was quoted in an August 27 *Denver Post* article about African American middle class and home ownership.

Edward Laumann, University of Chicago, was quoted in a November 9 *New York Times* article about political and ideological barriers in America to research on human sexual behavior. He was also quoted in the November 15 *Chicago Tribune* about scientific research on human sexual behavior.

Donald N. Levine, University of Chicago, was quoted in Robert D. Kaplan's November 14 *New York Times* op-ed about democratization of Iraq.

Martin N. Marger, Michigan State University, was interviewed on CBC Radio on October 18 on the impact of the U.S. presidential election on Canada.

Timothy J. Owens, Purdue University, was interviewed November 11 by public radio station KCSN (Northridge, CA) about his research on self-esteem change of military veterans from his book *From Adolescence to Adulthood in the Vietnam Era*.

Harriet Presser, University of Maryland-College Park, was quoted in the December/January issue of *Working Mother* magazine about people working non-standard hours.

Stanley Presser, University of Maryland-College Park, is quoted in the October 18 issue of *The New Yorker* about the validity of responses in opinion polling.

Ira Reiss, University of Minnesota, was quoted in a November 15 *Los Angeles Times* article about the relative contribution of sociological factors (vs. the findings of biologist Alfred Kinsey) to changes in human sexual behavior.

William Seltzer, Fordham University, had his letter to the editor published in the December 2 *New York Times*. The letter was regarding college statistics collected by the National Center for Education Statistics.

Robert Silverman, University at Buffalo, was quoted in an article in the *Baltimore Sun* on November 25 about the recent fight between Detroit Pistons fans and Indiana Pacers players in the Palace of Auburn Hills.

Barry Wellman, University of Toronto, was featured in an Associated Press story about how people are not very excited about the Internet anymore.

Awards

Pablo J. Boczkowski, Massachusetts Institute of Technology, received a 2004 Outstanding Book Award of the Organizational Communication Division of the National Communication Association for *Digitizing the News: Innovation in Online Newspapers* (Cambridge: MIT Press).

Walter S. DeKeseredy, University of Ontario Institute of Technology, and **Martin D. Schwartz**, National Institute of Justice, jointly received the Distinguished Scholar Award from the American Society of Criminology's Division on Women and Crime.

Ho-fung Hung, Chinese University of Hong Kong, received the PEWS Distinguished Article Award for "Orientalist Knowledge and Social Theories: China and the European Conception of East-West Differences from 1600 to 1900."

John H. Laub, University of Maryland, and **Robert J. Sampson**, Harvard University, received the 2004 Michael J. Hindelang Award from the American Society of Criminology for their book, *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70* (Harvard University Press, 2003).

Michael Massoglia, University of Minnesota, received the second prize in the American Society of Criminology Gene Carte Student Paper Competition for "Desistance or Displacement? The Changing Patterns of Offending from Adolescence to Young Adulthood."

Harriette Pipes McAdoo, Michigan State University, received the Ernest Burgess Award at the National Council on Family Relations' 66th Annual Conference in November in recognition of her distinguished career.

Michael Messner, University of Southern California, won the 2004 Outstanding Book Award from the North American Society for the Sociology of Sport, for *Taking the Field: Women, Men, and Sports* (University of Minnesota Press).

Jeffrey D. Morenoff, University of Michigan, received the Ruth Shonle Cavan Young Scholar Award.

Jack Nusan Porter, Glenn Jacobs, and **Alan Sica** won the Distinguished Contribution to the History of Sociology award, presented by the History of Sociology Section, for their part in founding and editing *The Journal of the History of Sociology*, later called *History and Sociology: An International Review*.

Catherine Richards Solomon, Quinnipiac University, received the Outstanding Submission by a Student or New Professional Award from the National Council on Family Relations' Research and Theory Section for her paper "'The Very Highest Thing Is Family': Family Life of Male Assistant Professors."

Beverly Silver, Johns Hopkins University, won the PEWS Book Award for her book *Forces of Labor: Workers' Movements and Globalization Since 1870* (Cambridge University Press, 2003).

Rebecca L. Warner, Oregon State University, received the 2004 Elizabeth P. Ritchie Distinguished Professor Award from Oregon State. She is also the recipient of the 2004 College of Liberal Arts Excellence Award.

People

Patricia and **Peter Adler** have been elected as the new Presidents-elect for the Midwest Sociological Society.

Roberto Cipriani, University of Rome 3, has been elected President of the Italian Sociological Association.

Cheryl G. Najarian has accepted a position as Assistant Professor at the University of Massachusetts-Lowell. She is also a Faculty Associate in the Center for Women and Work.

James T. Richardson, University of Nevada-Reno, was invited to present a paper at the first-ever international conference on law and religion to be held in China at the Chinese Academy of Social Sciences. His paper was titled, "Religion in Public Space: A Comparison of Russia, Japan, and the United States."

Havidán Rodríguez, University of Delaware, was recently appointed as member of the Disasters Roundtable Steering Committee of the National Research Council, and the Committee on Assessing Vulnerabilities Related to the Nation's Chemical Infrastructure, both of the National Academies.

David A. Sonnenfeld, Washington State University, was a co-organizer and invited participant at an international conference on "Environmental Governance in Asia: Regional Perspectives on Institutional and Industrial Transformations." He was also co-convenor of a workshop on "Environmental Reform in Asia: Innovation, Transformation, and Challenge." Both events were sponsored by the Agro-Industrial Transformations Towards Sustainability project of the North-South Interdisciplinary Research and Education Fund.

Patricia Yancey Martin became chair of the Department of Sociology at Florida State University in August, 2004.

Members' New Books

Ralph Armbruster-Sandoval, University of California-Santa Barbara, *Globalization and Cross-Border Labor Solidarity in the Americas: The Anti-Sweatshop Movement and the Struggle for Social Justice* (Routledge, 2005).

Berch Berberoglu, University of Nevada-Reno, *Globalization and Change: The Transformation of Global Capitalism* (Lexington Books, 2005).

Melanie E.L. Bush, Brooklyn College, *Breaking the Code of Good Intentions* (Rowman and Littlefield, 2004).

Maria Charles, University of California-San Diego, and **David Grusky**, Stanford University, *Occupational Ghettos: The Worldwide Segregation of Women and Men* (Stanford University Press, 2004).

Raymond De Vries, St. Olaf College, *A Pleasing Birth: Midwives and Maternity Care in the Netherlands* (Temple University Press, 2004).

Yanyi K. Djamba, Southeastern Louisiana University, *Sexual Behavior of Adolescents in Contemporary Sub-Saharan Africa* (The Edwin Mellen Press, 2004).

Alice Fothergill, University of Vermont, *Heads Above Water: Gender, Class, and Family in the Grand Forks Flood* (SUNY Press, 2004).

Michael D. Grimes, Louisiana State University, *Patching Up the Cracks: A Case Study of Juvenile Court Reform* (Lexington Books, 2004).

Yuniya Kawamura, Fashion Institute of Technology/State University of New York, *Fashion-ology: An Introduction to Fashion Studies* (Berg Publishers, 2004).

Yuniya Kawamura, Fashion Institute of Technology/State University of New York, *Pari no Shikumi (The Internal Structure of Paris Fashion)* (Nihon Keizai Shinbun, 2004).

Nancy Kleniewski, Bridgewater State College, editor, *Cities and Society* (Blackwell, 2005).

Vivian Louie, Harvard University, *Compelled to Excel: Immigration, Education, and Opportunity Among Chinese Americans* (Stanford University Press, 2004).

James T. Richardson, University of Nevada-Reno, *Regulating Religion: Case Studies from Around the Globe* (Kluwer/Plunin, 2004).

T.P. Schwartz-Barcott, University of Rhode Island, *War, Terror, and Peace in the Qur'an and in Islam: Insights for Military and Government Leaders* (Army War College Foundation Press, 2004).

Maureen R. Waller, Cornell University, *My Baby's Father: Unmarried Parents and Paternal Responsibility* (Cornell University Press, 2004).

Caught in the Web

The National Institute of Mental Health has culled an extensive list of federal data and statistical resources on health and population groups from a wide range of agencies. Resources cover broad areas. View/download from the ASA website at <www.asanet.org/public/Stat&DataResources_federal.pdf>.

Other Organizations

Advertising Educational Foundation's 2005 Visiting Professor program exposes professors to the daily life of an agency, behind the scenes, and provides a forum for the exchange of ideas between the industry and academia. For more information, visit <www.aef.com> or email Sharon Hudson at sh@aef.com or Kathy Grantham at kg@aef.com.

Asian American Psychological Association invites those interested in basic and applied research on the health, education, or mental health of Asian American populations to join the organization. For more information, visit <www.aapaonline.org>.

Mid-South Sociological Association is administering the newly established Stanford Lyman Memorial Scholarship Fund to honor Stan's memory. Stan helped found the Association and was very involved in it. The scholarships will go to graduate and post-graduate students of sociology writing in fields in which Stanford was prominent (e.g., sociological theory, race relations, symbolic interaction, law, and ethics). To make tax-deductible contributions to the Fund, make payment to the Mid-South Sociological Association and send to Sahadeo Patram, Secretary-Treasurer, MSSA, Morehouse College: Unit 140036, 830 Westview Drive, SW, Atlanta, GA 30314.

Panel Study of Income Dynamics invites you to attend a free three-hour workshop titled "Introduction to Using the Panel Study of Income Dynamics and Its Child Development Supplement," March 30, 2005, from 2:00-5:00 pm at the Philadelphia Marriott in Conference Rooms 401-402. Contact pathall@umich.edu to register for this workshop by February 15, 2005.

Contact

Jack Nusan Porter is requesting items for "The Biography Project." This bibliography will contain items such as memoirs, biographical and historical analyses, and biographies of sociologists, living or dead. Send items to Jack Nusan Porter, 12 Dunstan Street, Suite 1, West Newton, MA 02465; (617) 965-8388; email jacknusan@earthlink.net.

Jack Nusan Porter seeks old copies of the *Journal of the History of Sociology* or His-

Continued on next page

Contact, continued

tory of Sociology: An International Review in any condition for purchase or as a donation. Send to Jack Nusan Porter, 12 Dunstan Street, Suite 1, West Newton, Ma 02465; (617) 965-8388; email jacknusan@earthlink.net.

Deaths

Mildred Peacock Crowder, Montgomery College and University of Maryland, died at the age of 90 of kidney failure.

Solomon Poll, Professor Emeritus at University of New Hampshire, passed away in August 2004.

Obituaries

Otis Dudley Duncan (1921-2004)

Otis Dudley Duncan, one of the most influential sociologists of the 20th century, died of prostate cancer in Santa Barbara, California, on November 16, 2004. Duncan was instrumental in advancing the discipline of sociology through the use of advanced quantitative methods. Duncan was "the most important quantitative sociologist in the world in the latter half of the 20th century," said Leo Goodman, University of California-Berkeley.

Duncan's best-known work is a 1967 book that he coauthored with the late Peter M. Blau, *The American Occupational Structure*, which received the American Sociological Association Sorokin Award for most distinguished scholarly publication (1968). Based on quantitative analyses of the first large national survey of social mobility in the United States, the book elegantly depicts the process of how parents transmit their social standing to their children, particularly through affecting the children's education. This work was subsequently elaborated by Duncan and other scholars, to include the role of cognitive ability, race, and other factors in the transmission of social standing from one generation to the next.

The book's impact went far beyond its analyses of occupational mobility. Using survey data and statistical techniques, the book showed how an important sociological topic could be analyzed effectively and rigorously with appropriate quantitative methods. The work helped inspire a new generation of sociologists to follow and pursue quantitative sociology.

Robert M. Hauser, University of Wisconsin, said, "The most important thing about Dudley Duncan's studies of social stratification was not the specific findings, though they have stood up well across the decades, but that they provided a framework for cumulative scientific work that challenged, extended, and compared those findings across time and place."

Duncan introduced "path diagrams," "path models," and "path analysis" to the discipline of sociology, and he used these statistical tools in the Blau-Duncan book and his other studies of social stratification. Path analysis was first invented by Sewell Wright, a renowned biologist and evolutionary theorist. A path diagram and a corresponding path model describe a set of equations summarizing complex scientific ideas in terms of statistical relationships. Jointly with Arthur Goldberger, an eminent econometrician, Duncan worked on the relationship between path analysis and other statistical methods in the social sciences. They showed that path analysis models were closely related to the simultaneous equations models of economics and the confirmatory factor analysis of psychology. These three different ways of analyzing certain kinds of data can be included within a single general framework, called "structural equation models." Today, structural equation models are widely used.

After contributing to the development of structural equation models, Duncan worked on other advanced quantitative methods for use in sociological research. In particular, he contributed in important ways first to "loglinear methods," which are now used widely in the social sciences, and then to "Rasch models," which were introduced by George Rasch, a Danish statistician, for educational testing. Duncan's research pertaining to loglinear methods and their application included many articles on important sociological topics (1974 to 1985); and his research pertaining to Rasch models and their application also included many articles on important topics (1983 to 1990).

Duncan's sociological interests were wide-ranging and evolved over time. His 1959 survey of demographic research (with the late Philip Hauser) literally defined the field of social demography. With Harold Pfautz he translated Maurice Halbwachs' classic *Morphologie Social as Population and Society: Introduction to Social Morphology*. He invented a measure of the social standing of occupations (the Duncan Socioeconomic Index). With Beverly Duncan, he introduced an index of residential segregation between whites and blacks and conducted a thorough study of racial segregation in Chicago. His studies in Human Ecology culminated in a methodological book, *Statistical Geography: Problems in Analyzing Areal Data*. Together with a group of graduate students, the Duncans mapped out the hierarchical economic and social relationships among metropolitan areas and between those areas and their hinterlands. They also carried out pioneering research on changing gender roles in America. In the 1970s, Duncan led the development of indicators of social change in America. Before his retirement in 1987, he devoted almost all his attention to fundamental issues in social measurement. The main product was the 1984 book *Notes on Social Measurement*, which in his own estimation is his "best book." He was also very proud of his most fully developed mathematical-theoretical article, which presented a solution of a problem that had vexed some of the leading social scientists of the time: "Why do people's verbally expressed attitudes so often seem unrelated to their actions?"

Duncan established a new intellectual tradition in sociology that built on a longstanding tradition in demography. While some sociologists earlier tried to model sociology after physical science, Duncan was disdainful of the search for supposedly universal laws of society that would mimic those of physical science. The central tenet in Duncan's new paradigm for quantitative sociology is the primacy of empirical reality. Quantitative tools would not be used to discover universal laws that would describe or explain the behavior of all individuals. Rather, quantitative analysis summarizes empirical patterns of between-group differences, while temporarily ignoring within-group individual differences. Examples include: socioeconomic inequalities by race and gender, residential segregation by race, inter generational social mobility, trends in divorce and cohabitation, consequences of single parenthood for children, and rising income inequality. Over time, social scientists can improve their understanding of the world by incrementally adding greater complexities to their analyses.

Duncan was a legendary mentor to graduate students. Many of his former students went on to make important contributions to quantitative sociology, and to have highly successful careers as sociologists. In reflecting on his career just before his death, Duncan remarked about himself that "of all his achievements, he was most proud of the record of outstanding achievement in quantitative sociology racked up by so many of his former students."

Duncan received numerous awards and honors. He was elected to membership in three learned societies: The National Academy of Sciences, The American

Academy of Arts and Sciences, and The American Philosophical Society. He was also awarded honorary degrees by the University of Chicago, the University of Wisconsin, and the University of Arizona. And he was President of the Population Association of America in 1968-1969.

Duncan was born on December 2, 1921, in Nocona, Texas. He received most of his precollegiate education in Stillwater Oklahoma. He completed his BA at Louisiana State University in 1941 and his MA at the University of Minnesota in 1942. He then served three years in the U.S. Army during World War II before completing his PhD degree in sociology at the University of Chicago in 1949. He was on the faculty in the Departments of Sociology at Penn State University, the University of Wisconsin, the University of Chicago, the University of Michigan, the University of Arizona, and the University of California-Santa Barbara.

After retirement in 1987, Duncan was active in electronic music composition, in writing articles on music theory, and in the design of computer graphics.

Before his death, Duncan briefly returned to quantitative research. He wrote articles on the prevalence of creationism, the rising public toleration of atheists, the increasing number of people who specify "none" as their religion, the increasing public approval of euthanasia and suicide for terminally ill persons, and on some controversial statistics regarding gun use.

Survivors include Dudley Duncan's wife Beatrice, his two sisters, Mary Anne Stone and Barbara Doze, and his daughter, Eleanor Duncan Armstrong, an eminent flutist based at Penn State Univer-

sity. Earlier in his life Dudley Duncan was married to Rose Mary Tompkins, and Beverly Davis, both now deceased.

Yu Xie, Leo A. Goodman, Robert M. Hauser, David L. Featherman, Halliman H. Winsborough

William Silverman (1939-2004)

William (Bill) Silverman died suddenly and unexpectedly at home in Jericho, New York on August 3, 2004. Bill was born June 13, 1939, in Minneapolis Minnesota. He graduated from Washburn High School in Minneapolis and received his Bachelor's, Master's, and Doctoral degrees in Sociology from the University of Minnesota. He taught at New York University and various colleges in the New York and New Jersey state college systems. Most recently, Bill was employed by the Federation of Organizations in West Babylon, NY, a non-profit organization providing services to the Mentally Ill and Elderly.

Bill was an active and contributing member of the American Sociological Association and the Society for the Scientific Study of Religion. He was serving as Secretary/Treasurer to the Sociology of Religion Section of the ASA at the time of his death. Within the SSSR, he was active participant in the SSSR/ RRA History Project and served for many years as the SSSR's "unofficial photographer." Bill was exceptionally well-read, and constantly tracked new developments in the sociology of religion. His scholarly work focused primarily upon theoretical issues in the sociology of religion and on Church-state relations.

Bill will be remembered by many as a

thoughtful and considerate colleague. All of Bill's professional colleagues remember that he kept track of their interests and sent them newspaper clippings whenever he saw something in the *New York Times* that he thought they might like to see.

Bill was preceded in death by his parents, Maurice and Toby Silverman. He is survived by his brother Robert (Suzanne Van Dyk) Silverman, his nephews (Adam Graham-Silverman, Tom Silverman and Dan Van Dyk), his niece (Allison Van Dyk Zaccardi), and many cousins. Memorial donations may be sent to either the Society for the Scientific Study of Religion, Division of Social Sciences, Alfred University, One Saxon Drive, Alfred NY 14802 or the Federation of Organizations, 1 Farmingdale Road, West Babylon NY 11704.

Arthur L. Greil, Alfred University

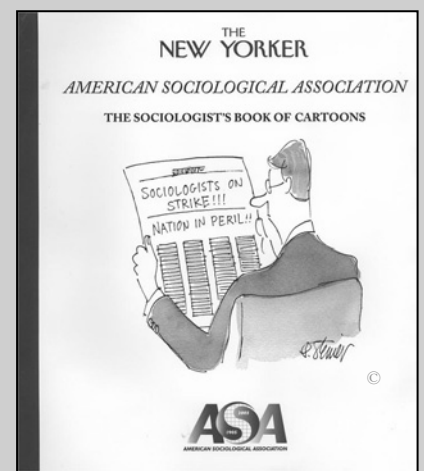


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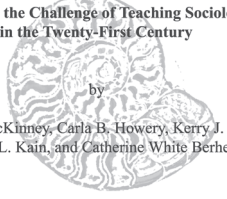
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