

Footnotes

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Philadelphia: A Metro Area in Transition

2005 ASA Annual Meeting . . . Our 100th Meeting!

The second article in a series highlighting ASA's upcoming 2005 centennial meeting in Philadelphia

by David Elesh, Temple University

Like many eastern and midwestern urban areas, Philadelphia's economy has undergone a major transition in recent decades. Roughly a half century ago, manufacturing dominated the economy of both the city and suburbs, providing almost half of the city's jobs and 58 percent of those in the suburbs. In 2003, manufacturing accounted for just 5 percent of the city's total employment and 11 percent of suburban jobs; and it remains in decline in both areas. As manufacturing recedes, the city's and region's educational and health institutions have emerged quite strongly as principal drivers of the local economy.

Today, education represents about 12 percent of city employment and 7 percent of suburban employment; health services, including social assistance, constitutes 18 percent of Philadelphia's jobs and 12 percent of those in the suburbs.

Jobs in "Eds and Meds"

The largest employers in the region are health and educational institutions. A recent Brookings Institution study found that half of the top-ten and four of the top-five private employers were health or educational institutions and they

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Health and educational institutions are the largest employers in the Philadelphia area.

Reflecting on ASA's Centennial Year, 2005



At this time 100 years ago . . . Albert Einstein changed human's conception of time forever in 1905, introducing his theory of special relativity and setting a seemingly generous "universal speed limit" of 186,282 miles per second. Perhaps leveraging one of his postulated pockets of variant time, the American Sociological Society managed two years later to publish its first *Index to the Sociological Papers & Reports of the American Sociological Society* (see the 1906-30 cumulation at <www.asanet.org/centennial/>).

75 years ago . . . Amelia Earhart completed her solo trans-Atlantic flight, breaking aviation and news barriers to women in 1932, when the American Sociological Society began exploring its first plan to break into mass media to get press coverage at the Annual Meeting, a plan it implemented in 1938.

50 years ago . . . the U.S. Supreme Court ruled segregation illegal following *Brown vs. Board of Education*, and in that same year the American Sociological Society for the first time recommended Annual Meeting sessions on teaching sociology in colleges and high schools (1954).

25 years ago . . . sociology undergraduate major Ronald Reagan became the 40th President of the USA, and a year later ASA Executive Officer Russel R. Dynes helped found the Consortium of Social Science Associations (COSSA) to respond to the ensuing federal R&D budget cuts to social science and to create a congressional liaison office in the nation's Capital (1981).

Candidates for ASA Offices in 2006

In accordance with election policies established by the ASA Council, biographical sketches of the candidates for ASA leadership positions are published in *Footnotes* (see below). The biographical sketches appear in alphabetical order by office. Biographical sketches for all candidates will be available online when ballots are mailed to all current voting members, anticipated for April.

Candidates for President-Elect

Lawrence D. Bobo

Present Professional Position:

Professor of Sociology, Stanford University, 2005-present.

Former Positions:

Norman Tishman and Charles M. Diker Professor of Sociology and of African and African American Studies, Harvard University, 2001-2004; Professor of Sociology and African American Studies, Harvard University, 1997-2000; Professor of Sociology, University of California-Los

Angeles, 1993-1997; Associate Professor of Sociology, University of California-Los Angeles, 1990-1992; Associate Professor of Sociology, University of Wisconsin-Madison, 1989-1990; Assistant Professor of Sociology, University of Wisconsin-Madison, 1984-1989.

Education: PhD, University of Michigan, 1984; MA, University of Michigan, 1981; BA, Loyola Marymount University, 1979.

Offices Held in Other Organizations: Chair, Standards Committee, American Association for Public Opinion Research, 1992; Chair, Conference Program Committee, American Association for Public Opinion Research, 1990; Member, Executive Council, Association of Black Sociologists.

Offices Held, Committee or Task Force Memberships, and Editorial Appointments Held in ASA: Special Issue Editor, *Social Psychology Quarterly*

See *Candidates*, page 4

ASA Weighs in on Gender and Science Careers

On January 15, 2005, Harvard University President Lawrence Summers addressed the National Bureau of Economic Research Conference on Diversifying the Science and Engineering Workforce. Summers' speech focused on his three broad hypotheses to explain the relatively small number of women in high-level positions in science, mathematics, and engineering. He included among his speculations that innate differences between men and women might be one reason for the discrepancy between the sexes choosing and succeeding in science, math, and engineering academics and careers. Summers' remarks immediately made national news and sparked a national debate that continues as this *Footnotes* goes to press. The debate should draw on the very large body of sociological and behavioral research in this area. Yet such scientific evidence has not been as prominent in the public debate as is warranted. ASA Council prepared, and unanimously approved, an official ASA statement on the social scientific evidence on this important issue that is responsive to Summers' remarks and the public debate. That ASA statement and a list of research resources appear on page 10. Readers are welcome to download the ASA statement at <www.asanet.org/public/summers.html> and distribute. Numerous sociologists have been quoted in the national and regional media on this topic and *Footnotes* publicizes many of these in the "In the News" segment of *Footnotes* as we become aware of these interviews.

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ASA Seeks Award Nominations

ASA members and interested persons are encouraged to submit nominations for the 2006 ASA Awards. The deadline for award nominations is June 15, 2005, except where stated otherwise. The ASA Dissertation Award and the Distinguished Scholarly Publication Award follow different schedules (see below). Award selection committees, appointed by ASA Council, review the nominations. Award decisions will be made by mid-summer, and awards will be presented at the 2006 Annual Meeting, with the exception of the Dissertation Award, which will be presented at the 2005 Annual Meeting in Philadelphia, PA. All nominations should be addressed to: American Sociological Association, c/o Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005. Send inquiries to governance@asanet.org.


Career of Distinguished Scholarship Award

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in

important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. Thus, nominations received by June 15, 2005, are considered for the awards given in years 2006 to 2010. Members of the Association and other interested parties may submit nominations. Nomination materials submitted in previous years for carryover nominees may be updated, but any such new material must be received

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In This Issue . . .

Articles accompanied by the  logo are part of a series commemorating ASA's centennial year. The series began in the January 2005 *Footnotes*.



3 NIH Open Access Policy
The NIH announced the decision and details of its controversial "public access" policy, which makes publicly accessible all scholarly journal articles that report research funded by NIH.



5 ASA's History in a Nutshell
The "Cliff Notes" version of the ASA history tells of ASA's birth to its record-breaking 2004 Annual Meeting attendance.



6 The American Sociological Review celebrates its 70th
The flagship journal of the ASA looks back to note and celebrate some of its accomplishments.



6 The Science Behind Qualitative Sociology
A National Science Foundation workshop aims to enhance the scientific methodology behind qualitative research.



7 Linking Higher Education and the Criminal Justice System
A prison exchange program seeks to transform the methods addressing crime and justice.



8 UCLA and South Central Los Angeles Meet
UCLA students and South Central Los Angeles senior high students collaborated to create a social simulation game.



9 Recent Council Actions
ASA Council activity and decisions from the January meeting are summarized.

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The Executive Officer's Column

A Price for U.S. Science



The White House sent Congress its \$2.57-trillion proposed spending plan for Fiscal Year (FY) 2006 in February—the first step in an seven-month (ideally) public negotiation with Congress, ending with a new budget when FY06 begins on October 1, 2005. The budget includes \$840.3 billion for discretionary (i.e., non-entitlement) programs. Funding for basic and applied science (R&D) in areas ranging from biomedicine, health, and social science to science education is rather lean, especially in the context of significant increases for Department of Homeland Security R&D spending, according to the federal budget analysis of the American Association for the Advancement of Science (see <www.aaas.org/spp/rd/prel06p.htm>).

Overall, the FY06 plan includes a 2.1% increase (less than inflation at 2.5%) in discretionary spending over last year, thereby reducing non-security discretionary spending and anchoring overall discretionary spending growth.

To achieve even this spartan budget, given other Administration priorities and a projected deficit of \$390 billion (*excluding* funds for war in Iraq and Afghanistan), the President has had to designate 150 federal programs for the chopping block, including, as but one example, the National Archives' National Historical Publications and Records Commission. The budget also sets flat funding for other programs (e.g., the National Endowment for the Humanities). The cost of the FY06 budget to the future of American science is likely to be steep. The AAAS analysis concludes that even after a "tough 2005 budget, we expected a tight 2006 budget, but it's striking how much the budget retreats from federal investments in science and technology in important areas."

This proposed budget includes a 2.4% increase (i.e., \$132 million over FY05 to a \$5.6-billion total) for the National Science Foundation (NSF). NSF is the nation's primary source of federal funding for non-biomedical basic research in many scientific areas, including approximately 41% of the total for sociology (see the January 2005 *Footnotes*, p. 5). But because FY05 saw a decrease in NSF's final budget, this key R&D agency will remain virtually flat for two years in a row (and about \$8 billion behind Congress' budget-doubling target) if the President's budget prevails. See <www.nsf.gov/about/budget/fy2006/toc.htm> for details.

Another significant source of sociology research support is the National Institutes of Health (NIH). Its budget has doubled over the five years prior to FY05, but it was recommended to receive less than a 1% increase, most of it for bioterrorism research that does not include the social and behavioral sciences.

Details at this stage about individual program funding levels are not available, and *Footnotes'* space constraints don't permit analysis of the many programs that support our research through grants, training, or other mechanisms (e.g., at U.S. Census, National Institute of Justice, Bureau of Labor Statistics). So I concentrate here on just a few highlights from this budget season. Suffice it to say that research support appears to be in a dry spell, with potentially serious long-term costs to science and America's future.

The White House Office of Science and Technology Policy (OSTP), headed by presidential science advisor John Marburger, and staff of the U.S. Office of Management and Budget (OMB) state that the proposed budget maintains advances and progress and puts U.S. basic research at \$26.6 billion, an historic high (see OSTP's two-page talking points at <64.225.252.6/html/budget/2006/FY2006BudgetFactSheet.pdf>). But the science community is fully aware that despite such assurances, an austere FY06 won't bring the "large increases" (Marburger's phrase) or even the minimal level of increases necessary to sustain U.S. science at the forefront of knowledge development and application. Congress' commitment to doubling the NIH budget and its two-year-old authorization for a doubling of NSF's budget are not likely to be fulfilled. Many science organizations also maintain that the government's development of priorities in funding based on discovery opportunities did not play a role in OMB/OSTP budget development.

NSF Director Arden Bement noted that "this modest increase allows [NSF] to assume some new responsibilities, meet [its] ongoing commitments, and employ more staff, with little room for growth in research and education programs." Efforts to reverse NSF's decreasing success rate for applications, now at about 20%, but down from one-third a few years ago, will undoubtedly be further delayed.

On the social science home front, \$199 million is slated for the Social, Behavioral and Economic Sciences (SBE) Directorate, a 1% increase over last year. However, there are still opportunities for expanding resources to SBE scientists by such things as leveraging funds from other disciplines for the NSF-wide Human and Social Dynamics (HSD) priority area and for cyber-infrastructure needs shared across sciences that could support improvements in SBE computational and communications needs. In fact, HSD is slated for an increase from \$38.3 million in FY05 to \$39.5 million in FY06. The social and behavioral sciences' share of these funds has grown from \$21.6 million (FY04) to \$31.4 million in FY06. Other SBE priorities include increasing underrepresented groups' participation in SBE sciences and exploring social dimensions of drug abuse and drug violence.

A proposed transfer of responsibility to the Department of Education of a large piece of NSF's education directorate, bringing it from FY05's \$841 million to \$747 million, has brought the K-12 science and math education communities and other educational researchers into the trenches, to defend NSF-style, high-quality, peer-reviewed research programs and an NSF role in the national Interagency Education Research Initiative.

As always, "the President proposes, and Congress disposes," because only Congress can authorize expenditures of federal dollars. So the ball is in Congress' court to kick around but to do so within a field constrained by the Administration's efforts to minimize earmarking of research dollars and aim toward the President's priorities. House Science Committee Republicans and Democrats agreed recently that they did not like the President's R&D budget proposal nor the negative trends in the Administration's analyses. We'll be watching and working. □

—Sally T. Hillsman



National Institutes of Health Implements Contested Public Access Policy

Financial underpinning of scientific publishing peer review could be affected

by Lee Herring and Johanna Ebner,
Public Affairs Office

As of February 2, the National Institutes of Health (NIH) has finalized its controversial "public access" policy (see December 2004 *Footnotes* Vantage Point column, p. 2, <www.asanet.org/footnotes/dec04/exec.html>) and is officially implementing the policy beginning May 2, 2005. The result will be a new \$2-million program managed by the National Library of Medicine (NLM) to make publicly accessible all scholarly journal articles that report research funded by NIH through NIH's web-accessible PubMed Central database.

Within the niche of scientific associations, societies (including ASA), and foundations, the impending decision by NIH to implement this new policy has been contested because of the central financial role that these organizations have in financing the peer review infrastructure, a system that now threatens to be short-circuited by the federal government. Organizations and individuals bombarded NIH with nearly 6,000 comments in January, many highly supportive and many hoping to extract change before the implementation of the policy. ASA has collaborated with other scholarly publishers, and submitted a 13-point set of recommendations to NIH last fall.

With journal articles becoming available free soon after publication, the question remains as to whether publishers' print subscription revenues will be undercut, thereby threatening both the financial substrate of peer-reviewed science publishing and the many significant services that journal revenues support within scientific organizations. The implementation of this new policy was designed to accelerate the public's access to published articles resulting from NIH-funded research, which most science publishers believe is a laudable goal. However, financial and other concerns by the publishing community about the proposed six-month time period within which authors are expected to post their material in PubMed Central did encourage NIH to extend it to 12 months.

The new policy, whose existence was the result of direct congressional pressure for increased public accountability in an agency that has seen its budget double over the past five years to \$30 billion, calls for scientists to release to the public, on a voluntary yet strongly encouraged basis, peer-reviewed and accepted manuscripts from NIH-supported research as soon as possible and within 12 months of final publication.

This so-called "public access" (aka "open access") policy calls for authors to post their research manuscripts on NIH's freely accessible PubMed Central database. This policy includes any research supported in whole or in part by the NIH. Following concerns by the publishing community as to what constitutes the "final manuscript," NIH relaxed its request and now defines this as the final version accepted for journal publication, including all modifications from the peer review process.

The NIH policy represents a compromise between publishers of scientific journals and patient and disease advocacy groups. The latter argued that the public should not have to pay fees to see the results of federally funded (i.e., taxpayer supported) research, and medical literature should be available to a wider audience. These publications will be fully cross-indexed by NLM. The

online archive is intended to increase the Internet savvy public's access to health-related information. Some publishers laud these goals but also argue that the policy conflicts directly with the financial and intellectual role of professional associations to provide peer review of such research, a central process to ensure scientific quality, that is *not* publicly funded.

Weak Links

"Though the NIH policy is guided by a reasonable goal of increasing public access to knowledge, among other flaws, the new policy glosses over federal intellectual property rights. And the policy fails the Hippocratic oath to first 'do no harm' to the financial integrity of the nation's premiere peer review system, which relies on the non-profit science community's associations and societies," said ASA Executive Officer Sally Hillsman. ASA has been engaged extensively with other science publishers to foster a better understanding among NIH leadership of the dependence of science communication on the underwriting of peer review by scientific societies whose revenue is strongly tied to journal article dissemination. If the NIH model is adopted by non-health federal R&D agencies, there are serious implications for the financial underpinning of all scientific peer review in the nation, Hillsman indicated.

Concerns about the long-term stability of federal funding and congressional commitment to this program, in terms of the small funding NIH has estimated as necessary to implement this new policy, and concerns about how useful highly technical scholarly articles are to the lay public are just a sampling of weak links that could undermine the success of and budgetary support for the PubMed Central policy. Undermining the financial basis of nonprofit associations' peer review infrastructure and journals revenue, paradoxically could threaten to reduce the amount of science publishing in health/illness domains.

Future of Public Access

According to the NIH, the goals of the new policy are to: Create a stable archive of peer-reviewed research publications resulting from NIH-funded studies to ensure the permanent preservation of these vital research findings; secure a searchable compendium of these research publications that NIH and its awardees can use to manage more efficiently and to understand better their research portfolios, monitor scientific productivity, and, ultimately, help set research priorities; and make published results of NIH-funded research more readily accessible to the public, health care providers, educators, and scientists.

As part of on-going efforts to evaluate this new policy, NIH plans to establish a Public Access Advisory Working Group. The Group will include representatives of the patient advocacy communities, scientific, library, and publishing communities, and will provide advice on implementation issues and assess progress in meeting the new policy's stated goals.

Additional information on the new policy and related documents, including a "Questions and Answers" fact sheet, can be found at: <www.nih.gov/about/publicaccess/index.htm>. Contact ASA at pubinfo@asanet.org for a copy of ASA's comments to NIH prior to implementation of the new public access policy. □



PUBLIC AFFAIRS UPDATE

✓ *Can these freshmen congresswomen relate to us?* . . . Sleuthing *Footnotes* reporters have discovered that at least two new members of the 109th U.S. House of Representatives have a degree in sociology. Rep. Virginia Foxx (R-NC) has an MACT in sociology, as well as a doctorate in education. And, Rep. G.K. Butterfield (D-NC) has an undergraduate degree in sociology and political science. If the "all politics is local" mantra holds true for "intellectual localities," maybe sociology has a foot in the door. *Footnotes* will keep you posted on their committee assignments, and other information as it becomes available.

✓ *Linguist chosen to direct NSF's Social, Behavioral and Economic Sciences Directorate* . . . Linguistic scientist David Lightfoot was named by the National Science Foundation (NSF) to head its Directorate for Social, Behavioral and Economic Sciences (SBE). He begins in his new position June 1, 2005. Lightfoot, the current Dean of the Graduate School for Arts and Sciences at Georgetown University and professor in the Department of Linguistics, will oversee NSF's \$197-million annual investments in fields such as sociology, anthropology, psychology, cognitive science, political science, linguistics, risk management, and economics. He replaces Norman Bradburn, who left NSF in March 2004. Until Lightfoot's arrival, Wanda Ward will continue to serve as Acting Assistant Director for SBE. As the Dean at Georgetown University, Lightfoot promoted research collaborations in cognition and neuroscience, population health, statistics and computing, among other initiatives. He has authored 10 books and several dozen scholarly papers on the origin, acquisition, development, and historical evolution of language. He earned his BA from the University of London, King's College, and his MA and PhD degrees from the University of Michigan.

✓ *White House releases report on behavioral science and terrorism* . . . The National Science and Technology Council (NSTC), a presidential cabinet-level council that coordinates science and technology policies across the federal government, released the report *Combating Terrorism: Research Priorities in the Social, Behavioral and Economic Sciences*. The report, about four years in the making, describes the powerful tools and strategies offered by the social and behavioral sciences to respond to the threats of terrorists. Produced by the Subcommittee on Social, Behavioral and Economic Sciences, this is the first NSTC report on the role of the social and behavioral sciences (including sociology, psychology, anthropology, geography, linguistics, statistics, and data mining) in helping the American public and its leaders to understand the causes of terrorism and how to counter terrorism. The report focuses on how these sciences can help us to predict, prevent, prepare for, and recover from a terrorist attack or ongoing terrorists' threats and describes the resources that the social, behavioral, and economic sciences contribute to creating and maintaining effective anti-terrorism strategies. These sciences help understand the origins of terrorism and address how we can prepare for terrorist incidents. For more information or to read the report, see <www.ostp.gov/nstc/html/terror.pdf>.

✓ *Federal alphabet soup update: Simpler forms for human research approved* . . . The U.S. Department of Health and Human Services (HHS) announced a new simplified mechanism for all research institutions that receive HHS funding or support to obtain an assurance of compliance with HHS regulations for the protection of human subjects. A single web-based "Federalwide Assurance" (FWA) will replace the several types of assurances under which research institutions had operated in the past. The Office for Human Research Protections (OHRP) announced approval of the revised FWA forms and related documents and the institutional review board/independent ethics committee (IRB/IEC) registration form last month. These changes go into effect immediately. The FWA will be the only type of assurance accepted for review and approval by OHRP. For any institution currently holding an OHRP-approved FWA, the revised Terms of Assurance will go into effect with the next update/renewal of its FWA. Institutions currently holding an OHRP-approved Multiple Project Assurance (MPA) or Cooperative Project Assurance (CPA) are required to submit an FWA to OHRP for approval by December 31, 2005, if the institution is required to have an OHRP-approved assurance of compliance. The newly approved documents are posted on the OHRP website at <www.dhhs.gov/ohrp>. OHRP's assurances webpage can be viewed at <www.hhs.gov/ohrp/assurances/assurances_index.html>.

✓ *New tool to help social scientists measure nation's well-being* . . . An interdisciplinary team of psychologists and economists developed a new research tool to help social scientists more accurately measure how well individuals and society are faring. The tool, called the Day Reconstruction Method (DRM), offers a new way to characterize the daily life experience of individuals, providing a measure that could be used in assessing social interventions, including clinical trials. The DRM developer's intention is to make available a method to calculate a "National Well-being Account," to provide a broad measure of well-being of people of all ages, similar to the measure of the Gross Domestic Product. DRM assesses how people spend their time and how they feel about, or experience, activities throughout a given day. DRM uses self-reported ratings of the psychological and social aspects of a number of daily activities to measure well-being and quality of life. The National Institute on Aging (NIA) recently awarded the team that developed the DRM a grant to pursue further study of measures of well-being. NIA and private foundations jointly supported the development of the DRM. More details are available at <www.nih.gov/news/pr/dec2004/nia-02.htm>. □

Candidates, from page 1



Lawrence D. Bobo

on "Race, Racism, and Discrimination" (December 2003); Nominations Committee, 1998-99; Chair, Committee on Committees, 1990-91; DuBois-Johnson-Frazier Award Committee, 1988-91; Editorial Board, *American Sociological Review*, 1993-95; Editorial Board, *Social Psychology Quarterly*, 2000-2003; ASA Program Committee, 1991; ASA Program Committee, 1990.

Publications: Founding Co-Editor, the *DuBois Review: Social Science Research on Race* (Cambridge University Press); Co-author with Cybelle Fox, "Race, Racism, and Discrimination: Bridging Problems, Methods, and Theory in Social Psychological Research," *Social Psychology Quarterly*, 2003; Co-editor with Alice O'Connor and Chris Tilly, *Urban Inequality: Evidence from Four Cities*, Russell Sage (2001); Co-editor with Melvin L. Oliver, James H. Johnson, and Abel Valenzuela, *Prismatic Metropolis: Inequality in Los Angeles*, (Russell Sage, 2000); "Prejudice as Group Position: Microfoundations of a Sociological Approach to Racism and Race Relations," *Journal of Social Issues*, 1999; Co-Author with Vincent L. Hutchings, "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context," *American Sociological Review*, 1996; Co-author with James R. Kluegel, "Opposition to Race Targeting: Self-Interest, Stratification Ideology, or Racial Attitudes?" *American Sociological Review*, 1993.

Honors and Awards: Elected member, National Academy of Science, 2004; W. E. B. Du Bois Medal, Harvard University, 2004; Honorary Doctorate, Loyola Marymount University, 2001; Phi Beta Kappa National Honor Society Visiting Scholar, 2000-01; 24th Annual Daniel Katz and Theodore M. Newcomb Lecturer, 1996; Visiting Scholar, Russell Sage Foundation, 1995-96; Fellow, Center for Advanced Study in the Behavioral Sciences, 1988-89.

Other Professional Contributions: Acting Chair, Department of African and African American Studies, Harvard University, 2003-2004; Board of Overseers, General Social Survey, 1998-2001; Board of Directors, American Institutes for Research, 1997-present; Advisory Board, Center for Comparative Study of Race and Ethnicity, Stanford University, 2001-2004; National Advisory Group, Institute for Social Research, University of Michigan, 2000-2004; Sociology Review Panel, National Science Foundation, 1995-96.

Personal Statement: Scholars across the social sciences and humanities wrestle with the complex nature of race, racism, and discrimination. Sociologists rightly hold a special claim to illuminating process of group boundary construction and maintenance, systems of durable racial inequality, and supporting ideologies and patterns of intergroup behavior. In the present age of re-configured inequality and dubious claims of an "ownership society," we as sociologists must re-double our efforts. The challenge of providing analytically compelling assessments of the modern dynamics of group inequality, especially at the increasingly important intersections of race, class, and gender, as well as of providing cogent narratives that make our insights useful to public policy and influential on a large public stage has never been more urgent. Our discipline offers a unique toolkit for unpacking

both the historical rootedness and contemporary bases of social inequality. The most lasting sociological contributions have typically combined a deep empiricist ethos, methodological eclecticism, and a keen capacity to theorize the interplay of social structural conditions and contemporary individual experience and actions (i.e., the sociological imagination). In an era of often numbing social quiescence, we as serious scholars and engaged intellectuals must marshal a new lens on social divisions defined by race, class, and gender.



Frances Fox Piven

Present Professional Position: Distinguished Professor of Sociology and Political Science, Graduate School, City University of New York (I have been employed at the Graduate School of CUNY for 22 years).

Former Professional Positions: Professor of Political Science, Boston University; Associate Professor, Columbia University School of Social Work; Research Associate, Mobilization for Youth Project.

Education: PhD, University of Chicago, 1962; MA, University of Chicago, 1956; BA, University of Chicago, 1954.

Offices Held in Other Organizations: Vice President, Research Committee on Poverty, Social Welfare and Social Policy, International Sociological Association, 1987; Coordinator, Research Planning Group on Women and the Transformation of the Welfare State, Council for European Studies, 1981-83; Vice President, American Political Science Association, 1981; President, Society for the Study of Social Problems, 1980; Co-Chair of the Annual Program of the American Political Science Association, 1976.

Publications: *The War at Home*, (New Press, 2004); *Why Americans Still Don't Vote* (with Richard Cloward) (Beacon Press, 2000); *Regulating the Poor: The Functions of Public Welfare* (with Richard Cloward) (Pantheon Books, revised edition, 1993); *The New Class War* (with Richard Cloward) (Pantheon, 1985); *Poor People's Movements: Why They Succeed, How They Fail* (with Richard Cloward) (Pantheon Books, 1977).

Awards: Charles E. McCoy Lifetime Achievement Award, New Political Science Section, American Political Science Association, 2004; Award for the Public Understanding of Sociology, American Sociological Association, 2003; Distinguished Career Award for the Practice of Sociology, American Sociological Association, 2002.

Personal Statement: My lifetime preoccupation has been with the uses of social science to promote democratic reform. Accordingly, I have tried to bridge the world of the academy and the world of politics, both the politics of Washington DC, and the grassroots politics of movements and advocacy organizations. My academic projects have consistently been inspired by this political work. In the 1960s, Richard Cloward and I were deeply involved with the welfare rights movement when we began work on *Regulating the Poor*. Our research and writing was informed by the experiences of the women with whom we worked; we would not have understood the welfare system in the way that we did except for those experiences. We also hoped to share what

we learned from history and theory with the women who had enlightened us. In subsequent years, our work with grassroots organizers stimulated our academic research on American social movements and led to the critical analysis of the importance of movements in contemporary U.S. history, as well as the pitfalls of organizing doctrine, that we developed in *Poor People's Movements*. We wrote that book in a kind of dialogue with the organizers with whom we were identified. Then, in the 1980s, as the movements subsided and the Reagan administration ascended to office, we began to explore the possibilities of electoral reform. Our academic research led us to the conclusion that a history of procedural exclusions helped account for the narrow and misshapen American electorate that underrepresented low income and minority citizens. We published this analysis in *Why Americans Don't Vote*. At the same time, in an effort to overcome some of these procedural exclusions, we launched the Human Serve project, which took the lead in the state and national efforts to make voter registration widely available at government agencies. This effort culminated in the passage of the National Voter Registration Act of 1993, better known as "Motor Voter." Political change is never easy or simple; the Act has been unevenly implemented, especially in agencies that serve poor people, which we tried to explain in *Why Americans Still Don't Vote, and Why Politicians Like It That Way*. In the extraordinary election campaign of 2004, a coalition of voting rights groups again took up the effort to secure full implementation of the National Voter Registration Act. I am grateful to have had my academic and organizing work recognized by the American Sociological Association with the Award for the Public Understanding of Sociology in 2003, and the Distinguished Career Award for the Practice of Sociology in 2002.

Candidates for Vice President-Elect



Bonnie Thornton Dill

Present Professional Position: Chair and Professor, Department of Women's Studies, University of Maryland at College Park (Chair since 2003); Director, Consortium on

Race, Gender and Ethnicity, University of Maryland (1998 - Present).

Former Professional Positions Held: Professor of Sociology, Department of Sociology and Social Work, Memphis State University, (promoted from Assistant to Associate Professor with tenure, 1983; promoted to Professor, 1990), 1978-1991; Director and Founder, Center for Research on Women, Memphis State University, 1982-1988.

Education: PhD, Sociology, New York University, 1979; MA, Human Relations, New York University, 1970; BA, English, University of Rochester, 1965.

Offices Held in Other Organizations: Chair, Provost's Task Force on Diversity Curriculum, University of Maryland, 2003-04; National Women's Studies Association Journal, Advisory Board at Large, 1990 - Present; National Panel Member, American Commitments: Diversity, Democracy and Liberal Learning, Association of American Colleges and Universities, 1993-1996; Editorial Board, *Signs: Journal of Women and Culture in Society*, 1979 to 1989;

Association of Black Sociologists, Board of Directors, 1977-1979.

Offices Held, Committee or Task Force Memberships, and Editorial Appointments Held in ASA: DuBois, Johnson, Frazier Award Committee, 1997-1998, Chair, 1999; Chair, Committee on Committees, 1995; Jessie Bernard Awards Committee, appointed to a three year term, 1986-1989; Task Force on the Minority Fellowship Program, 1986-1987; Committee on Nominations for Children, by the membership to a two-year term, 1984-1985, 1997-1998.

Publications: "Disparities in Latina Health: An Intersectional Analysis," (with Zambrana, R.E.) in *Race, Class, Gender and Health* (Jossey-Bass. Forthcoming, 2005); "Between a Rock and a Hard Place: Mothering, Work and Welfare in the Rural South" in *Sister Circle: Black Women and Work* (Rutgers University Press, 2002); "Poverty in the Rural U.S.: Implications for Children, Families and Communities," in *Blackwell Companion to Sociology* (Blackwell Publishers, 2001); *Women of Color in U.S. Society*, co-edited with Maxine Baca Zinn (Temple University Press, 1994); *Across the Boundaries of Race and Class: An Exploration of Work and Family Among Black Female Domestic Servants* (Garland Publishing, 1994).

Awards: Robin Williams Lectureship, Eastern Sociological Society, 2002; ASA Distinguished Contributions to Teaching Award, 1993; ASA Jessie Bernard Award, 1993.

Personal Statement: In an age of U.S. empire, the insights, understandings and imagination of sociologists committed to social justice are even more important than they were in the 70s and 80s when I entered the field—in an era focused on social change. I will actively support the efforts of the Association and its members to develop and disseminate these perspectives to various publics—in the U.S. and globally—in an effort to create a more just world. I also recognize, however, that creation of such a world must begin with us. Thus, I will work to insure that the ASA is proactively inclusive of its diverse people, institutional locations and issues. I will also encourage efforts to use our critical skills to examine our own institutional locations; higher education, government, & "NGO's," and help them promote the elimination of racism, poverty, sexism, xenophobia, homophobia, and other forms of social injustice.



Diane Vaughan

Present Position: Professor of Sociology, Boston College, 1996-present

Former Positions Held: Associate Professor, Sociology, Boston College, 1986-1996; Assistant Professor, Sociology, Boston College,

1984-1986, Research Associate, Wellesley College Center for Research on Women, 1982-1984.

Education: PhD, Ohio State University, 1979; MA, Ohio State University, 1975; BA, Ohio State University, 1973.

Offices Held in Other Organizations: Researcher and Writer, Columbia Accident Investigation Board, 2003; Editorial Board, *American Journal of Sociology*, 2000-2002; Editorial Board, *Sociological Discoveries*, Robert M. Emerson and Jack Katz (eds.), University of Chicago Press.

Positions Held in ASA: Council Member-at-Large, 2003-2006; Council

Continued on next page

ASA's History in a "Nutshell"

This is one in a series of articles commemorating ASA's centennial year

by Michael Murphy,
ASA Governance Office

In the summer of 1905, Professor C.W.A. Veditz of George Washington University initiated a discussion among sociologists throughout the United States. He wrote to several dozen people to ask if there was need or desire to form an organization of sociologists. Dozens of letters were exchanged that summer. Ultimately, consensus was that the time had come for a society of sociologists in the United States.

In early December, Veditz and eight others¹ wrote to roughly 300 people inviting them to attend a special session during the American Economic Association and American Political Science Association meetings later that month to discuss the possible formation of a society of sociologists. At 3:30 PM on Wednesday, December 27, approximately 50 people (yes, there was one woman present!) gathered in McCoy Hall at Johns Hopkins University.

Before the meeting was adjourned, the group acted to form a new society of sociologists. The group debated whether this new society should be federated with another existing organization, such as the American Economic Association, but ultimately decided the new society should be an independent entity. At the end of the day, those gathered formed a five-person committee to develop a plan for the new society and how it should be governed.

All concerned re-convened at 3:30 PM the next day to review the proposed structure of the society. The following men were elected officers of the new society: Lester Ward (President), William Sumner (First Vice President), Franklin Giddings (Second Vice President), C.W.A. Veditz (Secretary and Treasurer). Council members were: E.A. Ross, W.F. Wilcox, Albion Small, Samuel Lindsay, D.C. Wells, and William Davenport.

From Birth to Growth Spurt . . .

When they left Baltimore, the birth of the American Sociological Society was complete, a Constitution had been

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Liaison, Task Force on Institutionalizing Public Sociology, 2004-2005; Editorial Board, *American Sociological Review*, 2000-2003; Council, SKAT section, 1998-2000; Committee on Committees, 8th District, 1997-1998.

Publications: "Organizational Rituals of Risk and Error," *Organizational Encounters with Risk*, (Cambridge University Press, forthcoming 2005); "System Effects: On Slippery Slopes, Repeating Negative Patterns, and Learning from Mistake," *Organization At The Limit: Nasa And The Columbia Accident*, (Blackwell, forthcoming 2005); "Theorizing Disaster: Analogy, Historical Ethnography, and the Challenger Accident," *Ethnography* 5, 3: 2004: 313-45; "Public Sociologies by Accident," "Public Sociologies: A Symposium from Boston College," *Social Problems*, 51, 1: February 2004; "History as Cause: Columbia and Challenger," Chapter 8, *Columbia Accident Investigation Board Report*, (Washington DC, 2003); *The Challenger Launch Decision: Risky Technology, Culture, And Deviance at NASA* (University of Chicago Press, 1996).

adopted, officers were elected, and plans were made for the second Annual Meeting of the new Society.

As sociology courses grew in number at universities throughout the country, the membership of the American Sociological Society increased from an initial count of 115 to more than 1,000 members by 1920. In the early decades those who were elected President and Secretary of the Society provided all labor necessary to manage the Society. Those early officers handled production of the annual *Proceedings of the American Sociological Society*, coordination of annual meetings, mailing of dues statements and member renewals, and all administrative aspects of managing the Society.

In February 1936, the *American Sociological Review* was launched. The first issue featured more than a dozen articles, several ads, book reviews, official proceedings, and announcements about the doings and happenings in the sociological world.

. . . to Paid Staff

Through the 1940s, however, as the membership of the Society continued to grow and the programs of the Society continued

to expand, the Council came to realize that it could no longer ask so much of those elected to leadership roles in the Society. In 1948, when Talcott Parsons was informed of his election to the presidency of the Society, he came to realize that the burden placed upon officers was huge. Parsons and others decided it was time to take the step of creating an office for the Society. Parsons later wrote that "the business of the Association's office had grown to a point where it was no longer reasonable to expect a volunteer member to take responsibility for it; to was essential to employ a paid administrator."^{2,3}

Matilda at the Helm

In 1949 the first Executive Office of

Professional Accomplishments: Honorable Mention, Distinguished Scholarly Publication Award, ASA, 1997; Robert K. Merton Book Award, Science, Knowledge, and Technology Section, ASA, 1997; Rachel Carson Prize, Society for Social Studies of Science, 1998.

Personal Statement: The themes of Presidents Burawoy, Duster, and Epstein can be thought of as varieties of boundary-work: not constructing boundaries, but understanding, teaching about, and crossing boundaries already constructed. Consistent with this direction, if elected I will continue my concerns with inequalities of race, class, gender, the power of organizations over individuals, and the advance of social justice that arose while working in a women's prison and propelled me toward graduate school. Also I will work to further the development of theory-building across interdisciplinary boundaries and for the diffusion of sociological research and theory across our disciplinary boundaries to other publics. A final boundary-work concern is building and strengthening ties with sociologists in other countries. □

the American Sociological Society was formed and housed on the campus of New York University. Matilda White Riley, wife of fellow sociologist John W. Riley, was hired on a part-time basis as the first staff person of the Society. [See obituary and tributes in the January 2005 *Footnotes*] The Society was most fortunate to have someone with the drive and focus of Matilda White Riley to shepherd the Society through the next decade. While paid for part-time work, she usually provided full-time service. Sociologist Matilda Riley wrote in later years that preparation for annual meetings usually involved loading the family station wagon with Society records and materials and driving to the meeting site to set up.

When Matilda Riley announced her resignation as Executive Officer in 1961, the Council decided it was time for the next big step in the growth of the Society, which had been christened as the "American Sociological Association" a few years earlier. Janice Harris Hopper stepped in to serve for two years as ASA Administrative Officer to keep the

Association functioning while Council considered options.⁴ Finally, in January 1963, a special meeting of Council was called and the decision was made to rent office space in Washington, DC, and hire the first full-time Executive Officer for the Association.

. . . to Washington, DC

By the time of the move from New York to Washington in 1963, membership had grown to more than 7,500 sociologists. To serve the needs of those 7,500 members there was a staff of seven full-time employees assisted by the occasional help of five additional people. The Association was extraordinarily active throughout the 1960s; every year saw the launch of a new initiative. In 1963 the first issue of the *Sociology of Education* was published; in 1964 the first *Guide to Graduate Departments* was published, in 1965 the first issue of *The American Sociologist* was published; and in 1966 the first issue of the *Journal of Health and Social Behavior* was published.

As had been the case in earlier decades, the Association continued to lead the country on a variety of social issues. ASA served as a positive public example by electing E. Franklin Frazier to serve as President in 1948, and Dorothy Swaine Thomas to serve as President in 1952. In 1979, when many organizations and jurisdictions were trying to take rights away from gay people, ASA affirmed the civil rights of gay men and women. Throughout the 1960s and 1970s a new generation was coming of age. The general social, political, and cultural upheavals of the period were not left outside the door of the ASA but were woven throughout the organization.

In the 1980s, the Association welcomed a U.S. President who had majored in sociology and a Vice President who had minored in sociology, only to suffer through eight years of disdain from a presidential administration that did not value social science research. Though disheartened, the membership held steady during the 1980s.

The 1990s ushered in the Clinton presidential years and increased attention to social issues, research, and concerns of

interest to sociology. The decade that followed saw the Association rapidly embrace the emerging new information technologies to allow greater and better service to members. Computers became commonplace and e-mail went from being a unique tool to an everyday means of communication.

The Association has not lost its original focus, continuing in the early years of the new century to debate the big issues of the day, including affirmative action, health-care disparities, socioeconomic disparities, same-sex marriage, and military action in Iraq. With an outward focus rather than an inward focus, the Association undertook a new, risky venture in 2002 with the launch of *Contexts*, a magazine aimed to bring the fruits of sociological research directly to the general public.

As we enter 2005 and the centennial of the founding of the Association, membership stands at a record of more than 14,000; nearly 5,600 people attended the latest Annual Meeting; a record-number (44) of special interest Sections, 9 scholarly publications, and a host of other activities too numerous to list.

We salute the wisdom and foresight of the early pioneers who gathered in Baltimore in 1905 to found a new society. They not only gave the sociological world a gathering place but gave a greater voice for sociology and sociologists. One hundred years later we are still going strong as we celebrate 100 successful years of service to the field. □

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2. Parsons, Talcott. 1966. "The Editor's Column," *The American Sociologist*, February, pp. 1, 69-70.
3. Hughes, Everett C. 1962. "Letter from the President to the Members of the American Sociological Association," *American Sociological Review*, Vol. 27, No. 6, pp. 902-903.
4. Hopper, Janice H. 1963. "Report of the Administrative Officer," *American Sociological Review*, Vol. 28, No. 6, pp. 1001-1005.

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- Riley, Matilda W. 1960. "Membership of the American Sociological Association, 1950-1959" Matilda White Riley, *American Sociological Review*, Vol. 25, No. 6, pp. 914-926.
- In celebration of the 75th anniversary of the founding of the Association, two special issues of *The American Sociologist* were produced in February and May, 1981. Those two issues featured 27 articles from previous and current leaders looking back over the previous 75 years and ahead to the next 25 years. Those articles are a valuable source of material for anyone interested in the history of the Association.
- American Sociological Association. 1998. "Registers of Papers in the Manuscript Division of the Library of Congress: The Records of the American Sociological Association."

Note

- ¹ Veditz was joined in this endeavor by Thomas Carver (Harvard University), Franklin Giddings (Columbia University), Samuel Lindsay (University of Pennsylvania), Simon Patten (University of Pennsylvania), Edward Ross (University of Nebraska), Albion Small (University of Chicago), William Sumner (Yale University), and Lester Ward (Washington, DC).

Celebrating Seven Decades of Excellence in ASA's Flagship Scholarly Journal

by Jerry A. Jacobs, Editor
American Sociological Review

The *American Sociological Review* (ASR) has been the official journal of the American Sociological Association since 1936. The centennial year of the ASA is an opportune time to look back over the history of ASR to note some of its accomplishments. There is much to celebrate.

Table 1 lists the five most highly cited articles published in ASR in each decade from the 1930s through 2000. Citations were identified in the ISI *Social Sciences Citation Index* (Thompson Scientific, 1956-2004). The citation scores represent the cumulative number of references to an article appearing in ISI indexed journals from the date of publication through November 2004. The 1930s and 1940s were combined into a single decade. I included six articles for the 1960s so that all of the articles with 500 or more citations could be represented.

This list of influential articles indicates that ASR has consistently published high-impact articles throughout its 70-year history. In each decade, a small group of articles has attained a high level of visibility. Of the 26 articles listed that were published before 1990, all but two were cited at least 400 times. In all, 379 ASR articles published since 1936 have been cited 100 or more times, and 18 have been cited 500 or more times. It should be noted that the lower citation counts for articles published during the 1990s most likely reflects the fact that these articles are still too recent for their full impact to be captured.

The articles include a mix of theoretical, methodological and substantive articles. Sociologists will likely recognize many of the authors' names and will be familiar with more than a few of these articles.

DiMaggio's Grand Slam

The earliest article on the list is Robert Merton's 1938 essay, "Social Structure and Anomie," which has been cited more than 500 times. The most-cited article in ASR history is the essay on "institutional isomorphism," by Paul DiMaggio and Walter Powell, published in 1984, which has been cited more than 1,700 times thus far.

These highly visible articles often have enduring influence. There is an association between visibility and longevity: the most highly cited pieces typically continue to garner citations for several decades, far longer than less-visible papers. These high-impact articles typically do not reach their peak of visibility for 10 to 15 years. Some articles remain remarkably influential 20 or even 30 years after publication.

For more background on the most influential articles in ASR history, see the editor's comment, "ASR's Greatest Hits," in the February 2005 issue of ASR, as well as a longer piece, "Further Reflections on ASR's Greatest Hits," which can be found on the ASR website <www.asanet.org/journals/asr/>. A list of the 379 ASR articles that have been cited 100 or more times, sorted by year and by citation frequency, is included in the "Further Reflections" essay. □

Putting the Science in Qualitative Methodology

by Roberta Spalter-Roth, Research and Development Department

The "science" in social science is often equated with predictive, quantitative models. But many sociologists do qualitative research. Can this research be scientific? How can it be strengthened and properly evaluated? Participants at a recent workshop held on the *Scientific Foundations of Qualitative Research*, funded by a National Science Foundation (NSF) grant, agreed that the quantitative and qualitative approaches were significantly different, but that qualitative research played an important role in the understanding of social structures and processes, mainly answering questions about how social processes work.

The purposes of the workshop were threefold. First, provide a primer for those submitting NSF grant proposals as to how to make qualitative projects competitive in NSF peer review. Second, provide guidance to reviewers concerning the characteristics of strong qualitative research. And third, provide a training manual. A report summarizing the workshop outcome was co-authored by Charles Ragin of Northwestern University; Joane Nagel of the University of Kansas and former program officer rotator in NSF's Sociology Program; and Patricia White, the Program Officer in NSF's Sociology Program. The full report can be accessed at <www.nsf.gov/pubs/2004/nsf04219/start.htm>.

Developing Standards

According to Nagel, "the workshop grew out of the interest of NSF sociology program officers as well as NSF panelists who felt unclear as to how to review

qualitative proposals. There was general agreement about the lack of uniform standards for evaluation."

Although, many sociologists avoid applying for NSF grants because they believe that only quantitative research is funded, in fact, about one-fourth of regular grants and one-third to one-half of dissertation grants in sociology fund qualitative research. Sociology program officers have noted that more and more of the dissertation grants use qualitative methods.

The workshop brought together scholars, who work in qualitative research, with the idea of contributing to building this aspect of sociological inquiry as a discipline. Although there was some disagreement about methods among the panelists that can be seen in the papers appended to the workshop summary, there also were areas of convergence. According to Nagel, there was strong agreement that because NSF funds theoretically driven, rigorous research, qualitative proposals should not be submitted at an early stage before anything is known about the topic, and, if possible, reliance on "grounded theory" should be avoided. The project should be located in a theoretical context. Investigators should describe how the research will contribute to theory, if successful, and, they should describe how the researcher's ideas or hunches could be disconfirmed, if not successful.

Among the guidelines to investigators in the Executive Summary are the following recommendations:

- Write clearly and engagingly for a broad audience;
- Situate the research in relation to existing theory;

Table 1. The Five Most Highly Cited ASR Articles for Each Decade

Decade	Publication		Article Title	Number of Cites		
	Year	Author				
1930s-1940s	1938	Merton, Robert K.	Social Structure and Anomie (ASR 3:672-682)	532		
	1940	Mills, C. Wright	Situated Actions and Vocabularies of Motive (ASR 5:904-913)	505		
1940s	1944	Guttman, Louis	A Basis for Scaling Qualitative Data (ASR 9:139-150)	451		
	1945	Davis, Kingsley and Wilbert Moore	Some Principles of Stratification (ASR 10:242-249)	440		
	1942	Parsons, Talcott	Age and Sex in the Social Structure of the United States (ASR 7:604-616)	223		
	1950s	1950	Robinson, W. S.	Ecological Correlations and the Behavior of Individuals (ASR 15:351-357)	1,381	
1950s	1959	Seeman, Melvin	On the Meaning of Alienation (ASR 24:783-791)	744		
	1957	Sykes, Gresham M. and David Matza	Techniques of Neutralization: A Theory of Delinquency (ASR 22:664-670)	702		
	1956	Srole, Leo	Social Integration and Certain Corollaries: An Exploratory Study (ASR 21:709-716)	699		
	1955	Duncan, Otis Dudley and Beverly Duncan	A Methodological Analysis of Segregation Indexes (ASR 20:210-217)	482		
	1960s	1960	Gouldner, Alvin W.	The Norm of Reciprocity: A Preliminary Statement (ASR 25: 161-178)	1,319	
		1962	Emerson, Richard M.	Power-Dependence Relations (ASR 27:31-41)	923	
		1968	Scott, Marvin and Stanford Lyman	Accounts (ASR 33:46-62)	788	
		1967	Perrow, Charles	A Framework for Comparative Analysis of Organizations (ASR: 32: 194-208)	721	
	1960s	1963	Macaulay, Stewart	Non-Contractual Relations in Business: A Preliminary Study (ASR 28:55-67)	717	
		1965	Ryder, Norman B.	The Cohort as a Concept in the Study of Social-Change (ASR 30:843-861)	513	
1970s		1979	Cohen, Lawrence E. and Marcus Felson	Social-Change and Crime Rate Trends: Routine Activity Approach (ASR 44:588-608)	587	
		1975	Alwin, Duane and Robert Hauser	Decomposition of Effects in Path Analysis (ASR 40:37-47)	558	
1970s		1979	Akers, Ronald L., Marvin D. Krohn, Lonn Lanza-Kaduce and Marcia Radosevich	Social-Learning and Deviant-Behavior: Specific Test of a General-Theory (ASR 44:636-655)	422	
		1970	Labovitz, Sanford	Assignment of Numbers to Rank Order Categories (ASR 35:515-524)	404	
1970s		1970	Blau, Peter M.	Formal Theory of Differentiation in Organization (ASR 35:201-218)	386	
		1980s	1983	DiMaggio, Paul J. and Walter W. Powell	The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields (ASR 48: 147-160)	1,754
			1984	Hannan, Michael T. and John Freeman	Structural Inertia and Organizational-Change (ASR 49: 149-64)	734
		1980s	1986	Swidler, Ann	Culture in Action: Symbols and Strategies (ASR 51:273-286)	620
	1986		Snow, David, A., E. Burke Rochford, Jr., Steven K. Worden and Robert D. Benford	Frame Alignment Processes, Micro mobilization, and Movement (ASR 51:464-481)	530	
	1980s	1983	Berk, Richard A.	An Introduction to Sample Selection Bias in Sociological Data (ASR 48:386-398)	472	
		1990s	1996	Uzzi, Brian	The Sources and Consequences of Embeddedness for the Economic Performance of Organizations: The Network Effect (ASR 61:674-698)	225
			1991	Astone, Nan Marie and Sara S. McLanahan	Family Structure, Parental Practices and High-School Completion (ASR 56:309-320)	222
		1990s	1993	Orloff, Ann Shola	Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States (ASR 58:303-328)	215
			1991	Wilson, William Julius	Studying Inner-City Social Dislocations: The Challenge of Public Agenda Research - 1990 Presidential Address (ASR 56:1-14)	213
1990s		1994	Farley, Reynolds and William H. Frey	Changes in the Segregation of Whites from Blacks During the 1980s: Small Steps Toward a More Integrated Society (ASR 59:23-45)	201	

- Locate the research in the relevant literature;
- Articulate the potential theoretical contribution of the research;
- Outline clearly the research procedures;
- Provide evidence of the project's feasibility;
- Discuss the plan for data analysis;
- Describe the strategy to refine the concepts and construct theory;
- Include plans to look for and interpret disconfirming evidence;
- Assess the possible impact of the researcher's presence and biography;
- Provide information about research replicability; and
- Describe plan to archive the data.

These criteria should not be limited to NSF applications, but rather to sociology as a discipline. The report also recommended ways to strengthen qualitative research including proposing qualitative methods training, holding additional workshops on qualitative research methods, and disseminating qualitative proposal review criteria.

The Sociology Program at NSF has taken some of its own advice. Along with the Political Science, Anthropology, Law and Social Science, and the Methodology and Statistics programs are co-funding a follow-up workshop to be held in mid-May, with sociologist Michelle Lamont as the Principal Investigator. In addition, the Sociology Program at NSF seeks rigorous qualitative research proposals to advance this area of sociological research. Full proposals are due by May 16, 2005. More information can be found on the NSF website at <www.nsf.gov/sbe/ses/soc/sqrmii.jsp>.

Summing up the purpose of this effort, White said, "The Sociology Program appreciates diversity in substantive focus and research methods. We hope that the workshop and follow-up activities on qualitative methods will communicate that we are interested in supporting strong qualitative research projects and want everyone to be on the same page as to what constitutes a high quality project for NSF." □

Inside-Out Program Creates Link Between Higher Education and the Criminal Justice System

by Jessica Spickard,
Governance and Sections

I know what mourning feels like. I have lost both my parents and other loved ones. As a lifer, on the edge of consciousness, I am mourning my own death— social, spiritual, in a lot of ways. The Inside-Out program is an opportunity to dis-inter myself and bring me back to life.

— Graterford Prison inmate

Two million people are imprisoned in the United States today, the largest number of any country in the world. The violent crime rate, though much lower now than in the past two decades, is still significantly higher than that of other western industrialized nations. Moreover, more than two-thirds of those released from prison are back behind bars within three years. The consequences reach even deeper than the statistics illustrate. Public corrections expenses are immense.

Transforming Management of Crime and Justice

Those whose lives are affected by the crime experience excruciating and

ongoing pain. Many men and women who spend their lives working in corrections often feel frustrated that their efforts are not making a difference. Perhaps the least recognized effects are the unemployed talents of those incarcerated. The Inside-Out Prison Exchange Program seeks to initiate conversation about and transform the current methods of managing issues of crime and justice.

The Inside-Out Program, now in its 18th semester, was developed at Temple University in 1997 by Lori Pompa, MSW/LSW/Soros Justice Senior Fellow, as a hands-on approach to teaching. The program was designed to take college students behind prison walls to learn side-by-side with incarcerated men and women. More than 300 college students and 400 imprisoned students have participated in the course since its formation. The main focus is to change both individual lives and public opinion. The program dares students on the inside (i.e., those in prison) to reclaim their self-confidence, realize the significance of higher education, and examine their lives in a larger social context as agents of change for themselves and their communities. It challenges students on the

outside (i.e., those in college) to apply the theories they learn in class to a real-world situation.

Successful Model

The Inside-Out model has been used by professors nation-wide in a variety of disciplines, including psychology, sociology, urban studies, social work, and the humanities. The class meets once a week for 15 weeks. Roughly 15-18 students and the same number of incarcerated students attend class together inside prison. Throughout the course, all participants partake in criminal justice text readings, writing assignments, dialogues, and a final class assignment. The dialogues are the most crucial of the assignments; they create common understanding and emphasize the students' individual abilities to make a difference in the world. Some issues covered during the semester include: the purposes of prisons, why people commit crimes, analyzing the criminal justice system, punishment vs. rehabilitation, myths and realities of prison life, and issues of victims and victimization. The

program ultimately serves to bridge the gap between the ivory tower of higher education and the real-world criminal justice system.

Training for professors is provided through the Inside-Out Program, as well as follow-up consultation. Nearly 100 instructors have already expressed interest in being educated in this approach, and 21 completed training in the July 2004 institute, forming the beginnings of a national Inside-Out network of educators. Most of the instruction takes place at Graterford Prison outside Philadelphia.

For more information on how to get your department involved in the Inside-Out course or training, visit the program's website at <www.temple.edu/inside-out>, or send an email to inout@temple.edu. Also, see the July/August 2004 *Footnotes* article (p. 5). This article, titled "The Moral Monster: Public Sociology in a Maximum Security Prison," describes an Inside-Out Program involving the Princeton Community Based Learning Initiative (see <www.asanet.org/footnotes/julyaugust04/fn5.html>). □

Awards, from page 1

by June 15, 2005, for consideration for the 2006 award. Late-arriving nominations or updates will be held over for the following award year.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2003, 2004, 2005) preceding the award year. Two members of the Association must submit letters in support of each nomination. Nominations should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award. Nominations for the 2006 award must be received by April 1, 2005. The winner of this award will be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA's expense after the award recipient is announced.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or an entire career, although it may recognize a single

project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and a one to two page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations.

Distinguished Career Award for the Practice of Sociology

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

Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should

include the nominee's vita and a detailed one- to two-page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the Association may submit nominations for the Jessie Bernard Award. Nominations for career achievement should include a letter of nomination, a copy of the vita of the nominee, and examples of relevant scholarship or other materials.

Dubois-Johnson-Frazier Award

Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. Nominations should include a summary of the nominee's career or achievement, and the way in which it is consistent with the traditions of these outstanding African-American scholars and educators. Nominations should include a one- to two-page statement and a vita, if applicable.

2005 ASA Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD

recipients with their degree awarded in the 2004 calendar year will be eligible for consideration for the 2005 ASA Dissertation Award. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee's curriculum vita (with current address). The deadline for nominations for the 2005 Award is April 1, 2005.

Award for Excellence in the Reporting of Social Issues

Journalists who have made contributions, through any medium of public communication, that increases the understanding of sociology or the social sciences in general are encouraged to apply. The award recognizes the work of those who have been especially effective in disseminating sociological knowledge, perspectives, and research to the general public. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers, producers) who translate and interpret a wide range of information, including sociological research, for the lay public. This award is intended to encourage and reward work that promotes a broader vision of sociology and serves ASA's mission to gain public support for the sociological discipline. In order to be eligible, a nominee must have made noteworthy contributions through any medium of public communication to increase the understanding of sociology. The award is in recognition of an individual. Nominations are invited from both sociologists as well as media personnel themselves. Nominations for the 2006 award must be received by June 1, 2005. Nominations should include an account of the nominee's major contributions to furthering the public appreciation of sociology. Examples (e.g., video, articles) may be included with the nomination. □

Gaming in Watts: UCLA and Locke Senior High School in Partnership

This is the second in a five-part series of articles on relationships between high schools and sociology departments.

by Victoria Hougham, Academic and Professional Affairs Program

The number of students who enter college wanting to pursue a sociology degree is directly affected by the quality of their high school course. The more interesting and pertinent these classes are to their daily lives, the more likely students are to enroll in sociology courses later in college (see DeCesare, February 2002, *Footnotes*, p. 9).

Understanding this relation between high school course quality and later interest in sociology helps high schools strategically utilize higher education resources to reinforce course content and quality. More and more graduate and undergraduate students are working directly with high school teachers to build engaging, hands-on courses designed specifically for high school students. One example of this collaboration may be found between University of California-Los Angeles (UCLA) sociology students and Locke Senior High School students and one of its social studies teachers, Frank Wiley.

Simulation Game

Collaborating with teachers and students at Locke Senior High School in South Central Los Angeles, UCLA graduate and undergraduate students created an original social simulation-game, loosely modeled on life in the inner-city community of Watts, where Locke is located.

According to the 12 members of the UCLA and Locke project team, the purpose of the game is to "simulate for classroom students the economic, political, and other social pressures that members of underprivileged communities face and in so doing, empower them to make connections between their experiences in the game and their experiences in real life." Students will be able to explore sociological concepts reinforced in an active learning environment that represents the social organization of the community in which they live.

In addition, they are developing a curriculum to accompany the simulation-game. This corresponding curriculum will enable instructors to "connect students' gaming experiences with relevant analyses of how social institutions, power, inequality, and culture operate in disadvantaged areas, and in society as a whole," described Joshua Stern, a graduate student in UCLA's School of Education.

Locke teacher Wiley was initially motivated to integrate social simulation-games into the "social justice" and sociology curriculum to increase student motivation, reach students who have not fared well in traditional classroom settings, improve attendance rates, enhance student comprehension, and increase long-term retention of course content. Further, Wiley and the UCLA Department of Sociology were eager to help the Locke students experience the Millsian connections between "personal troubles" and "public issues"—in short, to awaken their sociological imaginations.

The project initially began with an upper-division seminar at UCLA, "Sociology 188: Simulating Society" where students began researching, designing, and constructing the simulation game. The seminar directly benefited the undergraduate majors by forcing them to "directly grapple with the analytic relationship between institutions and culture, macro structures, and micro experiences in a situation of concentrated poverty," and by challenging them to "reconcile sociological theories with the everyday experience of actual people," commented Gabrielle Raley, a graduate student in UCLA's Department of Sociology. Many students reported that the two-quarter seminar was one of the most challenging and practically applicable of their education at UCLA.

Background

The community surrounding Locke is the site of the historically important 1965 Watts Riots. Because little money and effort has gone into rebuilding what was destroyed in the 1965 riots (and again in the 1992 Los Angeles Riots), Locke serves students who are still socioeconomically disadvantaged, living in or just above the official poverty level. Additionally, the school's population consists of roughly 58% Hispanic students, 40% African American students, and a few American-

Indian, Filipino, Asian, and Pacific Islander students.¹

Since 1965, UCLA has been building a history of interaction with the surrounding Los Angeles communities. After the 1965

riots, UCLA made it a priority to enroll more minority students and recognized that they had little contact with and knowledge about surrounding neighborhoods such as Watts. To boost UCLA's current high school involvement, sociology students were eager to become involved in and help at-risk youth in this historically important community. UCLA students informed their course design efforts by conducting classroom observations in Locke social studies classes, and by taking a tour of the Watts community led by a community activist.

The collaboration has received widespread institutional support, including an ASA Teaching Enhancement Fund Grant. Further, UCLA and Locke administration—as well as UCLA's Department of Sociology and Locke's newly created "School of Social Empowerment"—have been extremely accommodating and supportive of the joint efforts. Locke administration officials opened their doors to the UCLA students by giving guided tours of the school and surrounding areas, and allowing research in the form of focus groups and in-depth interviews with Locke students.

For more information about the UCLA and Locke Senior High School collaboration, contact Sal Zerilli at szzerilli@ucla.edu. □

Note

¹ Locke Senior High School, *Annual Report to the Community* 2000-01.

Dennis Rome Will Head ASA Honors Program in 2006

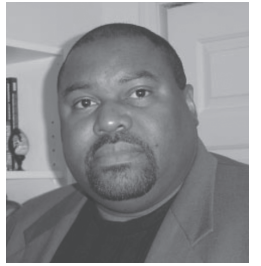
Dennis Rome, University of Wisconsin-Parkside, has been selected as the new director of the ASA Honors Program. The ASA Honors Program, now in its 32nd year, brings together outstanding undergraduate students to attend, participate, and study the Annual Meeting and, thus, the profession more broadly. As many as 80 students participate in the program each year. In addition to attending the sessions and events of the Annual Meeting, the students have special programming where they meet leaders in the field, learn about careers, network, and consider graduate work in sociology.

For the 2005 Annual Meeting, Rome will shadow the current Director, Kerry J. Strand, and then he will assume responsibility for the 2006-2008 Honors Program activities at those Annual Meetings.

Rome's interest in the Honors Program began when he was an Honors Program student himself, 20 years ago. He has been an active supporter of the program and has been active in the ASA

in many capacities, including the Minority Fellowship Program, the Membership Committee, the Committee on Distinguished Contributions to Teaching Award, and the Task Force on Hate/Bias Acts on Campuses. He served as Associate editor of *Teaching Sociology* for three years.

After receiving his PhD from Washington State University in 1992, Rome taught at Wright State University and Indiana University before coming to UW-Parkside in fall 2004. He has also been a Fulbright Fellow in Russia and a Carnegie Scholar on Teaching and Learning. Most of all, Rome is committed to the professional socialization of students; that quality will make him a stellar Honors Program Director. □



Dennis Rome

ASA's Teaching Enhancement Fund Supports Seven New Projects

by Victoria Hougham, Academic and Professional Affairs Program

Seven awards designed to enrich the quality of teaching of sociology have been made through the American Sociological Association's Teaching Enhancement Fund (TEF). The Fund supports innovative projects that are transportable to other settings and will have a lasting impact on teaching sociology. The 2005 funded projects are as follows:

Walt Bower, Shaunna L. Scott, and Pat Whitlow (University of Kentucky) will develop and administer a survey to undergraduate students focusing on understanding the impact of region/rurality and race and ethnicity on college classroom participation. They will publish and present their findings with suggestions to enhance teaching strategies and classroom participation for all students.

Samuel G. Collins, Whitney C. Garcia, and Marion R. Hughes (Towson University) will assign student projects to conduct videotaped interviews with recent sociology and anthropology graduates to ask questions explicitly linking sociological and anthropological understandings to their careers and future aspirations. These videos will be available on their department website.

Michael DeCesare (California State University, Northridge) will develop and distribute a mail questionnaire to gather national data on public high school sociology courses, teachers and students. The results of DeCesare's research will be made available to individuals and groups who influence the high school social studies curriculum, including superintendents, principals, and social studies department chairpersons, in order to improve the teaching of high school sociology.

Laurie Russell Hatch and Carey Brown (University of Kentucky) will create and distribute a survey to 500 undergraduate sociology majors to assess

how students define racism. After analyzing the data, Hatch and Brown will help instructors acknowledge and learn about students' perceptions of racism by providing a tool for teaching about racism for all class sizes. They will also conduct a campus-wide workshop for graduate students on teaching about racism.

Edward L. Kain (Southwestern University) will examine the sociology major requirements from a random sample of college catalogs in order to describe national patterns in the undergraduate curriculum. This content analysis will be used to assess how the recommendations in *Liberal Learning and the Sociology Major Updated* (McKinney et al. 2004) are currently reflected in the curriculum. The Department Resources Group (DRG) consultants and department chairs working on curriculum reform can also use these data.

Carol Miller (University of Wisconsin-LaCrosse) will organize multiple workshops at a joint conference between the Wisconsin Sociological Association and the Illinois Sociological Association for sociology instructors to share best teaching practices, assessment methods, and advice for conducting scholarship of teaching and learning.

Lynn H. Ritchey (University of Cincinnati—Raymond Walters College) will develop and maintain a website aimed at enhancing sociological understanding through guided internet assignments such as WebQuests, Virtual Explorations, and Internet Scavenger Hunts. Ritchey intends for the website to become a repository of guided assignments for faculty at the college or secondary education level, students, and the general public.

The next deadline for TEF applications is February 1, 2006. For additional information and an application, visit the ASA website at www.asanet.org/student/tef.html. The Teaching Enhancement Fund is supported by contributions. Watch for details about a fundraising event at the 2005 Annual Meeting. □

Philadelphia, from page 1

accounted for 70 percent of the jobs in the top-ten. Their impact is not trivial. A 1998 study, which I conducted with two economist colleagues, found that Temple University and its associated health system alone put more than \$1 billion annually into the city's economy and another \$600 million into the region. A 1997 Price Waterhouse Cooper study for the University of Pennsylvania and its associated health system found that it contributed \$1.5 billion annually to the city's economy and more than \$4.3 billion to the states. Taken together, the two schools and their health systems generated more than 80,000 jobs locally. Seven and eight years later, both universities and health systems have grown significantly with commensurately larger economic impacts on the city and region.

The growing significance of educational and health institutions is hardly unique to Philadelphia. The Brookings study found that, as of 1995, "eds and meds" represented at least 5 percent of the jobs in 20 of the largest U.S. cities. Educational institutions are even being used as keystones for redevelopment: across the Delaware River from Philadelphia, Rutgers University-Camden and Camden Community College are at the center of redevelopment efforts.

Exporting Health, Education

Though health and educational institutions are often seen as local economic engines, they also play an export role and that is increasingly true of those in Philadelphia. Home to more than 80 colleges and universities, the region benefits substantially from their collective economic impact. The largest schools are in the city, and as many readers will know, prospective college students throughout the nation have been increasingly drawn to city schools for much of the past decade. Most of Philadelphia's colleges and universities have not only seen an increase in enrollments but an increase in enrollments from outside the region.

The four academic health systems—Penn, Temple, Jefferson, and Drexel (including the Children's Hospital of Philadelphia and the Fox Chase Cancer Center)—all attract patients from outside the region. In the mid-1990s, an SRI International study estimated that 44 percent of the output of the region's health services were exported.

Manufacturing, Pharmaceuticals

What remains of the region's manufacturing sector has a substantial basis in pharmaceuticals, medical devices, and biotechnology. Philadelphia's history in the pharmaceutical industry dates to 1830 when John K. Smith opened a drugstore that evolved into the modern GlaxoSmithKline company. Wyeth and Warner Lambert also have 19th century origins in Philadelphia. Today, the sector represents more than 21,000 jobs in the region. According to a 2002 Brookings Institution study, 80 percent of the world's largest pharmaceutical companies have a presence in the metropolitan area, and employment in the industry is second only to the New York metropolitan area. Yet these numbers actually underrepresent the true impact of the pharmaceutical industry, since available data only record for its own employment. If, for example, a chemical factory sells all of its output to a pharmaceutical firm, its jobs are counted as part of chemical manufacturing and the connec-

tion to pharmaceutical manufacturing is ignored.

Changing Employers in Philadelphia

The Philadelphia area also is shaped by its status as the cradle of the nation, drawing tourists to Independence National Park, the National Constitution Center, and Valley Forge National Park. As manufacturing has declined, federal, state, and local leaders have vigorously sought to increase tourism and have met with some success. According to the 2003 *Inbound Travel Report* of the U.S. Department of Commerce's Office of Travel and Tourism Industries, Philadelphia is now one of the top-ten U.S. destinations for travelers from western Europe and, since 2000, has moved from 21st to 12th among all travelers to the United States. Another measure of Philadelphia's success as a tourist destination is the fact that since 1993, occupancy rates of Center City hotels have remained essentially constant despite an 82 percent increase in the number of rooms. These trends are particularly impressive, given the fact that for much of the U.S. eastern seaboard, a trip to Philadelphia is easily managed in a day and does not necessarily require an overnight stay. As positive as these figures are, the tourism and hospitality industries are not the strongest urban economic foundation, as the wage structure is sharply pyramidal—relatively few middle and upper income jobs and large numbers of poorly paid ones.

Economic Agility

Historically, Philadelphia has not responded to economic contractions or economic expansions as sharply or quickly as many other metro areas. Employment is just now returning to the levels the city and region had prior to the 2000 recession. Center City appears quite vital, with throngs of people on the streets and in the stores, restaurants, and entertainment venues.

Residential real estate values have risen so sharply as to encourage the conversion of older office buildings and hotels to condos and apartments and to force many would-be residents to find housing north or south of Center City. As a result, housing values have risen strongly in areas north and south of Center City, which creates a new dynamic for economic investment, job creation, and the attractiveness of the city.

In part, the increase in values is the result of foreign immigration to the city, although it must be said that Philadelphia's attractiveness to immigrants is not that impressive. Throughout most of the past decade, the metro area has ranked between 17th and 19th as a destination for permanent immigrants. On the other hand, those immigrants it has attracted are, on average, more educated than native born Philadelphians and natives in many of the areas receiving more immigrants such as Chicago. Thus they bring new skills to the economic mix.

The "eds and meds" economic profile of the Philadelphia area would appear to situate it well for the future, given the aging national population and continuing pressing need for "knowledge workers." However, it is worth remembering that the revival of many of our older cities seen in the last decade and a half was hardly prominent in social scientific forecasts. □

ASA Council Briefs

February 4-6, 2005

The Council of the American Sociological Association held its winter meeting February 4-6, 2005 in Washington, DC. Prior to the formal start of the meeting, members of Council met Friday evening to discuss the selection process for editors of ASA journals and how best to ensure that editorial candidates for ASA journals reflect the diversity of the association membership. Over the course of Saturday and Sunday Council received many reports and updates on important issues, and acted on many items. Key actions taken included (but are not limited to) the following:

- In follow-up to a member resolution introduced during the August 2004 Business Meeting, Council directed the Executive Office to give special weight to hotel/meeting facilities or service proposals that include unionized employees. Council also directed the Executive Office to attempt to negotiate a freestanding strike clause in all future hotel/facility contracts that would substantially reduce the likelihood that ASA meeting attendees would be faced with crossing picket lines or violating a boycott.
- Selected editors for *Contemporary Sociology*, the Rose Series, and *Sociology of Education*.
- Adopted a balanced budget for 2005.
- Received reports from and then renewed for an additional five years the Committee on the Status of Persons with Disabilities in Sociology and the Committee on the Status of Racial and Ethnic Minorities in Sociology. The status committees on GLBT Persons in Sociology and Women in Sociology were previously considered and renewed for an additional five years.
- Created a new Task Force on the Master's Degree in Sociology to assess the current state of Masters Degree programs generally (and undertake specific work outlined in the proposal).
- Created a new Task Force on Sociology and General Education to develop models and rationales for how sociology courses can, do and should contribute to general education requirements and liberal arts skills.
- Approved a proposal that any member who purchases at least two ASA journals be given free electronic-only subscriptions to all other ASA journals.
- Considered recent remarks by Lawrence Summers, President of Harvard University, and authorized a 3-person Council sub-committee to draft a statement on this issue (statement was approved February 28th; see separate story in this issue).
- Directed the Executive Office to explore reversing the locations of the 2006 and 2007 Annual Meetings.
- Approved in principle the development of a college-level high school course. □

Recent Status Reports Accepted by ASA Council

The ASA Council periodically receives reports from committees and task forces that it has charged with specific tasks. Those reports range from analysis of a problem with proposed solutions, to suggestions for new avenues for Association action. Following are reports recently received and approved by the ASA Council:

Report of the ASA Committee on the Status of Persons with Disabilities

The ASA Committee on the Status of Persons with Disabilities has explored various aspects of the professional experiences of persons with disabilities both within ASA and in other aspects of their professional life. The Committee looked at the representation of disability scholarship in ASA meetings, journals, and grant competitions and reviewed the services to sociologists with disabilities who attend the Annual Meeting. The final report consists of an Executive Summary of research results, an overview of the committee's history, its charge and constituency, the review of literature, recommendations drawn from those results and three appendices. View the report online at:

www.asanet.org/governance/DisabilitiesReport.pdf

Report of the ASA Committee on the Status of Racial and Ethnic Minorities in Sociology

The ASA Committee on the Status of Racial and Ethnic Minorities in Sociology explored the representation of racial/ethnic minorities within the discipline, compared to other social sciences. The Committee relies on data and reports generated by ASA's Research & Development Department to highlight some of the major trends on the status of racial/ethnic groups in the discipline. The final report, written in memo form, consists of an overview of the committee's history, research findings on rank and wages, and a set of recommendations based on the available data. View the task force and committee reports online at:

www.asanet.org/governance/reports.html

ASA Council Statement on the Causes of Gender Differences in Science and Math Career Achievement

Harvard's Lawrence Summers and the Ensuing Public Debate

February 28, 2005

Harvard University President Lawrence Summers' recent statement that innate differences between the sexes might explain women's poor representation in science and engineering has generated strong public debate. Summers' "call for more research" (especially as President of one of America's most prestigious academic institutions) suggests that there is no overwhelming body of serious scholarship that informs this topic <www.president.harvard.edu/speeches/2005/nber.html>. Yet there is substantial research that provides clear and compelling evidence that women, like men, flourish in science, just as in other occupational pursuits, when they are given the opportunity and a supportive environment.

Measures of gender differences in such areas as verbal, mathematical, and spatial abilities have changed over time showing virtually no differences at the present time. While contestations remain in the research over explanations for the source of any differences in performance, the far greater explanatory power lies in differential access and support. Studies show that social and cultural *assumptions and stereotypes* about differences in women's and men's abilities are the cause of noticeable differences in their interests and performance. Not surprisingly, therefore, such assumptions also have a larger impact on judgments about people's potential job performance and success.

The most compelling patterns shown by research are that people's abilities, as measured by job outcomes, are shaped by and interact with social influences. For example, objectively assessed math and scientific ability differences between males and females have changed substantially over the past three decades. In the United States they have become non-significant and in some other countries, the United Kingdom, for example, girls' performance exceeds that of boys at all levels of schooling. That gender differences in these abilities have shifted so substantially over such a short period of time makes it impossible for biological changes to have been influential. This period, however, was one in which girls' access to school courses, counselor encouragement, career opportunities, and role models changed (and improved) significantly—but not their biology.

Another documented pattern is that when ability differences have favored women, their superior ability has not typically been translated into occupational achievement. Girls' measured advantages in verbal skills, reasoning problems, verbally presented math, school grades and other achievement areas did not, in the recent and distant past, result in women's dominance in related areas of academic or occupational achievement such as English literature, law, or philosophy in our major universities. Relatively fast social change and a consistent pattern of female disadvantage in converting individual ability into occupational success imply the presence of important institutional factors at work and, indeed, these factors have been and currently are being subjected to scientific study. What is important about this research is that the social processes of inequality it empirically documents are amenable to intentional change in policy and practice that can and will produce greater gender equality if implemented, monitored, and studied.

Sociological research provides ample empirical evidence of the importance of social phenomena in creating the gender

gap in science and math achievement at the highest levels and, therefore, why it is a *social* problem. Fortunately, sociological research also provides evidence about areas in which policy changes can foster behavioral changes that would remedy this problem. As real structural opportunities have opened to women, as a result of legal challenges and other social pressures for change, they have demonstrated increased interest in, and rapidly joined, fields from which they had been excluded. As late as 1964, women were only four percent of all law students in the United States because they faced overt discrimination in professional schools' admissions policies. Legal challenges outlawed overt discrimination, and women are now 50 percent of law and medical students, and they are closing the gender gap within professional practice areas as well. A recent report of the American Institute of Physics notes that women with bachelor's degrees in physics are as likely as men to make their way up the academic ladder.

Nevertheless, scientific research continues to demonstrate that a significant proportion of senior males (and even some females) believe women are different, do not welcome them on professional teams, and therefore do not offer the informal training needed for the highest positions in established professions. A vivid example of this is, of course, Summers' own remarks and the ensuing debate in which one side assumes the preeminence of biological causes without reference to the scientific knowledge base, and views "political correctness" as the foundation of any attempt to temper such statements with a realistic view of the interaction of social process and biological potential.

"Scientific correctness" can help us here. Decades of social-scientific research provide a solid base of empirical knowledge about the power of unequal opportunities, limitations in access to formal and informal training, a lack of social and domestic supports, and lowered expectations about women's capacity to achieve that sap their educational and professional confidence. Studies also show that peer pressures to conform to stereotypical behavior and exposure to popular media affect women's and men's choices and opportunities in the occupational world. These changeable social factors, not innate biological differences, provide the most powerful explanation for the continuing gap between women's abilities and their occupational attainments.

The Council of the American Sociological Association goes on record as recognizing the scientific basis of overriding *social* determinants that structure the skewed distribution of women's participation in many domains of professional life, urging public and private policies and practices that further the goal of gender equity.

Suggested Readings

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Project to Infuse Data Analysis into Sociology Curriculum Enters Dissemination Phase

by Carla B. Howery and Victoria Hougham, Academic and Professional Affairs Program

The ASA is winding up its Integrating Data Analysis (IDA) Project, funded by the National Science Foundation. This three-year, small-grant program, conducted in collaboration with the University of Michigan's Social Science Data Analysis Network (SSDAN), sought to address the quantitative literacy gap in sociology. Over the past three years, 12 departments have worked intensively to develop course modules that infuse U.S. Census and other data into lower division courses.

The IDA project is in its dissemination phase. Over the past two years, IDA staff—Kerry J. Strand, Hood College, Havidan Rodriguez, University of Delaware, William Frey, University of Michigan, and Carla B. Howery, ASA—have led workshops at national, regional, and state sociology meetings. In March 2005, one workshop was held the day before the Eastern Sociological Society and another before the Midwest Sociological Society. Departments use the modules created already, as well as learn how to develop their own data modules for their courses. See the website at <www.ssdan.net> for sample modules.

The ASA coordinated this NSF-funded small grants program in order to promote more experiments to enhance quantitative literacy. Departments could apply to undertake innovations in their own context, using IDA and SSDAN and creating their own materials. The following proposals were competitively selected for funding. Each department will make a presentation at a future professional meeting about their work. **Dana M. Greene, James R. Peacock, and Katrina Seitz, Appalachian State University.** With ASA's IDA project as a model, Greene, Peacock, and Seitz will develop sociological modules using the General Social Survey (GSS) and Census data. They will integrate these modules into their introductory courses in order to introduce quantitative data, methodology, research methods, and statistics earlier in the sociology curriculum. **Lisa M. Frehill and Lee Hamilton, New Mexico State University.** Frehill and Hamilton will develop a new lower division, foundation course, "The Sociological Imagination," which will serve as a bridge course for sociology majors from the introductory course to the upper level core courses. The classes will prepare students for theory, methods, and statistics by providing them with analytical, writing, and technical skills.

Wes Hill and Cliff Holley, University of Mississippi. Hill and Holley will explore the incorporation of quantitative learning modules into lower division sociology courses via an online course. Students will be randomly placed in two sections of online Sociology 101—one section that will be using SSDAN Census exercises, and one section that will not be using SSDAN Census exercises. Hill and Holley will then evaluate the resulting quantitative skills of students in the two sections of Sociology 101.

Norma J. Shepelak and Chigon Kim, Wright State University. Shepelak and Kim will give a one-week lecture in an introductory sociology course on causal analysis and research methodology. Students will be asked to write a research paper that incorporates and interprets U.S. Census data. Additionally, students will receive CD-ROMs containing practice exercises.

Garry L. Rolison and Jill Weight, California State University. Rolison and Weight will train graduate and undergraduate students to lead learning-research groups in inequality and race and ethnicity courses throughout the semester. The focus of the learning-research groups is to gather current data on issues of social inequality and race and ethnic relations using Census data and the GSS.

Susan L. Caulfield and Susan M. Carlson, Western Michigan University. Caulfield and Carlson will pilot a mid-level class on "Methods of Data Collection," with an emphasis on integrating data analysis within and across required courses. As the first course sociology majors take after declaring their major, "Methods of Data Collection" will introduce quantitative analysis early in the sociology curriculum.

Rachel Bridges Whaley and Susan L. Caulfield, Western Michigan University. Whaley and Caulfield will develop sociology and criminal justice modules, and modify modules that have already been developed for other faculty and instructors to use in order to help integrate principles of data analysis into the entire sociology curriculum. They will pilot the modules in the summer sessions.

Erik Larson and Terry Boychuk, Macalester College. In order to incorporate quantitative data analysis into introductory-level courses, Larson and Boychuk will develop a series of curricular-based learning modules to be used in multiple introductory courses, including Introduction to Sociology, Affirmative Action Policies, and Criminal Behavior/Social Control. □

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On the Merits of Graduate Students as Book Reviewers

Students writing reviews can be a career-enhancing teaching tool

by Barbara Katz Rothman, City University of New York-Graduate Center

I'm teaching a doctoral level course I have titled "Writing for Publication," and as I publish in this article the very material covered in the course, I feel like an embodiment of M.C. Escher's drawing of the hands drawing themselves. The circularity of publishing writing about publishing writing is dizzying. But as I put together the pieces of this class, I think that precisely what I tell my students applies here: we write to share, to convince, to please, and to encourage. Working on this class, I've had ideas I'd like to convince others to try. It might just please some of you who do similar work to read how I'm doing it. And I might—if I could write appealingly enough—encourage some of you to do similar work with your students.

We began the writing class with book reviews. I had to think about not only *how* we do them, but also *why*; what is the point of doing book reviews? I approached book review editors in the journals and asked them to provide books for my graduate students to review. In the past, I have casually passed books on to students for review, or directed a review editor to a particular student for a particular book, or introduced a book review editor to a student, but I've never done this in such a calculated way. I had to think about these things I've done so casually that I am now doing so deliberately. Here are the results of my deliberations.

Book reviews are very often the first publication for a young scholar. A graduate student in the social sciences and humanities can be a published reviewer of a book long before they have written a significant work of their own, long before they have published anything in the discipline, and long, long before they have written a book of their own.

Why is that? Is it a good thing? How can we make it a good thing?

The first question to ask is "Good for whom?" Good for the student, the journal that publishes the review, the author of the book being reviewed?

The answer can be all three, if we handle this properly.

I will consider the students first. There are certain barriers in life, certain breakthrough experiences. Seeing your name in print in professional journals is certainly one of those. It legitimizes one's work like nothing else. Whatever that first publication is, the very fact of its publication matters to students. It is a start on the path of professional development, a start to becoming scholars "in their own 'write'," as it were, moving beyond the role of student.

Book reviews are also quite practical publications for students. There was a time in my life when it actually was worth it to do a review simply because the journal gave me a free copy of the book. I only volunteered to review books I was going to read anyway, so the hours of careful reading didn't "cost" me any extra. And the time spent writing the review of an expensive scholarly book probably still came out to be better than minimum wage. But then, I write fast.

Packaging Value

More seriously, the actual product of my writing, the review itself, was something that I could often adapt to other uses. I could scavenge my book reviews for pieces to use in the literature review of a paper or—far more valuably—in a dissertation chapter. It's a wonderful thing to include previously published bits, even snippets, in one's dissertation. A dissertation is itself the turning point between student and independent, acknowledged scholar. However comfortable, warm, friendly, supportive the dissertation committee may be—and we know they are not always that—the relationship still oozes power dynamics. To be able to submit work to the committee work that has already passed the peer review standards

of the profession, shifts—if only in the student's own head—the power dynamics. And where, after all, do those power dynamics need shifting more than in the student's head?

An argument, a critique, put forth in the literature review of a dissertation is one thing; the same argument put forth in a published review is something else. It's the difference between stating, "I think this book is taking the wrong tack on this problem," and being able to state: "According to a review in the *Journal of Serious Work in Sociology*, this book is taking the wrong tack on this problem." Graduate students are accustomed to combing the published literature to find someone else to cite to say what they themselves want to say. The first time you can cite yourself—ahhhhhh.

Valuing the Package

So that's why book reviews are good things for graduate students to do. Now let me offer the perspective of an author of books. I've been lucky. I've never had a review that made me cry. Maybe my standards are low, but I feel blessed by that. But I have had reviews that annoyed me. Generalizing a bit here, it seems that the annoying ones were often by scholars who were, in some sense, competitors. They had done books on similar subjects and were—consciously or not, intentionally or not—comparing my work to their own and finding mine wanting.

Graduate students may bring greater neutrality to the work of reviewing. And greater respect. First, they can appreciate the fact that you finished and published a book, an impressive feat in their eyes. So maybe they agree with you and maybe not, maybe they like what you did and maybe not, but it seems they are more likely to be fair, respectful, and open to the author's ideas.

They are also—and this matters a lot—current. Unlike some of my colleagues who shall remain nameless, the students are not always telling you about

some wonderful so much better work in this area that was done "back tin the day." You know, before all these new, strange theories and postmodern stuff and all. Graduate students have read the classics recently, and are reading the current material. In each discipline, they are the people who are probably the most well-read at any given moment, and so may be in the best position to see a new book in context.

Getting Good Value

Finally, I will consider the perspective of book review editors:

Sometimes a book is deemed "important," a "significant book," even before it has been widely reviewed and read. Most often, in academia as in the rest of the world, that is because the author is a known quantity. The new John Grisham has its equivalent in each discipline. Those books will *not* be given to graduate students to review. Senior scholars will be doing those reviews, and doing them fairly quickly (by academic standards).

But for most academic books, the concern is primarily getting reviews, *any* reviews, and getting them in a timely manner. For publishers and booksellers, a book is over, old news, long before academic reviews start to come in. Graduate students—for all of their piled-up incompletes, for all the overwhelming burdens they face—tend to move at a faster clip on projects like a book review. It is, after all, one of their first publications, and they are not about to let it slip to the back of the desk.

Book review editors and the journals need balance. If the journal, or the book review section, becomes only a student outlet, it may not be taken seriously enough. But used appropriately, with perhaps a bit of mentoring from senior colleagues, graduate students are ideal book reviewers.

The author can be reached at BKatzRothman@gc.cuny.edu. □

State Representatives Make Inroads with High School Sociology

by Carla B. Howery, Deputy Executive Officer

The ASA continues to work on projects to enhance the quality and consistency of high school sociology courses; to make linkages between high school teachers and college sociology faculty; and to develop useful teaching materials for the high school course.

While it is important that the ASA as a national organization undertake initiatives with high schools, our influence only goes so far. High school education is state-based, with state and local education committees, supervisors, and guidelines directing teacher certification and curricula. Each state has a different set of requirements for teachers and for content standards. The ASA wants to better understand those state-based requirements and to find high school sociology teachers with whom to collaborate. To that end, the ASA advertised for volunteer college faculty in 11 states—California, Florida, Georgia, Indiana, Massachusetts, Missouri, New York, North Carolina, Ohio, Texas, and Wisconsin—to serve as representatives in their state.

Each faculty member will partner

with a high school teacher currently teaching sociology. This team would work at the state level to:

- Assess the certification requirements, both opportunities and obstacles, in that state.
- Work with the state sociological association, if any, and with other colleges and universities in the state on high school sociology and teacher training.
- Lead or coordinate some continuing education or professional development for high school sociology teachers in the state.
- Attend and participate in the state chapter of the National Council on the Social Studies (NCSS) meeting, or a regional chapter meeting.
- Identify any programs that offer college course in high school.
- Get a sense of the interest (or resistance) of college faculty to offering introductory sociology for college credit (or possible prerequisite credit).
- Learn about the relationship between education schools and sociology departments to answer questions such as how future K-12 teachers prepare and how sociology departments can become more involved.

- Identify barriers to sociology being taught (e.g., requirements to become a teacher, student admission requirements at state universities).
- Find or develop materials of use to high school teachers to post on the ASA website.

- Provide periodic email updates to ASA and the coordinators in other states.

Anyone who is interested in helping with these state-based efforts to enhance high school sociology is encouraged to contact apap@asanet.org. □

State Representatives on High School Sociology

- California** – Michael DeCesare, California State University-Northridge
- Florida** – Kathy Borman, University of South Florida, and Todd E. Bernhardt, Broward Community College-A. Hugh Adams campus
- Georgia** – Barbara Karcher, Kennesaw State University and Charissa S. Crook, Parkview High School
- Indiana** – Thomas L. Steiger, Indiana State University
- Massachusetts** – Ingrid Semaan, Mount Wachusett Community College
- Missouri** – Darlaine Gardetto, St. Louis Community College-Meramec
- New York** – David Barnov, St. John Fisher College, and Morton G. Ender, United States Military Academy
- North Carolina** – Janice G. Reinerth, Appalachian State University, Cindee Pratt, Appalachian State University, and Meredith Parks, Watauga High School
- Ohio** – Dawn Hall, Sinclair Community College, and Diane L. Bryant, Sandusky High School
- Texas** – D.R. Wilson, Houston Baptist University
- Wisconsin** – Anne Boyle Cross, University of Wisconsin-Stout, and Eleanor Miller, University of Wisconsin-Milwaukee

ASA offers a High School Affiliate arrangement for high school social studies departments to receive ASA publications and discounts, and most important, to have a connection with ASA and vice versa. For more information, see the website at www.asanet.org/apap/hs_aff.html.

Corrections

In the January 2005 *Footnotes* issue Public Sociology column (p. 7), a related but incorrect website URL was printed for the Global Carbon Project. The correct URL is <www.globalcarbonproject.org/>.

The February 2005 *Footnotes* (p.1) inadvertently claimed University of Pennsylvania historian Michael W. Zuckerman as one of our own ASA members. He had authored the lead article "Philadelphia: The City," the first article in our series highlighting ASA's upcoming 2005 centennial meeting in Philadelphia. Zuckerman is Professor of History and one of the nation's best colonial historians.

Call for Papers

Meetings

Association for Humanist Sociology Annual Meeting, October 26-30, 2005, Radisson Riverwalk Hotel, Tampa, FL. Theme: "Nonviolence and the Struggle for Social Justice." Send proposals for papers or sessions related or unrelated to the theme by June 10 to Dennis Kalob, Program Chair, Department of Sociology and Social Work, New England College, Henniker, NH 03242; email dkalob@nec.edu.

Inter-Ivy Sociology First Annual Symposium (ISS), April 9, 2005, will be hosted by Yale University. Graduate students from Ivy League campuses are invited to submit an abstract (approx. 200 words) by March 15, 2005. "Re-imagining Community" is the theme but papers on any subject are welcome. Email submissions to iiss@yale.edu. For more information: www.yale.edu/iiss. Symposium coordinator: Molly Martinez, Yale University, Department of Sociology, PO Box 208265, New Haven, CT 06520-8265.

Spanish Association of Political Science, September 21-23, 2005, Madrid. One of the working groups is titled

"power elites." Students of elites (political, economic, religious, intellectuals military) are invited to present their research projects and/or their findings in an intellectually encouraging environment. For more information, visit <www.aecpa.es> or email Xavier.collier@aya.yale.edu or mjerez@ugr.es.

Systemics, Cybernetics, and Informatics 9th World Multi-Conference, July 10-13, 2005, Orlando, FL. Papers accepted and presenters wanted for topics of research interests. For more information, visit <www.iiisci.org/sci2005/website/callforpapers.asp>.

Publications

Innovative Techniques for Teaching Sociological Concepts. Innovative ways to teach a variety of concepts in sociology. Each short description (1-2 pages) consists of: the concept being taught, the teaching objective or student learning outcome, references, material needed, estimated time, a short description of the procedure, interpretation, possible pitfalls, information about the person who wrote the description, and courses in which it might be used. Submission deadline is September 15, 2005. For more information, including a sample concept description in appropriate format, contact Edward L. Kain or Sandi Nenga, Department of Sociology and Anthropology, Southwestern University, PO Box 770, Georgetown, TX 78627-0770; (512) 863-1967; email kain@southwestern.edu.

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. Deadline: June 1, 2005. Contact guest editor before making submissions, at Robert M. Silverman, 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 Contemporary Ethnography announces a call for papers for a special issue on "Social Constructionism and Social Inequality." We welcome papers that use qualitative, interpretive methods to study how putative inequalities are defined, framed, narrated, and/or symbolically enacted in diverse ways. Papers should examine "inequality," "domination," "exploitation," "superiority," and similar issues primarily (if not exclusively) from the viewpoints of social actors, rather than analysts. We also invite theoretical statements on the risks and benefits of constructionist approaches to the qualitative study inequality. Papers may be grounded in phenomenology, ethnomethodology, interactionism, narrative analysis, and other interpretive frameworks. Deadline for submissions is **June 1, 2005**. Send manuscripts via email attachment to Harriss3@slu.edu, or send four hard copies and an electronic copy on disk to the editor of this special issue, Scott R. Harris, Department of Sociology & Criminal Justice, Saint Louis University, 3500 Lindell Blvd., St. Louis, MO 63103.

Journal of Social and Ecological Boundaries, Theme: "Homeland Security and Immigration." Seeking submissions pertaining to homeland security with an emphasis on immigration. Especially seeking submissions of work whose interdisciplinarity speaks to the journal's mission. Send electronic submissions by April 30 as an e-mail attachment in OpenOffice.org format or WORD format. To submit, or for more information, contact Judith Warner at jwarner@tamiu.edu or Dan Mott, jseb@tamiu.edu or dmott@tamiu.edu.

The Political Sociology Syllabi Set, published by the American Sociological Association Teaching Resource Center. Accepting syllabi for undergraduate and graduate courses in Political Sociology or related special topics courses. Send one single-sided, hard copy of syllabus and a diskette or CD-ROM in WORD format to Sarah Sobieraj, Department of Sociology, Anthropology, and Criminal Justice, Towson University, 8000 York Road, Towson, MD 21252.

Research in Political Sociology is accepting manuscripts for volume 15, which will focus on 'Politics and Globalization.' The primary objective of *Research in Political Sociology* is to publish high quality, original scholarly manuscripts that advance the understanding of politics in society. *Research in Political Sociology* publishes research that represents a wide array of substantive areas, methods, and theoretical perspectives. Manuscripts submitted for volume 15 should be directed toward understanding and explaining the relationship between "Politics and Globalization." Four copies of the manuscripts should be submitted to Harland Prechel, Department of Sociology, 4351 Academic Building, Texas A&M University, College Station, TX 77843-4351. The tentative deadline for submission of manuscripts for volume 15 is June 1, 2005.

Research in Social Science and Disability, an annual volume series published by Elsevier, seeks submissions for Volume 5. Not a theme volume; seeking papers on any relevant topic. Papers should not exceed 40 double-spaced pages. Four copies should be submitted by April 1, 2005, to Sharon Barnartt, Department of Sociology, Gallaudet University, Washington, DC 20002; email sharon.barnartt@gallaudet.edu.

Meetings

March 24-26, 2005. Trading Justice: NAFTA's New Links and Conflicts, a transnational symposium co-sponsored by the Center for Research on Women and the Benjamin L. Hooks Institute for Social Change, University of Memphis.

For more information, visit <cas.memphis.edu/isc/crow/>.

April 1-2, 2005. Eastern Community College Social Science Association Annual Meeting, Northern Virginia Community College, Loudoun Campus, Sterling, VA. Theme: "Advancing the Social Sciences in the Information Age: Change, Innovation, and Research." Contact Rosalyn King, (703) 450-2629; email roking@nvcc.edu.

April 7-10, 2005. Midwest Political Science Association Annual Meeting, Palmer House Hilton Hotel, Chicago, IL. Contact: William Morgan, Executive Director, Midwest Political Science Association, 210 Woodburn Hall, Bloomington, IN 47405. <www.mwpsa.org>.

June 23-26, 2005. American Association of Family & Consumer Sciences National Conference, Minneapolis, MN. Theme: "Sizing Up America: Obesity Causes, Effects, and Solutions." For more information visit <www.aafcs.org/meetings/05/>.

September 8-10, 2005. Research Committee on Poverty, Social Welfare, and Social Policy Annual Conference, International Sociological Association, Northwestern University, Chicago, IL. Theme: "Restructuring Welfare States: Restructuring States, Restructuring Analysis." For more information visit <www.ucm.es/info/isa/rc19.htm>.

November 10-12, 2005. Georgia Political Science Association Conference, Mulberry Inn on Bay Street, Savannah, GA. Interdisciplinary conference. For more information, visit <web2.mgc.edu/gpsa>.

November 16-19, 2005. National Council on Family Relations Annual Conference, Hyatt Regency, Phoenix, AZ. Theme: "The Multiple Meanings of Families." For more information, visit <www.ncfr.org> and click on Conferences.

Funding

American Institute of Indian Studies 2005 fellowship competition invites applications from scholars who wish to conduct research in India. Junior fellowships are awarded to PhD candidates to conduct research for their dissertations in India for up to 11 months. Senior fellowships are awarded to PhD-holding scholars for up to nine months of research in India. Application deadline is July 1, 2005. For more information and applications, contact the American Institute of Indian Studies, 1130 E. 59th Street, Chicago, IL 60637; (773) 702-8638; email aiis@uchicago.edu; <www.india studies.org>.

Community-Based Participatory Research (CBPR PAR-05-026). The ultimate goal of this Participatory Action Research (PAR) is to support research on health promotion, disease prevention, and health disparities that is jointly conducted by communities and researchers. Several institutes and offices within NIH, CDC and AHRQ have joined together to support this initiative. Applications should be relevant to both the objectives of the PAR and to at least one of the participating organization's general research interests. Researchers are strongly encouraged to both review the general research interests of the participating institutes supporting this announcement and to review the examples of topics of interest specific to CBPR. While not an exhaustive list, CBPR projects focused on the following areas of health promotion, disease prevention, and health disparities are encouraged. Applications are due on May 17, 2005. Full details on the announcement can be found online at: <grants.nih.gov/grants/guide/pafiles/PAR-05-026.html>. An audio file is available from the January 28 technical assistance conference call for prospective applicants to the federal program announcement PAR-05-026 on the Commu-

nity-Campus Partnerships for Health homepage at <www.ccp.hinfo>. During the call, representatives of federal agencies participating in PAR-05-026 provided an overview of the program announcement and answered questions from prospective applicants.

The Robert Wood Johnson Foundation, Investigator Awards in Health Policy Research program funds qualified individuals to undertake broad studies of America's most challenging policy issues in health and health care. Grants of up to \$275,000 are awarded. Applications are welcome from investigators from a variety of fields affiliated either with educational institutions or with 501 c(3) nonprofit organizations in the United States. Letter of intent deadline: April 1, 2005. For the complete Call for Applications and more information, visit <www.rwjf.org/cfp/investigatorawards>.

Social Science Research Council and the Japan Foundation Center for Global Partnership, Abe Fellowship Program. Scholars and non-academic professionals from all fields are encouraged to apply. The program is designed to encourage international multidisciplinary research on topics of pressing global concern. For more information, visit <www.ssrc.org/fellowships/abe>.

Competitions

Communitarian Network, essay contest on communitarian thinking. First prize is \$10,000, second prize is \$5,000, third prize is \$2,500. Essays may deal with philosophical, sociological, or other elements of communitarian thinking. Communitarian thinking must be evident throughout the essay; it should nurture and guide the analysis rather than be mentioned occasionally. Essays must not have been previously published. Send essays to The Communitarian Network, 2130 H. Street, NW, Suite 703, Washington DC 20052. Please address them "Attention: Contest."

Mathematical Sociology Section of the American Sociological Association, Graduate Student Paper Award. The award is given for the best paper written or published during the past three calendar years (2002-2004). A dissertation chapter or paper based on the dissertation is eligible. All authors of nominated papers must have been graduate students at the time of authorship. Awards for multiple authored papers will be shared equally by authors. Deadline is April 1, 2005. Send nominations to Noah Mark, Department of Sociology, Stanford University, Stanford, CA 94305; email nmark@stanford.edu.

Sociologists for Women in Society (SWS), Cheryl Allyn Miller Award. Award is given to recognize a sociology graduate student or a recent doctorate whose research or activism constitutes an outstanding contribution to the field of women and work. This contribution may take the form of scholarly or policy research or activism. It may be completed work or work in progress, and should be sufficiently close to completion that the applicant can concisely describe and contextualize the contribution to the field. The award is \$500 and will be presented at the banquet at the August 2005 SWS meeting. Air travel to the meeting and a ticket to the banquet will be paid by SWS. Applicants must belong to or join SWS. Send a two- to three-page curriculum vitae, a cover page with contact information, an abstract and paper of article length in suitable style for submission to a scholarly journal. Send three copies by May 15, 2005 to Kirsten Dellinger, Associate Professor of Sociology, Department of Sociology and Anthropology, 203 Leavell Hall, University of Mississippi, University, MS 38677; email kdelling@olemiss.edu.

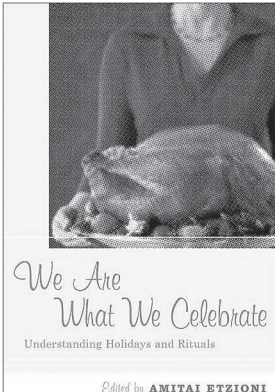
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Understanding Holidays and Rituals
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Authors include Elizabeth Pleck, John R. Gillis, & Francesca Polletta

http://www.CommunitarianNetwork.org
Related Blog - http://celebrate-holidays.notlong.com

In the News

The **American Sociological Association** was mentioned in the February 2 *Chronicle of Higher Education* regarding the importance of Bureau of Labor Statistics data on U.S. female workers for research and policy purposes.

Robert C. Bulman, Saint Mary's College of California, was quoted in a January 12 article in the *Contra Costa Times* about the film *Coach Carter* and high school sports movies in general. He was also quoted in a January 24 article in the *Sacramento Bee* about the 20th anniversary of the high school film *The Breakfast Club*.

Andrew Cherlin, Johns Hopkins University, was the subject of a January 5 *Christian Science Monitor* article on the future of marriage. He was also quoted and his study on women who were physically or sexually abused avoiding stable, intimate relationships was cited in a January 23 *Toronto Star* article. His research from *American Sociological Review* was also the topic of a January 21 *Forbes.com* article and an *abcnews.com* article.

Lee Clarke, Rutgers University, was quoted in *The Press Enterprise.com* on January 19 about how citizens try to make sense of natural disasters.

Ashley ("Woody") Doane, University of Hartford, authored an op-ed article in the January 16 issue of the *Hartford Courant*. In the article, Doane discussed how most celebrations of Martin Luther King Day ignore King's advocacy of economic justice and his opposition to institutional racism and the war in Vietnam.

Amitai Etzioni, George Washington University, was interviewed by CNN for a story about Tony Blair that aired January 29.

Leslie Hossfeld, North Carolina State University-Pembroke, was quoted in the February 2 *Chronicle of Higher Education* regarding the importance of Bureau of Labor Statistics data on U.S. female workers for research and policy purposes.

Tracy Kennedy, doctoral student at the University of Toronto, was quoted in the online *Microsoft Home* magazine.

Paul Lachelier, University of Wisconsin-Madison, wrote an op-ed on "A Civic Ethic for the New Year" that appeared in the January 1 *Albuquerque Journal* and the January 2 *Milwaukee Journal Sentinel*.

Nicole P. Marwell, Columbia University, had an article written in the winter 2004 issue of the *Stanford Social Innovation Review* about her research on the political activities of nonprofit organizations. The article discussed the main points of her paper "Privatizing the Welfare State: Nonprofit Community-based Organizations as Political Actors," which was published in the April 2004 issue of the *American Sociological Review*.

Mansoor Moaddel, Eastern Michigan University, wrote a commentary on "Are the Saudis Fanatics?" that was published in *Reforma* (Mexico), *The Independent* (Bangladesh), *Den* (Ukraine), *Danas* (Serbia), *Ziua* (Romania), *Taipei Times* (Taiwan), *Daily Times* (Pakistan), *Islam Daily*, *Iran Daily* (Iran), and *Asia News* between August 25 and September 2, 2004. His values survey in Saudi Arabia was mentioned in *Al-Riyadh Daily* on September 24, 2004.

Orlando Patterson, Harvard University, wrote an op-ed about President Bush's inauguration speech on freedom in the January 22 *New York Times*.

Linda Quirke, McMaster University, was quoted in a November 22, 2004 *Maclean's* magazine article about her research on parenting culture and private schools. The article also referenced McMaster colleagues **Scott Davies** and **Janice Aurini's** research on private tutoring.

Chris Rhomberg, Yale University, was interviewed about his book, *No There There: Race, Class and Political Community in Oakland*, on the program *Against the Grain*, KPFA radio (Berkeley, CA) on December 28, 2004.

Research by **David Riesman**, Harvard University, was mentioned in educational psychologist Howard Gardner's January 16 *Washington Post* review of Malcom Gladwell's new book *Blink: The Power of Thinking Without Thinking*.

Paul D. Roof, San Juan College, was featured on the television program, *This That & the Other*, December 12, 2004, in Farmington, New Mexico. The program was a panel discussion with psychology, history, math, and sociology professors about the Honors Program that is in place and recruiting students at San Juan College.

Robert Sampson, Harvard University, was quoted for his research on perceived disorder in neighborhoods in a January 23 *Chicago Tribune* article about an Asian neighborhood in Chicago.

Kimberlee Shauman, University of California-Davis, was mentioned in a January 30 *Washington Post* opinion piece by psychologist and linguistics professor Virginia Valian, Hunter College and CUNY-Graduate Center, for her research on barriers to women in pursuing mathematics and science careers.

Catherine Richards Solomon, Quinnipiac University, had her research on retirement and housework featured in a January 12 article in the *Connecticut Post*.

Yu Xie, University of Michigan, was mentioned in a January 30 *Washington Post* opinion piece by psychologist and linguistics professor Virginia Valian, Hunter College and CUNY-Graduate Center, for research on barriers to women in pursuing mathematics and science careers.

Awards

Judith Auerbach, American Foundation for AIDS Research, received the 2005 Mentor Award from the Public Leadership Education Network at the Helen Dwight Reid Educational Foundation in Washington, DC, in February.

Anthony Cortese, Southern Methodist University, received the Outstanding Academic Title Award from *Choice* magazine for the publication of *Provocateur: Images of Women and Minorities in Advertising* (2nd edition, Rowman & Littlefield, 2004).

Douglas Harper, Duquesne University, and **Helene M. Lawson**, University of Pittsburgh-Bradford, received the Outstanding Academic Title Award from *Choice* magazine for the publication of *Cultural Study of Work*.

People

Juan Battle was promoted to Professor at Hunter College and the Graduate Center, City University of New York.

Jessie Daniels, Hunter College, has been selected as a Scholar-in-Residence with the International Center for Tolerance Education in New York City for 2005-2006.

Phil Nyden, Loyola University-Chicago, was selected as "Faculty Member of the Year" for his contributions in sociology and in establishing the Center for Urban Research and Learning, a collaborative university-community research center.

Salvador Vidal Ortiz has accepted an Assistant Professor position in the Department of Sociology at American University starting in fall 2005.

Karen Pyke, University of California-Riverside, was granted tenure and promoted to Associate Professor.

Pepper Schwartz, University of Washington, will be a Marsico Visiting Scholar at the University of Denver for the spring quarter 2005. She will be teaching in the Department of Sociology and Criminology.

Members' New Books

Wayne Baker, University of Michigan, *America's Crisis of Values: Reality and Perception* (Princeton University Press, 2005).

Xiangming Chen, University of Illinois-Chicago, *As Borders Bend: Transnational Spaces on the Pacific Rim* (Rowman and Littlefield, 2005).

Xavier Coller, Universidad de Barcelona, and **Roberto Garvia**, Universidad Carlos III de Madrid, *Análisis de Organizaciones* (Centro de Investigaciones Sociológicas, 2005).

Tim B. Heaton, **Stephen J. Bahr.**, and **Cardell K. Jacobson**, Brigham Young University, *Statistical Profile of Mormons: Health, Wealth, and Social Life* (Mellen Press, 2004).

Shirley A. Hill, University of Kansas, *Black Intimacies: A Gender Perspective on Families and Relationships* (AltaMira Press, 2005).

Harry H. Hiller, University of Calgary, ed., *Urban Canada: Sociological Perspectives* (Oxford University Press, 2005).

Cardell K. Jacobson, Brigham Young University, ed., *All God's Children: Racial and Ethnic Voices in the LDS Church* (Bonneville Books, 2004).

Stephen Kalberg, Boston University, ed., *Max Weber: Readings and Commentary on Modernity* (Blackwell Publishers, 2005).

Stephen J. McNamee and **Robert K. Miller, Jr.**, University of North Carolina-Wilmington, *The Meritocracy Myth* (Rowman and Littlefield, 2004).

Roberta Satow, Brooklyn College, *Doing the Right Thing: Taking Care of Your Elderly Parents Even If They Didn't Take Care of You* (Tarcher/Penguin, 2005).

Richard A. Settersten, Jr., Case Western Reserve University, **Frank F. Furstenburg, Jr.**, University of Pennsylvania, and **Ruben G. Rumbaut**, University of California-Irvine, eds., *On the Frontier of Adulthood: Theory, Research, and Public Policy* (University of Chicago Press, 2005).

A. Kathryn Stout, Dominican University, **Richard A. Dello Buono**, Dominican University, and **William J. Chambliss**, George Washington University, eds., *Social Problems, Law, and Society* (Rowman and Littlefield, 2004).

David Wagner, University of Southern Maine, *The Poorhouse: America's Forgotten Institution* (Rowman and Littlefield, 2005).

Rose Weitz, Arizona State University, *Rapunzel's Daughters: What Women's Hair Tells Us About Women's Lives* (Farrar, Straus, and Giroux, 2005).

Robert P. Wolensky, University of Wisconsin-Stevens Point, and **Nicole H. Wolensky**, University of Iowa, *Voices of the Knox Mine Disaster: Stories, Reflections, and Remembrances of the Anthracite Coal Industry Last Major Catastrophe, January 22 1959* (Pennsylvania Historical and Commission Press, 2005).

Summer Programs

International School for Humanities and Social Sciences, Universiteit van Amsterdam, Summer Institute on Sexuality, Culture, and Society, July 3-28, 2005. Participate in courses, seminars, and dialogues in Amsterdam on the cultural and social dimensions of human sexuality. For more information, contact summerinstitute-ishss@uva.nl, or visit <www-ishss.uva.nl/SummerInstitute>.

Family Research Consortium IV. "Trauma, Stress, and Difficult Life Transitions: Crossing Borders, Crossing Boundaries," June 23-25, 2005. PhD or equivalent degree required to attend. Visit <cultureandhealth.ucla.edu/frc4/> for more information.

Deaths

Che Fu-Lee, Catholic University, died in early February.

Laure M. Sharp, a retired sociologist from the Bureau of Social Science Research, died of complications from a stroke on February 1.

Obituaries

Robert K. Bain (1922-2005)

Robert K. Bain, Professor Emeritus of Sociology at Purdue University, died on January 20, 2005, following a lengthy illness.

Bain earned his Bachelor of Arts degree from the University of Chicago in 1947 following service in the Air Force during World War II. He then earned a Master of Arts degree from the University of North Carolina and the Doctor of Philosophy degree from the University of Chicago. All of the degrees were in sociology.

As a graduate student at Chicago, Bain

was a member of the group that studied occupations and professions with Everett C. Hughes. His dissertation research concerned the recruitment, socialization, and organizational fit of life insurance agents.

After completing graduate studies, Bain was employed by the United States Office of Education as a survey statistician to conduct policy-relevant studies of teacher training, utilization, and turnover. Survey methodology was also an interest. After two years in government, he opted for an academic career.

Bain joined the faculty of Purdue's Department of Sociology in 1959 to strengthen its offerings in educational and industrial sociology. Apart from visiting professorships in England and Norway, he remained at Purdue until his retirement in 1987.

Professionally, Bain could be described as an applied sociologist, and as a person he was an activist. His early work appeared in *Human Organization*, the journal for applied anthropologists guided by Margaret Mead and William Foote Whyte. He was interested in the teaching process and shared the responsibility of lecturing the large sections of introductory sociology.

Bain was known as a sympathetic mentor by the graduate students within the department. On various occasions, he spent an extraordinary amount of time and effort to save an African student from deportation, extracted another student from an unhappy working relationship with his major professor, and found money for a third who was living in his car.

Having been influenced by the Depression and World War II, Bain was a New Deal Democrat. He was deeply involved in local, state, and national politics. In this respect, his professional and personal lives merged. In a tribute to her father at his funeral, Bain's daughter, Laura, said it was appropriate that he died on Presidential Inauguration Day. He seemed to be saying he had done as much as he could, and it was up to the rest of us now.

Robert L. Eichhorn, Purdue University



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Frederick H. Buttel (1948-2005)

Fred Buttel hoped he was always a "fundamentally decent human being," and he was. In the academic world with more than its share of over-inflated egos and outrageous arrogance, Fred was a modest man. He was the co-author of four books and across his career published some 230 scholarly articles and book chapters. He was the co-editor of nine volumes, and his work fundamentally changed the face of rural sociology, powerfully influenced environmental sociology, and has a prominent place in science and technology studies. And yet when he was toasted at a symposium last August in his honor, scholars from around the country and around the world remembered him as an extraordinary mentor and steadfast friend, somebody who always had time for graduate students and junior scholars and made the careers of not a few of them.

Frederick H. Buttel was born in Freeport, Illinois, on October 15, 1948, the son of a farmer and a schoolteacher. His life in higher education began and ended at the University of Wisconsin-Madison (UW). He received his BS from the UW in 1970. He received a master's degree in sociology from the UW in 1972, and then spent a year at Yale getting a masters degree in environmental studies before returning to the UW for his PhD. He did short stints on the faculties at Michigan State and Ohio State before landing at Cornell, where he taught from 1978 through 1991.

It was while at Cornell that Fred published *The Rural Sociology of Advanced Societies* (1980) with Howard Newby. It is not an exaggeration to say that that book remade and revitalized a field of inquiry many viewed as moribund. In that volume and subsequent work, Buttel gave attention to problems of structured inequality and power in agriculture, initiating what was then called the "new

rural sociology."

In 1992, Fred returned to the University of Wisconsin to run the Agricultural Technology and Family Farm Institute (ATFFI) and join the faculties of Rural Sociology and Environmental Studies. At ATFFI, he developed a professional staff and built viable partnerships. Under Fred's leadership, ATFFI's research and extension work became clearly focused, and the Institute, renamed the Program for Agricultural Technology Studies, emerged as a highly valued source for quantitative data on themes that cut across disciplines, organizations, and vested interests.

During his time at Wisconsin, he was a leader in the sociological study of agricultural biotechnology as well as in the area of agriculture and globalization. In the sociology of the environment area, Fred worked to develop a comprehensive, but non-deterministic, approach to the "natural environment" as a sociological problem and to show the complementarity of constructivist and political economy approaches. His book with Craig Humphrey, *Environment, Energy, and Society* (1982), played a major role in bringing the environment to the attention of sociologists and making it a legitimate subject for sociological study.

A superstar since early in his career, Fred was elected a fellow of the AAAS while still in his 30s, and he subsequently received awards from an array of organizations: the Distinguished Rural Sociologist Award (2004, Rural Sociology Society), the Award for Excellence in Research (1993, Rural Sociology Society), the Award for Distinguished Contributions (1994, Section on Environment and Technology, American Sociological Association), and the Merit Award (1999, Natural Resources Research Group, Rural Sociology Society). In 2004, Fred received the University of Wisconsin's highest honor, selection as a Wisconsin Alumni Research Foundation Professor.

Fred was deeply committed to serving the scholarly community. He served as president of the Rural Sociology Society, and president of the Agriculture, Food and Human Values Society. He served in a host of other elected posts for organizations ranging from the American Association for the Advancement of Science to the American Sociological Association (ASA) and served the University of Wisconsin community in a wide range of capacities. In ASA, among other positions, Fred served as chair of the Environment and Technology section from 1987 to 1989.

Fred was a public intellectual before Russell Jacoby popularized the term in the late 1980s and well before Michael Burawoy coined the term "public sociology." He was as at home with farmers and activists as with politicians and sociologists and worked with all of them in search of a more humane world.

Frederick H. Buttel died on January 14, 2005, after more than a decade long fight with neurofibromosarcoma, a cancer of the fibrous tissues surrounding the spinal cord. He is survived by his wife, Pam Clinkenbeard, a daughter, Allison Buttel, a sister, Barbara MacQueen, a niece, Heather MacQueen, and a nephew, Rod MacQueen.

Daniel Lee Kleinman and Jack R. Kloppenburg, University of Wisconsin-Madison

Robert O. Carlson (1921-2005)

Robert O. Carlson, a sociologist who won eminence in public opinion research, public relations, and university administration, died on January 31 in Scottsdale, Arizona, of complications following pneumonia. He was 83.

Carlson was president of the American Association for Public Opinion Research in 1960-61. Like many other practitioners

of opinion research, he developed great substantive expertise on the subjects he studied and built a new career around it.

Carlson was a native of Erie, Pennsylvania, then a General Electric company town, and was the first in his family to get a higher education. He entered the Army shortly after graduating from the University of Pittsburgh and served as a signal intelligence officer in the Pacific theater during World War II. He earned his PhD in sociology at Columbia University under the tutelage of Paul Lazarsfeld. He did the fieldwork for his dissertation in rural Mississippi on a grant from the U.S. Public Health Service, which wanted to learn what methods of persuasion could be most effective in getting poor and uneducated sufferers from venereal disease to come to clinics for treatment.

As an associate of Columbia's Bureau of Applied Social Research, Carlson conducted research for the Voice of America in the Middle East, interviewing Jordan's King Abdullah, among other notables. His findings on the spread of information in a region just entering the era of modern communication were incorporated into Daniel Lerner's influential book, *The Passing of Traditional Society*.

Carlson's international experience continued at the Standard Oil Company (NJ), now ExxonMobil, where he directed opinion research for many years. He was prominent among those who espoused the notion of corporate social responsibility, long before this became commonplace. After retiring from Jersey Standard he became president of the Public Relations Society of America and then embarked on a second career in academia as dean of the school of business administration and banking of Adelphi University.

Carlson was widely traveled and widely read. He had a strong aesthetic sense and managed to combine his busi-

ness trips to exotic regions with shopping expeditions for beautiful objects. He steeped himself in the history and politics of North Africa and Asia.

Carlson's easygoing manner and strong sense of humor endeared him to colleagues, students and his many friends. After his retirement he moved to Arizona, where he became active in civic affairs and was president of the Arizona Circumnavigators Club. He is survived by Eileen Evers Carlson, his wife for 38 years.

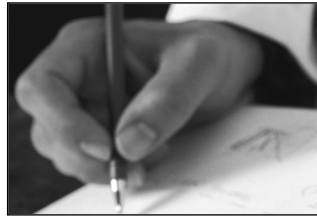
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William Byrd ("Bill") Hanson (1940-2005)

On Saturday afternoon, February 5, 2005, the community of the University of Mary Washington and of Fredericksburg, Virginia, paused to celebrate the life of Bill Hanson. His passing was noted by a far-reaching and diverse circle of family and friends, former students, community activists and leaders, and individuals whose lives he had profoundly touched. In academe, his passing may go unnoticed because Bill was not widely published and spent most of his professional life teaching at a small undergraduate institution. Yet he was teacher extraordinaire, humanitarian, and liberation sociologist whose life deserves recognition. He championed social justice, peace, and tolerance, challenging generations of students to learn, to think, and to act on issues of social justice such as civil rights, homelessness, hunger, the environment, and capital punishment.

Although Bill's life was defined by major illnesses such as diabetes and idiopathic pulmonary fibrosis that necessitated a lung transplant in 1996, he refused to accept the sick role. He was an advocate for organ donation and for the quality of life that can result from such giving. He was personally active in trans-

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plant support groups in the Fredericksburg area.

Bill was born in Washington, DC, the first son of the late Margaret Ludwig Hanson and Jesse Byrd Hanson. He was a lover of sports and played college baseball at Marietta College where he received his BA. He received his PhD in sociology from Brown University in 1968. He taught at Providence College and California State University-Bakersfield before returning to the northeast. In 1981 he began his long-term association with Mary Washington College where he taught and practiced sociology until shortly before his death.

Bill was a social interactionist by trade and this was reflected in all that he did. An example of his collaborative teaching style, "Uncle Bill," as he was affectionately known by his students, held his classes in a circle, assigning students to sit together in semester-long work groups. If a student was absent, in her or his place sat an empty chair with a boldly marked name card announcing an empty space and a missing voice. Creating a symbolic physical place for each student was Bill's way of making learning both a community experience and a community responsibility.

There was never a clear definition between Bill's work and his life. He was active in the local food bank, homeless shelter, and free health clinic, always encouraging student volunteers and interns to "get involved." His book, *Life with Heroin: Voices from the Inner City*, is an edited volume of vignettes of heroine addicts, each telling personal stories of struggle and survival. He was committed to civil rights and to the life of activist James Farmer, who held an honorary Chair of Excellence at the College, until his death from diabetes in 1999. Bill was a strong supporter of the James Farmer scholars, of the James Farmer Multicultural Center, and of minority staff and faculty colleagues. He was a mentor to many and his legacy will live on in the lives of his students and protégés. His presence will be deeply missed.

Bill Hanson was a devoted husband, father, brother, and son. He is survived by wife Roxane Scharry Hanson, son, Jesse, 25, and daughter, Megan, 22, and by two younger brothers, Bob and John Hanson.

Vicky M. MacLean, Middle Tennessee State University

Gene Levine (1930-2004)

Gene Norman Levine, Professor Emeritus of Sociology at University of California-Los Angeles, died in Santa Monica in summer 2004, at the age of 74. Those who knew Gene will remember him better as a man of far-ranging intellectual interests and a hunger for life, an elegance of expression and self-presentation, a loyalty to friends, and a generosity to students, rather than for his strictly academic achievements.

Gene was haunted by the anti-Semitism that he suffered as a child and adolescent, and no less by homophobia. At the same time, both Judaism and the gay life were touchstones for Gene of enormous value, coloring (as did oppression) the sociology that he pursued. No less was his bipolar disorder both an abiding curse and a source of identity.

At Columbia University, where he took his doctorate in sociology, his 1959 dissertation focused on questions of political sociology, employing materials from Lipset's *Union Democracy* study, guided by Robert Merton. Gene considered Lipset, Reinhard Bendix, Renee Fox, Patricia Kendall, and Paul Lazarsfeld as other important early influences. Gene undertook concurrent training in psychoanalysis and pursued postdoctoral study at the University of Chicago Law School. He accepted an appointment thereafter at Columbia's Bureau of Applied Social Research (BASR), working closely there with Herbert Hyman.

Gene accepted a regular faculty appointment in sociology at UCLA in 1965, focusing especially upon studies of ethnicity. He retired as Professor Emeri-

tus in 1990, moved to Albuquerque, where he pursued a wide range of academic inquiries, some as much literary as sociological, and affiliated himself both with the University of New Mexico and the New Mexico Psycho-Analytic Society. At the time of his death, he was pursuing a study of Princess Marie Bonaparte and another of Minoan art on the Greek island of Paros, where he lived periodically.

The externals of Gene Levine's professional career point to a less-than-stellar level of success. Nor was Gene's family life easily designated as entirely successful: He never married, nor maintained a stable co-resident partnership of any considerable duration, and while he remained loyal and deeply engaged with his mother and his sister throughout their lives, by his ironic reports these relationships were marked by conflict and astonishment. Gene's life, however, went far beyond the ordinary in other realms, where conventional judgments of "success" have less easy application, notably in mentorship, friendship, and elegance.

The distinction between what Gene brought to me as my mentor and what he gave me as my friend is not clear cut, nor is what I learned from him as sociologist and what I learned from him about elegance, especially in language. I first knew Gene as my boss when I was an undergraduate at Columbia, and took a summer gofer job at the BASR that grew to a year-round job and collaboration, as Gene found me apt, eager, and educable. Gene included his young and green acolyte in meetings, seminars, key discussions, helping me understand afterward what had really happened. He offered me plenty of rope. I would take the first shot at interpreting the fresh tables, and Gene would challenge or rearticulate my interpretations; I would prepare the first drafts of sections, which he would worry endlessly. Working with Gene always consisted in working toward *le mot just*, and *l'idée juste*. Gene encouraged me to find and explore the fundamental intellectual dilemma of my own professional life: Was I a sociologist or a historian, or what? That kind of open-endedness was characteristic of Gene, and no doubt versions of it influenced the wide range of mentorships that he subsequently pursued. The first definition of sociologist toward which Gene pushed me was Robert Merton, of course.

Gene's conversation was overflowing, self-referential, romantic, and ironic, by turns: intellectually and morally challenging, and (especially as he aged) elusive. His language was filled with wit and ornament. Was he hiding there, or *was* it Gene?

For years and years, I, the voice of convention, urged him to put it—put himself—into his sociology, and write for his discipline some texts that might emerge more directly from his intense life. Instead, he learned more languages, ancient and modern, and decorated his occasional letters with all of them.

John Modell, Brown University

Ellen Mara Rosengarten (1950-2004)

Ellen Mara Rosengarten, age 54, passed away at Kettering Memorial Hospital on December 9, 2004, after a short illness. Ellen was a 1968 graduate of Meadowdale High School, Kent State University, and obtained a Master's Degree in sociology at the University of Akron. Upon graduation she began her career as a professor at Sinclair Community College where she taught until her death. She was a dedicated educator and assisted in publication of teaching materials utilized by sociology professors.

Throughout her career, Ellen was an innovator in teaching sociology. She played an instrumental role in proposing and implementing the Center for Applied Social Issues Lab and Research Center at Sinclair. In recent years she developed numerous modules to support the departments' participation in the Integrating Data Analysis Grant. The modules are now part of the learning resources available for students in the center.

Ellen also served her division and the

college as a faculty senator at the college for many years. She was an active member of the ASA and served on the ASA membership committee in 1992.

She was a lifelong resident of the Dayton area. She is survived in death by her husband, Samuel Rosengarten, her son Michael Jacob Rosengarten, her daughters Caroline Laura Rosengarten and Rachel Ariel, and her granddaughter Alexis, all of the Dayton area. She is survived by her parents, Benjamin and Estelle Nason of Florida, her brother and sister-in-law James Michael Nason and Carol Leung of Atlanta, Georgia, her sister-in-law and brother-in-law Debra and Stephen Young, and niece, Jessica Olivia Young of Pleasantville, New York, and her brother Andrew and sister-in-law Terrace, niece Sarah, and nephews Jacob and David Nason of Charleston, West Virginia.

John F. Schnabel (1932-2005)

John F. Schnabel, Professor Emeritus, West Virginia University, died January 30, 2005, in a hospice in Ft. Myers, FL. His children and grandchildren were at his side when he passed away peacefully.

A native of Madison, Indiana, John graduated from Hanover College in 1954 with a BA in Psychology and Business Administration. He won a Rotary Foundation Fellowship for Advanced Study in 1956-57, and did graduate work in ecclesiastical history and theology at Edinburgh, Scotland. In 1958 he earned a Bachelor of Divinity Degree in Systematic Theology at the Yale Divinity School and was ordained a Lutheran Minister by the Indiana Synod. In 1961, he earned a Masters Degree in Sacred Theology at the Lutheran Theological Seminary in Philadelphia. He served a number of Lutheran churches in Indiana, culminating as senior pastor of Grace Lutheran Church in Elkhart, IN 1965-69.

The social, political, economic, and military upheavals of the 1960s gradually led John to the social sciences, and in the fall of 1969, John enrolled in the doctoral program in sociology and anthropology at the University of Notre Dame. In doing so John joined two other protestant ministers, Paul Chalfant (Presbyterian), and Gary Hesser (Methodist), as well as several Catholic priests who had been active in civil rights, peace marches, and anti-poverty movements in several mid western cities. That dynamic graduate cohort included Jorge Bustamante, Bob Antonio, Saskia Sassen, Guillermina Jasso, Jim Davidson, and numerous others. The department's already strong undergraduate teaching program benefited greatly from the varied backgrounds and skills of John, Paul, Gary and others.

John received his Masters in Sociology in 1971 and his PhD from Notre Dame in 1973. Meanwhile, he had joined the Sociology Department at West Virginia University (WVU) in 1972, and retired as professor emeritus in 1997, after a 25-year career in teaching and administration. He became Assistant Dean for Undergraduate Studies in 1985, and Associate Dean for Development at WVU in 1994. During his three years working in development John demonstrated the same enthusiasm for fund-raising for WVU as he did in his teaching. During his 25 years at WVU, he won special recognition from the Minority Students on three separate occasions, and was also recognized by the International Students on two occasions. In 1987, John received West Virginia University's Outstanding Teacher Award. He was also a guest professor at the University of North Carolina, Chapel Hill, developing new ways of teaching undergraduate students in large classes.

John Schnabel became a major advocate for teaching undergraduates, both within the ASA and within the North Central Sociological Association. He was an early volunteer in the ASA's Projects on Teaching, leading many workshops on innovative teaching especially in large introductory courses. He was active in the Section on Undergraduate Education and was tireless in serving in

various leadership roles and as a mentor to new faculty. John played a key role in the ASA's Membership Committee, as its first and most enthusiastic chair. He helped institutionalize the Department Resources Group, a network of consultants on teaching. Active and committed to the North Central Sociological Association, John would always appear on the program leading a workshop on teaching.

John married Patsy on July 23, 1960; they were a supportive and devoted couple who shared a broad range of interests in the world of arts and crafts. Their home in Morgantown was a treasure trove of a wide range of antiques, from a rare collection of dolls across the centuries, to rolling pins, miniature china, and rare kitchen items. Their home also reflected the warmth and love they shared with their three children. Pat Schnabel died on February 21, 2001, after a long bout with cancer.

John Schnabel was in a real sense a social gospel Lutheran who found in sociology a way to address social problems and issues in the search for empirical evidence that would expose stereotypes, prejudice and discrimination of all kinds. His commitment to quality undergraduate teaching, and to the large introductory courses, became his secular venue.

He is survived by his three children: John Jeffrey Schnabel, Timothy B. Schnabel, and Mary Kay Schnabel, and three grandchildren. Memorials may be sent in his name to the ASA Teaching Enhancement Fund, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005.

William V. D'Antonio, Catholic University of America; Carla B. Howery, American Sociological Association

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Book nominations should provide the following information:

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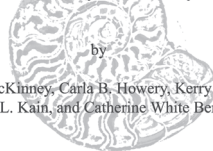
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by
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Robert Crutchfield, University of Washington, Council liaison
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FREE online education resources are available, including scholarship and college search engines. Visit www.capital4u.net for more information, or call 1-888-651-5626.

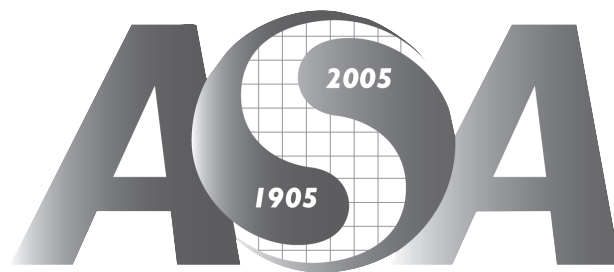
2005 Student Travel Awards**ASA seeks applications for travel to 2005 Annual Meeting**

The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards in the amount of \$200 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2005 ASA Annual Meeting in Philadelphia, PA. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply for a student travel award, complete and submit four (4) copies of the application form no later than **May 1, 2005**. Decisions will be announced by June 15, 2005. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

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

The 2005 Student Travel Award Application is available on the ASA website at www.asanet.org/student/travelaward.html or upon request. For more information, contact the ASA Executive Office via e-mail at studentforum@asanet.org, or by telephone at (202) 383-9005 extension 322.



Visit www.asanet.org/centennial/ for centennial information and resources.

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Future ASA Annual Meetings

2005
August 13-16
Philadelphia, Pennsylvania

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2006
August 12-15
New York, New York

□□□

2007
August 4-7
San Francisco, California

Footnotes

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

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

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