

# Footnotes

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## What Research Skills Do Sociology Undergraduates Take into the Labor Market?

by William Erskine and Roberta Spalter-Roth, Research and Development Department

Recent sociology college graduates are highly satisfied with their undergraduate experience, according to a survey of 1,777 graduates in 2005, although the skills and concepts they take away from their programs may not show up on their resumes. As part of a National Science Foundation-supported (NSF) survey, ASA asked seniors why they majored in sociology, what skills and concepts they learned, what activities they participated in, and their post-graduation plans. Email addresses for majors graduating during the 2004/2005 academic year were provided by 96 schools. Students completed an online questionnaire hosted by Indiana University's Center for Survey Research. This article focuses on the relation between skills learned and those featured on their resumes.

### Seniors' Satisfaction with Sociology Programs

Seventy percent of students say they are "very satisfied" with their educational experience as sociology majors. There are, however, significant differences in satisfaction with aspects of sociology programs across type of schools. Almost 80 percent of majors graduating from baccalaureate-only departments report strong overall satisfaction, compared to about 70 percent at master's comprehensive, and doctoral institutions. Majors at baccalaureate-only schools are particularly satisfied with access to faculty outside of class, teaching quality, availability of technology, ease of obtaining the courses they needed to graduate, and interaction with fellow majors. About two-thirds of respondents from masters and doctoral universities report strong satisfaction with the quality of teaching, availability of technology, and faculty access. Relatively few graduating majors are satisfied with career or graduate school

advising, regardless of the type of schools they attend.

White students responding to the survey are most likely to say that they are strongly satisfied with faculty access outside of class (68 percent), while African American graduates are most likely to say they are strongly satisfied with course availability (65 percent). There are no significant differences between men and women regarding overall satisfaction with their sociology program.

### Seniors' Skills

Senior majors seem confident in a number of skills they gained from their sociology baccalaureate programs. Figure 1 presents in descending order the research-related technical and communication skills seniors strongly agree that they learned. About 70 percent of participating graduates strongly agree that they can identify ethical issues in research, develop evidence-based arguments, evaluate methods, write reports, and form causal hypotheses. On the other hand, fewer graduates express a high comfort level with statistical software and statistics. Less than half strongly agree that they could use leading statistical packages.

Generally, majors seem more confident they have learned the research communication skills presented in Figure 1—developing arguments and report writing—than the more technical skills such as learning statistics and statistical software.

African American and Hispanic graduating seniors are more sanguine than whites about their quantitative skills. About two-thirds strongly agreed, compared to 55 percent of whites, that they could interpret the results of data gathering. Half of African American students, compared to 40 percent of Hispanic and 36 percent of white students, strongly agreed that they could discuss percentages and tests of significance in a bi-variate table. No significant differences were found between men and women concerning statistical software skills.

Despite their relative pessimism about their statistical skills, graduating sociology majors strongly agreed that they learned conceptual skills that help them to explain relationships between institutions, social processes, and individuals, and to understand how to change society. More than 80 percent strongly agree that they learned about

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## Teresa Sullivan Selected as Provost of The University of Michigan

Teresa A. Sullivan has been selected as provost and executive vice president for academic affairs of the University of Michigan in Ann Arbor (UM). Since 2002, she has served as the Executive Vice Chancellor for Academic Affairs of the University of Texas System, where she was the first woman to serve in this role.

Sullivan was chosen after an eight-month national search. The provost is the chief academic and budgetary officer and is responsible for sustaining and enhancing the University's academic teaching, research, and creative excellence. She will oversee the activities of UM's 19 schools and colleges as well as numerous interdisciplinary institutes and centers.

"I am extremely pleased that Terry Sullivan will be joining the University and the administration," said UM President Mary Sue Coleman. The search advisory committee did an outstanding job in recruiting a large and superb pool of candidates, from which she emerged as the clear choice for this important position. Dr. Sullivan is a fine scholar, an outstanding educator and an accomplished administrator with a keen ability to nurture academic excellence and identify and develop strategic opportunities."

Sullivan said of her new position, "It is an honor to join the University of Michigan and its excellent administrative team. I am excited to get to know this great University and its faculty, staff and students in depth. I am looking

forward to working with President Coleman, the vice presidents, deans and others in helping move UM into a bright future."

### Labor Scholar

Sullivan will also hold a tenured faculty position as professor of sociology at the University of Michigan. She has distinguished herself as an outstanding scholar in labor force demographics, with a particular focus on economic marginality and consumer debt. Her other interests include social demography, law and society, and the sociology of cultural institutions. Most recently, her research has focused on credit and debt in America. Author of six books, her latest include *The Social Organization of Work* (2002) and *The Fragile Middle Class: Americans in Debt* (with Elizabeth Warren and Jay Westbrook, 2000), which is now in its third edition and is considered by many the leading textbook on the sociology of work.

At the University of Texas-Austin she holds appointments as professor of sociology and Cox & Smith Inc. faculty fellow in law. Before her current position at Austin, she was the Vice President and Dean of Graduate Studies and professor of law and sociology at Austin. Her other administrative positions at Austin included, vice provost, chair of the Department of Sociology, and director of the Women's Studies Program. She received her BA from James Madison College at Michigan State



Teresa A. Sullivan

See *Sullivan*, page 5

## Social Science Consortium Hosts U.S. Science Advisor, NSF, and NIH Social Science Leadership\*

This past fall, the Consortium of Social Science Associations (COSSA), of which ASA is a founding member, held another well-attended annual meeting in Washington, DC, hosting four notable national science policy leaders. Among the leaders presenting to the 70-plus audience of COSSA societies' representatives were John Marburger, the President's science advisor (a.k.a. Director of the Office of Science and Technology Policy (OSTP)); David Lightfoot, the director of the National Science Foundation's (NSF) Social, Behavioral and Economic Sciences Directorate (SBES); David Abrams, the Director of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health (NIH); and Congresswoman Rosa DeLauro (D-CT).

These science policy leaders made presentations on the role of the behavioral and social sciences in helping advance the nation's science and technology enterprises. DeLauro anchored a concluding panel, which included sociologist William D'Antonio, examining political influence of religion in America.

### Marburger on the Social Sciences

This was Marburger's second presentation at a COSSA annual meeting, and he used the opportunity to review progress (since his 2002 COSSA speech) relative to the social sciences.


Marburger reiterated the "value of the social sciences" and lamented that the U.S. government does not sufficiently utilize social science research approaches or findings. He also indicated that solutions to today's challenges could more effectively arise if policymakers were to better "use the knowledge and techniques developed in these fields."

Marburger pointed out that the social sciences are participating in a broad transformation that is affecting all sciences and that this is "changing the tools, methods, and sociology of every field." He attributed this transformation to "extraordinary enhancements" in our ability to gather, store, analyze, characterize, and communicate massive amounts of data. Because of such information technology advances, the social sciences, like other disciplines, are able to more effectively participate in revolutionary discovery.


Marburger revisited his April 2005 plea—originally delivered to the general science community at the annual Policy Forum of the American Association for the Advancement of Science (AAAS)—for the development of a new "social science of science policy." (See ASA Executive Officer's column in the December 2005 *Footnotes*, p. 2.) His hope is that such a science, based partly on econometrics and partly on other social sciences, would help national

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## The Executive Officer's Column

### Some Congress Members Stirred by Faltering Science & Tech Support



"Congress Caps Another Disappointing Year for R&D Funding in 2006," states a headline from the latest American Association for the Advancement of Science's R&D funding newsletter, characterizing the continuing flat or declining federal support of science. Meanwhile, in February, the President will unveil his administration's vision of federal support for research in FY 2007, but no one in the science

community expects deviation from the incipient declines in real and absolute dollars to many of the primary sources of the nation's basic science funding. Such declines have reset some agencies' once-powerful research engines back to levels equivalent to those of many years ago. This is no way to fuel a first-nation society or economy, and these declines come in spite of the oft-repeated mantra in Washington that basic science is the engine that drives innovation in U.S. engineering, medicine, science, and technology.

Some in Congress are also alarmed by the trend. Senators Lamar Alexander (R-TN) Tennessee and Jeff Bingaman (D-NM)—who serve on the Committee on Energy and Natural Resources—with strong endorsements by House Committee on Science Chair Sherwood Boehlert (R-NY) and Ranking Member Bart Gordon (D-TN), requested a report last year by the National Research Council (NRC) on how to keep fuel flowing to America's innovation, including preparing students for jobs of the future. Norman R. Augustine, retired chairman and CEO of Lockheed Martin Corporation and Chair of the National Academies' Committee on Prospering in the Global Economy of the 21st Century, chaired the NRC Committee that undertook the congressional request.

The resulting report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*, is already spawning complementary bills in the House and Senate. Many science disciplinary associations hope the report will spur the Administration and the second session of the 109<sup>th</sup> Congress to take seriously ameliorative actions needed to prevent sliding into a hard-to-reverse decline. There is indication that some in the White House do not buy the *Rising Storm's* conclusions and specific actions proposed to maintain U.S. leadership in the global marketplace (e.g., as presented in Rep. Gordon's proposed legislation, H.R. 4434, H.R. 4435, and H.R. 4596).

The *10,000 Teachers, 10 Million Minds Science and Math Scholarship Act* (H.R. 4434), for example, is intended to increase the number of U.S. math and science teachers by 10,000 annually by providing scholarships to science, math, and engineering students who commit to becoming K-12 science or math teachers upon completing college. The *Advanced Research Projects Agency - Energy Act* (H.R. 4435) is designed to speed the commercialization of energy technologies to reduce U.S. dependence on foreign energy by 20 percent in the coming decade. H.R. 4596, the *Sowing the Seeds Through Science and Engineering Research Act*, is designed to "strengthen the U.S. commitment to scientific research that forms the foundation for our high quality of life, our national security, and our hopes for ensuring the well-being of future generations," according to Gordon. This bill would implement the Committee on Science's call to "sustain and strengthen the nation's traditional commitment to the long-term basic research that has the potential to be transformational to maintain the flow of new ideas that fuel the economy, provide security, and enhance the quality of life." Finally, H.R. 4596 would authorize an annual 10-percent increase in funding for basic research in the physical sciences, math, and engineering at the principal federal agencies supporting such research. Assuming Congress and the White House sustain such increases, they would result in a doubling of basic research funding over seven years. Four senators will introduce a bipartisan bill (*PACE Act*) later this month addressing all 20 NRC report recommendations.

Meanwhile, Senators John Ensign (R-NV) and Joseph Lieberman (D-CT) (along with Richard Lugar (R-IN) and George Allen (R-VA)) introduced the *National Innovation Act*, a comprehensive effort to ensure the United States remains the leader in R&D-inspired innovation and in the training of scientists and engineers. The bill stems from *Innovate America*, a report of the Council on Competitiveness, and focuses on three primary areas: research investment, increasing the amount of science and technology talent, and developing research infrastructure. The Association of American Universities and the Council of Graduate Schools, among others, support the bill. To guide progress, this bill would create a "President's Council on Innovation," comprised of heads of various federal agencies and chaired by the Secretary of Commerce. The goal would be to develop a comprehensive agenda and coordinate related efforts by the federal, state, academic, and private sectors. In consultation with the White House Office of Management and Budget, the Council would develop and employ metrics to assess the impact of existing and proposed laws that affect innovation. Perhaps this Council would coordinate with the White House proposed "social science of science policy" effort (see "Vantage Point," December 2005 Footnotes, p. 2). The Council also would help coordinate efforts across agencies.

Arctic sea ice is at an all-time low; 2005 was the second warmest year on record; significant worldwide perturbations in drought, storms, rain, and flooding, including the largest number of storms and hurricanes in documented history, as well as the most intense hurricane recorded, have made even non-scientists take note of fascinating (and destructive) natural phenomena. This dramatic backdrop of scientifically documented natural anomalies may contribute to increased interest in science support by those members of the public and Congress who have not been paying attention to the "renewable fuel" (i.e., science-based innovation) that helps drive the social and economic well-being of our nation and the world. □

—Sally T. Hillsman





## Rep. Gordon Urges Attention to Social Science Data in Federal Planning for a Potential Flu Pandemic

House member says effective national plan requires social science perspective

In a December 8, 2005, letter to U.S. Department of Health and Human Services (HHS) Secretary Michael O. Leavitt, Representative Bart Gordon (D-TN) warned that too little attention is being paid to social science knowledge in current federal planning efforts aimed at stemming a

possible flu pandemic. Gordon, the Ranking Minority Member on the House Committee on Science,

began his letter, "While we commend this Administration for a well thought out agenda to finally move the biological aspects of pandemic preparedness forward in a rapid fashion (vaccine development, antivirals, and surveillance), the plan does not substantively address important social science issues involving the behavior and cooperation of the American people in preparedness for and response to this type of disaster. Specifically, I was most concerned by the incompleteness of the plan in the areas of risk communications, social distancing, and analysis of collective behavior in times of Crisis."

"Social distancing, effective communication, and other public health

measures will be our only realistic line of defense," Gordon's letter continued.

"This is the realm of social scientists. Yet, neither the National Strategy nor the HHS plan makes effective use of current human behavioral and social science research." The letter concludes saying that "a thorough social science-based risk communication strategy and plan are critical to an effective pandemic response and [each] demands adequate investment."

—Bart Gordon

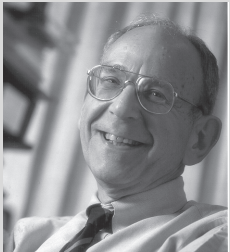
Copies of the letter from Gordon to Leavitt were also sent to presidential science advisor John Marburger, Director of the Office of Science and Technology Policy, and Julie Gerberding, Director of the Centers for Disease Control and Prevention. The letter can be found at [sciencedems.house.gov/press/PRArticle.aspx?NewsID=1001](http://sciencedems.house.gov/press/PRArticle.aspx?NewsID=1001).

In October 2005, Gordon was the congressional sponsor of the ASA Centennial Research Exhibit and Reception. He often addresses social science issues including a teen suicide prevention measure, and he led the call for an independent investigation of the Columbia space shuttle disaster, working to ensure that NASA addressed its workforce and infrastructure needs. □

**... a thorough social science-based risk communication strategy and plan are critical to an effective pandemic response and [each] demands adequate investment.**

### The National Institutes of Health Announces the Matilda White Riley Annual Lecture in the Behavioral and Social Sciences

#### Population Health: Challenges for Science and Society



Presenter: Sociologist **David Mechanic**,  
PhD, Rutgers University  
**May 22, 2006**  
**3:00-4:00 PM**

**Wilson Hall, Building 1**  
**National Institutes of Health (NIH)**  
**Bethesda, Maryland**

The NIH Office of Behavioral and Social Sciences Research is pleased to present David Mechanic as the first recipient of the Annual Matilda White Riley NIH Lecture in the Behavioral and Social Sciences. Mechanic is the René Dubos University Professor of Behavioral Sciences and Director of the Institute for Health, Health Care Policy, and Aging Research at Rutgers University. Formerly with the University of Wisconsin, he came to Rutgers University in 1979, was Dean of the Faculty of Arts and Sciences, and established the Rutgers Institute for Health, Health Care Policy, and Aging Research.

Mechanic directs the National Institute of Mental Health Center at Rutgers for Research on the Organization and Financing of Care for the Severely Mentally Ill, and he serves as the director of The Robert Wood Johnson Foundation Investigator Awards Program in Health Policy Research.

As a member of the National Academy of Sciences (NAS), the American Academy of Arts and Sciences, and the Institute of Medicine, Mechanic has served on numerous panels of the NAS, federal agencies, and nonprofit organizations. He has received many awards, including the Distinguished Investigator Award from the Association for Health Services Research, the First Carl Taube Award for Distinguished Contributions to Mental Health Services Research from the American Public Health Association, and the Distinguished Medical Sociologist Award and the Lifetime Contributions Award in Mental Health and the Distinguished Career for the Practice of Sociology Award from the American Sociological Association. He has written or edited 24 books and approximately 400 research articles, chapters and other publications. His research and writing deal with social aspects of health and health care. He received his PhD in sociology from Stanford University.

For information about the award, see [obssr.od.nih.gov/activities/mwr\\_lecture/index.htm](http://obssr.od.nih.gov/activities/mwr_lecture/index.htm). For information about Matilda White Riley, see [obssr.od.nih.gov/bssrcc/MWR.htm](http://obssr.od.nih.gov/bssrcc/MWR.htm).

## PUBLIC AFFAIRS UPDATE

✓ **Health disparities are more than a "genetic thing" . . .** Francis Collins, Director of the National Human Genome Research Institute (NHGRI), stressed the importance of taking environmental factors into account when explaining health disparities across races this month at a national conference on racial and ethnic health disparities. In the search for explanations of health differences, Collins warned against relying solely on "muddy and misleading proxies" that genetic variation and race represent. As an example of the "mixed blessing" wrought by drugs having differential effects, Collins mentioned the congestive heart failure treatment BiDil, the first FDA-approved drug designed specifically for blacks. He pointed out that the drug's benefits likely are not dependent on race, but rather, on confounding variables related to the types of disorders different populations suffer because of non-genetic factors. ASA Past-President Troy Duster has repeatedly emphasized the danger of marketing drugs to specific races, as the false message many absorb is that people of different races are biologically different. National Medical Association President Sandra Gadson said, "If only genetic factors are considered, only genetic factors will be discovered." A year ago, NHGRI added the Social and Behavioral Research Branch, within its Division of Intramural Research, to increase understanding of complex social and genetic interactions. At the 2005 ASA Annual Meeting, Vivian Ota Wang, Program Director of NHGRI's Ethical, Legal, and Social Implications Program, spoke about research opportunities on a panel addressing science funding.

✓ **Applications sought for Human and Social Dynamics grants . . .** The National Science Foundation's (NSF) priority area in Human and Social Dynamics (HSD) has announced competitions for FY 2006. This year's solicitation emphasizes: Agents of Change; Dynamics of Human Behavior; and Decision Making, Risk, and Uncertainty. NSF anticipates spending \$50 million on more than 100 awards. Full research projects will support multidisciplinary teams of three or more investigators from at least two different fields in multidisciplinary projects. Three-year awards of up to \$750,000 will be made. Proposals are due February 21, 2006. Support is available also for exploratory research projects to perform preliminary activities that provide the basis for more elaborate work. NSF will also fund HSD research community development projects for interdisciplinary educational activities and other broad-ranging efforts, including research workshops and training activities. Exploratory research and community development grants for one or two years, with awards not exceeding \$125,000. Proposals are due February 14, 2006. For more information, see [www.nsf.gov/dir/index.jsp?org=SBE](http://www.nsf.gov/dir/index.jsp?org=SBE).

✓ **Government reports speedier grant review . . .** In December, the National Institutes of Health (NIH) announced a pilot effort to significantly shorten its peer reviews of research grant applications to expedite scientists' research—to the public's benefit. The pilot will help new investigators, a promising and vulnerable group, applying for R01 grants. In early 2006, NIH's Center for Scientific Review (CSR), which organizes the evaluative peer review groups, will initiate the pilot. Details of the proposed pilot are described in the *NIH Guide to Grants and Contracts*: [grants.nih.gov/grants/guide/notice-files/NOT-OD-06-013.html](http://grants.nih.gov/grants/guide/notice-files/NOT-OD-06-013.html). Also, NIH has announced it will begin phasing out paper applications and appendices. For R01 applications, electronic submission will begin on October 1, 2006 (see [era.nih.gov/ElectronicReceipt](http://era.nih.gov/ElectronicReceipt)).

✓ **Census releases more American Community Survey tables . . .** The U.S. Census released more than 600 additional base tables from the 2004 American Community Survey (ACS) in late fall. Included are 258 new base tables. Some new tables include: median age (by residence one year ago); place of birth (by language spoken at home and ability to speak English); place of birth (by marital status); means of transportation to work (by industry); and median monthly housing costs. A new ACS feature are Subject Tables, which are similar to the Census 2000 Quick Tables but with more detail. Additional data are on the Census American FactFinder website: [factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en).

✓ **More organizations accredited for human research . . .** Six organizations—three academic health centers and three universities—have been recognized by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) for their oversight of human research participants. The institutions receiving full three-year accreditation include Baylor College of Medicine, the University of California-San Francisco, East Tennessee State University, and the University of Arizona. Michigan State University and the University of Maryland-Baltimore earned "qualified" accreditation pending resolution of minor administrative issues. AAHRPP, launched in 2001 with the support of major academic and research ethics groups, became the sole organization of its kind when the Partnership for Human Research Protection announced its closing in 2005.

✓ **If only NSF titles were legitimate words in "Scrabble" . . .** The National Science Foundation (NSF) recently announced that its Science and Technology Studies (STS) Program and the NSF Societal Dimensions of Engineering, Science, and Technology (SDEST) Program no longer exist under those titles. The new, consolidated program title is Science and Society (S&S). The new program includes the following components: Ethics and Values in Science, Engineering, and Technology (EVS); History and Philosophy of Science, Engineering, and Technology (HPS); Social Studies of Science, Engineering, and Technology (SSS); and Studies of Policy, Science, Engineering, and Technology (SPS). The twice-yearly target dates for proposals are February 1 and August 1. Program details can be found at: [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5324&org=SBE&from=home](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5324&org=SBE&from=home).

**COSSA**, from page 1

policy makers ascertain the effectiveness of federal as well as private-sector investments in science, especially basic research. He stated that NSF has made some inroads in addressing his plea, as SBES already is in the process of identifying possible metrics and exploring other tasks (e.g., a proposed revision of the three-decades-old data taxonomy that is used by NSF to compile its bi-annual *Science & Engineering Indicators* assessment).

OSTP has developed initiatives having behavioral and social science themes, Marburger stated, including examining potential societal significance of nanotechnology and various activities associated with enhancing homeland security and disaster preparedness and reduction. Marburger also mentioned the work of a subcommittee of the White House National Science and Technology Council. This group is developing a strategic plan to undergird the utility of the behavioral and social sciences for national policy. Comprised of scientists from a range of federal research agencies, this working group has identified a number of "grand challenges" and will issue its *Understanding Human Beings: The Grandest Challenge* report this year.

**Sociologists Respond**

Sociologist and COSSA Board member Cora Marrett, Senior Vice President for Academic Affairs for the University of Wisconsin System, responded eloquently and supportively at the conclusion of Marburger's speech. Marrett emphasized the increasing public scrutiny of the nation's investment in science and engineering research and acknowledged the unique importance of the social and behavioral sciences in any legitimate federally supported science program.

Sociologist and COSSA Board member James S. Jackson, Director of the Institute for Social Research at the University of Michigan, reminded Marburger and the audience that a primary obstacle to incorporating the behavioral and social sciences in such grand public plans is that their findings are often inherently "disquieting." Jackson also noted a number of challenges to science and higher education, including internationalization, inequitable access to education and financial resources. He also reminded the audience of the recent threats to the integrity of the peer review process generally, and the need to defend it from congressional and other political interference.

**David Lightfoot on NSF**

NSF's David Lightfoot was the lead-off speaker at the COSSA meeting and he noted that during his initial five months at NSF, he has learned of this agency's uniquely and universally revered status across the globe for upholding a "gold standard" level of interdisciplinary research. Lightfoot's primary take-home message was focused on the tight budgetary constraints that he believes demand a strategic creation of alliances with other sciences, both inside and outside NSF, to continue "increasing the budget by stealth" and cooperating where these sciences overlap (i.e., in terms of research).

Three initiatives hold promise for budgetary increases, Lightfoot maintained. First, NSF's Human and Social

Dynamics program, which fosters interdisciplinary research, has been the conduit for SGER grants [Small Grants for Exploratory Research], which provide short-term support for finely focused research on unique, time-sensitive topics such as the aftermath of Hurricane Katrina and the recent tsunami in South Asia. Second, Lightfoot supported Marburger's call for a "social science of science policy." Lightfoot said that the White House Office of Management and Budget has expressed support for this area. Third, Lightfoot commented on NSF's cyberinfrastructure program, which would be advanced in the FY 2007 budget, and that he says is relevant to human dimensions of technology. In fact, SBES recently issued grants for developing the next generation of cybertools for social and behavioral science research.

**David Abrams on NIH**

OBSSR's David Abrams, like NSF's Lightfoot, is a relative newcomer to the national policy scene, but he has caught on rapidly and also is focused on the "stark reality" of tight research budgets. Abrams remains optimistic about the future of OBSSR and funding for its initiatives and noted that NIH supports behavioral, social, or economic research to the tune of about \$3 billion annually.

Abrams described the newly created NIH Office of Portfolio Analysis and Strategic Initiatives, which is intended to serve the Director's NIH Roadmap initiative to encourage novel ideas and riskier research by identifying and coordinating cross-disciplinary scientific opportunities that fall between the traditional disciplinary "silos" of NIH's 27 separate institutes.

Abrams also provided an update on the Working Group of the NIH Advisory Committee to the Director on Research Opportunities in the Basic Behavioral and Social Sciences, stating that NIH director Elias Zerhouni wants a "corporate response" to the group's report. Abrams, along with the National Institute for General Medical Sciences director Jeremy Berg and several other institute directors, are collaborating together to forge just such an institutional response. It is to be modeled on the NIH Roadmap for Medical Research Neuroscience Initiatives.

The behavioral and social sciences are integral to NIH's mission, Abrams said, and an understanding of the health relevance of research advances in genetics, neural circuitry, disease biomarkers, and neurotransmitters requires increasingly sophisticated behavioral and social science knowledge. Abrams concurred with Lightfoot's assessment of the need for integrated, alliance-based approaches to science in order to enhance funding levels. Of direct relevance is OBSSR's intense emphasis on transdisciplinary research in order to address: (1) the high level of complexity of illness/disease and health; (2) the multiple and interacting determinants of illness and health; (3) the need for multiple perspectives. Transdisciplinary research is also important for taking advantage of advances in measuring tools, statistical analytical methods, and sampling time frames, according to Abrams. □

\* Adapted from the November 7, 2005, COSSA *Washington Update*.

**New Materials on Assessment Are Available**

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

The ASA Task Force on Assessment has completed its charge—to develop materials to help departments undertake the assessment of student learning in their undergraduate sociology program. The resulting manual is now available through the ASA Teaching Resources Center ([www.asanet.org/bookstore](http://www.asanet.org/bookstore)).

At the 2005 Annual Meeting, the ASA consultants for program reviews, the Department Resources Group, received copies and training on assessment. All attendees at the 2005 Chair Conference were given copies as well.

The new monograph contains information about how to approach the on-going process of assessment. It includes sample learning goals and well-established resource websites such as those at Central Michigan and North Carolina State Universities. Finally, the booklet includes a variety of approaches to assessment, including portfolios, exit exams, oral presentations, national tests, and so forth.

**Task Force Members:**

Janet Huber Lowry (Chair), Austin College  
Carla B. Howery, ASA Executive Office Liaison  
John P. Myers, Rowan University  
Harry Perlstadt, Michigan State University  
Caroline Hodges Persell (ASA Council Liaison), New York University  
Diane Pike, Augsburg College  
Charles H. Powers, Santa Clara University  
Shirley A. Scritchfield, Rockhurst University  
Cynthia M. Siemsen, California State University-Chico  
Barbara Trepagnier, Texas State University-San Marcos  
Judith Ann Warner, Texas A & M International University  
Gregory L. Weiss, Roanoke College

Members of the Task Force will offer workshops on "Creating an Effective Assessment Plan for the Sociology Major" at the Pacific Sociological Association, the Eastern Sociological Society, the North Central Sociological Association, and the Midwest Sociological Society meetings this spring. These workshops are free and open to anyone registering for the respective regional meeting.

**Now available from the  
American Sociological Association!****Creating an Effective Assessment Plan for the Sociology Major  
\$6.00/\$10.00**

By the ASA Task Force on Assessing the Undergraduate Sociology Major. The manual provides an overview of the rationale for assessment, key principles of a quality assessment effort, and how to create an effective sociology assessment plan. This booklet includes sample assessment plans from twelve schools, as well as ten different assessment mechanisms. The appendix takes each of the goals from ASA's guidelines for the major (*Liberal Learning and the Sociology Major Updated*) and indicates how a department could assess that goal. 80pp., 2005. Stock # 106.A05

**Also available from the ASA****Assessing Student Learning in Sociology, Second Edition  
\$16.00 for members and \$20.00 for nonmembers**

Edited by Charles F. Hohm and William S. Johnson

This much-awaited revision is designed to help sociology faculty deal with the challenges of outcome assessment. Sections include an overview of assessment issues, examples of assessment, how to work collaboratively, assessment in different kinds of institutions, and assessment methodologies and resources.

229 pp., 2001. Stock #103.A01.

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Cyberinfrastructure and the Social Sciences . . .

## Sociologist to Lead \$2-million NSF Grant for Social Sciences Web Archive

Project will assist in detailed statistical, observational study of social and information networks

A team of Cornell University researchers, lead by sociologist Michael Macy, were awarded a \$2-million National Science Foundation (NSF) grant to develop advanced web tools for social science research.

The project involves a team of social scientists and computer scientists developing the means, known as "cybertools," to extract and analyze information from vast collections of data. It is ultimately intended to assist in the detailed statistical and observational study of social and information networks.

"Faculty in computer science and the social sciences have been working together for many years at Cornell," said Michael W. Macy, sociology department chair and the project's principal investigator. "Cornell has the potential to be one of the leaders in computational social science; we have all of the pieces of the puzzle here."

Other principals in the cybertools project are sociologist David Strang and computer scientists Dan Huttenlocher, William Arms, and Jon Kleinberg. The Cornell project title is "Very Large Semi-Structured Datasets for Social Science Research."

Funded through 2007, the project's primary data source will be the Internet Archive <[www.archive.org](http://www.archive.org)>, which is supported by the NSF and the Library of Congress, among other agencies. One of the first steps in the project will be to transfer 30 percent, or 200 terabytes, of the massive archive to a computer server at Cornell.

### 40-Billion Webpage Archive

Developed by Brewster Kahle in 1996 and based in San Francisco, the archive is comprised of more than 40 billion webpages. It includes text, audio, moving images and software, as well as archived webpages.

"This archive is the only copy that has been saved of how the web has developed over the years," William Arms said.

The computational social sciences research will include studies of the process of diffusion of innovation—including the spread of new technologies, social and business practices, markets, fads and fashions, as well as norms, opinions, and urban legends.

"In 1972, the NSF began the General Social Survey, which became a mainstay of social science research," Macy said. "It is a very powerful tool. We see the tools we are building as having a similar impact in that they will open up to social scientists a wide array of ways to study social life we've never had access to in the past. Social life is remarkably difficult to study. We have reams and reams of statistics, but what we don't have—and what it has been hard to get access to—is interaction between the participants."

### Cybertools and Social Norms Evolution

Among the areas of study the cybertools project will touch on are the evolution of social norms and polarization of opinion in evolving networks—"seeing how network structure affects opinions among friends and enemies

and how opinions in turn shape an evolving network structure," Macy said.

The cybertools research is part of "Getting Connected: Social Science in the Age of Networks," the 2005-08 interdisciplinary theme project of Cornell's Institute for the Social Sciences (ISS). Theme projects involve research projects, courses, events such as lectures by guest speakers, and the engagement of constituencies both on and off campus.

Macy also helped to write the networks proposal chosen for the ISS theme project and is the leader of its 10-

member team, which involves scholars in disciplines including sociology, economics, mathematics, psychology, and communication.

"We really tried to maximize the interdisciplinary nature of the group, as well as schools they were in, the kinds of things they were studying, and the quality of the research they brought in," said ISS Director Elizabeth Mannix, who is in charge of the networks project.

For more information on the NSF-funded Cornell project, see <[www.nsf.gov/news/news\\_summ.jsp?cntn\\_id=104477](http://www.nsf.gov/news/news_summ.jsp?cntn_id=104477)>. □

## SRCD Scholars Bring Sociology to Public Policy

by Andrea Browning, Society for Research in Child Development

The Society for Research in Child Development (SRCD) is proud to include two PhD sociologists among its class of Child Development Policy Fellows this year. Allison Deschamps and Carmela Lomonaco are spending this year working as Executive Branch Fellows working in the federal government. Deschamps and Lomonaco work at the Administration for Children and Families and the National Institutes of Health, respectively. Through their work as resident scholars in child development they bring behavioral and social science research to bear on social policy issues. Deschamps and Lomonaco represent two examples of sociologists who are part of the policy process.

### Allison Deschamps

Allison Deschamps is an Executive Branch Policy Fellow at the Office of Planning, Research and Evaluation in the Administration for Children and Families. During her fellowship, Deschamps is working on the Healthy Marriage Initiative and Head Start, specifically the Migrant and Seasonal Farmworker Head Start programs and English language learners. Deschamps received her PhD in sociology at the University of Chicago. While at Chicago, Deschamps served as a National Institute of Child Health and Human Development (NICHD) pre-doctoral fellow at the Population Research Center and as a Research Associate at the Alfred P. Sloan Center for Children, Parents and Work. Her research explores the predictors and effects of father involvement in married, cohabiting, and nonresidential American families.



The Healthy Marriage Initiative was born from the overwhelming evidence that children tend to do better, on average, when raised in married households. The goal of the initiative is to help those couples who have voluntarily chosen marriage to gain greater access to marriage education services to acquire the skills and knowledge necessary to form and sustain a healthy marriage. The initiative actually spans a wide variety of projects, including marriage education with referrals to job support and counseling, support for currently married low-income couples, community-level interventions and knowledge-gathering projects about healthy youth relationships and supports for step-families.

### Carmela Lomonaco

Lomonaco is an Executive Branch Fellow working at NICHD. She received her PhD in sociology from the University of Southern California (USC) and has research interests in adolescent risk behaviors including their connection to popular culture. For the last three years, she served as the Assistant Director of LA Net, a practice-based research network in the USC Department of Family Medicine, where she specialized in research on health and health care disparities in pediatric populations. She has expertise in gang violence research, especially how environmental factors influence gang formation and persistence. Lomonaco is the past recipient of both the 2005 USC Urban/Global Fellowship for Adolescent Urban Homelessness and the 2004 SOPHE/CDC Violence and Injury Prevention Fellowship.

The NICHD offers a flexible fellowship structured around the individual's experience and interest. Lomonaco's focus for her fellowship is on the intersection of policy, research and the public and how they coexist within a federal agency, especially how together they set an agency's research priorities. To that end, she will work on the NIH's Public Trust Initiative, which is a directive by the Director of NIH to increase the public's understanding of the NIH and its role in supporting research. Lomonaco will assist in the development of the training and outreach modules to realize these goals. She will also assist in the NICHD's strategic planning and trans-/intra-Institute policy and program evaluations through the Office of Science Policy, Analysis and Communication. The final major area Lomonaco will work on is the National Children's Study, a longitudinal study on the factors influencing children's health and well-being (see November 2005 *Footnotes*, p. 1). She will identify and help shape the neighborhood and culture measurements.

The deadline for applications for SRCD's Policy Fellowship is December 15. For more information on the Society for Research in Child Development's Policy Fellowship Program, visit SRCD online at: <[www.srcd.org/policyfellowships.html](http://www.srcd.org/policyfellowships.html)>. □

## Sullivan, from page 1

University in 1970 and her doctorate in sociology from the University of Chicago in 1975.

### Consumer Debt

She has carried out groundbreaking research on consumer debt and bankruptcy, and her work in that field has been recognized with the Silver Gavel Award of the American Bar Association. Sullivan has received three major teaching awards at Texas for her undergraduate teaching. She regularly teaches a first-year undergraduate course titled "Credit Cards, Debt, and American Society."

In her current post, serving as the chief academic officer for the system and overseeing its nine academic campuses, her accomplishments include developing new tuition-setting procedures, following deregulation of tuition by the Texas legislature; reviewing and nurturing research across the system; developing significant, innovative collaborations between academic campuses and health system campuses; and implementing a system-wide, coordinated planning process involving the system office and the individual academic campuses.

### ASA Service

Sullivan has served in many important roles in the ASA, including three years of service as ASA Secretary and as a past editor of the *Rose Series*. In addition to her active role in the ASA, Sullivan is a fellow of the American Association for the Advancement of Science, and past chair of the U.S. Census Advisory Committee. Following the 1990 and 2000 censuses, she served on advisory boards to the Secretary of Commerce on the accuracy of the census count. In 2004, she was awarded the Distinguished Alumna Award of James Madison College at Michigan State University.

"Terry Sullivan joins a growing list of stellar sociologists who are changing the 'human-scape' of academic leadership and science leadership in the United States at a time our discipline is vitally important to strengthening the higher education system to meet 21st century challenges. The University of Michigan will be well-served by its choice of Terry Sullivan," said ASA Executive Officer Sally T. Hillsman. □

**2006 ASA Annual Meeting**  
**Montreal, Canada**  
**August 11-14, 2006**

**Research**, from page 1

people's experiences as they varied by race, ethnicity, class, and gender. More than 70 percent strongly agree that they learned about social institutions and their impact on individuals.

Although the 2005 cohort learned about social processes and differential experiences, only about 40 percent of the 2005 cohort strongly agreed that they practiced "soft skills" as a part of their majors. These soft skills included working in groups, getting involved in volunteer activities, participating in service learning programs, and interacting with their fellow majors. If soft skills are desirable in the professional work force, then these findings suggest the need for more concentration on this kind of training in the undergraduate sociology curriculum. Female majors are significantly more likely to have taken part in these activities than males.

**Seniors' Resumes**

Figure 2 presents the research-related skills that seniors will list on their resumes. Fewer than half of majors will list any of the research skills that they learned. Using statistical packages is the top research-related skill, with 40

percent of majors agreeing that they will list it, the same percentage that strongly agreed they had learned this skill. In contrast, 28 percent say they would mention identifying ethical issues in research, the skill that about 70 percent strongly agreed that they had learned. These results suggest a possible mismatch between vocational skills used in job searches and conceptual skills learned as part of the sociology curriculum.

Although the number of Hispanic majors responding is relatively small, they are significantly more likely than other groups to list a variety of skills on their resumes. About 40 to 50 percent of Hispanics list skills such as writing reports for non-sociologists, developing evidence-based arguments, using computer resources to develop references, evaluating different research methods, and identifying ethical issues in research. They are not as likely as other groups to mention their proficiency with statistical packages. In most cases, African Americans were less likely to list these skills, although they are not significantly less likely to say that they have the skills.

Women undergraduates are significantly less likely to say that they would list skills like the ability to interpret results, develop evidence-based arguments, evaluate different research methods, and discuss percentages and significance tests on their resumes, although they do not differ significantly from their male counterparts on the research skills they have gained from their sociology programs.

While more analysis is required, these results suggest the need for a hard look at the design of undergraduate sociology programs, especially if the aim is to develop undergraduate students' skills and social capital to better fit the new realities of an increasingly technological, diverse, and post-industrial professional workforce. Along with emphasizing the importance of scientific, technological, and other skills, NSF reports have recommended enhancing "soft or relational skills" in an "increasingly interdisciplinary, collaborative, and global job market." In addition, relationships gained through mentoring and networks are seen as essential, especially to the advancement of minorities. Given these new realities, the traditional

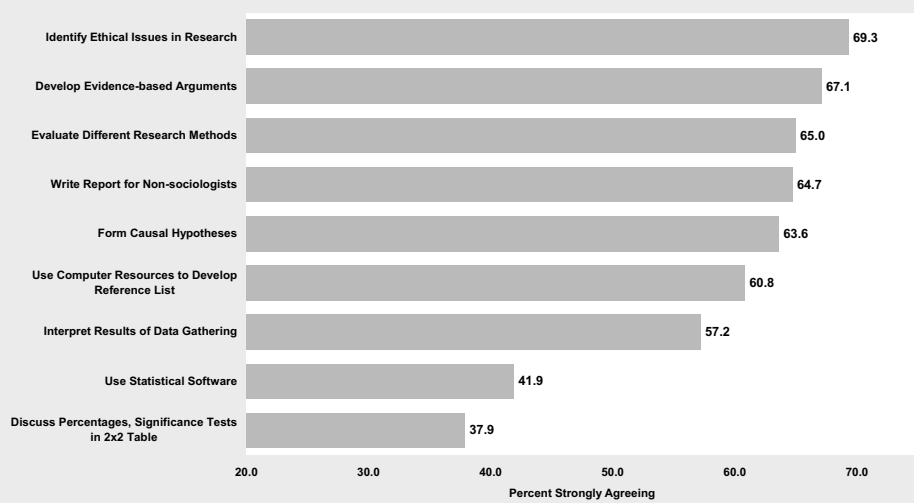
undergraduate sociology curriculum may not be emphasizing the importance of learning both research and relational skills for professional employment.

We will continue to analyze the results of the first phase of the survey. In 2006 we will survey these majors again to find out if their post-graduate aspirations match their actual activities and what sociological concepts, skills, and activities they find useful in the early stages of their careers.

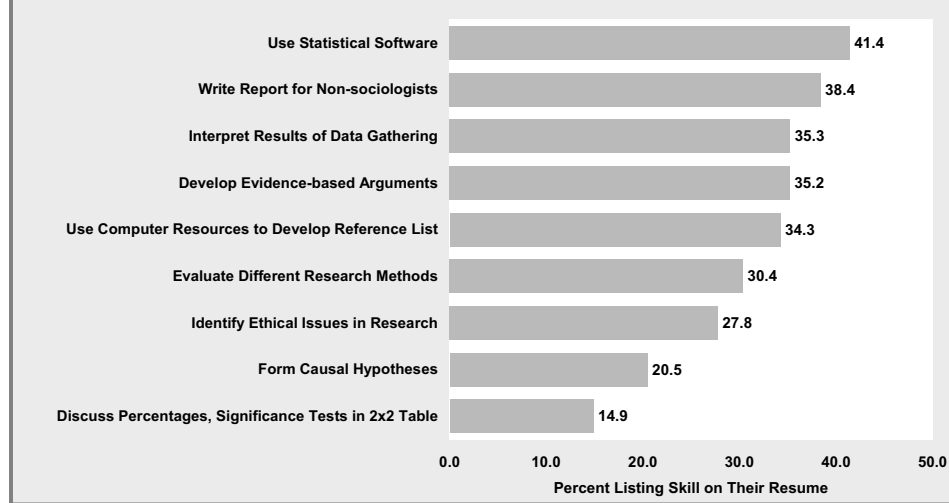
A complete discussion of the population sample and survey design, as well as additional results and information, can be found at <[www.asanet.org/page.wv?section=BA+and+Beyond&name=BA+and+Beyond+Home](http://www.asanet.org/page.wv?section=BA+and+Beyond&name=BA+and+Beyond+Home)>. A chart book elaborating on the study findings and methodology will be available in the ASA online bookstore shortly. This hard copy version will include a section on career websites, books, and blogs for newly minted sociology college graduates. □

**Discuss this article in the ASA Member Forum by visiting the Member-Only page on the ASA website at <[www.asanet.org](http://www.asanet.org)>.**

**Figure 1. Self-reported Research Skills Gained by Graduating Sociology Majors: 2005**



**Figure 2. Self-reported Research Skills Listed on Resumes by Graduating Sociology Majors: 2005**



## Assessing Undergraduate Program Efficacy and Outcomes

*Learning from ASA's research on what sociology graduates learn and take to the job market*

by Patrick Moynihan, James A. Wilson, and Laura Backstrom, Fordham University

ASA's ongoing research initiative *What Can I Do with a Bachelors in Sociology?* A National Survey of Seniors Majoring in Sociology is likely to be of great value to the discipline, because it is yielding unique and timely data with the potential to inform undergraduate education in sociology. Although local interest in program evaluation is likely to rise in the wake of the ASA project, equally probable is that many departments will hesitate to launch such efforts on their own due to time and cost constraints. We would like to offer our own recent experience as evidence that such an undertaking can be executed with relative efficiency and little cost.

Our department recently initiated a pilot study of alumni who graduated from the Lincoln Center campus of Fordham University since 1995. Our work focuses on similar content themes as the ASA project; in fact, an early draft of the ASA questionnaire was made available to us as we were constructing our instrument. In addition, we reviewed other college and university instruments available on the Internet as well as relied on colleagues and staff to help specify subject matter. Most valuable, however, were two focus group interviews we completed with graduating seniors in 2004. Key themes emerging from these sessions emphasized the need to create more opportunities for faculty-student collaboration, improve access to relevant internships, and more clearly structure the sequencing of major coursework. While interesting data in their own right, we used the commentary by seniors to shape our questionnaire, which ultimately included sections on selecting the major, academic advising, teaching, peer and faculty relationships, skills developed in the coursework, internships, further educational achievements, employment outcomes, and satisfaction with various dimensions of post-graduation employment.

**Alumni Relations**

Working with both our Office of Institutional Research and Alumni Relations Office, we constructed a list of 127 individuals the University identified as

sociology graduates from Lincoln Center and about whom we had contact information. To facilitate participation, the survey was made available in paper form as well as online. Working with our Instructional Technology and Academic Computing Office, we constructed the online survey on <[www.surveysupport.com](http://www.surveysupport.com)> (for about \$200), so that graduates could choose the most convenient format for their response. (Interested readers may view the electronic version of the questionnaire at <[https://marvin.foresightint.com/surveys/Tier1Survey/Fordham\\_University/024](https://marvin.foresightint.com/surveys/Tier1Survey/Fordham_University/024)>.)

In March 2005, we mailed a postcard to alumni that briefly described the project and alerted them that our questionnaire would arrive shortly. The following week, a mass mailing was sent that included our IRB-approved consent letter, the Internet address of the survey along with a unique PIN to assure confidentiality, and a hardcopy of the survey (with self-addressed stamped envelope) in the event that the online survey was inconvenient. Approximately two weeks later, a reminder postcard was sent asking again for the alumni to participate. Our last attempt to encourage response was an e-mail reminder sent to those for whom we had an address. The total cost for these mailings was about \$400.

**Response & Results**

Of the 127 graduates, 58 completed the questionnaire, giving a response rate of 45.7 percent (58/127). Sixty percent of our responding alumni graduated in the last four years (i.e., since 2001), and not surprisingly, the response rate increased progressively with recency of graduation. The vast majority of all respondents (74 percent) replied using the mailed hardcopy—that is, 43 used the paper survey while 15 used the online version. Given that our target population consisted of graduates from almost 10 years ago and that their contact information may have been outdated, our response rate of nearly 50 percent seems reasonable. Sixty percent of respondents were willing to be contacted for a follow-up interview (currently underway via e-mail). As part of this follow-up, we asked alumni to

See *Assessing*, page 8



## New ASA-NSF Grantees

ASA selects awardees to help advance the discipline

The American Sociological Association (ASA) is pleased to announce seven new grants from the June 2005 review cycle of ASA's Fund for the Advancement of the Discipline (FAD), a competitive small grants program funded by matching grants from the National Science Foundation (NSF) and administered by the ASA. These awards provide seed money to PhD scholars for innovative research projects and for scientific conferences that advance the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

**Pamela Bennett and Amy Lutz**, Johns Hopkins University and Syracuse University, received \$7,000 for a study of *Parenting and Schooling in Diverse Families*. This study examines race and class differences in parenting practices as they relate to children's educational outcomes. The PIs are particularly interested in parents' relationships to schools and how these are mediated by three distinct types of capital: financial, cultural, and social. Unlike previous studies, this study will examine ethnic and immigrant groups as well as whites and African Americans. The researchers posit that that these different statuses structure access to each of the different types of capital, resulting in different educational outcomes. Their project proposes to use a combination of in-depth interviews, survey data, standardized test scores, and social network data in two Philadelphia middle schools.

**Deborah Davis and Wang Feng**, Yale University and University of California-Irvine, received \$7,000 for a conference on *Creating Wealth and Poverty in Contemporary China*. The conference focuses on social transformation, especially on growth of wealth and poverty. It will bring together China experts with social inequality experts in order to place their work in a larger transnational context; reconceptualize core theories of poverty and social inequality based on multiple economic, political, and cultural parameters; provide an empirical baseline; and advance measures and statistical models. The Chinese case will be used to develop paradigms and advance knowledge of inequality in general. The PIs expect that the conference will produce 14-16 papers for an edited volume.

**Kai Erikson**, Yale University, received a \$7,000 emergency grant to fund meetings for the purpose of developing a research and planning agenda to include ASA in the national effort to better understand the effects of the recent Gulf Coast disasters. The project draws on the experience of a group of sociologists who live and work along the Gulf Coast and specialize in environmental risks, the social effects of disaster, and related matters. Thus far, the planning committee identified six research activities that the group and other interested sociologists will engage in. These include: an oral social history of what happened to victims of Hurricanes Katrina and Rita, particularly in the New Orleans Parish; a central registry of as many evacuees as can be traced from New Orleans and other parts of the Gulf to their places of refuge; a detailed map of what the social and cultural landscapes of New Orleans and selected parts of the Gulf region were like before Katrina, Rita, and the breaching of the levees; an environmental history of the Mississippi Delta, the Gulf Coast, and the Port of New Orleans; a longitudinal study of Katrina

survivors; and a comparative study of survivors of the New Orleans flood and survivors of Katrina and Rita. The Social Science Research Council (SSRC) will review the recommendations of the Gulf Coast sociologists and meet with foundation officers to get these recommendations funded.

**Gayle Kaufman**, Davidson College, received \$6,940 for *Working Fathers' Use of Work-Family Adaptive Strategies*, a study to broaden sociological knowledge of work-family strategies among underrepresented groups. The PI proposes to examine single, gay, and minority fathers' strategies for combining work and family, how they implement these strategies, and the consequences of the strategies. The PI proposes to do in-depth interviews with 75 men in North Carolina to investigate adaptive strategies that either result in negative stress levels or in role enhancement, and how the strategies and outcomes vary by marital status, sexual orientation, and race of the father.

**James W. Loewen**, Catholic University, received \$6,650 for a *Proposal to Establish Sundown Towns as an Important Topic of Sociological Research*. The PI published the first book on "sundown towns," a common yet hidden phenomenon, in which towns and municipalities used formal and informal measures to ensure that blacks were excluded. With the publication of the book (September 2005), the PI will invite other sociologists, scholars, and students to find additional towns, test hypotheses about what factors explain the likelihood of these towns emerging, their effect on residents, and their impact on larger metropolitan areas. The PI hopes to create a virtual community of sundown scholars by producing information packets, listservs, an interactive website, talks on college campuses and so forth.

**Claudia Schloz**, University of Texas-San Antonio, received \$6,911 for *Social Capital, Embeddedness, and the Meaning of Debt: "Bringing Culture Back In" to the Study of Microcredit*. This study is a meta-analysis of case studies of reports from development agencies and other micro finance projects in the developing world. The project seeks to expand economic sociologists' understanding of the embeddedness of economic action in systems of meaning associated with financial institutions and especially the norms and taboos associated with money and debt. The study brings "culture" in by examining "norms and taboos" concerning money and debt and their role in repayment rates.

**Mitchell L. Stevens**, New York University, **Elizabeth A. Armstrong**, Indiana University, and **Richard Arum**, New York University, received \$7,000 for *New Research Agenda for the Sociology of Higher Education* for a conference to develop an agenda for a new generation of higher education research. The PIs state that

such a conference is needed because the political economy of higher education has transformed radically since the 1960s. They propose to orient the conference around five guiding themes: new organizational forms, revenue streams, and status streams; social organization of knowledge; production of culture; global higher education; and higher education and labor markets. The results of the conference will be a white paper articulating a new framework and agenda that will be available in print online.

In order to match the NSF contribution, ASA needs to increase contributions to the FAD program. Please contribute to

this program that rewards scholars at all levels and all types of institutions of higher education for proposing and implementing cutting edge research and conferences that advance theory and method in the discipline. To contribute, send checks to FAD, c/o Business Office, American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC 20005-4701 or by calling Girma Efa at 202-383-9005, ext. 306. Additional information is available on the ASA homepage at [www.asanet.org/page.www?section=Funding&name=Funding+Opportunities](http://www.asanet.org/page.www?section=Funding&name=Funding+Opportunities). The program director, Roberta Spalter-Roth, can be reached at [spalter-roth@asanet.org](mailto:spalter-roth@asanet.org) or 202-383-9005, ext. 317. □

## Rowell Honored as "Outstanding Community College Professor of the Year"

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

Katherine R. Rowell, Professor of Sociology, Sinclair Community College (Dayton, OH) was awarded the Outstanding Community College Professor of the Year by the Council for the Advancement and Support of Education (CASE). CASE identifies four faculty for top honors, one each from a community college, a four-year college, a masters institution, and a doctoral institution. The award was given at a ceremony in Washington, DC, on November 17, 2005. Each awardee was introduced by a former student.

Rowell was honored for her extensive work in experiential-based learning. On the one hand, students in community colleges are often older, have more work experience, and are more involved in their communities. On the other hand, they have little time, resources, and social capital to explore the less familiar parts of their community, much less other parts of the country or world. Rowell has figured out creative and practical ways to use service-learning and other pedagogies for this diverse population of students. "I have witnessed firsthand the differences it has made in the lives of my students, especially those who work full time and have family obligations," she says.

### Empowerment from Service Learning

"Service learning is one teaching method that I embraced early in my career," says Rowell. "Since 1996, I have required students in my Social Problems course to volunteer with me at various homeless shelters in the Dayton, Ohio, area. I also take my students on a one-day "lobbying" trip to Columbus, Ohio, where they meet with state legislators. These experiences, along with classroom discussions, help reinforce the importance of civic engagement. It also gives these community college students, who often feel disenfranchised and powerless to affect change in their communities, a sense of empowerment, knowing that they can make a difference when they get involved."

"The success of this type of education is clear. Many of my students say they plan to remain involved in community issues. During the summer, numerous former students join me in volunteering at shelters. In the past three years alone, more than 10 of my former students have gone on to become community activists. The majority of students say the opportunity to work together outside of the classroom was the most valuable learning experience of their lives."

"Finally, for the past two years, I have led students, many of whom have never been outside of the United States, on a three-day intensive visit to Nogales, Mexico, as part of my Global Poverty course. The trip gives students an opportunity to learn what it would be like to live in a developing country. The program is such a success we have a long waiting list of students for next year."

Rowell is extremely active within sociological organizations, including the North Central Sociological Association (where she has been program chair) and the ASA. She is active in the Section on Teaching and Learning Sociology, and in the ASA Department Resources Group. At Sinclair Community College, she led the department's work in ASA's Integrating Data Analysis (IDA) Project and developed a number of course modules to introduce students to empirical work early in their education. At the award ceremony, her siblings, her department chair, her president and dean, and I had no trouble giving her a standing ovation. □



Katherine R. Rowell

### Nominations for the Student Forum Advisory Board Sought

The Student Forum Advisory Board is seeking nominations for both undergraduate and graduate student board members. The term of commitment is two years beginning at the end of the next. Nominees must be Student Members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the Annual Meetings during their term. Self-nominations are welcomed. The nominations subcommittee of the Student Forum Advisory Board will review nominations and oversee selection of candidates for the 2006 ASA Spring Election. To be considered please send a brief statement of intent along with a copy of your vitae to [studentforum@asanet.org](mailto:studentforum@asanet.org).



## Sociologists Receive 2005-2006 Fulbright Awards

More than 850 U.S. academics, professionals, and independent scholars have received awards under the Fulbright Scholar Program to study abroad in 2005-06. Among this year's recipients were 18 sociologists (listed below with their titles, affiliations, projects, and countries in which they will study).

The annual U.S. Fulbright Scholar Program sends scholars and professionals to more than 140 countries, where they lecture, consult, or conduct research in a wide variety of academic and professional fields. The Fulbright program is sponsored by the U.S. Department of State and administered by the Council for International Exchange of Scholars. For more information, see [www.cies.org](http://www.cies.org).

**Judy Root Aulette**, Associate Professor, University of North Carolina-Charlotte, Sociology of Gender, Family and Family Policy; Women's Movements in South Africa, Bellville, South Africa

**Vern L. Bengtson**, Professor and Director, Department of Sociology and Ethel Percy Andrus Gerontology Center, University of Southern California, Cross-National Developments in Social Gerontology; Consequences of Population Aging for Family Relationships and Theories of Aging, Stockholm, Sweden

**Donna Hodgkins Berardo**, Associate Professor, College of Pharmacy, University of Florida, Professional Pharmacist Communication; Improving Medication Use and Behavioral Risk Factors of Patients With HIV/AIDS, Chiang Mai, Thailand

**Sally Bould**, Professor, Department of Sociology, University of Delaware, Adequacy and Equity in Public Pensions for Women, Louvain-La-Neuve, Belgium

**Mary Kunmi Yu Danico**, Associate Professor, Department of Psychology and Sociology, California State Polytechnic University-Pomona, What Does It Mean to Be Korean?: Korean-Americans in Korea, Seoul, Korea

**Donald Edward Davis**, Associate Professor, Department of Social Sciences, Dalton College, An Introduction to Sociology; An Environmental and Cultural History of the Eastern Carpathians, Cluj, Romania

**LeRoy A. Furr**, Associate Professor and Chair, Department of Sociology, University of Louisville, Demography, Family and Urban and Development Studies, Chandigarh, India

**Leslie Carlisle Gates**, Assistant Professor, Department of Sociology, SUNY-Binghamton, Politics of Neoliberalism; The Societal Basis for Venezuela's Recent Political Dynamics, Caracas, Venezuela

**Karen Fern Greenwell**, Researcher and Survey Manager, Macro International, Using National Surveys to Monitor Development Goals, Chisinau, Moldova

**Ain Eduard Haas**, Associate Professor, Department of Sociology, Indiana University-Purdue, American Society; Return Migration to Estonia, Tartu, Estonia

**Joseph Francis Healey**, Professor and Chair, Department of Sociology, Social Work and Anthropology, Christopher Newport University, Minority Groups in U.S. Society, Uzhhorod, Ukraine

**Joan Rosemary Mars**, Associate Professor, Department of Sociology, Anthropology and Criminal Justice, University of Michigan-Flint, U.S. Immigration and Deportation: Caribbean Aliens and the Criminal Justice Process, St. Augustine, Trinidad and Tobago

**Nabil Marshood**, Professor, Department of Business and Social Sciences, Hudson County Community College, Oppression and Identity: Social Arrangements in Palestinian Refugee Camps, Amman, Jordan

**Edward J. McCaughan**, Associate Professor and Chair, Department of Sociology, San Francisco State University, Vital Signs: The Art of Social Movements in Mexico and Atzlan, Mexico City, Mexico

**Norma Ojeda**, Associate Professor, Department of Sociology and Chicana(o) Studies, San Diego State University, NAFTA, Family Choices, and Personal Growth of Young Mexicans in Transnational Communities, Tijuana, Mexico

**Rebecca Templin Richards**, Associate Professor, Department of Sociology, University of Montana-Missoula, Sociology of Nontimber Forest Product; Cross-national Comparisons in Harvesting and Rural Well-being, Joensuu, Finland

**Elizabeth Louise Sweet**, Action Research Director and Visiting Lecturer, Department of Sociology, Northern Illinois University, Gendered Economic Development in the Context of Transition: A Case Study in Ulan Ude, Buryatia, Russia

**Donna Wynne Wright**, Assistant Professor, Department of Sociology, Anthropology and Criminology, University of Northern Iowa, Environmental Sociology, Godollo, Hungary



### Reply to Altheide, "Politics of Fear"

In his letter in the November 2005 *Footnotes* (p. 10), David Altheide raised important and thought-provoking issues about the extent to which sociologists should be involved in homeland security projects. But while I acknowledge the importance of the ethical issues he raised, I also believe the letter mischaracterized what we are actually doing at the new START center [National Consortium for the Study of Terrorism and Responses to Terrorism]. (See November 2005 *Footnotes*, p. 1, and February 2005 *Footnotes*, p. 1.)

First, Altheide argues that sociological research on terrorism and responses to terrorism only serves to increase public fear, by promoting decision-makers' . . . use of audience beliefs and assumptions about danger, risk and fear . . ." I would argue exactly the opposite. Solid, objective social science research is likely to reduce the effects of fear on public decision-making; ignorance makes it easier for demagogues to manipulate fear for political purposes.

Second, Altheide accuses the investigators associated with START of "chasing Defense Department funding." The University Programs section of the Department of Homeland Security (DHS), not the Defense Department, funded our START center. We are doing no classified research of any kind. And the process that led to our funding—modeled on NSF procedures—was the most rigorous peer-reviewed grant application that I have ever experienced. Forty teams submitted pre-proposals; 26 completed full proposals; six received site visits. Our proposal was developed by an interdisciplinary team of researchers from 25 universities around the world. Many of the most respected sociologists in the United States took part in the competition.

Third, Altheide laments the fact that "nearly 100 colleges and universities have established programs in security and terrorism." In fact, many members of our research consortium share this concern. However, surely the best way to improve this emerging curriculum is not to abandon it, but rather to play a major role in developing a curriculum that is objective, research-based and non-ideological.

Finally, Altheide seems to assume *a priori* that any project funded by DHS will automatically produce research that pleases the political leadership that sets Homeland Security policy. In fact, Homeland Security has thus far imposed no restrictions on our choice of research

topics or on our efforts to submit and publish our research in peer-reviewed journals. Indeed many of us are already doing so based on our DHS-supported research. START investigators have also freely expressed their views on DHS activities—for example, the agency's response to Hurricane Katrina—in the press and before congressional committees. More generally, requiring researchers to reject funding from any agency with current policies that are politically unpopular might suggest that we should also reject funding from a large group of other government agencies, including the National Institute of Justice, the Environmental Protection Agency, and the National Institutes of Health.

Reading Altheide's comments on terrorism research reminded me of a similar argument made in the late 1960s when some sociologists interested in criminology argued that we should henceforth avoid doing studies of crime because to do so was to play into the hands of societal elites. As a result of this decision, for many years, psychologists, biologists, and medical doctors—but not sociologists—carried out much of the important theoretical work in criminology. The end result was that sociological interpretations of crime lost out to fields that ironically, were much less palatable to most sociologists than the sociological research that had raised the original concerns. It took criminology nearly a generation to recover from this decision.

While sociology is just one of the social sciences included in our new Center, I strongly feel that there are important *sociological* questions related to terrorism and responses to terrorism. Here are a few that START is working on now: Why do some collective movements resort to violence while others do not? Why do some terrorist groups attack the United States while others do not? What social, political, economic, and geographical variables best predict terrorist events? How do public views about the likelihood of future terrorist attacks and homeland security policies differ as a function of social class, gender, race and ethnicity? (For a complete list of our projects, see [www.start.umd.edu](http://www.start.umd.edu)).

As Altheide points out in his comments, C. Wright Mills may well have stressed the distinction between "the personal troubles of milieu" and "the public issues of social structure," but surely the sociological imagination must also encourage us to speak truth to power.

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### Assessing, from page 6

participate in further conversations about the program and preparation for the job market—a series of focus group interviews with alumni residing locally.

The majority of responses were very positive, but some program areas were identified as a bit weaker than others. For instance, there were mixed opinions when it came to the department's preparation of students for employment after graduation. This result is intriguing, as most respondents claimed interest in the subject as the principle motivation for majoring in sociology, far more than preparation for a job or graduate school. Additionally, opinions concerning internships could be viewed as a mandate to our department to find appropriate placements that build on coursework. For instance, more than 40 percent of our respondents participated in an internship, and these were viewed as generally positive experiences; alumni saw internships as teaching practical, job-related skills and as helping to define career goals.

In contrast, respondents suggested that our program had prepared them well for further educational pursuits. Forty-four percent are currently enrolled or taking courses at a college or university, with one-half of these individuals working toward a master's degree and almost one-third working toward an advanced graduate degree (e.g., PhD, MD, or JD). Many alumni have earned another degree since graduating from Fordham University—almost 30 percent have earned a masters or another advanced graduate degree. Our follow-up to the survey focused more specifically on these post-graduation outcomes as well as encouraging alumni to share their views of program weaknesses (given the overwhelming positive regard voiced in the survey).

Our study provides a framework for understanding program efficacy from the view of those for whom the strengths and weaknesses of the program are most relevant (i.e., those who have actively engaged in a job search or applied to graduate school after graduation). The detail of our instrument provides a more in-depth understanding of program qualities than more simple assessments of program satisfaction. And contacting alumni also provides an opportunity to build bridges to those who may be able to contribute to the department as mentors to current students and as contacts for appropriate internships and job placements. □



# Organizational Directions: Setting a Course of Action for the Second Century of American Sociology

This is the final essay of a three-part perspective series commemorating ASA's centennial year.

by Bruce Keith, United States Military Academy-West Point

I have shown in the two previous essays (Keith 2005a, 2005b) that regional associations are relevant to the discipline, particularly as a mechanism to ensure the presence of opportunities for professional development, recognition, and inclusion. Similarly, I have presented evidence that organizational differentiation has occurred over time among the national and regional associations, fragmenting the discipline into multiple, competing constituencies without the presence of an overarching integrative framework. I have suggested also that the observable shifts in organizational trajectories are intertwined inextricably with the discipline's culture.

In light of this evidence, the discipline appears poised to pursue one of two directions: either it can promote a culture of science, which is likely to reinforce the organizational drift now apparent in the field, or it can modify disciplinary culture in ways that attend to professional coherence. If the discipline is to be competitive, its course of action must ensure its relevance to its purported constituents. Accordingly, to attain professional integration, the associations that buttress the discipline must routinely assess their constituencies' needs to ensure alignment of organizational mission as well as the utility, content, and format of conference proceedings and publications.

## Foundations

The ASA acknowledges its dedication to sociology's advancement as a scientific discipline and profession and to the promotion of sociology for the good of society. The advancement of the discipline as a scientific field requires demonstrable evidence of cumulative knowledge; as a profession, the foundation of disciplinary knowledge ought to convey explicitly its contribution to society. As sociologists, we ought to possess a common understanding of the assumptions that direct the discipline toward discernable outcomes representative of either a science or profession. These assumptions ought to be linked to a foundation of demonstrable requisite knowledge and guided by leadership, drawn collectively from the membership, on the assessment and advancement of scholarship consistent with the discipline's mission. Moreover, the discipline ought to remain cognizant of its graduates' market outcomes. As Thomas Friedman (2005) demonstrates, the confluence of technology and information is rapidly transforming traditional labor markets through a greater reliance on global outsourcing of high-end research and design work. Ignorance of market shifts brought about by our failure to assess the linkages between curricular structures and job placement may undermine the relevance of our graduates' credentials, our academic programs, and our discipline.

## Teaching Integrates

I am encouraged by the efforts of the ASA's Department Resources Group (DRG), which has enhanced the discipline's awareness of program reviews and curricular coordination.



These initiatives promote conversations on curricular content and core competencies that may bridge fragmentation now evident in the discipline. The assessments of graduates' career outcomes will strengthen this initiative if connected to a process that links program reviews to constituencies' needs and concerns. As a profession, the discipline of sociology ought to debate and advance the parameters that define the field, which are likely to strengthen its relevance and corresponding status in and beyond higher education.

Given the plethora of ways sociology contributes to and is used in public practice, our professional associations ought to engage practitioners from these various contexts. The North Central Sociological Association (NCSA) has placed an emphasis on teaching sociology. This is important because teaching the discipline to others is part of the way sociology is practiced. Similarly, the discipline benefits from thematic sessions at our professional conferences that document debates on the foundations of sociological knowledge and on various social problems.

## Publishing Integrates

Our professional associations also promote disciplinary relevance through publication outlets. Noteworthy, therefore, is the finding that the journals of regional associations have a diminished impact on the discipline (Allen 2003). Perhaps the decline occurs because the regionals adopt the disciplinary focus on scientific production, thereby reinforcing a culture that may undermine the constituency they seek to support. Alternatively, the regionals might consider the feasibility of producing publication outlets more reflective of their constituency's needs. While some will argue that this strategy risks institutional subscriptions that subsidize the association, a journal that does not reflect its constituency's needs is of questionable value. A strong discipline ought to play a role in shaping and supporting the outlets through which publishers communicate the discipline's message. While the *American Sociological Review* and *American Journal of Sociology* maintain consistently high impact scores (Allen 2003), editors of regional journals might consider alternative formats that speak directly to their constituencies. The ASA's relatively new publication, *Contexts*, comes to mind as a successful deviation from the traditional outlet.

Additionally, professional associations ought to be proactive collectively in their involvement with one another. For example, the regionals might seek opportunities to visibly and formally promote their associations at the national conference. This might include promoting the region jointly with the ASA when the national conference is held in that locale. Similarly, all of the professional associations might seek to annually sponsor blocks of sessions in

the ASA program that highlight a particular focus or constituency interest. A related approach is to develop joint meetings among the regionals. For example, in 2007 the Midwest Sociological Society and the NCSA will hold a fully integrated joint conference in Chicago that features two presidential addresses and two plenary speakers. This initiative, which will bring together upwards of 1,600 persons, promises to be one of the largest gatherings of sociologists in the United States that year. The size and scope of such meetings bodes well for the discipline.

As we consider plausible courses of action for American sociology during the 21<sup>st</sup> century, attention ought to underscore disciplinary relevance. I believe that sociology is more characteristic of a profession than a science; the associations organized to promote the field ought to be proactive collectively in their efforts to align disciplinary mission with

professional practice. Discussions of disciplinary relevance will most certainly require action plans directed toward professional integration. The question at present is whether we care enough about our discipline to solidify its relevance throughout the 21<sup>st</sup> century. □

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## How to Request Meeting Space for Other Activities for the 101<sup>st</sup> ASA Annual Meeting in Montreal, August 11-14, 2006

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

### Meeting Space

Groups wishing to meet in conjunction with the 2006 Annual Meeting may request space by sending a formal letter of request with signature (*e-mail messages or files are not acceptable*) to the ASA Executive Office by March 1, 2006. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

### Space requests are categorized as follows:

- (1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 PM on the first or third evening (Friday, August 11, or Sunday, August 13). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.
- (2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 PM on the second night of the meeting (Saturday, August 12). If the number of requests exceeds the available space on August 12, groups will be assigned to the 6:30 PM time slot on August 11 or 13.
- (3) Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 PM on August 11 or 13, and to 8:00-10:00 PM on August 12.

An announcement of each meeting will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the *Final Program* only.

### Table Space

ASA members may apply for table space to display literature about related non-profit organizations or sociologically pertinent projects. Available space is assigned without charge on a first-come, first-served basis. ASA Sections are excluded from these provisions because general section tables are provided in the ASA registration area; requests from individual sections for tables cannot be considered.

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

### Deadline

Formal letters of request—not email messages—for meeting space and/or table space must be postmarked no later than **March 1, 2006**. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature.

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

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

## Thank You, ASA Members!

ASA wishes to acknowledge the generous support of the following 861 individuals, whose financial contributions to the Association during the 2005 membership year (November 1, 2004, through October 31, 2005) greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Teaching Enhancement Fund, the Congressional Fellowship Fund, the Fund for the Advancement of the Discipline, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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## PUBLIC SOCIOLOGY

*Sociology translates to public action . . .*

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

### Re-Presenting Sociological Research to Prisoners: The Play Is the Thing

*"Transforming sociological research into art" promises freedom for women "imprisoned" by abusive relationships*

by Elizabeth Dermody Leonard, Vanguard University

Some 800 to more than 4,000 women have been sentenced to prison for killing their abusive partners. The precise number is not known because law enforcement agencies, prosecutors' offices, judicial authorities, and correctional institutions fail to collect systematic data on victim-offender relationships in all homicides. Prior to incarceration, the convicted had come from all walks of life, ranging from the country club set to the barrio; their one commonality is their use of lethal self-defense against violent partners.

For the past 10 years I have been exploring the lives and cases of women who have been held criminally responsible for the death of current and former abusive intimates. The research began as my doctoral dissertation project at the University of California-Riverside (1997) but soon grew beyond that, as 42 interviewees shared with me their experiences before and during the violent relationship, as well as the homicide and its aftermath.

Battered women who land in prison have been rendered nearly invisible to the public consciousness. I maintain that this is a function of five primary factors: (1) their being female in a male-dominated society; (2) the social isolation imposed by their abusers; (3) the shame women feel as a result of continuing victimization prevents them seeking attention to their plight; (4) a criminal justice system that is inherently biased toward incarcerating rather than seeking other approaches for those in the unique situation of having killed their batterers; and (5) formerly abused incarcerated women may not identify themselves as domestic violence victims, nor share their histories with other inmates or prison staff. This latter fact further complicates the situation for this bordering-on-invisible population, relegating convicted survivors to a disenfranchised and silenced status in our society.

#### Reclaiming a Voice

To aid in understanding their experiences and reclaiming their voices, a support group, Convicted Women Against Abuse (CWAA), was organized at the California Institute for Women (CIW) in 1989 by women who are serving life sentences for killing their abusers. CWAA has since grown to a membership of nearly 60 inmates, many of them convicted of first- or second-degree murder. The group provides a setting for abused women to share their past experiences of victimization and to discuss their legal cases. The women also use the gathering to share current news events regarding battered women, current homicide cases, pending legislation, and pertinent court rulings.

CWAA provided me a unique education about domestic violence and criminal justice responses to battered women, abusive men, and homicide offenders. Group members comprised the majority of my research participants. A surprising number of interviewees stated that the interview process provided their first opportunity to

express their lives, their abusive experiences, and their perceptions with complete candor. Openness is seldom encouraged by violent partners or by prison culture. As each three-hour interview unfolded, most were able to discuss their experiences frankly and with growing ease. Constructing their stories from beginning to end provided many women with a greater sense of relatedness among events where, previously, they had not seen clear connections. A 57-year-old mother of two, sentenced to life without parole, explains her reaction to the interview process:

*It is always hard to put yourself back in time and relive the hell of the past, but it must be done. You have been a great help to me. After the interview, I realized that by telling someone you trust, it becomes easier. I understood things so much better and came away from the interview a new woman. Why should I be ashamed and embarrassed telling the truth? I wasn't out to kill my husband. I was trying to survive and save my life and the lives of my children. Thank you for giving me the opportunity to feel free inside and start turning my life around. I didn't want to face up to the truth, thinking that I would be ashamed. You have put this behind me and now it is definitely time for me to go forward and learn to love myself and work on freedom.*

My interaction with CWAA has developed into an ongoing, reciprocal, and dynamic connection—my involvement providing a bridge between inmates and several university campuses, inmates and state legislation, inmates and media. But perhaps the most intense and gratifying interaction between the group and outside others occurred one January evening in an unusual form of public sociology. Convicted survivors from my study sat in CIW's Visitor Center<sup>1</sup>, hearing their own words come back to them as actors on a makeshift stage presented *Life Without Parole*, a play written by my faculty colleague, Warren Doody.

After reading my book, *Convicted Survivors*<sup>2</sup> and attending a CWAA meeting, the playwright became interested in collaborating with me on a project that would bring the women's stories to a broader public through a new medium—the stage. *Life Without Parole*, set in a parole board hearing, is based on my research and enthusiastically supported by study participants. Doody, utilizing words largely provided by convicted survivors, created composite characters that powerfully depict the realities of women's pain, fear, loss, and sense of betrayal by the very social institutions expected to provide them support—family, faith communities, health providers, and the law.

That January night, imprisoned women looked on as their stories unfolded; reacting with silence, gasps of recognition, and even a few laughs. Non-study attendees recognized their own experiences; domestic violence providing the common language for CWAA members. At times an inmate would identify an incident, a phrase, a circumstance peculiar to her situation. When that occurred, the woman would give me a tearful glance and, invariably, mouthed an emotional "Thank you!" as she turned back to the production.

With the play's conclusion, prisoners, actors, playwright, and researcher entered into a rich dialogue about what each had just experienced. Questions and answers, comments and mutual appreciations were exchanged, strong emotions felt and expressed by all. One woman observed, "You did my story well, and for a moment, I wasn't ashamed of being here. . . . It hurts less now, my level of shame, and I think now that I am going to be all right."<sup>3</sup>

This audience of incarcerated women provided a real litmus test for the integrity of *Life Without Parole*. Moreover, convicted survivors, the source of my research, agreed that their lives were validated by the process of transforming sociological research into art. They expressed the hope that their words would be heard outside prison walls, bringing awareness and help to battered women living in the prison-like atmosphere of violent relationships. Indeed, the voices of convicted survivors are important; they are also the voices of the thousands of American women who do not survive that final violent assault. □

#### Notes

<sup>1</sup> We are grateful to CIW for allowing us to present *Life Without Parole* to the women who made it possible through their generosity of spirit.

<sup>2</sup> Leonard, Elizabeth Dermody. 2002. *Convicted Survivors: The Imprisonment of Battered Women Who Kill*. NY: State University of New York.

<sup>3</sup> Frith, Stephanie. 2004. "Art imitates prisoners' lives: Inland inmates see their stories told in a play aimed at a wider audience." *Press Enterprise*, February 8.

Elizabeth Dermody Leonard can be reached at ELeonard@vanguard.edu.

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## Call for Papers

### Meetings

**New Directions in U.S. Ethnic Studies**, June 6-8, 2006, University of Vermont, Burlington, VT. The ALANA (Asian-American, Latino, African-American & Native American) U.S. Ethnic Studies Program at the University of Vermont invites abstracts/proposals for papers, panels, workshops, performances, or media productions from all disciplines and interdisciplines in the arts, humanities, and social sciences. The conference spotlights new trends, paradigms, formations, and provocations in the still-evolving field of U.S. ethnic studies. The conference will run concurrently with the Burlington Discover Jazz Festival. The deadline is January 30, 2006. No more than 250 words; include institutional affiliation, mailing address, telephone number, and email address; indicate if A/V equipment will be needed; and attach a one-page vita. Indicate whether the presentation is an individual paper, panel, workshop, performance, or media production. Contact: John Gennari, Director, ALANA U.S. Ethnic Studies Program, University of Vermont, Old Mill Annex 502A, Burlington, VT 05405-0114; email: jgennari@uvm.edu.

**Society for the Study of Social Problems (SSSP)** invites proposals for its 56th Annual Meeting, August 10-12, 2006, Hilton Montréal Bonaventure, Montréal, Québec, Canada. Theme: "Building Just, Diverse And Democratic Communities." Papers or extended abstracts (2- to 3-page summary) for presentations at division-sponsored sessions must be sent electronically to session organizers no later than January 31, 2006. Contact: Phoebe Morgan, (520) 523-8245; email phoebe.morgan@nau.edu and Jim Gruber, (313) 593-5611; email jegruber@umich.edu. Place SSSP in the subject line. <www.sssp1.org>.

**Sociological Imagination Group**, August 10, 2006, Montreal Inter-Continental Hotel. Theme: "Alternatives to Sociology's Tower of Babel: Building on the Sociological Imagination." The Sociological Imagination Group is seeking papers for a one-day conference, the day before the annual conference of the American Sociological Association across the street from the ASA meetings. We are a group of scholars who have been working together to advance C. Wright Mills' vision as expressed in *The Sociological Imagination*. Submit a two-page abstract in the body of your email to Bernard Phillips at bernieflps@aol.com by March 1. For more information, visit <www.uab.edu/philosophy/sig>.

### Publications

**Equity & Excellence in Education-Community Colleges.** *Equity & Excellence in Education* is currently soliciting manuscripts for a special issue on "Community Colleges and Social Justice Issues." For this special issue, we invite empirical research articles that address equity issues unique to community colleges. Manuscripts are due March 1, 2006. Contact: Linda McCarthy at mccarthy1@gcc.mass.edu; <http://www.eee-journal.com>. Submit three "masked" paper copies (plus a disk) with separate cover page including author contact information. Indicate in your cover letter that the submission is for the special issue on Social Justice Issues and Community Colleges. Mail to: Equity & Excellence in Education, Hills South 370, School of Education, University of Massachusetts, Amherst, MA 01003.

**Teaching Comparative and Historical Sociology.** Syllabi and instructional materials for the fifth edition of the ASA's Teaching Comparative and Historical Sociology are needed. Interested in syllabi for courses that are explicitly methodological as well as in the main subject areas that are taught and researched by comparative-historical sociologists (you decide what these are). I am particularly interested in ideas for short essays on teaching in this area. If you have syllabi, other instructional materials, or innova-

tive ideas for this compilation, contact: John Foran, Department of Sociology, University of California, Santa Barbara, CA 93106-9430; (805) 893-8199; email foran@soc.ucsb.edu.

**Michigan Sociological Review (MSR)** encourages submissions for its fall 2006 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. Submissions will be accepted until June 16, 2006. Send an email attachment of your work in MS Word format (not pdf) along with a brief biographical statement to: vershaj@gvsu.edu. Send disks via postal mail to: Joseph Verschaev, Editor, Michigan Sociological Review, Department of Sociology, Grand Valley State University, 1101 AuSable Hall, Allendale, MI 49401.

**Fast Capitalism** (www.fastcapitalism.com). We publish work on the impact of rapid information and communication technologies on self, society and culture in the 21st century. Submissions for our third issue are sought by April 2006. Send electronically to Ben Agger at aggerfastcap@uta.edu.

**Resource Guide for Teaching the Sociology of Disasters.** The American Sociological Association (ASA) seeks course materials for the *Resource Guide for Teaching the Sociology of Disasters*. This resource is intended to assist instructors in preparing courses in this area of study. The editors invite submissions on topics related to the social science aspects of disasters, risk communication, emergency management, and other areas with themes relevant and tied to the social science study of disasters (e.g., environmental justice, public policy, race/ethnicity, gender, inequality, human rights). We aim to develop a volume that is interdisciplinary in nature, covers national and international aspects of disasters, and attempts to bridge the gap between theory and praxis. The editors request course syllabi accompanied by a short summary statement (1-3 double-spaced pages) describing the author's approach to teaching the social science of disasters, including a description of their teaching philosophy and methodology, the relevance of readings to core concepts and problems of disasters, as well as offering approaches to the challenging task of communicating course materials to students from a variety of academic disciplines. Syllabi must be from courses that have been previously or are currently taught. The course syllabi must be single space; Times New Roman; font size 12; maximum of six (6) pages; and include the faculty's contact. At a minimum, the syllabi should include a course description; learning objectives; expected outcomes; assigned readings and topics; and student evaluation criteria (e.g., exams, research reports, assignments). Deadline is March 15, 2006. Send submissions electronically to Havidan Rodriguez at havidan@udel.edu. This publication is peer-reviewed and will be published in time for the ASA's 101st annual meeting in Montreal. If you have any questions, contact the editors, Havidan Rodriguez at havidan@udel.edu, William Donner at wdonner@udel.edu, or Manuel Torres at mtorres@udel.edu.

**The Journal of Empirical Research on Human Research Ethics (JERHRE).** The quarterly journal, which will first appear in March 2006, intends to publish empirical research and reviews of empirical literature on human research ethics. Empirical knowledge translates ethical principles into procedures appropriate to specific cultures, contexts, and research topics. <www.csueastbay.edu/JERHRE>.

**International Review of Comparative Sociology** invites papers for its inaugural issue. The purpose of this biannual journal is to examine through a comparative lens the issues and problems confronting societies, or their distinct subpopulations, around the world with the goal of providing innovative solutions from a sociological perspective. Research papers from other related disciplines in the social sci-

ences are also encouraged. Send manuscripts to Debarun Majumdar at dm28@txstate.edu. Visit <www.soci.txstate.edu/ircs.html> for manuscript preparation guidelines and related information. Electronic submissions are preferred, but if manuscripts are mailed, send three hardcopies and a floppy disk with the document in MS Word. A processing fee of \$35 made out to Serials Publications should be sent to the address available in the website. This fee will also cover a one-year subscription to IRCS upon acceptance of the paper. The deadline for manuscript submission is April 15, 2006.

### Meetings

**April 1, 2006.** *Hawaii Sociological Association 27th Annual Meeting.* Theme: "Humanist Sociology, Public Sociologies, Public Ethnographies." Keynote speaker: Michael Burawoy. Radisson Waikiki Prince Kuhio Hotel. Contact: HSA President, Michael G. Weinstein michaelw@hawaii.edu.

**June 6-8, 2006.** *New Directions in U.S. Ethnic Studies*, University of Vermont, Burlington, Vermont. The conference seeks to spotlight new trends, paradigms, formations, and provocations in the still-evolving field of U.S. ethnic studies. Contact: John Gennari, Director, ALANA U.S. Ethnic Studies Program, University of Vermont, Old Mill Annex 502A, Burlington, VT 05405-0114; email: jgennari@uvm.edu.

**August 10, 2006.** *Sociological Imagination Group, Montreal Inter-Continental Hotel.* Theme: "Alternatives to Sociology's Tower of Babel: Building on The Sociological Imagination." Contact: Bernard Phillips at bernieflps@aol.com For more information, visit <www.uab.edu/philosophy/sig>.

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**March 29-April 1, 2007.** *2007 Organization of American Historians Annual Meeting*, Minneapolis, MN. Theme: "American Values." Contact: Jason Groth at jason@oah.org.

## Funding

**Advertising Educational Foundation (AEF)** presents the Visiting Professor Program (VPP). The VPP is a highly competitive, two-week fellowship for professors of advertising, marketing, communications and the liberal arts (Anthropology, English, History, Psychology and Sociology). The objective is to expose professors to the day-to-day operations of an advertising agency, marketing, or media company; and to provide a forum for the exchange of ideas between academia and industry. The VPP gives professors a greater understanding of the industry, while host companies have an opportunity to develop closer ties to academia. Professors singled out by the VPP Selection Committee will be placed with host companies in New York City, Chicago, and possibly San Francisco/Los Angeles. Visit the On-Campus section on <www.aef.com> for a program application. Applications may be emailed. All other application materials must be mailed. Application due date: February 15, 2006. Contact: Sharon Hudson, Vice President, Program Manager, (212) 986-8060; email sh@aef.com.

**Alpha Kappa Delta 2006 Undergraduate Student Paper Competition.** Alpha Kappa Delta welcomes submissions from undergraduate students who are members of the Society. All submissions must be received by June 1, 2006. First Prize: \$600 travel expenses to the 2006 Annual Meeting of the American Sociological Association. First-place papers will be published in *Sociological Inquiry*, if authors choose to submit them. Second Prize: \$300 and travel expenses to the 2006 Annual Meeting of the American Sociological Association. Third Prize: \$150 and travel expenses to the 2006 Annual Meeting of the American Sociological Association. Authors of all prize-winning papers will receive one-year extensions of their subscriptions to *Sociological Inquiry*. In the case of co-authors, monetary awards will be divided equally. The ASA has reserved slots in the 2006 ASA Honors Program for first, second, and third place winners of the Undergraduate Student Paper Competition. To be considered, each entry must conform to the following requirements: (1) The author(s) must be a current member(s) of AKD and the paper must have been written while the author(s) was/were undergraduate student(s) during at least one term of the 2005-2006 academic year. One, two, or three students may author papers, but no student may be included as an author on more than one paper entered in the 2006 competition. The paper must be unpublished or not currently under consider-

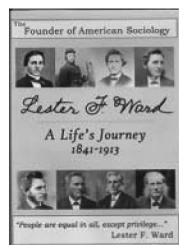
ation by a professional journal. (2) A cover letter from a Chapter Representative who is an active member of AKD must confirm fulfillment of the eligibility requirements. The author's (co-author's) name(s), institution at the time the paper was written, and the title of the paper. The author and/or author(s) name(s) should not appear any place in the title page, abstract, or paper. The author's or co-author's and the Chapter Representative's names, e-mail addresses, phone numbers, and mailing addresses May through August 2006. (3) The paper must have sociological content and focus, but may be an empirical study, a theoretical analysis, or a critical review of the literature. (4) An abstract (100-150 words) must summarize the paper. (5) The paper may not exceed 35 double-spaced pages, including tables, appendices, and references. For a detailed statement on format and requirements consult *Sociological Inquiry*. (6) Submit three (3) copies of the paper with a stamped, self-addressed envelope to: Elizabeth Hartung, Sociology, SA 245, One University Drive, California State University, Channel Islands, Camarillo, CA 93012; (805) 437-3274; email Elizabeth.Hartung@csuci.edu.

**Department of Health and Human Services, National Institutes of Health** announces grants in research on social work practice and concepts in health. Visit the following websites for more information: <grants.nih.gov/grants/guide/pa-files/PA-06-082.html>, <grants.nih.gov/grants/guide/pa-files/PA-06-083.html>, and <grants.nih.gov/grants/guide/pa-files/PA-06-081.html>.

**Illinois Qualitative Dissertation Award.** The International Center for Qualitative Inquiry announces the annual Illinois Qualitative Dissertation Award for excellence in qualitative research in a doctoral dissertation. Eligible dissertations will use and advance qualitative methods to investigate any topic. An award of \$500 will be given to the winner. All doctoral candidates are eligible, provided they have successfully defended their proposals prior to January 1, 2006, and will defend their final dissertation by April 1, 2006. Applicants should submit four (4) copies: (1) A letter indicating interest in the award that includes the applicant's name, address, university, telephone number(s), email, department, date of dissertation proposal defense, and current status of the dissertation. (2) A letter from the applicant's dissertation advisor/chair recommending the applicant's work for the award and verifying the date of the dissertation proposal defense. (3) A research description of no more than five (5) double-spaced pages: approximately



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### Lester F. Ward: A Life's Journey

The documentary (108 minutes) explores the life and ideas of Lester Ward: the founder of American sociology, a staunch advocate for women's rights, a vigorous critic of the racism of eugenics, an outspoken proponent of public sociology, a president of the Internationale de Sociologie, and the first president of the American Sociological Association. Ward popularized such concepts as androcentrism, ecology, illusion of the near, the principle of deception, synergy, telesis, and equal opportunity. Books dedicated to him included Charlotte Perkins Gilman's *Man-Made World* and John Wesley Powell's *Truth and Error*. DVD is presented in chapters for easy viewing of separate sections.

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The documentary (20 minutes) celebrates the rich tradition of American sociology. It begins with a brief overview of the founding of the American Sociological Association, followed by images of the successive presidents and one of their core ideas or beliefs. The late *Matilda White Riley*: "We shape society and society shapes us by the way we age." *Seymour Martin Lipset*: "To know one country is to know none." *Amirai Tzioni*: "Balance social order and personal autonomy." *Troy Duster*: "Vigilance is the price of freedom."

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## Funding, continued

two pages of introduction and theory, two pages on the methodology, and one page on the significance of the work. Finalists may be asked to submit their full proposal or additional information at a later date. (4) One chapter and a table of contents from the dissertation. Applications are now being accepted. Submissions should be sent to: Illinois Qualitative Dissertation Award Committee, The Center for Qualitative Inquiry, University of Illinois at Urbana-Champaign, Gregory Hall, Rm. 229 (mc-463), 810 South Wright St., Urbana, IL 61801; email [dissertationaward@c4qi.org](mailto:dissertationaward@c4qi.org); <[www.c4qi.org/award.html](http://www.c4qi.org/award.html)>. Deadline: February 1, 2006.

**NIH Director's Pioneer Award** supports exceptionally creative scientists who propose pioneering approaches to major challenges in biomedical research. In September 2006, NIH expects to make 5 to 10 new awards of up to \$500,000 in direct costs per year for five years. Women and members of groups that are underrepresented in biomedical research, and individuals in the early to middle stages of their careers are especially encouraged to apply. Open to scientists who are: U.S. citizens, non-citizen nationals, or permanent residents; currently engaged in any field of research; interested in exploring biomedically relevant topics; and willing to commit at least 51% of their research effort to the Pioneer Award project. Streamlined application includes three- to five-page essay and three letters of reference. Apply between January 15 and February 27, 2006, at <[grants.nih.gov/grants/guide/rfa-files/RFA-RM-06-005.html](http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-06-005.html)>. For more information, visit <[nihroadmap.nih.gov/pioneer](http://nihroadmap.nih.gov/pioneer)>. Contact email: [pioneer@nih.gov](mailto:pioneer@nih.gov).

**Society for the Study of Social Problems (SSSP)** is recruiting applications for the 2006 Racial/Ethnic Minority Graduate Scholarship. Persons accepted into an accredited doctoral program in any one of the social and/or behavioral sciences are invited to apply for the \$10,000 Racial/Ethnic Minority Scholarship. Applications are due February 1, 2006. Applicants will be notified of the results by July 15, 2006. All applicants must be current members and should be a citizen of the United States when applying. For further information and an application, visit <[www.sssp1.org](http://www.sssp1.org)>. Contact: Angela M. Moe, Chair, Department of Sociology, Western Michigan University, 1903 W. Michigan Avenue, Kalamazoo, MI 49008-5257; (269) 387-5275; fax (269) 387-2882; email [angie.moe@wmich.edu](mailto:angie.moe@wmich.edu).

## In the News

**Anne Barrett**, Florida State University, was interviewed by public radio station WFSU for a Florida State University *Headlines Radio* show that aired November 18 regarding her research on women's perceptions of aging.

**Peter Bearman**, Columbia University, had his book, *Doormen*, reviewed by Judith Martin in the December 4 *New York Times Book Review*.

**Andrew A. Beveridge**, City University of New York-Queens College, was quoted in a front-page December 1 *New York Times* article about a recent increase in the number of young children living in Manhattan and the implications for families, income levels, schools, and services.

**Martin Bourgeois**, University of Wyoming, had his study of how rumors spread discussed on the NPR show *All Things Considered* on November 28.

**Lee Clarke**, Rutgers University, had his research on disaster preparedness featured in the November 9 issue of *The Guardian Unlimited*.

**Dalton Conley**, New York University, published an opinion piece on the national debate about abortion in the December 1 *New York Times*.

**Judith A. Cook**, University of Illinois-Chicago was quoted in an October 31 *Los*

*Angeles Times* article about her research on the therapeutic value of work for people with severe mental illness.

**Peter Dreier**, Occidental College, published a November 28 article on campus anti-sweatshop activism in *The Nation* with **Richard Appelbaum**, University of California-Santa Barbara. His article about President Bush's tax reform task force appeared on *TomPaine.com* on October 18. His article on Hurricane Katrina was published in the fall 2005 issue of *Dissent* and reprinted on the *Common Dreams* website. His article about federal contracts to Republican-connected companies for post-Katrina reconstruction appeared on the *AlterNet* website on September 14. His article on Rosa Parks appeared in the Winter 2006 issue of *Dissent* magazine. He was quoted by the French news service, Agence France Presse, on November 13, comparing the riots in France with U.S. urban riots. He was quoted in the *Los Angeles Times* on October 6 about the LA Police Department's policy of pushing homeless people off the streets. He was quoted in the *Pasadena Star-News* on October 27 about the Tournament of Roses' selection of Justice Sandra Day O'Connor as grand marshal, in the *Los Angeles City Beat* on November 2 about a City Council race between Nick Pacheco and Jose Huizar, and in the *LA Jewish Journal* on November 4 about a statewide proposition to shift responsibility for state legislative and congressional redistricting to a panel of judges.

**Morten Ender**, United States Military Academy, was quoted in a November 10 *Christian Science Monitor* story that highlighted his research on how the war in Iraq is life's "turning point" for soldiers. He was interviewed on *National Public Radio* on November 4 on reasons why rural American youth might serve in the military during times of war. He was quoted in a group of stories in the November 14 issues of the *Army Times* on the diversity of military families and their reactions when working with Army Casualty Assistance Officers following the death of a U.S. soldier. He appeared on Regional News Network (RNN), November 15, with Richard French to discuss the recruitment of rural and poor American youth into the armed forces. He appeared on Independent Television News (ITN) on November 24 about military recruitment in the U.S. Army's enlisted ranks and at the U.S. Military Academy during times of war. He was quoted in the *Cherry Hill Courier* on November 27 explaining the confoundedness of soldier and family communication during the wartime. He was quoted in *The Press Democrat* on November 13 about rural Northern California recruitment of low income, rural youth into the U.S. military during wars in Iraq and Afghanistan.

**Charles A. Gallagher**, Georgia State University, was quoted in an October 27 *Dallas News* article and *InSide Higher Education* about the controversy surrounding Highland Park High School's Theme Day, which included white students dressed as gang members and maids for what they dubbed Thug and Fiesta Day.

**Kathleen Gerson**, New York University, was quoted in a front-page December 1 *New York Times* article about a recent increase in the number of young children living in Manhattan and the implications for families, income levels, schools, and services.

**Arlie Hochschild**, University of California-Berkeley, was quoted in the *New York Times* on November 24 in a front-page article about adult children leaving their careers to care for their parents.

**Larry Isaac**, Vanderbilt University, was quoted in *The Florida Times-Union* on October 2 in a story about farm labor camps in Florida.

**Jerome Karabel**, University of California-Berkeley, was on the November 21 *Diane Rehm Show* on NPR discussing his book *The Chosen*.

**Philip Kasnitz**, City University of New York-Graduate Center, was interviewed about immigration and remittances on the *Evening News* broadcast on Globo, the Brazilian television network, on November 17.

**Akil Kokayi Khalfani**, Essex County College, participated in a radio talk show *Open Line* 98.7 FM in New York on December 4.

**John Kinkel**, Baker College, was quoted in an October 6 *New York Times* article about the shortage of Catholic priests. His book *Chaos in the Catholic Church* was also mentioned. He also wrote an article on celibacy in the Catholic Church in the November 25 *Los Angeles Times*.

**Douglas Massey**, Princeton University, wrote an op-ed in the *Washington Post* on November 30 regarding U.S. immigration.

**Neil McLaughlin**, McMaster University, **Jonathan B. Imber**, Wellesley College, and **Alan N. Woolfolk**, Ogelthorpe College, were quoted in a November 11 *Chronicle of Higher Education* article about sociologist Philip Rieff's pessimistic books on culture.

**S. M. Miller**, Boston University and Commonwealth Institute, was quoted in the Public Editor column of the *New York Times*, September 11 for raising the issue of the newspaper's coverage of poverty, especially in New Orleans, before the Katrina disaster.

**Phyllis Moen**, University of Minnesota, was quoted in the November 24 *New York Times* in the front-page article about adult children leaving their careers to care for their parents.

**Dudley L. Poston, Jr.**, Texas A&M University, and **Peter A. Morrison**, the RAND Corporation, published an op-ed piece in the *International Herald Tribune* on September 14.

**Harriet Presser**, University of Maryland, was mentioned in the *Chicago Tribune* on September 15 regarding an article she wrote with **Janet Gornick** in the August 2005 *Monthly Labor Review* on the feminization of weekend employment. She was also interviewed on WAMU radio's *Metro Connection* on her book, *Working in a 24/7 Economy*, on November 11.

**Kimberly Ayn Reed**, University of Wisconsin-Oshkosh, was quoted in the *Appleton Post-Crescent* front-page article on December 3 discussing the social uses of blogs or shared journals in virtual communities on the Internet.

**Deana A. Rohlinger**, Florida State University, was quoted in the national magazine *Grit* regarding the affects of consumer culture on small-town life.

**Robert M. Silverman**, University at Buffalo, authored a November 14 *Buffalo News* opinion page column which discussed alternatives to city-county consolidation and their possible benefit to low-income and minority neighborhoods. He was also quoted in a November 27 *Rochester Democrat Chronicle* article where he commented on equity concerns related to downtown housing development in Rochester, NY.

**Robert Smith**, City University of New York-Baruch College, was quoted in a front-page December 1 *New York Times* article about a recent increase in the number of young children living in Manhattan and the implications for families, income levels, schools, and services.

**David Sonnenfeld**, Washington State University, was recently interviewed by reporters for the *Yakima Herald-Republic* on use of Thai contract agricultural laborers in eastern Washington and for the *Orlando Sentinel*, on the social impacts of cellular telephone and wireless earpiece technologies.

**Roberta Spalter-Roth** and **William Erskine**, both of the American Sociological Association, wrote an article on work

and family policies in academia in the November/December issue of *Change: The Magazine of Higher Learning*.

**Barry Wellman**, University of Toronto, was quoted in a November 11 *Financial Times* article on the pervasiveness of communication networks.

**Paul Root Wolpe**, University of Pennsylvania Center for Bioethics, was quoted in an October 18 *New York Times* article about the economic practicality of applying modern brain imaging technology to the amelioration of brain-related disorders.

## Awards

**Pablo J. Boczkowski**, Northwestern University, is co-winner of the 2005 Outstanding Book Award of the Critical and Cultural Studies Division of the National Communication Association for *Digitizing the News: Innovation in Online Newspapers*.

**Judith A. Cook**, University of Illinois-Chicago, has been awarded a five-year grant to establish a Research and Training Center on Recovery from Mental Illness, co-funded by the Substance Abuse and Mental Health Services Administration and the U.S. Department of Education.

**Jeffrey Goldfarb**, New School University, was awarded a commemorative medal by Lech Walesa, the first democratically elected president of Poland, for his contributions to Solidarity over the past 30 years at a September 28 ceremony at the Polish Consulate General in New York.

**Katherine R. Rowell**, Sinclair Community College, received the Council for Advancement and Support of Education's Professor of the Year award in the community-college category on November 17. She was among four U.S. faculty members named in November as "U.S. Professor of the Year" by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching. She was cited for her promotion of service learning.

**Natalie J. Sokoloff**, City University of New York-John Jay College, was honored with the 2004-2005 Outstanding Teacher Award from John Jay College and the 2005 Distinguished Scholar Award from the American Society of Criminology's Division on Women and Crime.

**Hermann Strasser**, University of Duisburg-Essen, participated in an excellence competition of the State of North Rhine Westfalia in the humanities and social sciences and was awarded a \$125,000 grant for his project "Civil Engagement and Old Age Dementia: Toward a New Care Culture? A Comparative Analysis."

**Veronica Tichenor**, State University of New York-Institute of Technology, received the Student Association Excellence in Teaching Award for 2004-2005 at SUNY-Institute of Technology.

## People

**Anthony P. Browne**, Hunter College, has been named the Vice President of ATIRA Corp.

**Robert Lee Maril**, East Carolina University, helped craft HR 4044, the *Rapid Response Border Protection Act of 2005*, sponsored by Congresswoman Sheila Jackson Lee, (D-TX) and co-sponsored by Congressman Sylvestre Reyes (D-TX). The bill relies heavily upon policy recommendations delineated in Maril's recent book *Patrolling Chaos: The Border Patrol in Deep South Texas*.

**Christine H. Morton**, Seattle University and ReproNetwork, was invited as the keynote speaker at a November 5 conference at Smith College, sponsored by the Five College Program in Culture, Health and Science.

**Veronica Tichenor**, State University of New York-Institute of Technology, was appointed Program Coordinator for the BA and MS in Applied Sociology at SUNY-Institute of Technology.



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## Members' New Books

**Janet Mancini Billson**, Group Dimensions International, *Female Well-Being: Towards a Global Theory of Social Change* (Zed Books, 2005).

**John Brewer**, Trinity College, and **Albert Hunter**, Northwestern University, *Foundations of Multimethod Research: Synthesizing Styles* (Sage Publications, 2006).

**Leonard Cain**, Portland State University, *A Man's Grasp Should Exceed His Reach: A Biography of Sociologist Austin Larimore* (University Press, 2005).

**Laura M. Carpenter**, Vanderbilt University, *Virginity Lost: An Intimate Portrait of First Sexual Experiences* (New York University Press, 2005).

**Lee Clarke**, Rutgers University, *Worst Cases: Terror and Catastrophe in the Popular Imagination* (University of Chicago Press, 2005).

**Akil Kokayi Khalfani**, ATIRA Corp and Essex County College, *The Hidden Debate: The Truth Revealed about the Battle over Affirmative Action in South Africa and the United States* (Routledge, 2006).

**Eric Plutzer** and **Michael Berkman**, both of Pennsylvania State University, *Ten Thousand Democracies: Politics and Public Opinion in America's School Districts* (Georgetown University Press, 2004).

**Debra J. Sheets**, California State University-Northridge, **Dana Burr Bradley**, Western Kentucky University, and **Jon Hendricks**, Oregon State University, *Enduring Questions in Gerontology* (Springer, 2006).

**Hermann Strasser**, University of Duisburg-Essen, and **Marcus S. Kleiner** (eds.), *Globalisierungswelten (Global Worlds)* (von Halem, 2003); and **Gerd Nollmann** (eds.), *Das individualisierte Ich in der modernen Gesellschaft (The Individualized Ego in Modern Society)* (Campus, 2004); and **Gerd Nollmann** (eds.), *Endstation Amerika? Sozialwissenschaftliche Innen- und Aussenansichten (Final Station America? Social Scientific Views from Inside and Outside)* (VS Verlag fuer Sozialwissenschaften, 2005).

**Veronica Tichenor**, State University of New York-Institute of Technology, *Earning More and Getting Less: Why Successful Wives Can't Buy Equality* (Rutgers University Press, 2005).

**Janelle L. Wilson**, University of Minnesota-Deluth, *Nostalgia* (Bucknell University Press, 2005).

## Contact

*Simmel Newsletter*, Volumes 1-11 (1991 to 2001), nearly complete set, free to a good home. Contact: gjaworski@yahoo.com.

## New Programs

**Georgia Institute of Technology.** The School of History, Technology, and Society (HTS) at the Georgia Institute of Technology announces its graduate program in History and Sociology of Technology and Science at both the Masters and PhD levels. This interdisciplinary program prepares individuals from a variety of backgrounds to engage the complex social issues posed by modern technology and science, broadly defined. Students majoring in history and sociology are particularly encouraged to apply. Financial aid is available and competitive with major research universities. Application deadline for fall admission is March 1, 2005. Those seeking financial aid should submit all materials by February 1. For more information, visit <www.hts.gatech.edu>. Contact: Hanchao Lu, Director of Graduate Studies, School of HTS,

Georgia Tech, Atlanta, GA 30332-0345; email hanchao.lu@hts.gatech.edu.

## Summer Programs

**Crime and Justice Summer Research Institute: Broadening Perspectives and Participation**, Criminal Justice Research Center, Ohio State University, July 10-27, 2006. Scholars pursuing tenure and career success in research intensive institutions, academics transitioning from teaching to research institutions, and faculty carrying out research in teaching contexts will be interested in this Summer Research Institute. The Institute is designed to promote successful research projects and careers among scholars from under-represented groups working in areas of crime and criminal justice. Participants will be provided with necessary resources for completing research that is already ongoing and will work with senior faculty mentors in their areas of study. There will be opportunities for networking with other junior and senior scholars. Research and professional development workshops will address topics related to publishing, research methods, and professionalization. The institute will culminate in a research symposium where participants present their completed research before an audience of nationally recognized scholars. Applications must be postmarked by February 10, 2006. For more information and to download an application, visit <cjrc.osu.edu/summerinstitute>. Contact: cjrcinstitute@osu.edu.

**Sixth Annual Summer Institute on Randomized Clinical Trials Involving Behavioral Interventions.** July 9 - 21, 2006, Airlie Conference Center, VA. Organized by Columbia University and Mt. Sinai School of Medicine with guidance and support from the NIH Office of Behavioral and Social Sciences Research <obssr.od.nih.gov>. Application due date: January 31, 2006. The objective of the program is to provide a thorough grounding in the conduct of randomized clinical trials to researchers and health professionals interested in developing competence in the planning, design, and execution of clinical trials involving behavioral or social interventions. Applications are due January 31, 2006. The application form and instructions are posted at <obssr.od.nih.gov/Conf\_Wkshp/RCT/RCT\_Application06.htm> or may be obtained from: Michaela Shank, Department of General Medicine, Columbia University Medical Center, 622 W. 168th Street, PH9-947, New York, NY 10032; (212) 342-4494; fax (212) 342-3431; email mds2114@columbia.edu. Complete information, is available at: <obssr.od.nih.gov/Conf\_Wkshp/rct/RCT\_Info.htm>.

## Deaths

**John Shields Aird**, Miami University-Ohio, University of Michigan, and Wayne State University, died October 9 in Silver Spring, MD.

**Eliot Freidson**, Emeritus Professor, New York University, died on December 14 at the age of 82.

## Obituaries

**Bennett Berger 1926-2005**

Bennett Berger, Professor Emeritus of Sociology at the University of California-San Diego, died November 10, 2005. He was 79 and succumbed to pancreatic cancer after a short illness.

During his almost 50 years of scholarship, Berger was a formidable contributor to sociological research, to teaching, and to his many friends and colleagues whose lives were touched by his wit, his insight, and his analytical abilities. He not only altered conventional thought but also brought to sociology a skill and a concern for writing style that has set a model of excellence.

Beginning with his 1957 paper on "Sociology and the Intellectuals" and the 1959 paper (with Reinhard B. Bendix) on "Images of Society and Problems of Concept Formation in Sociology," he published a number of classic papers and books. They established his importance as a sociologist of culture and the sociology of knowledge. A thread in his research and writing was a concern for the sources of conventional beliefs. He sought to discover how and why even delusive beliefs gain acceptance.

His first book, *Working-Class Suburbia* (1960), studied a suburb of San Jose populated largely by middle-class automotive workers. The assumed culture of suburbia did not erase the working-class lifestyles the new suburbanites brought with them. He studied the myth of American suburbia; a culture derided by many as bland and smug or painted by others as the American dream.

Perhaps his analysis of the presumed youth culture was what he was best known for. In a series of reviews, he criticized the assumption of a separate youth culture. He found that what was assumed to be separate and antagonistic to adult values was sponsored and supported by parents and the schools. He wrote of James Coleman's *The Adolescent Society*: "From Coleman's treatment of the adolescent 'subculture' one might think that cars and masculine prowess and feminine glamour and social 'activities' and sex and dating and wearing the right clothes...were concerns entirely alien to American adults." (*Looking for America: Essays on Youth, Suburbia and Other American Obsession*, 1971)

His capacity to critically examine both lay and scholarly assumptions marked his work and conversations. Everything and every occasion was an object of his intelligent analysis and his wit. John Gagnon described him in a message to a departmental memorial: "Bennett always displayed a mind that... was full of grace. He was the Fred Astaire and Ginger Rogers of the movements of the mind. There was the quick turn of phrase, the lifting of the level of conversation, the long pause that ended with a sly dip. You were never bored when in his company."

Both in his observational study of a counterculture commune, *The Survival of a Counterculture* (1981), and in his conversation, Berger was quick to see how people created ways of reconciling beliefs and ideologies with the practical necessities of existential realities. He coined the phrase "ideological work" to describe the common process by which this occurs in much of human life.

This interest in the creation and usage of culture was also explored in his volume of biographies of sociologists, *Authors of their Own Lives* (1990), which focused on the relation between life experiences and research. His last book, *Essay on Culture: Symbolic Structure and Social Structure* (1994), was an illuminating discussion of issues in the study of culture and the relation of culture to material interests and social locations. It is a vital contribution to a perplexing set of questions in contemporary sociology.

Bennett was born in Brooklyn; raised in the Bronx, and, as he liked to say, grew up when he came to California as an adult. He was a WWII veteran as a member of the Marine Corps, a high-school baseball player who was once asked to try out for the (then) NY Giants farm system, was greatly fond of popular music, and spent one summer as a singer with a band.

He earned his BA at Hunter College and received his PhD from University of California-Berkeley. Following a year at UC-Berkeley, he joined the School of Communications and the Department of Sociology at the University of Illinois-Urbana. After four years, he came to UC-Davis as Chair of the Department of Sociology. Ten years later he joined me at UC-San Diego. He served as Chair from 1979-1982.

Bennett was always active in sociological organizations and the university and was often offered leadership roles, which he consistently declined (he was, however, editor of *Contemporary Sociology*). He was a person for whom content and style were always joined. His quality of unique insight and analytic skill shone though everything he undertook. Whatever he did was done with excellence, be it potato pancakes or sentence construction. His students were deeply appreciative of his considerateness and his critical, yet affectionate, interest in their work and careers.

He was married twice. Both marriages ended in divorce. He is survived by his four children, Jane Berger of Augsburg, Germany; Nora Mitchell of Mendocino, CA; Stefanie Berger of Long Beach, CA; and Kenneth Berger of San Francisco, CA and one grandchild, Sarah Eith of Augsburg.

On a personal note, Bennett was, for my wife and me, our very closest friend. His death closes a door that had happily been open for 45 years. Where there was insight, there is now silence. Where there was light, there is now darkness. Where there was life, there is now only memory.

*Joe Gusfield, University of California-San Diego*

**Leo Bogart (1921-2005)**

Leo Bogart, a pioneer of contemporary media research, died October 16, 2005, from the effects of babesiosis, a rare tick-borne disease.

Bogart received his PhD just after World War II (in 1948 from the University of Chicago) when academic jobs were virtually nonexistent. Partly as a result, he went to work in the commercial world, spending most of his career as a media, marketing and public opinion researcher, and executive. Although he was also active in the discipline as a lecturer and a prolific author, academic sociology did not take proper advantage of his leadership, vision, and research talents. Instead, he became an outstanding role model for "sociological practice."

From 1960 to 1989, Bogart served as the executive vice president and general manager of the Newspaper Advertising Bureau. There he carried out a large number of often pathbreaking studies of newspaper readers and other audiences and of newspaper content and quality, among other studies. Indeed, he was known as the "dean of newspaper research."

He also conducted media effects studies, and I still remember his attempt to conduct before-after studies of the effects of television in several countries just introducing the new medium. After his formal retirement, he joined an international consulting firm and wrote a weekly column in *Presstime*, a newspaper industry journal.

As a major figure in public opinion research, Bogart served as president of both the American and World Associations for Public Opinion Research. He held the same

posts in a variety of research associations and won eight distinguished achievement awards. He lectured at New York University and Columbia University, among other schools, and wrote 11 books and countless articles in academic and other journals. His publication *The Age of Television* (1957) was one of the first analyses of the new medium. Among his other now-classic media studies are *Silent Politics* (1972), *Press and the Public* (1981), *Preserving the Press* (1991). A more personal account, which also testifies to his ingenuity as a researcher, *Finding Out*, appeared in 2003, and his last book, *Over the Edge*, a powerful critique of the commercialization of American culture, was published in 2005.

Bogart was born in Lvov, Poland, in 1921, literally in transit as his family was fleeing the Bolshevik revolution and arrived in New York City as a two-year-old. His immigrant origins were later reflected in a comparative study of Algerians in Paris and Puerto Ricans in New York—and this in 1951, at the very beginning of modern immigration research. His wartime service in Europe led to studies of the early American Jewish response to the Holocaust and to one of his later books *How I Earned the Ruptured Duck* (2004). After the war, his study of U.S. troops in Korea helped prepare for the U.S. Army's desegregation. In 1991, he published a widely discussed exposé of a major European public opinion researcher's Nazi era activities.

Bogart is survived by his wife of 57 years, Agnes, a writer and editor; his daughter Michele, an art historian at SUNY-Stony Brook; his son Gregory, a San Francisco psychologist; and a grandson.

*Herbert Gans, Columbia University*

**Mary Rose Holley (1949-2005)**

Mary Holley, Associate Professor of Sociology at Montclair State University, died unexpectedly on October 20. Mary was from North Carolina where she attended St. Augustine College in Raleigh. She went on to receive her MA at Fisk in Nashville, TN, and her PhD from the University of North Texas-Denton.

She returned to St. Augustine to teach, before joining the faculty at Montclair State in 1982. She also spent a year as a Fulbright scholar at the National University of Lesotho.

Mary's strong social conscience was re-

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Obituaries, *continued*

flected in her academic life as well as her off-campus pursuits. Her special interests were gerontology, social problems, and issues of race. She managed to combine these in her publications and presentations; for example, she spoke about elderly women in developing societies, and about the effects of ethnicity, gender, and class on aging. She wrote a policy-oriented social problems text, *Social Policies for Social Problems Approaching the 21<sup>st</sup> Century*. Her interdisciplinary interests were reflected in her research and presentations on how elderly African-Americans were portrayed in novels.

Mary was always trying to further perfect her craft, participating in numerous off-campus activities to this end. She was a summer scholar at the Institute on Individual Development and Social Change at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She received a grant from the National Endowment for the Humanities to participate in a Harvard University summer seminar on "The Comparative Study of Slavery." While at Harvard, she did research on women's roles in West Africa.

Mary was an active member of our profession and took a leading role in the Association for Black Sociologists (ABS). She was treasure of the ABS from 1997-2001. Her methods and insights were instrumental in helping the organization grow financially. She served on the ASA's Dubois Johnson-Frazier Award Committee as well as the Committee on Sociology in Elementary and Secondary Schools.

Mary was always there when the Sociology Department at Montclair needed her. Among her many contributions was her willingness to serve as the faculty advisor for Alpha Kappa Delta, organizing the annual awards ceremony. Her concern for students was reflected in her encouraging them not only to attend meetings of the Eastern Sociological Society meeting but to give presentations there as well.

On campus, she served on the Executive Board of Local 1904 of the American Fed-

eration of Teachers, working to make the Union a strong voice for faculty, staff, and librarians on the campus. In addition, she was an active member of Montclair State's African-American Caucus.

Mary contributed her talents and expertise to her community, through her work at Big Sisters, the Montclair Senior Citizens Advisory Committee, and the Essex County Mental Health Advisory Board. She participated in the Montclair-Pearl Lagoon Sister City Project, making the arduous trip to that remote fishing community in Nicaragua. She returned to Montclair with valuable information that strengthened the Committee's work. She was an energetic congregant in St. Paul's Baptist Church in Montclair, teaching Sunday school and working with the youth in other capacities. She was also involved in the Essex County, New Jersey, literacy program.

Listing her activities and accomplishments does not do justice to her importance to those who were privileged to know her. She was a loyal and caring friend to many. She was a gentle, unassuming person who never had a harsh word to convey. She always wanted to brighten the lives of those she knew, to encourage them, to strengthen them when they had a problem, and to show that she was there, if needed. One of her close friends aptly described her as the glue holding many people together. Her family especially meant a great deal to her. Mary touched many lives, and we will all miss her while grateful that she was in our lives but for far too short a time.

Barbara Chasin, Montclair State University;  
Charlie Flint, William Paterson University;  
Diane R. Brown, School of Public Health University of Medicine and Dentistry, New Jersey

George G. Reader  
(1919-2005)

George G. Reader, MD, Livingston Farrand Professor Emeritus of Public Health and Professor Emeritus of Medicine

at Cornell University Medical College (now Weill Medical College), died unexpectedly on October 13, 2005, in his sleep in Rye, NY. He was 86. He leaves his wife, Helen, four sons, Jonathan, David, Mark, and Peter, and five grandchildren.

George's death is the passing of an extraordinary physician who, in the course of a long and productive career, made significant contributions to medical sociology, public health and community medicine, medical education, and clinical medicine. In each field he played more than one notable role.

Born in Brooklyn, George graduated from Erasmus Hall and Cornell University. He received his MD from Cornell Medical College (1943). After an internship in internal medicine at New York Hospital, he served in the Navy for two years in the Pacific Theater. He returned to New York Hospital where he received his residency training. In 1951, he became a diplomat of the American Board of Internal Medicine and an assistant attending physician and chief of the General Medical Clinic at New York Hospital, in addition to becoming an assistant professor of medicine at Cornell Medical College. By 1957, he was a professor in the Department of Medicine at the Medical College, and in 1962, an attending physician in the Hospital. He was Chairman of the Department of Public Health from 1972 to 1992.

George became involved with sociology in 1952 when, as a young Medical College faculty member charged with developing curriculum for medical students that emphasized comprehensive patient care, he approached the Bureau of Applied Social Research at Columbia for help in evaluating the program. The Bureau agreed, in part because the endeavor would help further Robert Merton's current plans for research on socialization for professional roles. In the course, a major research project lasting several years under Merton's overall supervision and managed by Patricia Kendall, George gradually moved from the status of client to that of collaborator (*The*

*Student-Physician*, 1957). He also developed an appreciation of sociologists and their research capabilities through personal interaction with Bureau personnel, including Merton, Kendall, Si Goode, Paul Lazarsfeld, Renee Fox, Dave Caplovitz, Hanan Selvin, Natalie Rogoff, Bill Martin, and others.

Nurses to sociologists—beginning with Lois Pratt and Mary Goss—formed an integral part of the research arm of the program. After support for the program ended, George obtained other substantial grants that enabled continuation of sociological research within his clinical unit.

Describing George's career, the former Chair of the Cornell Department of Medicine and New York Hospital wrote: "He immersed himself in the thought and language of sociology, and was largely responsible for demonstrating the applicability of sociological methods of research to the study of clinical problems." (*Comprehensive Medical Care and Teaching*, 1967)

In the 1950s, George joined the ASA and played a significant role in the formation of the Medical Sociology Section; and in the 1960s, Eliot Freidson and he worked to establish a medical sociology section in the International Sociological Association.

In community medicine and public health, George was equally active; over his career George directed and participated in many ambitious projects to study and improve the health care of the disadvantaged. Probably the most notable of these efforts is described in *Welfare Medical Care: An Experiment* (with Goodrich, Olendzki, 1970). Beginning what were to become lasting commitments, in 1956 he became a board member of the Health Insurance Plan of Greater New York, and in 1963 he joined the board of the Visiting Nurse Service of New York. He also served on the editorial boards of several professional journals and was editor of the *Memorial Fund Quarterly: Health and Society* (1972-76). He was an active member of the American Public Health Association and several other professional and scientific societies,

including the Institute of Medicine and the Royal Societies of Medicine and of Health in Great Britain.

George became internationally known as an imaginative innovator and director of complex projects in medical education, patient care, public health, and related research with a sociological component. He authored or co-authored numerous papers published in a variety of professional journals and books. He remained a dedicated clinician who regularly kept up with advances in internal medicine. He maintained a very small private practice and upon request often helped non-medical colleagues and friends find appropriate medical care. George also enjoyed one-on-one clinical teaching and was always especially gratified when he encountered former students who recognized his contribution to their education. More formal recognition occurred when he was appointed a trustee of Cornell University (1982-87), and in 1992, when he received the Greenberg Award, the highest honor bestowed by the New York Hospital-Cornell Medical Center.

George was my colleague at Cornell for some 35 years, and my friend for even longer. In the many research projects and clinical enterprises he headed, he delegated responsibility freely and took credit sparingly; his management style was watchfully permissive. He was engaging and always open to new ideas. George had a marvelous sense of humor, great energy, and exuded warmth in all of his interactions with people. He was devoted to his family.

George leaves many rich intellectual legacies to the fields of medical education, public health, and sociology. His sociological legacy is more than simply intellectual, however: his eldest son, Jonathan W. Reader, is Baker professor of sociology at Drew University.

Mary E.W. Goss, Piscataway, NJ

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