

# Footnotes

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On Science and Society . . .

## Science and Politics: The Uneasy Relationship\*

by Howard J. Silver,  
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My 2005 summer reading included the new biography of J. Robert Oppenheimer, *American Prometheus*, by Kai Bird and Martin Sherwin. An excellent book, it describes one of the clearest examples of the interplay between science and politics in American history. One of its lessons is that if a scientist cooperates with the government and its policy wishes, the relationship goes smoothly. Despite some shaky associations in his past, Oppenheimer got to run Los Alamos and helped American scientists produce an atomic bomb. On the other hand, if a scientist opposes an administration or congressional policy objective—in Oppenheimer's case, building the hydrogen bomb—then that scientist is vulnerable to persecution, challenge, and denial of [his/her] security clearance. In the end, the physics of bomb manufacture served the government's purposes, but for some scientists who began to question those purposes, there was doubt and discomfort.

In recent years this uneasy relationship between science and politics continues, especially as the federal government has expanded its support

for research and development, particularly in the life sciences, exemplified by the doubling of the National Institutes of Health (NIH) budget. At the same time, charges of politicization—combined with a disregard for scientific evidence—has heightened the tensions between the scientific and political community. Highly publicized debates about climate change, stem cell research, and evolution fill the air. The phrase "sound science" has become part of the lexicon of

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Washington policy debates, but the "sound" often becomes a cacophony of competing claims. As a member of Congress once told a scientist testifying at a hearing: "You've got your science,

I have mine." This has been exacerbated by the rise of policy reports issued by ideologically based think tanks.

When President Kennedy announced that America would place a man on the moon by the end of the 1960s, the politics of the Cold War drove what would become a significant scientific and technological enterprise. The "Space Race" became part of the political lexicon. It was a race that the United States "won," abandoned, and that President Bush would like to revive with his Mission to Mars project.

Science is part of the political process. Politics is often defined as the competition for the allocation of scarce resources. Recent budget constraints and priorities suggest funding increases for science could become scarce. Yet, the federal research and development budget has grown to \$132 billion. The size of the annual increase (or heaven forbid, decrease) and how the Administration and Congress allocate that funding has become part of the political concerns of scientists and their representative societies. The American Association for

the Advancement of Science (AAAS) monitors and speaks out on research and development funding as well as sponsors an annual symposium each spring that spends a significant portion of its agenda evaluating how the science budget is doing.

Scientific societies have organized into groups like the Coalition for National Science Funding, which lobbies for increased dollars for the National Science Foundation (NSF), and the Ad-Hoc Group for Medical Research

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## A Year in the Life of ASA's Sociology of Education: A View from the Inside

by Karl Alexander,\* Angela Estacion,  
Christopher Tracy and Yingyi Ma, The  
Johns Hopkins University

At *Sociology of Education (SoE)*, only one in five submissions is accepted for publication, and then typically after one, two, or even three rounds of often extensive revisions. How does that sifting and sorting get done, and why should we care? The latter is easy. As intellectual and professional gatekeepers, journal editors help define (if tacitly) what constitutes good scholarship (Clemens, et al., 1995), and reputations rise and fall on their decisions (Markovsky, 2000). But what of the process that leaves behind 80% of submissions? That part of journal gatekeeping is shrouded in mystery. To help clear the mystery we report data on characteristics of 85 of the 95 first-time submissions received during 2003, Alexander's first year as *SoE* editor.<sup>1</sup>

### The Submission Profile

Table 1 provides data on the pool of 2003 submissions. These are the manuscripts received for consideration. Most use primarily quantitative methods

(66%), deal with social inequality (70%) and issues of academic achievement and/or attainment (74%), pertain to older youth (just 9% address pre-high school), and offer a decidedly U.S.-centric focus (74%).<sup>2</sup>

First authorship is reasonably balanced by gender (54% female; 46% male), and there is a slight preponderance of solo-authored submissions (58%). Larger differences are associated with authors' institutional base. All but a handful of submissions are from academic institutions, ASA members account for 60% of first authors, and because first authors at foreign institutions are only 20% of *SoE* submissions, U.S. academic sociology clearly dominates the pool. With 60% of submissions coming from schools outside the U.S. *News and World Report's* top tier of graduate programs (2005), and roughly a fourth authored by professionals in training (i.e., graduate students and post-doctoral fellows), submissions are not especially elitist or exclusionary.

The next section considers whether these manuscript (Table 2) and author (Table 3) characteristics distinguish

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## XVI World Congress of Sociology, Durban, South Africa, July 23-29, 2006

"The Quality of Social Existence in a Globalizing World"

Travel Grants for ISA Meeting - Applications Are Due March 31, 2006

The American Sociological Association expects to receive a \$45,000-grant from the National Science Foundation to provide travel funds to U.S. sociologists to attend the XVI World Congress of the International Sociological Association (ISA) in Durban, South Africa, July 23-29, 2006. Travel support to the ISA World Congress will enable U.S. sociologists at all career stages to participate in an international conference that fosters scientific communication, research, and exchange (see Vantage Point article on page 2 of this issue). Because the ISA World Congress is convened only once every four years, it is especially important to ensure that U.S. sociologists remain a strong presence at ISA without interruption.

In addition, ASA expects to receive additional funding from the NSF Office of International Science and Engineering to support travel to the ISA specifically for U.S. sociologists who are actively collaborating with scholars in Africa so they can meet with their African collaborators while in Africa. In addition to support for travel to the ISA Congress, funding for this group of U.S. sociologists can include travel support to elsewhere in Africa to meet with their scientific collaborators before or after the ISA if such a meeting will not occur during the ISA Congress.

Travel awards will be used to defray the costs of round-trip airplane travel to the ISA on U.S. carriers. Membership in ASA is not a requirement for the receipt of a travel award.

The ASA Selection Committee will be composed of senior sociological scholars, ASA leaders, and Sally T. Hillsman, ASA Executive Officer and Principal Investigator for the grant. At least one member of the Selection Committee will have experience with collaborative scholarship with African scientists.

In ranking applications and making the general travel awards, the Selection Committee will focus on the nature and significance of the applicants' participation in the ISA Congress. In allocating these funds, attention will be paid to ensuring broad participation and to balancing applicant qualifications so that scholars at all levels of experience will receive travel support. Junior sociologists, sociologists of color, women sociologists, and sociologists with disabilities are encouraged to apply. For travel awards for U.S. sociologists collaborating with African colleagues, applicants must be attending the ISA but do not have to be presenting a paper at the Congress, and the Selection Committee will focus on the nature and significance of applicants' collaboration with African scientists.

Applicants for general travel support should provide: (1) a description of the paper or other participatory role in the organization of the ISA Congress; (2) a statement of the scientific potential of this activity (to the advancement of sociological work or knowledge); (3) evidence of participation in the ISA Program (e.g., a copy of a confirmation letter from a session organizer or some equivalent documentation); (4) a brief curriculum vita (not more than two pages) indicating that the applicant is a citizen or permanent resident of the United States; and (5) a travel support request, including any funding expected from other sources.

For applicants requesting travel support from the Office of International Science and Engineering, please provide: (1) a description of the scholarly work under way with African scholars; (2) a statement of the scientific potential of your attendance at the ISA Congress; (3) a brief curriculum vita (not more than two pages) indicating that the applicant is a citizen or permanent resident of the United States; and (4) a travel support request, including any funding expected from other sources.

All applicants should send six copies of the application material to ISA Travel Grants, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. Applications must be received by March 31, 2006. Awards will be announced no later than April 30, 2006.

Consult ASA's main homepage <[www.asanet.org](http://www.asanet.org)> for more details.

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### Thanks for the ASA Award Nominations for 2007!

With the deadline now over, it is our great pleasure to announce ASA has obtained more nominations for many of the awards this year than in years past, including a new addition to the ballot: the Excellence in Reporting of Social Issues Award! ASA sends its sincere appreciation to all those members who have taken time out of their busy schedules to nominate these individuals and for their help in recognizing those who have made invaluable contributions to the field of sociology. For more information on the ASA awards program, visit our webpage at <[www.asanet.org](http://www.asanet.org)>.

## The Executive Officer's Column

### Sociology on a World Stage



At the February Council meeting, ASA leadership received briefings on the 2006 Annual Meeting in Montréal and on the upcoming quadrennial International Sociological Association (ISA) meeting in Durban, South Africa. Exciting discussion ensued, as it became readily apparent how international collaborations and venues enrich our intellectual work, collegial networks, and friendships.

We could not be happier with the 2006 Annual Meeting venue—Montréal—and not just because we were "venue-less" for a few nerve-racking months while contract-related issues got ironed out. The 2006 Program Committee, chaired by ASA President Cynthia Fuchs Epstein, has made up for lost time. With the delightful serendipity of having Harvard University's Michèle Lamont on that committee, a native Québécoise, we have all learned more and more about the fascinating Montréal context. Local sociologists have eagerly offered to arrange special sessions, involve Canadian sociologists, lead tours, and, as if it were needed, point to good restaurants.

#### Expecting High Attendance at ASA Meeting

Our best indicator that the Montréal meeting may set Association records stems from an all-time high in paper submissions, more than 3,000! The electronic submission process is well under way, with session organizers making their selections.

The summer season will be busy with the ISA meeting set for July 23-29 in Durban. ISA's program historically has been organized primarily around research committees and national association sessions, but given that this is the first time the meeting has been held on the African continent, this venue holds promise for new experiences, insights, research connections, and opportunities for all who attend.



#### Join Colleagues in Africa

As the travel award announcement on page one of this *Footnotes* issue indicates, ASA applied for and expects funding from the National Science Foundation (NSF) to support U.S. sociologists' travel to the Durban meeting. In addition, a second NSF grant for \$20,000 will specifically target collaborations between U.S. and African sociologists. There are vibrant African Studies Centers in which sociologists are centrally involved, such as at Michigan State University and Northwestern University, and many individual sociologists have had Fulbright or other support to teach and research in Africa. Nevertheless, the involvement of African sociologists in ASA and collaborations between U.S. and African scholars are rarer than we would wish. The ISA meeting is a launch to a great future of intellectual interchange with our African colleagues.

At the ISA, the ASA will sponsor four sessions, and have an exhibit booth with information about our programs, journals, publications, and Annual Meeting. Each of the sessions highlights areas of sociology where U.S. sociologists are particularly strong. Two will examine issues around race and ethnicity and gender. Certainly these areas, which are central to our discipline, carry a different significance in the American sociocultural and political contexts. Hearing from race, class, and gender scholars from other countries should press our thinking, our models, and our approaches to research on inequality. Indeed, what could be more important from an American perspective than to be discussing race in South Africa?

The second two ASA-sponsored ISA sessions focus on the scholarship of teaching and learning. Both will engage scholars from other countries—particularly Great Britain and South Africa—and their ISA national associations. One session will illustrate research on teaching and learning in sociology. The other will address the "social movement" aspect of the development of this subfield of sociological research. Again, ASA's longstanding commitment to teaching, to undergraduate education, its active section on teaching and learning in sociology, and its work in higher education generally are a firm foundation to stimulate these discussions.

Back at home and throughout the year, the Executive Office keeps an eye on the international scene as it relates to sociology. In our public affairs work, we have pushed to allow sociologists from all countries to visit the United States and participate in conferences and lecture on campuses despite visa restrictions. We have joined with sister associations to resist limits (based on nationality) to sociologists publishing in U.S. books and journals. And in the cases where sociologists have been imprisoned or persecuted for their work, we have joined with the American Association for the Advancement of Science and other associations to protest such treatment.

For several of our annual meetings, we sought and received special funding for international scholars to come to the United States and be a part of our program. Most recently, a Ford Foundation grant allowed ASA to bring a total of nearly 30 scholars to the San Francisco meeting in 2004 and the Centennial meeting in Philadelphia. An ISA-sponsored volume of work presented in Philadelphia by international scholars is being developed by Sujata Patel, ISA Vice President. We are mindful that some of these scholars may not have ready scholarly networks in our country, so part of our role as their host has been to link them with sociologists doing similar work, to sponsor social events, and to help them to navigate an ASA Annual Meeting. Our annual reception for international scholars is always abuzz, in several languages, so not much is needed to make new professional friends.

This year's 2006 Annual Meeting and ISA Meeting will again present significant opportunities to expand sociological work on a world stage. □

—Sally T. Hillsman

## Risky Behaviors Associated with Preventable Deaths Have Begun by Adulthood

Sociologist's NICHD-funded research points to potentially effective prevention approaches

By the time they reach early adulthood, a large proportion of American youth practice risky behavior that contributes to the three leading causes of preventable death in the United States—smoking, being overweight or obese, and abusing alcohol—according to an analysis of the most comprehensive survey of adolescent health behavior.

The analysis, which appears in the January 2006 *Archives of Pediatrics and Adolescent Medicine*, was conducted by sociologist Kathleen Mullan Harris and researchers at the Carolina Population Center at the University of North Carolina-Chapel Hill. The analysis was conducted using the National Longitudinal Study of Adolescent Health (Add Health), which was funded by the National Institute of Child Health and Human Development (NICHD). Add Health was designed to measure the effects of home, family, and school environment on behaviors that promote health.

The NICHD study also reports that significant health disparities exist between racial groups and that Americans are less likely to have access to health care when they reach adulthood than they did during their teenage years.

### Rapid Decline

"When they were young teenagers, most of the participants had fairly healthy behaviors," said Christine Bachrach, Chief of NICHD's Demographic and Behavioral Sciences Branch and project officer for the study. "What's really alarming is how rapidly healthy practices declined by the time the participants reached young adulthood."

For the study, the researchers analyzed the responses of a nationally representative sample of more than 14,000 young adults who have been followed since early adolescence. The survey respondents, recruited from high schools and middle schools around the country, were first interviewed from 1994 to 1995, when they ranged from 12 to 19 years of age, and again in 2001 and 2002, when they were 19 to 26 years old.

"For nearly all groups surveyed, diet,

activity level, obesity, health care access, tobacco, alcohol and illicit drug use, and likelihood of acquiring a sexually transmitted disease worsened as the youth reached adulthood," Harris said.

Harris explained that in addition to unhealthy habits such as inactivity and binge drinking, young adults are less likely to have health insurance, have regular doctor appointments, or receive health care when needed. "These trends are quite stunning," she said. "Whether or not the trends will continue as they age, we don't know. But it doesn't bode well for their future health, especially if these habits become established."

For example, among young white women, the proportion reporting no weekly physical exercise was 5 percent during their adolescent years, but was 46 percent in early adulthood. Similarly, among white males, the proportion that was obese grew from 14 percent in the teen years to 19 percent when they became adults.

### Tailoring Prevention

For most indicators, blacks and Native Americans were at highest risk. Racial and ethnic health disparities as well as disparities in access to health care also increased as the participants reached adulthood. No single racial or ethnic group, however, had a greater overall risk profile than any other group. Whites were healthier during earlier adolescence, but experienced the greatest declines upon reaching adulthood. At adulthood, blacks were the least likely to smoke cigarettes, binge drink, or use hard drugs. As adults, blacks and Native Americans were more likely to develop asthma than were other groups. Among female adults, blacks and Asians were least likely to exercise, and among males, whites and blacks were the least likely to exercise.

This research underscores the importance of preventative, behavioral treatments. Yet, Harris said, because the groups differed in their health behaviors, intervention programs to reduce unhealthy behaviors would likely have the greatest chances for success if they were individually tailored to meet the needs of each particular group. □



## PUBLIC AFFAIRS UPDATE

✓ **Drug use isn't what it used to be . . .** First, the good news: While levels of illicit drug use remained the same between 2004 and 2005, analyses made possible by the nationwide Monitoring the Future (MTF) survey revealed an almost 19 percent decline in past-month-use of any illicit drug by 8th, 10th, and 12th graders between 2001 and 2005. This is particularly due to a decrease in marijuana use among students. The bad news is that there is a continuing high rate of usage of non-medical prescription medications, especially opiate agonist-based painkillers (e.g., Vicodin and OxyContin). Also of concern is the significant increase in the use of sedatives/barbiturates among 12th graders since 2001. Since 1975, the MTF survey has measured drug, alcohol, and cigarette use and associated attitudes among adolescent students. MTF is one of three major HHS-sponsored surveys that provide data on substance use among youth. It is funded by the National Institute on Drug Abuse and conducted by the University of Michigan. For more information, see <monitoringthefuture.org>.

✓ **More good news in the reduction of risk behavior . . .** Strong campus-community initiatives decrease binge drinking and related auto accidents among students, according to a report by the Harvard School of Public Health. Significant reductions in driving after drinking and riding with an intoxicated driver have occurred on campuses with such initiatives. The study evaluates the effect on drinking and driving outcomes of the program "A Matter of Degree: The National Effort to Reduce High-Risk Drinking Among Students" (AMOD), a campus-community coalition initiative to reduce binge drinking by college students. The program fosters community collaboration to change environments around campuses with heavy alcohol consumption. Henry Wechsler, sociologist and Director of the College Alcohol Study and Principal Investigator of the evaluation, said, "The AMOD approach differs significantly from the traditional intervention efforts on campuses that focus on the individual student through educational or motivational programs. Thus far these efforts have not been found to have any impact." The report can be found in the December issue of the journal *Traffic Injury Prevention* <journalonline.tandf.co.uk/link.asp?id=kp64854678g2>.

✓ **A rose by any other name is still the APS . . .** Continuing its 17-year-old struggle to distinguish itself from the American Psychological Association and to better reflect its mission, the still-"adolescent" American Psychological Society (APS) will henceforth be known as the "Association for Psychological Science" (retaining its "APS" acronym). While the acronym, mission, and website address remain intact, the organization's name was changed officially as of January 1, 2006. Of the APS members who voted on the matter, 86 percent supported the change. Carol Tavris, a Charter Member and the first to officially suggest a change, said the reason was "... to identify [APS's] fundamental mission—educating the public as to why 'psychological science' is not an oxymoron." The hope behind the name change is for a much-needed clearer public persona for the organization.

## Who Works the Most. . .

. . . among scientists, engineers, and mathematicians?

by Lee Herring, Public Affairs Office

Computer scientists and engineers work more hours than do mathematicians or psychologists, and biologists and agricultural scientists work the most hours each week on average, according to researchers at the National Opinion Research Center (NORC) who analyzed National Science Foundation (NSF) data on the average work weeks of doctoral scientists and engineers. (See table.) NSF published the study, *All in a Week's Work: Average Work Weeks of Doctoral Scientists and Engineers*, in its InfoBrief series in December 2005.

The study also revealed that, on average, when an individual worker's household includes non-adult children, females among the groups studied declared shorter work weeks than did males who had the same number of children in the household. In households with no children, women and men worked equal numbers of hours. (Too bad Harvard University President Lawrence H. Summers didn't have access to this last bit of data last year when he publicly delivered contrary, unsubstantiated, anecdotal comments on this topic, stirring needless controversy.)

Thomas B. Hoffer and Karen Grigorian, of the University of Chicago's NORC, used data from NSF's 2003 *Survey of Doctorate Recipients* acquired during the week of October 1 of that year to uncover this information on self-reported work hours. The survey obtained information on 530,962 doctorate holders working in three broad sectors, including education (which was primarily university-level teaching and research), industry, and government. Educators averaged 50.6 hours of work each week, while those in industry averaged 47.6 hours. Those employed by federal, state, or local governments worked the fewest hours, averaging 45.2 per week.

What about postdocs? They reported working 50.3 hours per week on average. That is, "less than the non-tenured tenure-track faculty but more than non-tenure track individuals, and not significantly different from tenured faculty," the researchers reported.

Although the differences between employment sectors and fields of work boil down to an extra hour or so a couple of days a week, the authors say the figures have only a 5 percent chance of being random variations. □

Field of Doctorate	Mean Hours Worked/Week
Biological & Agricultural Sciences	50.53
Health Sciences	49.57
Computer & Information Sciences	49.33
Social Sciences	48.80
Engineering	48.64
Physical Sciences	48.26
Mathematical Sciences	47.33
Psychology	46.62

### 2007 Annual Meeting

#### Book Nominations Invited for Author Meets Critic Sessions

The 2007 Program Committee invites ASA members to submit nominations of books to be considered for inclusion in Author Meets Critics sessions on the 2007 Annual Meeting Program. These sessions are designed to bring authors of recent books deemed to be important contributions to the discipline of sociology together with discussants chosen to provide different viewpoints.

Books published during 2004-2006 are eligible for nomination. Only ASA members may submit nominations; self-nominations are not acceptable. Book nominations should provide the following information:

- Name and affiliation of book author(s)
- Complete title of the book
- Publication date and name of publisher
- Brief statement about the book's importance to the discipline of sociology
- Rationale for inclusion on the 2007 program
- Optional: Suggestions for critics and session organizer

Nominations may be submitted by e-mail, mail, or fax, and must be typed or printed; handwritten material is unacceptable. All book nominations should be submitted to: Bonnie Thornton Dill, Women's Studies Department, University of Maryland, 2101 Woods Hall, College Park, MD 20742-7415, USA; Fax 301-314-9190; btdill@umd.edu.

The deadline for book nominations for the 2007 Program is **March 15, 2006**.

## Where are they now? Two Scholars Examine Golden Decade's Imprint on Today's Sociologists

by Stephen Turner, University of South Florida, and Alan Sica, Pennsylvania State University

Imagine it is 1975 and you and your longtime friends are musing and speculating about the fates of some of your sociology acquaintances from the 1960s. . . . Why? Because hard data, not just nostalgic longing, show that "The 1960s" (which bled into the early 1970s) was a "golden era" for the discipline of sociology, and you and your friends are sociologically curious about the larger-than-life reputation of the 1960s. The number of bachelor's degrees granted in those years, the peak of the student political movement, was almost four times the low it dropped to in the 1980s. At the same time, the discipline achieved unprecedented public visibility and influence in connection with President Lyndon B. Johnson's "Great Society" programs.

### The Golden Decade

Yet, that period is also remembered as a time of violence, massive social change, unusually sharp intergenerational strife, and personal transformation. Sociologists who are now in their fifties matured during this remarkable period and were in important

ways defined by macro-events such as the global student revolutions that began in May 1968. "Baby boomer" sociologists were studying sociology for the first time during that historic period. What did these experiences mean for them—and, hence, for their future students—and for their later work? This question inspired us when we assembled *The Disobedient Generation: Social Theorists in the Sixties*, in which 18 leading scholars from six countries consider their own past through the sociological lens.

### Where Are they Now?

"Beyond my family and community, whose unshakable support made all the difference, no one ever expected me to make it," reports Patricia Hill Collins,

for whom the 1960s meant going from a Philadelphia neighborhood, where ambitious young black women commonly aspired to

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become secretaries, all the way to Brandeis University, a world with an almost all-white, well-to-do, mainly Jewish student body. There, as one of very few black students, she became "hypervisible," and her college experi-

ences formed her basic outlook for years to come. She learned to see the ways in which the invisible, unsung working class sustained the university through its service labor, and to identify with those who earned their money through honest work. Martin Luther King's assassination was a galvanizing event, which raised the question for her and many others as to whether white people would ever listen. Related events showed her the significance of black solidarity, and led her to the community schools movement in Roxbury, MA, where she taught and developed her social theory "on the ground." "I have never had the luxury to be just a social theorist," said Collins, since her theoretical and political struggles went hand in hand. Without these 1960s experiences, it is unlikely that she could have developed the unique brand of black feminist social theory for which she is widely known.

For Karen Schweers Cook, the tumultuous 1960s seemed very remote from her upbringing in suburban Texas. "My cousins (almost all male) taught

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me to drink beer, line dance, and shoot rabbits, deer, and rattlesnakes. They were cowboys and proud of it." But more important, she was ethically influenced by the Lutheran social idealism of her community, and, as head of her high school Future Teachers of America club, organized an innovative program to help Hispanic preschoolers learn English. Breaking the mold of her cohort, and with her father's encouragement, she and her twin brother left Texas to seek an education in California, despite dire warnings about "drugs and sex" from worried Texas friends. Later she joined a consciousness-raising group armed with the knowledge of differential treatment of women that she had acquired by watching the contrasting expectations set for her brother and herself. She became a valued participant in the all-male Stanford University departmental effort to make sociology a "hard" science. At the University of Washington she entered an almost all-male department and became involved with social justice-based community organizations. She believes her scholarly work on equity and social justice received impetus from the transformative currents of the 1960s.

Andrew Abbott's path through the 1960s was rocky and unpredictable, as he explains: "In the 1960s I grew up. I was not happy about it. I thought I had lost my direction and my principles. Long retrospect says that what I lost were illusions. But they were my illusions, and I loved them." His arguments with his generation, with its special role in ending the Vietnam War, along with allied questioning of his own heritage (privileged on one side, upward striving on the other), made for the creation of a scholarly mind and attitude that is now recognizably unique. But his self-creation did not come easily: "As for more open political action, I detested the groupthink it seemed to enforce. My decisive experience came on Moratorium Day in October 1969. Guilt-tripped into going by friends, I found myself walking up Commonwealth Avenue to get to the Boston Common and hearing from two blocks away 100,000 people shouting

'Peace now, Peace Now'. . . . Suddenly I had a vision of the great Nuremberg [Nazi] rallies." As he got further along in higher education, things became more serious: "The horror was that the [military] draft virtually forced you to barter your values." Abbott joined the Army Reserve, learned first-hand about the full range of social classes from which he had to that point been protected, and lost a few more youthful illusions. Entering graduate school in 1971, he drew up a list of "burning questions" he wanted to answer, which seem to him now "contentless" because of their gigantic scope. Yet they gave him a launching pad for a distinguished career of empirical research and theoretical creativity, and they have about them the distinctive mark of The 1960s—even when Abbott fought against its ideals.

"There are currents that run through the affairs of men and women. They wash over us, cleanse us, and push us head over heels into some unknown

place. They knock us over, wear us out, and sometimes almost kill us. They leave us gasping in their wake and grateful for being left

alive." So begins Jeffrey C. Alexander's commentary on the socially formative 1960s and what he learned from that period. As a major contemporary theorist, Alexander understands the 1960s as a confrontation of classical modernity—captured most successfully by Max Weber's various metaphors for rationalization—with a postmodern flux of unknown direction. "During the Sixties, the social unconscious reached up and grabbed us by our collective throat. It shook us violently and turned our world upside down . . . . I was a Sixties communitarian, a noncommissioned foot soldier in the new generational army of social and personal salvation." In summoning up the friendly image of the Paris communitarians in 1870, Alexander brings together the rambunctious, hopeful, and ultimately failed revolutionaries of his own cohort with those about whom Karl Marx, Emile Durkheim, and other theorists agonized much earlier. In his own way, he seconds what Bob Dylan famously observed circa 1963: "Ah, but I was so much older then, I'm younger than that now."

### What Ever Happened to . . . ?

In addition to uncovering the intellectually formative impact of the 1960s on the four above veterans of that period, *The Disobedient Generation* also explores the indisputable 1960s' imprint on other notables in sociology, including Michael Burawoy, Craig Calhoun, John A. Hall (Canada), Paolo Jedlowski (Italy), Hans Joas (Germany and the United States), Karin Knorr Cetina (Germany and the United States), Michel Maffesoli (France), William Outhwaite (United Kingdom), Saskia Sassen (international), Laurent Thévenot (France), Bryan Turner (United Kingdom and Singapore), Stephen Turner, Steve Woolgar (United Kingdom), and Erik Olin Wright. Though extremely wide ranging in their respective individual experiences and recollections, the common theme among these autobiographers is a bittersweet affection for the decade that drew them into sociology and motivated their scholarship for years to come. □

## CALL FOR MATERIALS ON DESEGREGATION AND EDUCATIONAL OUTCOMES

The American Sociological Association's Sydney A. Spivack Program in Applied Social Research and Social Policy will sponsor a workshop in early 2006 on "Research Evidence on the Effects of School Racial Composition/Desegregation on Educational Outcomes." We seek your assistance in identifying and collecting all relevant scholarship on school racial composition's effects on educational outcomes. We are consciously being as broad as possible in our conceptualization of (a) desegregation, examining both first- and second-generation segregation, and of (b) educational outcomes, embracing both short- and long-term consequences. Similarly, we conceptualize social processes and mechanisms so as to include all demographic and social structural influences, as well as factors that reflect interactions between two or three individuals or larger groups (such as families, peer groups, communities, organizations, institutions, and political systems).

This Spivack workshop is inspired by Julius Chamber's concluding remarks during the *Brown* Legacy session at last year's ASA meeting. Mr. Chambers, a renowned civil rights attorney, former head of the NAACP's Legal Defense Fund, and Chancellor Emeritus of North Carolina Central University, challenged sociologists to conduct new scholarship and catalogue extant research on the effects of desegregation/school racial composition on academic outcomes in K-12 public schools. Chambers pointed out that civil rights litigators continue to use the courts in their struggle for equality of educational opportunity. He noted how social science data on the effects of diversity contributed to the Supreme Court's 2003 decision in *Grutter v. Bollinger* recognizing the value of diversity in higher education. Chambers called for sociologists to mobilize their scientific skills and knowledge about the effects of school racial composition on educational outcomes in K-12 public schools.

Twenty-one years have passed since a group of eminent social scientists last systematically investigated research on the effects of desegregation on educational outcomes. We now have much more and much better data on the key questions of interest. But the data are scattered across social science disciplines and vary in their quality. To that end, we request that you and other members of your department/organization send to the ASA whatever materials you may have on the topics under consideration. ASA will catalogue everything it receives. The archived materials will be used when the Spivack Committee convenes its workshop in early 2006.

### Please send research reports, articles, and any other pertinent materials, to:

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## Science, from page 1

Funding, which does the same for NIH. Many universities have their own Washington government relations activities and hire big lobbying firms to seek funding. The social science community when threatened with the loss of federal funding for its research in President Ronald Reagan's first budget, created the Consortium of Social Science Associations (COSSA), which I lead, as a lobbying response to that threat. In many areas of national activity (e.g., agriculture, justice, education, homeland security) scientists and their advocates have also joined the game of congressional earmarks, seeking special projects granted by members of Congress to their constituents. Scientists have become deeply involved in interest-group politics in the American policymaking process.

The recent doubling of the NIH budget was part of a political effort by many disease

groups, pharmaceutical companies, and biomedical researchers. The campaign was launched with a public relations activity that included Hollywood and TV personalities, included the

proffering of public opinion polls to support the position, and cultivated key congressional actors through the presentation of awards. All of these activities are part of the political process to persuade policymakers to do something you want done.

Key heads of scientific agencies such as the White House Office of Science and Technology Policy, NSF, and NIH recognize scientists' role in the political process. They have often admonished scientists to "speak with one voice," particularly in the federal funding game, trying to avoid competition among disciplines for the scarce dollar. This is not always successful as recent years have seen complaints about the neglect of the physical sciences in contrast to the boosting of the life sciences. Yet, when the physics community divided over the Superconducting Super Collider and it was cancelled by Congress in 1993, the science community learned a lesson it hopes will not be repeated.

Presidential elections offer significant opportunities for group politics. Although scientists rarely make significant campaign contributions, and, for the most part, their issues are not high on the national agenda—and unlike anti-abortion activists do not cast votes based on their group identity—there have been attempts to organize them behind certain candidates. In 2004, certain scientists made a major effort to rally their colleagues to oppose President Bush's reelection. The Union of Concerned Scientists (UCS) and Representative Henry Waxman of California, the Ranking Democrat on the House Government Reform Committee, accused the Bush Administration of distorting scientific evidence to serve its own political purposes. The Committee's Minority webpage, under its "politics and science" section, includes a series of indictments that question "whether scientific integrity at federal agencies has been sacrificed to further a political and ideological agenda," particularly in the

areas of public health and the environment. Waxman concluded that under President Bush they have been.

The UCS also issued a report, *Scientific Integrity in Policy Making*, condemning the Administration's practices that it viewed as politicizing science. This report and others, including a statement signed by 62 scientists, including Nobel Prize winners, accused the Administration of a number of anti-science actions: Politicizing scientific advisory panels through the appointment process; distorting scientific results that disagree with Administration policy (particularly in the area of climate change); needlessly limiting stem cell research; overruling scientific advisory panels to limit the "morning after" contraception pill to satisfy religious right supporters; distorting results of government research by editing out results that disagree with the Adminis-

tration, as happened with a report on health disparities; removing information from government websites; and promoting "intelligent design" and creationism as alternatives to evolution in public

school science classes. The actions have even spawned a book, *The Republican War Against Science*, by Chris Mooney, senior correspondent for *American Prospect* magazine.

John Marburger, the President's science adviser and director of the White House Office of Science and Technology Policy, has defended the Administration's science policy, which is part of his job description. However, recently he has insisted, for example, that "intelligent design," which the President supports, "is not science" and that "global warming exists."

For scientists, the peer review system is sacrosanct as the method for making decisions as to how to fund scientific projects. As the late Senator Russell Long

once asked in a late night debate over earmarking many years ago, "Who are these peers?" Congress, especially its appropriators, believes that it determines how best to spend the public purse. I mentioned earmarking earlier and this has occurred in many of the research agencies connected to the mission agencies of departments. NSF and NIH were generally exempt. And there has been some effort made to introduce some competitive funding even into departments whose research agencies have considerable earmarking (e.g., the National Research Initiative Competitive Grants program at the Department of Agriculture).

Yet, even at NSF and NIH, Congress has threatened this system that is so important to scientific discovery. In 2003, Representative Patrick Toomey, a Republican from Pennsylvania, sponsored an amendment to the NIH

spending bill seeking to rescind funding on five already approved (and completed) grants. These grants supported research on sexual behavior and health. Supporters of Toomey's amendment argued that this research topic was not as important as other disease-specific research subjects. Despite the defense of research on sexual health by NIH director Elias Zerhouni, the amendment lost by only two votes. From this sprang the Coalition to Protect Research (a group of social, behavioral, and biomedical science organizations, as well as patient groups and women's health organizations) to support NIH's peer review process.

The past two years Representative Randy Neugebauer, a Republican from Texas, has sponsored amendments to the same funding bill to eliminate

funding for grants that have also passed the NIH review process. These grants, funded by the National Institute of Mental Health, did not meet Neugebauer's view that this institute should only devote itself to funding research to help cure severe mental illness. In both years, the appropriations leadership decided not to bring the amendments to a recorded vote, and it let them pass, with the assumption that they would disappear when the House and Senate met to reconcile their differences in the legislation. This happened in 2004 and 2005. It appears Congress is ready to help NIH make decisions on individual grants.

At NSF, in the early 1990s Senator Robert Byrd, Democrat of West Virginia, tried to eliminate funding for 31 already approved NSF grants, mostly in econ-

omics, because of a dispute he was having with the first Bush Administration over earmarking. In 1995-96 Representative Robert Walker, Republican from Penn-

sylvania, and then-Chair of the House Science Committee, tried to eliminate the Social, Behavioral and Economic Sciences Directorate at NSF. For a long time, conservative lawmakers viewed social science research as reflecting a liberal agenda, promoted by a bunch of liberals who only wanted government money to study how to spend more government money on programs that did not work. That perception has now been largely overcome by the emergence of scholars and scholarship that has supported the conservative agenda, such as free-market principles in pollution control policies.

Congress has also recently asserted itself in the climate change science arena. Senator James Inhofe of Oklahoma claims that there is scientific evidence that global warming is a "hoax." Perhaps he is reading too many Michael Crichton novels. Earlier this year,

Representative Joseph Barton, Republican from Texas, Chair of the House Energy and Commerce Committee, subpoenaed climate researcher Michael Mann and his colleagues. The Committee asked for raw data and computer code from all of Mann's research that led to the famous "hockey stick" conclusion regarding the increase of global temperatures in the 20th century. Representative Sherwood Boehlert, Republican of New York, Chair of the House Committee on Science, condemned this request, suggesting it seeks to "intimidate scientists rather than learn from them, and to substitute Congressional political

review for scientific peer review." He further asserted: "This would be pernicious . . . . It raises the specter of politicians opening investigations against any scientist who makes

the political elite uncomfortable." The AAAS and the National Academy of Sciences, while conceding Congress' oversight role on public policy issues, have also expressed their concerns. So far, Barton has not done much with the information he has received.

What does all this mean? With its activities in the federal funding arena, the science community has decided to play in the political game. Many of the most important scientific questions are political. Scientists believe that "scientific advice" should be the key to good public policy. They hope that the results of their research are persuasive to decisionmakers. Yet, a democratic system creates a multitude of sources of political influence and information. Scientific advice is just one piece of the policymaking agenda. For example, the debate over stem cell research involves ethical as well as scientific considerations, according to many. Administrations and Congresses play different games than just the science one.

Yet as Jeffrey Toobin noted in the August 28, 2005, *New York Times Magazine*, there are other debates on the horizon that may mark the next 20 years of the science-politics relationship, as scientific discoveries provide advances in nanotechnology, genetics, sensors, surveillance, and other areas of life that will raise social and ethical implications and political questions. Policymakers will continue to sort out competing claims and political needs in addition to the scientific evidence to make and implement public policy. As the debate over the Bush policy on stem cell research has demonstrated, the science can occur without the federal government's support. Yet, as scientific advances create more ethical dilemmas, the political intrusion may grow and disturb the science. □

\* This article was adapted from an original article published in *Open Spaces Quarterly*, Vol. 8, #1, Fall 2005 <[www.openspaces.com](http://www.openspaces.com)>. Howard J. Silver has been the Executive Director of COSSA since 1988. ASA is a founding member of COSSA, which has been in existence since 1981.

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# Peer Reviewers of Teaching

*A new departmental resource to guide promotion and tenure decisions through peer reviews of teaching-related materials*

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

When an academic sociologist comes up for promotion and/or tenure, the common evaluation metric includes teaching, research, and service. The evaluation of teaching is primarily based on student evaluations of teaching. While most experts in higher education support this form of evidence, they also note its limitations. In particular, students are less able than professional peers to evaluate a faculty member's knowledge of the field, knowledge and application of the literature in higher education, the quality of pedagogical innovations, and learning outcomes. If this expertise is important part of professional competence, then we need to identify ways to share our knowledge about teaching and have it reviewed by peers.

In some departments, a chair, dean, sociology colleague, or a faculty member in another discipline provides feedback from classroom visitations. Less often, a faculty member prepares a teaching portfolio and presents evidence of instructional innovation and results. Lingering as backdrop is the attitude some hold that teaching cannot be evaluated—it is too ephemeral or personal—and thus cannot be a significant part of a faculty reward system.

For many sociologists who study and measure concepts such as urban decay, marital happiness, and alienation, evaluating teaching is an intellectual challenge to be met. Many subscribe to former Carnegie Foundation President Ernest Boyer's argument (1990) that teaching is a domain of scholarship that is subject to the same scrutiny as other scholarly work.

Building on Boyer's view, many leaders in higher education make the argument that scholarship lies in the approach to an activity and not in the activity or product itself. Nonetheless, if faculty work (including teaching) is to be evaluated and rewarded, there must be some demonstrable product to examine. Sociologist Gene Rice suggests the following approach:

*The established view of scholarship has another strength that needs to be built into a new, broader approach. Research is shared and is public. It energizes faculty because it has the potential for being not only extrinsically but also intrinsically rewarding. It is grounded in an associational life that opens the possibilities of a community of discourse tied directly to one's own intellectual interest and expertise. It is also a cosmopolitan activity, that is, not only public but also portable. Achievements are recognized, rewarded by peers, documents, and available to others for evaluation. Before the new American scholar will have fully arrived, other forms of scholarly work—particularly teaching and service—are going to have to generate similar sorts of associational ties, the same kind of public visibility and critique, and be recognized as intellectual currency honored across the profession. (Rice, 1996:13)*

Of course, current Carnegie President Lee Shulman's call for "teaching as community property" further strengthens this argument (1993).

Hans O. Mauksch was one of sociology's key early leaders in the scholarship of teaching and learning (SoTL), even before the term was invented. Using sociology terminology, of course, he said we need to move away from thinking that research is an "achieved status" and that teaching is "ascribed." Ascribed, of course, means

that teaching skill is innate, and one "has it" or doesn't have charisma, teaching talent, and so on. Thus, if teaching skill is innate, it is impossible to think one can change or improve one's teaching, and seemingly unfair to reward (or punish) colleagues' teaching. The more prevalent view in higher education and in ASA's Section on Teaching and Learning argues that the scholarship of teaching can be developed, improved, evaluated, and rewarded.

What are those fundamental, core elements of scholarship that could be applied to a scholarship of teaching and learning?

All professional work is enhanced by the degree to which it:

- Reveals an up-to-date knowledge base, based in one or more disciplines;
- Shows an appropriateness and effectiveness of content and method;
- Has demonstrable scope, importance, and impact;
- Is innovative and creative, and pushes the scholarly base of knowledge along;
- Can be replicated or elaborated;
- Can be documented<sup>1</sup>; and
- Can be peer reviewed.<sup>2,3</sup>

One impediment to having the scholarship of teaching included in promotion and tenure decisions is that departments do not know how or where to get the materials peer reviewed.

To address this need for qualified peer reviewers in teaching, the ASA's Department Resources Group (DRG) has agreed to be available to undertake reviews of teaching-related materials for promotion and tenure. The DRG is ASA's network of more than 50 consultants who have training and expertise in teaching sociology. To request a "match" with someone who has worked on assessment, simulations, teaching a particular course, teaching controversial materials, designing faculty evaluations,

training graduate students to teach, teaching online, doing service learning or community-based research, innovative approaches to introductory sociology . . . and the list goes on . . . contact the DRG:

Carla B. Howery  
Director, Academic & Professional Affairs Program; (202) 383-9005 x. 323; e-mail: howery@asanet.org; fax: (202) 638-0882.

Or, write to:  
Department Resources Group  
American Sociological Association  
1307 New York Avenue NW, Suite 700  
Washington, DC 20005. □

## Notes

- <sup>1</sup> Examples of sources of documentation can be found in Diamond, 1994, p. 20.
- <sup>2</sup> Some of these criteria are articulated by Diamond and Adam, p. 12.
- <sup>3</sup> The term "peer" has generally meant disciplinary colleagues. In the evaluation of some forms of scholarly and professional work, "peer" is broadened to mean "consumer" or "user."

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## SOE, from page 1

successful from unsuccessful submissions.

### Publication Prospects

Twenty-six percent of the 85 submissions were rejected at the editor's discretion (Column 1),<sup>3</sup> 52% were rejected in light of outside reviews, and 22% were accepted for publication.<sup>4,5</sup> These figures are the frame of reference for identifying disparities, but case coverage we caution is small and small differences should not be over-interpreted.

According to Table 2, the papers most often rejected by the editor employ methodologies other than secondary analysis of quantitative data (including quantitative analysis of original data), do not fit into a life-stage framework (or center on higher education), focus on topics other than achievement or attainment (or try to address both), and are situated outside the United States. These kinds of papers also are a small fraction of the submission pool, so being "different" elevates risk of in-house rejection. That said, some uncommon topics and approaches fare reasonably well. Papers employing qualitative methods and those not focused on inequality are accepted at close to the

overall rate, while papers about early schooling (a tiny number) do better still, with about half being accepted.

The most prominent consideration involving author characteristics (Table 3) is ASA membership, with 41% of non-member submissions being rejected outright by the editor (compared to the editor's 26% overall rejection rate). Papers from outside the United States and outside the *U.S. News and World Report's* favored circle of top-25 institutions also are subject to high levels of "in house" rejection.

Half (52%) of the submissions are rejected based upon the advice of external reviews.<sup>6</sup> The kinds of authors who fare best (and worst) parallel the pattern for in-office rejections, with the main distinctions being author characteristics that identify the paper as being inside or outside the mainstream of U.S. academic sociology. Just 9% of submissions from those who are not ASA members and 12% of submissions from authors located outside the country and at non-academic institutions are accepted (compared to the 22% overall acceptance rate). On the other hand, ASA membership, top-25 institutional standing, and graduate student/post-doc professional standing enhance

*continued next page*

**Table 1. Frequency Distribution of Manuscript and Author Characteristics among 85 of SoE's submissions in 2003**

Manuscript Characteristics		Author Characteristics	
Data Source/Method:	Percent	Single v. Multiple:	Percent
Original/Qualitative	16	Single Author	58
Original/Quantitative	12	Multiple Authors	42
Secondary/Quantitative	54		
Other (includes mixed methods)	18		
		<b>Gender:</b>	
		Female 1st Author	54
		Male 1st Author	46
		<b>Professional Rank (among a total of 78):</b>	
		1st Author Full Professor	29
		1st Author Associate Professor	6
		1st Author Assistant Professor	36
		1st Author Post-doc/Graduate Student	23
		1st Author Non-academic	5
		<b>Institutional Type:</b>	
		1st Author from Academic Institution	91
		1st Author from Other	9
		<b>Author's Institutional Base:</b>	
		1st Author in United States	80
		1st Author Not in United States	20
		<b>ASA Membership Status:</b>	
		1st Author Is ASA Member	60
		1st Author Is Not ASA Member	40
		<b>Geographic Context:</b>	
		United States	74
		Non-U.S. Focus	18
		Comparative	8
		<b>School Ranking (relative to top 25):</b>	
		1st Author from a Top-25 School	40
		1st Author Not from a Top-25 School	60

Table 2. Manuscript Characteristics by Disposition among *SoE* Submissions for 2003

	Rejected without Review (%) 26	Rejected with Review (%) 52	Accepted (%) 22	N (85)
<b>Data Source/Method:</b>				
Original/Qualitative	43	36	21	(14)
Original/Quantitative	60	30	10	(10)
Secondary/Quantitative	2	65	33	(46)
Other (includes mixed methods)	60	40	0	(15)
<b>Inequality Topic:</b>				
About Racial Inequality	23	59	18	(22)
About Class Inequality	22	44	33	(7)
About Gender Inequality	14	57	29	(18)
Combination	38	54	8	(13)
Not about Inequality	28	48	24	(25)
<b>Life-stage Considered:</b>				
About Early Childhood	0	50	50	(2)
About Elementary	20	40	40	(5)
About Middle School	0	0	100	(1)
About High School	14	71	14	(21)
About Post-secondary	35	48	17	(23)
About Multiple Stages	10	62	29	(21)
NA	67	17	17	(12)
<b>Achievement v. Attainment:</b>				
About Achievement	19	54	27	(17)
About Attainment	18	59	24	(37)
Neither	41	41	18	(9)
Both	33	56	11	(22)
<b>Geographic Context:</b>				
United States	21	52	27	(63)
Non-U.S. Focus	47	40	13	(15)
Comparative	29	71	0	(7)

publication prospects, with acceptance rates roughly 10 percentage points above the overall rate.

With a small pool of manuscripts, it is not possible to push very far examining manuscript characteristics in combination. Even so, the exercise can be instructive. For example, of the 14 papers authored by non-ASA members and rejected outright by the editor, 36% do not focus on a particular life stage, 43% use some "other" type of methodology/data source, 36% are about neither achievement nor attainment, and 86% of first authors are *not* at top-ranked sociology programs. (These figures are not reported in tables.) This accords with the "outsider" image for in-office rejections in that these papers' contents are atypical relative to the *SoE* "norm" and just two first authors can claim high disciplinary institutional stature.

Another example: Nine of the 11 accepted first authors at top-ranked sociology programs are well positioned institutionally in that they are ASA members and live in the United States. Eight use quantitative analysis of secondary data, the "industry standard" methodology. On the other hand, six examine multiple life stages (well above the overall acceptance rate for such papers), and three report original qualitative data. So, perhaps operating from a secure institutional base affords license to do the unusual (or those so situated do the unusual uncommonly well).

### Discussion

The present exercise suffers obvious limitations. Without an external standard of quality, the truly large questions cannot be resolved (e.g., whether deserving manuscripts are rejected simply because they are different). Additionally, just one year of one editor's term no doubt harbors idiosyncrasies, the submission pool is too small to support fine-grained inspection, and a specialty journal with "education" in its name likely invites a larger number of

out-of-field submissions than would a generalist journal. The patterns presented for these reasons may lack generality, but they are informative nonetheless.

The submission "modalities" show topical and methodological skews, with secondary quantitative analyses, issues of inequality or stratification, and older stages of the student career dominating the pool. In raw numbers, these submissions also comprise the bulk of accepted papers, so as an inductive exercise their intersection might be said to comprise the core of mainstream sociology of education, at least as represented in *SoE*. Still, original qualitative submissions, papers that overlap multiple life stages or focus on the early period of schooling, and papers not about inequality all have average or above-average rates of acceptance. This suggests that encouraging more "non-traditional" paper submissions would broaden *SoE*'s content, assuming that is desirable (see Lucas, 1999, for comment).

But submitted by whom? The authors who fare best are based in the United States at high-ranking universities and are members of the ASA. The journal's editorial procedures thus appear to have a decidedly domestic-academic-professional sociology bias. ASA very likely intends the last of the three, but it is less clear what to make of biases that favor U.S. submissions and authors at top-ranking sociology programs. Do they know the standards better? Or, are they simply more adept at packaging "what sells?" These are questions we would like to be able to answer, but cannot. On the other hand, that there is no discernable publication advantage or disadvantage by professional rank reflects well on the journal's openness.

As McGinty (1999) notes, the scholarly journal ultimately rests on a foundation of trust. For advice, editors typically rely on those whom they know personally or by professional reputation. With "like advising like," it is easy to see

Table 3. Author Characteristics by Disposition among *SoE* Submissions for 2003

	Rejected without Review (%) 26	Rejected with Review (%) 52	Accepted (%) 22	
<b>Gender:</b>				
Female 1st Author	28	52	20	(46)
Male 1st Author	23	51	26	(39)
<b>Authorship:</b>				
Single Author	22	57	20	(49)
Multiple Author	31	44	25	(36)
<b>Professional Rank:</b>				
1st Author Full Professor	30	48	22	(23)
1st Author Associate Professor	20	60	20	(5)
1st Author Assistant Professor	25	54	21	(28)
1st Author Post-doc/Graduate Student	28	39	33	(18)
1st Author Non-academic	25	75	0	(4)
<b>Institutional Type:</b>				
1st Author from Academic Institution	26	51	23	(77)
1st Author from Other	25	63	12	(8)
<b>Author's Institutional Base:</b>				
1st Author in United States	24	51	25	(68)
1st Author Not in United States	35	53	12	(17)
<b>ASA Membership Status:</b>				
1st Author Is ASA Member	16	53	31	(51)
1st Author Is Not ASA Member	41	50	9	(34)
<b>School Ranking (Top 25):</b>				
1st Author from a Top-25 School	15	53	32	(34)
1st Author Not from a Top-25 School	33	51	16	(51)

how deserving outsiders could be closed out. An editor's integrity is the only real safeguard, but with trust expected, there is a reciprocal obligation to openness. The annual editors' reports published by ASA are informative, but not in the way the present article has tried to be. Our procedures were ad hoc and limited,<sup>7</sup> but the data we coded on author and manuscript characteristics easily could be procured upon intake and later linked to disposition. Our one-year experiment establishes that a more probing kind of editorial accounting is feasible. Is it worth doing routinely? □

\* Karl Alexander is the immediate past editor of ASA's journal *Sociology of Education* (*SoE*). Barbara Schneider, Michigan State University, is the current editor. *SoE* was first published in 1963 and is one of ASA's 10 scholarly journals.

### Notes

- The other 10 were still open when Alexander's term ended.
- We also coded detailed substantive foci (e.g., tracking, teacher effects) using a classification culled from several sociology of education handbooks. Unfortunately, the separate categories were too sparsely populated to support meaningful comparisons.
- With peer review as the norm in science (Clemens, et al., 1995: 442), the 26% figure for "in-office" rejections seems high (noted by Alexander in his first two editorial reports, 2003 and 2004). Editors have considerable latitude in this regard (e.g., McGinty, 1999). At *ASR*, for example, Simon (1995) believes as many as a third of submissions could properly have been decided by her alone.
- This set of accepted manuscripts is not identifiable through the journal's table of contents. Their publication schedule spans three volume years and they are intermingled with papers from other years.
- Our approach in tracking a fixed pool submissions yields a higher acceptance rate than ASA's "official" accounting system. Figures in editors' Annual Reports are calculated as the ratio of accepted manuscripts in a given year to

the number of submissions during the year, with resubmissions counted separately in the denominator, e.g., a paper received on January 1 and twice revised during the year will count as three papers in the base. England's editorial report for *ASR* (1995) makes a like point: the journal's 13.4% acceptance rate for 1994 increases to 19.7% when calculated as "# accepted manuscripts / (acceptances + rejections)".

- Exceptions are papers: (1) using secondary quantitative analysis, (2) focusing on high schools and/or (3) overlapping multiple stages of schooling. All are rejected at a rate higher than the overall rate, based on the advice of external reviewers.
- For example, we could not think of a good way to ascertain author race/ethnicity.

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## Corrections

On page 1 of the December 2005 issue of *Footnotes*, we misspelled the name **Elisabeth Clemens**, University of Chicago, in the article announcing the candidates for the 2006 ASA Election.

The December 2005 *Footnotes* incorrectly cited a "Members' New Books" item on page 10. The item should have read as follows: **Cynthia Fuchs Epstein**, CUNY-Graduate Center, and **Arne L. Kalleberg**, University of North Carolina-Chapel Hill, editors, *Fighting for Time: Shifting Boundaries of Work and Social Life* (Russell Sage, 2005).

## Call for Papers

### Meetings

**2006 Carolina Undergraduate Social Sciences Symposium**, April 21, 2006, Presbyterian College, Clinton, SC. Undergraduate students in all disciplines in the social and behavioral sciences are invited to participate. Reports of both qualitative and quantitative research, critiques of theory, analyses of secondary data, critical essays on substantive topics, and posters are all appropriate for presentation at the symposium. Submit a proposal (preferably electronically) that includes the author's name, institutional affiliation, paper/poster title (specifying the format), and a brief abstract. Abstracts should be approximately 100 words and reflect the general theoretical orientation of the proposed presentation and suggest specific questions and concerns that the presentation will address. Indicate any equipment needed for the presentation. Deadline is March 31, 2006. A cash award will be given to students with the papers judged to be best. To be included in the student paper competition, submit a completed paper by April 10, 2006. An award will also be given to the best poster. Proposals and papers should be sent to Robert H. Freymeyer, Department of Sociology, Presbyterian College, Clinton, SC; (864) 833-8359; email rhfreym@presby.edu.

**Association for Applied and Clinical Sociology (AACS) 24th Annual Meeting**, October 26-28, 2006, Crowne Plaza, San Jose Downtown Hotel, San Jose, CA. Seek proposals for workshops, panels, papers, poster presentations, and roundtables that promote Applied and Clinical Sociology in the discipline, the academy, government agencies, non-profit organizations, and consulting firms. Those in related fields are also invited to submit proposals and participate. Proposal submission deadline: June 30, 2006. Contact: Benjamin Ben-Baruch, Vice-President and Program Chair, 4789 Pine Bluff, Ste. 3C, Ypsilanti, MI 48197; (734) 528-1439; fax (303) 479-1321; email A A C S 2 0 0 6 P r o g r a m C h a i r @ a a c s n e t . o r g ; <www.aacsnet.org/AACS2006AnnualMeeting.htm>.

**Association for the Study of Food and Society (ASFS) and the Agriculture, Food, and Human Values Society (AFSVS) joint annual meeting**, June 7-11, 2006, hosted by Boston University's Programs in Gastronomy, Boston, MA. Theme: "Place, Taste, and Sustenance: The Social Spaces of Food and Agriculture." Paper abstracts of proposals for sessions/panels are due February 10, 2006. Papers and panels are sought on any topic related to agriculture, food, and society. Abstracts of contributed papers should be 250 words or fewer. Proposals for sessions and roundtables should also include an abstract (250 words) describing the session's content. (Sessions are composed of three formal paper presentations with moderator-led discussions. Roundtables are informal presentations with more emphasis on discussion.) Send abstract as an attached WORD file (no embedded codes) to gastrmla@bu.edu. Include your name, mailing address, email address, and affiliation after the paper title and before the abstract. Proposals for sessions, panels, and other events should include the name, affiliation, and address of the organizer and presenter, and a tentative roster of participants. Contact: Beth Forrest, Programs in Gastronomy, Boston Univer-

sity, 808 Commonwealth Ave., Boston, MA 02215; (617) 353-9853; fax: (617) 353-4130; email bforrest@bu.edu.

**Global Awareness Society International 15th Annual Conference**, May 25-28, 2006, Westin Hotel, Chicago River North, Chicago, IL. Theme: "Globalization Pluses and Minuses." Special sessions are being organized in Global Business, Global Education, International Social Work, and Global Social Issues. Submit abstracts related to the theme and to how the process of globalization affects all systems of the world to Lewis Mennerick, Department of Sociology, University of Kansas, at mennerick@ku.edu with the words GASI Conference in the subject area. Deadline: March 1, 2006. A student paper competition in undergraduate and graduate categories will be held. More details and registration options are at <orgs.bloomu.edu/gasi>.

**Justice Studies Association 2006 Conference**, June 8-10, 2006, University of California-Berkeley. Theme: "Where Do the Children Play?: Considering Future Generations through Peace, and Social and Restorative Justice." Participants are invited to make a presentation on any topic dealing with the nature of societies, communities, families, schools, and interpersonal and environmental relationships that have a bearing on the future of our children. Of particular interest are reflections on these themes from the perspective of social, economic, political, restorative, and transformative justice. Presentations can focus on theoretical and/or practical concerns. Send a title and abstract of approximately 200 words to: Judith W. Kay, Religion Department, University of Puget Sound, 1500 N. Warner St., #1028, Tacoma, WA 98416; email jkay@ups.edu. Contact: Dan Okada at dokada@csus.edu. For additional information about the conference, visit <www.justicestudies.org>. Submissions due: March 1, 2006.

### Publications

**Advances in Medical Sociology**. Elizabeth M. Armstrong and Barbara Katz Rothman announce a call for papers for a new volume of *Advances in Medical Sociology* on "Bioethical Issues: Sociological Perspectives," to be published by Elsevier in early 2008, focusing on the contributions that medical sociology brings to bioethics. With the rise of bioethics as a discipline, sociological analysis of biomedical issues and clinical practices has lost traction. While we will include articles reflecting the interest among sociologists in bioethics as a discipline, this volume will go beyond "the sociology of bioethics." We seek articles that address the management and social construction of bioethical issues: what gets counted as "bioethics" and—equally important—what gets left out of bioethical analysis. We seek to publish distinctly sociological perspectives on issues that have been framed as "bioethics." Submit an abstract and a brief description (approx. two pages) of the proposed paper by March 1, 2006, to advmedsoc@gmail.com.

**Bangladesh Sociological Studies** solicits manuscripts for its special issue on Globalization. Both theoretical and empirical papers will be considered. Of particular interest are papers dealing with various impacts of globalization on the countries of South Asia, Africa, and Latin America. Deadline: March 30, 2006. Send (preferably as an email attachment) your completed papers to both of the following addresses. Khurshed Alam, Editor, Bangladesh Sociological Studies, Bangladesh Institute of Social Research (BISR), 15/D/3 (3rd floor), Abdul Hatem Lane, Zigatala Dhaka 1209, Bangladesh; email khurshed@bkdc.net; and Shamsul Alam, Department of Sociology and Anthropology, Southern Oregon University, Ashland, OR; email alam@sou.edu. *Bangladesh Sociological Studies* is an official journal of Bangladesh Institute of Social Research (BISR).

**Contemporary Justice Review**. The editors of the award-nominated *Contemporary Justice Review* extend an invitation to all scholars to share recent work on critical issues of crime, punishment, and justice. Looking for work that examines the harm that

power-based social, political, economic, and religious arrangements cause to human and animal life. Research and theories on alternatives to the criminal justice system such as restorative justice, which have been the signature of CJR, are welcome. In addition to traditional articles and reviews, we invite our authors to address issues of justice in film, protest songs, historical narratives, and interviews. Contact: Diane Simmons Williams at dsw27@earthlink.net for the journal's Managing Editor's Guidelines. Prefer articles around 25 typed, double-spaced pages but accept larger pieces when appropriate. One full copy of the submission should be accompanied by a blind copy in anticipation of the reviewing process. Those with questions about the fit between their work and the philosophy of the journal can contact: Dennis Sullivan at dsullivan6@nycap.rr.com. *Contemporary Justice Review* is the official journal of the Justice Studies Association. <www.justicestudies.org>.

**The International Journal of Sociology of the Family** invites submissions for a special issue (autumn 2006) on globalization and the family. We invite sociologically related articles, research papers, and commentaries (5,000-7,000 words) that deal with the intersection of globalization and family issues. Submissions are due April 10, 2006, to: Nazli Kibria, 96 Cummington Street, Boston University, Boston, MA 02215; email nkibria@bu.edu. <www.internationaljournals.org>.

**Humanity and Society** invites submissions for a Special Issue, titled "Critical Race Theory: Applications and Interrogations," edited by A. Javier Treviño and Michele A. Harris. A broad range of papers that carefully examine the impact that Critical Race Theory can make on various social phenomena (e.g., race relations, civil rights, immigration, social action), public policy, teaching, scholarly research, and social institutions (e.g., the workplace, health care, religion, family, law) are encouraged. Manuscripts should be 20-25 pages and should follow the standard editorial procedures of the journal. Papers written in the traditional scholarly mode as well as in the narrative or "storytelling" style (autobiographical and biographical) that develops a self-reflective form of sociology are welcome. Contact: jtrevino@wheatonma.edu or mharris@wheatonma.edu. Submit complete manuscripts to: Ann M. Goetting at Ann.Goetting@wku.edu. Identify your submission with keyword: Race. Manuscripts are due July 1, 2006.

**Chicana/o and Latina/o Studies in Sociology: Syllabi and Instructional Materials**. The ASA Teaching Resources Center is revising Chicano/a and Latino/a Studies in Sociology: Syllabi and Instructional Materials during the coming months. We are requesting syllabi and instructional materials for Chicano/a and Latino/a Studies courses in Sociology. Any of the following contributions would be appreciated: syllabi, course outlines, classroom exercises, research projects, bibliographies, video lists, ASA articles or unpublished materials on teaching Chicana/o and Latina/o Sociology, or other resources. We are particularly interested in materials that use an interdisciplinary approach as well as a sociological perspective. Send materials via email by June 15; use Word. All text should be single-spaced. Double space between paragraphs and between sections. Make sure that the text is left-justified and set in Times New Roman font. Materials used in the publication will be identified according to contributor, address and institution. Send materials or inquiries to one of the following editors: Jose Calderon, Pitzer College, Sociology and Chicana/o Studies, 1050 N. Mills Ave., Claremont, CA 91773; email: Jose\_Calderon@Pitzer.edu, or Gilda Ochoa, Pomona College, Sociology and Chicana/o Studies, 420 North Harvard Avenue, Claremont, CA 91711; email: gochoa@pomona.edu.

**Teaching Work and Family: An ASA Resource Manual**. Growing attention is being paid to the ways work and family roles intersect, as well as the synergistic and reciprocating dynamics that link workplace and family functioning. We seek articles

and notes that detail challenges and strategies of teaching work-family, as well as course syllabi, assignments, classroom activities, and film discussion ideas. Recommendations of articles to reprint are also welcomed. Submit materials (via e-mail in MS Word format) to Stephen Sweet, ssweet@ithaca.edu. Deadline: June 15, 2006.

## Meetings

**March 17-18, 2006**. *Temple University Juvenile Law Center and The Temple Law Review* (co-sponsors), Temple University, Philadelphia, PA. Theme: "Law and Adolescence: The Legal Status, Rights, and Responsibilities of Adolescents in the Child Welfare, Juvenile and Criminal Justice Systems." Contact: *Temple Law Review*, Temple University Beasley School of Law, 1719 North Broad Street, Philadelphia, PA 19122; (215) 204-7868; fax (215) 204-1185; email thrsymp@temple.edu.

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

**April 21, 2006**. *2006 Carolina Undergraduate Social Sciences Symposium*, Presbyterian College, Clinton, SC. Undergraduate students in all disciplines in the social and behavioral sciences are invited to participate. Contact: Robert H. Freymeyer, Department of Sociology, Presbyterian College, Clinton, SC; (864) 833-8359; email: rhfreym@presby.edu.

**April 27-28, 2006**. *Committee on Historical Studies, Sociology Department, and the International Labor Working Class History Journal 8th Annual Joint Conference*, New School for Social Research, NYC. Theme: "History Matters, The Legacy of Max Weber: Classical and Contemporary Dialogues in Social Inquiry." Contact: History Matters Conference, New School for Social Research, Sociology Department, 65 Fifth Ave. New York, NY 10003; email: historymatters@newschool.edu.

**May 25-28, 2006**. *Global Awareness Society International 15th Annual Conference*, Westin Hotel-Chicago River North, Chicago, IL. Theme: "Globalization Pluses and Minuses." Special sessions are being organized in Global Business, Global Education, International Social Work, and Global Social Issues. More details and registration options are at <orgs.bloomu.edu/gasi>.

**June 7-11, 2006**. *Association for the Study of Food and the Agriculture, Food, and Human Values Society Joint Conference*, Boston University Programs in Gastronomy, Boston, MA. Theme: "Place, Taste, and Sustenance: The Social Spaces of Food and Agriculture." Contact: Beth Forrest, Programs in Gastronomy, Boston University, 808 Commonwealth Ave., Boston, MA 02215; (617) 353-9853; fax: (617) 353-4130; email: bforrest@bu.edu.

**June 8-10, 2006**. *Justice Studies Association 2006 Conference*, University of California-Berkeley. Theme: "Where Do the Children Play?: Considering Future Generations through Peace, and Social and Restorative Justice." Contact: Dan Okada at dokada@csus.edu. Additional information about the conference and the association are on the JSA website at <www.justicestudies.org>.

**October 26-28, 2006**. *24th Annual Meeting of the Association for Applied and Clinical Sociology*, Crowne Plaza San Jose Downtown Hotel, San Jose, CA. Those who share an interest in applying knowledge to addressing and solving social problems are invited to participate. Contact: Benjamin Ben-Baruch, Vice-President and Program Chair, 4789 Pine Bluff, Ste. 3C, Ypsilanti, MI 48197; (734) 528-1439; fax (303) 479-1321; email AACS2006ProgramChair@aacsnet.org. <www.aacsnet.org>.

## Funding

**Department of Health and Human Services**. This Request for Applications is an initiative of the National Institutes of Health (NIH) Roadmap <nihroadmap.nih.gov/>, a series of activities whose goal, in keeping with the NIH mission of uncovering new knowledge about the prevention, detection, diagnosis, and treatment of disease and disability, is to accelerate both the pace of discovery in these key areas and the translation of therapies from bench to bedside. The NIH invites applications for developing and implementing novel training programs focused on interdisciplinary science. These programs will support a variety of new and innovative didactic and research experiences designed to provide students with the knowledge and research experiences necessary to develop interdisciplinary solutions to complex health problems and to increase quality and years of healthy life and eliminate health disparities. This funding opportunity will support programs that will enable the development of novel research training and education programs that provide integrated interdisciplinary training for undergraduates, predoctoral and/or postdoctoral trainees, or independent faculty-level investigators. This funding opportunity supports basic and clinical research to develop an interdisciplinary knowledge base for care across the life span during states of illness and health. Applicants will submit a single unified grant application and, if selected for funding, two separate awards may be issued, an R90 (Research Education award) and a T90 (Research Training award), based on distinct research training- and education-related funding authorities. Each application may include any one or combination of the following full-time training programs: an undergraduate institutional research training component that will combine coursework and hands-on laboratory/field experiences (R90), a short-term faculty education component for independent faculty-level scientists who are interested in interdisciplinary research (R90), a Ruth L. Kirschstein National Research Service Award (NRSA) institutional predoctoral and/or postdoctoral training component (T90), or a non-NRSA institutional predoctoral and/or postdoctoral research component (R90). Application receipt dates: April 7, 2006.

**Mathematical Social and Behavioral Sciences (MSBS): Facilitating Research Interactions between the Mathematical and Statistical Sciences and the Social, Behavioral, and Economic Sciences**. This solicitation invites submission of research proposals for projects that advance the mathematical or statistical foundations of research in the social, behavioral, or economic sciences. The resulting research is expected both to further understanding of social and/or behavioral science phenomena and to address a topic of interest to the mathematical sciences. Proposals for workshops or symposia that foster the interaction of social, behavioral, and/or economic scientists with mathematicians and/or statisticians also are welcome. Deadline: April 20, 2006. See <www.nsf.gov/publications/pub\_summ.jsp?ods\_key=nsf06531>.

**Robert Wood Johnson Foundation**. Call for Proposals. Finding Answers: Disparities Research for Change is a new national program that seeks to improve the quality of health care provided to patients from racial and ethnic backgrounds most likely to experience lower-quality health care. Up to 25 grants between \$50,000 and \$300,000 will be awarded over three years. Brief proposal deadline: March 16, 2006. The complete Call for Proposals is available on the RWJF website at <www.rwjf.org/cfp/findinganswers>.

**National Endowment for the Humanities (NEH) Fellowships: Advanced Social Science Research on Japan**, <www.neh.gov/grants/guidelines/fellowships-japan.html>.



## Competitions, continued

Texas A&M University, Undergraduate Summer Research Grants (USRG). <[www.grantsnet.org/search/pgm\\_info.cfm?pgm\\_id=3640](http://www.grantsnet.org/search/pgm_info.cfm?pgm_id=3640)>. Deadline: February 17, 2006.

## Competitions

The Association for the Study of Food and Society (ASFS) invites undergraduate and graduates to submit a paper for the William Whit (undergraduate) and Alex McIntosh (graduate) prizes. These awards are intended to recognize students' contributions to the field of food studies. The author of each award-winning paper will receive \$400, payment of membership and conference fees, and a banquet ticket for the coming year's annual meeting. Submissions are invited on a wide range of issues relating to food, society and culture, and from the diverse disciplinary (and transdisciplinary) fields that ASFS encompasses. Only single-authored papers will be considered. Papers submitted to ASFS cannot be submitted to the Agriculture, Food, and Human Values Society (AFHVS) (and vice versa). ASFS reserves the right to refer papers to AFHVS. The paper should have been completed within two years prior to submission date and should have been written during a course or research project directed by a faculty member at an academic institution or research institute. Papers will not be considered without a letter or email from the primary supervising professor, testifying to single-handed authorship and veracity of information and data. All entries must include a completed submission cover sheet. Papers with incomplete or late paperwork will not be considered. The committee reserves the right to reject a paper on the grounds that it does not fit the criteria specified. The committee also reserves the right to select an outside reader in particular areas of expertise. Submit paper and letter to Angie Maltby at [aam2@post.queensu.ca](mailto:aam2@post.queensu.ca). Deadline is March 15, 2006. Contact: Elaine Power at [power@post.queensu.ca](mailto:power@post.queensu.ca).

## In the News

Parenting Research published in the *American Sociological Review* by the American Sociological Association and the Association itself were mentioned on NBC's December 6, 2005 episode of *Law & Order: Special Victims Unit*.

Lee Clarke, Rutgers University, was quoted in *The Times-Picayune's* December 8, 2005, issue in an article about institutional investigations into individual and organizational responsibility for failures relative to Hurricane Katrina and implications for rebuilding New Orleans. He was also on a panel of 10 New Jersey citizens and representatives who discussed and commented on the Iraq war; the discussion was reported in the January 1, 2006, *Daily Record*.

Gordon F. De Jong, Pennsylvania State University, was quoted in a September 3 *Cincinnati Enquirer* article about the high percentage of single households in New York.

Joel Devine, Tulane University, was quoted in a December 16, 2005, *Chronicle of Higher Education* article about a massive layoff of professors at Tulane necessitated by the severe impact in New Orleans of Hurricane Katrina.

Peter Drier, Occidental College, was quoted in the *Christian Science Monitor* on December 12, 2005, on how cities can address gentrification in ways that don't displace the poor. He was also quoted in the *Los Angeles Times* on December 2, 2005, about the results of a contest sponsored by the Service Employees International Union (SEIU) to solicit policy ideas from the general public that will help improve living and working conditions for the majority of Americans and in Neal Peirce's syndicated column, published in the *Charlotte Observer* November 23 and other papers, about the

report from President Bush's tax reform task force, which recommended changes to the mortgage interest deduction.

Morten Ender, United States Military Academy at West Point, was interviewed for and quoted in a December 13 *USA Today* story titled, "War's trauma wears on the children left behind." He discussed the short- and long-term impact on children of military service members experiencing single and multiple war deployments and the impacts on their well-being.

Ranae Evenson, had her paper from the December 2005 *Journal of Health and Social Science* mentioned in the *India Times* on December 25.

Amitai Etzioni, George Washington University, wrote an op-ed article on referring to "Christmas" instead of "the holiday" that appeared in the December 25 *Philadelphia Inquirer* and was reprinted in the *San Jose Mercury News* and other papers.

Dean R. Hoge, Catholic University, was quoted in a December 2 *New York Times* article about the Vatican's statement on homosexuality and Catholic priests.

Darnell Hunt, University of California-Los Angeles, was quoted in a September 9 *Cincinnati Enquirer* article about Hurricane Katrina and race.

Janice Irvine, University of Massachusetts-Amherst, was quoted in a December 9 *Washington Post* article about the debate over teaching about homosexuality in the classroom.

Rosabeth Moss Kanter, Harvard University, published a December 29, 2005, *Miami Herald* op-ed on the topic of potential civil rights violations in the Bush Administration's use of surveillance of Americans in its fight against terrorism.

Philip Kasinitz, CUNY-Graduate Center, was interviewed about migration and remittances on *Sem Fronteiras* (Without Borders), a national news program on the Globo network in Brazil, on November 17. He was also quoted on the Dutch newspaper *NRC Handelsblad* on immigrant incorporation in U.S. and European cities, on December 12.

Eric Klinenberg, New York University, co-authored an article with Thomas Frank, titled, "Looting Homeland Security," in the December 29, 2005-January 12, 2006, issue of *Rolling Stone*. The article addresses government fiscal accountability in relation to federal spending on contracts, funneling of funds to localities, and political context and aspects of the actions of the Federal Emergency Management Agency.

William Kornblum, Graduate Center of City University of New York, was quoted in a December 5 *Washington Post* article on the popularity of the movie and icon King Kong in New York City.

Zai Liang, State University of New York-Albany, was quoted in December 12 issue of *Newsweek* about China's growing internal migrant population.

James W. Loewen, Catholic University, was the featured guest on the December 12, 2005, *Kojo Nnamdi Show* on National Public Radio about his 2005 book *Sundown Towns: A Hidden Dimension of American Racism*.

Robert D. Manning, Rochester Institute of Technology, was interviewed for a special feature story on National Public Radio's December 28 *All Things Considered* about new consumer credit card regulations affecting minimum monthly payments.

Brian Martinson, HealthPartners Research Foundation, was quoted in a news article in the November 10, 2005, issue of *Nature* journal, about the likelihood of a relationship between perceptions of unfair treatment by IRBs and some forms of scientific misconduct. Reference was also made to a forthcoming publication by Martinson and his colleagues in the March 2006 issue of the *Journal of Empirical Research on Human Research Ethics*, documenting associations between scientific misconduct and perceptions of organizational injustice in the peer review process.

Douglas Massey, Princeton University, was quoted in an August 1 *Time* magazine article on ethnic conflicts in community sporting events.

Sarah Matthews, Cleveland State University, was quoted in a June 2005 issue of *Time* magazine article about sibling rivalry in parental caregiving.

Stipe Mestrovic, Texas A&M University, was mentioned in the October 20 *Rolling Stone* for his involvement with the recent Abu-Ghraib prisoner abuse trials.

Phyllis Moen, University of Minnesota, was quoted in a July 25 *Time* magazine article about reworking the hours in workplaces such as Best Buy.

Calvin Morrill, University of California-Irvine, was quoted in the December 18, 2005, *New York Times* about family social relationships during holiday gatherings involving "outsiders."

Peter Nardi, Pitzer College, was quoted in a July 31 *Cincinnati Enquirer* article about a social group of retired men.

Mark Oromaner had a letter published in the *New York Times* on October 28 in which he argued that the timing of the announcement of the decision of the grand jury in the CIA-Valerie Plame leak case helps to explain the timing of the announcement of the withdrawal of the nomination of Harriet E. Miers as Supreme Court justice.

Kristin Park, Westminster College, was quoted in the October 23, 2005, edition of the *Springfield, MO, News-Leader* about her research on voluntary childlessness.

David R. Segal, University of Maryland, was quoted in the *Herald-Tribune* on September 25 in an article on marketing the military, in the *Minneapolis Star-Tribune* on October 6, in the *Media General* press on October 7, and in the *Los Angeles Times* on October 14 on military recruiting, in *Salon* magazine on October 10, in the *Rockford Register Star*, in the *Baltimore Sun* on October 24, in the *Globe and Mail* (Canada), and in *Newsday* on October 25, in the *San Francisco Chronicle* on October 26 on responses to Iraq War casualties, in the *Baltimore Sun* on October 23 on the military's zero tolerance policy and on October 30 on geographic and socio-economic bases of military casualties in Iraq, in the *New York Times* on October 30 on evangelical programs to maintain the sexual purity of deployed soldiers, and in the *Herald-Mail* on October 31 on reactions to military recruitment in high schools.

Richard Sennett, London School of Economics, had his lectures cited in Harold Meyerson's January 4 op-ed column in the *Washington Post*.

Robin Simon, Florida State University, was quoted in the December 26 *Philadelphia Inquirer*, the December 30 *Toronto Globe*, the January 1 *Washington Post*, and the January 3 *Washington Post* for her article with Ranae Evenson, Vanderbilt University, which appeared in the December 2005 *Journal of Health and Social Behavior*, on parenthood and its relationship to symptoms of depression.

Christian Smith, University of North Carolina, and Nancy L. Eiesland, Emory University, were quoted in a December 30 *New York Times* article on teenagers seeking a

faith or church that they prefer.

Rodney Stark, Baylor University, had his book, *The Victory of Reason*, featured in the December 15, 2005, *New York Times*.


John Walton, University of California-Davis, was quoted in a *New York Times* article, "Mural Comments About Water, and a City Doesn't Like It."

Barry Wellman and Tracy Kennedy, both of the University of Toronto, were quoted in a December 28 Associated Press article on a Pew Internet and American Life Project report on the differences in Internet use by different cohorts. The article appeared in the *Toronto Star*, *Newsday*, *Modesto Bee*, the *Boston Herald*, *Cincinnati Enquirer*, the *Chicago Tribune*, *Seattle Post Intelligencer*, the *Houston Chronicle*, among others.

Elaine Wethington, Cornell University, was quoted in the Summer 2005 issue of *Money* magazine on the issue of mid-life crises.

Rob Willer, Cornell University, had his research on masculine overcompensation research recently reported on by *Harper's*, *Men's Health*, *Scientific American Mind*, *Car and Driver*, the *Newark Star-Ledger*, *CNN*, and *Headline News*.

Hella Winston, CUNY-Graduate Center, had her 2005 Beacon Press book, *Unchosen: The Hidden Lives of Hasidic Rebels*, reviewed in the December 25, 2005, *Boston Globe*.



Here are some of the new statistical features in Release 9 of Stata.

<p><b>Mixed models</b></p> <ul style="list-style-type: none"> <li>Linear mixed models • Hierarchical models • Multilevel models • Crossed random effects • Variance components (random effects and random intercepts) • Effect covariance structures • ML and REML estimation • Balanced and unbalanced designs • Best linear unbiased predictions (BLUPs)</li> </ul>	<p><b>Survey and correlated data</b></p> <ul style="list-style-type: none"> <li>Balanced and repeated replications (BRR) • Survey jackknife • Multistage designs • Poststratification • Only full-featured statistics package to support all 3 methods for estimating standard errors</li> </ul>	<p><b>Matrix language</b></p> <ul style="list-style-type: none"> <li>All new • Interactive environment and full development environment • Compiled and optimized code • LAPACK numerical routines • Panel-data features • Complex numbers • Fully integrated with Stata • New mixed models and multinomial probit estimators were developed in Mata</li> </ul>
<p><b>Multinomial probit</b></p> <ul style="list-style-type: none"> <li>Linear constraints • Randomly sampled, clustered, or correlated data • Analytic, bootstrap, and jackknife standard errors • Marginal effects • Predicted probabilities with standard errors and confidence intervals</li> </ul>	<p><b>Survival analysis</b></p> <ul style="list-style-type: none"> <li>Bootstrap and jackknife standard errors for parametric and proportional hazards models, including models with individual or group frailty • Linear and nonlinear tests with new standard errors</li> </ul>	<p><b>Multivariate statistics</b></p> <ul style="list-style-type: none"> <li>Correspondence analysis (CA) • Biplots • Multidimensional scaling (MDS) • Procrustes transformations • Tetrachoric correlations • 50 orthogonal and oblique rotations • Score plots • Loading plots • Scree plots • Shepard diagrams • Configuration plots</li> </ul>
<p><b>Longitudinal/Panel data</b></p> <ul style="list-style-type: none"> <li>Two-, three-, and multi-way random-effects and random-coefficients models • Clustered bootstrap and jackknife standard errors for fixed-effects (FE) and random-effects (RE) models: linear, logit, Poisson, negative binomial, and tobit • Adaptive quadrature • Robust and cluster-robust standard errors for linear FE and RE models</li> </ul>	<p><b>Time series</b></p> <ul style="list-style-type: none"> <li>Multivariate integrated time-series models • Vector error-correction models (VECMs) • Forecasts with confidence intervals • Standard, cumulative, orthogonalized, and structural IRFs • Lag-order and cointegrating vector selection statistics • Error-variance decompositions • Normality and autocorrelation tests • Rolling windows and recursive estimation • Seasonal ARIMA • Load Haver Analytics databases</li> </ul>	<p><b>More statistics</b></p> <ul style="list-style-type: none"> <li>Robust and cluster-robust SEs for nonlinear regression • Probit and tobit models with endogenous regressors • Zero-truncated Poisson and negative binomial models • Stereotype logistic regression • User-programmed estimators now allow linear constraints; robust, bootstrap, jackknife, or survey variance estimates; Newton-Raphson, BFGS, DFP, and BHHH optimization</li> </ul>

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## Awards

**Anita Beltran Chen**, Lakehead University, was selected as one of the University's "40 Northern Lights" for its 40th anniversary. The honor celebrates extraordinary individuals who made a difference to the growth and development of Lakehead University.

**Corey Dolgon**, Worcester State College, won the Association for Humanist Sociology's (AHS) 2005 Book Award for *The End of the Hamptons: Scenes From the Class Struggle in America's Paradise*.

**Anne F. Eisenberg**, SUNY-Geneseo, has been awarded the 2005 SUNY Chancellor's Award for Excellence in Teaching.

**Samuel Noah Eisenstadt**, The Hebrew University of Jerusalem, received a 2005 Honorary Doctorate from the University of Warsaw and received the 2005 EMET (Arts-Sciences-Culture) Foundation Prize on Sociology.

**Laurel Richardson** has been honored with the Miegenyuh Distinguished Fellowship at the University of Melbourne, Australia. The Miegenyuh Distinguished Fellowship is awarded to fellows of "exceptional international distinction."

**Peter J. Stein**, William Patterson College, received the 2006 Excellence in Scholarship Award from the College.

**Mark Warr**, University of Texas-Austin, has received the Michael J. Hindelang Award for the Most Outstanding Contribution to Research in Criminology from the American Society of Criminology.

## People

**Anthony Cortese**, Southern Methodist University, has been retained as an expert witness by Godwin Gruber, LLP, who are representing Southwest Airlines in *Southwest Airlines v. Bogg*. The case gained national publicity after Southwest fired a maintenance supervisor for "violating leadership responsibilities" in using a racial slur against a black coworker and his family. The trial is set for March 2006.

**Harriet Hartman** is the incoming president of the Association for the Social Scientific Study of Jewry.

**Stipe Mestrovic** and **Ryan Caldwell**, both of Texas A&M University, worked on the recent Abu-Ghraib prisoner abuse trials for several of the defendants, and are researching the events surrounding the abuse.

**Barbara Risman**, has been named Professor and Head of the Department of Sociology at the University of Illinois-Chicago.

**Barbara Katz Rothman**, City University of New York, and **Rachel Grob**, Sarah Lawrence College, are the recipients of a Robert Wood Johnson Investigator Award in Health Policy Research to study "Heel Sticks and Amnio's: Disjunctures and Discrepancies in Prenatal and Newborn Genetic Screening."

**Jack Rothman**, University of California-Los Angeles, was named one of this year's Bruin Angels in the December 13 *UCLA Today* as one of UCLA's most generous employees for his work doing standup comedy for Red Cross volunteers.

## Member's New Books

**Walter R. Allen**, University of California-Los Angeles, **Marguerite Bonous-Hammarth**, University of California-Irvine, and **Robert T. Teranishi**, New York University, *Higher Education in a Global Society: Achieving Diversity, Equity and Excellence* (Elsevier Ltd., 2006).

**Samuel Noah Eisenstadt**, The Hebrew University of Jerusalem, *Explorations in Jewish Historical Experience: The Civilization Dimension* (Brill Academic Publishers, 2004), *The Great Revolutions and Modernity* (Brill, 2006).

**Cynthia Fuchs Epstein**, CUNY-Graduate Center, and **Arne L. Kalleberg**, University of North Carolina-Chapel Hill, editors, *Fighting for Time: Shifting Boundaries of Work and Social Life* (Russell Sage, 2005).

**John Germov** and **Tara Renae McGee**, *Histories of Australian Sociology* (Melbourne University Press, 2005).

**John R. Hall**, University of California-Davis, *Visual Worlds* (Routledge 2005), with co-editors Blake Stimson and Lisa Tamiris Becker.

**Diana K. Harris**, University of Tennessee, and **Michael Benson**, *Maltreatment of Patients in Nursing Homes: There Is No Safe Place* (Haworth Press, 2005).

**Scott R. Harris**, Saint Louis University, *The Meanings of Marital Equality* (SUNY Press, 2006).

**Frances S. Hasso**, Oberlin College, *Resistance, Repression and Gender Politics in Occupied Palestine and Jordan* (Syracuse University Press, 2005).

**Michel S. Laguerre**, University of California-Berkeley, *The Digital City: The American Metropolis and Information Technology* (Palgrave Macmillan Press, 2005).

**René Levy**, Universités de Lausanne et de Genève, **Paolo Ghisletta**, **Jean-Marie Le Goff**, **Dario Spini**, and **Eric Widmer**, *Towards an Interdisciplinary Perspective on the Life Course* (Elsevier, 2005).

**Njeri Mbugua**, *JOKI: When Elephants Fight, the Grass Suffers* (Pleasant Word, 2005).

**Dennis McGrath**, Community College of Philadelphia, *The Collaborative Advantage: Lessons from K-16 Educational Reform* (Rowman & Littlefield Education, 2005).

**Edward W. Morris**, Ohio University, *An Unexpected Minority: White Kids in an Urban School* (Rutgers University Press, 2006).

**Philip R. Newman** and **Barbara M. Newman**, both of the University of Rhode Island, *Development Through Life: A Psychosocial Approach*, Ninth Edition (Wadsworth, 2006).

**Enrique C. Ochoa**, California State University-Los Angeles, and **Gilda L. Ochoa**, Pomona College, co-editors, *Latino Los Angeles: Transformations, Communities and Activism* (University of Arizona Press, 2005).

**Bruce Podobnik**, Lewis & Clark College, *Global Energy Shifts: Fostering Sustainability in a Turbulent Age* (Temple University Press, 2005).

**Thomas K. Rudel**, *Tropical Forests: Regional Paths of Destruction and Regeneration during the Late 20th Century* (Columbia University Press, 2005).

**Natalie Sokoloff**, *Domestic Violence at the Margins: Readings in Race, Class, Gender & Culture* (Rutgers University, 2005).

**Stephen Sweet**, Ithaca College, **Marcie Pitt-Catsoughes**, and **Ellen Ernst Kossek**, *The Work and Family Handbook: Interdisciplinary Perspectives and Approaches* (Lawrence Erlbaum Associates, 2006).

**Hella Winston**, CUNY-Graduate Center, *Unchosen: The Hidden Lives of Hasidic Rebels* (Beacon Press, 2005).

**Hyunsook Yoon**, Hallym University, and **Jon Hendricks**, Oregon State University, *Handbook of Asian Aging* (Baywood Publishing Co., Inc, 2006).

## Caught in the Web

The **Global Social Change Research Project** announces a new report series "Basic Guides to the World." These are available on the website, <gsociology.icaap.org/> and to date include "Population changes and trends, 1960 to 2003" and "Quality of life throughout the world." These reports present basic world and regional trends in population, infant mortality rate, GDP per capita, literacy, freedom, and world and regional life satisfaction. All of the data used to prepare these reports are also available on our website.

## Summer Programs

**IGEL Summer Institute 2006.** Applications are invited for admission to the 2nd IGEL (International Society for the Empirical Study of Literature and Media) Summer Institute, at the Ludwig-Maximilians-University of Munich, July 30-August 4, 2006. The Program of the Summer Institute is concerned with the cooperation of Humanities and Social Science students in order to develop adequate methods for the empirical investigation of literature and the media. There are only a limited number of places available. The successful candidates will work in small groups supervised by a staff of six or seven experienced researchers in the empirical study of literature and the media. Emphasis will be on workshop-like activities with a high relevance for the practice of planning, conducting, and evaluating empirical research. Application deadline: March 31, 2006. Applications should include: a statement of motivation, your Curriculum Vitae, a brief statement about how you see empirical studies in your future career, description of a research project that you plan to undertake and which may be the object of discussion during your time at the Institute. Send applications to Willie van Peer at w\_vp@yahoo.com.

## Deaths

**Alphonso Pinkney**, former long-term chair of the Department of Sociology at Hunter College, City University of New York, passed away on January 15.

**Karl F. Schuessler**, Emeritus Distinguished Professor of Sociology at Indiana University, died on December 26, 2005.

## Obituaries

**Kianda Bell** (-2005)

Kianda Bell grew up and attended school in Oakland, CA. He was one of only a handful of black students in a high-achieving elementary school and the experience planted the seed of what would become his life quest for answers to the question of what social conditions led to racial and ethnic disparities in society and, very importantly, what could be done to eliminate them.

Throughout high school and college Kianda was active in speech debate, music, and sports. As a scholarship athlete, he excelled at tennis and, after playing competitively, began teaching and coaching. While attending University of California-Davis he was recruited as a tennis coach for the National Youth Sports Program, a project established by the President's

Council on Physical Fitness to bring disadvantaged youth to college campuses to participate in sports training camps.

Kianda was a Ronald E. McNair Postbaccalaureate Achievement Program Scholar while at UC Davis. He developed an outreach program proposal targeted at inner-city Sacramento high school students and was a Future Researchers in Social Science intern working in a community revitalization project targeted at youth in north Sacramento.

After earning his BA, Kianda returned to the community of his primary schooling to work for an after-school education center where he observed still more persistent inequalities in education and the effects of class, race, and geography. His observations fostered his desire to go to graduate school and, in the fall of 2000, he was accepted into American University's (AU) Department of Sociology graduate program. He decided to attend AU because of its concentration in Race, Gender, and Social Justice.

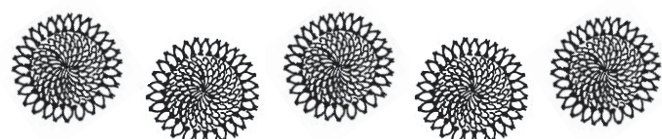
While living in the Washington, DC, area, Kianda was a volunteer canvass director for Progressive Maryland, the largest grassroots organization in the state that lobbies for social reforms ranging from the adoption of a living wage to the creation of educational after-school programs. He provided service to AU's McNair Program and to Project South: Institute for the Elimination of Poverty and Genocide, a national organization that uses popular education to build grassroots leadership and provides opportunities for people to develop movement-building tools for the creation of social and economic justice.

Kianda planned to become a full-time, tenured professor at a research university after earning a PhD in Sociology and had begun to participate with the Association of Black Sociologists. With Professor Bette J. Dickerson, Kianda co-authored two book chapters on undergraduate students and self-segregation. He had been adjunct teaching at AU for the past three years and, although his passion was for the classroom, he maintained his intense commitment to constructive activism.

Kianda also studied disability and health-related issues at length through his work for the National Rehabilitation Hospital's Center for Health and Disability Research, which led to his in-progress dissertation research project. Through the lens of black feminism, the project examines the role of African American women caregivers in the lives of violent spinal cord injury sufferers. Violent spinal cord injury—and gun violence in particular—overwhelmingly occurs in the context of poor, urban black communities. At the time of his death, Kianda was working for the Research Consortium at the Defense Management Data Center.

Kianda leaves behind a large community of family and close friends who loved him dearly.

*Bette Dickerson, American University*



## ICPSR SUMMER PROGRAM

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Paul D. Allison, Prof. of Sociology, U. of Pennsylvania, is the author of *Survival Analysis Using the SAS System* and *Logistic Regression Using the SAS System* (both from the SAS Institute), and *Missing Data and Event History Analysis* (both from Sage Publications).

## Obituaries, continued

**Eliot Freidson  
(1923-2005)**

Eliot Freidson, emeritus professor of sociology at New York University (NYU), died on December 14 in San Francisco, at the age of 82. He had been a visiting professor in the Department of Social and Behavioral Science at the University of California-San Francisco since his retirement from NYU.

Freidson, born in Boston in 1923, attended the University of Maine (1941-42), and then entered the University of Chicago. In 1943, he joined the U.S. Army as a private, was trained in the German language and sent to Italy, where he worked with British intelligence. After the war, he received his PhD and MA degrees and, in 1952, a PhD in sociology from the University of Chicago.

Following three post-doctoral fellowships, Freidson taught at City College of New York and then moved to NYU in 1961, serving as chair of the sociology department from 1975 to 1978. His colleagues described him as a dedicated mentor of graduate students and junior colleagues. In the words of Robert Max Jackson of NYU: "Eliot was a man of extraordinary scholarship and personal integrity, who commanded the respect of everyone who knew him, including those with whom he disagreed. Having him as a colleague was a source of great professional pride; receiving his extremely thoughtful advice was a comfort and a blessing." Those who had the good fortune to meet and work with him in the United States and in Europe echo those sentiments. His department established the Freidson Lectureship in his honor.

He was a major figure in the sociology of the professions, first with his influential and original *Profession of Medicine*, which received the ASA's Sorokin Award. He published almost 100 articles and 12 books, including the wonderful field study *Doctoring Together; Professional Powers; Medical Work in America; Professionalism Reborn; and Professionalism, The Third Logic*. Using medicine as his major case study, he refined an elegant argument identifying professionalism as a major form of social organization, coordinating with Adam Smith's concept of the "free market" and Max Weber's "bureaucracy." He was a major figure in the development of medical sociology and that section of the ASA named

its award for an outstanding publication in the field after him. He received the Merit Award for a Career of Distinguished Scholarship from the Eastern Sociological Society in 1999.

Other honors and awards include a Guggenheim Fellowship, an appointment at the Center for Advanced Study in the Behavioral Sciences, election as a fellow of the AAAS, and as a member of the Institute of Medicine of the National Academy of Sciences. He was the Pitt Professor of American History and Institutions at Cambridge University in 1989.

He and his work were honored internationally. In France, *Le Monde* said: "With all his honors and prestige, one thinks first of his incomparable simplicity, modesty, and sense of humor. He was a great sociologist, but also a great man. He will be long missed."

Eliot Freidson is survived by his wife Helen Giambruni, his children, Jane Freidson of New York City and Matthew Freidson of Lewes, England, and four grandchildren.

Howard S. Becker

**Paul C. Glick  
(1910-2006)**

Paul C. Glick, 95, died in Tempe, AZ, on January 19, 2006, after a brief illness. He led an active and fulfilling life. His career as a social scientist, which spanned seven decades, was one of enormous achievement and contribution.

Fifteen years ago, a symposium was held at Arizona State University to honor Paul on his 80th birthday and to recognize his extraordinary contributions to the field of marriage and family sociology and demography. Speakers at the symposium included Graham Spanier, Arland Thornton, Suzanne Bianchi, Larry Bumpass, and Arthur Norton. Each speaker in turn reflected upon Paul's invaluable legacy to the social sciences.

Paul was extolled as a dedicated public servant, a man who created a true research environment at the Bureau of the Census. He attracted young scholars to the arena of marriage and family studies, and was an inspiration to those who know the importance of translating complex data sets into useful and understandable information about important trends, thereby reaching the widest audience possible. After listening to those reflections, which

accurately summarized his impact on so many of us, Paul, in his usual self-effacing way, remarked that all the hyperbole was unwarranted. I think not.

Paul's personal bibliography contains a vast wealth of books, papers, and lectures. His awards have been many—including the Department of Commerce's Gold Medal; its highest award for achievement by an individual employee. Beyond these recognitions, perhaps Paul's most lasting contribution to his profession was that he was the driving force behind the development of concepts and strategies governing the processing, presentation, and analyses of data on marriage, families, households, and living arrangements—nearly all of which are still in use throughout the social science community.

Paul loved life, his family, and his work. He was a genial and sensitive man without malice toward others. Those of us who were privileged to be among his colleagues and friends have been most fortunate.

Arthur Norton

**Allen W. Imershein  
(1944-2006)**

Allen W. Imershein, PhD, 61, died Sunday, December 4, 2005, in Tallahassee, Florida. During 2005, he successfully recovered from three difficult operations associated with Crohn's Disease, only to learn that an undetected cancer had spread beyond the possibility of treatment. Al was born on July 28, 1944, in Buffalo, New York, and grew up in Buffalo and Coral Gables, Florida. He earned a Bachelors Degree from Duke University, a Masters Degree from Yale Divinity School, and a Masters and PhD in Sociology from the University of North Carolina-Chapel Hill.

He was a member of the sociology faculty of Florida State University from 1973 to 2005, rising through the ranks from assistant to full professor, where he played an active role in the development of the department throughout those years. Al founded and directed the Institute for Health and Human Services Research at Florida State University, which supported the research of faculty and graduate students over many years. He served on the Florida State University Faculty Senate where he was an advocate for liberal arts education, particularly for entering first-year students. He served as a Visiting Scholar at the University of North Carolina School of Public Health and at the Woodrow Wilson School at Princeton University. In the year prior to his death, he was elected Vice-President of the Southern Sociological Society.

Al's research and teaching concerns focused on health, human service organizations, and social policy. He was intensely interested in social theory and his publications appeared in our leading journals including the *American Sociological Review* and *American Journal of Sociology*. He was dedicated to working with both graduate and undergraduate students and received a University Teaching Award and a Teaching Incentive Program Award from Florida State University. His Socratic method of instruction challenged students to analyze and think rather than memorize and repeat.

In addition to teaching and research, Al was a social activist who devoted himself to university and community service. He was instrumental in establishing several organizations in the local community, including the United Church of Tallahassee. He was active in local politics and was a strong advocate for social justice and progressive environmental policies.

Al's colleagues and acquaintances will remember him as an energetic, gregarious, and faithful friend. He was a beloved father, husband, brother, and social activist. He is survived by his wife of 11 years, Donna Crowley of Sopchoppy, FL, his son Chris and wife Dawn of Chapel Hill, NC, and a sister Norma Barton of Bethpage, TN. His family asks that any contributions in his memory be made to Big Bend Hospice, 1723 Mahan Center Blvd., Tallahassee, FL, 32308, the United Church of Tallahassee, 1834 Mahan Dr., Tallahassee, FL 32308 or to a favorite charity.

Patricia Yancey Martin, Michael Arner, James D. Orcutt, all of Florida State University

**Douglas Yale Longshore  
(1949-2005)**

Douglas Yale Longshore, PhD, died on December 30, 2005, in the late evening, four months after a diagnosis of metastatic melanoma. He was Associate Director and Principal Investigator at UCLA Integrated Substance Abuse Programs (ISAP) and Adjunct Senior Behavioral Scientist at RAND. His research interests included: interventions for drug-using criminal offenders; motivation for drug abuse treatment and recovery; racial/ethnic and cultural factors in drug abuse treatment utilization and recovery; and HIV incidence and risk behavior trends among injection drug users. Doug disseminated the findings from his studies through presentations at both academic and policy-oriented conferences; his work has been widely published in scientific journals, including more than 100 peer-reviewed articles.

Doug's most recent research responsibility was for the evaluation of the Substance Abuse and Crime Prevention Act (SACPA) of 2000 (i.e., Proposition 36). He proposed a creative yet rigorous evaluation design that required the trust and cooperation of various stakeholders across the criminal justice, judicial, governmental, and treatment systems. The evaluation, which was largely completed by the time of his death, promises to yield cutting-edge findings on the effectiveness of this major change in criminal justice policy regarding drug treatment for offenders in lieu of incarceration. His work on this, and other research projects, was recently honored by a Proclamation issued by the Governor of California.

Doug was born in Bryan, TX, on June 7, 1949. He grew up in Houston, TX, and earned his BA from Rice University. He completed his PhD in Sociology at UCLA in 1981. During this time he worked for System Development Corporation in Santa Monica, where he specialized in studies regarding race relations issues, especially school desegregation. Subsequently, he moved to Washington, DC, where he worked for five years as a Social Science Analyst at the Program Evaluation and Methodology Division, U.S. General Accounting Office. Doug returned to Los Angeles in 1989 and began his career in substance abuse research when he joined

the research staff of the UCLA Drug Abuse Research Center (now UCLA Integrated Substance Abuse Programs). At the same time he became a consultant to the World Health Organization on AIDS and HIV issues.

Doug's participation in community affairs was reflected in his membership in, amongst others, the Board of Directors for Surviving in Recovery, a community program in South Central Los Angeles, with which he developed, implemented, and evaluated a successful Afrocentric treatment engagement intervention; the Advisory Panel for the National Antidrug Media Campaign; and the Board of Directors for the New Start Counseling Center in Santa Monica. He also participated for five years as a member of the Health Services Initial Review Group of the National Institute on Drug Abuse, which testifies to his stature in the field. He organized and directed the national Addiction Health Services Research conference that was held in Santa Monica in October 2005. He was a highly valued and esteemed colleague among his peers at UCLA and RAND, and nationally among addiction and criminology researchers. Doug is remembered by his co-workers particularly for his keen intelligence, wry sense of humor, quiet and plain spoken manner, sense of fairness and integrity, kindness and consideration of others, and wide-ranging interests in art, literature, music, and film.

Doug is survived by his parents, Barbara and Jim Longshore; two brothers, Larry and Clay; sister, Jenni; and five nieces and nephews.

The Douglas Yale Longshore Memorial Scholarship Fund for Drug Abuse Research has been established with the UCLA Foundation. This fund will support Pre- and Post-doctoral training for qualified individuals. Donations may be sent c/o Becky Beckham, ISAP, 1640 South Sepulveda Blvd., Suite 200, Los Angeles, CA 90025 (bbeckham@mednet.ucla.edu).

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## 2005 Student Travel Awards

### ASA seeks applications for travel to 2005 Annual Meeting

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

To apply for a student travel award, complete and submit four (4) copies of the application form no later than **May 1, 2006**. Decisions will be announced by June 15, 2006. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

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

The 2006 Student Travel Award Application is available on the ASA website's funding page at <[www.asanet.org](http://www.asanet.org)> or upon request. For more information, contact the ASA Executive Office via e-mail at [studentforum@asanet.org](mailto:studentforum@asanet.org), or by telephone at (202) 383-9005, ext. 330.

### On Sale in the ASA Online Bookstore

The online bookstore has a new section for sale items. These products are offered at substantial discounts for a limited time (with even deeper discounts for ASA members). Current sale items include Barbara Reskin's volume on *The Realities of Affirmative Action in Employment*, the seven volumes in the ASA Issue Series in Social Research and Social Policy, and previous editions of syllabi sets and other teaching materials. Different products will be offered throughout the year, so visit the Bookstore link on the ASA home page ([www.asanet.org](http://www.asanet.org)) regularly (click on "On Sale Now").



## New Member Benefit for 2006!

ASA and Sociometrics are pleased to announce a new collaboration to provide ASA members a discount on data available through Sociometrics.

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ASA members are able to review data archives in the **Social Science Electronic Data Library** that covers 350 leading studies in areas such as: teen sexuality and pregnancy, the family, social gerontology, disability, drug abuse, HIV/AIDS, human behavior, and child well-being. The data library is an authoritative source on social science data and documentation for researchers, educators, and students.

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