

Footnotes

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Exciting Plenaries and Sessions at the 101st ASA Annual Meeting

by Cynthia Fuchs Epstein,
ASA President

Supreme Court Justice Ruth Bader Ginsburg and American feminist Gloria Steinem—two leaders responsible for challenging boundaries in American society—are the lead plenary speakers at this year's American Sociological Association Annual Meeting in Montréal.

At the Friday, August 11, plenary on "Transgressing Sex Segregation: The Law, Social Science and Social Policy," Justice Ginsburg will speak on changes in the legal profession over the past 40 years. She was responsible for arguing many of the landmark cases that changed employment practices and other civil rights issues in her days as a law professor and the head of the Women's Rights Division of the Ameri-

can Civil Liberties Union. She will be joined by Deborah Rhode of the Stanford Law School, Director of the Keck Center on Legal Ethics and the Legal Profession, and a specialist on women's rights and ethics. Rhode was a counsel to the Judiciary Committee during President Bill Clinton's administration. Also on the plenary panel will be Judith Resnik, of Yale Law School, founder and director of the Arthur Limon Center on Public Interest Law. Resnik's current work focuses on the United States' "exceptionalism" with regard to human rights.

Among other special sessions focusing on human rights, Jeremy Waldron, of the Columbia University Law School and a world-renowned political philosopher, will speak at a special thematic session on torture.

Gender and Race Boundaries

On Monday, August 14, Gloria Steinem, the women's rights activist, founder of *Ms.* magazine, cofounder of the National Women's Political Caucus with Betty Friedan and Shirley Chisolm,

and author of many books, will address another plenary whose subject is "Transgressing Distinctions on Gender and Race." Also at the plenary, ASA's own Lawrence Bobo, Martin Luther King Jr. Centennial Professor and Director of the Center for Comparative Studies in Race and Ethnicity and Program in African and African American Studies at Stanford University, will focus on race issues and the political sphere.

Ethnic Boundaries

A number of very exciting thematic sessions are also on the program. They are too numerous to note here but a few are unusual, including a session focusing on how the law is instrumental in undercutting the boundaries of color and race. At this thematic session, noted lawyer Jack Greenberg,

who, with Thurgood Marshall, orchestrated *Brown vs. Board of Education* will speak with Laura Gomez, a scholar of Mexican-

American issues, and Rachel Moran, of Boalt Hall School of Law, University of California-Berkeley, who writes on interracial intimacy.


Following up on the ASA's objective to be responsive to immediate pressures emanating from disasters, Kai Erikson, Yale University, with Shirley Laska, University of New Orleans, has organized and will address "The Flooding of New Orleans: Views from Up Close," which will tackle the issues stemming from Hurricane Katrina and its aftermath. Also, in the session "Creating and Maintaining

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Ruth Bader Ginsburg

by Steve Petteway, Collection of the Supreme Court of the United States

 **Annual Meeting Issue**
See insert on Montréal Annual Meeting highlights!

Yu Xie Is Incoming Editor of Sociological Methodology

by Michael Hout,
University of California-Berkeley

Yu Xie, the Otis Dudley Duncan Professor of Sociology and Statistics at the University of Michigan-Ann Arbor, will succeed Ross Stolzenberg, University of Chicago, as editor of *Sociological Methodology (SM)* beginning with the 2007 issue of this annual journal. Members of ASA, especially members of the methodology section, thank Stolzenberg for his six years in service to the journal.



Yu Xie

Others will import perspectives from other disciplines. But all articles will aim to equip sociological researchers with the tools they need for their substantive work. *SM* has, from its founding, fostered the development, adaptation, and dissemination of methodological developments. Important papers on path analysis, latent variables, log-linear models, event-history analysis, multi-level methods, and causal inference have given *SM* a strong impact factor of 1.12 in 2004 for influence on the field. (Impact factor is calculated by dividing the total number of citations of a journal's articles in a specified

two-year range by the total number of articles published in that journal during that period.)

Xie hopes to continue *SM*'s tradition of high-impact articles during his stewardship of the journal. Of course, no editor can anticipate where his colleagues' ingenuity will take them next. And so he encourages researchers with articles on the full array of methodological topics to submit their work to *SM*.

About the Editor

Since 1999, Xie has directed Michigan's world-famous Quantitative Methodology Program at the Institute for

See *Xie*, page 4

Methodology Is Integral to Substance of Research

Xie believes that sociological methodology should not be separated from substantive concerns in sociological research and best sums up this perspective in his own words: "Sociology has much to offer both scholarly and wider audiences. We have not had the impact we can and should have, however, in part because we have sometimes allowed methodological, theoretical, or ideological differences to get in the way of doing what we do best: produce empirical knowledge about human societies." To that end, Xie promises a journal that is, above all, practical.

Xie's top priority is to publish articles that the entire sociological community can use. Some articles will bring researchers out to the cutting edge of causal inference or statistical methods.

Members Propose Resolution to Rename ASA Awards

Background

In 2005 two members submitted a proposal suggesting that ASA rename two existing ASA Awards. Specifically, they proposed renaming the "ASA Career of Distinguished Scholarship Award" the "W.E.B. DuBois Career of Distinguished Scholarship Award," and since the DuBois name already appears on an ASA award, they also proposed renaming the existing DuBois/Frazier/Johnson Award to the Cox/Frazier/Johnson Award.

Review by Committee on Awards

That proposal was forwarded to the ASA Committee on Awards (COA) for review and recommendation. COA debated the proposal at length in light of existing Council policy (immediately below), ultimately voting to reject the proposed name changes.

Existing Award Policy

For nearly three decades it has been ASA policy that awards should be identified by the reason for the award, not the name of a person. This policy is based upon the principle that many individuals who have been pivotal to the discipline and the Association over the years are worthy of recognition. For more than 25 years Council has consistently opposed using the ASA Awards program as the way to recognize and honor such figures. To some degree the more than 90 section awards have assumed that role; there are now many section awards that honor contemporary as well as historical figures important to sociology. Recent proposals for named ASA awards have been rejected, and awards that were previously named have been given descriptive titles, including the Pitirim A. Sorokin Award, now the ASA Distinguished Scholarly Publication Award, and the Samuel A. Stouffer Award, now the ASA Career of Distinguished Scholarship Award.

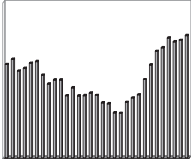
The Question Now Before the Voting Members

Following rejection by the COA, the two members collected signatures from the required 3 percent of the voting membership supporting their proposal and submitted it to ASA as a member initiated resolution. At the February 2006 meeting, members of the ASA Council considered the resolution. Council did not take a position on the proposed name change for these two awards, but referred the question to the membership along with an explanation of existing association policy regarding awards.

For more information on the issue of the proposed member resolution, see <www.asanet.org> and click on "Elections." See page 8 for background.

Watch for the ASA ballot in your mail. Return ballot by 5pm ET June 8, 2006.

In This Issue . . .



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Kenneth Land discussed the Child Well-being Index's latest results at a Brookings briefing.



4 What Is the Seventieth Anniversary Gift?
Ethelyn Davis has been a member longer than any other member.



5 Beyond the Ivory Tower
Kirshstein discusses her non-academic, challenging work in the applied and research setting.



6 Community-based Learning or Service Learning?
Whatever you call it, Beloit College has also faced the issues and has a few answers.



7 ASA and NSF Fund Sociology Projects
FAD grant supports six new projects on topics such as post-Katrina New Orleans and social capital.



8 A Rose by Any Other Name?
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The Executive Officer's Column

On the Importance of Being Engaged in ASA



Sally T. Hillsman

I am pleased to report that the state of the discipline of sociology is excellent and that the vitality of the Association as a membership organization and as the national voice of the discipline can be seen in all aspects of our activities. You, the members of ASA, are the vital force behind these achievements, as made evident by your roles in departments and universities, research and practice, the public sphere, and your engagement in the Association.

The excellent state of the discipline and Association

Bachelor's degrees in sociology have steadily increased over the last 20 years and the awarding of doctoral degrees has recovered well from the declines of the 1980s and early 1990s. Grant awards to sociology for scientific research have increased steadily and scholarly productivity is high. In the Association's centennial year, the National Science Board recognized for the first time a sociologist, Dalton Conley, as winner of the coveted Alan T. Waterman Award. ASA membership has continued to grow and will soon reach historically high levels. Section memberships have mushroomed as members have increased their activity in the Association. Submissions to ASA journals are up and their quality is high, and the website logged almost two million page hits in April alone.

The sociological energy at Annual Meetings

Annual Meetings in the last several years have had record attendance. Most important, session organizers for the 2006 Program Committee of President Cynthia Fuchs Epstein received a record number of paper submissions for the Montréal meeting. It will undoubtedly be another outstanding meeting of ASA members and sociologists from North America and across the globe.



You are needed

As always, however, there are clouds which we have reported often in *Footnotes* and in this column. As I write, the Chair of the Senate Science and Space Subcommittee of the Senate Commerce, Science and Transportation Committee (which has jurisdiction over the National Science Foundation [NSF] authorization), Senator Kay Bailey Hutchison (R-TX), suggested it might be time to remove the social, behavioral, and economic sciences from NSF. The hearing was, in the eyes of social science observers, "not a pretty sight." The sociology discipline thrives, however, and in the professional and public spheres, members of the Association and staff will confront this challenge together as we have confronted others.

The centrality of the Association

The Association represents a primary source of engagement in and support of the sociological profession. Its community provides each of us intellectual stimulation and validation, a source of professional identity, and a structure and system for achieving individual career and communal goals. ASA's functions are thus complementary to or an extension of our sociological workplaces. Within each of these domains leaders emerge who help us all achieve agreed-upon goals, both personal and organizational.

The importance of your participation

Nearly 1,000 ASA members hold volunteer leader positions within the governance and journal publication infrastructure of the Association. These include, among others, Council, editorial boards, award selection committees, annual meeting program committees, as well as ASA section councils and committees. This is a high number of volunteers and they are the ones who make the Association work. Some positions require only a few hours of work each year, while others require many. But none of this work is just "free labor" for the Association; rather it is engagement in the mission of the sociological community, and it makes a great deal of difference to the profession, the discipline, and the members.

It makes a real-world impact

Members volunteer to make decisions about who will become an ASA Minority Fellow from the many applications the program receives. Members decide who will receive Student Travel Grants to the annual meetings, and to the International Sociological Association. Volunteers review and read dozens of dissertations nominated for the Association's dissertation award, read the many books nominated for the annual book award, and decide all the major professional honors awarded by the ASA. Members volunteer huge amounts of time to review submissions to the ASA journals, determining the journals' scholarly content. Members volunteer to develop the Association's teaching materials and work on committees that produce important reports for the discipline. These professional rewards and intellectual materials matter to a great many sociologists, to the strength of the discipline, and to the standing of your Association.

ASA sections are at the heart of the on-going intellectual exchange within the Association. Members provide contact with the sections' many peer networks. Motivated volunteers keep these communities active and productive year round and more are needed to fulfill the many opportunities for engagement in ASA's 44 sections. The sections are a major venue for developing our association's student leaders.

Putting your name forward

The ASA is an association of, by, and for its members, so it is imperative that members be involved. Everyone suffers from a severe shortage of time, but your peers appreciate, recognize, and applaud those who give of their time to lead within the ASA. Members who serve on nominations bodies encourage other members to put themselves forward as someone willing to serve by running for office, and they encourage sections to bring new names forward. This outreach helps nominating committees get new

Child Well-being Index Results Reveal Education Levels Still at Standstill

At a briefing at the Brookings Institution on March 28, Kenneth Land, Professor of Demographic Studies and Sociology at Duke University, presented an overview of the latest findings from the Child Well-being Index (CWI), of which he is also the author. The CWI, which collects data on seven areas of child well-being (e.g., health, education, spirituality), is based on 30 years of data collected from a variety of national surveys.



Kenneth Land [left] (Duke University) and Ray Simon [not pictured] (U.S. Department of Education Deputy Secretary) fielded questions on education and the latest findings from the Child Well-being Index from the Brookings audience. Ray Suarez [right] (Senior Correspondent, NewsHour with Jim Lehrer, National Public Radio) moderated.

According to the CWI, while overall child well-being declined in the 1980s and improved in mid-1990s, the education domain (measured by the National Assessment of Education Progress) has been relatively flat despite multi-level reforms. Land presented the results of the study, including demographics on race, ethnicity, gender, and parental background, at the "Measuring Child Well-being: The Education Flatline?" briefing, which was sponsored by the Brookings Center on Children and Families, the Foundation for Child Development, and Duke University. For more information on the CWI, see the Foundation for Child Development website at <www.ffcd.org/CWBIndex2006.html>.

Call for Nominations for ASA Offices

The ASA Committee on Nominations, elected by the membership, prepares the slates of nominees for ASA offices. The Committee will undertake its work at the 2006 Annual Meeting (August 11–14). Members are encouraged to submit nominations of candidates they think would lead the Association effectively. In making a nomination, submit a page of narrative supporting your nomination. Officers must be full members of the Association (not associate members) at the time they run for office.

The Committee on Nominations makes every effort to tap into the vitality of the organization that flows from the diversity of our membership. Send nominations via e-mail to governance@asanet.org or by regular mail to American Sociological Association, ATTN: Governance Office, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. All submissions must be received no later than August 1, 2006.

Teaching Materials to Go Online

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

The ASA Teaching Resources Center has been a source of ideas, models, and best practices for beginning and seasoned sociology faculty and graduate students since it began in 1975. Now some of those materials, slowly but surely, will be available in electronic format.

As a first step in this experiment, ASA has posted *Introductory Sociology* for sale as a web document in the ASA bookstore (visit <www.asanet.org> and click on "Bookstore"; then click on "Syllabi Sets"). Those who wish to purchase the document and print some or all of it will receive an email link to a PDF version of the document. They will be allowed 30 days of access to do so. As a way to gauge members' interest in such "e-books," we will be comparing rates of sales of the electronic versus the print copies of this book.

If there is some positive response to the electronic versions of ASA teaching-related books, we will continue to put up additional selections and will probably post "e-versions" of all the new products that will debut at the 2006 ASA Annual Meeting.

The e-versions not only allow quicker, easier, and cheaper access to materials, but purchasers will be able to sort and select the sections of the documents most pertinent to their needs. This could include selections such as syllabi for comparable sociology programs; course exercises that involve service learning; a film guide; and courses for which a textbook already has been selected.

From the ASA point of view, we can offer more products without worrying about having unsold stock on hand; we can change documents to update them (or even correct them) more quickly; and we can help fulfill the desperate last-minute requests from members assigned to teach a new course on very short notice!

We welcome your comments about the e-distribution of teaching materials; contact us at apap@asanet.org.

PUBLIC AFFAIRS UPDATE

✓ *Heard in DC . . . molecular/cellular Nobel laureate touts importance of "social factors" in understanding learning and memory . . .* At a recent Dana Foundation-hosted conversation between former *New York Times* columnist William Safire (Dana Chairman) and renowned neuroscientist and Nobel Prize winner Eric Kandel about Kandel's research and publications on basic cellular, genetic, and molecular mechanisms underlying animal learning and memory, Kandel asserted the importance of social context and factors in the learning process. Before a large audience of national science policy-makers, leaders, and students, as well as the general public, Safire asked a self-admitted "trick question" about the abilities of women (relative to men) in science and math. Kandel, a molecular/cellular biologist, did not miss a beat and elaborated on the importance of "social context" and "social factors" in determining gender differences. It was reassuring, from a social science perspective, to hear a biological scientist acknowledge that the social world is a critical subject of scientific scrutiny. A webcast is available at <www.dana.org/broadcasts/webcasts/#032206>.

✓ *Investments in education and training of U.S. Hispanic population would benefit nation . . .* Education and training are economic linchpins that will give the nation's Hispanic workers and their children important tools to contribute to and share in U.S. prosperity, says a report from the National Academies' National Research Council. The report, *Multiple Origins, Uncertain Destinies: Hispanics and the American Future*, examines the Hispanic experience in the United States and was prepared by the Division of Behavioral and Social Sciences and Education's Committee on Population, chaired by Marta Tienda, Professor in Demographic Studies and Professor of Sociology and Public Affairs at Princeton University. The report shows that targeted investments in these areas would benefit not only Hispanics, but also the country as a whole by enhancing U.S. productivity as baby boomers retire. The committee's study, which covered economic, health, education, and other aspects of Hispanics' lives, found that, like many other immigrants in U.S. history, Hispanics have adapted to their new environments. Hispanics are not monolithic; they vary in national origin, immigrant and legal status, skin color, socioeconomic background, language use, and political views. The nearly 500-page report is available from the National Academies Press; (202) 334-3313 or 800-624-6242 or online at <www.nap.edu>.

✓ *New census report highlights dramatic changes in U.S. aging, focusing on baby boomer impact . . .* According to a new U.S. Census report, commissioned by the National Institute on Aging (NIA), today's older Americans are very different from their predecessors, living longer, having lower rates of disability, achieving higher levels of education and less often living in poverty. The baby boomers, the first of whom celebrate their 60th birthdays in 2006, promise to redefine further what it means to grow old in America. The report, *65+ in the United States: 2005*, was prepared for NIA to provide a picture of the health and socioeconomic status of the aging population at a critical time in the maturing of the United States. It highlights striking shifts in aging on a population scale and also describes changes at the local to family levels, examining, for example, important changes in family structure as a result of divorce. The report covers a wide range of topics and timelines, pulling data from previous censuses, nationally representative surveys, and recent population projections. In addition to data compiled by federal agencies (i.e., the National Center for Health Statistics and the U.S. Department of Housing and Urban Development), the report includes statistics from the Current Population Survey; American Housing Survey; National Health Interview Survey; National Health and Nutrition Examination Survey; Survey of Income and Program Participation; and the Health and Retirement Study. Access the report at <www.census.gov>.

✓ *New research organization to focus on causal factors in education effectiveness . . .* A new organization has been established to help support a growing community of researchers committed to educational practice. The Society for Research on Educational Effectiveness (SREE), led by an advisory board of researchers, is a specialized organization within the broader field of education research. SREE will provide a forum for investigators who are concerned with cause-and-effect relations important for education. The mission of SREE is to advance and disseminate research on the causal effects of education interventions, practices, programs, and policies. The Society aims to: (1) increase the capacity to design and conduct investigations that have a strong base for causal inference, (2) bring together people investigating cause-and-effect relations in education, and (3) promote the understanding and use of scientific evidence to improve education decisions and outcomes. SREE will draw its membership from researchers, institutions, corporations, and various organizations interested in advancing research-based solutions to pressing problems found in classrooms, schools, school districts, and school systems. Through focused activities and organized events, the Society will provide an opportunity for investigators to share findings and exchange ideas about the latest discoveries and methodological innovations important for the study of cause-and-effect relations found in educational settings. For more information, visit <www.sree-net.org>.

Who's Been an ASA Member for 70 Years?

Ethelyn Davis celebrates a membership milestone

by Craig Schaar,
ASA Membership Department

Ethelyn C. Davis was a graduate sociology student at Southern Methodist University when she joined the ASA. (But in that year, 1936, what she joined was the "American Sociological Society," which did not change its name to ASA until 1959; but the editor sheepishly refuses to use the former acronym in this article.) The year she joined was the same year that the American Sociological Society published its first issue of the *American Sociological Review* journal. And, Davis has been a loyal member of the association ever since.

When she joined, Davis was looking to connect with the handful of people who were sociology majors at the time.

During the same year that she joined the association, she recalls her professor driving his students to the American Sociological Society meeting in Chicago. "The organization was small enough to include field trips to give us a view of various parts of Chicago," said Davis in a recent interview with *Footnotes*.

Finding academic positions was particularly challenging for female graduates.... "When I applied, there were two applicants for the position. I was told years later that I was not chosen because of my gender." She received a \$40 per month scholarship instead.

Academic positions for sociologists were sparse for recent graduates during the 1930s. So, Davis had to teach in public school for four years before she could earn her doctorate degree at the University of Missouri. The Great Depression during the 1930s was certainly one factor for the tight job market for sociologists.

Finding academic positions was particularly challenging for female graduates. The social science disciplines were comprised of mostly male faculty and teaching assistants. Davis recalls this

problem when she applied for a teaching assistant position at the University of Missouri. "When I applied, there were two applicants for the position. I was told years later that I was not chosen because of my gender." She received a \$40 per month scholarship instead.

Davis joined the faculty at the Texas Women's University (TWU) in 1942. Located in the Dallas-Forth Worth area, Texas Women's University is the country's largest educational institution primarily for women. Davis taught sociology there for 37 years until her retirement in 1979. The last 26 of those years, she served as the Chair of the Department of Sociology and Social Work.

In recognition for her dedication and service to the University, Davis was awarded the inaugural Cornaro Award in 1978, the highest honor for teaching and commitment to scholarship by the



Ethelyn Davis

university. Davis's colleague, Elinor Johansen recalled, "we invited the Dean of Arts and Sciences to our department to celebrate with us—in large part as protection for us as we were pouring champagne when the TWU campus was dry." The University also offers a scholarship in honor of Ethelyn Davis for full-time graduate students obtaining a master's or a doctoral degree in sociology.

Davis has noticed that sociology has received more recognition in the last 70 years. "Sociology has become better understood by persons outside the field," said Davis. "When I was asked about my field and I said 'sociology,' I would get a blank stare from people." Times have changed for the sociology discipline.

At 91 years of age, Davis remains active by doing community volunteer work. □

Xie, from page 1

Social Research. He chaired the methodology section of ASA from 2001–03 and served on the *SM* editorial board (1994–97), the *Sociological Methods and Research* editorial board (1989–present), and the *Sociology of Education* editorial board (2003–06). He was deputy editor of the *American Sociological Review* (1996–2000) and associate editor of the *Journal of the American Statistical Association* (1999–2001). Altogether, Xie has nearly 30 years of editorial board experience.

A native of China, Xie earned a bachelor's degree in engineering from Shanghai University of Technology in

1982. He earned master's degrees in sociology and the history of science from the University of Wisconsin-Madison in 1984, and his doctorate from Wisconsin in 1989. He became an assistant professor of sociology at the University of Michigan in 1989, earned tenure there in 1994, was promoted to full professor in 1996, was honored with named professorships

Xie made headlines in 2005 when his book *Women in Science*, co-authored with Kimberlee Schauman..., was widely cited as a counter-balance to Harvard President Lawrence Summer's speculations on why men outnumber women in science.

in 1996 and 1999, and became the Otis Dudley Duncan professor in 2004. He was also elected a Fellow of the American Academy of Arts and Sciences in 2004 and an Academician of Academia Sinica that same year.

Xie's main areas of research interest are social stratification, demography, statistical methods, Chinese studies, and sociology of science. His interests in sociological methodology are wide-ranging, and they are all integrated with his substantive research. His best known methodological work is his log-multiplicative model (published in *ASR* in 1992), also called the "unidiff" model, that allows researchers to compare two-way relative odds across the categories of additional variables. His 2000 book *Statistical Methods for Categorical Data Analysis* (co-authored with sociologist Daniel A. Powers) has become the standard textbook in many top graduate programs.

Taking on the Gender Gap

Xie made headlines in 2005 when his book *Women in Science*, co-authored with Kimberlee Schauman (Harvard University Press, 2004), was widely cited as a counter-balance to Harvard President Lawrence Summer's speculations on why men outnumber women in science. Their myth-busting research shows that (1) women are not ill-prepared by inferior math training in high school (the gender gap in standardized tests is small and declining), (2) many women earn science and engineering degrees after starting in a different major, (3) marriage does not limit women scientists' geographical mobility, (4) the gender gap in scientific productivity is rapidly closing, and (5) the residual difference between men and women can be attributed to men's resource advantage and the rapid improvement

of women's productivity to the equally rapid decline of that resource advantage. Mothers and immigrant women, however, remain seriously disadvantaged in American science.

I met Yu Xie when he was a graduate student. He sent me detailed comments on the book I was working on at the time. We have become close friends and valued colleagues since then, sharing manuscripts and opinions many times over the years. Xie's insights and comments have been making my work better throughout our nearly 20 years of friendship, and authors who submit to *SM* can expect its new editor to help them improve their work, too.

ASA Meeting, from page 1

Ethnic Boundaries," Erikson will address, with Immanuel Wallerstein of Yale University, ethnic boundaries and their role in tumultuous contemporary problems.

Labor Boundaries

Further, two sessions were organized to focus on the future of the U.S. labor movement. One is by Daniel Cornfield, Vanderbilt University, on globalizing capital and globalizing labor. The second session is being organized by Ruth Milkman, University of California-Los Angeles, and Dan Clawson, University of Massachusetts-Amherst, to examine the timely issue of low-wage workers. And, the *New York Times* economics writer, Louis Uchitelle, will speak about his new book, *The Disposable American*, at a session cosponsored by the ASA Section on Organizations, Occupations, and Work.

Sexuality Boundaries

Dr. Ruth Westheimer, whose radio and television advice on sexual behavior changed a boundary between the

acceptable and unacceptable topics to be discussed on the airwaves, will speak at a thematic panel on changing sexual mores. "Dr. Ruth," holds a degree in sociology and is the author of a number of books that locate sexual behavior within social contexts.

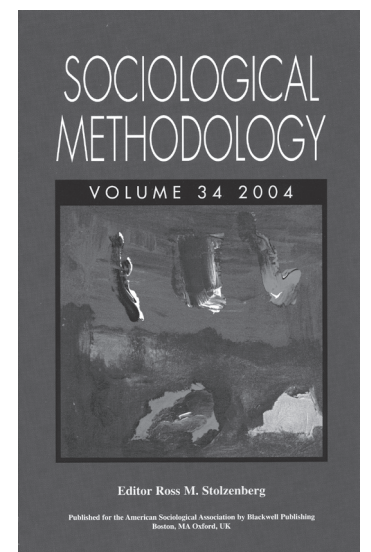


Gloria Steinem

Unlike academics, a number of guests we invited to the meetings cannot make commitments to the ASA yet, but the Program Committee hopes to have some other interesting speakers on the program, among them the Governor General of Canada, Her Excellency Michaëlle Jean, and Pierre Sané, Assistant Director-General for Social and Human Sciences of UNESCO.

Discoveries at the Boundaries

Thus, although focusing on "Great Divides," we look forward to productively "Transgressing Boundaries" and examining the social problems this topic suggests. We thus look forward to a very thoughtful, inspiring, and connected meeting for the Association. □



Contact Xie (at smeditor@umich.edu) with your ideas for papers. Starting July 1, 2006, new manuscripts for *SM* should be sent to Yu Xie at Institute for Social Research, Room 2074, University of Michigan, 426 Thompson, Box 1248, Ann Arbor, MI 48106-1248 or electronically to smeditor@umich.edu. □

Need hotel reservations for the ASA Annual Meeting?

Visit www.asanet.org to make your reservations online today!



Beyond the Ivory Tower

Sociologists Working in Applied and Research Settings...

Profile of Rita Kirshstein

by Stacey Merola,
American Institutes for Research

Like many sociologists, Rita Kirshstein works outside of the professorate and believes that though her job differs in many aspects from that of a professor, they are not the aspects that many people expect. "I still teach and do research, but the teaching doesn't occur in a classroom—and I don't have to deal with department politics."

Kirshstein, a Managing Research Scientist at the American Institutes for Research (AIR), has worked at AIR for 19 years. Over that time, she has taught many research assistants and new PhDs how to do research in an applied setting. Some of these research assistants have themselves gone on to sociology graduate programs and to successful academic careers. She said that, "nonacademic environments are teaching grounds. In this environment, a number of former research assistants have been turned on to sociology."

Kirshstein did not come to AIR straight from graduate school. After graduate school she obtained an academic job that she held for four years. The university she worked at had not been coed for that long and at the time there were not many women faculty. While for her those were very difficult years, they also gave her a sense of what she wanted in a job. "I recognized early on that I liked teaching and research, but I didn't like the politics."

She met her husband during her time as an assistant professor and together

they faced the challenge of trying to find jobs in the same geographic area. They moved to Buffalo, NY, where she worked in the research and evaluation department of a state mental hospital and had an adjunct teaching appointment. While in Buffalo, they decided that they did not want to have to move every time each one of them wanted to change jobs, so they targeted either Washington, DC, or Chicago for their next move.

After they moved to the Washington, DC area, Kirshstein worked part-time for the Montgomery County Public School system, and then came to Pelavin Associates, which later merged with the American Institutes for Research. In addition to her duties at AIR, Kirshstein is a member of the board of trustees of the University of the District of Columbia and is on the board of the Foxfire Fund, a non-profit educational and cultural program located in the Appalachian Mountains of Rabun County, Georgia. Over the years, she has also served on other county commissions including a Commission for Women, which she chaired, and a Child Care Commission.

Kirshstein says she is troubled by the bias against nonacademic jobs that exist within academe. "When I talk to PhDs in sociology, they still feel that getting a nonacademic job is a failure. It's crimi-

nal to make people think that if they are not academics, they are failures." She feels that the profession could benefit from a bridge between the academic and nonacademic realms, particularly since "academic positions are so tight right now." She said that recently, even after her many successes; she encountered this bias at a party. She was introduced to a new acquaintance with the qualifier, "She works for a consulting firm, but she does good work." Kirshstein feels that one way to change attitudes would be to have nonacademics work in an academic setting full-time for a year, with their salaries funded through grants.

In addition to fostering a more positive attitude towards non-academic jobs, having a nonacademic sociologist as part of a department for a year could provide graduate students with practical guidance and realistic expectations towards nonacademic careers. Kirshstein indicated that a lot of the skills she uses can only be learned on the job, such as interacting with clients. However, graduate schools could help students learn how to write for a nonacademic context.

Graduate students can also gain a realistic view of what nonacademic jobs are like on a daily basis. Kirshstein said that as with any job, there are specific

demands involved with working at a place like AIR. She feels that she has to revise the reports that she writes more than she would have to as an academic, and that timeliness is more important in this world than in academia. On a day-to-day basis people are often doing things radically different than what they were trained in, no matter what the field. Tasks are also more differentiated between staff of various levels because the budget is driving the work.

She feels that one of the more positive aspects of her work is that what she does feeds directly into policy and tends to be more "grounded." "We are trying to see what works and what doesn't work, as opposed to testing a theory," said Kirshstein. "Our work is grounded more in research questions than in theory. We tend to start off with a research question and that drives the process."

Additionally, she feels that the environment she works in is more collaborative than competitive. "I feel comfortable sharing ideas with colleagues, even if they aren't polished. I also get ideas from other people. We're all working towards the same goal." Many of the people she works with are not sociologists and bring different approaches and worldviews to the projects they work on together. "I like working with people with different training from mine. I feel like I learn from them."

Rita Kirshstein has no regrets about her career choices: "I've been very happy here and have had many opportunities I would not have had otherwise, and I don't have to deal with academic politics. All jobs are crazy; you just have to pick the craziness you can live with." □



Rita Kirshstein

Six New Projects Are Sponsored by the Community Action Research Initiative

The American Sociological Association's Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2006 Community Action Research Initiative (CARI) awards. This small grants program encourages and supports sociologists to bring social science knowledge, methods, and expertise to address community-identified issues and concerns. Each applicant described a proposed project for *pro bono* work with a community organization or local public interest group, the group's request for collaboration, and the intended outcomes. CARI provides up to \$2,500 for each project to cover direct costs associated with doing community action research. The six 2006 proposals selected are listed below.

Rebecca Bach, Duke University, will work with **Kim Dixon**, director of **Durham Crisis Response Center (DCRC)**, to collect data on issues of motherhood among battered women. They will conduct in-depth interviews of women with children. They will use the data collection to provide the most effective safe and supportive environment for battered women and to assist them in their transition to independent living. With a better understanding of the women the center serves, the staff can provide more tailored information, resources, and counseling to provide a successful transition.

Gianpaolo Baiocchi, University of Massachusetts-Amherst, was awarded

funds to work with one of the most active human rights organizations in the city of Salvador in Brazil, **AGANJU**. His "Engenho Velho Project" will develop and implement community-based human-rights monitoring in a predominantly Afro-Brazilian neighborhood in Salvador. With five students from the neighborhood, his research will involve community mapping through interviews with the community and focused discussion groups with identified stakeholders. He intends to produce a publication for human rights education in the neighborhood.

Rosann Bar and **Yang Kai**, both of Caldwell College, will use their CARI funds to create a workable database for

and to conduct a formative evaluation of the **Conversations on Race (COR)**, a community-based organization that deals with race relations, to assist with its work. The research intends to understand the social policy impact of the COR program on individual participants and on the community of Montclair, NJ. In order to do this project, the researchers will develop a workable database, which will provide inside and outside individuals accurate information on the membership. COR will benefit from more effective management for program leadership.

Heather M. Fitz Gibbon and **Anne M. Nurse**, both from the College of Wooster, received support for their project, "Summer Evaluation Research Program." This program will partner with the **United Way** to evaluate the effectiveness of their activities and to build the evaluation skills of sociology undergraduates at the **College of Wooster**. With the researchers at the center, the undergraduates will help the United Way and other future agencies identify their goals and develop ways to assess how well they are meeting those goals.

Jeffrey Gingrich, Cabrini College, will work in partnership with the **Hospitality Center of Norristown**, a homeless day shelter, to address issues of prisoner re-entry on Montgomery County, PA,

particularly in relation to the homeless and the organizations that serve them. The project is a college-community collaborative. The approach is to provide a needs assessment evaluation regarding housing and personal needs of prisoner re-entry. The College and the Hospitality Center will perform this assessment and host meetings between social service providers in the community in order to develop new programming strategies.

Karen Werner, Goddard College, will work with **Julie Graham**, University of Massachusetts-Amherst, and **Natalie Shafiroff**, to do participatory research with three community enterprises—market-oriented projects whose focus is community well-being—in the Pioneer Valley of Massachusetts. They will produce case studies of three local enterprises in order to provide them with their own self-assessments, help them learn from each other, and make their knowledge available to other groups and policymakers in the Valley. The community groups are: **Community Involved in Sustaining Agriculture**, **Anti-Displacement Project**, and **River Valley Market**.

The deadline for applications for the 2007 CARI award is February 1, 2007. Additional information is on the ASA Funding webpage at <www.asanet.org>. □

Time Travelers: The Commute Between Campus and Community

Efforts to connect higher education classrooms with the real world are increasingly popular

by Carol Wickersham, Charles Westerberg,
and Kate Linnenberg, Beloit College

It's the academic year 2005/06, and we are about to join the intrepid student time travelers from Campus X as they set forth on a quest to unknown worlds. Venturing far from home where time is measured in predictable credit hours and semesters, they are embarking on a valuable adventure. Their destinations are varied, and so we must resynchronize our watches to time measured in fiscal quarters or growing seasons, the length of a hospital stay or a third grader's recess.

Who are these academic "space cadets"? They are the thousands of college and university students who participate in academically brokered, community-based learning. Across the country these programs are mushrooming under various monikers (e.g., service-learning, community-based research, co-operative learning, field placement). What they have in common is a desire to connect academic reflection with the "real" world outside the classroom—what we in the sociology department at Beloit College call "hands-on, heads-engaged" learning. Still, even the most eager and capable will inevitably suffer a shock as they transition from one world to the other, from one version of time to another.

Real-World Example

One of Beloit College's programs, a not atypical example of community-based learning, places students at 17 very different sites throughout the community: businesses, schools, social service agencies, farms, clinics, government agencies. The students work with a wide range of groups of people including young children and bankers; diabetic patients and organic farmers; and officials at city hall and recent immigrants. Varied as these population groupings and their respective institutions are, they share similarities with each other and common temporal differences with the Beloit campus.

Academic time is chopped into quanta—credit hours, semesters, academic units. Of course, an advantage of the artificial construct of campus-time is that it is easier to do "assessment"—a favorite activity of those who dwell in academia. Grades, which seem so meaningful in the academic time frame, often make no earthly sense in community contexts. This may be why it is so

difficult for those engaged in community-based education to determine how many hours should be required to get an "A." Progress can be tough to measure. Different units may be necessary in each context—profits are up, blood sugar levels are down, voter turnout is good, an autistic child makes eye contact for the first time. Learning how to define and evaluate success in each different space-time context may be one of the

most important and transferable lessons our student time travelers will learn.

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Brokering the Transition

So how do our students get up to speed? Faculty and staff who deploy and teach these adventurers play an important role in negotiating

community-based learning experiences. We operate as the clutch in the time machine, enabling these two worlds, spinning at different speeds, to interface smoothly. We relay to the farmer or the banker the schedule for the semester, highlighting the fact that the students will be gone for a week in the middle of the term for spring break. We encourage

the students to have explicit conversations with their mentors about the ebb and flow of their semester: the mid-term crunch and the flexibility of the week that follows. Faculty serve as brokers of the relationship helping to communicate the differences in time and schedule.

Students need to be prepped for the transitions, lest they come away cynical or confused, rather than enlightened. Buck Rogers may need us to slow him down, so that he listens for a long time before he speaks. Students need our help to connect the texts of their community sites with their academic texts, and to find language to transport their truths between worlds. They need our help to recognize that differences in the way time is construed create differences in meaning.

Transparent Learning

In all of this we need to acknowledge that we as faculty are often not much more than novices ourselves. Time travel is not just a skill for students to master; professors may also need to adjust their assumptions. Consider the difference in the manifestation of time for a tenured professor and that for almost any employee in any other context. This difference cannot be overestimated. Tenure can freeze time, allowing complacent faculty members to teach the same class with the same texts and same tests for 30 years. Those who must prove their relevance in a fast-paced world are not allowed to remain static. On the other hand, tenure may have the opposite effect, as professors launch into hyperspace, taking creative risks unimaginable to those who must yearly justify their existence to bosses, stockholders, or funding agencies. Awareness of such differences can make us more competent travelers, as we guide our students. If we are willing to make our own learning transparent, we can help students understand that time travel requires lifelong learning. There are always strange new worlds to explore.

What, exactly, can students learn in the community that they cannot learn in the classroom? One important lesson is how to negotiate a graceful transition between worlds, anticipating when to brake and when to accelerate. This requires the ability to think outside of one's own reference frame—a fundamental skill as students prepare to boldly go where no student has gone before. Another crucial lesson emphasizes the value of experience, as they get in the habit of testing book-learned theory against experience in the real world; they will, we hope, return to rewrite the books, linking real-world time with academic theory.

Yet the most important lesson of time travel may be in finding one's own stride. By learning to recognize the discrepancies in time between individual and cultural contexts, students gain the confidence they need to take control of their own explorations. They learn to adjust their pacing as smoothly as if stepping from a moving walkway and into their futures. In this way the journey of a thousand light years can begin with just a single step—off campus. □

Carol Wickersham, Charles Westerberg, and Kate Linnenberg are sociology faculty at Beloit College in Beloit, WI. Wickersham can be reached at wickersh@beloit.edu.

O'Donnell Honored with Lynton Award

Sociology professor builds community through model teaching approach and alliance building

Hartwick College Professor of Sociology and ASA member Katherine O'Donnell has been named one of three recipients of the 2006 Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach, given annually by the New England Resource Center for Higher Education at the University of Massachusetts-Boston's Graduate College of Education.

The Lynton Award recognizes outstanding college professors who connect their professional expertise and scholarship to community outreach by integrating socially responsive teaching, research, and community service. Unlike traditional service-learning awards that focus on the link between teaching and service, the Lynton Award emphasizes applied scholarly activity more broadly. Over the past eight years, more than 500 faculty members have been nominated for this prestigious award.

Building Community

O'Donnell's commitment to building community transcends three decades and two countries. Her efforts have resulted in the development of a multitude of courses, community-based learning experiences and research, alliances with community partners, and inspired, actively engaged students. Among the early outcomes of O'Donnell's efforts was the establishment of a Women's Center on the Hartwick College campus in the early 1980s and the formation of Hartwick's Women's Studies Program in 1985 as well as a chapter of the National

Organization for Women in the Oneonta, NY, community in 1981. Early on, she also focused her efforts on women in rural poverty and worked with The Migrant Tutorial Outreach Program with area dairy farm worker families.

O'Donnell's pedagogical model is demonstrated in her work with Project REACH and Planned Parenthood in the late 1990s. This project linked 13 community partners, including a rural high school, a boys' and girls' club, and three colleges and health organizations in a comprehensive vocational, educational, health, and counseling empowerment program for rural teens in grades 9–12. The project provided the opportunity for extensive student-faculty collaborative research. O'Donnell trained a total of 21 Hartwick student researchers and mentors over the course of the project, supported by several Faculty Research Grants, funded by the Hartwick College Board of Trustees.

Community Alliance

In 1996, O'Donnell founded OCAV (Oneonta Community Alliance for Youth) with Oneonta-area parents and teens. OCAV created a coalition of municipal, town, foundation, private, business, Job Corps, parent, and teen partners to fund and build a municipal skate park. A true "grassroots" organization, OCAV has been lobbying for several years to create a local, municipal teen center and café for teen music and arts events and an after-school program for teens. Teen leaders have been at the

forefront of lobbying and organizing as well as performing at the scores of OCAV events, including coffeehouses, Battles of the Bands, and SUMMERFEST. Hartwick students have provided research support to OCAV as well as assisting in developing grant proposals.

In the late 1990s, O'Donnell replicated her integrative pedagogical model to an international level in Chiapas, Mexico. Over a period of years, she has taken students to Chiapas as part of a Hartwick off-campus course to engage in social change through various grassroots projects, including developing fundraising and service programs to assist schools and clinics, building a natural dye production facility in the mountains of Chiapas, and creating an organic garden at the leadership and training center in San Cristobal, Chiapas, Mexico. Her economic solidarity work with Jolom Mayaetik, a Mayan women's weaving cooperative of 320 workers, has resulted in year-round, fair trade and human rights popular education workshops, university lectures, exhibitions, and solidarity marketing across the United States. In addition, O'Donnell has published numerous articles based on her north-south solidarity in Chiapas, and her book manuscript, *Weaving Transnational Solidarity*, is currently under review at Left Coast Press.

O'Donnell has been on the Hartwick faculty since 1980 and is active in the ASA, particularly the Section on Teaching and Learning and the Department Resources Group. □

Discuss this article in the ASA Member Forum by visiting the Member-Only page on the ASA website at www.asanet.org.

New ASA-NSF Grantees

ASA selects awardees to help advance the discipline

The American Sociological Association (ASA) is pleased to announce six new grants from the December 2005 review cycle of ASA's Fund for the Advancement of the Discipline (FAD), a competitive small grants program funded by ASA and by a grant from the National Science Foundation (NSF) and administered by the ASA. These awards provide seed money to PhD scholars for innovative research projects and for scientific conferences that advance the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects, which are commencing in 2006.

Emily Barman, Boston University, received \$5,000, for "**Doing Good: Accounting for Measurement in the Nonprofit Sector.**" This study seeks to explain the trend toward the use of outcome measures by non-profit organizations by testing alternative explanations for this form of assessment. According to the PI, organizations in the nonprofit sector increasingly are being asked to demonstrate their effectiveness. Unlike market-based firms, nonprofits cannot be judged according to the criteria of efficiency or cost, nonetheless they must show that they are "doing good" by measuring their programs' results. The PI will approach outcome-measurement as a social process and will use primary research as well as data files in the University of Minnesota's Social Welfare Archives to examine measurement efforts in charitable organizations in Boston. The PI hopes to contribute to the sociology of measurement by investigating the nonprofit sector along with testing theories of measurement. As a result of this effort, the PI hopes to learn how and why nonprofits come to employ standards of measurement to assert competency.

Katherine M. Donato, Rice University, **Carl L. Blankston III**, Tulane University, **Audrey Singer**, the Brookings Institution, and **Nicole Trujillo-Pagan**, Brooklyn College, received \$7,000 for "**Employers and Workers in Post-Katrina New Orleans: The Process of Early Immigrant Incorporation.**" The purpose of this study is to investigate the early incorporation of Spanish-speaking immigrants into the post-Katrina New Orleans workforce, and why employers turn to immigrants to fill their labor needs. The PIs will interview employers as well as immigrants to understand employers' views of immigrant labor in New Orleans, LA, in the aftermath of Hurricane Katrina. According to the PIs, although Louisiana has not been a common destination area for U.S. immigrants in the past, after 1990 many Spanish-speaking migrants began working in construction, ship-building, and fabrication yards in southern port cities in the state. Very soon after the hurricane, newspapers reported that Spanish-speaking, foreign-born laborers were arriving in large numbers, possibly enticed by the promise of better earning in U.S. construction, an industry that was temporarily protected from sanctions if employers were discovered to be using unauthorized workers. The study should shed light on employers' preferences for Latino immigrants, the migration paths of immigrants, the process of incorporation and possible settlement, longer-term displacement of the African Americans in the labor force, and the reception of immigrant Latinos.

Julian Go, Boston University, received \$5,000 for "**The Dynamics of Empire: The United States and Great Britain in the 19th and 20th Centuries.**" According to the PI, the idea of an "American

Empire" has proliferated in the popular press in recent years, but sociological research has not examined the U.S. empire, compared it to other empires, or generated theories of imperial states and dynamics. To begin to generate such theories, the PI will contrast the dynamics of the United States Empire with its predecessor the British Empire. He will compare them by creating a database of imperial practices (largely of military interventions) during these the 19th and 20th centuries, and, he will use the time series data to explain historical patterns of imperial practices, such as the number of military interventions per year. As a result of analyzing this database, and setting the results within the political economic context of the period, the PI will try to develop a general theory of imperial dynamics. This theory can serve as a precedent for future sociological work on empires and the U.S. imperial state.

Alexes Harris and Barbara Reskin, University of Washington, received \$7,000 for "**Payday Lending and Economic Inequality.**" According to the PIs, the number of low-wage workers with low job security is growing, leading more people to be economically insecure. At the same time, deregulation of credit markets has led to the institutionalization of new forms of predatory credit that target low-income borrowers. The PIs claim that sociologists have largely ignored the ramifications of people's location in credit markets and its role in social inequality. The purpose of this pilot study is to examine the effect of one kind of predatory credit market, called "pay day lending," on low-income people. The project focuses specifically on payday lending, in which individuals borrow against their expected paycheck at exorbitant rates of interest. The PIs propose both unobtrusive observation outside of payday lending establishments and focused interviews of payday lending users. The research will be conducted with a class of sociology seniors in order to provide a capstone experience that involves real research on a real social problem. This exploratory study will be the basis for formulating and testing formal hypotheses in future research.

Rochelle Parks-Yancy, Texas Southern University, received \$7,000 for "**Social Capital among African Americans and Its Effects on Their Life Outcomes.**" Studies have found that group status, defined by such social characteristics as class and race/ethnicity, often affect the quality, the quantity, and the returns to social capital resources. According to the PI, insufficient attention has been paid to how social capital resource exchanges function among groups defined by class and race/ethnicity, and very little research exists about the effects of social capital resources on various social groups over time. The purpose of this study is to fill the gap in the research literature by studying the

access to different kinds of social capital resources for middle- and working-class Blacks, how they use the social capital resources that they have, at what stages of their lives they use social capital resources, and the effects of access to social capital resources on their life outcomes. The PI will explore these questions by using in-depth interviewing and qualitative data analysis. The findings about access to and returns from social capital resources will be compared to a similar class of interviews with Whites.

Zulema Valdez, Texas A&M University, \$5,000 for "**Beyond Ethnic Entrepreneurship: An Embedded Market Approach to Racial and Ethnic Business Ownership in the United States.**" The purpose of this research is to find out whether "resource mobilization strategies" differ across ethnic lines. The PI proposes to investigate the ways in which different types of "ethnic entrepreneurs" (including Korean, Mexican, non-Hispanic White, and African American men and women) learn how to gain and use resources in order to start and maintain businesses in Houston, TX. According to the PI, this study proposes an alternative to the ethnic entrepreneurship paradigm by developing an "embedded market" that focuses on the relations of exchange as the primary form

of economic incorporation in capitalism. These four groups have different rates of business ownership. The PI hypothesizes that these group differences in business ownership are "rooted" in the availability and mobilization of primary and secondary relationships, or social capital. To test this hypothesis, she focuses on the types of resources, the extent of these resources, and whether resource mobilization strategies differ across racial and ethnic groups and gender among 40 randomly selected restaurant owners.

A reminder: **ASA needs to increase member contributions to the FAD program.** Please contribute to this co-funded ASA-NSF program that rewards scholars at all levels and all types of institutions of higher education for proposing and implementing cutting-edge research and conferences that advance theory and method in the discipline. To contribute, send checks to FAD, c/o Business Office, American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC 20005-4701, or call Girma Efa at 202-383-9005, ext. 306. Additional information is available on the ASA homepage at <www.asanet.org> [click on Funding]. The program director, Roberta Spalter-Roth, can be reached at spalter-roth@asanet.org or 202-383-9005, ext. 317. □

Program Announcement

Fund for the Advancement of the Discipline

Proposals Are Sought—June 15, 2006, Deadline

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by ASA through a matching grant from the National Science Foundation, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities.

FAD awards provide scholars with "seed money" for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds.

Selection Criteria—Proposals are reviewed for scientific merit and the importance of the proposed research project or a conference for sociology as a discipline. Specific evaluation criteria include the following:

- Innovativeness and promise of the research idea;
- Originality and significance of research goals;
- The potential of the study as a building block in the development of future research;
- Appropriateness and significance of the research hypothesis;
- Feasibility and adequacy of project design;
- Plans for dissemination of results; and
- Appropriateness of requested budget.

Awards are limited to individuals with a PhD or equivalent. Preference is given to applicants who have not previously received a FAD award. The selection committee consists of four members of the ASA Council, ASA's Vice-President, and the ASA Executive Officer.

Funding—The amount of each award shall not exceed \$7,000. Payment goes directly to the principal investigator (PI). Grant money may not be used for convention expenses, honoraria, or PI's salary. No overhead expenses are provided, if institutions assist in administering the award for applicants. Awardees are encouraged to continue the tradition of donating to FAD any royalty income derived from projects supported by the grant.

Application Process—Applications must be received in the ASA Executive office by June 15. Applications should include eight (8) copies of the following:

- A cover sheet with the title, name of lead author, additional name(s) of author(s),
- A 100- to 200-word abstract of the research/conference topic,
- A maximum of five (5) single-spaced pages describing the project (excluding appendices),
- A detailed budget and time schedule,
- A bibliography,
- A statement of other pending support, and
- A vita of the PI.

Contact Information—Send complete application packets to: FAD awards, ASA/NSF Small Grant Program, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4107. Prior to submitting proposals, feel free to phone or e-mail project director Roberta Spalter-Roth (202) 383-9005, ext. 317; e-mail spalter-roth@asanet.org. Applicants are required to notify ASA if other funding is received for the project. Consult <www.asanet.org/members/fad.html> for more information.

Sociologists Are Honored by the American Academy of Political and Social Science

by Daniel Spar,
ASA Governance Office

The American Academy of Political and Social Science (AAPSS) recently inducted six new fellows at its 2006 ceremony in Washington, DC. Among them was a friend of sociology, **Felton Earls**, Professor of Human Behavior and Development at Harvard University.

This was AAPSS' seventh induction of fellows. Each fellowship is named after a distinguished scholar and public servant who has written for the Academy's journal, *The Annals of the Academy of Political and Social Science*.

The Mahatma Gandhi Fellow went to Felton Earls. Earls, with colleagues Robert Sampson, Stephen Raudenbush and Jeanne Brooks-Gunn, spent 10 years on the Project on Human Development in Chicago Neighborhoods, an interdisciplinary study directed at deepening society's understanding of the causes and pathways of juvenile delinquency, adult crime, mental disorder and violence. They discovered that the key to reducing crime goes beyond the popular "broken window" theory of crime reduction:

They discovered that the key to reducing crime goes beyond the popular "broken window" theory of crime reduction: neighborhoods successfully manage bad conditions when the residents themselves take initiative to improve their surroundings and take actions for each other's benefit.

neighborhoods successfully manage bad conditions when the residents themselves take initiative to improve their surroundings and take actions for each other's benefit. Earls' publications include studies ranging from behavioral problems in preschool children to the international aspects of child and adolescent mental health. His most recent publication is *Firearm Violence Exposure and Serious Violent Behavior*.

Junior and Graduate Fellows

The Academy invites leading social science departments in the United States to designate one undergraduate senior

as a Junior Fellow and one graduate student who has fulfilled requirements for PhD candidacy as a Graduate Fellow of the AAPSS. In addition to the Junior and Graduate Fellows, a sociology undergraduate student was recognized among the nine Junior Fellows

awarded with Undergraduate Research Awards. The individuals who received the awards for the Graduate Fellow were **Samantha Ammons** of University of Minnesota, **Rebecca Sager** of University of Arizona, and **Edward Walker** of

Pennsylvania State University. Out of the 10 Undergraduate Research Awards given, one went to sociology student **Sarah Faith Nehrling** of the University of Wisconsin-Madison for her project, *Sensitizing the Sanaars: An Evaluation of Sensitization Campaigns on Literacy Efforts in Senegal*.

Among the 130 Junior Fellows were 24 sociology students, including: **Katherine Miriam M. Bagley** of Sarah Lawrence College, **Marie A. Bozin** of University of Akron, **Elizabeth Bullock** of University of Notre Dame, **Sarah Collins** of University of Maine, **Alison Carol Kaplan Fogarty** of University of Arizona, **Sara Ann Holloway** of Princeton University, **Bernadette Jaworsky** of Wellesley College, **Katharina Jenkins** of Washington and Lee University, **Zachary Kagan Guthrie** of Wesleyan University, **Amy Jessica Kaslovsky** of the State University of New York-Geneseo, **Laura E. Kelliher** of Saint Anselm College, **Meaghan Leddy** of Johns Hopkins University, **Leslie Lindgren** of University of Minnesota, **Sarah Malpass** of Wheaton College, **Augustino Ting** of University of Utah, **Rebecca Lauren Medway** of Georgetown University, **Angela S. Mendiola** of Colorado College, **Jason L. Metzger** of University of Central Florida, **Kyle A. Murphy** of James Madison University, **Tracey Nance** of Furman University, **Sarah Faith Nehrling** of University of Wisconsin-Madison, **Kaitlin Nelson**

of Marist College, **Nicole Elizabeth Spirgen** of Wittenberg University, and **Suzanne Marie Stachel** of Baldwin-Wallace College.

Sociologist as President

In addition to its recognition of sociology fellows, AAPSS greeted ASA Past-President **Douglas S. Massey**, Princeton University, as its new president in January 2006. Massey is serving a three-year term as AAPSS President. Massey previously taught at the University of Pennsylvania, where he was the Director of the Population Research Center. His research focuses on international migration, race and housing, discrimination, education, urban poverty, and Latin America. Some of his recent publications include *Beyond Smoke and Mirrors: Mexican Immigrants in an Age of Economic Integration*, *Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities*, and the award-winning *American Apartheid*, co-authored with Nancy A. Denton.

The AAPSS seeks to promote the progress of the social sciences and the use of social science knowledge in the enrichment of public understanding and in the development of public policy. It does so by fostering multidisciplinary understanding of important questions among those who create, disseminate, and apply the social sciences, and by encouraging and celebrating talented people who produce and use research to enhance public understanding of important social problems. □

Background on Proposed Name Change for ASA's Distinguished Scholarship Award

W.E.B. Du Bois Career of Distinguished Scholarship Award

by Aldon Morris, Michael Schwartz, Mary Pattillo, Dan Clawson,
Cedric Herring, Howard Winant and Walter Allen

See page-1 article for a description of the proposed name change.

We believe that the proposal to rename the ASA Career of Distinguished Scholarship Award after W.E.B. Du Bois is an idea whose time has come. Indeed, we collected more than 600 signatures in less than a month from ASA members who endorsed the change. Signatures were received from two-thirds of the ASA Council, 13 ASA presidents and the last four winners of the current award. It is fitting that a vote of the entire ASA membership will now determine whether this important change will be enacted.

Du Bois' work has taken on enhanced prominence because American scholars appreciate his body of thought as a key tool for understanding the globalizing world, and because in other countries, Du Bois has long been recognized as the pre-eminent American sociologist. His foundational ideas are current in many areas, including social psychology, stratification, race relations, social change, and world systems. His pioneering empirical work has established methodological trajectories in a wide array of fields. As a result, Du Bois is one of the most cited sociologists of all times.

But there is an additional reason why Du Bois' name is appropriate for the ASA's highest award. Du Bois made an

impact on the world through his writings and his efforts to bring insights to bear on key social problems. And throughout his life, these efforts bore fruit: in the formation of the NAACP, the creation of *The Crisis Magazine*, and his pivotal work that helped lay the foundation for the independence of Africa and Asia. Du Bois' scholarship and activism established him as the consummate public intellectual. He fought for the rights of people of color worldwide, for women and worker's rights, Jewish freedom, a peaceful world without nuclear weapons, and global democracy.

We believe that renaming the award is to de-racialize excellence and provide an opportunity for members to claim their multicultural intellectual heritage. There is a growing sense in the profession that we need to project a coherent image to the broader public we seek to inform. Other social sciences send out key intellectual messages by naming prizes after appropriate figures: the highest award in Political Science is named after James Madison; Anthropology's highest award is named after Franz Boas. The W.E.B. Du Bois Award would send a message that connects sociology with the intellectual and social currents associated with Du Bois.

We believe that renaming the award is to de-racialize excellence and provide an opportunity for members to claim their multicultural intellectual heritage.

Renaming the award sets the standard for a distinguished sociological career at the very highest level of achievement. Because this would not be one award among many, it would most closely approximate our ideal of what a sociologist can achieve. By naming this award for W.E.B. Du Bois, we reinvigorate our sense of what's possible in sociology and vivify our discipline. Because this change cannot be made lightly, it is to be decided by the entire ASA membership.

With this change, we would be asserting that Du Bois' legacy is the ongoing business of sociology; that we have a professional commitment to the values of social justice, egalitarianism, and human freedom. These values have sometimes lifted our field to its highest level of influence, enabling us to identify, as Du Bois did, with human emancipation, democracy, and peace. Can we embrace that identity again?

A great deal depends on how we answer this question, and we therefore urge all members to vote for this important commitment to the best sociological principles.

A comprehensive statement supporting the proposal is available at <www.asanet.org> [click on Elections] or by email from Aldon Morris (amorris@northwestern.edu) or Michael Schwartz (Michael.Schwartz@stonybrook.edu). □

Sociological Forum Editor Search

Robert Max Jackson completes his term as editor of *Sociological Forum*, the journal of the Eastern Sociological Society (ESS), on December, 31, 2006. The ESS thanks him for his notable efforts and begins its search for his successor. Submit proposals to Richard Alba, Editor Search Committee, Eastern Sociological Society, University at Albany, SUNY, 1400 Washington Ave., Albany, NY 12222. The committee begins reviewing proposals June 15, 2006. Nominations by persons other than candidates are welcome. Candidates should have published extensively in leading journals with preference to those with previous editorial experience.

Proposals should include a 2-4 page statement of planned editorial policies and innovations; a complete Curriculum Vitae; a statement of previous journal/book editorial experience; names, addresses, and telephone numbers of three senior scholars familiar with one's work and collegial relationships; and a letter addressing the possibility of support from one's own academic institution. It is customary for universities to offer at least modest support (e.g., released time from other duties, secretarial, administrative, or research assistance) for faculty who serve as journal editors. The Editor Search Committee would like to appoint the new editor as soon as possible so s/he can participate in the transition to a new publisher. □

2006 Regional Sociological Associations Award Winners

Eastern Sociological Society (ESS)

Candace Rogers Award: Jeffrey Dixon, Indiana University, "A Clash of Civilizations? Examining Liberal-Democratic Values in Turkey and the European Union"

Rose Laub Coser Award: Michelle Poulin, Boston University, "Strategizing AIDS Prevention: The Exercise of Sexual Agency Among Adolescent Girls in Rural Malawi" *Honorable Mentions:* Phyllis Brashler, Northeastern University, "Flirting with Feminism: The State & the Battered Women's Movement in Massachusetts" and Amy Steinbugler, Temple University, "Race Has Always Been More Than Just Race: Gender, Sexuality and the Negotiation of Race in Interracial Relationships"

Komarovsky Book Award: Eiko Ikegami, New School for Social Research, *Bonds of Civility: Aesthetic Networks and the Political Origins of Japanese Culture*

2005–2006 Robin M. Williams, Jr., Lectureship Acknowledgement: Vincent Parrillo, William Paterson University

2006–2007 Robin M. Williams, Jr., Lecturer: Michele Lamont, Harvard University

ESS Merit Award: Charles Willie, Harvard University Graduate School of Education

Midwest Sociological Society (MSS)

Student Paper Competition Winners

Graduate Division: *First:* Tifani Saunders, Indiana University, "Race/Ethnicity and Depression: The Importance of Financial Resources and Perceived Financial Support" *Second:* Zachary Neal, University of Illinois Chicago, "Building a Blauurban Space" *Third:* Melissa Powell, Southern Illinois University-Carbondale, "Accomplishing Emotion Management: A Qualitative Examination of Victim Advocacy"

Undergraduate Division: *First:* Matthew R. Kubal, Indiana University, "Acquiring an Abstinent Identity" *Second:* Cris Ramon, Macalester College, "Institutional Activism: Variability and Consistency in the Development of Worker Owned Cooperatives" *Third:* Vasiliou Bournas, Carthage College, "Prejudice and Immigration Today: Contact, Perceived Occupational Competition, and National Pride as Factors Affecting Attitudes toward Immigrants" *Fourth:* Ian Ritz, Macalester College, "Playing for an Active Community: Youth Sports Participation and Civic Engagement"

Social Action Awards: One World Community Health Center and the Latina Resource Center, both of Omaha, Nebraska

New England Sociological Association (NESAs)

New England Sociologist of the Year Award: Steve Green, Massachusetts College of Liberal Arts

North Central Sociological Association (NCSA)

Aidah Tomeh Distinguished Service Award: Thomas Calhoun, Southern Illinois University

Distinguished Contributions to Teaching Award: Leslie Wang, University of Toledo

Undergraduate Student Paper Winners: *First:* Mary Kathleen Dingeman, Saint Mary's College, "From War to 'Refuge': A Case Study of Liberian Refugees Resettled in South Bend, Indiana" *Second:* Michelle Manno, Indiana Purdue University-Ft. Wayne, "Weight Room Etiquette: Who Belongs, Who Doesn't, and How Everyone Seems to Know Without Needing to be Told" *Third:* Sarah Medina, Saint Mary's College, (Sexual) Minority Report: A Survey of Student Attitudes Regarding the Social and Cultural Environment for Sexual Minorities" and Demoya Gordon, Macalester College, "Policing Sexuality in America's Churches: Theological, Congregational, and Political Influences on Regulation of Same-Sex Behavior"

Graduate Student Paper Winners: *First:* Laura Hamilton, Indiana University, "Trading on Heterosexuality: College Women's Gender Strategies and Anti-Lesbian Discrimination" *Second:* Samantha Kwan, University of Arizona, "Framing Fat: Government, Activists and Industry Frame Contests" *Third:* Kyle Dotson, Indiana University, "Revisiting the Turnout Decline: Assessing the Contribution of Cohort Replacement" and Shelley A. McGrath & Ruthie A. Chanie, Southern Illinois University, "Female Body Builders: Crossing Gender Lines"

Pacific Sociological Association (PSA)

Award for Distinguished Contributions to Teaching: John Foran, University of California-Santa Barbara

Award for Distinguished Contributions to Practice: Ryken Grattet, University of California-Davis

Award for Distinguished Undergraduate Student Paper: Lexi Shiovitz, University of Southern California, "Predatory Self-Esteem Boosting and the Creation of Gifted Identity" *Honorable Mention:* Macy Boggs, Boise State University, "Finding Freedom: A Discourse Analysis of Bush's Weekly Addresses"

Award for Distinguished Graduate Student Paper: Sarah Stohlman, University of Southern California, "At Yesenia's House: Central American Immigrant Pentecostalism, Congregational Homophily, and Religious Innovation in Los Angeles" *Honorable Mention:* Michael Smyth, University of California-Irvine, "Queers and Provocateurs: Hegemony, Ideology, and the 'Homosexual Advance' Defense"

Award for Distinguished Contributions to Scholarship: John Foran, University of California-Santa Barbara, for his book, *Taking Power: On the Origins of Third World Revolutions*, and Paul Lichterman, University of Southern California, for his book, *Elusive Togeth-*

erness: Church Groups Trying to Bridge American's Divisions; and *Honorable Mention:* Nicole Raeburn, University of San Francisco, *Changing Corporate America from Inside Out: Lesbian and Gay Workplace Rights*

Southern Sociological Society (SSS)

Charles S. Johnson Award: Delores P. Aldridge, Emory University

Martin S. Levin Distinguished Service Award: Abbott L. Ferriss, Emory University

Distinguished Contributions to Teaching Award: Idee Winfield, College of Charleston

The Odum Award, Best Undergraduate Paper: Alexandra Hendley, Southwestern University in Texas, "Barreras del Lenguaje: Children's Negotiation of Adult-Centered Exclusionary Structures." The other Odum undergraduate paper award was to Diya Surie at Centenary College in Louisiana for her paper, "Ideological Foundations of Healthcare Inequality: A Cross-Cultural Study."

The Odum Award, Best Graduate Student Paper: Miyuki Fukushima,

University of Oklahoma, "Bonds to Conventional Society: A Comparison of Japanese and American College Students"

President's Special Awards: Kent Sandstrom, University of Northern Iowa

Southwestern Sociological Association (SSA)

Outstanding Undergraduate-level paper: Bailey Dawn Cato, University of Oklahoma, "An Application of Agnew's Strain Theory to Academic Misconduct"

Outstanding Master's-level paper: Amber Deane, Texas Woman's University, "Internalized Homonegativity in South Asian LGBTQ Communities: A Preliminary Investigation"

Outstanding Doctoral-level paper: Helen (Xiuhong) You and Erin Hamilton, University of Texas-Austin, "Deteriorating Mexican-American Child Health? The Role of Health Insurance"

Distinguished paper: Diane C. Bates, The College of New Jersey, "Does Regional Environmental Regulation Sacrifice Social Justice? Assessing the Relationship with Affordable Housing" □

News from the...

Midwest Sociological Society

Federal immigration law reform efforts spark proposal by sociologists

The Midwest Sociological Society (MSS), acting on a proposal brought by its Social Action Committee to the full board at a board meeting April 2, 2006, approved a resolution favoring immigration reform, as follows:

WHEREAS as a body of sociologists, the Midwest Sociological Society is concerned about the well-being of the people in our region; and WHEREAS our research on work, education, families, social change, inequality, migration, criminology and other areas suggests the importance of immigration to the vitality of our region:

BE IT RESOLVED THAT:

We favor immigration reform that allows for movement to citizenship of those who desire it.

We oppose immigration reform that turns unauthorized migrants and those who support them into felons.

We oppose immigration reform that invests scarce public resources in wasteful and ineffective infrastructure, such as a wall or fence at our borders.

In other news

In other board action, the Midwest Sociological Society approved a proposal from its Long Range Planning Committee to initiate three new awards: An Early Career Scholarship Award will draw attention to the quality of scholarship being produced by younger scholars working in the Midwest region and underscore MSS's commitment to professional development. The MSS Departmental Award in Teaching Excellence will recognize departments that have created innovative programs, curricula, and teaching and learning strategies. The TSQ Distinguished Contribution to Scholarship Award will be awarded to the article making the most significant contribution to sociological research to appear in *The Sociological Quarterly* during the previous two years. For more information about MSS awards, contact the MSS Executive Office at (608) 787-8551, or at midwestSS@centurytel.net. □

New Staff in the ASA Executive Office



Jill Campbell

Jill Campbell joined ASA as the new Publications Manager on April 10. She has a BA in English from the University of Maryland-College Park and an MS in technical communication from the University of Washington-Seattle. Her professional publications experience includes working as an editor and desktop publisher in academic, nonprofit, and corporate settings. Until recently, she worked in California as a freelancer, while also pursuing outside interests in alternative healthcare and fitness. She brings to ASA extensive experience and proficiency in graphic design, communication, desktop publishing, and publications production.



Karina J. Havrilla

Karina J. Havrilla joined the ASA Executive Office as the Minority Affairs Program Assistant May 31, 2006. Karina graduated in May from McDaniel College (with a BA in Spanish and sociology), where she has been a very active member of the student body. She was born and raised in Montgomery County,

MD. Her family moved to the Washington, DC, area from El Salvador about 30 years ago.

Prior to working at ASA, Karina was a daycare teacher, which she greatly enjoyed. Working with children and their families taught her patience, organization, stress skills, and the importance of communication to make an organization run smoothly. She brings these skills to ASA and is eager to join ASA and learn something new about the discipline.

Karina is primarily interested in race and ethnic relations and the sociology of education. She hopes to attend graduate school to continue to study sociology with an emphasis on Latino studies. She has a passion for music and has played tenor saxophone since high school continuing to play at the college level. She also plays a little piano, clarinet, and plans on learning guitar in the near future. She enjoys traveling, having visited various Latin American countries and Italy on a two-week photography tour.



Shannon Lymore

Shannon Lymore isn't exactly new, since she started with the ASA more than a year ago in the customer service/membership department but she may be new to the readers of *Footnotes*. She has worked at various associations as a database specialist for several years and intends to retire working with an association. "I love working with associations in the membership departments because I am able to interact with customers and help solve their issues in the best way possible. I feel wonder-

ful at the end of the day knowing that I was able to help someone." In addition to working full time and raising two children, she is pursuing a Bachelors of Applied Science Degree in sociology and network systems administration. She was born in the Buckeye State and loves traveling and amusement parks due to being a "spoiled Army Brat."



Jamie Panzarella

Jamie Panzarella began working full-time in the Publications and General Services Departments of ASA in May 2005, after interning for a year with the ASA Research Department. Jamie's main tasks include work on *Footnotes*, the *Guide to Graduate Departments of Sociology*, publication permissions, and Spivack Program projects.

With a sociology degree, Jamie is excited to expand her sociological knowledge working with the ASA. Her areas of interest include urban sociology, political sociology, community, family, and public policy.

Originally from Rhode Island, Jamie moved to Washington, DC, in August 2001 to attend George Washington University, from which she graduated last May with a BA in sociology and political science, with a concentration in public policy. Before interning at the ASA, Jamie interned at the National Foundation for Women Legislators, the Office of Senator Jack Reed (D-RI), and the Office of Representative Patrick Kennedy (D-RI). While at George Washington, Jamie was a member of the GW Symphonic Band and Colonial Brass.



Daniel Spar

Daniel Spar, the newest member of the Governance, Sections, and Archives department, joined ASA in November. He primarily assists with ASA's Major Award Program and helps to give it the attention it deserves. He also works with ASA's election process, compiling candidate information and keeping the lines of communication open during the process. If you are interested in being nominated for an award or a position on Council, he's your man. He doesn't make the decisions, though, so there's no use in flattering him.

Before ASA, Daniel worked as Volunteers Manager with AIDSWalk Washington. He has a rich background in public relations, working for Steve Madden, Ltd., and with the Food Marketing Institute, a trade association. His background gives him the skills to work with various types of publics. As anyone at ASA will tell you, his energy and passion for communication is evident both in and out of the office. With a diverse background in the restaurant and hospitality industry, Daniel is accustomed to a demanding workload and knows this experience will help him work with ASA's large membership.

Born in Westchester County, NY, his family moved to Bethesda, MD, where he then attended the University of Maryland, earning his degree in public relations with a minor in sociology. Wanting to stay close to his family has kept Daniel in the Washington, DC, area. He is excited to be a part of the ASA family as well. □

ASA's Teaching Enhancement Fund Supports Seven New Projects

Seven awards designed to enrich the quality of teaching of sociology have been made through the American Sociological Association's Teaching Enhancement Fund (TEF). The Fund supports innovative projects that are transportable to other settings and will have a lasting impact on teaching sociology. The 2006 funded projects are as follows:

Agnes Caldwell (Adrian College) will create and maintain a website on critical thinking in sociology geared for high school and higher education sociology educators. The website will share syllabi, curricular activities, and materials showing how to evaluate critical thinking.

John Foran (University of California-Santa Barbara) will develop an online training module that will introduce students to the main research traditions in sociology, including, but not limited to, survey research, ethnography, interviewing, and comparative-historical methods, in order to prepare students for advanced methods training and capstone research projects later in their undergraduate careers.

Dana M. Greene and **James R. Peacock** (Appalachian State University) will develop and implement quantitative modules in five required lower-level sociology courses. Greene has been active in ASA's Integrating Data Analysis (IDA) project and has developed exercises to help students become more comfortable with basic data analysis.

Karen Honeycutt (Keene State College) will develop a VHS and DVD archive of selected TV networks and programs to be used as a content analysis dataset. This database will be available, at first, to students and faculty at her institution through the Center for Cultural and Media Studies (CCMS), and will eventually be made available to the general public through the CCMS website.

Susan Rakosi Rosenbloom (Drew University) and **Francis Schmidt** (Bergen Community College) will develop a website catalogue of visual images and lesson plans to accompany sociology course material, particularly highlighting the relevance of the sociology of childhood and youth to core sociology courses.

Ronica N. Rooks (Kent State University) will coordinate a service learning project focused on health care settings for her Sociology of Health and Health Care class. She will develop an updated community organization database to help students choose where they will do their service learning project. Rooks' project will include exercises to help students apply what they have learned about social change, organizations, and inequality to health care settings.

Stephen Sharkey and **Jeana Abromeit** (Alverno College) will integrate Geographical Information Systems (GIS) into their core required research sequence for the sociology major. They hope eventually to prepare an article for *Teaching Sociology*, evaluating the effects of implementing GIS on student learning.

The next deadline for TEF applications is February 1, 2007. For additional information, visit the ASA website at <www.asanet.org> [click on Funding]. The Teaching Enhancement Fund is supported by contributions. Watch for details about this fundraising event at the 2006 Annual Meeting. □

Public Sociology

Sociology translates to public action . . .

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

Reducing vs. Suppressing Campus Crime

by Howard Robboy, The College of New Jersey

For the last six years or so, my non-teaching, professional activities have entailed conducting research on and being an advocate for campus safety. The focus and consequences of these endeavors are on the mechanisms employed by many college officials as they attempt to negotiate the legal, political, and economic terrain of campus crime including requirements to report such crime. Many administrators act in ways that intentionally mask, or minimize and under-report campus crime, especially sexual assault. The incentives to engage in these practices are strong, as they protect the public image of institutions. But institutional image preservation comes at the expense of the safety of students and the justice normally granted to victims of crime.

Background

In 1986, Jeanne Clery, a freshman at Lehigh University, was raped and murdered on campus. Clery's parents (Connie and Howard Clery) learned at the trial that Lehigh University had hidden 38 other violent campus crimes from the public. The act of hiding these crimes from public view had the effect of increasing the campus' dangerousness, given that students and the university community itself would have been unaware of the campus safety level and consequently more sanguine about their relative chance of becoming a potential victim. They were effectively denied the information necessary to take more informed precautionary measures to protect themselves in proportion to the level of threat.

The Clery's sued Lehigh University and with the money gained from the settlement, created a non-profit organization, "Security on Campus," and dedicated their lives to making college campuses safer for students. In 1990, a federal law was passed requiring colleges and universities to report their campus crimes annually to the U.S. Department of Education. A few years later, this law was re-named *The Jeanne Clery Act*.

Many administrators act in ways that intentionally mask, or minimize and under-report campus crime, especially sexual assault. The incentives to engage in these practices are strong, as they protect the public image of institutions.

In 1991, Katherine Redmond, an 18-year-old freshman at The University of Nebraska-Lincoln, was sexually assaulted by the same football player on two consecutive days. Redmond filed a Title IV suit against the university and her perpetrator, and upon settlement of the suit created a non-profit organization, The National Coalition against Violent Athletes, to support and gain justice for sexual assault victims as well as to seek appropriate sanctions for their perpetrators.

My study of campus crime began in the mid- to late-1990s, when sexual assault victims at the College of New Jersey confided in me as to their disappointments and frustrations resulting from mistreatment when attempting to report crimes and seek justice for themselves and the perpetrators. They reported that the college staff did little to shield them from further interac-

tions with their perpetrators, often resulting in panic attacks and difficulties in concentrating on their academic work.

Discussions with members of the campus police provided additional claims of administrative improprieties including the changing of police reports and the under-reporting of campus crimes. I became a whistleblower by contacting the Clery's through Security on Campus, Inc. An associate notified the U.S. Department of Education of these irregularities and an audit was conducted of the college's crime records. During this process, I learned that this problem was not unique to The College of New Jersey, but, rather, was prevalent on many college and university campuses.

Research

In a nutshell, research findings indicate that one out of four college women report having been victims of sexual assaults. Approximately 90 percent of these assaults result from date and acquaintance relationships, while only 10 percent are committed by strangers. When the perpetrators of stranger rapes are arrested by police, college and university officials will usually prosecute the perpetrators to the full extent of the law and publicize their actions. On the other hand, these same officials will often conceal date and acquaintance rapes. To acknowledge the prevalence of the latter would reveal that rapists and potential rapists constitute part of their student body, which in turn would tarnish their institution's public image. When college and university officials intentionally hide, minimize, and under-report crimes, they place their institutions in violation of the *Clery Act* and subject them to investigation by the U.S. Department of Education, if detected. When this occurs, victims are often discouraged or blocked from coming forward to provide details. This leaves the institution vulnerable to Title IX lawsuits.

I currently serve as a member of the Advisory Board of Security on Campus as well as work closely with Katherine Redmond and her National Coalition against Violent Athletes. These eight years have become the most satisfying and fulfilling period in my life, as I have actively utilized sociology to aid and bring justice to victims of campus crimes and achieve institutional change.

Application

A large component of the advocacy work involves consciousness raising and training. I have guided the investigative work of newspaper and television reporters and informed student journalists about the nature of campus crime statistics. For example, in 2004, Harvard University (24,000 students) reported 52 sexual assaults. The College of New Jersey (6,800 students) reported 17 such assaults, and Hamilton College (1,800 students) reported five. By contrast, Auburn University (with 23,000 students) reported zero sexual assaults in 2004.

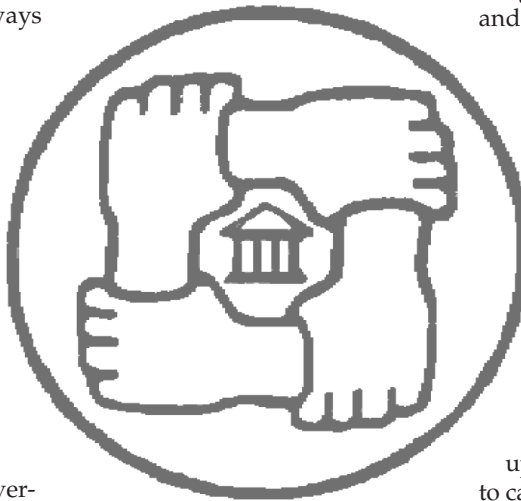
Campus police are frequently instructed (ultimately by upper-level administrators) to deny student reporters access to campus crime logs (a *Clery Act* violation) and thus filter the information available to them for publication. On many campuses, the security lectures given to freshman, as well as the security devices provided by campus police, are designed to inform and protect female students from stranger rapes. Coeds may be warned not to walk alone at night, avoid dark areas of campus, and request escorts during the evening hours.

Many schools give photographs of incoming freshman to the upper classmen to facilitate the socialization of the new students. But some students refer to these photographs as "pig books" and target freshman women for "conquest." This may relate to the fact that the first semester of the freshman year is the most dangerous for college females.

But, in the near future, administrators will be less able to rely on the "excuse" that the *Clery Act* is too confusing to implement, because beginning this July, colleges and universities will have an important new tool to help demystify the *Act's* crime reporting and victims' rights provisions. The U.S. Department of Justice's Office for Victims of Crime has funded a series of day-and-a-half training seminars to be conducted in various regions nationally. The curriculum was developed with a team of campus police, student affairs, and victim advocate representatives to create a program that thoroughly addresses each of the *Act's* key compliance areas including classifying crime and providing assistance to victims.

A reflective relationship has developed between my research and advocacy roles. Insights gained from the advocacy work have sharpened, broadened, and re-focused my sociological "eye." At the same time, a fusion of theoretical perspectives and layers of sociological knowledge have fueled the effectiveness of my activist work. So far, I have presented four papers on this work at professional meetings and plan to write journal articles and a book. I speak to college students when opportunities arise to raise their consciousness, and, hopefully, their safety.

Howard Robboy is an Associate Professor of Sociology and can be reached at robboy98@yahoo.com. □





Public Forum

Single-issue Voting Tactic?

After becoming a candidate seeking election to the ASA Council (having been added to the ballot after a petition drive), I received from Sociologists for Women in Society (SWS) a questionnaire about certain of my activities. Apparently, every candidate for ASA office since 1982 has received a similar questionnaire. The items asked: (1) Whether I am a member of SWS, (2) Whether I have engaged in certain activities (e.g., review *Gender & Society* and attend SWS meetings), if I answered "yes" to the first item, and (3) To describe any contributions I have made to the promotion of social equality for women.

I am distraught by this query. Specifically, Question 3 is problematic because it is not relevant to my candidacy for ASA office. I have therefore asked the ASA

Council to look into this case whereby an organization that is not part of the ASA contacts the current ASA candidates and apparently prepares a voting strategy for its members according to a survey that appears to suggest single-issue voting.

I am particularly concerned about the appropriateness of this survey inasmuch as our candidacy for an ASA office is already regulated by the Association (including the requirement for a personal statement and other relevant information). I find it troubling to even be asked about my opinions and activities when they are not part of the qualifications needed to hold an ASA office. The single-issue in which SWS is interested also implies a disregard of any and all other relevant issues. I would find it far more relevant, specifically, if candidates were asked instead about our vision for the discipline and profession of sociology,

commitment and experience in serving sociology and sociologists of all kinds, and ideas and plans to move sociology forward as an academic discipline that is responsible toward the whole of the society we ought to serve.

As I informed SWS in response, "I think that my professional abilities for the position for which I run are more important than my contributions to the promotion and social equality for women. I must therefore decline to fill out your questionnaire. Besides, I would not have sought and accepted nomination for an office in the ASA had I not had the intention of working for the betterment of the discipline and all of its members. I hope, therefore, that I can interpret my election or non-election as my colleagues' judgment of my abilities as a professional to work for that betterment."

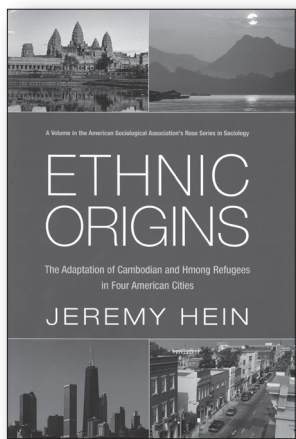
Mathieu Deflem, University of South Carolina, deflem@sc.edu

Latest Volume in ASA's Rose Series in Sociology

Ethnic Origins

The Adaptation of Cambodian and Hmong Refugees in Four American Cities

by Jeremy Hein, ISBN 0-87154-336-2, Hardcover, \$37.50



Immigration studies have increasingly focused on how immigrant adaptation to their new homelands is influenced by the social structures in the sending society, particularly its economy. Less scholarly research has focused on the ways that the cultural make-up of immigrant homelands influences their adaptation to life in a new country.

Ethnic Origins provides an in-depth look at Hmong and Khmer refugees—people who left Asia as a result of failed U.S. foreign policy in their countries. These groups share low socio-economic status, but are vastly different in their norms, values, and histories. Hein compares their experience in two small towns—Rochester, Minnesota and Eau Claire, Wisconsin—and in two big

cities—Chicago and Milwaukee—and examines how each group adjusted to these different settings. The two groups encountered both community hospitality and narrow-minded hatred in the small towns, contrasting sharply with the cold anonymity of the urban pecking order in the larger cities.

Examining two unique immigrant groups in communities where immigrants have not traditionally settled, *Ethnic Origins* vividly illustrates the factors that shape immigrants' response to American society and suggests a need to refine prevailing theories of immigration. Hein's book is at once a novel look at a little-known segment of America's melting pot and a significant contribution to research on Asian immigration to the United States. Jeremy Hein is professor of sociology at the University of Wisconsin, Eau Claire.

ASA members receive a 20% discount on Rose Series volumes when ordering by telephone and mentioning code RASA1.



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Call for Papers

Meetings

Association for Applied and Clinical Sociology (AACS) 24th Annual Meeting, October 26–28, 2006, Crowne Plaza, San Jose Downtown Hotel, San Jose, CA. Theme: "Sociology for What: Building Our World." We seek proposals for workshops, panels, papers, poster presentations, and roundtables that promote Applied and Clinical Sociology in the discipline, the academy, government agencies, nonprofit organizations, and consulting firms. 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 AACS2006ProgramChair@aacsnet.org; www.aacsnet.org/AACS2006Annual-Meeting.htm.

Publications

The International Review of Comparative Sociology is a new peer-reviewed bi-annual journal. The purpose is to examine through a comparative lens the issues and problems confronting societies—or their distinct subpopulations—around the world with the goal of providing innovative solutions from a sociological perspective. Research papers from other related disciplines in the social sciences are also encouraged. Send manuscripts electronically to Debarun Majumdar at dm28@txstate.edu. Visit the journal's website at www.soci.txstate.edu/ircs.html for manuscript preparation guidelines and related information. Electronic submissions are preferred, but if manuscripts are mailed, send three hardcopies and a disk with the document in MS Word. A processing fee of \$35 made out to "Serials Publications," should be sent to the address available on the website. This fee will also cover a one-year subscription to IRCS upon acceptance of the paper.

Sociological Focus invites papers for its special issue on "Science, Technology and Social Inequalities." Papers that contribute directly to understanding the work of science, technology, and social inequalities in a contemporary sociological context are encouraged. Submission requirements are available at the journal's website: www.ncsanet.org/sociological_focus/notice05.pdf. All manuscripts will be peer reviewed. Deadline: July 1, 2006. Submit complete manuscripts to *Sociological Focus*, Department of Sociology, Box 210378, University of Cincinnati, Cincinnati, OH 45221-0378. For further information about this special issue, contact Cheryl B. Leggon, Associate Professor, School of Public Policy, Georgia Institute of Technology, 685 Cherry Street, Atlanta, GA 30332; email cheryl.leggon@pubpolicy.gatech.edu.

Substance Use & Misuse is issuing a call for papers for a special issue concerned with licit and illicit substance use in response to conditions of uncertainty and trauma. We welcome original qualitative, quantitative, and historical contributions. For full consideration, manuscripts should be submitted electronically to guest editor Timothy Johnson at timj@uic.edu or Michael Fendrich at Fendrich@uwm.edu by September 2006.

Substance Use & Misuse (formerly *The International Journal of the Addictions*) is a peer-reviewed journal that has been in publication for over 40 years. Instructions for authors are available at www.tandf.co.uk/journals/titles/10826084.asp.

Teaching About Ethnoscience and Hate Crimes: A Resource Guide (Second edition). If you have a syllabus, course unit, assignment, film recommendation, or other pedagogical practice that you would be willing to share, send it to Abby Ferber at aferber@uccs.edu. Include your contact information and attachments of your submission in Word format. Deadline for submissions: July 1, 2006. If you have an idea you would like to discuss, please contact Abby Ferber, Department of Sociology, University of Colorado at Colorado Springs, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918.

Teaching Sociology of Aging and the Life Course: A Resource Manual (Sixth Edition). Final Call for Submissions for *Teaching Sociology of Aging and the Life Course: A Resource Manual* (Sixth Edition). Send any syllabi, class exercises, teaching techniques, and other relevant materials on "Teaching the Sociology of Aging and the Life Course." Send all materials electronically in MS Word format to dlzablot@uncc.edu by July 15, 2006. If you have any questions please contact Diane Zablotzky at (704) 687-2509.

Teaching the Sociology of Mental Health. Send any and all things you use in your classes dealing with mental health and/or illness to Teresa Scheid, Dept. of Sociology, UNC-Charlotte, Charlotte, NC 28223. It is best to email materials so I will have a file, tlscheid@email.uncc.edu. I am especially interested in various types of assignments and tools in addition to your syllabus.

Meetings

August 2–5, 2006. 11th International Social Justice Conference, Berlin, Humboldt University. Theme: "Social Justice in a World of Change: Interdisciplinary Approaches." Contact: Bernd Wegener, Humboldt University, Institute of Social Sciences, D-10099 Berlin; 49-30-2093-4422; fax 49-30-2093-4430; email wegener@isjr2006.org; www.isjr2006.org.

August 10–12, 2006. The Society for the Study of Social Problems 56th Annual Meeting, Hilton Montréal Bonaventure, Montréal, Québec, Canada. "Building Just, Diverse, and Democratic Communities." Contact: Michele Smith Koontz, SSSP, 901 McClung Tower, University of Tennessee, Knoxville, TN 37996-0490; (865) 689-1531, Fax (865) 689-1534; email mkoontz3@utk.edu.

October 5–6, 2006. Pennsylvania State University's 14th Annual Symposium on Family Issues. Theme: "Caring and Exchange Within and Across Generations." Several sociologists will present their work. The 2006 Symposium is a collaborative effort with The Generations Working Group of the NICHD Project on Explaining Family Change and Variation. Information and

Vantage Point, from page 1

membership. This is essential to successfully overcoming any organization's tendency to rely on those who have already had the opportunity to show their commitment.

The Association is you, not they

"Why did they do that?" It is important that members from diverse professional settings and backgrounds and diverse social backgrounds step forward to express their interest in running for office, serving on committees, and being active in sections. *They* needs to be *you*. The 2006 Annual Meeting in Montréal provides this opportunity. Let the Executive Office know now that you are available and willing, because the nominating committees will meet in Montréal. Please also go to section business meetings in Montréal and volunteer. Your Association will be richer and more effective for your participation. "Thank you" to all who are serving or have served, and to those who have yet to serve, the time is right and your talents are needed. □ —Sally T. Hillsman

registration available at <www.pop.psu.edu/events/symposium/2006.htm> or contact Carolyn Scott, (814) 863-6806; email css7@psu.edu.

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. For additional information visit <www.aacsnet.org> or 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 AAC2006ProgramChair@aacsnet.org.

October 26–29, 2006. *Gender, Race, Ethnicity, and Power in Maritime America*, Mystic Seaport, Mystic, CT. Contact: Glenn S. Gordinier, Munson Institute, Mystic Seaport, 75 Greenmanville Ave., PO Box 6000, Mystic, CT 06355-0990; fax 860/572-5329.

Competitions

The Sociologists' AIDS Network (SAN) announces the Martin Levine Student Essay Competition 2006. Sociology students are invited to submit an original, 20-page (double-spaced) essay on the social dimensions of HIV/AIDS for the annual student essay competition. The topic is broadly defined and can include any aspect of HIV/AIDS from a sociological perspective. The student must be the first author and must have written most, if not all, of the manuscript. Deadline: July 15, 2006. The winner will receive an award of \$100 and a five-year membership to SAN. Contact: Matt G. Mutchler at mmutchler@csudh.edu. Manuscripts can be submitted by email (preferred) to this address or send three full copies to Matt G. Mutchler, Sociology Department; California State University-Dominguez Hills, 1000 East Victoria Street, Carson, CA 90747.

The Communitarian Network invites you to participate in an essay contest on communitarian thinking. The essay contest has been re-opened. Submissions will be accepted until June 30, 2006, and the winners will be announced shortly thereafter. There will be no further extensions. Visit <www2.gwu.edu/~ccps/index.html> for more details. Communitarian thinking must be evident throughout the essay; it should nurture and guide the analysis rather than be mentioned in the introduction and conclusion or only evoked occasionally. The essays must be original. No parts of them can have been previously published or be under consideration for publication elsewhere. Submit essays to The Communitarian Network, 2130 H Street, NW Suite 703, Washington, DC 20052. Please address them "Attention: Contest."

In the News

Anthony J. Blasi, Tennessee State University, was quoted in the Austin (Texas) *American-Statesman* about the dilemmas of Catholic universities maintaining their identities absent members of religious orders. The article focused on Saint Edward's University in Austin.

Diane Brown, University of Medicine & Dentistry of New Jersey, was quoted in a March 16 *Newark Star Ledger* article on inadequate health care.

Sherri-Ann P. Butterfield, Rutgers University-Newark, was a panelist on tensions between West Indians and African-Americans on the radio talk show *Let's Talk Caribbean* 1190 AM WLIB in New York on April 2.

Mary Chayko, College of Saint Elizabeth, was quoted in a March 5, 2006, article in the Morristown, NJ, *Daily Record* on the pop-cultural fascination with reality TV and the Oscars.

Andrew Cherlin, Johns Hopkins University, was quoted in a March 16 *USA Today* article about how young adults living at home with their parents is becoming more of a norm again. **Barbara Mitchell**, Simon Fraser University, was quoted in the article for her research on Vancouver young adults who lived with their parents. **Frank Furstenberg, Jr.**, University of Pennsylvania, commented on small families having more room for adult children.

Andrew Cherlin, Johns Hopkins University, was cited in a March 26 *Washington Post* article on African Americans and marriage.

Nicholas Christakis, Harvard Medical School, and **Paul Allison**, University of Pennsylvania, were quoted February 18 in *Science News* for their research reported in the *New England Journal of Medicine*, which found that the stress of caring for a loved one, especially a spouse, is a public health problem. **Linda Waite**, University of Chicago, also comments on the "exciting" results of the study in the article.

Ailsa Craig, New York University/Memorial University of Newfoundland, was quoted in a feature article in the April issue of *Quill & Quire* about poets' strategies for combining paying work with their poetry careers.

Maxine Leeds Craig, California State University-East Bay, was quoted in a March 26 *Los Angeles Times* article about Katherine Dunham's contribution to modern dance.

Thomas Dietz, Michigan State University, was interviewed on Michigan Public Radio on February 23 about how to make comparisons about risks. Dietz and **Eugene A. Rosa**, Washington State University, organized a session at the American Association for the Advancement of Science meetings in St. Louis on climate change and terrorism to examine what can be learned from comparing societal responses to these two very different kinds of risk.

Peter Dreier, Occidental College, was quoted in the *Cleveland Plain-Dealer* February 4 about the growing controversy over local government use of eminent

domain, and in the *Los Angeles Times* on February 19 on LA Mayor Antonio Villaraigosa's vision for city planning and March 4 on the election of Maria Elena Durazo to lead the Los Angeles County Federation of Labor. He was quoted in the *Pasadena Star-News* February 7 and the *Pasadena Weekly* February 9 in his role as a leader of school reform efforts in that city. He authored an op-ed column in the *Los Angeles Times* on January 15, critical of that paper's coverage of labor issues and an op-ed column in the *Pasadena Star-News* February 11 encouraging the Pasadena city government to invest more money in the local school district. He authored an appreciation of Rosa Parks in the Winter 2006 issue of *Dissent* magazine.

Felix Elwert and **Nicholas Christakis** had their longitudinal study, published in the February 2006 *American Sociological Review*, featured in the March 20 Health and Science section of the *Boston Globe*. It found the health effects of a spouse's death to differ radically between blacks and whites. The article also referenced Christakis's research with **Paul D. Allison**, University of Pennsylvania, on the importance of social networks and health.

Morten Ender, United States Military Academy, was interviewed in a *Philadelphia Inquirer* article on the three-year anniversary of the war in Iraq on March 19. The article focused on soldier and homefront communication methods and patterns. He was interviewed for and quoted in a March 23 front-page newspaper story in the *Chattanooga Times Free Press* about the state of Tennessee among the top 10 states with most U.S. National Guard deaths since September 11, 2001, and regional differences on military service. The story also ran in the *Knoxville News Sentinel* and on local news station broadcasts throughout the state of Tennessee. He was quoted in the *New York Times* on April 7 regarding the social history of the military's casualty notification and assistance to the bereaved immediate and extended families of soldiers killed in Iraq and Afghanistan. His research findings collected from field data in Iraq in the summer of 2004 highlighting the myth of low morale among American soldiers in Iraq was featured in the May 2006 issue of the *Washington Monthly*.

Amitai Etzioni, George Washington University, was quoted in *The Grand Rapids Press* on February 19, *Newhouse News Service* on February 16, *Houston Chronicle* on February 26, and *Times-Picayune* on February 20 regarding consumers' feelings about offering personal information to retailers.

Nancy Foner, Hunter College-City University of New York, was quoted in an April 3 *New York Times* article on the decline of the black population in New York City.

Tyrone Forman, University of Illinois at Chicago, was quoted in a *USA Today* story on February 7 on Americans ages 14 to 25 and their attitudes regarding interracial relationships.

Herbert Gans, Columbia University, was quoted on March 12, 2006, in the Amsterdam-based Dutch newspaper *NRC Handelsblad* about the U.S. news media; Gans had a letter in the March 20 *New York Times Book Review* about Harvard University.

Kathleen Gerson, New York University, was quoted in a March 11 *New York Times* article about which sex is the most sensible when it comes to saving money.

Davita Silfen Glasberg, University of Connecticut, was featured in an article in the University of Connecticut *Advance*, covering a new course she developed with **Bandana Purkayastha**, also of the University of Connecticut, on "Human Rights in the United States." The course is the latest addition to a growing interdisciplinary Human Rights Minor program at the university.

Neil Gross, Harvard University, wrote "Right, Left, and Wrong," which examines the research behind David Horowitz's book *The Professors: The 101 Most Dangerous Academics in America* in the "Ideas" section of *The Boston Globe* on February 26, 2006.

Michael J. Handel, Northeastern University, was quoted in the *Wall Street Journal* and the *Chicago Tribune* disputing recent reports that poor skills are the key problem for U.S. workers. His work on job satisfaction was also cited in the *New*

York Times and in the *Buenos Aires Business Daily Mercado*.

David J. Harding, University of Michigan, was quoted in a March 23 article in the *Boston Phoenix* newspaper about youth violence in Boston.

Allan V. Horwitz, Rutgers University, and **Jerome C. Wakefield**, New York University, were quoted and featured in a March 7 *Washington Times* article on their research from *Contexts* magazine about the reported rates of mental illness.

Pamela Hunt, Kent State University, was quoted in the *Christian Science Monitor*, for her expertise in the jam band scene and Grateful Dead subculture in September 2005.

Albert Hunter, Northwestern University, was quoted in an April 4 CNN.com article on gay activities occurring in the suburbs.

Michael Kimmel, State University of New York-Stony Brook, was quoted in a March 26 *New York Times* article about the modern bachelor pad.

Ross Koppel, University of Pennsylvania, was quoted in the *Philadelphia Inquirer* on a story about labor strife and the history of violence on February 10.

Jerry Kruse, Brooklyn College-CUNY, published two illustrated articles in *USITALIA*, an English language supplement to *America Oggi*, showing how both Big and Little Italy's are changing due to the influx of new immigrants.

Annette Lareau, University of Maryland, was the subject of a March 9 *New York Times* op-ed article about her research on middle-class parenting styles versus working-class parents.

Edward Laumann, University of Chicago, was cited in a March 7 *New York Times* article for his research findings on mixed orientation marriages.

Paul Lichterman, University of Southern California, was quoted in a March 15 *Rocky Mountain News* article about how the evangelical Christian nonprofit

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The Woodrow Wilson International Center for Scholars announces the opening of its **2007–2008 Fellowship competition**. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Topics and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illumine policy issues of contemporary importance.

Fellows are provided private offices, access to the Library of Congress, Windows-based computers, and research assistants.

The application deadline is October 2, 2006. For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application, please visit our Web site at www.wilsoncenter.org.



ed., *The Handbook of Peace and Conflict Studies* (Routledge, 2006).

Robert W. White, Indiana University-Purdue University Indianapolis, *Ruairí Ó Brádaigh, The Life and Politics of an Irish Revolutionary* (Indiana University Press, 2006).

Tamar Diana Wilson, University of Missouri-St. Louis, *Subsidizing Capitalism: Brickmakers on the U.S.-Mexican Border* (State University of New York Press, 2005).

Patricia A. Wittberg, Indiana University-Purdue University Indianapolis, *From Piety to Professionalism—and Back? Transformations of Organized Religious Virtuosity* (Lexington Books, Rowman & Littlefield Publishers, 2006).

Robert Wuthnow, Princeton University, *American Myths: Why Our Best Efforts to Be a Better Nation Fall Short* (Princeton University Press, 2006).

Caught in the Web

Economic & Social Research Council (ESRC). Fast, free access to the highest quality UK social science research is now available to organizations across the United States from one website, <www.esrcsocietytoday.ac.uk>. Developed by the UK's Economic & Social Research Council (ESRC) the website allows users to search all ESRC-funded research material on a variety of topics including crime, education, economics, health, the environment, and social affairs. Information from other leading UK and international social science resources such as Europa, the Social Science Research Network, the UK's Office of National Statistics, and the UK Data Archive is also available—just by typing a simple query into the site's powerful search engine. The website is quick and easy to navigate, providing research material in a variety of useful formats, including: Full research papers and datasets, Plain-English summaries, Facts & Figures information sheets, and Topical news stories. For further information, visit <www.esrcsocietytoday.ac.uk>. Contact: Cormac Connolly, +44 1793 413 079; email cormac.connolly@esrc.ac.uk.

New Programs

European University Institute and the Robert Schuman Centre for Advanced Studies has developed a proposal for a Research Network 1989, which is kindly supported by GESIS and its CEE Service Agency, <www.cee-socialscience.net/1989>. Towards 2009 a global window of attention opens for Central and

Eastern Europe because of the 20th anniversary of 1989. While particularly in CEE participants, observers and academics will be recording their interpretations, 1989 was also a global and world-historical event. Cultural, economic, legal, political and social interpretations are intertwined with the flow of history and are themselves subject to appropriation and revision by actors. "Before" and "after" 1989 are thus inextricably linked. We invite Working Group proposals. Proposals should advance, interrogate or replace knowledge claims by identifying an intellectual agenda that is worthy of sustained attention. Initiators of working group proposals may expect to lead the group. Please find further information on the website: <193.175.239.69/1989/groups/index.html>. The Opening Plenary is scheduled for October 24 to 28, 2006, to be held at the European University Institute <www.iue.it>, Florence, Italy.

Deaths

Al Bertrand, retired LSU Boyd Professor of Sociology Emeritus, died on February 26, 2006, at his home in Baton Rouge, LA. He was 87 years old.

Al Reiss, Yale University, died April 27 after a long decline in health at his retirement community in Hamden, CT.

Obituaries

Albert N. Cousins (1919–2006)

Albert N. Cousins, a retired sociology professor who died [March 20] at age 86, developed a keen interest in urban affairs during the civil rights movement and racial unrest of the 1960s.

Cousins, who taught at Cleveland State and John Carroll universities, wrote or co-wrote several books and papers, including "North Coast Metropolis: Sociology of Cleveland," that explored the issues of inner-city poverty and citizen empowerment. His books include "Urban Life: The Sociology of Cities and Urban Society," published by John Wiley & Sons Inc. in 1979, and "Urban Man and Society," a 1970 Knopf publication.

He began teaching at Fenn College in the early 1950s and remained on the faculty as it transformed into Cleveland State University in the mid-1960s.

In the early years of Cleveland State, students filling out faculty-evaluation surveys described Cousins as "groovy." Although most of his colleagues also received high marks, Cousins' "groovy" label and his propensity for flashy attire—"His red herringbone shirt and gold striped tie are a little too hard to take at

8 a.m.," one student observed—were singled out in a news report.

Cousins toned down the flashiness in his later years, but, according to his son, Daniel, "He definitely has a few jackets that I'm afraid to wear."

The Cleveland native had lived most of his life in University Heights and Cleveland Heights.

"Six weeks ago, he was shoveling his driveway of snow," his son said. "Then it all fell out from under him. His health collapsed. He wanted to live independently as long as he could. And he did that."

He spent his last weeks at an assisted living facility near his son in the Boston area. He died at Concord (Mass.) Health Care Center.

As a youngster, Cousins had worked at a Cleveland food market run by his Russian-immigrant parents. He ran track at East Technical High School in the 1930s and was part of a relay team that won state honors, according to his son.

After graduating from Ohio State University in 1941, Cousins joined the Army for service in World War II. He served as an aide to a general in the ordnance department at Aberdeen Proving Grounds in Maryland. His duties included glean- ing war-related news articles from daily publications and preparing a weekly news digest for officers.

During the war, he married Rose Manitsas, whom he had met at Ohio State. Rose, who inspected airplane rivets during the war, later taught in the Cleveland schools. She died in 1987.

After the war, Cousins earned a master's degree and a doctorate in sociology from Harvard University. He taught briefly at Florida State University and worked for Cuyahoga County Juvenile Court before joining the Fenn faculty.

He helped found United Area Citizens Agency in 1968 and directed its antipov- erty campaign. He decorated the walls of his home with plaques from education and government officials praising his community service.

Cousins retired from CSU in 1989, but remained in the classroom as a part-time teacher at John Carroll University until 2003.

"He was an enthusiastic professor," his son said. "He was a scholar of American culture. He was fascinated with Cleveland and the American way of life."

This originally appeared in the Cleveland Plain Dealer on March 27, 2006, by Alana Baranick

Valerie Moore (1964–2006)

Valerie Moore, associate professor of sociology, died peacefully in her home on February 1, 2006, at the age of 41. She joined the faculty of the University of Vermont as an assistant professor in 1997 and was promoted to associate professor with tenure in 2003.

Valerie earned her PhD at the University of Massachusetts-Amherst where she was a recipient of numerous awards, including a Ford Foundation Minority Graduate Fellowship and a Special Graduate Activities Grant from the National Science Foundation. Her dissertation, titled "How Kids Create and Experience Gender and Race," served as a starting point for her long-term research interests in the intersection of race and gender, identity formation, and the negotiated emergence of self.

Early in her career, Valerie wrote a paper on the effect of a professor's race and gender on her/his experience as a faculty member, detailing the threats from both students and colleagues that made it difficult for young women professors, especially women of color, to maintain a sense of self as a competent professional. Later, her careful observations of children demonstrated the importance of studying interactions in a wide range of settings to understand the ways children build identities based on race and gender. And her comparisons of identity formation among African-American children in predominantly black summer camps, on the one hand, and camps that were largely white, on the other, allowed her to examine the impact of racial context on identity formation. Many have called

for analysis of the interaction of race and gender, the ways race is gendered and gender is racialized. Valerie did it. Many have theorized the invisibility but use of whiteness. Valerie analyzed it. Many have insisted that social context shapes the use of race, as well as gender. Valerie theorized and concretized its effects. Her substantive interest in gender and race resulted in influential research articles in, among other outlets, *Social Problems* and *Gender and Society*. At the time of her death, she was writing an invited proposal on these issues for a book in the *Rose Monograph Series*.

In addition to her important scholarly and service contributions during her all-too-brief career, Dr. Moore will be remembered for her effectiveness as a teacher and mentor. Presiding over a large introductory lecture class or teaching a dozen or so students in the intensive atmosphere of advanced seminars, Valerie was perceived by her peers and her students alike as both an effective and caring teacher. Particularly impressive was her ability to teach sensitive issues on race and childhood in ways that simultaneously challenged students' misperceptions, while treating their views with respect. Her boundless enthusiasm and positive nature belied a quiet strength that carried her points across to even the most intransigent students.

Valerie was much admired by graduate students as well as faculty who were drawn to her obvious, but never arrogant, intelligence, wit, and warmth. Her melodic voice pulled listeners in—whether she was singing in the choir or chatting in the hallway. She brought a kind of joy to life that carried her through health and a prolonged illness. Our deepest sympathies go to her life partner, Joey McNabb of Burlington, VT, and her parents, Samuel and Jacqueline (Davis) Moore of Plainfield, NJ. In lieu of flowers, donations may be made to the Valerie Moore Scholarship Fund, c/o Jill Gould, P.O. Box 491, Milton, VT 05468.

Naomi Gerstel, University of Massachusetts-Amherst and Beth Mintz, University of Vermont

Arthur J. Vidich (1922–2006)

Arthur J. Vidich, who chronicled social and economic changes in America after WWII, died on March 16th, at his home in Southampton, NY, from complications from chronic lymphatic lymphoma. He was 83.

Art taught at the Graduate Faculty of Political & Social Science at the New School for Social Research for 40 years. He is best known for *Small Town in Mass Society* (with Joseph Bensman). The book, still in print and translated into several languages, rendered a candid portrait of "Springdale," actually Candor, a rural community near Ithaca, New York. This classic documented the extent to which urban bureaucracies and the norms of the emerging new middle classes had penetrated even the nooks and crannies of American society by the mid-1950s. Upon publication of the book in 1958, Art was hung in effigy from the back of a manure-spreader at Candor's July 4th parade. The memory of such unusual celebrity gave Art pleasure until his last days. *Small Town* created a sensation in scholarly circles and generated vigorous debates about the ethics of social research and about the relative merits of bureaucratically organized surveys versus fieldwork generating qualitative data to address intellectual problems.

He was born in Manganese, Minnesota, on May 30, 1922, the youngest of five children to Austrian immigrants. His elder brother died accidentally as a young boy. A disabling accident in Manganese's iron mines forced Joseph Vidich to move to West Allis, Wisconsin, to find other work. Art's second-generation immigrant experiences in that depression-era industrial town helped shape the critical eye through which he later examined American society.

He entered the University of Wisconsin in September 1940 where he majored in American institutions and economics. His education at Madison was interrupted by

the Second World War. In April 1942, he enlisted in the Marine Corps and, before being shipped overseas, completed his undergraduate education at the University of Michigan, with a major in economics. He served in the Pacific theater with the Second Regiment of the Second Marine Division, rising to first lieutenant and machine-gun platoon leader. Nine days after Nagasaki was devastated by the nuclear bomb, he disembarked in the port city as part of the first occupying force of the Japanese islands. His first-hand observations of the effects of the bomb on Nagasaki made him a life-long critic of nuclear weapons.

After his discharge from the Marine Corps, Art returned to the University of Wisconsin where he obtained his MA in sociology and anthropology in 1948. Wisconsin's illustrious faculty in the social sciences, including Hans H. Gerth, who brought his deep knowledge of Max Weber's work to American readers, was decisive in shaping his understanding of the great changes underway in postwar America.

In the fall of 1947, Art traveled to Micronesia and did six months of fieldwork on the archipelago of Palau. This became the basis of his master's thesis, and later, in expanded form, his doctoral thesis at Harvard's Department of Social Relations. He earned his PhD in social anthropology from Harvard in 1953 under Barrington Moore.

In 1950–1951, Art studied at the University of London on a Fulbright Scholarship. During that European sojourn he traveled to his parents' birthplace in Kropa, Slovenia, and began a life-long relationship with Slovenian intellectuals.

After teaching for three years at the University of Puerto Rico, and three more years at the University of Connecticut, he began his long career at the Graduate Faculty at The New School in 1960. His work at The New School brought him into contact with scholars from around the globe, scores of whom he hosted in seminars at The New School and at his homes. During those years, he also held visiting professorships at the Universidad Nacional in Bogota, Colombia; the Kyoto American Studies seminar in Kyoto, Japan; the University of California-San Diego; Clark University; the University of Zagreb in Croatia; and Tehran University, Iran. He created and sustained an intellectual milieu that exemplified the Graduate Faculty's singular legacy as a crossroads of European and American social thought.

In addition to *Small Town in Mass Society*, Art wrote *The New American Society: the Revolution of the Middle Class* (with Joseph Bensman); *American Sociology: Worldly Rejections of Religion and Their Directions* (with Stanford M. Lyman); and *Collaboration, Reputation, and Ethics in American Academic Life: Hans H. Gerth and C. Wright Mills* (with Guy Oakes), among many other books, articles, and reviews. He also edited or co-edited more than a dozen volumes and was the founder and long-time editor of the *International Journal of Politics, Culture and Society*.

His first wife, Virginia, from whom he divorced in 1973, died in 1995; his second wife of 34 years, Mary, died in 2003. He is survived by his sisters, Pauline Ruthenberg and Olga Shultz both of Mesa, AZ, and Betty Jauquet of Ashland, WI, and his children, Charles of Ashford, CT, Paul and Andrew of New York City, Joseph of Wall, NJ, his step-children Max Gregoric of Rockville, UT, and Rosilind Gutterson of Southampton, NY, and thirteen grandchildren. Art also leaves behind scores of men and women who benefited from his ability to help frame intellectual problems theoretically and historically. And all who knew him cherished his remarkable hospitality, vitality, curiosity, and sense of humor.

There will be a celebration of Art's life and work at The Graduate Faculty, New School for Social Research, on September 14–15, 2006.

Robert Jackall, Charles Vidich, and Paul Vidich

Short Courses in Philadelphia
Taught by Paul Allison

EVENT HISTORY ANALYSIS

July 10-14, Using SAS

July 24-28, Using Stata (New this year!)

CATEGORICAL DATA ANALYSIS

July 17-21

www.StatisticalHorizons.com

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).



ASA's 2006 Member-Get-A-Member Campaign

About the Campaign:

The American Sociological Association challenges ASA members to encourage their colleagues, students, and others interested in the discipline of sociology to join ASA for 2006. Each current member who sponsors a new member is eligible for special recognition and 2006 rewards.

Since ASA launched the campaign, more than 50 members have brought in at least one new member into the Association and are now eligible for discounted 2007 membership dues and our grand prize—a \$500 Amazon.com gift certificate.

Current members are our best source for new members who could benefit from all the ASA has to offer.

Why Participate:

Every time a new member joins ASA, we are made stronger. A vital and growing ASA expands public knowledge of the discipline of sociology, creates new networking opportunities, makes our professional association more representative of the discipline as a whole, and advances sociology worldwide.

In return, new members of ASA receive all the substantial benefits of membership, including deep discounts on ASA books, teaching resources, journals, and Annual Meeting registration; group rates on insurance, rental cars, magazines, and the JSTOR database; access to member-only content on the ASA website; and much, much more.

How to Participate:

Visit the "Member Get a Member" page on the new ASA website, <www.asanet.org>. You can print out the special application form or encourage online application. (New members will be asked to provide the name of their "sponsor.")

A Special Thank You:

No matter how you choose to participate, you are eligible to receive a reward for every new member you help bring into ASA.

Any current member who successfully sponsors a new member will be listed in a special article of recognition to be published in the September/October issue of *Footnotes*.

In addition, for every new non-student member you sponsor, you will receive a **\$10 discount** off your 2007 membership dues. (Discount is limited to the amount of membership dues and may not be used for journal subscriptions or section memberships. Rewards are not applicable to new sponsored student members because student membership is highly subsidized by the ASA. However, current student members who sponsor a new full member are eligible for reward prizes.)

If you sponsor at least one new member (including new student members) by July 15, you will be entered into the grand prize drawing to receive a **\$500 Amazon.com gift certificate**.

The 2006 ASA Member-Get-A-Member campaign ends July 15. Join us as we make our 101st year a record breaking one!

ASA membership is on a calendar year basis. Offer limited to 2006 members and 2006 new memberships (renewed memberships are not eligible). Grand prize winner will be notified by August 1, 2006. For more information, contact membership@asanet.org.

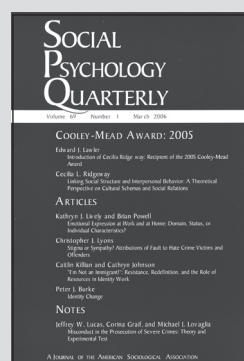
Journals in Transition

New Manuscript Submission Addresses

American Sociological Review: As of July 1, 2006, all new submissions should be sent to the new editors, Vincent Roscigno and Randy Hodson, at The Ohio State University, Bricker Hall, Room 300, 190 North Oval Mall, Columbus, OH 43210; (614) 292-9972; e-mail ASR@osu.edu.



Correspondence regarding revisions of manuscripts already under review will continue to be received until August 7, 2006, by the outgoing editor: Jerry Jacobs, University of Pennsylvania, Department of Sociology, 3718 Locust Walk, Philadelphia, PA 19104-6299; e-mail asrpenn@sas.upenn.edu.



Social Psychology Quarterly:

As of August 15, 2006, all new submissions and correspondence regarding revised manuscripts should be sent to the new editor, Gary Alan Fine, at the Department of Sociology, 1810 Chicago Avenue, Northwestern University, Evanston, IL 60208; e-mail g-fine@northwestern.edu.

Sociological Methodology: As of July 1, 2006, all new submissions should be sent to the new editor, Yu Xie, at the Institute for Social Research, Room 2074, University of Michigan, 426 Thompson, Box 1248, Ann Arbor, MI 48106-1248; e-mail smeditor@umich.edu.

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

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