

## Sociological Research on Health Disparities Is Core of NIH Conference

by Karina Havrilla,  
ASA Minority Affairs Program

Eight prominent sociologists were among the 23 panelists and moderators at a two-day conference hosted by the National Institutes of Health (NIH). The October conference, titled "Understanding and Reducing Health Disparities: Contributions from the Behavioral and Social Sciences," was overbooked very early in its planning, with some 1,100 registrants, leaving many would-be attendees on a long waiting list.

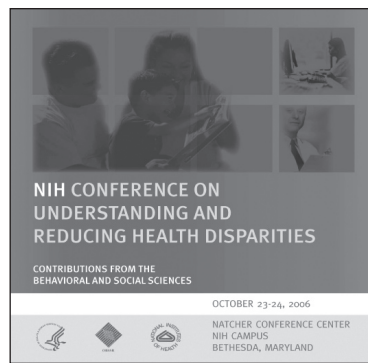
The conference brought together speakers from various disciplines to discuss three areas of action influencing health disparities: policy, prevention, and health care. The goals of the conference were to highlight and demonstrate the actual and potential contributions of behavioral and social science research to NIH's mission of reducing disparities in health; to identify areas requiring increased conceptual, empirical, and methodological development; and to recruit additional researchers to investigate health disparities. Nearly 60

research posters also were presented at the event, held on the NIH campus in the modern Natcher Conference Center.

### Act One

Opening remarks were made by Deputy Director of NIH Raynard Kington, and the NIH Director of the National Center for Research on Minority Health and Health Disparities John Ruffin.

Following opening remarks, panelists had an opportunity to give a brief presentation of their research as it related to one of the three areas of action. Sociology was well represented at the conference, including sociologist David R. Williams, Harvard University. His panel presentation, "Behavioral and Social Science Evidence for Reducing Health Disparities through Policy," offered an overview of findings from behavioral science research findings with implications for developing effective



public policies. The behavioral and social science research links determinants of health to key pathways that policymakers need to address in order to reduce social inequalities in Americans' health.

### Act Two

The second day of the conference was when sociology truly had the opportunity to shine, given the steady stream of sociologist speakers. David Takeuchi, University of Washington, was the moderator for the morning panel sessions, which covered the topic of prevention. A sociologist by training, Takeuchi's research interests are focused on the

social, structural, and cultural contexts associated with different health outcomes, particularly among racial/ethnic minorities.

Sociologist Philip May, University of New Mexico, gave the first presentation of the day. His discussion, "Fetal Alcohol Syndrome among American Indians, Italians, and South Africans: Disparate Risks, Different Prevalence, and Prevention," looked at three at-risk populations to compare and contrast the rates, effects, and severity of fetal alcohol syndrome (FAS) on children, while also studying the maternal risk factors for producing FAS children in these regions of the world. Based on his research findings, he concluded that through knowledge and understanding of these populations, prevention methods for FAS can be designed and implemented.

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## Peter H. Rossi (1921–2006)

Peter Henry Rossi of Amherst, MA, died peacefully at home on Saturday, October 7, 2006.

Born December 27, 1921, in New York City, he was Stuart A. Rice Professor of Sociology Emeritus at the University of Massachusetts-Amherst. Son of Italian immigrant parents, he was a graduate of Townsend Harris High School and the City College of New York (1943). He obtained his PhD in Sociology from Columbia University on the GI Bill in 1951. He held faculty positions at Harvard University, University of Chicago (Professor), and Johns Hopkins University (Professor and Department Chair) prior to his appointment at the University of Massachusetts.

Author of more than 40 books and 200 scholarly journal articles, he was highly regarded for his work on evaluating social programs. He was elected fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science. He was past president of the American Sociological Association and former director of the National Opinion Research Center, University of Chicago. His textbook, *Evaluation: A Systematic Approach*, now its 7th edition has become the classic text in the field of evaluation of social programs.

His work on the evaluation of social programs has earned him world-wide recognition. Included in this work are his controversial studies of the homeless problem in America (*Down and Out in America: The Origins of Homelessness*, University of Chicago Press). In this research, he made



Peter H. Rossi

the first systematic attempts to count the homeless, finding dramatically smaller numbers than claimed by advocates for the homeless. He found that homelessness is largely a temporary rather than permanent problem and, therefore, that short infusions of aid could make a large difference. Most recently, he focused on federal food programs (*Feeding the Poor: Assessing Federal Food Programs*). His work on assessing the severity of crimes via surveys of the American public (*Public Opinion on Sentencing Federal Criminals and Just Punishments: Sentencing Guidelines and Public Opinion Compared*) has influenced the U.S. Sentencing Commission. His studies of how cities in America responded to the riots of the late 1960s (*The Roots of Urban Discontent*) grew out of work for the Kerner Commission. His efforts on evaluating public welfare and anti-crime programs was highly influential and was frequently cited by Senator Daniel Patrick Moynihan and other policy makers.

He has received numerous awards. These include election into the Townsend Harris Hall of Fame (1998), the Common Wealth Award for distinguished contributions to Sociology (1985), Distinguished Career Award for the Practice of Sociology (1999, ASA), and the Paul F. Lazarsfeld Award for contributions to research methodology (1995, ASA), and the Chancellor's Medal at the University of Massachusetts.

In addition to his scholarly works, he was a valued colleague and mentor to generations of doctoral students in sociol-

See Rossi, page 8

## Candidates for the 2007 ASA Election

The American Sociological Association is pleased to announce the slate of candidates for ASA Officers, Council, Committee on Committees, Committee on Nominations, and Committee on Publications. Ballots for the 2007 ASA election will be mailed in early May 2007. The candidates are:

### President-Elect

Patricia Hill Collins, University of Maryland  
Michael Hout, University of California-Berkeley

### Vice President-Elect

Margaret L. Andersen, University of Delaware  
Cecilia L. Ridgeway, Stanford University

### Council Members-at-Large

Marjorie DeVault, Syracuse University  
Barry Lee, Pennsylvania State University  
Diane Pike, Augsburg College  
Clara Rodriguez, Fordham University  
Rogelio Saenz, Texas A&M University  
Marc Schneiberg, Reed College  
Robin Stryker, University of Minnesota  
Hernan Vera, University of Florida-Gainesville

### Committee on Committees

*Members-at-Large*  
Sara Curran, University of Washington  
Abby Ferber, University of Colorado  
Mark Suchman, University of Wisconsin-Madison  
Regina Werum, Emory University  
*Two-year Institutions*  
Tina Martinez, Blue Mountain Community College  
Katherine Rowell, Sinclair Community College

### Committee on Committees, continued

*Master's/Four-year Institutions*  
Ivy Kennelly, George Washington University  
Peter Nardi, Pitzer College

### Committee on Nominations

Kathy Charmaz, Sonoma State University  
Tyrone Forman, University of Illinois-Chicago  
Bai Gao, Duke University  
Lynne Haney, New York University  
Lisa Keister, Duke University  
Leora Lawton, TechSociety Research  
Cecilia Menjivar, Arizona State University  
Bandana Purkayastha, University of Connecticut  
Deidre Royster, College of William and Mary  
Robert Sampson, Harvard University  
Mario Small, University of Chicago

### Committee on Publications

Naomi Gerstel, University of Massachusetts-Amherst  
Patricia Yancey Martin, Florida State University  
Christine Williams, University of Texas-Austin  
Julia Wrigley, Graduate Center of the City University of New York

The elected members of the Committee on Nominations prepared most of the slates of candidates for the 2007 election; the slate of candidates for the Committee on Nominations was prepared by Members-at-Large of the ASA Council. ASA bylaws provide the option for members of the association to nominate additional candidates. Petitions supporting additional candidates for the offices of President-Elect and Vice President-Elect must be signed by at least 100 supporting voting members of the Association; petition candidates for other positions must receive the supporting signatures of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 2007, and be addressed to the attention of the ASA Governance Office. Mail petitions to: American Sociological Association, ATTN: Association Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. If you have any questions about the slate of candidates or the petition process, please e-mail [governance@asanet.org](mailto:governance@asanet.org) or call (202) 383-9005.



## In This Issue . . .



### 3 Celebrating 10 Years of University-Community Research

The Center for Urban Research and Learning has been actively involved with the Chicago community.



### 4 ASA/NSF Fund Five New Research Projects

FAD grant supports sociological research on topics such as expressions of modesty and a graduate student workshop.



### 5 Planning Ahead for 2008

Send in your Session Proposals for the 103rd ASA Annual Meeting ASAP.



### 6 MSS and NCSA Join Forces

Midwest and North Central sociologists will discuss social policy, social ideology, and social change.



### 7 Sociological Research on the STEM Workforce

Through her position at CPST, Frehill addresses STEM career supply and demand issues.



### 8 In Remembrance of Past President Rossi

Colleagues pay tribute to their friend and mentor Peter Rossi.

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## The Executive Officer's Column

### Demystifying ASA's Public Statements



Sally T. Hillsman

From time to time, ASA members learn of newly issued official positions of the Association made by Council or the membership. Some members may wonder how such statements originate and what process governs their development and approval. ASA members themselves are the source of many proposed statements. Others originate within the ASA Council. Statements can take the form of amicus briefs offered to U.S. courts, official positions taken by Council, and member resolutions approved by vote of the entire membership. Through these ASA makes known—to the public and targeted audiences—the sentiments of the U.S. sociological research and practice community on matters involving the profession or discipline and on a variety of timely and relevant issues. The latter are typically of national or even international importance about which debate and decision-making benefit from the injection of sociological knowledge and perspective.

#### Getting Heard

The briefs, statements, and resolutions comprise a body of official positions of the Association designed to drive science-based knowledge to problems in the real world. They are a key way, though not the only way, in which the Association can bring sociological research and knowledge into academic or public discourse. Accordingly, ASA works to disseminate the statements through the mass media and keeps members informed through the electronic *Member News and Notes* newsletter, *Footnotes*, and the ASA website.

Not all official statements of the Association, however, arise from Council. In the April 2003 issue of this Vantage Point column (see <[www2.asanet.org/footnotes/apr03/exec.html](http://www2.asanet.org/footnotes/apr03/exec.html)>), I addressed official Association statements that emerge from the members rather than from Council. In the 2003 ASA election, for example, the ASA voting membership expressed its opinion about the United States engaging in war in Iraq. Voters overwhelmingly approved a statement originating with ASA members who utilized ASA's formal petition process, described in *ASA Bylaws* Article II, Section 8, which is accessible on the Governance page of the ASA website.



#### A "Player" in Science Policy

Readers can view the seven official statements made by ASA since 2002 on the Governance page of the ASA website. Council issued its most recent, unanimous statement on the importance of state governments not allowing religious ideology to interfere with the teaching of science in K-12 public education. The impetus for this statement was a result of the Association's engagement in the science policy arena in Washington, DC, where ASA is an increasingly credible player in matters involving policies that impinge on the viability of science generally.

In early 2006 ASA was invited to participate in an *ad hoc* group convened by the American Association for the Advancement of Science (AAAS) to assess the threat to public science education by the so-called "intelligent design" movement. Shortly thereafter, we were alerted to the situation of a well-regarded McGill University science educator whose sociologically focused research grant application to the Canadian equivalent of the U.S. National Science Foundation (NSF), the Social Sciences and Humanities Research Council of Canada (SSHRC), was declined because the pivotal review committee challenged his assumption that the theory of biological evolution was valid. The researcher had proposed studying the impact of the creationism and intelligent design movement on U.S. science achievement. ASA, of course, took no position on the agency's funding decision about this application, but as an organization representing scientists, we objected to the implication of the review: "At the very least, the statement implies that the religious concept of 'intelligent design' is on parallel footing scientifically with the scientific concept of biological evolution and is therefore a viable alternative explanation of a natural phenomenon," said ASA's letter to SSHRC. ASA has received nothing but praise for our defense of the researcher and for Council's subsequent statement on the teaching of science in public education.

The statements endorsed by Council are typically in defense of the scientific enterprise or based on widely accepted sociological research. While the AAAS-initiated effort to assess the threat to U.S. science education merged with efforts at the National Academy of Sciences, it became clear that disciplinary societies such as ASA should be formally on record regarding public science education. With increasing threats to science at the national level (see, for example, the 2004 *ASA Statement on the U.S. Government Vetting of Scientists to Serve on International Advisory Bodies* and the *ASA Statement on Maintaining the Integrity of U.S. Presidential Appointments of Scientists*), it is necessary that ASA be engaged with all science disciplines to successfully address these issues.

#### Science Fights Back the Attacks

While high school biology education is under attack today, tomorrow may bring attacks on social science education. Indeed, a U.S. Senator has already given ideologues support in a public hearing last May questioning the value of basic social science. We must be "at the table" with our friends in other disciplines. As NSF Director Arden Bement stated at the November advisory meeting of the NSF Social, Behavioral and Economic Sciences Directorate, "the physical sciences need the social sciences." And, we know that social science benefited this year as other sciences came to our defense when we were under attack in the Senate. AAAS Chief Executive Officer Alan Leshner expressed most succinctly the symbiotic interdependencies of today's science disciplines when he testified before the Senate Science and Space Subcommittee that "[e]very major issue facing modern society and every major issue facing our economic competitiveness will ultimately be multidisciplinary in nature...[requiring] the integration of the physical sciences or biological sciences with the social and behavioral sciences."

—Sally T. Hillsman



## Loyola Community-engaged Research Center Celebrates 10<sup>th</sup> Anniversary

The Center for Urban Research and Learning (CURL) at Loyola University Chicago recognized 10 years of university-community collaborative research at a spring celebration attended by more than 300 faculty, students, community partners, government leaders, and foundation officials. An innovative research center that involves community partners at all stages of the research process, including conceptualization and development, CURL has become a nationally and internationally recognized engaged research center. The interdisciplinary center, directed by sociologist Phil Nyden, is a working model of public social science.

CURL has raised a \$9-million endowment to support faculty, student, and community fellowships along with other general research activities. This is in addition to research grants from more than 20 foundations and government agencies. The center has completed, or continues to be actively engaged in, more than 100 collaborative university-community research projects. Research teams have included over 55 faculty, 100 graduate students, 125 undergraduates, and 100 community partners.

### Research and "the Pursuit of Justice"

CURL seeks to promote equality and improve people's lives in communities throughout the Chicago metropolitan region by building and supporting collaborative research and engaged education efforts. Working together, community needs are addressed while the academic experience is enriched. Nyden states that "CURL's goal has been to partner with communities in producing research that contributes in tangible ways to the pursuit of justice in a variety of policy areas from prevention of domestic violence to the preservation of affordable housing."

Carlos DeJesus, former executive director of Latinos United and a past CURL Community Fellow predicts that more university-community research partnerships are on the horizon. As community-based organization staff become more sophisticated in expertise, they "will become more active partners with universities...strengthening the concept of participatory action research." The Chicago-based Latinos United is a housing advocacy organization that used CURL research data to successfully sue HUD to open up public housing to Latino families in Chicago.

Other policy issues and evaluation work by CURL have included creating stable racially and ethnically diverse communities; improving early childhood education; assessing the impact of welfare reform on economically diverse communities; community safety; preventing lead poisoning; housing low-income individuals with disabilities; using new computer technologies in serving low-income communities; researching the impact of gentrification and displacement on communities of color; community economic development; health needs of Native Americans in Chicago; homelessness; and youth civic engagement. In addition to these formal projects, CURL staff has become a regional resource, routinely working with community groups, citywide organizations, and local government agencies in providing additional data, consultation, and program evaluation services.


### A Team Effort

Research teams comprised of faculty, graduate students, undergraduates, community partners, and CURL staff conduct the majority of CURL research. Funded graduate research assistants generally serve as project coordinators, communicating with faculty and community partners on a regular basis and supervising other graduate and undergraduate researchers on a particular project. Faculty fellows and graduate research fellows have been competitively selected from more than 15 departments or schools, including sociology, psychology, history, philosophy, political science, philosophy, social work, law, education, and nursing.

Undergraduates are brought into collaborative research primarily through two programs. CURL undergraduate fellows receive a \$1,200-per-semester stipend and work ten hours per week on CURL research teams. CURL also works with the College of Arts and Sciences in teaching a six-credit hour urban studies seminar. Typically taught by a sociologist, the seminar engages students in one of CURL's community-based research projects as the class addresses broader urban sociology and urban policy issues.

The sociology department has been one of the most substantial participants in CURL over the past ten years, leading to fellowships for departmental faculty and students. Equally as important has been the function of CURL as the interdisciplinary link between sociology and other departments.

The team approach has been quite effective as it helps maintain quality collaborative research by promoting involvement and regular communication between university and community partners. By involving graduate students as coordinators, it extends the reach of faculty and community partners who typically have significant work obligations.

New initiatives by CURL include the development of a new international journal of community-engaged research. In partnership with the University of Technology Sydney (Australia), this journal will work to create locally anchored global research by linking community-based research activities in multiple countries. More information on CURL and its past and present activities can be found at <[www.luc.edu/curl](http://www.luc.edu/curl)>. 



Recognition plaque being presented to McCormick Tribune Foundation officials at the April anniversary event for their endowment support for CURL. [Left to right] Phil Nyden, Director of CURL; James Dowdle, board member, McCormick Tribune Foundation; David Grange, President and CEO, McCormick Tribune Foundation; and Michael J. Garanzini, President, Loyola University Chicago.

## PUBLIC AFFAIRS UPDATE

✓ **New chair of National Academy's behavioral science board** . . . Philip Rubin, chief executive officer of Haskins Laboratories, has been selected to chair the Board on Behavioral, Cognitive, and Sensory Sciences (BBCSS) at the National Academy of Sciences (NAS). NAS was chartered by Congress to advise the federal government and the public on science and technology issues. The BBCSS is a subdivision of the National Research Council, which conducts research in a variety of scientific fields from engineering to zoology (see <[www7.nationalacademies.org/csbd/About\\_BBCSS.html](http://www7.nationalacademies.org/csbd/About_BBCSS.html)>). In research circles, Rubin is known for his unique interdisciplinary studies of speech production that encompass cognitive psychology, linguistics, ecological acoustics, physiology, and computer modeling. In national policy circles, Rubin is known for, among other achievements, his leadership of the National Science Foundation's Division of Behavioral and Cognitive Sciences in the Social Behavioral and Economic Sciences Directorate (2000 to 2003). Rubin also served as the chair of the President's National Science and Technology Council's Committee on Science's Human Subjects Research Subcommittee, which produced a timely interagency report on social sciences relative to counterterrorism. While chair of BBCSS, he will maintain his adjunct professor position in the Department of Surgery, Otolaryngology at Yale University School of Medicine. He is also a research affiliate there in psychology, and is Chairman of the Board at the Discovery Museum & Planetarium in Bridgeport, CT. Rubin holds a BS from Brandeis University and a doctorate from the University of Connecticut.



Philip Rubin

✓ **Working to improve faculty gender equity** . . . The American Association of University Professors' (AAUP) recently released report, *Faculty Gender Equity Indicators 2006*, provides data on four measures of gender equity for faculty at more than 1,400 colleges and universities across the country. Data for the report are drawn primarily from the AAUP Faculty Compensation Survey, with additional data on part-time faculty from the U.S. Department of Education. The individual campus listings included in the report can promote discussion of faculty gender equity at the local level, where the success of existing strategies to improve the situation of women academics can best be evaluated. AAUP hopes to move discussions about the full participation of women as faculty from the realm of abstract goals into concrete actions for improvement. The report consists of three sections: an article on "Organizing around Gender Equity," by Martha West (University of California-Davis) and John W. Curtis (AAUP Director of Research and Public Policy); aggregate national tables for each of the four equity indicators by type of institution; and an appendix listing the four indicators for each individual college and university. Visit <[www.aaup.org/AAUP/pubsres/research/geneq2006](http://www.aaup.org/AAUP/pubsres/research/geneq2006)>, for more information.

✓ **Genes, behavior, and the social environment: Moving beyond nature/nurture** . . . Over the past century, society has made great strides in reducing rates of disease and enhancing people's general health. Public health measures such as sanitation, reduction of workplace hazards, creation of new pharmaceuticals and clinical procedures, and most recently, cultivation of a growing understanding of the human genome, each have played a role in extending the duration and raising the quality of human life. The recent National Academy of Sciences publication *Genes, Behavior, and the Social Environment* examines a number of well-described gene-environment interactions, reviews the state of the science in researching such interactions, and recommends priorities not only on research itself but also on its workforce, resource, and infrastructural needs. The report also identifies gaps in knowledge and barriers that hamper the integration of social, behavioral, and genetic research, concluding that a number of far-reaching changes, specifically in the development of trans-disciplinary research, are required if significant strides are to be made in the future. Interdisciplinary research helps to achieve a far greater understanding of how interactions among social, behavioral, and genetic factors affect health and illness. For more information, visit <[www.iom.edu/Default.aspx?id=36574](http://www.iom.edu/Default.aspx?id=36574)>.

✓ **A century of doctoral education** . . . The National Science Foundation (NSF) recently released *U.S. Doctorates in the 20th Century*, a report that describes the history and growth of doctoral education in the United States from 1900 to 1999. The report reveals changes in the characteristics of persons who complete a doctoral education. It focuses on how many, in what subjects, where, and who the recipients of doctorates were as well as the changing nature of doctoral education in the United States. A vast majority of PhDs graduated in the last 25 years of the century and were not represented in the first *A Century of Doctorates* (1978). In the period examined, 62 percent were in what NSF defines as science and engineering (S&E) fields (which includes the social and behavioral sciences), and 38 percent were in non-S&E fields (which includes history and education). Men received about 73 percent of all PhDs, but since 1960, women have increased their share so that in the last five years of the century they had received 41 percent of all doctorates awarded. Minorities earning doctorates climbed to 14 percent of all PhDs awarded to U.S. citizens in the late-1990s. The study also includes where recipients earned their undergraduate degrees before moving on to the doctorate. The content of the printed report is available on the NSF website at <[www.nsf.gov/statistics/nsf06319/](http://www.nsf.gov/statistics/nsf06319/)>.



## New ASA-NSF Awardees

ASA selects awardees to help advance the discipline

The American Sociological Association (ASA) is pleased to announce five new grants from the June 2006 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. FAD 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.

**Elizabeth Hoffman**, Purdue University, received \$5,000 for **Women's Activists' Legal Consciousness: A Study of Women's Social Movement Involvement at the Turn of the Twentieth Century through Close Examination of the Life of Meta Schlichting Berger**. This study builds on Hoffman's earlier studies of legal consciousness, that is, "how women make sense of the law and their experiences with the law." Her earlier work was based on interviews and observations of contemporary women and drew on conceptual frameworks from both the literature on social movements (e.g., how collective understandings are defined, evolve, and break down) and on the research on law and society. The present study takes this work in a historical direction. It focuses

on a particular individual, an activist but not a leader, at the turn-of-the-century women's movement, Meta Schlichting Berger. Berger was active in the National Woman Suffrage Association (NAWSA) and

then left to join the National Women's Party (formed by women who left the NAWSA). The proposed study includes several dimensions including an examination of (1) the dynamics within an important social movement (women's suffrage movement) beginning in the early 20<sup>th</sup> century; (2) the role of "average" (i.e., not "national leader") women within that social movement framework; and (3) how the perception of law and legal structures and the interpretation of the relationship to law and legal processes (i.e., legal consciousness) shaped a key political and social movement in the 20<sup>th</sup> century.

**Ivy Kennelly**, George Washington University, received \$7,000 for **Modesty as an Expression of Structural Advantage**. The purpose of this study is to explore the self presentation of successful white and African American men and women drawing on L. C. Miller's distinction between "bragging" and "positive self-disclosure." Kennelly theorizes that bragging has to be understood in the context of one's social location, that is, one's race and gender. She suggests that blacks are negatively stereotyped and are aware of these stereotypes, which may influence how they discuss their career success. The result may be seen as bragging. Kennelly expects to find that modesty is actually a luxury, because it is those who are most structurally advantaged who can be modest and still be well thought of. In contrast,

immodesty may be a trait of those without power to resist invisibility. The methodology involves analyzing life history interviews of 54 successful African American and white male and female corporate executives from a data set housed at the Henry A. Murray Research Archive within the Harvard-MIT Data Center. A conceptual content analysis of the interviews of people with career success will be conducted to see what people say about themselves. Positive and negative self expressions, especially about benchmarks in their careers, will be categorized and then examined to discover what kinds of commonalities and differences exist among those who express themselves in particular ways and what race and gender nuances can be found. The study can advance the discipline by adding a structural dimension to social psychological theories of prejudice and presentation of self.

**Gregory M. Maney**, Hofstra University, and his colleagues from ASA's Collective Behavior and Social Movement section received \$1,800 to fund a research assistant to help plan a conference on **Social Movement Strategies: Sources, Processes, and Outcomes**. The conference builds on recent efforts to analyze strategies of social change and to focus on dialogues and interactions among movement leaders on issues such as the impact of mass demonstrations in efforts to mobilize a

greater public. The conference will include plenary sessions, simultaneous workshops, and panel sessions that focus on defining and making operational movement strategies. Plenary sessions will address the

methodological challenges and theoretical efforts to integrate structural and cultural perspectives. Paper sessions will feature empirical analysis on the origins, dynamics, and outcomes of strategies. Other sessions will focus on methodological techniques such as the observation of movement meetings and archival research. These techniques will be emphasized because strategies are the result of collective and interactive activities and cannot be examined at the individual level through interviews. The conference organizers expect a high level of participation of section members and of activists because the conference will take place in New York prior to the ASA Annual Meeting. The conference planners expect to include graduate students as well as senior scholars in presenting papers. The expected outcome will be an edited volume of selected conference papers.

**Isaac Martin** and **Ajay K. Mehrotra**, University of California-Davis and Indiana University School of Law, respectively, received \$5,000 for **Fiscal Sociology: A Proposal for a Graduate Student Workshop**. The purpose of this project is to hold a one-day intensive workshop for selected graduate students to build a research community around the topic of fiscal sociology, especially the sociology of taxation. Martin and Mehrotra view taxation as a durable structure of inequalities that delimits state activities, and affects other social

## Medical Sociologist Elected to the Institute of Medicine

In October, the Institute of Medicine (IOM), part of the National Academy of Sciences, announced the names of 65 newly elected members including Harvard University's medical sociologist, Nicolas A. Christakis. IOM assures the diversity of talent included within the frame of the organization by stipulating that at least one-quarter of the membership be from outside the health professions from fields that fall under the natural, social, and behavioral sciences, along with law, administration, engineering and the humanities. Christakis brings the total number of sociologists within the IOM to 11 out of the more than 1,400 current members.

"It is a great pleasure to welcome these distinguished and influential individuals to the [Institute]," said IOM President Harvey V. Fineberg. "Members are elected through a highly selective process that recognizes people who have made major contribution to the advancement of the medical sciences, health care, and public health. Election is considered one of the highest honors in the fields of medicine and health."

Christakis, an internist and sociologist who conducts research on the socio-cultural factors that affect the supply, demand, and outcomes of medical care, primarily uses demographic methods to

examine the determinants of health at individual and population levels. His past work has examined the accuracy and role of prognosis in medicine, ways of improving end-of-life care, and neighborhood effects on health care and the illness course. Christakis received his BS from Yale University, his MD and MPH

from Harvard University, and his PhD from the University of Pennsylvania. He is on the editorial boards of the *British Medical Journal*, the *Journal of Palliative Medicine*, and until 2001, the *American Journal of Sociology*. He teaches quantitative research design, medical sociology, health services research, clinical epidemiology, and palliative medicine.

IOM is distinguished and distinctive in its structure as both an honorific membership organization and advisory organization. Chartered in 1970 as a component of the National Academy of Sciences, IOM has become recognized as a prime source for independent analyses and recommendations on issues related to human health. IOM members make a commitment to be a significant influence as volunteers in IOM study committees.


To see the full list of inductees into the IOM for this year, visit the National Academies website at <national-academies.org>. 



Photo: Leah Gourley/Harvard Medical School Public Affairs  
Nicolas A. Christakis

institutions such as the family. The workshop will be held in conjunction with a two-day conference on fiscal sociology. Advanced graduate students will be recruited through the circulation of a call for abstracts and papers to ASA sections, the H-net listserv, and to members of the American Political Science Association. About 10 will be selected on the basis of their potential as active contributors to the sub-field of fiscal sociology. Selected graduate students will be integrated into the conference as discussants. Graduate students participating in the one-day workshop will be required to review historical texts and recent scholarship in the sociology of taxation. The day will be structured into three sessions: classical topics in fiscal sociology; contemporary topics; and student works in progress. Martin and Mehrotra, along with another colleague, will be the seminar leaders. Their expectation is that, as a result of the workshop, students will be able to discuss their mutual research interests with senior scholars and to build a network for a research community.

**Ronica N. Rooks**, Kent State University, received \$6,000 for **The Role of Neighborhood Environment in Explaining Racial Disparities in Chronic Conditions among Black and White Older Adults**. The purpose of this study is to test the hypothesis that there is a positive relationship between neighborhood-level, social environmental characteristics and racial cardiovascular health disparities, regardless of individual behaviors. Prior research suggests that living in poor neighborhoods is associated with the increased prevalence of behavioral risk factors independent of the characteristics of individuals. Few studies focus on racial differences in environmental health effects for older adults. Rooks will use

Health ABC, a ten-year longitudinal survey designed to measure the onset of physical decline in older adults. She will merge these data with Census micro-data on neighborhood characteristics to answer the research question. Multivariate and logistic regression models will be used to analyze the data. The primary independent variables in this analysis are neighborhood social environment as measured by indicators such as unemployment rate, household income, crowding, years of education, ratio of retirees to workers, poverty, overcrowding, wealth, and home ownership. The major dependent variables include the results of a series of cardiovascular measures of risk, as well as clinically measured walking ability. Control variables include individual-level health behaviors, such as smoking, alcohol use, and exercise. The study hypothesis will be accepted if the relationship between neighborhood characteristics and cardiovascular conditions is statistically significant.

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 cutting-edge research and conferences that advance theory and method in the discipline. Send contributions 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. 



## Session Proposals Are Invited for the 2008 Annual Meeting Program

The substantive program for the 2008 Annual Meeting is taking shape under the leadership of President-elect Arne L. Kalleberg and the 2008 Program Committee. The "Worlds of Work" theme invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats.

The spectrum of sessions on the Annual Meeting program reflects the ASA's commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences. Members are encouraged to submit session proposals for the following components of the program:

**Thematic Sessions** are specially designed and planned by the Program Committee to further examine the meeting theme. These sessions are

broad in scope and endeavor to make the theme of the meeting come alive. Ideas for Thematic Sessions were due by November 20, 2006, but late suggestions may be considered if space is available.

**Special Sessions** focus on new areas of sociological work or other timely topics, which may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of interest beyond, and participation is by invitation. Proposals for sessions co-sponsored with sister socio-

logical associations are usually accommodated under this component.

**Regional Spotlight Sessions** provide opportunities to look at issues pertinent to the host site for the Annual Meeting. With Boston as the site of the 2008 Annual Meeting, a plethora of historical and political perspectives await development into interesting session topics and local tours.

**Author Meets Critic Sessions** are designed to bring authors of recent books deemed to be important contributions to the discipline together with discussants chosen to provide different viewpoints. Books published during 2005-2007 are eligible for nomination. Only ASA members

may submit nominations; self-nominations are not acceptable.

**Workshops** provide the opportunity to learn about developments in research, theory, teaching, and practice. Topics focus on careers and professional growth, academic department strategies, research

skills and major datasets, teaching challenges, publishing advice and tips, grant opportunities and grant writing skills, enhanced teaching of standard courses, ethical issues, and more. If you have tried a pedagogical approach that has been effective, developed insightful career advice to pass along, or have wisdom to share about using sociology in applied and research settings, please volunteer to organize and lead a workshop. Workshops are open to all attendees; no fees are involved.

**Didactic Seminars** are designed to keep sociologists abreast of recent scholarly

trends and developments. These intensive sessions are led by expert instructors who are considered to be at the forefront of a given field. Seminar instructors are urged to prepare reading lists, teaching materials (e.g., handouts, etc.), and to use the same sort of techniques they would use in very advanced graduate seminars. If you have cutting-edge methodological or theoretical knowledge in an important area, or know a colleague who has such expertise, please submit a proposal for a seminar.

The ASA meeting is clearly a program of the members, by the members, for the members. But a meeting of this size and scope requires advance planning. Please think ahead for 2008 and propose session topics and organizers *now*. With the collective input of ASA members, the Annual Meeting program for 2008 will achieve a high mark of excellence.

### Guidelines for Session Proposals

Proposals for **Thematic Sessions**, **Special Sessions**, and **Regional Spotlight Sessions** should provide:

- Designation of the session type: Thematic Session (invited panel closely related to the meeting theme), Special Session (invited panel on any topic), Regional Spotlight Session (invited panel on topic pertinent to the New England area);
- Working title for the session;
- Brief description of the substantive focus;
- Rationale for inclusion of the topic on the 2008 program;
- Recommendation(s) for session organizer, including address, telephone, and e-mail information; and
- A list of potential participants.

**Author Meets Critics Session** proposals must include:

- Name and affiliation of book author(s),

- Complete title of the book,
- Publication date and name of publisher,
- Brief statement about the book's importance to the discipline of sociology,
- Rationale for inclusion on the 2008 program, and
- Suggestions for critics and session organizer.

**Workshop** proposals must include:

- Working title for the session;
- Brief description of the focus, goals, and intended audience for the workshop;
- Rationale for inclusion of the topic on the 2008 program;
- Recommendation for workshop organizer/leader, including address, telephone, and e-mail information; and
- A list of potential co-leaders or panelists, if desired.

**Seminar** proposals must include:

- Working title for the seminar;
- Brief description of the focus and content;
- Rationale for inclusion of the topic on the 2008 program; and
- Recommendation for seminar instructor, including address, telephone, and e-mail information.

**Format.** All session proposals are limited to two standard (8.5x11) pages in length. Submission of electronic documents via e-mail is preferred. Handwritten statements are not acceptable.

**Organizer Eligibility.** All session organizers must be members of ASA.

**Deadlines.** Proposals for sessions are due by February 1, 2007.

**Submission.** Proposals should be sent to the attention of Janet Astner, Operations & Meeting Services Director, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701, USA; meetings@asanet.org; fax (202) 638-0882. ☎

## Academic Branding and Public Sociology at the University at Buffalo-SUNY

by Michael P. Farrell,  
University of Buffalo-SUNY

Over the past few years, universities across the country have engaged in strategic planning aimed at "branding" or distinguishing their identities in the academic marketplace. These administrative exercises may seem remote to sociologists working on their teaching, research, and writing projects, but departments not included in the emerging administrative vision may pay a high price. To advocate for an agenda consistent with the sociological enterprise, sociologists should seek to be included in the development and institutionalization of administrative strategic planning.

The experience of the sociology department at The University at Buffalo-SUNY (UB) illustrates the benefits of getting involved in the planning process. Last year a new administration at UB initiated a strategic planning process with the goal of "making our university one of the nation's leading public research universities" by "creating a ... roadmap that the university will follow to realign resources, make strategic investments, develop partnerships and recruit new faculty." The strategic plan would build on existing strengths in the university and encourage interdisciplinary collaboration. The resulting roadmap has had sweeping implications for academic life at UB.

### Civic Engagement

Because of his experience in a similar process at the University of Denver, Robert Granfield, a UB professor of sociology, received an invitation from the dean of the College of Arts and Sciences to participate on the committee that would identify the strategic initiatives. His involvement in the planning process contributed directly to the establishment of one of the core university initiatives, Civic Engagement and Public Policy. Having in mind the strengths of the UB sociology department and its emphasis on public sociology, Granfield helped shape the university initiative so that the department is positioned to play a central part in implementing the plan. Some quotes from the white paper illustrate the links to sociology:

"...Research and scholarship that adopts the platform of civic engagement must be theory-driven and evidence-based, and it must advance the frontiers of a discipline; but by necessity civically engaged research and scholarship strives to advance public dialogue beyond the institutional walls of academia."

And sociologists will recognize the themes of public sociology:

"The social and cultural changes that have occurred over the past several years have led to a myriad of problems that confront local, national, and international constituencies. Problems associated with poverty, educational access

and reform, housing, substance abuse, immigration, crime and criminal justice, health and environment, family violence, and persistent inequalities related to race, social class, and gender. ... As an urban public research university, the University at Buffalo possesses strengths across its various units including its ability to marshal collaborative expertise in research, teaching and service that advances the public good."

### Sociology Needs to Be at the Table

Granfield's invitation presented him with an opportunity to become involved in the higher levels of academic planning. It was a time-consuming endeavor, but one that allowed him to ensure that the value of sociology was recognized. In a final review meeting, this vision was endorsed by deans and administrators from across the university. This experience has taught us that sociology needs to be at the table as it enriches the university and it enriches the discipline.

As the envisioning process unfolded, the provost announced that once the strategic initiative was approved by the deans, a high priority would be placed on hiring faculty who would help fulfill it. In part because of Granfield's involvement, we were able to successfully argue that UB sociology department new hires fit well with the priorities in the university vision statement. In Law and Society we hired Mary Nell Trautner from the University of Arizona; and in Race and Ethnicity we hired two people: Elaine Howard Ecklund from Cornell University and Robert Adelman from The University at Albany-SUNY. ☎

### Nominations Being Accepted for 2007 Section Awards!

ASA sections honor work in their specialty areas through awards made to articles, books, dissertations, career achievements, and other special contributions. Listed on the ASA website are the sections offering information on awards for which nominations are sought. Awards will be presented at the 2007 ASA Annual Meeting in New York City. Please consider nominating colleagues and students whose contributions should have the special visibility accorded by a section award.

To see the complete list of awards go to <www.asanet.org> and click on the sections link located on the right. Under "Section Information" you will find a link to the "Call for Award Nominations (2007)."





## Two Regionals to Join Forces for Their 2007 Annual Meeting

by Bruce Keith,  
U.S. Military Academy, West Point

Two of the oldest regional sociological associations in the United States will combine forces in 2007 through a joint annual meeting. The annual conference of the Midwest Sociological Society (MSS) and the North Central Sociological Association (NCSA) will be held at the Downtown Marriott in Chicago, IL, from April 4-7, 2007. This meeting is being undertaken to promote promising practices in sociology in areas related to teaching, research, and service. The impetus for this unique joint regional meeting developed from conversations within the leadership of the two associations.

"The meeting is one way in which to showcase efforts by regionals to maximize numbers," said Jay Howard, Indiana University-Purdue University Columbus, President of NCSA. "It creates a 'win/win' situation for both regionals and the national as it is intended to strengthen exposure to sociology," explained Peter and Patti Adler, Co-Presidents of MSS, at the University of Denver and the University of Colorado, respectively. Planning meetings took place at the 2002 ASA Annual Meeting in Chicago, followed by an exchange of representatives to the other's planning and annual meetings. Details were confirmed at the 2006 ASA Annual Meeting in Montréal. The membership of MSS hails primarily from nine states (Illinois, Missouri, Wisconsin, Iowa, Nebraska, Minnesota, Kansas,

South Dakota and North Dakota). NCSA members hail from Eastern Illinois, Indiana, Kentucky, Michigan, Ohio, Ontario, Western Pennsylvania, and West Virginia.

### The Best of Both Worlds

The meeting will showcase the best of both associations in an effort to bring together upwards of 1,500 sociologists to one location beyond the auspices of a national meeting. Organization of the conference will ensure that the meeting is fully integrated, creating a seamless bond between the two associations involved in the operation. Helen Moore, President-Elect of the Midwest Sociological Society, and Jay Weinstein, Vice-President of the North Central Sociological Association, in conjunction with the Councils of the two associations, are working together to make this event happen. There will be a single program, with members of both associations participating in all of the sessions, two plenary speakers, and two presidential addresses.

### Social Policy, Ideology, and Change

The conference theme, "social policy, social ideology, and social change," was selected collaboratively in an effort to draw attention to the discipline's orientation toward social policy and the intense ideological debates that often accompany policy decisions. A fundamental element of sociology is the continual focus on social equality and opportunity through

the presence of changing social circumstances. The discipline of sociology is uniquely positioned within academe as a field focused on both the collection of valid social data and their subsequent application to specific social contexts. The dispassionate pursuit of scientific methodologies necessary to gather valid data is as relevant to the field as the passionate pursuit of progressive social reform. The synchronicity of both activities is necessary to inform those who will make social policy decisions in the face of tremendous social change.

This conference will center on challenges that confront the discipline in areas related to social policy, social ideology, and social change. The findings of research, as they pertain to policy issues, and the interpretation and transformation of those findings into policy recommendations become one way in which sociologists contribute to their communities. Equally important are the relevant strategies through which this process is communicated to and experienced by our students through the development of their sociological imagination.

Professional outreach also becomes a necessary way in which empirical findings are translated and applied to specific social contexts. Social policy, social ideology, and social change through research, teaching, and service become the fundamental ways in which our discipline contributes to a world beyond academe. The Midwest Sociological Society and the North Central Sociological Association are thrilled at the opportunity to co-sponsor this event in 2007. For more information, visit <www.themss.org> and <www.ncsanet.org>. 

Bruce Keith can be reached at [bruce.keith@usma.edu](mailto:bruce.keith@usma.edu). He is a past President of the NCSA.




## Sociologists Contribute to Quantitative Literacy

National Numeracy Network and SIGMAA QL recognize importance of interdisciplinary approach

by Bernard L. Madison,  
University of Arkansas

In response to an increasing need for collegiate education of quantitative literacy (QL) and the complexities of providing that education, two complementary organizations have emerged. One is the Mathematics Association of America's (MAA) special interest group SIGMAA QL, and the other is the National Numeracy Network (NNN). Their missions are integral to a national effort to help Americans to deal with the quantitative issues they face daily as citizens, consumers, and workers.

The two organizations are sponsoring a workshop with the ASA on "Models of Quantitative Literacy across the Sociology Curriculum" at the Midwest/North Central Sociological Association joint annual meeting (see sidebar).

SIGMAA QL was formed by the MAA Board of Governors in January 2004 and aims to provide a structure to identify the prerequisite mathematical skills for QL and find innovative ways of developing and implementing QL curricula.

The National Numeracy Network was formally established as a membership organization in June 2004. As stated in its vision statement, "NNN envisions a society in which all citizens possess the power and habit of mind to search out quantitative information, critique it, reflect upon it, and apply it in their public, personal, and professional lives."

The first meeting of NNN was held at Macalester College in St. Paul, MN, in June 2005. At that meeting, sociologists Stephen Sweet (Ithaca College), Katherine Rowell (Sinclair Community College), and Carla B. Howery (ASA), made presentations on quantitative literacy, drawing on the Integrating Data Analysis (IDA) funded by the National Science Foundation through ASA. William Frey (University of Michigan) who serves on the NNN Board, was also in attendance.

Both NNN and SIGMAA QL recognize that education for QL involves an interdisciplinary approach. As stated in its purpose, beyond its work within the mathematics community, SIGMAA QL assists colleagues in other disciplines to infuse appropriate QL experiences into their courses. NNN is dedicated to promoting education that integrates quantitative skills across all disciplines at all levels. NNN supports and promotes collaborations among students, educators, academic centers, educational institutions, professional societies, and corporate partners. Both SIGMAA QL and NNN keep issues of quantitative literacy at the forefront of national and international conversations about educational priorities.

### NNN Background

About three years prior to its organization, NNN was a loose confederation

of QL centers on college campuses and was part of the initiative in QL sponsored by the National Council on Education and the Disciplines (NCED) at the Woodrow Wilson Foundation. NCED was the lead sponsor of the 2001 national forum, "Quantitative Literacy: Why Numeracy Matters for Schools and Colleges," held at the National Academy of Sciences. MAA was a cooperating sponsor of the forum.

The NCED QL initiative resulted in the publication of *Mathematics and Democracy* (edited by Lynn Arthur Steen) and the proceedings of the national forum, *Quantitative Literacy: Why Numeracy Matters for Schools and Colleges* (edited by Bernard L. Madison and Lynn Arthur Steen). A third book, *Achieving Quantitative Literacy: An Urgent Challenge for Higher Education*, written by Lynn Steen and published by MAA, is based on recommendations from the national forum.

### SIGMAA QL Background

While mathematics for general education always has been a part of the U.S. college curriculum, QL has become more prominent in the past few decades. In 1989, the MAA, partly in conjunction with the National Council of Teachers of Mathematics (NCTM), appointed a Subcommittee on Quantitative Literacy Requirements of the Committee on the

## Attend MSS/ NCSA for Events on Quantitative Literacy

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

Start off the Midwest/North Central Sociological Association (MSS/NCSA) joint meeting with a bang by registering for a pre-conference workshop on "Models of Quantitative Literacy across the Sociology Curriculum." The workshop is scheduled from 12:30-4:00 PM on Wednesday, April 4, 2007, in Chicago. After a break from 4:00-4:30 PM, there will be a panel on "Quantitative Literacy: Mathematicians, Statisticians, and Sociologists Share What Works," followed by a reception.


This workshop and other sessions and workshops during the MSS/NCSA are a joint venture of the National Numeracy Network (NNN), the Mathematics Association of America's Special Interest Group in Quantitative Literacy (SIGMAA QL) and the American Sociological Association (ASA). These groups are collaborating to enhance the teaching of quantitative literacy skills to students across the curriculum, in general education courses, and within the sociology major.

The workshop registration fee is \$25 for the first individual from a department, and \$10 for each additional registrant from the same department. Advance registration is required. Send a check payable to ASA to: Academic and Professional Affairs, American Sociological Association, 1307 New York Avenue NW #700, Washington, DC 20005.

The preconference workshop is just the beginning. Throughout the MSS/NCSA program are other session and workshops focusing on sociology's contributions to quantitative literacy. With the National Numeracy Network and SIGMAA QL, ASA is organizing other sessions that bring sociologists together with colleagues in math, computer science, and physical sciences. About 50 members of the NNN will come to the MSS/NCSA and participate in these sessions (as well as many others in the program).

- A workshop on "Assessment of Quantitative Literacy in Sociology Courses."
- A panel on "Teaching Statistics for the Social Sciences: A Conversation Between Sociology and Mathematics."
- A workshop on "Using Visual Displays of Quantitative Information in Teaching Sociology."
- A paper session on "Quantitative Literacy Across the Disciplines," as part of the regular paper session solicitation process.

The four events mentioned above are part of the regular program and require no preregistration. Please join in these discussions with colleagues from other disciplines who are also committed to developing students' quantitative reasoning skills.

For more information, contact Carla B. Howery at [howery@asanet.org](mailto:howery@asanet.org). 

See *QL Education*, page 11



## Sociology and the Commission on Professionals in Science and Technology

The ASA is engaged in an effort to learn more about the professional activities, the career pathways, the workplaces, and the job satisfaction of those who are working in applied, research, and policy settings. This article is part of a series of on-going articles on this topic.

Lisa Frehill, the new Executive Director of the Commission on Professionals in Science and Technology (CPST), has always been at the disciplinary intersections of social science, natural science, technology, engineering and Mathematics (STEM). She was hired from New Mexico State University where she had been on the sociology faculty since 1993 after completing her PhD at University of Arizona. With a focus on the engineering profession, Frehill's research examines how gender, race/ethnicity, and social class impacted access to education and occupations. Frehill has a bachelors degree in industrial engineering, graduate work in systems engineering, and experience as an engineer at General Motors Corporation.



Lisa Frehill

### ADVANCE

Over the past five years Frehill has been involved in the National Science Foundation (NSF) ADVANCE: Institutional Transformation Program (see article below). At NMSU she was the Principal Investigator and Program Director of the \$3.7-million five-year initiative, which began in 2002. She then spent a little more than a year as the ADVANCE Program Director at the University of California-Irvine, bringing her sociological skills to bear on that effort.

Many of the personnel associated with ADVANCE efforts nationwide are natural scientists and engineers who often lack a strong background in social science research in general, and program evaluation in particular. Frehill crafted toolkits for them on how to evaluate the now 31 ADVANCE programs nationwide. Frehill brings sociological research skills and a sociological perspective to her new position as head of CPST.

### The Beginning of CPST

CPST is a 50-plus-year-old non-profit organization formed to provide information on the scientific workforce in the Sputnik era. During the Korean and Vietnam War eras, the U.S. government needed advice on worker supplies and demands in order to determine draft classifications. Given that the development of human talent in STEM was costly, the nation had an interest in ensuring that this talent was utilized most effectively within the context of the large-scale technological projects of the 1950s and 1960s such as the space exploration program and the construction of the interstate highway system. During the Vietnam era, a small pamphlet produced by the Commission, titled "DRAFT ACT – Deferment Regulations and Facts to Know About Classifications Today," sold 375,000 copies at 25 cents each after it was mentioned in an issue of *Parade* magazine.

As the Vietnam War came to a close, however, STEM workforce issues remained a national concern. Who would do science and engineering? With Title IX to the Educational Amendments Act of 1972, concerns about women and under represented minorities' (URM)

access to STEM moved to the fore. In 1975, the first edition of what has become a flagship publication at the Commission, *Professional Women and Minorities: A Total Human Resources Data Compendium* was issued, five years before the NSF began publishing similar data. The Commission produces two other regular publications: *Salaries of Scientists and Engineers: A Summary of Salary Surveys*, a volume that compiles results of more than 80 separate salary surveys and federal data on pay levels, and *CPST Comments*, a bimonthly digest of news items about the STEM labor force. CPST has an online data archive available to individual and institutional members.

### Sociology and the STEM Workforce

The supply of STEM workers continues to be a hot-button issue with concerns that the United States will not be able to compete in the globalizing economy if the nation is unable to increase the number of young people who pursue STEM careers. Under Frehill's direction, CPST is continuing to engage in significant research projects about the STEM labor force. The Alfred P. Sloan Foundation is the funding source for two large projects currently under way. The first analyzes data from sources like the American Community Survey and the NSF SESTAT database to understand recent dynamics in the STEM labor force. The second project, titled "Minorities and Non-Minorities in Academia: A Science and Engineering Career Path Comparison," will make use of nearly a dozen datasets from the NSF, the National Center for Education Statistics, professional societies, and independent researchers.

CPST has long served as the center of a network for the many social scientists who work within discipline-based

professional societies, many of which are geographically located in Washington, DC. The Commission provides a way for these professionals to work together on projects of joint interest related to the STEM labor force. Along with Frehill, sociologists play a critical role in guiding CPST. The President of the Board is ASA's Roberta Spalter-Roth. Other Board members include sociologists who have long-standing interests in the STEM labor force: Daryl Chubin, American Association for the Advancement of Science; Joan Burrelli, National Science Foundation; and Howard Garrison, Federation of American Societies for Experimental Biology.

In Frehill's words these sociologists "bring a theoretical foundation that enables them to look at the STEM workforce in a more critical and less mechanistic way. When working with data on the science and engineering labor force, there's a real danger to never really question the hierarchies of these occupations and why these occupy such a privileged position in U.S. society—a sociological viewpoint keeps us thinking about these issues."

To view CPST data and reports see <[www.cpst.org](http://www.cpst.org)>.

**Do you know someone who deserves an award?**

Nominations are sought for ASA's nine major awards! These awards are presented at the ASA Annual Meeting each August. Visit <[www.asanet.org](http://www.asanet.org)> and click on "Awards" for additional information.



## NSF ADVANCE Informed by Sociological Perspectives and Approaches

The National Science Foundation (NSF) ADVANCE Institutional Transformation Program awarded three to four million-dollar grants, per institution, for initiatives to increase the participation and performance of women in academic science and engineering. The Institutional Transformation awards support approaches and means to improve the climate for women in U.S. academic institutions and to facilitate women's advancement to the highest academic ranks.

Sociologists have led, co-led, and participated in leadership teams for these initiatives. At the 2006 ASA meetings in Montréal, a panel of sociologists representing four ADVANCE initiatives profiled sociology's importance in shaping the perspectives, approaches, practices, and policies implemented through NSF ADVANCE.

Lisa Frehill, who was principal investigator of New Mexico State University's (NMSU) ADVANCE initiative and served for a year as the program director of the University of California-Irvine's initiative, focused on institutional change as a bidirectional process (see article above). She emphasized that key decision makers needed to be engaged as leaders who could set a tone and incorporate diversity into the institutional rewards structure. At the same time, work at the grassroots faculty level was essential

to increase faculty members' sense of belonging to a community that enabled intellectual growth and collaboration. The program at NMSU, for example, sought to make mentoring a normative, multi-level, on-going process. The programming to do so included: (1) all new science, technology, engineering, and mathematics (STEM) faculty—men and women—paired with experienced faculty (associate or full professors) in a department different from their own; (2) departments being encouraged and assisted with establishing within-department mentoring programs; (3) associate professors paired with full professors or senior administrators for advancement; and (4) leadership development provided for the 8 to 12 participants from across the entire campus (STEM and non-STEM) with a senior leader as a mentor.

Mary Frank Fox, co-principal investigator of ADVANCE at Georgia Institute of Technology (Georgia Tech), discussed what it means to take an institutional approach to understanding the status of academic women in science and engineering, and how institutional transformation—a fundamentally sociological concept and perspective—is key to improving the advancement of academic women. Fox discussed how the Georgia Tech ADVANCE initiative has taken an "integrated institutional approach," and what this has involved in terms of strate-

gies and implementation in five key areas: (1) a leadership structure, making and marking advancement of women an institutional priority; (2) an inter-college network of ADVANCE Professors; (3) a formal training process of raising awareness of bias in evaluation, including a web-based instrument, ADEPT; (4) extension and enhancement of family-friendly practices; and (5) a research program that defines the issues and solutions with sociological methods and approaches.

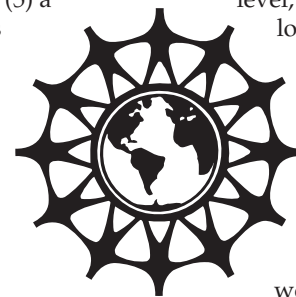
Judith Stepan-Norris, member of the ADVANCE research team at the University of California-Irvine (UCI), addressed the sociological contributions to the program's analyses of its initiatives. UCI's ADVANCE program created equity advisors in each school, mentoring programs uniquely suited to the departments, workshops aimed at helping faculty members understand the issues involved in moving up in the university and in their fields, and exit interviews with faculty who departed. Sociological methods informed the surveys of faculty members and department chairs, as well as the analyses of departmental offer letters, workshop effectiveness, and equity advisor's yearly reports on their efforts in each school. Sociological theories of occupational

segregation informed their analysis of faculty workloads.

Jennifer Sheridan, executive and research director of the University of Wisconsin-Madison's (UW) ADVANCE Program, discussed three areas in which sociology positively influenced the ADVANCE program. First, sociologists approach problems above the individual level; that is, they have the "sociological imagination." ADVANCE programs need this perspective in order to revise practices (e.g., hiring or tenure), reform or create policies (e.g., tenure clock extensions), improve departmental or institutional climate, and increase the visibility of women. Second, ADVANCE

work draws upon the training that sociologists receive—both quantitative and qualitative data collection and analysis are essential. Finally, sociologists have a history of using social science to create social change. Sheridan uses the example of a unique workshop series developed by the UW-Madison ADVANCE program, "Enhancing Departmental Climate: A Chair's Role" to illustrate these three points in the context of a specific ADVANCE intervention.

The website for the National Science Foundation's ADVANCE program is <[www.nsf.gov/funding/pgm\\_summ.jsp?pins\\_id=5383](http://www.nsf.gov/funding/pgm_summ.jsp?pins_id=5383)>.





## Colleagues Remember the Expansive Interests and Wit of Peter Rossi

**Rossi,** from page 1

ogy, many of whom went on to lead distinguished careers in academe and public service.

Highlights of his academic career, spanning four institutions and six decades, include his stewardship of the National Opinion Research Center at the University of Chicago and the Social and Demographic Research Institute at University of Massachusetts. As director of the National Opinion Research center, he brought the center to national prominence and promoted the development of many top scholars in the field of sociology.

He served in the United States Army in World War II as a forward artillery observer and as a military policeman.

He leaves behind his wife of 55 years, Alice S. Rossi, as well as his three children Kris, Nina and Peter and six grandchildren, Ben, Emily, Jon, Nick, Nina and Will. ❧

\* \* \*

Peter Rossi was a great and complicated man. He had an edge that could be terrifying and endearing. He was never easy in life, and his nature is not easily captured in a few 100 words.

I met Pete when in graduate school at Johns Hopkins. He arrived from the University of Chicago and proceeded to offer a research seminar on poverty in America. This was during the nation's War on Poverty and popular sentiment was for the underdog. Pete ran the seminar like a boot camp where data dominated. "Good politics" by itself got you the equivalent of 50 push-ups; you were of no help to the poor unless you could bring the facts to bear. Facts led you to the politics, not the other way around.

Soon after, Pete took on a major research initiative with the President's Commission on Civil Disorders to understand the causes of the recent urban unrest. Several of us from the poverty seminar readily accepted his invitation to join and promptly learned that the primary audience was not other academics but active stakeholders. Although Pete sometimes joked that we would do well by doing good, the point was to have a direct and constructive impact on the most pressing social problems of the day.

Shortly after the research got underway, Martin Luther King was assassinated, and the control group almost literally went up in smoke. But Pete readily accepted the challenge and even relished it. The result was a series of innovative and important analyses that would not have been done had the original comparison design remained intact. These analyses were challenging and initially beyond the technical skills of any of us. We worked together to gain control over the required statistical procedures. Pete became a student, which meant retooling when he was at the top of the profession. When other mentors might have delegated the statistical analyses, he was a full partner, learning by doing and unafraid to show ignorance.

These incidents from four decades ago reveal how Pete approached his work. Just as facts trumped politics, facts trumped theory. He knew when he had

done a good piece of empirical research because everyone was mad at him. His attachment to facts meant that he was endlessly searching for them, and the more challenging the setting the better. One of his favorite aphorisms was "If you know it can be done, it is not worth doing." One important consequence is that he never stopped improving his technical skills because finding facts meant having the right tools. He cared little about findings that would amuse or impress his academic colleagues. He cared deeply about facts that would make a real difference in people's lives.

Pete's approach to his work life characterized much of his personal life. It helped us become close friends as well as close colleagues. Over his last several months, questions about how he was doing were answered with "pretty well ... adjusting for age, ethnicity, and life style." As his health began to fail him, he spoke of the "race between each of my vital organs to see who will get the chance to kill me." This was brave talk, minimizing the pain of those who cared about him, and always eliciting a comforting chuckle. Pete will be sorely missed.

*Richard Berk, University of Pennsylvania*

In the post-WWII period, a small number of the new crop of sociologists were concerned with methods and statistics to bring the field into the modern world. Peter Rossi was one who had little tolerance for living in the past, and we happened to be on a government committee to review graduate programs. He did a site visit to a department long established but living in the past, and the chair of that department went to Washington to complain about the review. He complained that I was prejudiced, not Pete, in the review when I had not been involved at all. The point here is that having Pete confused with me made my day, as I thought that in that generation of sociologists, Pete was as good as was possible. I never have wavered from the opinion he was a great scholar and sociologist!

*Edgar F. Borgatta*

\* \* \*

I met Pete Rossi at the 1961 ASA meeting in St. Louis, MO, where the ASA Council threatened to leave the hotel if the hotel did not make the swimming pool available to all attendees. The hotel conceded, Chuck Willie became the first African American to use their swimming facility, and Pete chaired a session at which I made my first ASA presentation.

When Bill Form and I finished *Influentials in Two Border Cities*, we sent it to Pete for a critique. Generous with his time and his criticism, he declared it a first-rate comparative analysis and told me not to waste time trying to enrich the theoretical part. I can still hear his voice today: "Look, you have a very good empirical study; be happy! Don't mess with it."

My years at Notre Dame overlapped with his at Chicago, so we saw each other frequently. As our friendship deepened, he greeted me with "Eh, goombah." We talked regularly on social and academic

matters of family, ethnicity, religion, and Italian cooking. We discussed ethnicity and religion—sometimes jokingly and sometimes seriously. When it came to Italian cooking, we agreed that our wives, Alice and Lorraine, were unmatched in their abilities to create gourmet Italian dinners.

When Alice and Pete moved to Amherst in 1974, and I was chair at the University of Connecticut, I invited Pete to give a talk on some hot topic of the moment, and he agreed on the condition that his honorarium would be an Italian dinner prepared by Lorraine. Fair enough, Lorraine prepared the dinner, and our two youngest daughters served us in a hilarious spoof as the very obedient Italian daughters. He was delighted, and promised to return for a replay.

In 1984, as ASA Executive Officer, I was coming to grips with the new world of office computers. At the suggestion of Alice, who was on Council at the time, Pete agreed to help with the computers, again on the condition of a dinner at Galileos, the best Italian restaurant in DC. His advice was well worth the price, and Council was easier to deal with, given the proposal from the computer company. Of course, the new system would allow us to reduce staff and paper usage. In retrospect, that was a small step for ASA, but it seemed huge at the time.

From 1979-91, The Common Wealth Trust and the ASA (with six other associations) honored outstanding scholars/leaders in their professions. Among the sociologists honored were Peter (1985) and Alice Rossi (1989). Pete received his award at the ASA meeting as part of the ASA awards ceremony. While the award was distinctive, it was simply part of the overall ASA event. There was some dismay among attendees at the length of the introduction by the Common Wealth official. By the time he got to Pete, people were getting anxious, so Pete barely had time to say "thank you." By 1988, the Common Wealth Trust hosted its annual awards weekends in the Wilmington Hotel DuPont. When Alice Rossi received her award, Pete was bubbling over with enthusiasm, reminding me in a variety of phrases what a smart, talented, and brilliant woman she was. Alice was the only awardee to receive a standing ovation upon the completion of her remarks. Standing next to Pete and seeing him beaming with pleasure and pride at that moment remains as a fitting way to remember Pete.

*William V. D'Antonio, Catholic University*

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The youngest of three sons of Italian immigrants, Pete Rossi's educational beginnings were not auspicious. He spoke so little English in Queens kindergarten that one teacher recommended him for a school for the retarded; in elementary school, his seeming deviousness made him a (usually innocent) suspect for organizing disruptive behaviors—though not for running the successful numbers game that was an early portent of the career to follow. Four turning points marked his early years: a move to a new elementary

school and later an elite high school that discovered and nurtured his potential; attending CUNY, where his mostly socialist and later distinguished classmates included his best friend throughout high school and college, Marty Lipset; three years as an Army enlisted man, which persuaded him he could be a leader; and, while at Columbia, a research assistant offer from his exemplar Paul Lazarsfeld that came as a life preserver while he was thrashing in Mertonian waters. His subsequent career speaks for itself. With no competing passions or avocations, sociology was truly his life. After retiring in 1992, he remained productive until the end. A computer-nik of the first order, his home office was a virtual scholarly factory.

Pete's public persona was not as a paragon of sweetness. He spoke truth to powerful and powerless alike; never flinched from controversy and woe betide the fools that crossed his path. A hall of fame punster with a barbed tongue, Pete often seemed a giant among dwarfs—in part because his saber-like wit cut so many of us off at the knees. But there was deep loyalty and affection awaiting those who persevered into his private world. Most of his jibes were puckish, and I have yet to hear of one student whose PhD diploma was actually stamped as threatened: "Null and void for teaching and research in the continental United States."

Pete met his surviving wife, Alice, at Columbia's Bureau of Applied Social Research, and their 55-year marriage was among the most luminous in sociological annals—a true model *Of Human Bonding*, the title of their one book together. A founding member of NOW, she too was President of the American Sociological Association. At an as-yet-unscheduled memorial service for him next spring, Alice, their three children, and six grandchildren will no doubt be joined by a far larger community of devoted intellectual kin and progeny to celebrate his dedication, achievements, and punchlines.

*Jay Demerath, University of Massachusetts-Amherst*

\* \* \*

Peter Rossi was a tough guy, tough on himself and tough on others. He was reared in a city where you have to look after yourself, but was lucky to attend schools where his talents were recognized. His toughness had to be challenged before you could become his friend. Once when Peter spoke on community power at Michigan State, I challenged his findings. After a heated exchange, he stared down at me and said, "My data are better than yours." End of discussion. Quality of data was the first essential. Without it, theory was useless speculation. The tighter and sparser the theory, the better. The more difficult and prevalent the problem, the greater the need to investigate it. When he testified before Congress, he provided data rather than vague talk on the importance of sociological research. He taught colleagues how to do research on public policy. Why do people move? Who owns guns? How many homeless men live in the central city? Moreover, he demonstrated that applied research was a good way to test and improve sociological theory.

It mattered little where Peter



## Colleagues Remember, *continued*

worked—Columbia, Harvard, Chicago, Johns Hopkins, the University of Massachusetts. If necessary, he traveled to get the data first hand. Wherever Peter was, sociological research was there.

When I first tried to get close to Peter, he would test me. When I told him about my research, he asked tough questions. He mellowed when he decided that I knew what I was up to. I once casually mentioned that my parents were Italian immigrants. Looking at me doubtfully, he said, "When do you peel eggplant?" "Never," I replied. He smiled and grunted, "Okay, you're in." When writing a piece on C. Wright Mills, I learned that Lazarsfeld sent Peter to Decatur as Mills' research assistant. Mills was pursuing his own interests rather than directing Lazarsfeld's project; Mills' reports did not satisfy Lazarsfeld. Peter ultimately wrote the report that Lazarsfeld incorporated in his book with Elihu Katz.

The autobiography that Peter wrote for his children and grandchildren revealed a warm and sensitive person, a person who was just as tough on himself as he appeared to be on others. His influence will be with us for a long time.

William Form, *Ohio State University*

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I met Pete shortly after I started teaching at the University of Massachusetts. I still hear his voice, making some key argument (with fewer words but more insight than his more talkative colleagues), offering a terse but helpful comment, or making a witty remark with a gleam in his eyes. His few words could show his impatience with an unproductive senior colleague or his amusement as he promoted a junior one, for Pete did not heed standard hierarchies but gave generously of his time and skills to those far younger than he—without a hint of arrogance or pomposity.

One day soon after I arrived, I was in the elevator with Pete after attending a graduate student's comprehensives exam. He asked me what I thought about the exam, and I stuttered something about there not being an adequate theoretical frame, hoping I sounded sophisticated. He chuckled, saying something like, "That would be a waste of our time." I trembled. I later came to hear far more about his commitment to applied sociology and the evaluation of social programs, his belief that sociology had to matter and that we were wasting our time if we did not think out the policy or practical consequences of our research. His work did matter.

Sometimes when I would ask him a question, he would say—with great pride—"Ask Alice; she knows better than I do." And then Alice would say something like, "Ask Peter; though you might not realize it from his gruff demeanor, he is nicer than I am."

Many of us did see below that exterior. His style was tough (maybe because of his childhood in New York neighborhoods and his stints in the army, Columbia, Chicago, and Harvard). But he was always interesting, witty, and generous. I laughed a lot when Pete was in the hallway. I cherish the memories.

Naomi Gerstel, *University of Massachusetts-Amherst*

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It was 4:30 PM in one of the small first floor classrooms in the Social Science Building at the University of Chicago or "the University" as we call it. A seminar had gathered to listen to Peter H. Rossi's presentation of the themes of his book *The Politics of Urban Renewal*. "In social science," he began, his face deadpan, "data tend to run from medium soft to mushy. For this seminar wear your snow shoes." More laughter than that somber, stuffy room had heard in a half century. Pete loved it. He could, given the occasion, play the role of a stand-up comic. Once you caught that dimension of his very complex and occasionally morose character, you knew how to deal with him. Just feed him the lines so he could laugh at himself.

He said to me once when I was a day late in producing a chapter for *The Education of Catholic Americans*, "Get it done or it's back to the parish for you. Parish or publish." Again, given the right circumstances the puns would spill out of his mouth with reckless abandon. As he explained, there were always two tapes playing in his head, a trick he had learned when he mastered stuttering. He had also to master the English language since he grew up in an Italian-speaking household. One would never know of either challenge, unless he decided to tell you.

In my early days at National Opinion Research Center he wasn't quite sure what to call me. He was too much of the Italian anticlerical to call me "Father" but too much the Italian Catholic to call me "Andy." Finally I told him that the latter was quite acceptable. Even then he was uneasy and compromised. I became "Father Greeley" with a mocking emphasis on the first word. There was a lot of laughter in our odd couple team, laughter which I will always remember, which I missed when he left the University, and which I mourn now that the monthly phone calls have come to an end. *Vale atque Ave.*

Andrew Greeley, *National Opinion Research Center*

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Peter Rossi was one of the hardest working sociologists I ever met. Though he had plenty of personal experience with urban ills as well as a highly developed sense of fairness, he never lost his conviction that social scientists should report what they found, not what they wanted to find. Advocacy and ideology ought never to trump science.

Probably best known for his research on the origin of homelessness, Peter's life-long pursuit involved devising ways to evaluate federally-funded initiatives in education, health services, crime control, and housing, a field that he claimed was hardly out of infancy. Concern for large-scale evaluations originated during President Johnson's War on Poverty in the 1960s, but even as poverty slipped from public consciousness and Reagonomics and high stock prices came to dominate the American political scene, Peter demonstrated how to continue the fight against poverty in a highly rational and disinterested way. Systematic evaluation could highlight the effects of government programs on American lives and thereby enable policymakers,

politicians, and voters to make better decisions.

To my knowledge, Peter has rarely (if ever) been given credit for his espousal of feminist ideas about fair play in labor market and family at a time when feminism was nearly unknown in academia. Happily married to a pioneer feminist sociologist (and one of the founders of NOW), Peter would be exposed on occasion to amazingly vituperative interruptions by angry colleagues, well-established sociologists who saw him as a traitor to his sex. That he was more or less amused by these outbursts bespeaks a person who was very certain of his command of the relevant data. You could always be sure that he knew how to sort the wheat from the chaff.

Joan Huber, *Ohio State University*

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Peter H. Rossi made fundamental contributions to our understanding of a prodigiously vast array of phenomena, centered on the big three sociobehavioral forces—status, power, and justice—and their unfolding: why families move, the power structures of American communities, urban discontent and civil disorders, sentencing norms governing convicted criminals, criminal victimization, sexual harassment, the prestige of people and occupations, justice judgments about earnings, homelessness, and behavior in disasters.

Whenever the task of answering a question demanded it, he did not hesitate to stop and learn a new tool or invent a new method. To me, the most dazzling of his methodological contributions, for its elegant simplicity and its far-reaching applicability, is his pioneering development of the factorial survey method. Rossi devised a procedure to construct vignettes describing lifelike persons and situations, and to use them to obtain respondents' ideas of the way things are and the way things ought to be. Estimates of these ideas and the equations in which they are embedded pave the way to exploring a wide variety of new questions, including assessment of the intricate patterns of inter-individual agreements and disagreements and the exciting uniqueness of individuals.

Beyond his contributions to sociology, we will remember Peter Rossi for many things—the joyous clarity of his mind, his delight in reasoning, his utter devotion to social science. And his ideas and reasonings will remain an anchor and beacon as sociological knowledge grows.

Guillermina Jasso, *New York University*

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Pete was a good friend as well as a mentor in many ways. A sometimes harsh critic of the work of others, he was equally hard on himself. I often seemed to follow Pete in ASA activities, as a Council member, Secretary, and President. He was a hard act to follow. We met occasionally on other projects and reviewed each other's work, much to my benefit. It was always a pleasure to work with him. I admired his no-nonsense manner, his great sense of humor, and his pragmatic approach to life. He leaves a void in the lives of many.

Jim Short, *Washington State University*

## NIH, *from page 1*

### Intermission

The afternoon panels focused on health care and were moderated by sociologists Peter Messeri, Columbia University, and Lee Hargraves, University of Massachusetts. In a panel on social structural and economic influences, Bernice Pescosolido, Indiana University, presented a paper titled, "Cultural Influences as the Structure and Content of Social Networks, Large and Small." Her presentation focused on the Network Episode Model (NEM) as a means to conceptualize the dynamic, cultural processes underlying health disparities by focusing on the resources, information, and beliefs that are embedded in social interactions with oth-

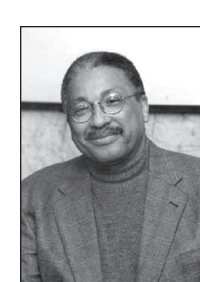
**The goals of the conference were to highlight and demonstrate the actual and potential contributions of behavioral and social science research to NIH's mission of reducing disparities in health...and to recruit additional researchers to investigate health disparities.**

ers, including large institutions.

Howard Waitzkin, Professor of Sociology, Family and Community Medicine, and Internal Medicine at the University of New Mexico, took attendees back to the historical roots of research on health disparities with his presentation, "Social Structural and Economic Influences on Health Care Disparities: 1 ½ Centuries of Forgetting and Remembering." After reviewing the early work in the field, he critically described the more recent findings in this area. He followed with a discussion of the "unthinkable" implications for research and possible intervention efforts on policy changes at the social structural and economic levels.

### Finale

The capstone presentation was given by sociologist and psychologist James S. Jackson, Director of the Program for Research on Black Americans and Senior Research Scientist at the Institute for Social Research at the University of Michigan.



James Jackson

Jackson highlighted the themes of the conference and summarized its findings. He concluded that "disparities in physical and mental health statuses and services do exist," although we do not know why. When faced with stressful life conditions, differ-

ent groups resort to different behavioral coping strategies in order to preserve their mental health. However, many of these coping strategies lead to physical health disparities. Jackson used the consumption of comfort foods, alcohol, nicotine, and/or drugs as examples of behaviors some groups use to relieve stress, which also negatively affect their physical health. Jackson, and the other presenters, left attendees with thoughts on what the causes of health disparities are and how we should address these issues in the public policy realm in order to effect needed improvements in Americans' well being.

For more information, see the conference website at [obsr.od.nih.gov/HealthDisparities/index.html](http://obsr.od.nih.gov/HealthDisparities/index.html). ☪



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ASA wishes to acknowledge the generous support of the following individuals, whose financial contributions to the Association during the 2006 membership year (November 2, 2005, through October 15, 2006) greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Teaching Enhancement Fund, the Congressional Fellowship Fund, the Fund for the Advancement of the Discipline, the Soft Currency Fund, and ASA in general. These donations to ASA's restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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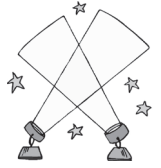
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 Constance A. Nathanson  
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 Thomas M. Painter  
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 Paolo Parigi  
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 Christopher James Poor  
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 Karen D. Pyke  
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 Jacquelynn Willard  
 Bruce B. Williams  
 Jeffrey Danladi Williams  
 Norma Brain Williams  
 Robert C. Williamson  
 Charles V. Willie  
 Sarah Susannah Willie  
 J. Russell Willis  
 Franke Wilmer  
 Franklin D. Wilson  
 William Julius Wilson  
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 Howard Winant  
 Vernetta Goodwin Witt  
 Brunetta Reid Wolfman  
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 Richard L. Wood  
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 Dennis H. Wrong  
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 Mayer N. Zald  
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 Gilda Zwermer  
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Spotlight on Departments:

## Bergen Community College's Center for Suburban Criminal Justice

by Jamie Panzarella and Victoria Hougham,  
ASA Executive Office

Bergen Community College is an active participant in the fight against crime in suburbia. Bringing together local police, courts, correction officials, and academics, the Center for Suburban Justice in Paramus, NJ, has created essential links between all of the actors involved in the criminal justice system. These links have helped to produce a stream of information between the actors involved, therefore increasing the effectiveness of each player.

In January 2005, the Center for Suburban Justice, the first organization of its kind, was formed at Bergen Community College in a partnership with local police, courts, and correction officials. According to the mission statement of the Bergen Community College Center for Suburban Criminal Justice, the goal is "to unite the expertise of criminal justice professionals, academics, and other partners to explore and address the characteristics of suburban crime, the role of the criminal justice systems and how both relate to the nature of suburban communities." The Center utilizes research, education, training, problem-solving, and community involvement to create a resource for the criminal justice systems and the communities they serve.

"I have the opportunity to combine ideas about community service, teaching and service in the company of colleagues and professionals in the community," said Philip Dolce, founder of the Center and Chair of the Social and Behavioral Sciences Department at Bergen. "Our combined talents are dedicated to making a positive difference in society. It is difficult to ask students to 'get involved' in their communities, unless you set an example for them."


In the classroom, the Center helps students to become involved in their

community while teaching vital criminal justice skills. The Center reinforces its mission of linking together community members with criminal justice officials by offering continuous college credit and certificate programs in professional development and through training aimed specifically at suburban criminal justice professionals. They accomplish this through the use of online courses, teleconferencing, and in-class instruction.

While there are organizations serving both rural and urban centers, the Center for Suburban Criminal Justice strives to reach the middle ground. With the majority of Americans living in suburban communities, the Center is reaching out to this large, underserved population. As more and more people move to the suburbs, this population base is becoming increasingly more diverse.

Although the Center focuses on community involvement and suburban criminal justice issues, national trends and events are not ignored. It responds to national issues as well, such as terrorism, drugs, gangs, and violence against women.

In a little over a year, the Center has become a tri-state organization, working with Norwalk Community College in Connecticut and Westchester Community College in New York to recruit criminal justice partners. Conferences, in-service workshops, professional training workshops, seminars, and ethnic outreach programs are just some of the services the Center for Suburban Criminal Justice has brought to the community.

For more information on the Bergen Community College Center for Suburban Criminal Justice, contact Philip Dolce, Director, Bergen Community College Center for Suburban Criminal Justice, at (201) 447-7468 or by email pdolce@bergen.edu. 

## QL Education, from page 6

Undergraduate Program in Mathematics (CUPM). This subcommittee began by considering the question: What quantitative literacy requirements should be established for students receiving a bachelors degree?

In 1994, the QL Subcommittee issued a report, "Quantitative Reasoning for College Graduates: A Complement to the Standards," which highlighted four conclusions for what colleges and universities should do:

- Treat quantitative literacy as a thoroughly legitimate and a necessary goal for baccalaureate graduates.
- Expect every college graduate to be able to apply simple mathematical methods to the solution of real-world problems.
- Devise and establish quantitative literacy programs consisting of foundation experience and a continuation experience, and mathematics departments should provide leadership in the development of such programs.
- Accept responsibility for overseeing their quantitative literacy programs through regular assessments.

These conclusions emphasize the collegiate responsibility for QL education, yet had little immediate effect on col-

legiate mathematics. QL continued to be poorly understood and largely ignored in college curricula. The QL Subcommittee continued after 1994, but the need for a more substantial presence of QL in MAA activities was evident. This need led to creation of the SIGMAA QL.

### Other Organizations

MAA, NCED, and NNN are not the only organizations that have recognized the growing issue of education for QL. In sociology, the *Liberal Learning and the Sociology Major* (2004) guidelines include a recommendation for quantitative literacy in the sociology major. Further, the Task Force on General Education's forthcoming report indicates ways in which sociology courses can contribute to QL goals for all students. Also, over the past 20 years, the American Statistical Association and NCTM developed curricular descriptions and materials that formed the basis of their data analysis and probability strand in the NCTM Standards. These developments are critical components of the existing efforts in QL education.

Len Vacher, NNN Director, writes a regular column for the *Journal of Geoscience Education* about QL. Project Kaleidoscope, an interdisciplinary science



## How Not to Make a Presentation

I attended another mostly dismal ASA meeting. What wasn't dismal was the setting in Montréal and the efficient and effective organization of the conference by the ASA. What made it dismal were the many presentations that lacked basic standards of quality.

- Some presenters tried to present too much material in too short a time and too small space. For example, many detailed tables were accompanied by seemingly endless commentary, which was sometimes cut short by the session presider.
- Some presidors were ineffective in controlling the session, leaving the last presenter with little time to present, and leaving the audience with no time for discussion or questions.
- PowerPoint slides were often read by the presenter word-for-word, wasting time since audience members could read them independently while the presentation continued.
- Many PowerPoint slides featured complex diagrams that defied easy understanding.
- Some presenters mumbled. (One wonders what goes on in their classrooms.)
- And, of course, there were the usual convoluted soporific papers of words on words.

Sitting through paper presentations such as these leaves one with sympathy for our students. Obviously, these criticisms do not apply to all sessions and all papers, but they do describe too many of them.

What made me think about the sessions and papers was the following: I bumped into a friend whom I had not seen since the last meeting; I asked him what he had been doing. He briefly described his most recent research project and over the next hour we discussed it with my raising questions, offering ideas, and he thinking out loud about the project. It was intellectually stimulating. And so I thought to myself: Why can't the organized sessions be more like this?

What makes an ideal meeting? A meeting where each person talks (i.e., does not read) his or her paper for, say, eight minutes—presenting two or three ideas or findings, which then leaves time for discussion. This makes the meetings more collegial and intellectually useful. The presenter could collect email addresses of those interested and send a detailed paper to them.

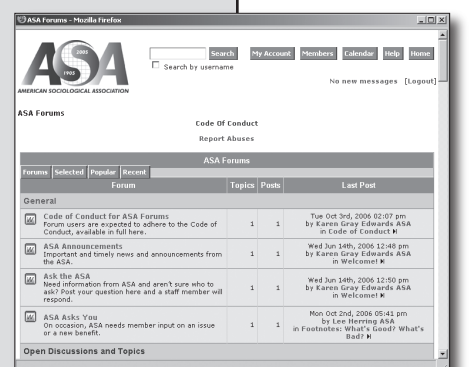
I suggest, then, that those who plan the program for the 2007 and subsequent meetings urge participants to make the meetings more satisfying by structuring their presentations in this way.

Dean Harper, University of Rochester

### New ASA Membership Benefit!

#### Member Discussion Boards

ASA members can share information through an interactive discussion board on the ASA website. Members may post and read messages in individual topic forums (several of which are officially sponsored by ASA sections), sociological practice and teaching, academic journals, current news, and other general topics. Visit <members.asanet.org/Forums/>. You will need to register in order to participate in online discussion threads.




and mathematics project that promotes reform, has organized several sessions and workshops on QL. The Association of American Colleges and Universities (AAC&U) has hosted several major conferences on reform of general education with QL (or quantitative reasoning) as one of the major topics.

The momentum of the QL movement was affirmed and increased with the publication of the summer 2004 issue of AAC&U's *Peer Review* dedicated to QL. *Peer Review's* mission is to address "emerging trends and key debates in undergraduate education." The QL issue contains two analytical essays by Lynn Steen and Bernard Madison along with descriptions of QL programs at Hollins University, Augsburg College, and James Madison University.

### Colleges and QL

One of the driving forces behind the missions of NNN and the SIGMAA QL is the realization that education for QL is a college issue, as made clear in the 1994 MAA report. Steen makes this point cogently in his *Peer Review* article. Using several examples of percentages and averages, he concludes, "...QL is sufficiently sophisticated to warrant inclusion in college study and, more

important, that without it students cannot intelligently achieve major goals of college education. Quantitative literacy is not just a set of pre-college skills. It is as important, as complex, and as fundamental as the more traditional branches of mathematics. Indeed, QL interacts with the core substance of liberal education every bit as much as the other two R's, reading and writing."

Madison, in his *Peer Review* analysis, emphasizes that education for QL requires interdisciplinary cooperation far beyond what is now the norm in colleges and universities. His analysis focuses on changes in collegiate mathematics that will promote this interdisciplinary cooperation and stronger QL education. Interdisciplinary cooperation is at the very core of the motivation for creating NNN, and the fact that there are strong connections to SIGMAA QL offers opportunities to simultaneously strengthen collegiate mathematics and QL. 

Bernard L. Madison is Professor of Mathematics at the University of Arkansas. For further information, see the National Numeracy Network website <www.math.dartmouth.edu/~nnn/index.html> or the SIGMAA QL website <pc75666.math.cwu.edu/~montgomery/sigmaaql/>.



## Ruth Simms Hamilton Award

The TIAA-CREF Ruth Simms Hamilton Research Fellowship was created in remembrance of Dr. Ruth Simms Hamilton, the late Michigan State University professor, TIAA Trustee, and well-respected sociologist. She was a trailblazer in African diasporic scholarship, founding the African Diaspora Research Program (ADRP) in 1986. In addition to directing the ADRP, she was on the faculty of the African Studies Center, the Center for Latin American and Caribbean Studies, and the Center for the Advanced Study of International Development at the time of her death in November 2003.

The TIAA-CREF Ruth Simms Hamilton Research Fellowship is a fitting tribute to an accomplished academic who expected nothing less than stellar scholarship from her students, many of whom became professors themselves. Graduate students enrolled in the social sciences and studying the African Diaspora at an accredited U.S. college or university are eligible for the fellowship. Intended to support research but not inclusive of all graduate program expenses, it will be given to budding scholars who are producing ground-breaking research about African-descended communities around the globe.

Hamilton's research and teaching focused on sociological theory; urbanization, inequity, and development in the Third World; comparative race relations; and international migration and the cultures of people of African descent throughout the world. The Association of Black Sociologists recognized her with the A. Wade Smith Award for Outstanding Teaching, Mentoring and Service in 2000, and she was the recipient of many other honors and awards. She was the founding editor of *African Urban Studies*, and is considered a pioneer in the study of African urbanization. Noted for examining the role of gender in African development, she authored "The African Woman as Entrepreneur: Problems and Prospects for Development" among other articles and books. Hamilton was putting the finishing touches on *Routes of Passage*, an 11-volume series about the African Diaspora, when her life was tragically cut short.

The TIAA-CREF Institute will administer the one-year renewable award. The submission window for this cycle is December 1, 2006, to March 1, 2007. For additional information contact Roslyn M. Allen at [rallen@tiaa-cref.org](mailto:rallen@tiaa-cref.org).

## Call for Papers

### Meetings

**Community Building and Identity Formation in the African Diaspora**, March 30-31 2007, Boston University African American Studies and African Studies Center. The African American Studies Program at Boston University invites paper proposals for a multi-disciplinary conference on the comparative study of community building and identity formation in the African Diaspora in the Atlantic and Indian Ocean regions. Organizers seek papers from a variety of approaches on the themes of community building and identity formation in diaspora, in a comparative and historical perspective. Send a 250-word abstract with a current curriculum vita to Christine Loken-Kim, Program Administrator, African American Studies, Boston University, 138 Mountfort Street, Brookline, MA 02446; email [lokenkim@bu.edu](mailto:lokenkim@bu.edu).

**International Symposium—A Changing Cuba in a Changing World**, March 12-14, 2008, Bildner Center for Western Hemisphere Studies, The Graduate Center—City University of New York. This international, interdisciplinary forum will gather scholars and other specialists to probe changes currently underway in economics, politics and policy models, civil society, art and literature, race relations, national identity and culture, as well as Cuba's role in world affairs. Particular interest in attracting Cuba specialists from the Western Hemisphere, Europe, and elsewhere. Deadline for paper proposals or sessions: October 16, 2007. Send your proposals to: Cuba Project, The Bildner Center, 365 Fifth Ave, New York, NY 10016-4309; fax (212) 817-1540; email [cubaproject@gc.cuny.edu](mailto:cubaproject@gc.cuny.edu); <[www.bildner.org](http://www.bildner.org)> and <[www.procuba.org](http://www.procuba.org)>.

### Publications

**ASA Sociology of Sexuality/ies Instructional Materials**. Submit syllabi and other instructional materials for the new edition of the American Sociological Association publication *The Sociology of Sexuality/ies: Syllabi and Other Instructional Materials*. Materials may include, but are not limited to: complete syllabi from courses related to the sociology of sexuality/ies, course assignments, class activities, relevant film reviews, handouts, and any other written materials relevant to teaching courses in areas related to sexuality/ies. Submissions must be formatted using MS Word. References and notes should conform to the *ASA Style Guide*. Submit materials via email to Andrea Miller at [andreamiller31@webster.edu](mailto:andreamiller31@webster.edu). Deadline: January 1, 2007.

**Social Thought and Research**, an interdisciplinary journal, invites papers that explore the themes of gender, migration, and their intersection with globalization; articles addressing international inequality and social fault lines; and papers that address issues related to field methodology and ethical concerns. More general papers covering other topics of sociological interest are also invited. Send one paper copy of your submission, one electronic version of the paper in MS Word format and a \$10 submission fee (waived for students) to *Social Thought and Research*, University of Kansas, Department of Sociology, 716 Fraser Hall, Lawrence, KS 66045-2172. Deadline: February 1, 2007. Manuscripts must include a 200-word abstract and author contact information. For additional information, visit <[www.ku.edu/~starjml/star.html](http://www.ku.edu/~starjml/star.html)>.

**Teaching the Sociology of Peace, War, and Military Institutions: A Curriculum Guide (4th Edition)**. A revision of the previous edition is urgently needed, in light of the events of September 11, 2001, and continued scholarship surrounding the wars in Afghanistan, Iraq, Lebanon, Sudan, and other places. The curriculum guide will consist of three sections: essays on best practices for teaching, syllabi and other instructional materials, and bibliographies and lists of websites. All syllabi should be accompanied and preceded by a 100-300 word description of your campus and the context in which the course is taught (e.g., type of school, size, level of the course, prerequisites, demographics of students, etc). Deadline for Submissions: December 15, 2006. Send specific materials to the following: Essays/Empirical Studies on Pedagogy of Peace, War, or the Military Institution, Morten G. Ender, Sociology Program Director, Department of Behavioral Sciences & Leadership, Thayer Hall 282E, United States Military Academy, West Point, NY 10996; (845) 938-5638; email [morten.ender@usma.edu](mailto:morten.ender@usma.edu).

## Meetings

**January 17-20, 2007**. *The Association of American Colleges and Universities' 93rd Annual Meeting*, New Orleans, LA. Theme: "The Real Test: Liberal Education and Democracy's Big Questions." For more information, visit <[www.aacu.org](http://www.aacu.org)>.

**March 8-10, 2007**. *28th Annual Conference of the Nineteenth Century Studies Association*. Theme: "Race and Ethnicity in the 19th Century." For more information, visit: <[www.msu.edu/~floyd/nicsa/](http://www.msu.edu/~floyd/nicsa/)>.

**March 16-18, 2007**. *Workshop on Surveillance & Inequality*, Arizona State University, Tempe, AZ, will bring together a multi-disciplinary and international array of scholars studying the social implications of contemporary surveillance with a particular interest in questions of the public sphere, equality, civil liberties, privacy, and fairness. Contact: [workshop@publicsurveillance.com](mailto:workshop@publicsurveillance.com); <[www.public-surveillance.com/workshop.html](http://www.public-surveillance.com/workshop.html)>.

**March 30-31, 2007**. *Community Building and Identity Formation in the African Diaspora*, Boston University African American Studies and African Studies Center. A multi-disciplinary conference on the comparative study of community building and identity formation in the African Diaspora in the Atlantic and Indian Ocean regions. Contact: Christine Loken-Kim, Program Administrator, African American Studies, Boston University, 138 Mountfort Street, Brookline, MA 02446; email [lokenkim@bu.edu](mailto:lokenkim@bu.edu).

**April 4-7, 2007**. *The Midwest Sociological Society and the North Central Sociological Association Joint Annual Meetings and Conference*, Chicago Marriott Downtown Magnificent Mile, Chicago, IL. Theme: "Social Policy, Social Ideology, and Social Change." Contact: Lauren Tiffany, MSS Executive Director, (608)787-8551; email [MidwestSS@centurytel.net](mailto:MidwestSS@centurytel.net); <[www.themss.org/meetings.html](http://www.themss.org/meetings.html)>.

**April 12-14, 2007**. *The British Sociological Association's Annual Conference*, University of East London, England. Theme: "Social Connections: Identities, Technologies, Relationships." For more information, visit <[www.britisoc.co.uk/events/conference](http://www.britisoc.co.uk/events/conference)>.

**April 18-21, 2007**. *The White Privilege Conference, 8th Annual Conference*, Colorado Springs, CO. Theme: "The Matrix: Examining Intersections, Making Connections and Building Allies." For details, visit <[www.uccs.edu/wp](http://www.uccs.edu/wp)>.

**May 3-5, 2007**. *Northwestern University Workshop on Sociology of Taxation*. A one-day graduate workshop held in conjunction with a conference on the sociology of taxation. For more information about the two-day conference or the one-day workshop, see the website at <[www.cics.northwestern.edu/GPCHS\\_Conference.html](http://www.cics.northwestern.edu/GPCHS_Conference.html)>.

**July 25-28, 2007**. *Meeting of the Research Committee on Sociology of Law (RC12)*, Berlin, Germany. Information concerning this event is available on the Law and society website at <[www.lawandsociety.org](http://www.lawandsociety.org)>.

**August 10, 2007**. *The Consumer Studies Research Network Miniconference on The*

*Future of Consumer Studies*, Barnard College, New York. Contact: Keith Brown at [brownkei@sas.upenn.edu](mailto:brownkei@sas.upenn.edu) or Dan Cook at [dtcook@uiuc.edu](mailto:dtcook@uiuc.edu). For more information, visit <[www.wilson.edu/csrn](http://www.wilson.edu/csrn)>.

**September 28-29, 2007**. *Vienna: Migration and People Movement in Europe*, Fifth International Workshop of the Network "Strategic Elites and EU Enlargement." Sponsored by the British Council. Contact: [max.haller@uni-graz.at](mailto:max.haller@uni-graz.at).

**March 12-14, 2008**. *International Symposium—A Changing Cuba in a Changing World*, Bildner Center for Western Hemisphere Studies, The Graduate Center—City University of New York. This international, interdisciplinary forum will probe changes currently underway in economics, politics and policy models, civil society, art and literature, race relations, national identity and culture, as well as Cuba's role in world affairs. Contact: Cuba Project, The Bildner Center, 365 Fifth Ave, New York, NY 10016-4309 or via email to [cubaproject@gc.cuny.edu](mailto:cubaproject@gc.cuny.edu) or via fax to (212) 817-1540. For more information, visit <[www.bildner.org](http://www.bildner.org)> and <[www.procuba.org](http://www.procuba.org)>.

## Funding

**California Story Fund**. Funding is available for scholars working on or interested in creating community-based humanities projects through the California Story Fund, a grant line of the California Council for the Humanities. The Council offers twice yearly grants of \$10,000 under the California Story Fund for humanities projects that bring to light little-known California stories. Projects can include community-based oral histories or ethnographic studies or other types of documentary research. Deadline: February 1, 2007. For more information, visit <[www.californiastories.org](http://www.californiastories.org)> or call the Council's offices at (415) 391-1474.

**Collaborative HIV-Prevention Research in Minority Communities Program**, Center for AIDS Prevention Studies (CAPS), University of California-San Francisco. Our program is designed to assist inves-

tigators already conducting HIV-prevention research in ethnic minority communities to improve their programs of research and to obtain funding for their work. Our goal is to increase the quantity and quality of HIV-prevention research being conducted with minority communities and to increase the number of ethnic minority scientists among investigators federally funded. We seek scientists who are conducting theory-driven, culture-specific HIV-prevention research in collaboration with minority communities. Participants spend six weeks at CAPS in San Francisco for three summers receiving training and mentorship tailored to their individual needs and program of research. Between the first and second years, participants receive \$25,000 to conduct pilot research to strengthen future research proposals. CAPS faculty then mentor participants in developing their grant proposals. Deadline: January 8, 2007. Contact: Stacey Wertlieb, Project Analyst, at [stacey.wertlieb@ucsf.edu](mailto:stacey.wertlieb@ucsf.edu) or at (415) 597-4662, or Olga Grinstead, Principal Investigator at (415) 597-9168. For more information, visit <[www.caps.ucsf.edu/CAPS/about/fellows/minorityindex.php](http://www.caps.ucsf.edu/CAPS/about/fellows/minorityindex.php)>.

**Facilitating Interdisciplinary Research via Methodological and Technological Innovation in the Behavioral and Social Sciences (R21)**. Deadline: February 23, 2007. This Funding Opportunity Announcement (FOA) of the National Institutes of Health solicits applications to develop new and innovative measures, methods, and technologies that support the interdisciplinary integration of human social and/or behavioral science with other disciplines across varying levels of analysis. For more information, visit <[grants.nih.gov/grants/guide/rfa-files/RFA-RM-07-004.html](http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-07-004.html)>.

**Grant Opportunities for Academic Liaison with Industry**, GOALI Grant, National Science Foundation. The GOALI program aims to fund an eclectic mix of university-industry partnerships. Special interest is focused on affording the opportunity for: (1) faculty, postdoctoral fellows, and students to conduct research and gain experience with production processes in an industrial setting, (2) industrial scientists and engineers to bring industry's perspective and integrative



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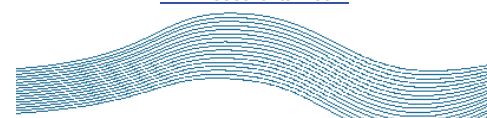
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**Translational Research for the Prevention and Control of Diabetes and Obesity (R18).** The National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), the National Institute of Nursing Research, and the Office of Behavior and Social Sciences Research seek to develop cost effective and sustainable interventions that can be adopted in real world settings, for the prevention and control of diabetes and obesity. Research should be based on interventions already proven efficacious in clinical trials to prevent and reverse obesity and type 2 diabetes, to improve care of type 1 and type 2 diabetes and to prevent or delay its complications. Interventions should be as close to cost neutral as possible. NIDDK encourages studies addressing minority populations at disproportionate risk for obesity, diabetes and diabetes complications. See <[grants.nih.gov/grants/guide/pa-files/PAR-06-532.html](http://grants.nih.gov/grants/guide/pa-files/PAR-06-532.html)>. Contact: Sanford Garfield at (301) 594-8803; email [sg50o@nih.gov](mailto:sg50o@nih.gov).

## Competitions

**NIH Director's Pioneer Award.** This award supports exceptionally creative scientists in a wide range of fields, including the behavioral and social sciences, who propose highly innovative, and

potentially transformative, approaches to major challenges in biomedical and behavioral research. In September 2007, NIH expects to make 5 to 10 Pioneer awards of \$500,000 in direct costs per year for five years. The program is open to scientists at all career levels and in any field of research, provided they are interested in exploring health-related topics. We encourage applications from members of underrepresented groups in health-related research, as well as individuals in the early to middle stages of their careers. The application process includes a three- to five-page essay and three letters of reference. Deadline: January 16, 2007. Detailed instructions are available at <[grants.nih.gov/grants/guide/rfa-files/RFA-RM-07-005.html](http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-07-005.html)>. For more information, visit <[nihroadmap.nih.gov/pioneer](http://nihroadmap.nih.gov/pioneer)>. Contact: [pioneer@nih.gov](mailto:pioneer@nih.gov).

**2007 Alan T. Waterman Award.** The National Science Foundation bestows the Waterman Award to recognize the talent, creativity and influence of a singular young researcher. The Waterman Award is the Foundation's highest honor for researchers under the age of 35. Nominees are accepted from any field of science or engineering that NSF supports. The recipient will receive a grant of \$500,000 over a three-year period for scientific research or advanced study in any field of science or engineering supported by the National Science Foundation, at any institution of the recipient's choice. Candidates must be U.S. citizens or permanent residents and must be 35 years of age or younger or not more than seven years beyond receipt of the PhD degree by December 31 of the year in which they are nominated.

Candidates should have demonstrated exceptional individual achievements in scientific research of sufficient quality to place them at the forefront of their peers. Criteria include originality, innovation, and significant impact on the field. For detailed nomination information, visit <[www.fastlane.nsf.gov/honawards](http://www.fastlane.nsf.gov/honawards)>. Deadline: December 31, 2006. The nominations and letters must be received through the FastLane system. Contact: (703) 292-8040; email [waterman@nsf.gov](mailto:waterman@nsf.gov); <[www.nsf.gov/od/waterman/waterman.jsp](http://www.nsf.gov/od/waterman/waterman.jsp)>.

**Peter K. Shaw New Student Research Prize.** Open to both undergraduate and graduate students. Deadline: December 31. The papers should report on research in the applied social/behavioral sciences. The winner will receive a cash prize of \$1,000 and travel funds to present that paper at the annual meeting in Tampa, FL. Contact: Sociology for Applied Anthropology at (405) 843-5110; email [info@sfaa.net](mailto:info@sfaa.net); <[www.sfaa.net](http://www.sfaa.net)>.

## In the News

The American Sociological Association was listed as a source for an *Inside USA Today* table in the Careers section on August 25, 2006.

**Stanley Aronowitz**, Graduate Center-CUNY, wrote "Should Academic Unions Get Involved in Governance?" for the fall 2006 *Liberal Education*.

**Diane Barthel-Bouchier**, Stony Brook University, published an article titled "What's Worth Saving" concerning a Long Island, NY, heritage controversy in *Newsday*, October 8, 2006.

**Mike Bell**, University of Wisconsin, was quoted in a Reuters news story about why the environment doesn't get more attention in political campaigns in the U.S. on October 30.

**Suzanne Bianchi, John Robinson, and Melissa Milkie**, all of the University of Maryland, had their recent book, *Changing Rhythms of American Family Life*, as the basis for a number of stories appearing in the media. **Bianchi** was quoted in the *New York Times* on October 18, 2006, and the *Washington Post* on October 27. Findings from the book were also featured in columns in *The Boston Globe* on August 27, *The Sacramento Bee* on, *The Philadelphia Inquirer* on November 3, *The Buffalo News* on November 2, and *The San Jose Mercury News* on November 5. **Milkie** appeared on NPR's *Talk of the Nation* on October 18. In addition, the book has appeared on various internet forums such as *MonstersAndCritics.com* (October 17, 2006) and *WashingtonPost.com's On Balance* on October 18.

**Deborah Carr**, University of Wisconsin-Madison and Rutgers University, and **Merril Silverstein**, University of Southern California, were quoted in a November 2 article on the growing number of great grandparents.

**Daniel F. Chambliss**, Hamilton College, was quoted in an October 10 *Washington Post* article on the testing culture in schools.

**Andrew Cherlin**, Johns Hopkins University, was quoted in an October 22 *Washington Post* article on empty nesters.

**Dalton Conley**, New York University, had an op-ed published in the November 6, 2006, *New York Times* on the feasibility of applying statistical significance standards and procedures to determine the outcome of particularly close U.S. elections.

**Mathieu Deflem**, University of South Carolina, was interviewed in an article on terrorism since September 11, 2001, "11. September 2001," in *Pravda* (Slovakia) on September 9, 2006.

**Peter Dreier**, Occidental College, was quoted in an article in the October 2006 issue of *Los Angeles Magazine* about his research on the widening economic divide facing Southern California and LA.

**Elaine Howard Ecklund**, University at Buffalo-SUNY, had her research on religion among academic scientists featured in the October 31 issue of the *Chronicle of Higher Education* as well as a web essay.

**Morten Ender**, United States Military Academy, was interviewed on a call-in show, *The Jacey Eckhart Show* on 1170 AM KCBQ Talk Radio, on October 8th and replayed in other areas around the U.S. with high concentrations of military service members.

**Amitai Etzioni**, George Washington University, wrote an op-ed that appeared in the October 7 *New York Times* on the philosophical and psychological difficulties of dealing with grief after the loss of a loved one.

**Dana Fisher**, Columbia University, was mentioned in a November 5 *New York Times* article on the number of new books on the condition of American democracy. She was also mentioned in an article in the September 15 *Chronicle of Higher Education*.

**Neil Gross**, Harvard University, and **Solon Simmons**, George Mason University, had their research on religious beliefs of academics featured in *InsideHigherEd.com* on October 10, the *Washington Post* on October 14, and the *Chronicle of Higher Education* on October 20.

**David Knoke**, University of Minnesota, **Lynn Smith-Lovin**, Duke University, and **Mario Luis Small**, University of Chicago, were quoted in an October 16 *Washington Post* article on homophily and politics.

**Miller McPherson**, University of Arizona and Duke University, **Lynn Smith-Lovin**, Duke University, **Matthew Brashears**, University of Arizona, had their research mentioned in the *Los Angeles Times* on October 16 and October 17. Their research also appeared in *Self* magazine and was discussed on the *Colin McEnroe Afternoon Show* on WTIC NewsTalk 1080 AM.

**Patrick Nolan** was a panelist on *OnPoint! With Cynthia Hardy* on WWDM 101.3 FM on October 15. The topic was "Where Are America's Morals?"

**Mary Pattillo-McCoy**, Northwestern University, was quoted in an October 15 *Washington Post* article on one woman's retreat from hip-hop.

**Oren Pizmony-Levy**, Indiana University, had his research on the experiences of gay Israeli soldiers profiled in an August 23 article in the *Jerusalem Post*.

**John Reynolds**, Florida State University, and three students published an article, "Have Adolescents Become Too Ambitious?" in the May 2006 issue of *Social Problems*. The findings from this article were discussed in national and international newspapers and news websites, including the *Washington Post*, *Miami Herald*, *USA Today*, CNN, and *Globe and Mail*.

**Rubén Rumbaut** and **Frank D. Bean**, University of California-Irvine, and **Douglas S. Massey**, University of Princeton, were cited in an October 2 *La Opinion* article for their research, which found that two generations after Latin American immigrants arrive in the United States they lose the dominion of Spanish, and English becomes the predominant language. **Rumbaut** was also quoted in an October 21 *New York Times* article on young refugees trying to acclimate in America and was quoted in an October 9 *USA Today* article about the push for English as the official language.

**Christian Smith**, University of Notre Dame, was quoted in an October 6 *New York Times* article on the evangelical religions and teenage members.

**Lynn Smith-Lovin**, Duke University, was quoted in a United Press International article on social isolation on October 12.

**Pamela J. Smock**, University of Michigan, **Andrew A. Beveridge**, Queens College-CUNY, and **Stephanie Coontz**, Council on Contemporary Families, were quoted in an October 15 *New York Times* article on the unmarried population outnumbering married American households.

**Rodney Stark**, Baylor University, was quoted about the role of economics in religious behavior in the United States in an article about atheism and British evolutionary biologist Richard Dawkins in the November 2006 issue of *Wired* magazine.

**Sudhir Venkatesh**, Columbia University, was quoted in an October 7 Associated Press article on the last days of Taylor House, a public housing community in Chicago. The article appeared in the *Seattle Post Intelligencer*, *Washington Post*, and the *San Francisco Chronicle*.

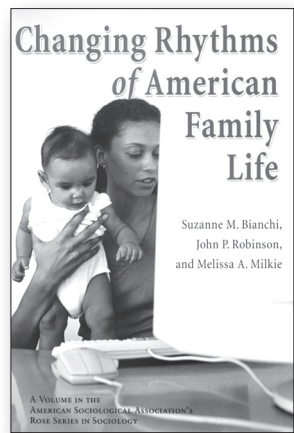
**W. Bradford Wilcox**, University of Virginia, wrote a letter to the editor on father involvement in children's lives. The letter appeared in the October 19, 2006, *New York Times*.

**Kazuo Yamaguchi**, University of Chicago, wrote a column on the relationship between marital satisfaction and work-family balance, which summarizes the content of his related article in the Japanese *Journal of Household Economics*, appear in the *Nikkei Newspaper* on September 20, 2006, and the study was also quoted by the *Yomiuri Weekly* in the October 29 issue.

As featured in Robert Bear's October 17, 2006, *New York Times* story

## Changing Rhythms of American Family Life

by Suzanne M. Bianchi, John P. Robinson, and Melissa A. Milkie  
ISBN 0-87154-136-X, Hardcover, \$37.50



Over the last 40 years, the number of American households with a stay-at-home parent has dwindled as more women have increasingly joined the paid workforce and more women raise children alone. Many policy makers feared these changes would come at the expense of time mothers spend with their children. In *Changing Rhythms of American Family Life*, sociologists Suzanne M. Bianchi, John P. Robinson, and Melissa Milkie analyze the way families spend their time and uncover surprising new findings about how Americans are balancing the demands of work and family.

Using time diary data from surveys of American parents over the last four decades, *Changing Rhythms of American Family Life*

finds that—despite increased workloads outside of the home—mothers today spend at least as much time interacting with their children as mothers did decades ago—and perhaps even more. Unexpectedly, the authors find mothers' time at work has not resulted in an overall decline in sleep or leisure time. Rather, mothers have made time for both work and family by sacrificing time spent doing housework and by increased "multitasking." Though the iconic image of the American mother has changed from a docile homemaker to a frenzied, sleepless working mom, *Changing Rhythms of American Family Life* demonstrates that the time mothers spend with their families has remained steady throughout the decades.

Suzanne M. Bianchi and John P. Robinson are professors of sociology and Melissa A. Milkie is associate professor of sociology at the University of Maryland, College Park.

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## Awards

**Mary Frank Fox**, Georgia Institute of Technology, was awarded the 2006 Outstanding Faculty Member/Woman of Distinction award at Georgia Institute of Technology.

**William Freudenberg**, University of California-Santa Barbara, received the 2006 Fred Buttel Outstanding Scholarly Achievement award from the Rural Sociological Society.

**Sally Ward Maggard**, U.S. Department of Agriculture, received the 2006 Excellence in Practice and Application award from the Rural Sociological Society.

**Hy Mariampolski**, Qualidata, was elected to the Market Research Council, the honorary association for the market research profession.

**Diana Mincyte**, University of Illinois-Urbana, received the 2006 Graduate Student Paper award from the Rural Sociological Society.

**Torin Monahan**, Arizona State University, **Simon A. Cole**, UC-Irvine, **Jill A. Fisher**, Arizona State University, and **Gary T. Marx**, MIT, were recently awarded a grant from the National Science Foundation to host two international workshops on "Surveillance and Society."

**Walter Gillis Peacock**, Texas A&M University, received recognition from Texas A&M University for hundreds of hours of work with the media following Katrina and Rita by being awarded the first "Newsmaker Award."

**Francie Ostrower**, Urban Institute Center on Nonprofits and Philanthropy, was awarded the 2006 Virginia A. Hodgkinson Research Prize by Independent Sector for her report, "Attitudes and Practices Concerning Effective Philanthropy."

**Cathy Rakowski**, Ohio State University, received the 2006 Excellence in Instruction award from the Rural Sociological Society.

**Richard L. Simpson**, University of North Carolina-Chapel Hill, received the Southern Sociological Society 2007 award.

## Transitions

**Holly Carter**, Augusta State University, will be the assistant vice president for international affairs at Augusta, effective January 1, 2007.

**Odis Johnson, Jr.**, has accepted a faculty appointment at the University of Maryland-College Park, College of Behavioral and Social Sciences effective July 1, 2006.

**Verna Keith, Janice McCabe, and Annette Schwabe** have joined the faculty of the Department of Sociology at Florida State University.

**Mark Zbaracki**, University of Pennsylvania, is a visiting professor at the Stern School of New York University.

## People

**Wendell Bell**, Yale University, gave a keynote address at a conference on "Future Matters: Futures Known, Created and Minded" at the Cardiff School of Social Sciences, Cardiff University, Wales, September 4-6, 2006. His topic was "The Future of Human Society."

**Barbara Entwisle**, University of North Carolina-Chapel Hill, was elected President of the Population Association of America.

**Mark S. Gaylord** is a Fulbright Visiting Professor in the School of Law at Chinese University of Hong Kong for 2006-07. He is also attached to the Hong Kong-America Center where he will assist with programming and fundraising.

**Brian Gran**, Case Western Reserve University, gave a lecture and participated in a Master of Advanced Studies in Children's Rights program organized by both the Institut Universitaire Kurt Bösch and the University of Fribourg on November 16.

**Kathleen Mullan Harris**, University of North Carolina-Chapel Hill, was elected Vice-President of the Population Association.

**Maryanne T. Fong**, has recently been elected to the International Who's Who Historical Society and her biography has been selected for publication in the upcoming edition of the *International Who's Who of Professionals*. In September 2006, she was invited to become a Senate Member of the World Nations Congress for Life by the Chief Executive of the World Nations Congress.

**Valerie R. Leiter**, Simmons College, was named a William T. Grant Scholar and received a grant for her work on "The Transition to Adulthood among Youth with Disabilities."

**Walter Gillis Peacock**, Texas A&M University, was asked to participate in and moderate a special National Academies panel on Long Term Housing Recovery in August 2006. This was a panel organized by the National Academies for the GAO. He was also invited to meet with other GAO groups the following morning to discuss his research and findings related to housing recovery, especially ethnic/racial variations on housing recovery. **Brenda Phillips**, Oklahoma State University, was a member of the panel as well.

## Members' New Books

**Howard Aldrich**, University of North Carolina-Chapel Hill, and **Martin Ruef**, Princeton University, *Organizations Evolving*, 2nd ed. (Sage, 2006).

**Suzanne M. Bianchi, John P. Robinson, and Melissa A. Milkie**, University of Maryland-College Park, *Changing Rhythms of American Family Life* (Russell Sage Foundation, 2006).

**Judith Blau**, University of North Carolina-Chapel Hill, and **Alberto Moncada**, *Societies without Borders* (Brill NL, 2006); *Justice in America: The US Constitution and Human Rights* (Roman & Littlefield, 2006).

**Kenneth Bollen**, University of North Carolina-Chapel Hill, and **Patrick J. Curran**, *Latent Curve Models: A Structural Equation Perspective* (Wiley, 2006).

**Karen A. Cerulo**, Rutgers University, *Never Saw It Coming: Cultural Challenges to Envisioning the Worst* (University of Chicago Press, 2006).

**Mahmoud Dhaouadi**, University of Tunis, *The Concept of Culture in Islamic and Social Science Perspectives*, in Arabic (Dar Al Kitab Al Jadid, 2006).

**Elaine Howard Ecklund**, University at Buffalo-SUNY, *Korean American Evangelicals: New Models for Civic Life* (Oxford University Press, 2006).

**Eric L. Jensen**, University of Idaho, and **Jorgen Jepsen**, Aarhus University, *Juvenile Law Violators, Human Rights, and the Development of New Juvenile Justice Systems*. (Hart Publishing, 2006).

**Peter Kivisto**, Augustana College, and **Elizabeth Hartung**, California State University-Channel Islands, eds., *Intersecting Inequalities: Class, Race, Sex, and Sexualities* (Pearson Prentice Hall, 2007).

**Harriette Pipes McAdoo**, Michigan State University, ed. *Black Families*, 4th Edition (Sage Publications, 2006).

**JoAnn Miller**, Purdue University, and **Dean D. Knudsen**, *Family Abuse and Violence: A Social Problems Perspective* (Alta Mira Press, 2007).

**Karen M. O'Neill**, Rutgers University, *Rivers by Design: State Power and the Origins of U.S. Flood Control* (Duke University Press, 2006).

**Andrew Perrin**, University of North Carolina-Chapel Hill, *Citizen Speak: The Demographic Imagination in American Life* (University of Chicago Press, 2006).

**Richard Quinney**, Northern Illinois University, *Of Time and Place: A Farm in Wisconsin* (Borderland Books, 2006).

**Louise Marie Roth**, University of Arizona, *Selling Women Short: Gender and Money on Wall Street* (Princeton University Press, 2006).

**Gail Satler**, Hofstra University, *Two Tales of a City: Rebuilding Chicago's Architectural and Social Landscapes 1986-2005* (Northern Illinois University Press, 2006).

**Amy J. Schulz**, University of Michigan, and **Leith Mullings**, eds. *Gender, Race, Class and Health: Intersectional Approaches* (Jossey Bass, 2006).

**Wendy Simonds**, University of Kentucky, **Barbara Katz Rothman**, City University of New York, and **Bari Meltzer Rothman**, *Laboring On: Births in Transition in the United States* (Routledge, 2006).

**Patricia Voydanoff**, University of Dayton, *Work, Family, and Community: Exploring Interconnections* (Lawrence Erlbaum, 2007).

**Esther Wilder**, Graduate Center-CUNY, *Wheeling and Dealing: Living with Spinal Cord Injury* (Vanderbilt University Press, 2006).

## New Programs

**New MA program in Criminology and Public Sociology.** The University of North Carolina-Wilmington's Department of Sociology and Criminal Justice announces a new MA program in Criminology and Public Sociology. The MA, whether criminology or public sociology, encompasses rigorous analyses of the values, assumptions, and social structures within national and global societies. It assists and advises potential students to gain significant insights into these social processes and structures in their desired professions. The purpose of the masters program is to train students to use theoretical and methodological tools that will allow them to acquire and apply specific information to particular problems or to improve the quality of life. One of the strengths of the new program is the diverse theoretical, methodological, and substantive interests of the graduate faculty. A limited number of graduate teaching assistantships are available. Applications for the program are now being accepted for fall 2007. Apply online at <[www.uncw.edu/grad\\_info/application\\_download.htm](http://www.uncw.edu/grad_info/application_download.htm)>. For more information on the program, visit <[www.uncw.edu/soccrj/masters-info.html](http://www.uncw.edu/soccrj/masters-info.html)> or contact Leslie Hossfeld at [hossfeldl@uncw.edu](mailto:hossfeldl@uncw.edu) for public sociology, or Michael Maume at [maume@uncw.edu](mailto:maume@uncw.edu) for criminology.

## Summer Programs

**Crime and Justice Summer Research Institute** The Criminal Justice Research Center at Ohio State University offers a Summer Research Institute on "Broadening Perspectives and Participation," July 9-26, 2007. Funded by the National Science Foundation and Ohio State University, it is designed to promote successful research projects and careers among scholars from under-represented groups working in areas of crime and criminal justice. The Summer Research Institute will provide resources for completing a research project, senior faculty mentorship, networking opportunities, professional development workshops, and a culminating symposium. Travel and living expenses will be covered. Applications must be postmarked by February 9, 2007. For more information and an application, see our website <[cjrc.osu.edu/summerinstitute](http://cjrc.osu.edu/summerinstitute)>. If you have any questions, email [cjrcinstitute@osu.edu](mailto:cjrcinstitute@osu.edu).

**Summer Research Institute for Undergraduates.** The Disaster Research Center at the University of Delaware is offering a Summer Research Institute for under-

graduate students to provide hands-on research training and mentoring on the social science aspects of disasters. Each summer, 10 students from a variety of social science disciplines are selected to participate in the nine-week Summer Institute. Transportation and lodging expenses are covered for the student participants, who also receive a generous stipend. Students entering their junior or senior year in the fall 2007, are invited to apply. Students who are underrepresented in graduate schools—minority students, women, students from poorer regions of the country, and students from institutions with limited graduate programs—are especially encouraged. Deadline: February 1. Program details, guidelines, and application materials are at <[www.udel.edu/DRC/REU](http://www.udel.edu/DRC/REU)>. The program is sponsored by the National Science Foundation's Research Experience for Undergraduates (REU) program and the U.S. Department of Defense.

## Deaths

**Donald H. Bouma**, Calvin College & Western Michigan University, died on August 8 in Sun City, AZ.

**John H. Burma**, Grinnell College, died in Claremont, CA, on August 22.

**Clifford Geertz**, eminent cultural anthropologist, died in Princeton, NJ, at the age of 80, from complications from heart surgery.

**Linda Faye Williams**, University of Maryland, passed away unexpectedly at the age of 57.

**Ellen Willis**, renowned journalist and professor of journalism at New York University, died November 9 after a long struggle with cancer.

## Obituaries

**Meyer Barash (1916-2005)**

Professor Emeritus Meyer Barash, one of Hofstra University's most popular teachers for more than 30 years, died March 14, 2005, after a brief illness. He wandered, literally and professionally, over many places and interests—most notably as the distinguished translator of the work of Roger Caillois and as a walker in the city. He was an American flaneur, who brought the world into the classroom.

Meyer was one of the first sociologists in the New York area, and perhaps elsewhere, to introduce a course in terrorism. He was invited regularly by police departments to share that program, and his two eight-week courses offered to all fulltime employees of New York/New Jersey Port Authority was the subject of a "Talk of the Town" article in *The New Yorker* (April 9, 1979).

Meyer did graduate work in sociology and anthropology at Columbia. Although he did not complete his doctorate, his distinguished translation from French of Caillois' *Man and the Sacred* and *Man Play and Games* (Free Press, 1959 and 1961, and reprinted by University of Illinois Press, 2001) and his assignment by UNESCO to East Pakistan (later Bangladesh) were more than equivalent to the academic degree. He taught for a year at the University of Dacca where his Long Island family also joined him for school and their daily life. One of his major contributions in that year was to introduce Bangladesh faculty to the heterogeneous social and academic life in the United States.

In his concise introductions to the Caillois books, Meyer described "the abiding value" of Caillois' studies on the impact of the sacred-profane dichotomy and of play and games on major social institutions. Meyer's eclectic and voracious reading and film-going experiences led to his introduction of subjects with immediate relevance during the turbulence of the Vietnam era: terrorism, the film, fam-



## The University of Notre Dame Department of Sociology

welcomes its recently hired faculty:

**Christian Smith**  
*William R. Kenan, Jr. Professor of Sociology*  
Director, Center for the Study of Religion

**Jackie Smith**  
Associate Professor  
Kroc Institute for International Peace Studies  
Center for the Study of Social Movements and Social Change

**Sean Kelly**  
Assistant Professor  
Center for Research on Educational Opportunities

**Jessica Collett**  
Assistant Professor

**Omar Lizardo**  
Assistant Professor





ily dysfunction, etc. He co-edited (with Alice Scourby) *Marriage and the Family: A Comparative Analysis of Contemporary Problems* (Random House, 1970), which was translated into German.

Not only was Meyer the marathon walker (often going from his favorite Oyster Bar on 42nd Street to Columbia at 125th Street), he also was an active member of the monthly Asian study seminar at Columbia where he introduced colleagues from Bangladesh. He also taught at least once during a summer for World Campus Afloat, the semester-at-sea program still in operation. On leave from Hofstra he spent two years at Wayne State University where he completed the first of the Caillois books.

On several occasions, Meyer traveled from his home in Levittown to Manhattan to drop in on memorials for notables like Joseph Papp and Helen Hayes. His presence at such services could qualify him perhaps as a protagonist for a story by Saul Bellow, one of Meyer's favorite authors. At the time of his retirement from Hofstra in 1984 (extended for a decade by part-time teaching), Meyer was honored with a special tribute for his unique services and personal qualities by President James Shuart and Provost Sanford Hammer.

Meyer, a Navy veteran, was predeceased by a son, Frederick, and by his wife, Helen, who taught social work and sociology at Adelphi University. He is survived by a son, David, a daughter Anne Breitstein, two grandchildren, James and Lisa, and another son, Bill, a horticulturist at Planting Fields for nearly 35 years who has served all 32 state parks on Long Island, New York.

In fond remembrance of many stimulating, often contentious discussions, and with great admiration.

Hyman A. Enzer, Hofstra University

#### Spencer E. Cahill (1949–2006)

Spencer Ernest Cahill, Professor of Sociology at the University of South Florida, died at his home in Tampa on October 6, 2006, at the age of 56. He is survived by Donileen R. Loseke, his wife of 27 years.

Spencer grew up on a small farm outside of Vandalia, Missouri. He received his AB in 1971 from the University of Missouri, his MA in 1974 from McMaster University, and his PhD in 1982 from the University of California-Santa Barbara. After graduate school, he taught at Skidmore College from 1983-96 and then the University of South Florida from 1996 until 2006.

Despite his untimely death, Spencer leaves an enormous and enduring

legacy in social psychology. He was the author or editor of four books—most recently, *Children and Society: The Sociology of Children and Childhood Socialization* (with Gerald Handel and Frederick Elkin, 2007) and *Inside Social Life: Readings in Sociological Psychology and Microsociology*, 5th edition (2007), which was completed two days before he died. In addition, he was the author of dozens of influential and heavily cited articles, a number of which were reprinted in various edited collections.

His research interests were eclectic, but much of his work was encompassed by three broad themes. The first of these themes was childhood socialization, with emphasis on the acquisition of gender roles. Key articles included "Reexamining the Acquisition of Sex Roles: A Social Interactionist Approach" (*Sex Roles*, 1983) and "Fashioning Males and Females: Appearance Management and the Social Reproduction of Gender" (*Symbolic Interaction*, 1989). A second theme was the study of professional socialization and identity. With Doni Loseke, he published "The Social Construction of Deviance: Experts on Battered Women" (*Social Problems*, 1984) as well as "Actors in Search of a Character: Student Social Workers' Quest for Professional Identity" (*Symbolic Interaction*, 1986). In addition, he published a series of articles on mortuary science students and funeral directors, including "Some Rhetorical Directions of Funeral Direction: Historical Entanglements and Contemporary Dilemmas" (*Work and Occupations*, 1995) and "Emotional Capital and Professional Socialization: The Case of Mortuary Science Students (and Me)" (*Social Psychology Quarterly*, 1999). A third theme linked his interest in socialization with deviance, stigma, and emotions. Here, influential contributions included "Children and Civility: Ceremonial Deviance and the Acquisition of Ritual Competence" (*Social Psychology Quarterly*, 1987) and "Managing Emotions in Public: The Case of Wheelchair Users" (*Social Psychology Quarterly*, 1994). His insightful and beautifully written articles are required reading for students in countless courses.

The excellence of Spencer's work earned him manifold positions of responsibility. Most recently, he was the editor of *Social Psychology Quarterly* (2004-06). He worked through pain and nausea on the day before he died to complete his term. He was the co-editor (with Doni Loseke) of the *Journal of Contemporary Ethnography* (1994-1999). He served on the editorial board of *Social Problems* (1996-1999), and he served as an Associate Editor of *Symbolic Interaction* (1989-1992). He was President of the Society for the Study of

Symbolic Interaction (2001-02), Chair of the ASA Section on Emotions (1998-99), and Chair of the ASA Section on Children and Youth. He was very active in the ASA Section on Social Psychology, including a stint on the Council (2001-2004).

Spencer was an outstanding scholar, but he was so much more than that. He loved Doni; he loved cooking, gardening, traveling, and listening to jazz with her. He loved their cats, Ella (Fitzgerald) and Mel (Torme). He loved dressing up, and he was always the most dapper man in the room. He loved people—not just observing them, but being with them. Like me, he had great admiration for Erving Goffman's work. When Doni called with the terrible news, one of the first things I thought of was Goffman's essay, "Where the Action Is," where he suggests that many of the virtues are thought of as such because they represent qualities we want in ourselves as well as the people with whom we interact: courage, gameness, integrity, gallantry, and composure. Like so many others, I have witnessed Spencer display these qualities on innumerable occasions.

And, of course, there is deference. Spencer had every reason to be arrogant but, instead, he was gracious, humble, and courteous with everyone he met. Not surprisingly, at the memorial gathering, his beautiful home was full of people from all walks of life. This rude world could use a lot more people like Spencer Cahill. Instead, there is one less.

Michael Flaherty, Eckerd College

The University of South Florida has established a scholarship in Spencer Cahill's name. Contributions should be mailed to the Spencer Cahill Graduate Student Scholarship Fund/Fund 421820, University of South Florida, Attn: Patricia Green, 4202 East Fowler Ave., Department of Sociology CPR 107, Tampa, FL 33620. Visit the new *ASA Social Psychology Quarterly* forum at <members.asanet.org/forums> to contribute to a special string honoring Cahill's memory.

#### William F. Kenkel (1925–2006)

William F. Kenkel was an impressive scholar, teacher, and colleague who was well liked and respected by everyone who knew him. William died as the result of

a stroke on September 28, 2006. He was born in Hyattsville, MD, on February 11, 1925.

William Kenkel received his BA in Sociology in 1949 and his MA in Sociology in 1950, both at the University of Maryland. He received his PhD at Ohio State University in 1952.

From 1952-53, Kenkel worked as a research Associate for the Air Force Project at Ohio State University. He taught at Iowa State University (ISU) from 1954-67. While at ISU, he became full Professor in 1960 and head of the Department of Sociology and Anthropology from 1966-67. He then served as Professor at the University of Kentucky from 1967-90, where he served as Chairman of the Sociology Department from 1970-76. After 1990, he was Professor Emeritus with the University of Kentucky.

In his retirement, Kenkel missed teaching and was persuaded to take a part-time position in Sociology to teach classes in Family at Georgetown College, where he taught as an Adjunct Professor from 1995-2004. His reputation as a skilled teacher who truly cared about his students and colleagues was highly appreciated at Georgetown College and surely at Iowa State University and the University of Kentucky as well. He was an interesting person who could talk with insight on a great variety of topics. He also was a friendly person always willing to help others when an opportunity arose. He had a personality that made people he met want to claim him as a friend.

William Kenkel was an outstanding scholar who was very active professionally. He wrote four books: *Social Stratification in the United States* (with John Cuber) in 1954; *Problems of American Society* (with John Cuber and Robert Harper) in 1964; *Society in Action* 2nd ed. in 1980; and *The Family in Perspective* 5th ed. in 1985. In addition to his books, he published 43 articles in professional journals or books from 1956-90.

His professional activities included serving at President of three associations, the Mid-South Sociology Association (1988-89); the National Council of family Relations (1967-68); and the Anthropologists and Sociologists of Kentucky (1975-76). He was the Vice President of the North Central Sociological Association

from 1980-81, Past Associate Editor of two journals (*The Journal of Marriage and the Family* and *Sociological Analysis*), and he served on the Editorial Board of *Sociological Spectrum*. He was a council member of the North Central Sociological Association 1985-86, and chaired the finance committee of the National Council of Family Relations 1968-69, the Family Section of the American Sociological Association 1982-85 and the Family Section of the Mid-South Sociological Association in 1977 and 1980.

William Kenkel will truly be remembered as a highly active and respected scholar. He will be missed by our discipline, by his many colleagues and students, and by his family. He is survived by his wife, Marion Scott "Scottie" Kenkel, his five children and 12 grandchildren. His five children are: Steven W Kenkel (employed at Nortel in Durham), Philip L. Kenkel (teaching Agricultural Economics at Oklahoma State University), Donald S. Kenkel (teaching Economics at Cornell University), Kenneth R. Kenkel (staff attorney at the Sixth Circuit Court of Appeals in Cincinnati, OH) and Kathy Marie (a special education teacher in Salinas, CA).

Dennis Dedrick, Georgetown College

## Classified Ad

**Editor Sought for *The Sociological Quarterly***—The Midwest Sociological Society has opened a search for the next Editor of the Society's journal, *The Sociological Quarterly* [TSQ]. The Editor serves a four-year term, and will begin work in 2008. MSS seeks candidates with distinguished scholarly records, previous editorial experience, strong organizational and management skills, ability to work well with others, and commitment to TSQ's mission. The review process begins February 1, 2007. Finalists should prepare to be interviewed April 4-7, 2007. Please visit <www.TheMSS.org> to see the full job description, or email MidwestSS@centurytel.net.

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### 2007-08 FELLOWSHIPS:

#### POLITICS AND SOCIAL MOVEMENTS

Harvard University's Charles Warren Center for Studies in American History invites applications from historians, political scientists, sociologists and others to participate in a workshop on "Politics and Social Movements." One goal of the workshop is to bridge social and political history by bringing together scholars whose work addresses the *intersection* of civil society and the state. We will explore how, when, and why various groups of women and men in North America during the past three hundred years have collectively organized to press their claims and influence the political process – and, in turn, what influence social mobilization had on the state. A second goal is to bridge disciplinary boundaries by encouraging interdisciplinary approaches. We are interested in investigations that concentrate on the origins, development, and strategies of social movements, the relationship between political institutions and the state to non-state actors – both elites and grassroots – and, most generally, how society and the political process have interacted and shaped one another. While the primary focus will be on North American history, we welcome comparative and transnational projects.

Fellows will participate in a seminar led by Lisa McGirr (History) and Daniel Carpenter (Government), presenting their work and discussing that of invited speakers. Applicants may not be degree candidates and should have a Ph.D. or equivalent. Fellows are Harvard University members with library access, and receive a private office which they must use for at least the nine-month academic year. Stipends are individually determined in accordance with each fellow's needs and the Center's resources. Application deadline: January 15, 2007. Decisions announced: early March. Obtain an application from the Center (Emerson Hall 400, Harvard University, Cambridge, MA 02138) or our web site.

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## More Exciting New ASA Member Benefits!

The ASA online database is now accepting renewals and applications for 2007 membership. In 2007, ASA is introducing a number of new benefits. ASA members can find discounted prices on automobile and home insurance, discounts on hotel reservations, and comprehensive health insurance coverage, office supplies and more. See the new member benefits page at <[www.asanet.org/benefits](http://www.asanet.org/benefits)> for complete information. Among the new benefits offered in 2007 are:



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**For a description of additional new ASA membership benefits, see page 16 of the November 2006 issue of *Footnotes*!**

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## Upcoming ASA Funding Opportunities

### Community Action Research Initiative

**Deadline:** February 1, 2007

Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, these small grants encourage sociologists to undertake community action projects that bring to bear social science knowledge, methods, and expertise in addressing community-identified issues and concerns.

### ASA Congressional Fellowship

**Deadline:** February 1, 2007

Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, the Congressional Fellow serves for six months as a member of a staff office in the U.S. House or Senate. The Fellow will learn the workings of Congress and will share the uses and contributions of sociology with the placement site.

### Fund for the Advancement of the Discipline

**Deadline:** December 15, 2006, and June 15, 2007

Supported by the ASA through a matching grant from the National Science Foundation, the goal of FAD is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities such as conferences. FAD awards provide scholars with small grants (\$7,000 maximum) for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration.

### Minority Fellowship Program

**Deadline:** January 31, 2007

Supported by a grant from the National Institute of Mental Health, this long-standing American Sociological Association training grant supports pre-doctoral graduate education for sociology students.

### ASA Teaching Enhancement Fund—Small Grants Program

**Deadline:** February 1, 2007

The ASA Teaching Enhancement Fund Small Grants Program provides support to an individual, department, program, or committee of a state/regional sociology association to enhance the teaching of sociology that will have systemic and enduring impact on the teaching and learning of sociology.

**For more information on each of these Funding Opportunities, visit <[www.asanet.org](http://www.asanet.org)> and click on "Funding."**

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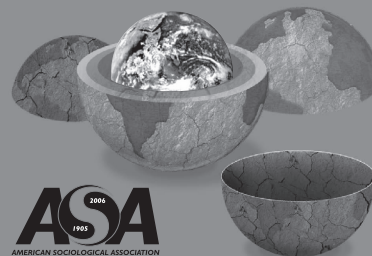
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