

Footnotes

VOLUME 35
NUMBER 2

FEBRUARY 2007



Looking forward to the 2007 ASA Annual Meeting in New York . . .

“Without Yesterday There Is No Tomorrow”: Ricardo Lagos and Chile’s Democratic Transition

Former Chilean President will be one of several notable plenary speakers at ASA’s upcoming 102nd Annual Meeting

by Peter Winn, Tufts University

In April 1988, as Chile emerged from 15 years of total censorship under its most brutal dictatorship into its first electoral campaign since the 1973 military coup, a plebiscite was held on whether General Augusto Pinochet should rule the country for another decade. In a nation accustomed to controlled media, Socialist leader Ricardo Lagos was allowed a rare national TV appearance. Pointing straight at the camera, Lagos defied the dictator: “You promise the country eight more years of tortures, assassinations, violations of human rights,” he said. “It is unacceptable for a Chilean to have

such ambition for power as to try to be in power for 25 years!” When his panicked interviewers tried to interrupt, he insisted, “I speak for 15 years of silence.” With that courageous act—and those defiant words—Lagos assured his place in history and gave Chileans the courage to defeat the dictator “with just a pencil,” as Chilean sociologist Teresa Valdes later marveled.

Lagos has numerous claims to a prominent place in Chile’s history. As a social scientist, he published the first major study of Chile’s concentration of economic power. As a leader of a clandestine Socialist party, he played an important role in Chile’s transition

to democracy and in the 1988 plebiscite ending Pinochet’s authoritarian rule. He also founded and led the Party for Democracy, which became one of Chile’s main political parties. As minister of education and minister of public works, Lagos demonstrated skill as an administrator and ability to innovate within the constraints of an authoritarian constitution and a neoliberal economy.

In 2000, Lagos was elected Chile’s first Socialist president since Salvador Allende. Despite a narrow electoral mandate and an inherited economic recession, Lagos was one of the most successful presidents in Chilean history. Moreover, he nurtured the political career of Michelle Bachelet and was instrumental in her succeeding him as the first woman president of Chile. At the opening plenary session of the Annual Meeting, Lagos will be honored for his courageous and path-breaking career as a social scientist in politics—sustained even in Chile’s darkest

hour by a belief that another world was possible.

In the Beginning

Ricardo Lagos Escobar was born in 1938, the same year as the Center-Left Popular Front won the national elections. The dominant party in the Chilean Popular Front was the centrist Radical Party, secular reformers with a middle class base. His uncle was a Radical Deputy and it was as a Radical student leader that Lagos would first enter politics. He studied law at the University of Chile, but became increasingly interested in economics. His thesis on the concentration of economic power in Chile, a pioneering study, concluded that the top 4.2% of corporations in Chile controlled 59.2% of the capital invested in joint stock companies and laid bare the interlocking directorships through which Chile’s elite controlled the economy.

By the time his thesis was published, Lagos was doing graduate work at Duke University (1960–62) where he earned a PhD in economics. Returning to Chile, Lagos became an economics professor at the University of Chile and later director of its School of Political Science. In 1969, he was elected Secretary-General of the University of Chile as the candidate of the leftist Popular Unity Alliance of

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Looking forward to the 2007 ASA Annual Meeting in New York . . .

Four Trends Shaping the Big Apple

by Andrew A. Beveridge, Queens College and the Graduate Center of CUNY

When the demonstrations for immigrant rights flared up around the country last year some members of New York City’s various immigrant groups participated, but the demonstrations here were a faint echo of those in other cities. The simple reason: New York draws substantial numbers of its immigrants from many different countries, continents, languages, and origins, while the majority of immigrants and the vast majority of undocumented immigrants nationwide originate in Mexico. This diverse immigrant population is one of four demographic trends that define New York City’s unique social landscape permeating every facet of life from politics and business to culture and family life.

Immigrant Waves

New York City’s recent population growth was fueled by immigration. Without it, the city’s population would not be near eight million. “Without the immigrants,” Mitchell Moss, professor of

urban planning and policy at New York University, has said, “New York City would be Detroit,” a city whose population is lower now than it was in 1930.

During the 1990s, New York continued to draw large numbers of immigrants with a variety of backgrounds, origins, and economic status. Unlike virtually every other immigrant area in the United States, immigrants to New York City come from many different places:

- Older European countries such as Russia, Italy, and Poland;
- The Caribbean, including the Dominican Republic, Jamaica, and Haiti;
- Asia, including China, Korea, Pakistan, Bangladesh, and India;
- Central and South America, including Mexico, Ecuador, and Colombia.

Some of these groups are better educated than others; some gravitate to certain professions; some are self-employed. The economic status, family status, and ratio of male to female vary widely from group to group. The immigrants today are increasingly segregated from the rest of the population and from other immigrant groups than were immigrants at the turn of the 20th century, and even groups from the same nation often gravitate to different locations.

Mayor Giuliani once remarked that he loved all immigrants, legal or illegal, but in recent years New York City, along with the rest of the country,

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Remembering a Giant of Sociology

Seymour Martin Lipset (1922–2006)

by Claude S. Fischer and Ann Swidler,
University of California-Berkeley

Seymour Martin Lipset, one of the giants of sociology in the 20th century, died on December 31, 2006, in Arlington, VA.

Marty Lipset shaped modern sociology by writing a string of classic works, nurturing a legion of eminent students, and radiating a kindness that warmed all those around him.

Lipset, the son of Russian-Jewish immigrants, grew up immersed in the intense, Marxist debates of his Bronx neighborhood, an atmosphere which he later credited with sparking his intellectual concerns and political commitments. Lipset, along with other memorable student activists at the City College of New York in the 1930s, such as Daniel Bell, Nathan Glazer, Irving Howe, and Philip Selznick, remade American social science and intellectual life in the middle of the century.

Lipset’s formal positions—professorships at Toronto, Columbia, Berkeley, Harvard, Stanford, and George Mason; presidencies of the American Sociological Association, the American Political Science Association, the United States Institute of Peace; membership in the National Academy of Sciences; and

other roles—hardly describe how consequential he was. By one study, Lipset was the most cited social scientist in the world.

Lipset established many of the theories and research agendas in political sociology, stratification, modernization, and other fields. Much of his work arose from questions about the social bases of democracy and the absence of socialism in America. They led him to study Canada, comparative development, American history, the nature of democratic and anti-democratic politics, the labor movement, social class, and much more.

Socialism and Democracy

His dissertation book, *Agrarian Socialism* (1950), was the first in a series that used the American-Canadian comparison to address systematically the “why no socialism?” question. *Union Democracy* (1956), with Martin Trow and James Coleman, examined why the democratically run printers’ union managed to escape Michels’ “iron law of oligarchy.” Through intensive, multi-method, team research, the authors discovered the importance of small, mediating groups—what would later be labeled “civil society”—for democracy. *Union Democracy* alone would be the crowning achievement of most academic

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Seymour Martin
Lipset

In This Issue . . .



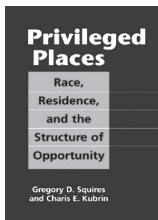
3 ASA Opportunity for Undergraduates

The Honors Program is a valuable resource and experience for undergraduate students.



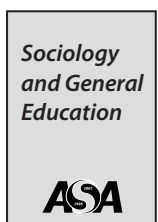
4 Sociologist Bloggers Speak Out

Four sociologists comment on their experiences and encourage more sociologists to read, research, and write blogs.



4 Sociological Discourse at the Center of Gentrification

Kubrin and Squires bring race and place to a DC restaurant/lounge/bookstore.



5 Task Force on General Education Recommendations

Sociology has a variety of contributions to the general education curriculum.



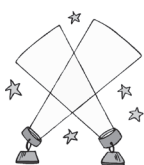
5 ASA Award Winners Announced

Be sure to congratulate your colleagues.



7 Sociologists as Ambassadors

Zulfacar is the first female Afghan ambassador and Austin represents America in Trinidad and Tobago.



11 A Spotlight on a Longtime, Loyal Member

Lief takes pride in serving his community.

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The Executive Officer's Column

Enhancing the ASA Public Information Program



Sally T. Hillsman

A year ago, the ASA Council expressed strong interest in having the ASA Executive Office expand our program of outreach to the mass media. Council believed additional resources invested in this activity would significantly leverage our existing efforts and permit new approaches to bring sociology and sociological research to the general public and policymakers through the media. While ASA's current outreach efforts have had notable successes, and we have a strong track record with a sizable set of journalists, more is better.

After an organization-wide communications audit by a firm with expertise in social science communication, we have begun working on key recommendations Council found compelling. Generally, the goal of our Public Information Program (PIP) is to scale up dissemination of research findings to broader public audiences—through both national and local media—by working daily to connect the media with sociologists who have expertise in topics of interest to producers and journalists. The addition to the Executive Office staff of an experienced professional Media Relations Officer (MRO) with a background in sociology and in award-winning broadcast news production will help ASA capitalize on new and existing opportunities. (See article, "New Staff at the ASA Executive Office," on p. 12 of this issue.)

Media Relations Activities

Proactive and media outreach is central to success. ASA has long been reliably responsive to journalists' inquiries and requests for interviewees and research. We are now producing a timely flow to the press (e.g., media advisories, press releases, story pitches) and continue responding to daily press inquiries. We are also beginning to rethink the ASA's press web pages. These first steps toward more creative and effective publicity are in alignment with Council's aspirations.

Experiments with new ways of outreach will follow as we continue to integrate media relations functions into other ASA activities and programs. We have made considerable progress engaging media interest in the new knowledge published in our journals (something many authors thought unlikely), but we need to build the capacity of ASA and members to outreach effectively. We also need to shape a media niche for the scholarly community, develop stronger external networks and alliances, and, especially, to brand this niche as *sociology*. Too many members' work is cited in the press, with or without attribution to the scholar or researcher, but without reference to the work as *sociological*.

Engagement of Membership

The backbone of the PIP is our membership. It is your expertise, scholarship, and unique knowledge that provide added value to the media and its audiences. The goal of our PIP is to promote the Association, sociology, and sociologists by providing a link between sociologists and the media, aggressively encouraging the media to want those sources, and to firmly brand that added value as sociological. Our MRO taps several databases of experts, especially those who have published and presented scholarship. We engage the leadership of ASA Sections, members of Council, task forces, and committees for referrals, and we regularly are approached by members about their own availability to the press.

Guiding Principles

In providing the media with sociological knowledge, the ASA is not advocating for particular positions, forms of research, or areas of expertise. Obviously, only by vote of Council or the membership does the Association speak officially on behalf of the membership. Our PIP staff provide these official statements to the media with appropriate persons in leadership and/or subject matter experts to provide context. Individual sociologists—members or not—whom we connect to the media speak on their own behalf with their professional credentials as the basis of their contributions. It is the responsibility of the Association, however, to provide the press with sociologists who have professional expertise in the area about which they speak. This is typically determined by research and publication in peer-reviewed journals or other evidence of pertinent scholarship.

Our new MRO has begun a proactive weekly email to selected reporters and editors relating to timely news. In January, her advisories have generated member interviews with the *New York Daily News*, *USA Today*, *Wall Street Journal*, *Time* magazine, and New York City's WPIX-TV, among others. In addition, these advisories have resulted in inquiries from Fox News Channel, Al Jazeera International, and National Public Radio. She has aggressively promoted ASA journal articles, collaborating with the authors' institutional Public Information Officers to promote upcoming publications. She works especially closely with the editors and managing editors, as appropriate, to promote ASA journal articles. Relying on her journalism skills, ASA is working to re-structure the media relations webpage to align better with the needs of journalists and producers. ASA and its members already are reaping results as our MRO establishes a relationship with new media outlets and encourages more journalists to look *first* to the ASA as a reliable resource for new knowledge, interviews, and comments from *sociologists*. We will keep our members updated on these activities, and look forward to engaging with more of you as we move forward.

—Sally T. Hillsman



ASA Honors Program Expands Opportunities for Undergraduates


On August 10, 2006, 54 talented undergraduate sociology students from around the country came together for the ASA Honors Program Orientation in Montréal, Canada, as part of the 101st Annual Meeting. For four days, these exceptional students had the unique opportunity to experience all facets of the ASA Annual Meeting—from attending and/or presenting at sessions organized specifically for them to networking with other aspiring sociologists and prominent professors in the field.

The Honors Program was created in order to provide undergraduate sociology students a rich introduction to the professional life of the discipline. For many of the students the Annual Meeting is their first time attending a professional meeting of this scale.

One of the major highlights of the 2006 Honors Program was the Honors Roundtable session. It is during this session that students had the opportunity to present their own research to a small group of their peers, with an ASA Minority Fellowship Program (MFP) Fellow serving as presider. This year, there were 10 roundtables ranging in topics from the sociology of education to the sociology of mental health. Following the presentations, the MFP Fellows provided the students with detailed feedback on their research.

Other highlights during the 2006 Honors Program included the Career Panel and the Graduate School Panel, which the students found helpful as they approach the end of their undergraduate careers. When students were asked about their experiences, some of the testimonial comments heard were, "It was enjoyable, educational and extremely fruitful," "...one of the best and amazing experiences that I have ever had," and "It was an invaluable experience that I will encourage other eager sociology students to seek."

In addition to the three winners of the Alpha Kappa Delta (AKD) Undergraduate Student Paper competition, participants in the Honors Program are chosen primarily by the Honors Program Advisory Panel. Each year, AKD holds a paper competition for graduate and undergraduate students and three winning papers are selected for each competition. The winners of the undergraduate competition are automatically eligible to participate in the Honors Program and receive a monetary prize as well as travel support to the Annual Meeting. Recently, the AKD Council voted to move up their competition deadline to coincide with the Honors Program application deadline. For more information on the AKD paper competition, visit the AKD website at <www.alpha-kappa-delta.org>.

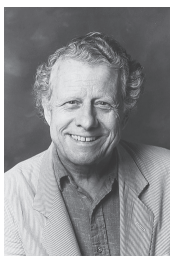
Other participants are selected based on their grade point averages, written narratives, and faculty recommendations. The Advisory Panel also selects participants who can contribute to the rich texture of sociology and who are perceived as having the potential to "pass it on." This year's deadline for applications is February 26, 2007. For more information on the 2007 Honors Program and for applications, visit the ASA website at <www.asanet.org> and click on "Students." 



Phi Beta Kappa Honors Tilly with the 2006 Sidney Hook Memorial Award

The Phi Beta Kappa Society, the nation's oldest academic honor society, presented sociologist Charles Tilly with the Sidney Hook Memorial Award at the 41st Triennial Council of the Phi Beta Kappa Society held in Atlanta this month.

Tilly, Joseph L. Buttenwieser Professor of Social Science at Columbia University, is an internationally recognized authority on long-term social processes. In an extraordinarily productive academic career spanning nearly half a century, his writings have transformed our understanding of politics, contestation, and social change more generally. From his influential early work on urbanization and industrial conflict, to his research on collective action, revolution, and state formation, through his recent emphasis on social relations, identity, and culture, Tilly has been consistently ahead of the curve, asking basic questions of the discipline, and coming up with fresh and provocative answers.



Charles Tilly

A 2005 Career of Distinguished Scholarship Award winner, Tilly is a member of the National Academy of Sciences, a fellow of the American Academy of Arts and Sciences, and a Chevalier de l'Ordre des Palmes Academiques. He is a past Guggenheim fellow and a fellow of the German Marshall Fund. He has published more than a dozen major books, in excess of 250 articles and book chapters, and at least that many invited comments and book reviews.

Phi Beta Kappa's mission is to champion education in the liberal arts and sciences, to recognize academic excellence, and to foster freedom of thought and expression.



PUBLIC AFFAIRS UPDATE

✓ NIH peer review system being considered for improvements . . .

Concerns about the efficiency of peer review expressed by the scientific community have prompted NIH leadership to consider as a priority re-engineering the peer review system. The debate is not whether peer review is still important and necessary, but what to do to revamp the system. Antonio Scarpa, Director of the Center for Scientific Review (CSR), emphasized at a recent public meeting the "strategic national importance of peer review" and called it the "heart and soul of NIH." Major concerns from the scientific community relate to the peer review process being too slow and lacking sufficient senior and experienced reviewers. Scarpa said that part of the problem is intellectual and part of it is structural, given that the process was designed for face-to-face meetings of reviewers. One of the challenges and opportunities facing NIH peer review is a mechanical issue—reassigning and improving administration and organizational systems and procedures. The second challenge is cultural—facilitating the identification and advancement of more significant, innovative, and high impact research. NIH plans to shorten the review cycle, improve study section alignment and performance, increase recruitment and retention of high-quality reviewers, and decrease the burden on applicants and reviewers. NIH also wants the input of the scientific community. For more information, visit <www.nih.gov>.

✓ New website allows exploration of data on metropolitan areas . . .

Diversitydata.org allows visitors to explore how metropolitan areas throughout the United States perform on a diverse range of social measures that comprise a well-rounded life experience. Diversitydata.org, developed by the Harvard School of Public Health and the Center for the Advancement of Health and support from the W.K. Kellogg Foundation, provides a dataset of socioeconomic indicators for metropolitan areas in the form of tables, thematic maps, and customizable reports. Some domains used include housing, neighborhood conditions, residential integration, education, and health factors such as disability rates, health insurance, births to teenager mothers, births to unmarried mothers, prenatal care, smoking during pregnancy, preterm births, and low birth-weight rates. To accompany the new website, Diversitydata.org has planned a series of reports based on the data indicators. The first report, released in conjunction with the launch of the new website, is titled *Children Left Behind: How Metropolitan Areas Are Failing American Children*. The report examines the well-being of children in the 100 largest metropolitan areas and scores those areas for the living conditions they provide to white, black, Hispanic, and Asian children based on indicators of health, family income, home ownership, residential and school segregation, and neighborhood and school socioeconomic environment. Using a summary measure of neighborhood socioeconomic conditions, the report shows the metropolitan areas with worst and best neighborhood environments for children of different racial/ethnic groups.

✓ Two social scientists are appointed to NIH Advisory Committee of the Director . . .

The National Institutes of Health (NIH) has selected seven new members to serve on the 13-member Advisory Committee to the Director (ACD). Two of those new members—Alan I. Leshner, American Association for the Advancement of Science, and Barbara L. Wolfe, University of Wisconsin-Madison—have strong social science backgrounds. The ACD advises the NIH Director on policy and planning issues important to the NIH mission of conducting and supporting biomedical and behavioral research, research training, and translating research results for the public. Leshner is chief executive officer of the American Association for the Advancement of Science (AAAS) and executive publisher of its journal, *Science*. Previously, Leshner had been Director of the National Institute on Drug Abuse at the NIH, and Deputy Director and Acting Director of the National Institute of Mental Health. Before that, he held a variety of senior positions at the National Science Foundation. In 2004, he was appointed by President George W. Bush to the National Science Board. Wolfe is Professor of Economics, Population Health Sciences, and Public Affairs and Faculty Affiliate at the Institute for Research on Poverty at the University of Wisconsin-Madison, where she also is currently serving as Director of the La Follette School of Public Affairs. Her research focuses broadly on poverty and health issues. Her current projects examine the effect of expansions in public health insurance on health care coverage and labor force outcomes and the role of income on health. Additional information is available at <www.nih.gov/about/director/acd/index.htm>.

✓ Recommended improvements in federal statistics on STEM workforce . . .

While the federal statistics community does an admirable job of producing data on science, technology, engineering and mathematics (STEM) professionals, opportunities exist for improvement according to a Commission on Professionals in Science and Technology (CPST) report. The white paper, released in January by CPST and titled *Improving Federal Statistics on the Science, Technology, Engineering and Mathematics Workforce*, is a product of the Alfred P. Sloan Foundation-funded STEM Workforce Data Project. It makes several recommendations, including changes to the Standard Occupational Classification (SOC) codes and improvements in implementations of the new North American Industry Classification System (NAICS). Check online for the white paper <www.cpst.org/STEM_Report.cfm> and related press release <www.cpst.org/STEM_Press.cfm>.

Portrait of the Sociologist as Blogger

Footnotes interviewed four sociologists in the continually expanding blogosphere population (Jeremy Freese, Eszter Hargittai, Rebecca Hensley, and C.N. Le) willing to share their experiences blogging as sociologists and their ideas about the sociology of blogging. Read about this evolving online social phenomenon.

by LaVon Rice, Freelance Journalist

A blog, short for weblog, is a user-generated website where entries are made in journal style and displayed in a reverse chronological order. In the last couple of years the number of blogs has grown exponentially. Blogs generally represent the personality of the author or the website, and their purposes range from news sources or updates on current research to quirky musings or news on celebrity gossip. For the sociologists below, the purpose and content of their blog is as varied as their personalities.

For Jeremy Freese, it was boredom that catapulted him into the blogosphere. "I started my blog on a whim because it was the summer, I was working hard but also a little bored, and it looked fun," recalls Freese, University of Wisconsin-Madison. "I figured when I started my blog that I would probably do it for two weeks, get bored and stop." Now three and a half years later, the self-described "boy detective" is still investigating topics as diverse as his heating bill, over-pampered pets, and the logic of sending a mannequin thief to prison for life.

For Rebecca Hensley, a visiting sociology professor at St. Leo University who specializes in power and race relations,



starting her blog was a way to supplement classroom teaching. "When I would teach about race, my students would often urge me to meet with them for continued discussion on the topic outside of class periods," she explains. "Blogging offered me a mechanism with which I could say, 'If you want to know more about this, you can visit my blog on race.'" Its popularity did not end with students as other academics expanded the scope of the audience, which led to intense exchanges at times. "Readers range widely, some are highly educated, and since it's on a blog, they can be bold in their critiques—in the broadest possible public setting. It's heady business," she adds.

Social Implications

Why academics blog has not yet been "explored systematically," maintains Eszter Hargittai, although she

does have a graduate student pursuing such research. According to Hargittai, Northwestern University, sociologists are less likely to blog than legal scholars, economists, and political scientists, although the reason for that is unclear. Blogging, she said, is useful for connecting to other scholars within the discipline. "Blogging can be a great way to connect with people from other sub-

fields of sociology," Hargittai asserts. "It's a great way to hear about other people's work and what other people are thinking about." As the director of Northwestern's Web-Use Project, having a blog is aligned with Hargittai's research concerns. She believes that, for her personally, not having a blog would be "problematic," as her research focuses on the social implications and social aspects of informational technology uses.

C.N. Le, University of Massachusetts-Amherst, believes that sociologists have a responsibility to enlarge the blogosphere with their expertise. "Sociologists have the opportunity to be at the forefront of this social phenomenon and to apply our collective knowledge to help society understand its inner workings and social ramifications," he explains. "If our discipline claims to analyze and understand social dynamics and relationships, blogging is definitely at the forefront of such trends and that's [where] sociologists need to be."

A Hobby with Academic Relevance

So what about perceptions that blogging has a detrimental effect on "legitimate" scholarship? All four blogger-sociologists agree that it is unfair to assume that they are not as committed to their profession because their hobby is within public view. "I understand that there are sociologists who have monomaniacal devotion to their craft to the exclusion of all else. However, many sociologists pursue hobbies, watch

television, practice religion, engage in extensive personal grooming rituals, or have kids they refuse to neglect," argues Freese, currently a health policy research scholar at Harvard. "I have little patience for anyone who does any of these things and thinks me derelict for the time I spend blogging. I have much enthusiasm for my work and spend much time at it, but I am not going to forgo all other things I enjoy for the sake of sociology."

"It's not clear why people see it as a substitute for academic research as opposed to, say, a substitute for watching TV," Hargittai, who also posts on the

academic blog Crooked Timber, adds. "Now one reason why people might confuse this is because it is writing and maybe some

people don't understand why some might want to write recreationally." She believes that some posts could be considered academic service. "Sure, if you write a piece for an ASA section newsletter, that's not going to be a peer-reviewed journal article, but one could compare some blogging to that," she explains.

As an example of how blogging has academic relevance, last year, Hargittai was on a National Communication Association panel about how to complete a dissertation successfully. She included the highlights from the talk on a blog post, which led to more than 40 response comments posted. She also received inquiries from graduate study directors from across the country asking for permission to reprint her dissertation completion strategies. Hargittai said, "So in that sense it's a service to the discipline or to various disciplines. And that

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Busboys, Poets, and Sociologists: A Place for Discourse

An aspiring sociologist's experience with public sociology in Washington, DC

by Kyle Anthony Murphy, ASA Academic and Professional Affairs Program

The evening at a progressive Washington, DC, bookstore started with a striking statistic: In Bethesda, MD (an upper-income DC suburb), there is one pediatrician for every 400 children. In the Southeast quadrant of Washington, DC, there is one pediatrician for every 3,700 children. This was the first in a line of facts that demonstrated the continued significance in the United States of not only race but also place.

Food, Art, and Science on U Street

The venue for this discussion, Busboys and Poets, is a unique place that can only be described with slashes or hyphens. It is a restaurant/lounge/bookstore/coffee house/event center that cannot be reduced to any one of its components. Along with a complete menu, tables, sofas, and a bar, there is a left-leaning, non-profit bookstore, and a private room with a stage for daily events. Somewhat appropriately, the place sits at a famous crossroad in the District where recent gentrification has profoundly affected the neighborhood.

The U Street corridor, once referred to as "Black Broadway," housed famous

jazz lounges and night spots frequented by the likes of Duke Ellington and Langston Hughes. The name "Busboys and Poets" refers to Hughes' mid-1920s stint as a busboy (and of course a published poet) in a District hotel. U Street was devastated by the riots of the 1960s, and has only begun to come back in the last several years with the development of luxury condominium buildings like the Langston Lofts, which houses Busboys and Poets on the ground floor.

An ACTOR Without a Script

At Busboys and Poets' ACTOR [A Continuing Talk on Race] series, Gregory Squires and Charis Kubrin, both of George Washington University, argued that race remains an important factor in persistent inequalities. They based their argument on their new book *Privileged Places: Race, Residence, and the Structure of Opportunity* (Lynne Rienner, 2006). The book explains the prominence of place, or neighborhood, in shaping one's life and chances for a variety of positive and negative experiences. For example, drawing from their research on a community of criminal offenders in Portland, OR, Kubrin explained that released offenders who re-entered resource-poor neighborhoods were more likely to re-

offend. In summary, though recidivism is often explained in terms of race, it may be more fruitful to consider how resource-poor neighborhoods encourage recidivism and how these neighborhoods are most likely to contain minority residents.

Busboys and Poets' monthly talk on

race is a Sunday evening affair that I have attended for the last several months. On my first trip to ACTOR, the audience watched *American Blackout*, a documentary that discussed black voter disenfranchisement in the most prominent recent elections. A typical evening consists of some focal point, such as a movie or a speaker, followed by open discussion. The ACTOR events typically break into audience commentary, strategic disagreements, and personal defenses, which are not uncommon in public forums where nearly anything goes.

The evening of Squires and Kubrin's talk on race and place was an exception to this style. Instead of a contentious discussion with often unrelated questions and

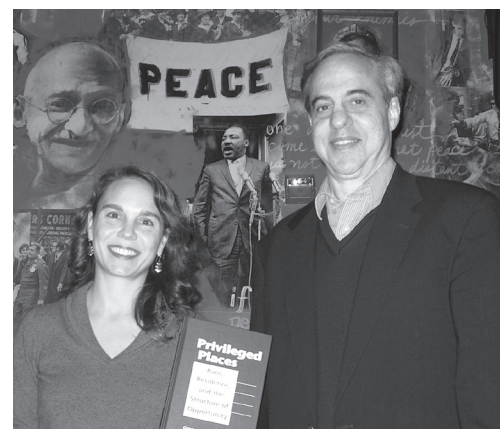
responses, their presentation guided the audience through an accessible and carefully crafted argument. They explained the situation at a neighborhood level with respect to housing, crime, and other sociological phenomena, noting the centrality of place and race in shaping the

opportunity structure in the United States. Perhaps most important, they provided specific policy suggestions that could contribute to solutions.

With a measure of bias, I attribute the standout nature of their talk to the virtues of sociological research. Carefully constructed questions, meticulously crafted means for learning what the situation is, and a targeted translation of findings for a

public audience are some hallmarks of a good sociological presentation. Similarly, these qualities are exactly what is necessary at a community venue like Busboys and Poets, which encourages discussion that lends itself to action. ☉

For more information about the presentation and book, contact Gregory Squires (squires@gwu.edu) or Charis Kubrin (charisk@gwu.edu).



Charis Kubrin (left) and Gregory Squires (right) pose before a mural in the Langston Room of Busboys and Poets after their talk on race and place in the ACTOR series.

Task Force on General Education Issues Report

by Carla B. Howery, ASA Academic and Professional Affairs

The ASA's Task Force on Sociology and General Education has completed its work and has issued a report to assist departments as they participate in the plans and debates on general education requirements on campus. This resource provides ideas, models, and a literature review about how sociology can contribute to frequently advanced goals for general education programs.

The Task Force on Sociology and General Education was established in 2004 by the ASA Council to develop models and rationales for the various ways in which sociology courses contribute to general education requirements and liberal arts skills. The ASA Council asked the Task Force to focus on six specific content areas, including multicultural education/diversity, international/global issues, quantitative literacy, writing-intensive experiences, introductory freshman survey courses, and interdisciplinary freshman seminars.

In accepting the spirit of this charge, the Task Force centered its work on two inter-related questions. First, how might sociology courses effectively contribute to general education requirements? Second, how might sociology courses most effectively utilize general education requirements in the development of its majors? Most discussions on general education emphasize the first question, addressed in a context that often mixes intellectual commitment to social science knowledge and "turf protection" of enrollments. How general education courses taken by students who become majors late in their undergraduate career aids in their sociological education was a new emphasis that needs additional elaboration and research.

On most campuses, there is agreement that general education requirements (courses and co-curricular opportunities) help provide broad liberal arts knowledge and the skills to be a lifelong learner. The debates often rest on which disciplines or courses provide core knowledge and skills in the general education plan. The Task Force reviewed many institution's general education goals. Further, they met with staff and members of the Association of American Colleges and Universities (AACU), a Washington, DC-based higher education association that has been a leader in liberal arts education. AACU has an annual conference on general education and a number of publications about core liberal arts/general education learning outcomes for all students.

After this review, the Task Force identified ways in which sociology contributes to students' learning outcomes in nine fundamental areas, including quantitative literacy, knowledge of society, multiculturalism and diversity, global awareness, critical thinking, civic engagement, communication, moral reasoning, and collaborative work. The report summarizes the research literature on teaching and learning and provides a rationale for the claim about sociology's important contributory role. For departments involved in campus conversations about general education, this information should be relevant and time-saving.

The report also addresses the issue of assessment of the same nine general education learning outcomes. Unfortunately, there is less empirical evidence about

student learning and ways to enhance it. Nonetheless, linking goals and assessment is a strategy this Task Force, ASA groups working on related topics, and the AACU all endorse.

The report is the third in a set of reports developed by ASA task forces and approved by ASA Council that can guide sociology departments' curriculum. The first report, *Liberal Learning and the Sociology Major Updated* (2004) provides goals for

the major and recommendations for how departments can structure their curriculum. Following that report, in 2005, a task

force completed *Creating an Effective Assessment Plan for the Sociology Major*. The report on *Sociology and General Education* (2007) is the final volume in this series of resources for departments. For example, when departments ask ASA's help in identifying consultants for program reviews¹, ASA will send these three volumes as background documents.

As Sociology and General Education Task Force Chair Bruce Keith notes, "That sociology can articulate demonstrably its contribution to important areas of student learning is noteworthy. But sociology can and must do more to advance student learning. As a result of

¹ The ASA offers a consultant service to departments called the Department Resources Group. Over 50 consultants from a wide range of institutions are trained to undertake program programs or lead workshops on teaching and learning. For more information, contact apap@asanet.org.

As Sociology and General Education Task Force Chair Bruce Keith notes, "That sociology can articulate demonstrably its contribution to important areas of student learning is noteworthy. But sociology can and must do more to advance student learning."

our work, we now know that sociology, while acknowledging the importance of these learning outcomes through reports such as *Liberal Learning and the Sociology Major*, has not assessed students' performance in these areas either systematically or comprehensively. Much work remains to be completed in the areas of curriculum development and assessment of student outcomes in ways that attend to the relationship between sociology

and general education. Toward that end, we offer six recommendations, which build upon the preceding and groundbreaking efforts of

earlier ASA Task Forces."

The Task Force on Sociology and General Education made the following recommendations in its final report to Council.

Sociology departments should:

Recommendation 1: Contribute to a consensus about general educational goals, definitions, and what it is that undergraduates should learn in the general education curriculum, taking into account the institutional mission, type, size, and student characteristics.


Recommendation 2: Emphasize with examples the discipline's important contributions to desired student learning outcomes.

Recommendation 3: Develop curricula within the department and in the general education curriculum around a set of collaboratively designed, well-articulated learning outcomes.

Recommendation 4: Ensure that the requirements of the major are mapped to general education learning outcomes and explicitly conveyed to students in order to strengthen their foundational knowledge within a study-in-depth experience.

Recommendation 5: Collect and analyze systematically assessment data and communicate these results to faculty, students, and appropriate publics to ensure that student performance is consistent with the general education learning goals.

Recommendation 6: Share accomplishments in general education with the community of sociologists, at professional meetings, on the ASA website, and in publications appearing in scholarly work on teaching and learning.

Task Force on Sociology and General Education. 2007. *Sociology and General Education*. Washington, DC: American Sociological Association. \$6 ASA members and \$10 non-members. Order via www.asanet.org/bookstore. 

Task Force Members:

Bruce Keith, United States Military Academy (Chair)
Nancy Greenwood, Indiana University, Kokomo
Gary Hampe, University of Wyoming
Harriet Hartman, Rowan University
Carla Howery, American Sociological Association
Carol Jenkins, Glendale Community College (AZ)
Gayle Kaufman, Davidson College
Peter Meiksins, Cleveland State University
Donald Reitzes, Georgia State University
Susan Ross, Lycoming College
Debra Swanson, Hope College
Deborah White, Minnesota State University

Congratulations to the 2007 ASA Award Winners

ASA proudly announces the winners of the ASA Awards for 2007! The awards are the highest honor that the Association confers. These outstanding scholars will be recognized at the 2007 Annual Meeting Awards Ceremony on Sunday, August 12, at 4:30 PM. The Awards Ceremony will immediately precede the formal address of ASA President Frances Fox Piven.

The ASA awards honor sociologists for outstanding publications and achievements in the scholarship, teaching, and practice of sociology. The recipients are selected by committees directly appointed by the ASA Council. The announcement of the Dissertation Award and the WEB DuBois Career of Distinguished Scholarship Award will be announced at a later date.

The officers of the Association extend heartfelt congratulations to the following honorees:

Distinguished Career Award for the Practice of Sociology: Robert A. Dentler (University of Massachusetts)

This annual award honors outstanding contributions to sociological practice. The award recognizes work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, par-

ticularly in advancing human welfare.

Distinguished Book Award: Patricia Hill Collins (University of Maryland-College Park) for her book, *Black Sexual Politics* (Routledge Press) and Jerome Karabel for his book, *The Chosen* (Houghton Mifflin)

This annual award is given for a single book or monograph published in the three preceding calendar years.

Distinguished Contributions to Teaching Award: Edward L. Kain (Southwestern University)

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology, which improve the quality of teaching.

Cox-Johnson-Frazier Award: Jorge Bustamante (University of Notre Dame)

The Cox-Johnson-Frazier Award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition.

Excellence in the Reporting of Social Issues Award: Malcolm Gladwell

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of


sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public.

Jessie Bernard Award: Patricia Yancey Martin (Florida State University)

The Jessie Bernard Award is given annually in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology.

Award for Public Understanding of Sociology: Andrew A. Beveridge (Queens College, CUNY)

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public.

Any questions about the awards can be directed to Daniel Spar, Governance, Sections and Archives. He can be reached at (202) 383-9005, ext. 334 or at spar@asanet.org. 



Lipset, from page 1

careers. Lipset's most widely read book, *Political Man* (1960), set the groundwork for decades of research in both sociology and political science, particularly in emphasizing the social and economic foundations of liberal democracy.

Two of Lipset's most influential articles, "Some Social Requisites of Democracy" (1959) and, with Stein Rokkan, "Cleavage Structures, Party Systems, and Voter Alignments" (1967) illustrate the complexity and range of his thinking. Lipset begins with the correlation of stable democracy with wealth, industrialization, and education. But he adds important refinements. For example, the survival in some nations of traditional symbols like monarchies curbed reaction from the conservative classes. He also shows that when major cleavages attendant on modernization, such as between religion and secularism or between capital and labor, came in stages rather than all together, the timing enabled emerging democratic institutions to gain legitimacy by resolving each crisis in sequence. Both essays, like so much of Lipset's oeuvre, bear rereading; they are much more nuanced and interesting than the boiled-down versions most sociologists encounter today, and their arguments remain relevant.

With his colleague at Berkeley, Reinhard Bendix, Lipset produced *Social Mobility in Industrial Society* (1959) and the canonical edited collection, *Class*,

Status, and Power (1965), works that brought cross-national and historical comparison to the emerging field of stratification research. In *The First New Nation* (1963), an important work for historians as well as sociologists, Lipset further developed his ideas about what made America different, focusing on cultural and institutional patterns set at the country's founding. He continued exploring ideas and data on the question through *American Exceptionalism* (1996) and, with Gary Marks, in *It Didn't Happen Here* (2001).

Letting the Evidence Speak

Lipset was a major intellectual force, often a foundational figure, in other fields as well, such as the study of higher education, the politics of academics and intellectuals, Latin American development, and American Jewry. He wrote prolifically, not to bolster his reputation or to press a theoretical claim, but to contribute ideas and findings to the vital intellectual debates of his times. He paid serious attention to evidence, often using an eclectic mix of data and theory, whatever would work empirically. For example, observing that social mobility was no greater in the United States than in Europe convinced him that America's exceptionalism was due to its distinctive historical experiences and the values they shaped, rather than its unique social structure. Ross Perot's 1992

third-party presidential bid made him realize that he had overestimated the influence of America's electoral system in inhibiting socialism; the United States could have successful third parties, but not social-democratic, labor, or socialist ones. Lipset's memoir, "Steady Work," in the 1996 *Annual Review of Sociology*, gives a rich account of his intellectual development.

As a teacher, Marty worked with and sponsored a diverse range of eminent students, including James Coleman, Maurice Zeitlin, Gary T. Marx, Gary Marks, Immanuel Wallerstein, Bill Schneider, Juan Linz, Theda Skocpol, Larry Diamond, and many, many others.

Marty was overflowing with ideas and fascinated by all sorts of information. He had a voracious mind, and, having overcome dyslexia, became a speed reader. He could be spotted in Harvard's William James Hall, walking from his office to the men's room and back, flipping through the pages of a book, having absorbed much of it by the time he returned to his office. And he enthusiastically shared what he learned with all comers, from eminent scholar to graduate student.

Large in Size and Spirit

None of the accolades and honors that Lipset received over the years or since his death capture what those who knew him recognized as most important of

all: Marty was a wonderful person. He had a fulfilling personal life. He married the former Elsie Braun, with whom he had three children—David, Daniel, and Cici—and six grandchildren. Elsie, who helped Marty remain the same boy from the Bronx and rooted in his Jewish tradition, died in 1987. In 1990 he married the former Sydnee Guyer and embarked on a second happy marriage. Together with Sydnee, he continued to be active in the Jewish community and in Democratic Party politics.

Marty was, in every respect, a mensch—a decent, honorable person. He was also always down-to-earth, warm, unpretentious, artless, and for one of such accomplishment, remarkably modest. He was, as his wife Sydnee has said, just "a very sweet man." Person after person told her that it was thanks to Marty that they finished their dissertations, got their books published, landed jobs, or gained tenure. Theda Skocpol has pointed out that Marty treated women with professional respect and supported them even before the women's movement. Others have noted that, despite tensions resulting from Berkeley's Free Speech Movement (Marty was an advocate of debate rather than direct action), he generously mentored students of all political stripes. Physically large, Marty Lipset was even larger in spirit.

He is tremendously missed. **S**

Colleagues Pay Tribute to Seymour Martin Lipset

Long before I knew him personally I found inspiration in Seymour Martin Lipset's work in my undergraduate political science classes at Antioch College. My mentor, Heinz Eulau, highlighted Lipset's work among the scholars who engaged in empirical research and whose theoretical contributions were combining to transform political speculation into a social science. Thus it was not surprising that when I chose a thesis topic in graduate school, it was Lipset's work on the printers union (*Union Democracy*, written with Martin Trow and James Coleman), conceived as a "deviant case analysis," that provided a methodological model for my study of women lawyers (then three percent of the profession) and a subsequent study of black professional women (a percentage too small even to calculate). Studying uniqueness—or "exceptionalism"—provided special insights into social structure, as we know from studying Lipset's later works.

The luster of "Lipset the scholar" was matched by the personal qualities of "Lipset the friend." I got to know Marty personally through mutual friends in New York and more closely during several sojourns at Stanford at the Center for Advanced Study and the Law School. Though casually acquainted at first, he,

and his late wife Elsie, extended generous hospitality to me and my family, and he became a professional advocate, as well, as he had for many other women scholars during his career. An even closer relationship developed with Marty and his incredibly gracious and warm wife Sydnee, who only last summer helped craft an intellectually exciting session on his work at the annual meeting of the American Sociological Association during my presidency.

Marty's personal generosity extended to social generosity through his untiring work on behalf of the worldwide Jewish community and other social causes.

We will miss him, but his personal and intellectual legacy lives on.

Cynthia Fuchs Epstein, Graduate Center, CUNY

* * *

Seymour Martin Lipset was Whitmanesque in his amplitude—in physical and social stature, in the breadth of his vision, and in his passion for America. The virtues, paradoxes, and contradictions of America are key to his persona and work. (A longer version of these remarks is at garymarx.net.)

Marty provided me with research support, entry into the profession, and a thesis topic analyzing 1938 public opinion data on Father Coughlin, which provided Marty one-third of his article

contrasting Coughlin, Joseph McCarthy, and the John Birch Society. Not a bad deal by the standards of 1962.

Our paths additionally overlapped in Cambridge, Palo Alto, and Washington, DC—overlaps aided by his continual support over four decades.

A multitude of empirical indicators establishes Marty's place among the predominant social scientists of the last half century. I note five gifts Marty offered as a partial role model to this aspiring sociologist. These were formative for many of the 37 moral imperatives I have suggested to other aspiring sociologists (*The American Sociologist* 1997).

1) In the beginning there are the questions. Marty had the vision, courage (chutzpah?), and ability to frame enduring socially and theoretically meaningful questions (across societies and history and to pursue these across his career). He started with empirical variation (what is and is not or what might have been or might become). This required historical and comparative international material and following the questions not the method.

2) Two cheers for science. Marty shared the enlightenment faith in a positivist social science that could provide answers and be used for social betterment. He was no mindless empiricist. The questions he raised required attending to the empirical record and cross-observer analysis and commen-

tary, but they were never fully answered by empirical inquiry, no matter how systematic.

Marty was like a pointillist painter rather than a laboratory scientist. He judiciously selected among the wealth of possible empirical details to offer larger understandings and develop arguments (not unlike a trial attorney). The integrative and synthetic total goes beyond the individual components chosen for inclusion. Standards of evidence and logic, however imperfect can take us beyond conclusions based on tradition or power.

3) Multiple roles in their appropriate places. Marty was acutely aware of the difference and tensions (but also the links) between scholarship and activism.

4) What makes Marty run? Lipset had an insatiable curiosity, and unbounded enthusiasm for understanding politics and social life and a bigger-than-life (or a big as it gets) need for achievement and capacity for hard work. In spite of his religion, his productivity gives new meaning to the Protestant Ethic.

5) The virtues of talk. Marty had a hot, Talmudic, New York gift for animated, energized, erudite, discursive, free-association conversation, if often in the form of an encyclopedic monologue or a self-interrogatory soliloquy. This

See *Tribute*, page 7

Sociologists Serving as Foreign Ambassadors . . .

From Afghanistan to Germany to America and Back

A sociologist from Afghanistan, Maliha Zulfacar, has taken a sabbatical from an American university, California Polytechnic State University, to move to Berlin to be the Afghan ambassador to Germany. While she is the first woman appointed as an ambassador from Afghanistan, she is not the first sociologist to do so, as Roy L. Austin, Pennsylvania State University, is a U.S. ambassador as well.

"It is a great honor for me," said Zulfacar, who began her appointment in September. "Having been the first woman appointed as an ambassador from Afghanistan gives me

the opportunity to serve my country of birth and also to demonstrate that when Afghan women are given the chance for education, they too will be able to participate effectively in the reconstruction of the country."

Zulfacar's history with Germany spans more than two decades when she escaped Afghanistan as a young mother in 1979—the year the Soviets invaded



Maliha Zulfacar

her country—by way of Germany. She lived there and became fluent in German until 1985 when she left for the United States. She returned to Germany to earn her PhD (1997) in sociology at Paerborn University. Her dissertation, *A Comparative Analysis of Immigration Policy and Its Influence on Immigrants Residing in Germany and in the United States*, later became a book on Afghan immigrants. In her academic and professional life she has focused on Afghanistan, immigration, and gender, globalization, and democratization.

Returning Home

For years, Zulfacar, who was born in Kabul, dreamed of her homeland but felt isolated from it. Then, when the United States invaded in 2001, Zulfacar launched a fundraising drive to buy chairs for an Afghan school and helped to open a day-care center at Kabul University, where she began to work as a part-time teacher. Since the fall of the Taliban, she has been leading a cross-continental life. During the academic year, she teaches as an ethnic studies

professor and coordinates fundraisers for Afghan's education system. During the summers, she teaches social science and establishes programs at Kabul University.

In between teaching, traveling, volunteering, and fundraising, Zulfacar produced *Kabul Transit*, a documentary that explores the soul of a city devastated by nearly three decades of war. The documentary, which was accepted into the 2006 Los Angeles Film Festival, follows city residents in the course of their daily lives and listens to stories of their past and hopes for their future, according to Zulfacar.

Since returning to Afghanistan, not only had Zulfacar worked to rebuild the nation's higher education system, but she was also actively encouraging Afghan women to pursue higher education at Kabul University and abroad. Zulfacar has said that she feels like a global citizen, having spent 23 years in Kabul and another 23 in the United States.

From America to Trinidad

In addition to Zulfacar, another sociologist is currently an ambassador. Since October 2001, Roy L. Austin has been serving as the United States Ambassador

Extraordinary and to the Republic of Trinidad and Tobago.

Prior to his nomination by President George W. Bush, Ambassador Austin was Associate Professor of Sociology, Justice, and African American Studies at Pennsylvania State University. Between 1994-98, he served as Director of the Crime, Law, and Justice Program at Penn State, and in July 2001 became Director of the Africana Research Center. He is the author of numerous publications on the Caribbean, including Trinidad and Tobago.

Austin was born in Kingstown, St. Vincent and the Grenadines. His work experience has rarely been monotonous, as he held positions there as a customs officer, secondary school teacher, carnival bandleader, and captain of the national soccer team, and was selected for trials for the national cricket squad.

In 1964, he moved to the United States to attend Yale University, where he was a classmate of President Bush. He graduated with a BA in sociology, and then went on to the University of Washington to earn his



Roy L. Austin

MA and PhD (1973) in sociology. With degrees in hand, Austin became a U.S. citizen. ☉

Tribute, from page 6

style informed and dazzled listeners, especially those more accustomed to a laidback cool Southern California conversational style.

Gary T. Marx, Professor Emeritus, Massachusetts Institute of Technology

Seymour Martin Lipset was the quintessential sociologist. He lived and breathed the subject with an ease and naturalness that often escaped the great minds of the discipline. Sociation on all levels was an endless source of puzzles and intellectual excitement for him, but his reflections were never alienating, never became a substitute for being social. He was always there, a big, chubby, warm man, unpretentious and homey with an absorbing gaze that seemed to go on and off, but did not really. For what seemed like distraction in conversation was simply his way of bringing his enormous knowledge and powers of concentration to bear on everything you were saying, as you discovered at the slightest weakness or contradiction in your argument.

We became friends not long after I arrived in America in 1970, mainly because of common interests: historical sociology; modernization and development; freedom; ethnicity; the role of socio-cultural values; problems of continuity and change. Marty had a lifelong academic interest in the history of socialism in North America, one that originated in his socialist early years. We bonded on this common Marxian coming of age, especially after he learned of my friendship with C.L.R. James during my London day; James having been a legendary figure in American communism during Marty's youth. He disagreed with, but respected my skepticism about ethnic movements, and we taught a course together on the subject in the mid-70s that was one of my

most memorable experiences at Harvard.

My greatest debt to him, however, was his historical sociology. It is sad indeed that I have to remind the sociology community that Seymour Martin Lipset was one of the great historical sociologists of the twentieth century, so dishonored and gratuitously neglected has he been by those who claim to lead this sub-field.

Marty's reputation as one of the giants of twentieth century sociology will surely survive this disciplinary snub. The sheer power and originality of his ideas, the broad sweep of his interests and the social significance of all that he wrote, ensures that in less dogmatic times he will be viewed on par with Weber as an historical sociologist, and as one of the great shapers of our discipline.

Orlando Patterson, Harvard University

I had the privilege of serving as Vice President during Marty Lipset's reign as ASA President. Although I had long admired his work, I had never met him personally. I quickly discovered that he was not only a scholar of immense intellect but also a warm and witty human being. In the years that followed our service to ASA, Marty became a friend. He was always more than generous with his time, willing to read my work and offer advice during my own tenure as president. I am proud to have known this remarkable man who had contributed so much to the discipline and to his many students and professional colleagues.

Jill Quadagno, Florida State University

Marty Lipset combined astuteness about the world around him with a critical self-awareness. He knew who he was and

approached people and subject matters with a sense of optimism and good humor, confident of the outcome. When I wrote the *Footnotes* biography when Marty became President of ASA, without seeing what I had written, he suggested that I title it "The World Is His Oyster" (September 1992). He was an optimist, a quality that would inevitably distinguish him from those conservatives, some of whom he had known from college days, with whom unknowing critics tried to lump him. Marty was a man hungry for knowledge, friendships, and new experiences and prepared to work hard to achieve those goals.

In Marty's contacts with young people, whether as professor, colleague, or professional associate, he was open to their ideas and warm in his feelings, expressed in a continuing loyalty. For many, those early contacts would be the basis for a longstanding friendship, as it has been for me. Although never a student (though indirectly I was, since his student Juan Linz was my dissertation advisor), I became acquainted with him through a colleague who wanted to ensure that Marty would make a contribution to his edited book on professions. I was enlisted to finish the paper and when Marty and I subsequently met, it began the kind of friendship that so many other students report. When I completed my dissertation Marty both suggested a publisher and then wrote an introduction to the book. It helped in cementing our ties that I was a student of Canadian society and politics, the same milieu where he had begun his own scholarly work and for which he would retain an abiding interest and affection.

Mildred A. Schwartz, New York University and University of Illinois-Chicago

When Marty Lipset arrived at George Mason University in the mid-1990s, he had already earned a position of unrivalled distinction. Yet, when looking back now on his many contributions, what strikes Marty's former colleagues at Mason is his sheer modesty. So unassuming was Marty that it was as if he simply refused to accept his singular status, and insisted on receiving the same treatment as anyone else. One former administrator still remembers Marty deeply and repeatedly apologizing for requesting a first-class ticket for a cross-Atlantic flight. So physically imposing a man was Marty that he simply needed the leg room, but he loathed the symbolic meaning that first-class status might imply.

To know Marty was to engage a man whose appetite for ideas and whose commitment to the truth were virtually boundless. Marty would write energetically in the mornings, arriving on campus full of energy for the remainder of the day, eager to teach, talk, and engage in hearty debate with anyone who cared to think seriously about the issues—colleagues, graduate students, cleaning workers, administrative staff. Rank did not matter to him at all nor did gender. Because he knew how inhospitable the academy could be, especially to those it viewed as outsiders, Marty went out of his way to encourage women scholars, often offering close and careful yet encouraging responses to their work at key moments in their careers. One of the most accomplished sociologists of our time, a leading scholar now at Harvard, recalls Marty going out of his way to encourage her work at a critical moment. Her debt to Marty is shared by countless others, women and men alike. He leaves a small army of admirers here at Mason, in public policy and sociology. He was a force of nature.

Steve Vallas, George Mason University



Lagos, from page 1

Radicals, Socialists, Communists, and Christian Leftists, the same coalition that backed Allende's successful presidential campaign the following year on a platform of a "democratic road to socialism."

Under Allende, Lagos was a United Nations (UN) delegate and government manager of the nationalized Banco Edwards. In 1973, Lagos became head of FLACSO, the Latin American regional social science graduate school in Santiago sponsored by the UN, a position he held when the violent military coup of September 11, 1973, ended Allende's *via chilena* and with it Chile's "model democracy." In the perilous aftermath of the coup, Lagos courageously tried to protect his many Latin American leftist students and faculty from the Pinochet regime's repression. Lagos became an obstacle to the military junta's effort to liquidate "subversive" views, and by early 1974, his own safety was in jeopardy. Lagos moved FLACSO and his family to Argentina and later accepted a visiting professorship at the University of North Carolina-Chapel Hill. There he co-directed a pivotal conference attended by moderate Christian Democrat and Popular Unity leaders on the lessons from the Chilean tragedy. That meeting began a dialogue between erstwhile enemies, leading in the 1980s to the



Richard Lagos

creation of the Concertación, the alliance of Christian Democrats and ex-Popular Unity leftists that would defeat Pinochet in the 1988 plebiscite and govern Chile for two decades.

Transition to Democracy

Lagos was a leader in the inception of that dialogue and he would be a key figure in the formation of the Concertación and its governments of the 1990s. In the 1977 conference volume that he co-edited, Lagos rethought the Popular Unity's economic program, prefiguring the Concertación's combination of market economics with targeted government social spending to help the poor and to humanize Chile's neoliberal model.

In 1979, Lagos returned to Chile to lead PREALC, the UN regional program on employment, and to join Vector, a Socialist think tank drawing up plans for a transition to democracy. This marked his transition from academic and international functionary to political actor and leader. Lagos joined Allende's Socialist party then in a process of "renovation" under the influence of European exiles and its own post-coup reflections, which would transform Chile's Socialists into social democrats similar to Felipe Gonzalez or Tony Blair. In 1983, Lagos

resigned his UN position and became president of the Democratic Alliance of Christian Democrats, Radicals, and [renovated] Socialists, a Concertación predecessor.

The economic crisis of 1982-85 caused by the neoliberal policies of Pinochet's advisers provoked widespread social protest, which raised illusory hopes that the dictator would fall. After Communist guerrillas tried to assassinate Pinochet in 1986, the dictator unleashed a new wave of repression, closing opposition media and detaining democratic opposition leaders, including Lagos, whose detention and interrogation evoked international protests.

Playing by the Rules

The failure to end the Pinochet dictatorship with bullets left only one way to oust him: playing by the rules that the dictator established that provided for a 1988 "yes/no" plebiscite on Pinochet's continued reign. If voters approved, he would be president of Chile for another decade; if not, there would be competitive elections for president and a new congress. Many on the Left opposed participation in the plebiscite, expecting fraud, as in previous Pinochet referendums, and fearing that their participation would legitimate

the dictator's authoritarian constitution. Lagos argued there was no alternative and emerged as a leader in the 17-party coalition against Pinochet, including the Party for Democracy (PPD). As its first president, Lagos made his famous April 1988 primetime TV appearance in which he denounced Pinochet and gave others courage to oppose the dictator.

Lagos played a central role during the plebiscite campaign, and was instrumental in winning both Chilean Communist and U.S. government cooperation to

prevent another coup. The "No" won a decisive victory and Pinochet reluctantly accepted his defeat.

A New Day

A year later, Patricio Aylwin, the Christian Democratic candidate of the Concertación, was elected Chile's President, and Lagos became his Minister of Education. Lagos gradually pushed the limits of Pinochet's legacy, working from within to begin to change the tenor and character of schooling in Chile. As Education Minister, Lagos set a strategy for change that his successors continued.

In 1994, Lagos became Minister of Public Works for Christian Democrat Eduardo Frei. Here too Lagos demon-

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New York, from page 1

has reversed that inclusive sentiment. After September 11, 2001, the climate for undocumented immigrants in New York City has worsened. Entering the country—legally or illegally—has become much more difficult, and undocumented immigrants have a harder time living here since they can no longer open bank accounts or obtain driver's licenses. Recent Census data and a study from the Pew Research Center both point to a slowing of immigration since about 1997. Yet, immigrants and their children continue to change New York City as they have since before its founding in 1897.

Racial Segregation and the Black Middle Class

The African Americans in New York City are highly segregated from other groups. Within this segregation, there is a burgeoning black middle class in Southeast Queens as well parts of the Northeast Bronx and recently the beginnings of one in parts of Harlem. Median black households in Queens have higher incomes than whites, according to 2005 Census data. Queens is the only large county in the United States (with a population above 65,000) where this is true. The neighborhoods around St. Albans, Cambria, and Laurelton are especially affluent and virtually 100 percent black, while large and poverty-stricken areas with high concentrations of black population exist in Manhattan, Brooklyn, and the Bronx. Though parts of Harlem recently have had an economic rebound, the difference in income between blacks and whites in Manhattan is the highest of any large county in the United States.

Rising Income Inequality

Areas of wealth exist around the boroughs, but New York City and especially Manhattan, remain economically stratified with income inequality dwarfing that of most third world countries. Neighbors and peers of Mayor Michael Bloomberg in the Upper East Side zip code of 10021 supplied the most political donations to both the Bush and Kerry campaigns in 2004 of any zip code in the country. The rich folks constituting the top 20 percent of Manhattan's population have about 50 times the annual income (more than \$350,000 on average) of the poor folks in the bottom 20 percent. Income inequality within the very small geographic area of Manhattan is a growing trend, and it seems there is little New York City can do about it.

Indeed, recent changes in rent stabilization laws have meant that much of the Upper West Side (the area extending north of Lincoln Center through Columbia to about 122nd Street west of Central Park and Morningside Drive), which has the highest concentration of Manhattan sociologists, has seen soaring incomes as the middle class (here defined as those with household incomes below \$175,000) can no longer afford the area. Unregulated apartments in Manhattan fetch about \$1,000 per square foot to purchase, and about three-quarters of rental apartments of any size rent for more than \$2,000 per month. The recent sale of Stuyvesant Town and Peter Cooper village (two connected post-war middle class developments with about 11,000 apartments) means that the trend towards unregulated apartments will accelerate. These tax-abated developments rent two bedroom

apartments to current tenants for \$1,500 per month and to new tenants, when the current ones leave, for well over \$3,000 per month.

Starting salaries at Wall Street law firms are nearing \$150,000 per year, while partners take home several million dollars. This year, bonuses in Wall Street investment banks, brokerages, and hedge funds are expected to set a new record. Indeed, there are recent reports of bidding wars for apartments that cost as much as \$10 to \$20 million, while \$400,000 Ferraris are in short supply.

Some of the truly affluent families maintain at least one domicile in Manhattan, and Manhattan is in the midst of a baby boom fueled mostly by non-Hispanic white families. Indeed, the median income of such families, who have a child below five years old, is about \$285,000.

Middle Class Exodus

Many of the middle and upper middle class are moving outside of New York City into the New York metropolitan area, now farther from the city than in the past. The movement of people and jobs undoubtedly increased in the aftermath of the 2001 terrorist attacks, but the trend began in earnest after World War II, especially among the affluent who sought employment, housing, city services, and improved quality of life outside of city limits.

New York City is increasingly the home of the foreign-born, as well as native-born and foreign-born African Americans and Hispanics. Recently the number of African Americans has decreased, and without immigration it would have decreased even more. Such residents, in fact, are more often in need of education, decent

health care, reasonable employment, public transportation, etc. While the wealthy take care of themselves and the middle class leave New York City, new residents and those on the bottom become the core recipients of vital city services and are those most affected by changes to them. Despite its disproportionate tax burden, the city struggles to fulfill these needs. Recent economic policies (e.g., the Campaign for Fiscal Equity school funding case, the abolition of the commuter tax, and the big development plans for Ground Zero and for the West Side) contribute to the impression that city residents and their needs are subordinate to the interests of suburban and upstate residents.

Mayor Bloomberg proudly promotes his city as "a luxury product" and seems unconcerned about the loss of the middle class. But he is really speaking about Manhattan (excluding most of Harlem, East Harlem, Washington Heights, and Chinatown) and neighborhoods in the other Boroughs that are becoming Manhattanesque (e.g., Park Slope, Brooklyn Heights, and Williamsburg in Brooklyn, and Astoria and Long Island City in Queens). The areas where the poor live—primarily minorities or immigrants or both—are also not considered. ❧

Andrew A. Beveridge is Professor of Sociology at Queens College and the Graduate Center of CUNY. This article draws on his analyses that have appeared in the New York Times (for whom he has consulted since 1993) and from his more than 50 columns on New York trends written for the Gotham Gazette (an online publication of Citizens Union Foundation). See <www.gothamgazette.com/archive/demographics>.



Lagos, from page 8

strated administrative and executive skills. As a social scientist in politics, Lagos analyzed problems with detachment and exhibits more head than heart, although his policies are informed by social sensibility. As minister, Lagos demonstrated that civilian government is as efficient as military government and that democracies can accomplish as much, or more, as dictatorships.

By 1998, Lagos was ready to be Chile's president, and a majority was ready to vote for him, as made clear by his landslide victory over the Christian Democratic rival in the primary. Despite an economic recession and the Right's overwhelming financial advantage and media monopoly, Lagos defeated Joaquín Lavín in 2000 to become Chile's first Socialist president since Allende's violent overthrow.

President of Chile

Lagos was determined that his presidency would have a different ending. At first, it seemed as if finishing his six years in office and handing it over to his elected successor was all he would accomplish. Problems Lagos faced included an inherited economic recession, an Argentine crisis, and ideological business elites who refused to cooperate with "Socialist" president even though his socialism was closer to their neoliberalism than to Allende's Marxism. Also, the Right had veto power over his legislation through the Pinochet Constitution's appointed senators, and his Christian Democratic partners were often reluctant allies.

Yet, Lagos never lost confidence in his presidency. Gradually, his government began to gain ground and win respect. The last half of his presidency would be his best—and his presidency Chile's best.

Lagos had been elected on a platform of "growth with equality" and talked about the need for Chile to address an inequality so extreme that people spoke of "two Chiles." (Chile was the second most unequal country in the world's most unequal region). Inequality, a Pinochet legacy, remained high under the Concertación despite a long economic boom and targeted social policies that dramatically reduced the country's poverty rate from nearly 40% to less than 20%.

Lagos concentrated much of his government's social spending on Chile's poor, with positive results, although he was unable to reduce inequality. Seventy percent of his public housing budget, for example, was focused on the poorest 30% of the population and he fulfilled his promise to construct decent permanent housing for the 105,000 families living in shacks in temporary *campamentos*, part of the half million housing units built by his government. Public health was another area where Lagos' social spending targeted the needy. Under Lagos, public primary care consultations doubled. To deal with the extensive delays in surgical operations in Chile's underfunded public health care, his government initiated a program to pay for

operations of the seriously ill who could not afford private care.

Working from Within

As president, the lifelong educator and former Education Minister made education a priority, in part because education was the Concertación's long-term solution to inequality. Between 1990 and the end of his presidency, public educational expenditures quadrupled, with an increase in special assistance for schools and children in poor districts, ranging from free pre-school to university scholarships.

The former Minister of Public Works also continued to undertake and complete major development projects as president. In social terms, the most important may have been extending the Santiago Metro from the city center to the working-class suburbs. This meant that poor Chileans who previously spent four to five hours a day commuting on multiple overcrowded buses now commute in less than half that time in relative comfort at a lower cost. This major extension of the Santiago Metro is a typical Lagos initiative—starting with what is already there and working from the inside—to push the envelope and derive a social benefit while creating jobs and not incurring an unacceptable financial cost. A pragmatic reformer, who believes that the way to build a better world is to renovate the existing structures, Lagos proved an expert renovator.

The Lagos administration was also notable for its legal reforms. A 2005 Constitutional reform abolishing Pinochet's appointed senators and restoring the elected president's right to fire the armed forces commanders came close to completing the transition to democracy that Lagos had played so prominent a role in launching during the 1980s. Other legal reforms eased authoritarian restrictions on free speech, modernized the criminal justice code, and modified Pinochet's pro-business labor code. These reforms required compromises to win the support of rightist senators in order to pass, and their passage is another example of his ability to work from within the system for change.

For many Chileans, the most important legal reform under

Lagos was the country's first divorce law. Divorced and married to a divorcee, Lagos was very aware of the importance of the right of Chileans, especially abused spouses, to divorce. He pressed for the law over the opposition of the Catholic Church and leading Christian Democrats. It was one of several Lagos initiatives that addressed issues of gender, among them his effort to bring more women into his cabinet, including in key "male" posts such as Foreign Minister and Defense Minister. Significantly, the women he named to those positions emerged as the leading candidates to succeed him as president, including current president Michele Bachelet.

Yesterday and Tomorrow

The defining moment of Lagos's presidency came in 2003, on the 30th anniversary of Pinochet's military coup that ended the government (and life) of Allende and began 16 years of state terror in which thousands were "disappeared" and tens of thousands tortured. While the first Concertación government had created a commission to establish the fate of the "disappeared," Chile had never confronted the far larger number of tortured, many still walking the same streets as their torturers—and most political analysts doubted that Chile ever would. In 2003, however, Lagos announced the formation of a truth commission to establish what had happened to former political prisoners claiming to have been tortured. With moving eloquence, Lagos told his people that they had to confront this traumatic past because "Without yesterday there is no tomorrow."

The strong conviction that Chile could no longer suppress its past led Lagos to use the 30th anniversary to revisit it and to rehabilitate Allende as a republican hero who died defending Chilean democracy. Lagos erected a statue of Allende outside the presidential palace and symbolically reopened its side door, which Pinochet had ordered closed because it had been used by Allende's aides to escape.

A year later, the Commission made public its report that at least 28,000 Chileans (including pregnant women and children) had been savagely tortured, in more than 1,000 sites, by the Chilean armed forces. In the face of indisputable evidence that these human rights abuses were official military regime policy, the new army commander formally apologized to the victims on behalf of his institution. Even rightist politicians who had denied the accusations before now competed to propose compensation for the leftist victims. This was a major step as well in the army's distancing itself from Pinochet and its transformation into the army of a democracy, a process Lagos numbered among his most important accomplishments.

Lagos is also justifiably proud of Chile's international achievements during his presidency. Since his UN days, Lagos has been a strong internationalist. One hallmark of his presidency was Chile's high profile in international affairs, particularly remarkable for a small country. In 2004, Chile became the first South American country to host a summit meeting of the Asia-Pacific Economic Cooperation (APEC) organization, and negotiated free trade agreements with the United States, the European Union, and South Korea (its first with a Latin American nation). Chile played a leading role in the international intervention in Haiti that culminated in a democratically elected government. Moreover, Lagos's chief minister was elected president of the Organization of American States (OAS) over a U.S.-backed candidate. Under Lagos, Chile was elected to a seat on the UN Security Council and in 2003 was pressured by Washington to endorse its Iraq invasion. Instead, Lagos supported a multilateral approach that would give the UN a chance to negotiate a peaceful solution.

After the Presidency

By the time Lagos left the presidency in 2006, the economy was booming, most of his projects had come to fruition, his approval rating was 70%, and he was judged the most successful president in Chilean history. Moreover, he was able to deliver the presidential sash to his hand-picked Socialist successor, Bachelet.

After completing his term, Lagos was asked to assume another presidency, the Club of Madrid, a private organization that emerged out of the 2001 conference on Democratic Transition and Consolidation, held in Madrid. The Club brings together former heads of state and leading academic experts to assist countries with "critical elements of their democratic transition or consolidation." Its members include former world leaders Bill Clinton, Vaclav Havel, and Mikhail Gorbachev. This invitation reflects the high esteem with which Lagos is viewed by international peers and reflects his unusual ability to bring together the worlds of social science and policy making, a strength throughout his career.

Next Step

Lagos' career seems far from over. His name has been mentioned as a future secretary-general of the UN, and as a future president of Chile, where Lagos would be a strong favorite if he chose to run again. It is not clear that he will seek another presidential term. The next Chilean chief executive, however, will preside over the Bicentennial of its independence, an occasion that will define what Chile has accomplished in the past and point the way to its future. Lagos was one of the first in Chile to focus on the Bicentennial as an important symbolic event. Presiding over Chile's Bicentennial might be too tempting for him to resist. After all, he has stressed that "without yesterday there is no tomorrow," and that reflecting on the past can make a better future possible. ☉

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Salvador Allende

IS ANOTHER WORLD POSSIBLE?

SOCIOLOGICAL PERSPECTIVES ON CONTEMPORARY POLITICS

102nd ASA ANNUAL MEETING
AUGUST 11-14, 2007 | NEW YORK

A Mathematical Sociologist's Tribute to Comte: Sociology as Science

Nobel Prize-winning elementary particle physicist Murray Gell-Mann once challenged his colleagues rhetorically, "Imagine how hard physics would be if particles could think."

by John Angle, Inequality Process Institute*

When I taught sociology, I introduced sociology as a science-in-intention although one that at present was not far along as a mathematical science. I thus affirmed Auguste Comte's "positivist" vision of sociology, a word he coined to name a science of society like physics. More generally I was affirming the agenda of the Enlightenment to discover and understand scientifically processes of the natural world of which society is a part. Benjamin Franklin, a leading contributor to the Enlightenment, saw society as a subject for science and engineering. He wrote in 1780 that he wished he had been born later in time so he might see future scientific marvels such as the levitation of masses, life extension, and something beyond these in difficulty: "O that ... Science were in as fair a way of Improvement, that Men would cease to be Wolves to one another, and that human Beings would at length learn ... Humanity."

Positivism Unleashed?

Some sociologists share my enthusiasm for Comte's vision. I recognize, accept, and value other approaches to sociology. Positivism would be more attractive if sociologists thought it would lead to discoveries. Dubiousness about that possibility is understandable. In several decades, Comte's vision of sociology as a mathematical science will be two centuries old. What would sociologists say to a student who asks for an example of a success of Comte's positivist vision? There have been successes, but little leaps to mind if you are not a mathematical sociologist. So, the comments of Bruce Keith, U.S. Military Academy, in his December 2005 *Footnotes* article assessing sociology's future are understandable. He wrote, "I surmise that sociology is more akin to a profession than a science because I find no evidence that members of our discipline have discovered any law or principle that is applicable temporally across social contexts."

The length of the silence to Prof. Keith's year-old assertion reveals how Comte's vision has faded. To many sociologists it may seem yesteryear's future, a "mono-

rail" that never found a place in the present. In 1988, *New York Times* culture critic Richard Bernstein "panned" the sociology on display at the ASA Annual Meeting and then quoted a sociologist to the effect that sociology will never be a science like physics and those expecting it are fooling themselves. Perhaps not entirely coincidental, a few sociology programs were shut down in years following.

Someone taking Prof. Keith's point of view might very well ask when Comte's vision of a science of society like physics is going to arrive. Would it suffice if there were a discovery of a process, describable by a simple mathematical formula, operating in all societies? It would be harder still to ignore if that process impacts people, and how they relate to each other, in ways of interest to sociologists.

Unequal Math

I maintain that there is at least one such discovery, known as the Inequality Process (IP). This discovery mathematically describes a universal process of competition in human populations. Unlike popular notions of Social Darwinism—which Vince Lombardi's "winning is the only thing" characterization of football describes well—in the simplest version of the Inequality Process (IP), everyone loses as often as they win. In the long term, those who do best in this simplest IP are the robust losers. The IP was abstracted from G. Lenski's (1966) speculation that the more productive worker loses less in the competition for wealth.

Economist Thomas Lux (2005) pointed out to an international conference of econophysicists that the findings about income distribution presented in multiple papers at the conference had been anticipated 20 years earlier in the first paper published on the Inequality Process. "Econophysics" and "sociophysics" are the extension of the field of statistical mechanics in physics into the social sciences. Statistical mechanics is about how macro-level phenomena emerge out of micro-level interactions between particles in a large population of particles. Essentially, its subject matter is what sociologists call macro-micro theory. The disciplinary line between sociology and economics is institutionalized and an imag-

inary but *de facto* barrier to those on either side. The distinction between socio-physics and econophysics is fluid and nearly meaningless. Lux (2005) cited my papers on the IP as evidence of his thesis that econophysicists should not ignore social scientists. In 2006, I published an introductory review and extension of the Inequality Process for econophysicists in *Physica A: Statistical Mechanics and Its Applications* (2006a; see draft at <www.lisproject.org/publications>).

Figures 1 and 2 give examples of empirical patterns implied by the IP. In statistical mechanical terms—the way econophysicists see the IP—Figures 1 and 2 are a kind of condensation/crystallization resulting from the "cooling" of competition among people. The shapes of the distribution of wage income as a function of workers' levels of education. In IP terms, the shape difference between the wage income distributions of the more and less educated indicate the competition experienced by the more educated is "cooler."

The Math of Bigotry

Because the IP models competition among people, which, as urban sociologist Robert E. Park knew, drives discrimination and victimization, the IP provides a solution to Franklin's "wolves" problem. The IP traces how individual acts of victimization by a majority against a minority result in exquisitely detailed patterns in minority income statistics, patterns never understood as the consequence of such acts before the IP. See the figure labeled "hill of hate" in my paper (Angle, 1992) about the distribution of personal income among African-Americans. The IP offers hope for reducing the intensity of interpersonal competition along with techniques (e.g., social insurance) to disincentivize discrimination. The IP also explains why social movements that thrive on bigotry want to eliminate social insurance. In the IP every human population "cooks" with competition at some temperature. Desperation drives the competition. The "hotter" the temperature, the more

predatory (cf Franklin) people are relative to one another, the more like Social Darwinism the competition becomes. In a paper for last year's American Physical Society meetings, Kotz (2006) pointed out that the IP would have predicted the upsurge of prejudice and discrimination in eastern Europe as the welfare systems there were dismantled in the late 1980s and 1990s. In the IP, participation in a discriminatory coalition is an attempt to transfer "heat" to the coalition's victims. The "hill of hate" figure in Angle (1992) shows that the IP implies what is called in statistical mechanics a "phase transition" (like the melting of ice as its temperature rises past 0 degrees Celsius), a nonlinear increase in the incentive to form a discriminatory coalition as the "temperature" of competition rises. In IP terms, a discriminatory coalition is something like a convection cell in a fluid.

The difference between qualitative insight into desperation and interpersonal competition described via a temperature metaphor on the one hand and the IP on the other is that the IP relates the metaphor to observed quantitative patterns in data on income and wealth. The IP also implies some principles of economics never before understood as joint implications of a single mathematical model (Angle, 2006b). That is, in the IP there is no divide between sociophysics and econophysics. If a student asks what sociology would be like if it were a mathematical science, consider that it might be like statistical mechanics in physics and that the Inequality Process might be a starting point. There are short descriptions of the IP in Tim Liao, et al.'s *The SAGE Encyclopedia of Social Science Research Methods* (Sage, 2003) and Kleiber and Kotz's *Statistical Size Distributions in Economics and Actuarial Sciences*. (Readers can network about the interface between sociology and sociophysics by joining the ASA's Mathematical Sociology Section.)

Some economists, such as Lux, University of Kiel (Germany), have crossed the disciplinary divide between economics and econophysics to the enrichment of both. Sociologists have been invited by professors B. K. Chakrabarti and A. Chatterjee, conference organizers, to attend this year's Econophys-Kolkata III (see <www.saha.ac.in/cmp/econophys3.cmp>). Lux spoke at Econophys-Kolkata I at the Saha Institute of Nuclear Physics in India.

See *Math*, page 11

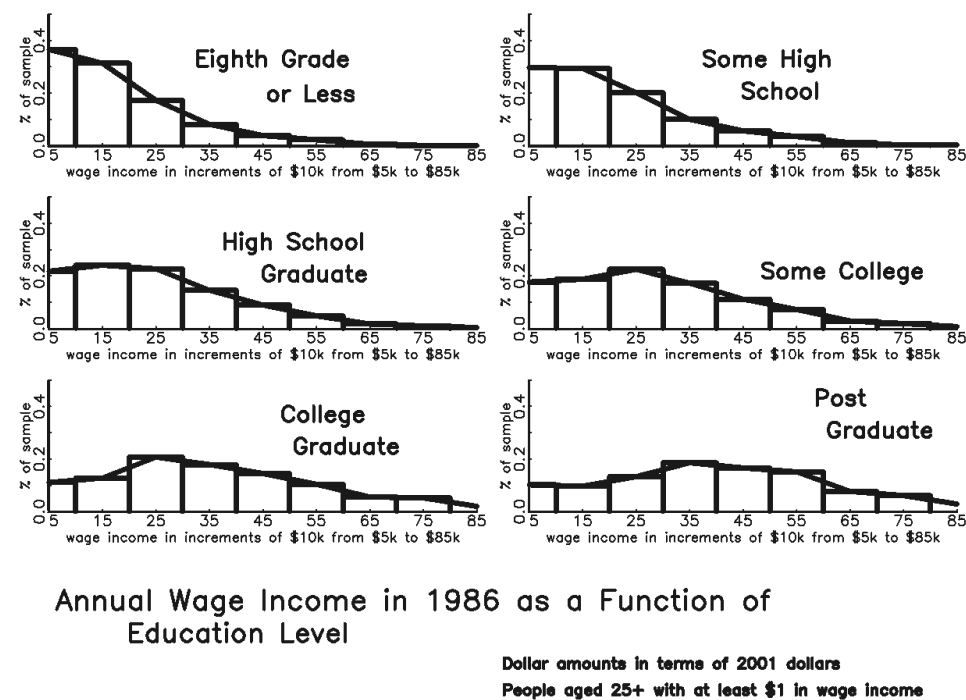


Figure 1. The distribution of wage income by level of education in 1986. Source: Estimates are from the March 1987 Current Population Survey.

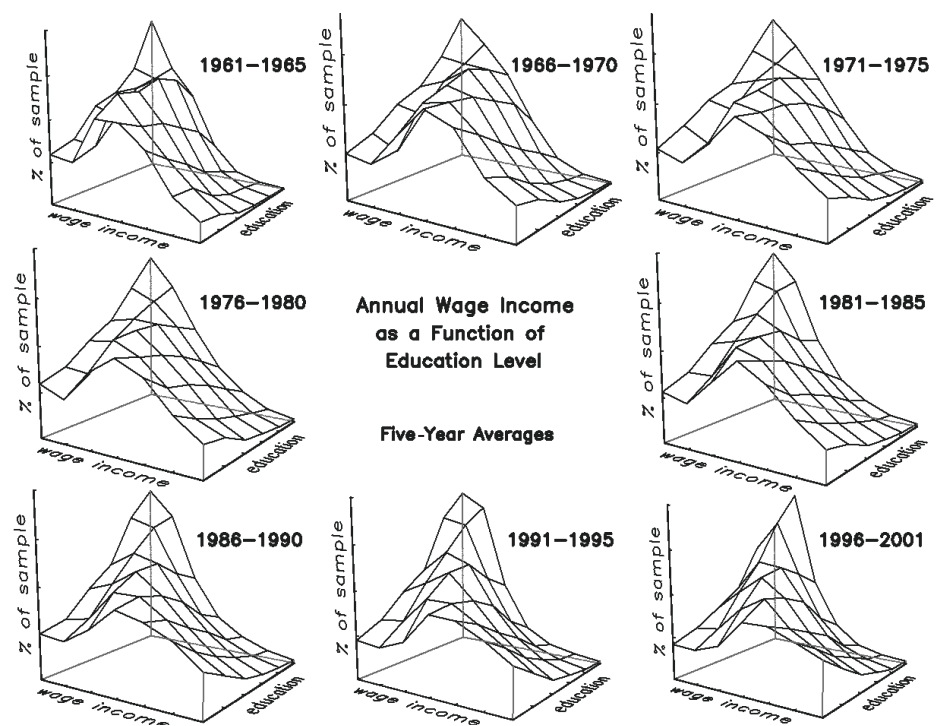
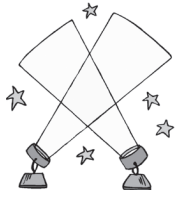


Figure 2. The distributions of wage income by level of education from 1961 through 2001 (from most educated to least educated). Five-year averages are taken to compress and smooth the data. The IP implies the persistence of the distribution shapes. Source: Estimates are from the March Current Population Survey, 1962–2002.



Member Spotlight:

Thomas Lief: A Profile of Service to His Community

by Craig Schaar,
ASA Membership and Customer Service

Retired sociologist Thomas Lief has been a loyal member of the ASA since Elvis Presley entered the music charts in 1956. During his senior year at the University of New Mexico, he was encouraged by his professor, Paul Winter, to join the Association. He has steadfastly renewed ever since. As one of ASA's most loyal members, he has also kept every piece of correspondence ever sent to him by the ASA.

Born a New Yorker, Lief relocated to the mountainous and beautiful natural setting of New Mexico, where as an undergraduate he changed his major to sociology after first pursuing degrees in pre-med studies, business administration, and psychology. He was fascinated by the academic discourse in anthropology and sociology. After taking a sociology course, he appreciated how sociological theories and methods explained the complexity of social forces. He then became hooked. In fact, he was so enticed, his membership could not be interrupted even by military service when he notified the ASA Executive Office that he would like his mail sent to his parent's address.

After his military service ended in the mid-1950s, Lief decided to pursue a masters degree with a focus on deviance and Native American cultures. Being part-Native American, he was interested in studying how alcoholism and violence resulting from substance abuse affected the Pueblo tribe. Not long after completing his master's degree, he moved to New Orleans to obtain a doctorate from Tulane University. Following a brief post-graduate stint at Loyola University, he joined the faculty at Southern University (a predominately African-American institution), where he taught for 30 years until his retirement in 1998.

Math, from page 10

Statistical physicists bring powerful mathematical tools to Comte's positivist program, but they may need help with moving beyond *ad hoc* modifications of canonical models of statistical mechanics. There is a potential for collaborations between sociologists and interdisciplinary physicists in pursuing Comte's vision based on complementary skills. There is no difference in meaning between *sociophysics* as used today by statistical physicists and *sociology* as coined by Comte almost two centuries ago.

For more information on how interdisciplinary physicists have incorporated the IP into their research since 2005, do a search at www.google.com on "John Angle" and physics, or email me at angle@inequalityprocess.org.

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New Orleans or Bust

Lief's contributions to sociology went beyond academia. As a professor at Southern University, he was alarmed by the serious social problems caused by substance abuse in New Orleans. During the early 1970s, there were few community services available to help low-income people facing drug addiction, alcoholism, and gambling. In response, Lief developed a training program for undergraduate students who battled substance abuse problems. This innovative program was supported by state and federal funding.

In addition to classroom learning, his students were expected to visit drug treatment facilities and local jails. This "community exposure" approach was intended to help students understand the blight of drug abuse on urban societies. Some of the students who participated in this program became administrators of the drug treatment programs after graduation. Ken Cocke, a fellow faculty member at Southern University, noted that "Tom is the person responsible for seeing substance abuse as a field of study."

Community and Political Support

Outside of the classroom, Lief created and led many organizations that trained and certified drug dependency counselors. He started an outreach center for children from impoverished New Orleans neighborhoods and formed an Odyssey House branch in New Orleans for those seeking drug addiction therapy and alcohol treatments. He also was the

founder and president of the National Association of Substance Abuse Trainers and Educators.

Because he was active in lobbying the state government, he gained local political support for his community action efforts. He also successfully persuaded Louisiana to define alcoholism as a disease instead of a problem. He is currently serving on the State Commission on Addictive Disorders, which reviews and evaluates programs provided by the State Office of Addictive Disorders.

After many years of service in sociology, Lief recently reflected on the changes in the discipline.

"There is a tendency to be more applied and to be offering focus on training to assist in the amelioration of major social



Thomas Lief

issues," he said. "I really believe sociologists have not yet understood society; they research around it, but not have yet reached a meaningful comprehension."

After the Storm

Hurricane Katrina and the storm's aftermath had a devastating impact on Lief and his close friends and associates. Like many survivors, he experienced property damage to his house and he suffers from post-traumatic stress disorder. "I have friends who died or who were scattered because of Katrina," said Lief. "But I haven't changed my worldview. I am determined to help rebuild our beautiful city." His mission is more urgent than ever since many drug and alcohol treatment counselors have left New Orleans.

In this retirement, Lief keeps himself busy. He finds time to write stories and poetry and is a singer for a local symphony chorus. Lief does archaeological work with the state of Louisiana and he has worked on excavation projects at Pueblo reservations in the southwest United States. In summarizing his professional and life experience, he said "I have a life-long commitment to serve."

Just for Fun: A Sociological Trivial Pursuit

by Jack Nusan Porter, *The Spencer Institute for Social Research*

While doing research on the popular image of sociology in the press, in films, on television, and in glossy journals, I have come across many fascinating but often trivial bits of sociology. So, in a kind of *Reader's Digest*-style quiz, I present my first one. If you have other examples of such trivia for future quizzes, please send them to me at jacknusan@earthlink.net. I dedicate this to the late Marcello Truzzi (in fact, one of the questions below honors him) who edited in the 1960s and 1970s a range of interesting newsletters that contained similar bits of sociology. I miss him very much.

The questions range from the easy to the nearly impossible to answer. Good luck! The answers are in the gray box below.

- (1) Georg Simmel was a very close friend of this German theologian and influenced his famous "I-Thou Dialogue."
- (2) What well-known 1930s naturalistic Chicago novelist responded to the gushing of a reporter who said: "Oh, Mr. _____, you know you are not just a great novelist, but also an important sociologist." Mr. _____ was reported to have replied angrily: "Madame, please don't call me a sociologist. A sociologist is a person who needs \$25,000 from the Ford Foundation to find the address of the nearest whorehouse!"
- (3) Which Midwest sociologist, sadly deceased, almost made the cover of *Time* in the 1960s?
- (4) Howard S. Becker was not only a fine sociologist (and my teacher at Northwestern University) but an accomplished musician. What instrument did he play?
- (5) This Cambridge, Massachusetts, man, who died at 101 a few years ago, was a strong admirer of sociologists and is considered the "Father of Public Relations."
- (6) This sociologist and priest probably has written more articles for *TV Guide* than anyone else in the field.
- (7) Which well-known novelist and actor (in the movie *Reds* with Warren Beatty), and originally from Poland, was actually a sociologist?
- (8) The theme of this 1982 movie, the first Chinese-American film ever made, and directed by Hong-Kong-born Wayne Wang, was very sociological, emphasizing "cross-cultural misunderstandings."
- (9) Which well-known Midwestern (from Michigan) sociologist was a juggler and came from a famous circus family?
- (10) Werner Cahnman was a student and colleague of which famous Chicago School sociologist at Fiske University in the late 1930s and 1940s?

Answers: (1) Martin Buber; (2) James Farrell, author of the Studs Lonigan trilogy and other books; (3) Don Martindale; (4) PIANO; (5) Edward L. Bernays; (6) Andrew Greeley; (7) Jerzy Kosinski; (8) Chan Is Missing; (9) Marcello Truzzi; (10) Robert E. Park

If you got 9-10 answers correct, you are brilliant and win the Isaac Asimov Trivia Award; 7-8 correct is excellent; 5-6 is very, very good; 4 or fewer means you need to do a lot more reading because you're just not filling your head up with enough trivia.

Note: The sociologist who actually made the cover of *Time* magazine was David Reisman. To my knowledge, he's the only sociologist to ever do so, but I'll keep that one for the next trivia quiz.

Questions (and scores) can be sent to the author at jacknusan@earthlink.net.

* *The Inequality Process Institute is an alias for John Angle, private scholar.*

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at [members.asanet.org/Forums/
view_forum.php?id=11](http://members.asanet.org/Forums/view_forum.php?id=11)

New Staff at the ASA Executive Office

Robin Licata

started a new position at the ASA as the Website and Database Manager on November 27, 2006. She was born and raised in Watertown, NY, not far from Ontario, Canada. Prior to ASA, Robin worked for the American Power Conversion Corporation for six years as a Web Developer. She also worked for the Association of Graduates at the United States Military Academy, Minolta Business Systems, and Eaton Corporation, SEO. She has more than ten years of experience in static and dynamic website development, writing website code, and database creation and management. She earned her MBA in business administration at Mount Saint Mary College. When not writing code or querying databases, she enjoys spending time with her family—her husband Michael and two sons Lorenzo, 3, and Nico, 1. Her other interests include cooking, deep sea fishing, shopping, traveling, reading, and beagles.



Sujata Sinha

started working at the Executive Office on December 18, 2006, as the Media Relations Officer. Prior to joining the ASA, Sujata spent seven years working in television. She started her broadcast career at WLVI-TV in Boston. From there, she went on to spend six years at WPIX-TV in New York City, taking on various producing responsibilities, from segment producing to planning for major news events. While at WPIX, she received an Emmy award for her work on the station's September 11, 2001, anniversary coverage. After WPIX, Sujata moved to Washington, DC, to be the producer for John McLaughlin's national interview program, "One on One." Next, she set her sights on international news, working as a booker for the newly launched Al Jazeera English Channel. Sujata has a dual degree in broadcast journalism and sociology from Boston University. She was born and raised in New York City and is the proud aunt of a 19-month-old girl, Arya. She enjoys good conversation, politics, reading the paper, cardio kick boxing, and writing. ♻



Blogger, from page 4

post was valuable precisely because of the comments people left on it."

From Hensley's perspective, blogging provides a testing ground for further research and writing. "Blogging," she said, "can be a way to hone ideas for more rigorous application elsewhere. Similar to hashing out a thought with colleagues over coffee or while standing in the hallway outside your office, blogging can draw energetic input quickly and from diverse sources, which can be very valuable." Hensley is also considering parlaying her blog posts into a popular sociology book on race.

And regarding some hiring committees' continued apprehension of the appropriateness of blogging, Freese believes that the practice should be viewed as a boon to sociology departments. "Given two candidates who seemed otherwise equal but one had a blog and one didn't, I would go with the person with a blog. I think having a blog and reading blogs is a good indicator of being intellectually alive and wanting to remain so," he says. "The latter is especially important in sociology, as there are so many promising sociologists whose curiosity is dead by the time they are five years out of graduate school. Blogging is also a good indicator of being able to write and being eager to share ideas, which are attributes sociology departments should value."

Blogging as a sociological phenomenon

Freese finds the "sociological puzzle" behind why people read blogs to be more intriguing than why people write them. After all, he says, the need for attention is an obvious motivation for starting a blog. "The Internet makes it possible for anyone to enter an attention market for very low cost. Attention markets have always had a lot of entrants—many people, it seems, *really* like attention—and so it's not surpris-

ing many people would start blogs. Attention markets can be brutal and cold to the casual entrant, and so it's not that surprising many people who start blogs would stop not long afterward," Freese asserts. But he goes on to say the "rise in occupational circumstances that give people large amounts of unstructured time in front of a computer" accounts for the popularity of blog-reading. According to Freese, blogs offer a short, fun respite from working, and is more convenient as a brief diversion than, say, a television program. Even so, he adds, "There are many different types of blog readers, and I would love it if the sociology of the blog reader was understood better than it presently is."

C.N. Le, or Cuong Nguyen Le, notes the ways that the Internet has dramatically altered the landscape of social communication, even while he is not so enthusiastic about some of its less positive aspects. "I'm not particularly thrilled with all of its developments, in particular how anonymity now allows people to ignore conventional norms of civility toward others, but their impact is undeniable," says Le, whose areas of interest include race and ethnicity, immigration, and Asian Americans and how those topics intersect with academics and Internet culture.

However dismaying and disruptive the advance of the Internet communications may be to some, Hensley affirms that its presence is permanent, its impact still unfolding. She concludes: "So, blogging—instant communication between humans around the world—is not only here to stay, I would suggest, but is going to affect us ultimately in ways that many of us may not like. We can eschew them, but we will not outlive them. They appear to be a wave of the future that we—shocked or not—will learn to respect." ♻



Public Forum



Thank You, ASA

In 1991 I participated in drafting a resolution, presented to the Council, affirming the ASA's opposition to discrimination against gays and lesbians in the U.S. military. It passed and, while appreciated, it was, after all, "just" a resolution. Signing on to an amicus brief to the United States Court of Appeals for the First Circuit is something else entirely. (See January 2007 *Footnotes* article on ASA's amicus brief regarding the "Don't Ask, Don't Tell" policy.)

As one of the social scientists participating in the brief in *Cook v. Rumsfeld*, I cannot overstate my sincere appreciation for the willingness of the ASA to sign on.

I know that various Council resolutions have, in the past, caused a stir among the membership. The ASA, fearing such criticism, could have refused to participate in the brief, failing to stand behind the work of its members. As a lesbian veteran of the U.S. military, a sociologist, and a member of the ASA, I am proud to be affiliated with an organization that is willing to express its support for the research of its members, even when the issue under review is a contentious one.

Thank you for your role in making this happen.

Melissa Sheridan Embser-Herbert,
Hamline University

MSS/NCSA Workshop on

Quantitative Literacy

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 deadline is March 15, 2007.

MSS NCSA

Pre-Conference for Beginning Instructors on Teaching

Beginning instructors and graduate teaching assistants are encouraged to apply for the ASA Pre-conference, "**Teachers are Made, Not Born: A Workshop for New Sociology Instructors**," to be held from 8:30 AM to 5:30 PM on Friday, August 10. The pre-conference, sponsored by the ASA Section on Teaching and Learning in Sociology, will combine presentations, panels and roundtable discussions on teaching and learning issues, all led by experts in the field. For information on specific sessions, see the ASA Section on Teaching and Learning in Sociology website at www2.asanet.org/sectionteach.

Participants will be admitted on a rolling basis with consideration as applications are received. Applications are available on the website or from Betsy Lucal (blucal@iusb.edu; 574.520.4899). A \$50 registration fee covers conference materials, snacks and Section membership. **We encourage interested individuals to apply soon.**



Corrections

The title of the November 2006 *Footnotes* profile of the 2007 ASA President (p. 1) was incorrect. Frances Fox Piven is the 2007 ASA President.

Call for Papers

Conference

Annual International Symposium on Forecasting, June 24-27, 2007, Marriott Marquis Times Square, New York, NY. Theme: "Financial Forecasting in a Global Economy." Abstract submission deadline: March 2, 2007. For more information, visit <www.forecasters.org/isg>.

Engaging Islam, September 12-15, 2007, University of Massachusetts-Boston. The 2007 Fall Institute at the University of Massachusetts-Boston invites proposals that explore critically the relationship between Islam and Feminism today. By engaging Islam through a feminist lens, we hope to challenge inadequately interrogated assumptions and modes of thinking that posit secularism and democracy in opposition to religiosity and oppression. For more details about the institute and guidelines for submissions, visit <www.engagingislam.umb.edu>.

On The Edge: Transgression and the Dangerous Other, an Interdisciplinary Conference, August 9-10, 2007, John Jay College of Criminal Justice and CUNY Graduate Center. The conference will involve presentations, art and photographic exhibits, music, spoken word performances, and film screenings centered around the concept of a new criminology for the 21st century. Interested participants from all disciplines can send their ideas and concepts to: Transgression Conference, c/o Department of Sociology, John Jay College of Criminal Justice, 899 10th Street, New York, NY 10019; email onthedge2007@gmail.com. Deadline for Submissions: March 1, 2007.

Publications

The ASA Demography Teaching Resource Guide will be updated this spring and published in August 2007. We would like to include course syllabi or teaching exercises for a variety of undergraduate and graduate demography courses. If you have a syllabus or a relevant teaching exercise that you would like to share with demography colleagues in this publication, submit them by April 15, 2007, to: Demography Teaching Resource Guide, Department of Sociology, University of Oklahoma, 780 Van Vleet Oval, KH 331, Norman, OK 73019; email davidp@ou.edu. The Demography Teaching Resource Guide is published by members of the Population Section of the American Sociological Association.

The Journal of Long Term Home Health Care is interested in articles of about 20 pages in length that are focused on any aspect of health care and social issues as they pertain to the elderly. Manuscripts may include position papers, reports of research studies, case reports, analyses of government policy, descriptions and/or evaluations of agencies, programs, and not-for-profit organizations serving any component of the aged population. The Journal also considers for publication commentaries on previously published articles, book and media reviews, etc. Contact: F. Russell Kellogg or Philip W. Brickner, Saint Vincent's Hospital-Manhattan, Department of Community Medicine, 41-51 East 11th Street, 9th Floor, New York, NY 10003; DRPW@aol.com.

Research in Sociology of Education, 2007 Edition. This issue will focus on the press for school accountability, both in the U.S. and abroad. Papers must contribute to our theoretical understanding of how governments attempt to alter social relations inside schools or classrooms, and may include new findings on resulting effects on local educators, children, or families, as well as benefits accruing

to the state. Manuscripts must draw on original quantitative or qualitative data. Review articles or essays are not appropriate. Email a two-page sketch of your proposed paper by February 28, to Melissa Henne at melissab@berkeley.edu. Earlier editions can be viewed at <www.elsevier.com/>.

Review of Sociology of Education, 2007 Edition. The 2007 edition of *Review of Sociology of Education* (RSE) will include 10 high-quality articles that focus on (1) describing school accountability reforms in the United States, Europe, and other parts of the world, including how they differ and sometimes depart from idealized policy models, (2) assessing empirically how local educators interpret and respond to accountability policies, (3) reporting on how students respond to accountability regimes, including differing kinds of child measures, and (4) examining how centralized accountability may affect social participation and the distribution of political power across stakeholders. RSE does not accept review papers or speculative essays. A prospectus, not exceeding two single-spaced pages, should be mailed by January 12, 2007, to Melissa Henne, PACE-Graduate School of Education, Tolman Hall 3653, University of California, Berkeley, CA 94720.

Special Issue of Signs: Gender and Spirituality. In this special issue we are seeking essays that rethink contemporary feminist theory and practice through analysis of various representations and formations of spirituality. The special issue editors seek manuscripts that provide new ways of theorizing and analyzing the relationship between women/gender and spirituality. They are interested in essays that move beyond conventional binary oppositions between the sacred and the secular by considering the ways in which women's lives, identities, thought, cultural and intellectual practices, activism, and social movements have rested on complex understandings of the relationships among the spiritual, the material, the rational, the scientific, and the secular. The deadline for submissions is June 1, 2007. Visit <www.journals.uchicago.edu/Signs/instruct.html> for submission guidelines.

Meetings

April 3-5, 2007. Social Policy Research and Evaluation (SPRE) Conference 2007, Wellington Convention Centre, Wellington, New Zealand. A New Zealand Government initiative led by the Ministry of Social Development the 2007 SPRE Conference will provide a forum for the diverse audience of policy practitioners, non-governmental organizations, researchers and evaluators, and the wider community to come together to discuss and debate the landscape of social policy in New Zealand in an open, engaging and innovative way. For more information and to register, visit <www.msd.govt.nz/social-policy-conference>.

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; <www.themss.org/meetings.html>.

June 7-10, 2007. The 11th Biennial Conference of the Society for Community Research and Action, Hilton Hotel in Pasadena, CA. Theme: "Community and Culture: Implications for Policy, Social Justice, and Practice."

June 24-27, 2007. Annual International Symposium on Forecasting, Marriott Marquis Times Square, New York, NY. Theme: "Financial Forecasting in a Global Economy." <www.forecasters.org/isg>.

June 26-29, 2007. Cheiron (International Society for the History of Behavioral and Social Sciences) will hold a joint international conference with the European Society

for the History of Human Sciences, Cheiron Conference, University College, Dublin, Ireland. For more information, visit <www.psych.yorku.ca/orgs/cheiron>.

August 9-10, 2007. On The Edge: Transgression and the Dangerous Other, an Interdisciplinary Conference, John Jay College of Criminal Justice and CUNY Graduate Center. Contact: Transgression Conference, c/o Department of Sociology, John Jay College of Criminal Justice, 899 10th Street, New York, NY 10019; email onthedge2007@gmail.com.

September 12-15, 2007. Engaging Islam, University of Massachusetts-Boston. For more details about the institute and guidelines for submissions, visit <www.engagingislam.umb.edu>.

October 19-20, 2007. Atlanta Conference on Science, Technology, and Innovation Policy 2007, Global Learning Center, Georgia Institute of Technology, Atlanta, Georgia. Theme: "Challenges and Opportunities for Innovation in the Changing Global Economy." Contact: atlantaconference@pubpolicy.gatech.edu.

Funding

The American-Israeli Cooperative Enterprise offers five \$15,000 Schusterman Israel Scholar Awards to students interested in pursuing academic careers in fields related to the study of Israel. These highly competitive awards will be available to undergraduates who have already been accepted to graduate programs, graduate students who have received master's degrees in Middle East related fields who wish to pursue doctorates, and doctoral students who are writing dissertations related to Israel. Grants are renewable for up to five years based on the completion of certain milestones. Proposals from candidates in all disciplines with an Israel focus are welcome. The competition is open only to U.S. citizens. Complete applications including transcripts and references must be received by March 1, 2007. Eligibility requirements and application materials are available at <www.jewishvirtuallibrary.org/jsource/isdf/isdfawards.html>.

Investigator Awards in Health Policy Research 2007. The Investigator Awards in Health Policy Research program of the Robert Wood Johnson Foundation (RWJF) supports highly qualified individuals to undertake broad studies of America's most challenging policy issues in health and health care. Grants of up to \$335,000 are awarded to investigators from a variety of disciplines for innovative research projects that have national policy relevance. Application deadline: March 28, 2007. Contact: Lynn Rogut, (732) 932-3817; email depd@ifh.rutgers.edu; <www.rwjf.org/applications/solicited/cfp.jsp?ID=19790>.

Research Fellowship. The Scottish Centre for Crime and Justice Research is a major collaborative research initiative involving a number of Scottish universities, and is supported by the Scottish Funding Councils and the Scottish Executive. Its six thematic research networks will provide an important stimulus to criminological and criminal justice research in Scotland. Applicants may come from a range of fields, but should be able to demonstrate that their interests, skills, and experience are appropriate to the objectives of the relevant network. As well as a strong background in research methods and practices, applicants should also have a good knowledge of the main developments in the area of criminal justice policy, practice, and research. Further details on the Centre and its networks can be found at <www.sccjr.ac.uk>. For the fellowship announcement, visit <www.jobs.ed.ac.uk/vacancies/index.cfm?fuseaction=vacancies.detail&vacancy_ref=3006679&go=GO>.

Ruth Simms Hamilton Research Fellowship. The online application is now available for this year's Ruth Simms Hamilton Research Fellowship. The fel-

lowship is funded by an endowment from TIAA-CREF, at which Professor Hamilton served as a trustee from 1989-2003, and will be administered by the TIAA-CREF Institute. The fellowship will be awarded to graduate students enrolled in a social science field relating to urban/black studies or the African Diaspora at an accredited public or private university. Apply online by visiting <www.scholarshipadministrators.net/>. Click the "Apply for a new scholarship" link. Follow the onscreen instructions to apply for an applicant identification number (AIN). Once you have retrieved your AIN use TIAA as your access key.

Competitions

Elizabeth G. Cohen Applied Research in Sociology of Education Award. The Sociology of Education special interest group at AERA invites nominations (including self-nominations) for the Elizabeth G. Cohen Applied Research in Sociology of Education Award. The award is given once every two years to a sociologist or someone in a related field whose body of research has focused on the improvement of schools, school districts, or educational policy. The awardee should be a member of AERA during the year in which the award is given. He or she will be honored at the AERA Annual Meeting. The deadline for nominations is February 28, 2007. For each nomination, send a letter identifying the person and the reasons the scholar is worthy of this award. Send nominating letters to Daniel A. McFarland at mcfarland@stanford.edu.

In the News

Jeanne Batalova, Migration Policy Institute, had her fact sheet on Mexican workers cited on the *Tonight Show with Jay Leno*.

Martha Beck, Harvard University, was interviewed by ABC News on weight loss on January 5.

Karen A. Cerulo, Rutgers University, has done a number of 30 minute interviews

on syndicated radio shows such as Greg Allen's *The Right Balance*, Richard Baker's *Perspectives*, Pat Reuter's *Viewpoints*, and Bruce Wadzeck's *Transitions*. She has also done several 30 and 60 minute interviews on local radio stations including WFAN and WXRK in New York, WSMN in Nashua, NH, KVON in Napa California, KPTK in Seattle, WA, KAOS in Evergreen, WA, WBAA in Lafayette, IN, and KSFR in Santa Fe, NM. These interviews centered on her new book, *Never Saw It Coming: Cultural Challenges to Envisioning the Worst*.

Judith A. Cook, University of Illinois-Chicago, was quoted in a December 27 *Baltimore Sun* article about her research on employment as a path to recovery for adults with mental illness.

Kimberly McClain DaCosta, Harvard University, is mentioned and pictured with her children in a December 26 *New York Times* article about racial attitude-generated difficulties that black families encounter when trying to find nannies willing to care for their children.

John Dale, George Mason University, had his photo of students from his Social Movements and Political Protest class protesting for a class project named "Photo of the Week" in the *Nation*.

Paul DiPerna, The Blau Exchange Project, recently had an op-ed published in the *Washington Examiner*, which touched on collective action, networking, and online community themes, commenting on the new Intellipedia website used by the U.S. Intelligence Community.

Riley E. Dunlap, Oklahoma State University, was quoted extensively in the December 1 issue of *CQ Researcher* devoted to "The New Environmentalism."

Donna Gaines was interviewed by the Associated Press on December 13 about *Dreamgirls* and the girl groups of the 1960s. She was interviewed on December 8 for *No One's Listening*, an award-winning radio show/podcast produced at San Francisco State University, about the commodification of punk and the NY scene after CBGB. In its June 2006 issue, *Current Biography* published an extensive profile of Gaines. She also appears in Sam Dunn's acclaimed documentary, *Metal: A Headbanger's Journey*.



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Barry Glassner, University of Southern California, had his book *The Gospel of Food* reviewed in the December 31 *Los Angeles Times*.

Angela S. Jamison, University of California-Los Angeles, had her *Journal of Politics* article analyzing the impact of "soft news" on voting behavior featured on *Slate.com* on November 2.

James M. Jasper recently discussed his new book, *Getting Your Way*, in a business show podcast *The Invisible Hand*.

Christopher Jencks, Harvard University, was quoted in a December 10 *New York Times* article about New York renewing a more humane flophouse.

Douglas Klayman, American University and President of Social Dynamics, LLC, had his research on a program that links the performing arts with early literacy highlighted in several media outlets nationwide, including the *Kansas City Journal Infozine*.

Cameron Macdonald, University of Wisconsin-Madison, was quoted in a December 26 *New York Times* article about African-American nannies working for African-American parents.

Orlando Patterson, Harvard University, was a guest columnist and wrote an op-ed in the December 23 and 26 *New York Times*. The first discusses the need for a holiday for all and the second is about the inner self and prejudice. He also wrote an op-ed about the democratic belief in freedom that does not work in Iraq that appeared in the December 19 *New York Times*.

H. Wesley Perkins, Hobart & William Smith Colleges, was quoted in the *Christian Science Monitor* on August 16 about applying his work on reducing risk behavior using peer social norms in a new project surveying middle school students about bullying. This work was also cited in the September 1 edition of Britain's *Times Educational Supplement*. Perkins was also quoted in Canada's *Maclean's* news magazine on November 13 about his survey research on 15,000 students at 10 colleges and universities across Canada indicating that most students drink in moderation but overestimate drinking levels of their peers.

Krishnendu Ray, New York University, was quoted by the Associated Press on the rising trend of more and more people entering the culinary arts on January 3.

David R. Segal, University of Maryland, was quoted on *Salon.com* on November 2 regarding evidence that American military personnel were becoming disillusioned with the Iraq War, and in the *San Francisco Chronicle* on November 4 and the *Houston Chronicle* on November 5 regarding editorials in the *Army*, *Navy*, *Marine*, and *Air Force Times* newspapers calling for the firing of Secretary of Defense Rumsfeld. He was quoted again on *Salon.com* on November 9 on Rumsfeld's resignation. He was also quoted on November 5 in the *New York Times* on marginal declines in military personnel quality, on November 10 in the *Christian Science Monitor* on the increase of women among military veterans, and on November 11 in the *Gilroy Dispatch* on increasing numbers of women on active duty. On November 13, he was quoted in the *San Diego Union-Tribune* on an increase in atrocities committed by American military personnel. On November 21 he was quoted in the *Lowell Sun* on opposition to the reinstatement of a military draft. On November 29, his participation and that of the **American Sociological Association** in an amicus curiae in support of gay and lesbian service personnel was noted in the *UK Gay News*. Segal was interviewed on December 15 on *Bloomberg Radio* concerning military manpower policy. He was quoted on December 21 in the *International Herald Tribune*, on December 22 in the *Wilmington Morning Star*, and on December 23 in the *Winston-Salem Journal* on the relatively small percentage of Americans (2-3 percent) who knew someone who had been killed in the wars in Iraq or Afghanistan. He was quoted on *Salon.com* on December 22 on increasing the size of the U.S. mili-

tary and on December 23 in the *Baltimore Sun* and on December 24 in the *Chicago Tribune* on the National Guard paying off-duty personnel a bounty for bringing in new recruits. He was quoted in the *USA Today* on August 1 regarding mothers and grandmothers who are joining the army. Segal was quoted on December 30 in the *USA Today* and the *Seattle Times* on a survey of military personnel.

David R. Segal, University of Maryland, and **John Butler**, University of Texas, were quoted in a Reuters article, which appeared in the *Washington Post*, on the camaraderie experienced by African-American soldiers serving in racially integrated military units.

John Skrentny, University of California-San Diego, was quoted in the January 23 edition of the *San Francisco Chronicle* on the politics of gay rights and in the July 23, 2006, edition of the *Knight Ridder Tribune Business News* on the origins of affirmative action categories. Also, a column in the November 12 *Los Angeles Times* on Latino politics quoted his book, *The Minority Rights Revolution*. His essay, "The Dying Debate over Racial Justice," was published in the November 17, 2006, issue of *The Forward*.

D. Randall Smith, Rutgers University, was quoted in a December 8 *New York Times* article on the Knicks' home game performance.

Roberta Spalter-Roth and **William Erskine**, both of the America Sociological Association, had their research on retirement trends among the social sciences discussed in the article, "Where the Social Science Jobs Are," on *Insidehighered.com*.

Rodney Stark, Baylor University, was quoted in the cover story of the December 18 *Newsweek* on Americans' religious beliefs.

Duncan Watts, Columbia University, **Mark Granovetter**, Stanford University, **Richard Swedberg**, Cornell University, **Brian Uzzi**, Northwestern University, and **James Moody**, Duke University, were quoted in a November 10 *Science* magazine about network analysis of the Internet.

Genevieve Zubrzycki, University of Michigan, was a guest on the Public Broadcasting Service's *The NewsHour with Jim Lehrer* on January 8, 2007, discussing the resignation of a Polish clergyman who reportedly worked with Poland's communist secret police.

Awards

Michael Messner, University of Southern California, received the 2006 Raubenheimer Outstanding Faculty Award for Teaching, Research, and Service from the USC College of Letters, Arts and Sciences.

People

Cynthia D. Anderson, Ohio University, is the new Sociologists for Women in Society Vice President.

Erin K. Anderson, Washington College, is a new member of the Sociologists for Women in Society Career Development Committee.

David Baker presented "Recommendations and Future Scenarios for the Super Research University" at the International Fulbright New Century Scholars Symposium on Global Higher Education, to the United Nations Education, Scientific, Cultural Organization (UNESCO) on October 24. He also presented on "National Curricula and National Achievement in Mathematics and Science" at the 2nd Annual IEA Research Conference, the Brookings Institute on November 10. On December 8, Baker presented "The Super Research University and the Schooled Society: Synergy, Paradoxes, and Future Scenarios." Keynote presentation at the

Council of Graduate Schools Annual Meeting, Washington, DC.

Denise A. Copelton, SUNY-Brockport, **Shannon Davis**, George Mason University, are new appointees to the Sociologists for Women in Society Membership Committee.

Diane D. Everett, Stetson University, and **Kecia Johnson** are new members of the Sociologists for Women in Society Nominations Committee.

Margaret L. Hunter, Loyola Marymount University, and **Kerry Ann Rockquemore**, University of Illinois-Chicago, are new members of the Sociologists for Women in Society Publications Committee.

Minjeong Kim, University at Albany-SUNY, is the new Sociologists for Women in Society Student Representative.

Kenneth Land, Duke University, has been named Editor of the Population Association of America's publication, *Demography*, from 2008-2011.

Douglas Massey, Princeton University, was elected as an AAAS Fellow in October.

Constance Nathanson, Columbia University, was elected as an AAAS Fellow in October.

Wesley Perkins, Hobart and William Smith Colleges, was recently invited to keynote two conferences in Great Britain focusing on reducing risk behavior among youth. In London he gave the keynote address, "Using Normative Approaches to Promote Health and Well-being," for a conference on youth sponsored by the National Children's Bureau on December 6. In Sheffield, he gave this keynote address at the Personal, Social and Health Education Conference sponsored by the Centre for HIV & Sexual Health on December 7.

Jammie Price, Appalachian State University, is the new member of the Sociologists for Women Awards Committee.

Tamara Smith is the new Sociologists for Women in Society Chair of the Career Development Committee

Joey Sprague, University of Kansas, is the new Sociologists for Women in Society President-Elect.

Marybeth Stalp, University of Northern Iowa, is the new Sociologists for Women in Society Chair of the Social Action Committee.

Zoltan Tarr, New York City, conducted a seminar, "Sociologists in Exile (L'esilio americano di Adorno, Horkheimer e Cahnman)," at the Università degli Studi di Firenze on October 5, 2006.

Howard Waitzkin, University of New Mexico, was recently named Distinguished Professor, the highest ranking faculty position at the University of New Mexico.

Members' New Books

Paul R. Amato, **Alan Booth**, **David R. Johnson**, and **Stacy J. Rogers**, Pennsylvania State University, *Alone Together: How Marriage in America is Changing* (Harvard University Press, 2007).

Bernadette Barton, Morehead State University, *Stripped Inside the Lives of Exotic Dancers* (New York University Press, 2006).

Berch Berberoglu, University of Nevada-Reno, *The State and Revolution in the Twentieth Century: Major Social Transformations of Our Time* (Rowman and Littlefield, 2007).

Rogers Brubaker, University of California-Los Angeles, **Margit Feischmidt**,

Jon Fox, and **Liana Grancea**, *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton University Press, 2006).

Toni M. Calasanti, Virginia Polytechnic Institute and State University, **Kathleen F. Slevin**, College of William and Mary, *Age Matters: Realigning Feminist Thinking* (Routledge, 2006).

Laura Fingerson, University of Wisconsin-Milwaukee, *Girls in Power: Gender, Body, and Menstruation in Adolescence* (SUNY Press, 2006).

Albert N. Greco, **Clara E. Rodríguez**, Fordham University, and **Robert M. Wharton**, *The Culture and Commerce of Publishing in the 21st Century* (Stanford University Press, 2007).

Karen D. Hughes, University of Alberta, *Female Enterprise in the New Economy* (University of Toronto Press, 2005).

Hermann Kurthen, **Antonio V. Menéndez-Alarcón**, **Butler University**, and **Stefan Immerfall** (Eds.), *Safeguarding German-American Relations in the New Century: Understanding and Accepting Mutual Differences* (Lexington Books, 2006).

Michel S. Laguerre, University of California-Berkeley, *Diaspora, Politics and Globalization* (New York: Palgrave Macmillan Press, 2006).

Bart Landry, University of Maryland, *Race, Gender, and Class: Theory and Methods of Analysis* (Prentice Hall, 2007).

Dennis Loo, California State Polytechnic University-Pomona, and **Peter Phillips**, Sonoma State University, *Impeach the President: The Case Against Bush and Cheney* (Seven Stories Press, 2006).

Judith Lorber, CUNY-Graduate School, **Mary Evans**, University of South Florida, **Kathy Davis**, *Handbook of Gender Studies and Women Studies* (Sage, 2006).

Celine-Marie Pascale, American University, *Making Sense of Race, Class, and Gender: Commonsense, Power, and Privilege in the United States* (Routledge, 2006).

Robert Perrucci and **Carolyn Cummings Perrucci**, both of Purdue University

(Eds.), *The Transformation of Work in the New Economy* (Roxbury Publishing Company, 2007).

Harland Prechel, Texas A&M University, (Ed.), *Politics and Globalization, Research in Political Sociology*, Vol.15 (Elsevier/JAI Press, 2007).

Emily Rosenbaum, Fordham University, and **Samantha Friedman**, Northeastern University, *The Housing Divide: How Generations of Immigrants Fare in New York's Housing Market* (New York University Press, 2007).

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

Jennifer Rothchild, University of Minnesota, *Gender Trouble Makers: Education and Empowerment in Nepal* (Routledge, 2006).

Karen Secombe, Portland State University, *Families in Poverty* (Allyn & Bacon 2007).

Wendy Simonds, Georgia State University, **Barbara Katz Rothman**, City University of New York, and **Mari Meltzer Norman**, *Laboring On: Birth in Transition in the United States* (Routledge, 2006).

Kathy Shepherd Stolley, Virginia Wesleyan College, and **Vern L. Bullough** (Eds.), *The Praeger Handbook of Adoption*, 2 Vols. (Praeger, 2006).

Mangala Subramaniam, Purdue University, *The Power of Women's Organizing: Gender, Caste, and Class in India* (Lexington Books, 2006).

Diane L. Wolf, University of California-Davis, *Beyond Anne Frank: Hidden Children and Postwar Families in Holland* (University of California Press, 2007).

New Publications

The Women Founders: Sociology and Social Theory 1830-1930 is available again and has a new home at Waveland Press (Long Grove, IL 60047; (847) 634-0081) and a new ISBN 1577665090. It is available now for class adoption. The move to Waveland

ICPSR SUMMER PROGRAM

in Quantitative Methods of Social Science Research

Seminar on Quantitative Analysis of Crime and Criminal Justice Data

June 25-July 20, 2007

This four-week seminar in Ann Arbor, Michigan, introduces participants to major surveys sponsored by the Bureau of Justice Statistics (BJS), such as the Uniform Crime Reporting System and the National Incident-Based Reporting System. The course is designed for early-career faculty and professionals, as well as for graduate students in the social sciences who are comfortable with data analysis software and quantitative research.

Applicants must show evidence of commitment to this substantive area. BJS provides selected applicants with stipend support in the amount of \$3,500 for travel and living expenses, as well as course materials. Application materials and updated course information will be available in February 2007 on the Summer Program Web site: www.icpsr.umich.edu/sumprog.

For more information email: sumprog@icpsr.umich.edu
phone: (734) 763-7400
fax: (734) 647-9100



is also a hallmark in the history of the incorporation of women into the Classical Theory canon as *The Women Founders* will have as a companion volume Lewis Coser's classic history *Masters of Sociological Thought*. We would also like to thank all the Sociologists for Women in Society members who have supported the book over the years.

New Programs

Career Development Program in Population Based Cancer Prevention and Control Research. The Division of Cancer Prevention and Control Research of the School of Public Health and Jonsson Comprehensive Cancer Center at the University of California Los Angeles (UCLA), is accepting applications for a post-doctoral training program in population-based multi-disciplinary cancer prevention and control research. The program is funded by the National Cancer Institute, and features: tailored coursework including the option of completing a MPH or MSPH degree; research in collaboration with nationally-recognized senior faculty mentors; independent translational research leading to scientific publications and grant applications. Traineeships can be for one to three years. Compensation is \$55,000 annually, plus benefits. Additional funds provided for tuition, travel, and research expenses. Applicants must hold a doctoral degree and be U.S. citizens or permanent resident aliens. For application materials visit, <www.ph.ucla.edu/cancerpreventiontraining>. Send completed applications, or requests for additional information, to: Barbara Berman, UCLA

DCPCR, 650 Charles Young Drive South, A2-125 CHS, Box 956900, Los Angeles, CA 90095-6900; (310) 794-9283; fax (310) 206-3566; email bbberman@ucla.edu.

A New PhD in Gender Studies will begin Fall 2007 at Arizona State University. The Gender Studies curriculum is designed to provide students with the interdisciplinary training in theory and methods needed to create original research and scholarship about gender. At the core of the program are four required courses: Critical Concepts of Gender; Mapping the Intersections of Gender; Engendering Methodology; and Research Design and Development. Students also take two research methods courses relevant to their dissertation plus additional courses in one of our three areas of specialization: (1) health, science, and technology; (2) justice, social change, and sustainability; or (3) visual and narrative culture. Expected application deadline for fall 2007 admission: February 15, 2007. Application details can be found at <www.asu.edu/clas/womens_studies/students/index.html>. Program pending final approval by the Arizona Board of Regents

Summer Programs

National Institute of Child Health and Human Development (NICHD)/National Institutes of Health Summer Institute in Applied Research in Child and Adolescent Development. The Child Development and Behavior Branch and the Demographic and Behavioral Sciences Branch of the NICHD are organizing this Institute with financial support and guid-

ance from the NIH Office of Behavioral and Social Sciences Research and the Society for Research in Child Development. June 24-29, 2007, Bolger Center, Potomac, MD. Application packet and Institute information are available at <www.nichd.nih.gov/about/org/crmc/cdb/summerinst/index.cfm>. Direct all inquiries to: summerinst@mail.nih.gov. Application deadline: February 15, 2007.

Deaths

Kurt B. Mayer, University of Bern, passed away on September 13, 2006, in Lugano, Switzerland from the effects of Parkinson's disease and cancer.

Helen Ralston, Saint Mary's University, passed away on December 25, 2006, following a brief illness.

Obituaries

Donald D. Bouma (1918-2006)

Donald D Bouma, 88, died August 8, 2006, in Sun City, AZ. Born February 9, 1918, in Grand Rapids, MI, he spent most of his life as an academic, public intellectual, and promoter of civil rights in Western Michigan; retiring to the Phoenix area in 1984. From 1944-46, he was in the U.S. Navy; serving on a mine-sweeper in the Pacific.

He received a BA from Calvin College, an MA from the University of Michigan, and a PhD in sociology and anthropology

from Michigan State University.

Following a stint as a high school teacher in Wyoming, MI, Bouma began a long academic career when appointed head of the sociology department at Calvin College in 1946. In 1960, he became Professor of Sociology at Western Michigan University, retiring as emeritus professor in 1984. During that time he also served for 25 years as an adjunct professor of criminology at University of Michigan, and as visiting professor at Michigan State University. In the 1940s and 1950s he was active in community organizations working for social justice, social welfare, and improved social services. His students took up these causes as they populated social service agencies and schools.

Bouma is the author of *Dynamics of School Integration* (1958), and *Kids and Cops: a Problem of Mutual Hostility* (1969). He also authored more than 50 monographs and articles in professional journals. From 1974-84, he was an associate editor of the *USA Today* magazine, and for more than 20 years was a writer for the Grand Rapids Press. He was a lecturer on social issues to both lay and professional groups throughout the country.

In 1963, Bouma's Expert Witness testimony at his Federal District Court in an obscenity case would result in a major change nationally in the way Federal Grand Jury panels were selected in order to reflect 'community values' rather than those of the elites.

Bouma was active at the local, state, and national levels. By Governor's Appointment he was on the Michigan Advisory Committee to the U.S. Civil Rights Commission, and chair of the Michigan Fulbright Scholar Selection Committee. He was head of the Kent County, Michigan Council of Social Agencies Board and President of the Calvin College National Alumni Assn. Board. He also was an officer of both the Kent Urban League Board and Bethany Christian Services Board.

In 1965, Bouma was honoured with the "Academy Award," the highest award given annually for teaching and research, by the Michigan Academy of Science, Arts and Letters. In 1970, he was given the "Teaching Excellence Award" by Western Michigan University. He was listed in *Who's Who in America*, the International Biographical Index, American Men of Science and Community Leaders of America. He was a member of the American Sociological Association, American Criminology Society, Alpha Kappa Delta, and President of the Michigan Sociology Society.

He is survived by three children: Prof. Rev. Gary (Rev. Patricia) Bouma, Melbourne, Australia; Margene (Phil) Burnett, Eaton Rapids, MI; Jack Bouma, Tetonia, ID; and six grandchildren and two great-grandchildren.

Gary D Bouma, Monash University, Australia

Helen Ralston (1929-2006)

Sister Helen Ralston, RSCJ, Emerita of Sociology at Saint Mary's University and one of the grandes dames of Canadian Sociology, passed away on December 25, 2006, following a brief illness. She was born in Newcastle, New South Wales, Australia in 1929. She maintained her family ties and Australian contacts until the end of her life, traveling to Australia at least once a year and spending there a good part of every year, since her retirement especially. Always active in research, she was usually a visiting fellow at various Australian universities, lecturing and attending conferences.

Helen was educated in convent schools. She received a diploma in Social Studies from the University of Sydney (1952), a certificate in Medical Social Work (1953), and worked at the Royal Newcastle Hospital. In 1956 she migrated to Canada, where she worked at the Montreal General Hospital. Sister Ralston launched her teaching career in 1959 at the Convent of the Sacred Heart in Montreal. In 1962 she relocated to Halifax where she taught at the Convent of the Sacred Heart until 1965, when she returned to the United States to receive a BA in Sociology (Boston College), and in 1969 she received her MA (Boston College). In 1968, she joined the Faculty of Arts at Saint Mary's University in Halifax. She obtained a Canada

Council doctoral fellowship and went to Carleton, where she graduated in 1973 as their first PhD in Sociology. She returned to Saint Mary's University as an Assistant Professor, became a full professor in 1989, and retired in 1994 and was designated Professor Emerita.

Her work focused on various issues concerning migrant women, with religion, identity, and empowerment as key themes. Her published comparative research focused on immigration and multicultural policies; interconnected gender, race, ethnicity, class and religion in identity construction, experience and empowerment amongst first and second-generation South Asian immigrant women. She produced numerous published articles, reports, policy papers, and conference presentations and two well-received monographs: *Christian Ashrams: A New Religious Movement in Contemporary India* (1988), and *The Lived Experience of South Asian Immigrant Women in Atlantic Canada: The Interconnections of Race, Class and Gender* (1997). This is an excellent record for someone who started her academic career as a mature adult. What is most remarkable about Helen was the unabated zeal and energy with which she continued to be involved in research and with the international academic community beyond her retirement.

Besides religion, Helen Ralston identified both in her work and life with feminism, a challenging though not impossible combination. She had no difficulty telling the story of the tough fight she had to go through with when she came up for tenure. It was unclear whether this was because she was a woman or a nun. In a sociological universe where practitioners' range of religious identities mostly spans from atheists to agnostics to "religiously amusing," a religious feminist sociologist might have been seen as a contradiction in terms. Helen felt supported by her feminist friends and inspired by the women's movement.

At Saint Mary's University, she taught in the Department of Sociology and in the Asian Studies, Atlantic Canada Studies, and International Development Studies Programs. She also served as a faculty member of the Interuniversity Graduate Program in Women's Studies. Having been involved in the Canadian Metropolis project from its inception, she became highly active in the establishment of the Atlantic Metropolis Centre of Excellence for Research on Immigration and Diversity/Gender and Immigrant Women Domain. Helen taught, mentored, and inspired generations of students who will most certainly miss her.

All too humanly, despite her rational-analytical thinking and empiricism, Helen embodied a bundle of contradictions that often exasperated those in immediate contact with her and challenged the faith of those who noticed this highly unconventional nun in action. She was a perfectionist in an imperfect world—which she knew about in a cognitive way—yet she was fighting to fix, possibly on principle things and people who stood in her way were swept over. Classically educated, with an old-world professorial style, Helen was an aristocrat concerned for the downtrodden, human rights, and women's equality. Her lack of patience for incompetence and rights violation was feared and, sometimes, under deadline pressure, her manners left something to be desired. Ultimately however, she was forgiving and had a heart of pure gold which is the characteristic of true nobility.

Helen was convinced that God has a Plan and a time for everyone to go and that there is nothing one can do to speed this up or postpone it. Thus, you do your best and enjoy every moment for as long as it lasts. This was ultimately Helen's legacy, another yet challenging, ambivalent and dialectical combination of spirituality and idealism infused with rationalism and Epicurean hedonism. I repeated one last time the story of Helen's miraculous ability to survive at the ISA conference, this last summer, in Durban, South Africa, when we were all waiting for her and she failed to arrive. I wanted to reassure myself one more time: Helen would pull through. She almost did. This is why, her death, in the end, did not feel like a defeat in a battle but more like stealth (or a plan?).

Evie Tastsoglou, St. Mary's University

human relations

workers, risk and the new economy

The editors of **Human Relations** intend to publish a special issue of the journal on the subject of **workers, risk and the new economy**.

Guest Editors:

Paul Edwards

Warwick Business School

Monder Ram

De Montfort University

Vicki Smith

University of California,

Davis

special issue call for papers

Much has been written about the 'risk society', which can embrace anything from existential angst to the dangers of new technology. Less attention has been paid to the concrete meaning of risk in specific circumstances.

This special issue places the experience of work at centre stage. Its focus is the nature of risk as it is faced by workers in the workplace, embracing the sources of risk, how it is experienced, and how it can be moderated or even deployed constructively.

In relation to the moderation of risk, what are the roles of workers, trade unions, labour market intermediaries and regulatory bodies in negotiating risk? Is risk now simply taken for granted, and if so is this a universal tendency or one limited to certain occupations and contexts?

We particularly wish to encourage studies of workers at the bottom end of the labour market, for risk affects them in very stark ways; we include here the insecure work force such as migrant and illegal workers and temporary and agency staff.

Deadline for submissions: 13 July 2007

For the full call for papers, please visit the **Human Relations** website:

www.humanrelationsjournal.org

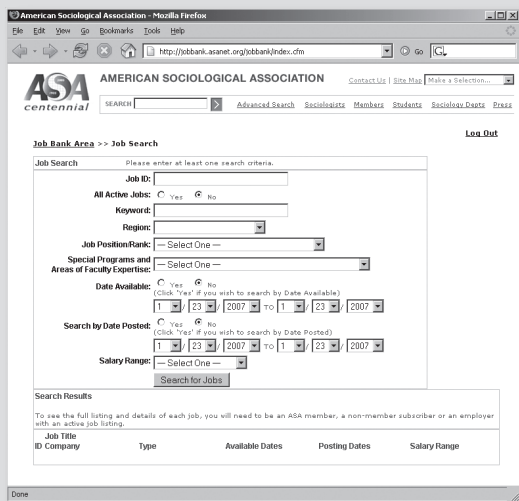
For Members Only



ASA Job Bank

ASA Members can now search for employment opportunities through the ASA online Job Bank. Since its launch in November 2005, the Job Bank has become a busy hub for employment information; the site has received thousands of job postings.

How Does the Job Bank Serve ASA Members and Subscribers?



- Current members have free access to the ASA Job Bank. (Non-members may subscribe to the Job Bank for \$19.95 per month.)
- Members have immediate access to the latest job vacancy listings. Employers can post their available positions immediately,

instead of waiting for a monthly print deadline.

- Members can upload their resumes for review by potential employers.
- Job candidates can search for professional opportunities through several "pull-down" options including geographic location, rank, areas of expertise, dates available for employment, and salary.
- The job advertisements include a detailed description of the requirements and responsibilities for the available position, with complete contact information for the employer.

To use the Job Bank, log in using your ASA ID and password at <http://jobbank.asanet.org>. If you have any questions about using the Job Bank site, please contact ASA Customer Service at (202) 383-9005 x389.

Membership in ASA benefits you!

2007 Student Forum Travel Awards

ASA seeks applications for student travel to 2007 Annual Meeting

The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support student travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards in the amount of \$200 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2007 ASA Annual Meeting in New York. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply, complete and submit four (4) copies of the 2007 Student Forum Travel Award Application form no later than **April 1, 2007**. Decisions will be announced by May 15, 2007. No part of the application may be submitted by fax, and only applications from individuals on their own behalf will be accepted.

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

For more information, and an application for the 2007 Student Forum Travel Award, please contact the ASA Executive office at studentforum@asanet.org or (202) 383-9005, ext. 322. The award application form can also be found both on the ASA website (www.asanet.org) under "Funding," and on the Student Forum website (www.socstudentforum.org).

ASA Position Opening

Academic and Professional Affairs Program Director

The application deadline for ASA's Academic and Professional Affairs Program Director position opening is March 15, 2007. See the ad in the ASA's Job Bank <jobbank.asanet.org/jobbank/index.cfm> for details.

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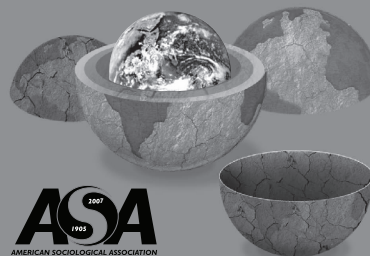
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Save the Dates!

102nd ASA Annual Meeting

August 11–14, 2007
New York, New York

Theme: *Is Another World Possible?*



2008 Meeting: August 1–4 in Boston

Footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Subscription, \$40.00. Single copies, \$3.00.

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

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

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