

Footnotes

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

Down and Out in New York City

Despite Well-Intentioned Social Policy, New York's Homeless Problem Is Worsening

by Mitchell Duneier, Princeton University and CUNY Graduate Center, and Patrick Markee, Coalition for the Homeless

A generation of sociological study and activism on homelessness—both in its measurement and in thinking about what to do about it—has influenced public debate and initiatives on combating homelessness in New York City over the past few years. In late 2005, Mayor Michael Bloomberg, responding to calls by advocates and service providers, announced a 10-year agreement with then-Governor George Pataki to finance and develop 9,000 new units of supportive housing—subsidized permanent housing with social services—for chronically homeless people and people living with disabilities. The key idea motivating Bloomberg was to reduce the reliance on temporary shelter and to expand the supply of cost-effective supportive housing, which is an idea that many sociologists have long advocated.

Bloomberg's initiative to build more supportive housing was part of a larger plan announced a year earlier to reduce homelessness in New York City by two-thirds over five years. At that time, the City released and posted on its website detailed implementation plans with timelines and targets. Unfortunately, despite the laudable and ambitious goals

outlined in the Mayor's plan, visitors to New York City this summer will encounter a city that is falling significantly behind on its own benchmarks for the plan's implementation. There is an all-time record number of homeless families residing in shelters as well as thousands of individuals still literally sleeping on city streets and in the subway system.

Low Wages and High Rent

One reason for rising family homelessness may be flaws in the city's "Housing Stability Plus" program (HSP). Launched in December 2004 to replace federal Section 8 vouchers for homeless families, HSP provided declining rent subsidies to families to move them out of shelters and into permanent housing. However, the number of homeless families moved to permanent housing fell by 11% last year to 5,950, the lowest number in four years, and HSP moved fewer families in its second year of operation than in its first (4,524 families in 2005 vs. 4,033 families in 2006).

Part of the problem with the cur-

rent program seems to be a 20 percent annual reduction in the rent supplement provided to formerly homeless families, and rules excluding the working poor and disabled people from the program. Indeed, under HSP rules, families in the program are prohibited from leaving welfare for work, despite the fact that their rental assistance is reduced each year. At the same



time, housing costs have been skyrocketing while wages cannot keep up.

According to data collected by the Census Bureau's Housing and Vacancy Survey, between 2002 and 2005 (the most recent data available), the number of apartments available at rents of less than

\$1,000 (in 2005 constant dollars) fell by 156,833, while the number renting for \$1,400 or more grew by 63,187, an increase of almost 25 percent. Despite this evidence of worsening affordability problems confronting renters, the Bloomberg administration recently announced it will replace the HSP program with a new rent subsidy aimed at homeless families, which is limited to only one or two years—again, raising enormous concerns among advocates, service providers, and homeless families.

Counting the Homeless

The numbers of street homeless have traditionally been hard to count, with City estimates usually ending up lower than both scholarly counts and the estimates by advocates. In recent years, Professor Kim Hopper (author of the classic *Reckoning With Homelessness*) from the Mailman School of Public Health at Columbia University, has worked closely with the City's Department of Homeless Services as it conducted an annual

See *Homeless*, page 8

Eliza Pavalko to Serve as the Next Editor of JHSB

by Tom Gieryn,
Indiana University-Bloomington

Eliza K. Pavalko has been selected to succeed Peggy Thoits as editor of the *Journal of Health and Social Behavior* (JHSB), and her colleagues at Indiana University-Bloomington now have two reasons to congratulate her. At the Department's annual award ceremony in April, Eliza was named the Allen D. and Polly S. Grimshaw Professor of Sociology.

Eliza and I share a common interest in horse manure, although her focus is more on the production end while mine is on its consumption. Eliza spends many hours riding and training horses. My roses benefit wonderfully from the manure that Eliza's horses produce in abundance, but that is a story for another time. What Eliza does with her horses just might shed light on her dispositions and tendencies as the new editor of JHSB. Our colleague Jane McLeod describes Eliza as the perfect balance of kindness and firmness: "Her triumph in taming a cheeky horse is a sight to behold!" No doubt Eliza will face at least a few

cheeky authors in the years ahead, and she will respond to them as she responds to her horses: kind and firm.

Early Career

Eliza Pavalko did her undergraduate work at Guilford College in North Carolina, and completed her doctorate in 1987 at Florida State University, with a dissertation on "Labor Processes and



Eliza K. Pavalko

Welfare State Formation in the United States, 1900-1930." Her MA thesis at Florida State tackled a different problem: "Measures of Self-Assessed Health: Comparing Health Indicators Among Older Males." Traces of both early projects can be found throughout Eliza's career of productive research. She has maintained an interest in macro-level and policy relevant aspects of health care, along with an interest in micro-environmental determinants of health and well-being. It seems most appropriate that Eliza's first publication, based on her master's thesis and co-authored with Melissa Hardy, appeared

See *JHSB Editor*, page 4



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

Plenary Examines Popular Culture as Propaganda and Critique

by Bonnie Thornton Dill, University of Maryland and ASA Vice President

Popular and commercial cultures have long been important sites of cultural conflict, where ideas about social relations are persuasively embedded and in constant negotiation with critiques of such ideas. Academic discussions on popular culture started as soon as contemporary mass society formed itself, and the views on popular culture that were developed at that time still influence popular culture as propaganda and critique within contemporary America.

Given the explosion in scholarly interest in popular culture, which encompasses such mediums as comic books, digital media, hip-hop, television and the Internet, the "Popular Culture as Propaganda and Critique" plenary on August 11, 2007, offers diverse perspectives about the extent to which these cultures can serve as a force for progressive social change. Central to this year's theme, "Is Another World Possible: Sociological Perspectives and Contemporary Politics," this plenary is dedicated to the development of dialogue not only between classical and sociological perspectives and contemporary politics but also between the United States and the peoples and their countries whom we affect and who affect us.

As globalism spreads, the intellectual formulations, political stakes, and popular investments about the extent to which popular and commercial cultures

can serve as a force for progressive social change also increases. For example, there is considerable debate around popular culture's capacity to address issues of inequality within a capitalist economic structure, where the dissemination of ideas and ideologies is so tightly bound to economic resources. These themes suggest that to understand where global entertainment and popular culture are headed, one should begin by looking afresh at the starting point: The fundamental cultural, political, and economic

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landscape of contemporary America as it stands today. The plenary's format is a moderated conversation among cultural producers, critics, and scholars. In a "multilogue" orchestrated by Herman Gray of the University of California-Santa Cruz, five distinguished participants will explore the limitations, challenges, and possibilities of critique in the popular and commercial culture arena as well as its use and mobilization for understanding contemporary social life. Their conversation will provide a critical lens for examining the goals, dilemmas, and challenges involved in creating and disseminating these products.

Participants include: Sarah Banet-Weiser is associate professor in the Annenberg School of Communication. Her teaching and research interests include feminist the-

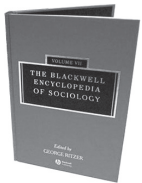
See *Plenary*, page 8

In This Issue . . .



3 What the Federal Budget Says About Fiscal Priorities

On Capitol Hill, the ASA Congressional Fellow examines the deeper meaning of the federal budget.



4 The Exciting World of Encyclopedias

Whether looking at modern day sociology or taking an international perspective, sociologists write or edit numerous encyclopedias.



5 The Good, the Bad, and the Misunderstood

For the best Annual Meeting presentation, be visual not verbose.



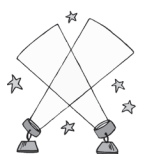
5 A Century of Social Science

The ASA looks back as the Russell Sage Foundation celebrates 100 years of strengthening the social sciences.



6 Seven ASA-NSF Grants Awarded

The Fund for the Advancement of the Discipline awards innovative research projects and scientific conferences.



7 Chapel Hill's Sociological Approach to Management

Call it Management and Society, Not Industrial Relations.



9 Getting a Kick Out of Gender Empowerment

Martha Thompson found her sociological purpose by teaching underserved women self-defense.

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The Executive Officer's Column

An "Accountability Squeeze" on Higher Education



Sally T. Hillsman

In September 2006, U.S. Department of Education (DoE) Secretary Margaret Spellings unveiled an ambitious plan—perhaps “campaign” better captures its complexity—to implement the recommendations of her Commission on the Future of Higher Education. The Commission’s much-anticipated report—and ensuing year of debate and research—was intended to present to the higher-education leadership, policy-makers, and the public suggestions to help improve American public higher education. The multifaceted plan has been both controversial and provocative, and sociology education has a serious stake in its fate. Conflict arises as educational institutions are driven increasingly by market forces, as well as state and federal regulations, while stakeholders try to maintain core academic missions and values.

Public drafts of the report, *A Test of Leadership: Charting the Future of U.S. Higher Education* (see www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf), have fomented much discussion about higher education’s role and efficacy. With but one dissenting vote, the Commission’s members voted last August to approve the report, one of several recent assessments that constitute a mounting “accountability squeeze.” By now, it is the rare faculty member or administrator who is unaware of the report’s primary emphases on affordability, student access to higher education, and assessment of student learning. But it is important that sociologists in higher education educate themselves about the details and implications.

Five-Step Program

The Commission proposes a combination of *federal* laws, regulations, and financial incentives for various higher education stakeholders to implement the recommendations. Last fall, Spellings specified her plans for five immediate steps:

- Expand the *No Child Left Behind Act* to secondary schools, thus providing a measure on how many high school students graduate unprepared for college-level work.
- Streamline the process by which students apply for financial aid to help families. This will necessarily entail congressional legislation.
- Develop a national higher education “unit records” information system that protects student privacy while permitting an assessment of student learning. Despite DoE assurances, many fear, among other things, the privacy-violating potential of this system.
- Provide matching funds to colleges, universities, and states that collect and publicly disseminate measures that describe their students’ learning.
- Convene accreditation organizations, higher education leaders, and other types of policymakers in the fall of 2007 to move the country’s college accreditation system toward measures of student achievement.



High Stakes

DoE leadership considers the accreditation process—a self-regulatory process consisting of private- and public-sector players—as a strategic entryway into higher education through which the federal government can achieve many of the recommendations. Accrediting organizations oversee quality control at the majority of U.S. colleges and universities, but DoE, through its NACIQI (the National Advisory Committee on Institutional Quality and Integrity), oversees accreditors. Furthermore, DoE has undisputed leverage over receipt of federal financial aid by students at higher education institutions.

Many assert that DoE has fueled a “false crisis.” The stakes have increased, however, for scholars/educators concerned with the integrity and independence of higher education. For example, the DoE wants to establish a standardized set of federally monitored student learning outcomes that would be applicable to *all* institutions. The DoE also wants a flexible transfer of credit requirement. If DoE is successful, higher education will move quickly toward a federal system of accreditation, significantly altering current relationships among accrediting organizations, educational institutions, and the DoE. Sociological research strongly suggests that it will be less financially viable smaller colleges and two-year colleges—where the majority of students from lower socioeconomic status backgrounds and many students of color begin their higher education careers—that would be most vulnerable to losing accreditation as a federalized system begins to require expensive curriculum reforms and more extensive student assessment focused on quantitative measurement of educational outcomes.

DoE did respond to educational community concerns about the highly controversial Integrated Postsecondary Education Data System and regulations proposed for monitoring student learning. ASA members need to be attentive to and offer comment on future regulatory proposals and to work collectively at their home institutions and professional associations to present elected federal officials with their concerns.

Other Opportunities to Influence

At the March 2007 DoE summit of national-level participants, a range of matters surfaced related to the affordability-access-accountability triad that now inextricably identifies the Commission. DoE is hosting a series of June summit meetings to gather information—in roundtable format—from local- and regional-area educational institutions. The summits are in Kansas City (June 5), Seattle (June 7), Phoenix (June 12), Boston (June 14), and Atlanta (June 19). Vickie Schray, DoE Senior Advisor to the Under Secretary, seeks informed individuals in higher education to discuss student success indicators in all fields, including sociology, and how such indicators could be integrated into accountability systems. In addition, the DoE plans to meet this summer with representatives of disciplinary societies, including ASA, to discuss how student success indicators can be made comprehensive and visible. ASA members interested in contributing to this issue of national student outcome indicators in higher education should contact the ASA Public Affairs Office (Lee Herring at herring@asanet.org).

—Sally T. Hillsman

Is the Federal Budget a Moral Document?

by Rebecca Sager,
ASA Congressional Fellow

It is simply immoral for this government to continue to mortgage our children's futures through policies that lead only to growing deficits and deeper national debt. Tomorrow, we will strike a strong blow for fiscal sanity.
—Rep. Steny Hoyer, House Majority Leader

A recent *New York Times* article reported on new data about the widening income gap. According to economists Emmanuel Saez and Thomas Piketty, "The top 1 percent of Americans—those with incomes that year of more than \$348,000—are receiving their largest share of national income since 1928."¹ In other words, the richest in America are now the richest they have ever been since immediately before the Great Depression. During the same week that this report was released, the U.S. House of Representatives passed its federal budget resolution for FY 2008, determining how much appropriating committees can spend in 2008. While many would consider the budget a purely fiscal document, there has been a renewed commitment on the part of some Democrats on Capitol Hill to think of the budget as more than just fiscal policy, but as a "moral" document that defines our national priorities through the investments made.

In the current 110th Congress, there were four budgets offered in the House for FY 2008. The Democrats introduced the Majority Budget, which focused on changing spending priorities and letting the tax cuts implemented in 2001 and 2003 expire. In addition to the Majority Budget, alternative budgets are offered on the floor of Congress: the Republican Caucus Budget, the Progressive Caucus Budget, and the Congressional Black Caucus (CBC) Budget. All four budgets in the House were designed to illustrate to the American people differences in how the government could spend its money and raise revenue. While it is unlikely that they will be adopted, their influence is reflected in the majority budget, which often takes into consideration the proposals made in these other budgets.

The Budget Process

As an ASA Congressional Fellow, I work in the Office of Congressman Bobby Scott who sits on the House Budget Committee and is also the Chair of the Congressional Black Caucus's Budget Task Force. During my fellowship, I have become involved in both the CBC budget and Rep. Scott's work on the House Budget Committee. Through this process, I witnessed how the budget is perceived as both a political and moral document; how we raise revenue, and how we spend that revenue, reflects the nation's fiscal priorities.

In creating any congressional budget, there are two crucial aspects that must be reconciled. First, how do we raise the money to pay for government expenses? Second, how do we choose to spend the money we raised? How both of these are laid out in the federal budget points to what political leaders see as the top priorities for the nation at the time. In

2000, at the end of Clinton's presidency, there was a budget surplus of \$5.6 trillion. However, in the last six years of a Republican-controlled Congress and with President Bush in office, we have a \$2.8-trillion budget deficit. This change in our nation's fiscal security is due to a significant shift in both our spending priorities as well as how we raise revenue.

There are two main reasons for this change. First, under Republican leadership, in 2001 and 2003, a significant tax cut package was passed. Seventy percent of these cuts went to people with incomes in the top two income tax brackets, and averaged \$103,000 a year to people with incomes over \$1 million dollars. In comparison, the average American making \$20,000 to \$50,000 received only \$704 a year. Additionally, increases in spending have resulted in an expanding national debt and its resulting interest payments, costing important programs valuable resources. For example, interest on the national debt will cost almost \$300 billion in 2008 alone, enough to fund State Children's Health Insurance (which provides health insurance to all low-income children) for the next six years five times over.

Black Caucus Budget

Contrary to past Republican budgets, as well as the current budget offered by the President, the CBC argues that the above problems can be remedied by significantly changing how we view the budget and federal spending. In its FY 2008 budget, the CBC priorities for where we get and how we spend our money focused on children's health, education, and veterans benefits, among other priorities. In her statement on the CBC Budget, Congresswoman Barbara Lee (D-CA), First Vice Chair of the CBC, said, "A budget is a profound statement of national priorities, and in terms of balancing fiscal responsibility with an obligation to help all Americans to realize the American dream, the CBC budget is truly a moral document."

While praising the Democratic budget, the CBC believes that its budget does a better job of meeting the needs of the American people while remaining fiscally responsible. According to Rep. Scott, "The CBC's budget makes difficult choices. It chooses to fund programs and services important to the American people rather than provide tax cuts to those who need it least." By repealing some of the tax cuts implemented under the Republican administration that primarily impact the portion of a household income over \$200,000, the CBC budget generates revenue for much needed programs and services such as health care for all children in the United States, education and job training programs, veterans benefits and services, and homeland security. Even after funding these priorities, the CBC budget significantly reduces the deficit, and, in fact, reaches surplus in FY 2012, therefore saving money by reducing the national debt.

In comparison, the President's budget continues tax cuts for the wealthiest Americans, and funds these cuts by borrowing \$300 billion from foreign



Rebecca Sager

PUBLIC AFFAIRS UPDATE

✓ *What advice did sociologists give to NIH on peer review? . . .* The Center for Scientific Review (CSR), the National Institutes of Health (NIH) gateway for all grant applications submitted to the \$28-billion agency, held the second of its six one-day "open house" workshops on April 25. The purpose of the 200-attendee workshop was to obtain systematic feedback from scientists about whether NIH's current configuration of Study Sections (i.e., peer review groups) is sufficient to effectively evaluate grant proposals for technical and scientific merit. These CSR open houses provide feedback on both anticipated technological advances and topical foci that could impact the review process's efficacy over the next few years. The first workshop sought input from the neuroscience community, while the April workshop engaged social and behavioral scientists in helping the NIH assess its peer review infrastructure. CSR Director Antonio Scarpa explained that CSR wants the composition of study sections and the structure of these sections (also called Initial Review Groups) to serve scientific advances. Scarpa said that continuous evaluation of CSR helps ensure that proposal reviews are fair and timely. CSR manages most of NIH's peer review work with standing study sections, and they are intended not to be "captive" to any single one of NIH's 27 primary institutes, thus decoupling application review from decisions about which projects will be funded. A number of sociologists participated in the April workshop including two whom ASA invited (Joan Kahn, University of Maryland-College Park, and Jason Schnittker, University of Pennsylvania). ASA public policy staff Lee Herring and Jean Shin actively participated in one of six breakout sessions, "Basic Behavioral Science," and ASA Executive Officer Sally Hillsman chaired the breakout session on "Risk, Intervention, Prevention: Individual or Small Group Level." The meeting emphasized scientific questions rather than process issues. Several attendees felt that peer review for specific behavioral and social science areas often works well, but there were suggestions about areas to which CSR should be attentive. And the issue of researchers self-selecting (i.e., choosing to not submit applications to NIH because of a perception that certain areas are not funded) was mentioned. For more detailed information, see <cms.csr.nih.gov/AboutCSR/Openhouses.htm>.

✓ *How is American children's quality of life faring? . . .* Following an upward swing that peaked in the early part of this decade, progress toward improving American children's quality of life has come to a standstill, according to the Foundation for Child Development's 2007 Child and Youth Well-Being Index (CWI), an annual comprehensive measure of how children are faring in the United States. This stall can be found across the majority of CWI's seven domains, with the exception of children's health, which continues its dramatic decline, and in the area of children's safety, which continues its encouraging upward trend. Over the last six years, the CWI as a whole has dipped and risen by only fractional amounts, with the exception of an upsurge in 2002 attributed to community and family response to the 9/11 terrorist attacks. "The troubling stall we're seeing in the CWI over the past five years tells us that, even in relatively prosperous times . . . , we cannot assume children's quality of life will automatically improve," said sociologist Kenneth Land, CWI project coordinator and professor and director of Duke University's Center for Population Health and Aging. The CWI also indicates that children's health has sunk to its lowest point in CWI's 30-year history, primarily due to a rise in child obesity and a smaller decline in child mortality rates. The CWI offers policymakers and other a long-view snapshot of how children are doing over time. For more information, see <www.fcd-us.org>.

✓ *Day care linked to better vocabulary and slight behavioral problems . . .* A study based on the National Institutes of Health's Study of Early Child Care and Youth Development (SECCYD), ties day care at child-care centers to modest behavioral problems in children through the sixth grade, but indicates that such problems are within the normal range for healthy children. It also finds that kids who receive high-quality care—defined as care by an engaged, responsive adult or adults in a rich, nurturing setting—have better vocabulary scores through the fifth grade. This comprehensive longitudinal study was initiated to answer questions about the relationships between child care experiences, child care characteristics, and children's developmental outcomes. For more information, see <www.nichd.nih.gov/research/supported/seccyd.cfm>.

✓ *National Academy of Sciences' report tackles privacy and confidentiality in socio-spatial data methods . . .* A new report from the National Academy of Sciences (NAS), *Putting People on the Map: Protecting Confidentiality with Linked Social-Spatial Data*, tackles the confidentiality issues arising from the integration of remotely sensed and self-identifying data. When confidential information about research participants and spatial data—information about the locations of their homes or workplaces—are linked, the risk of participants' identities becoming known to others increases, yet such linked data make important new research possible. The report issued by the Panel on Confidentiality Issues Arising from the Integration of Remotely Sensed and Self-Identifying Data suggests mechanisms that allow this kind of research to expand while protecting confidentiality, including training and educating researchers in the ethical use of data. See <books.nap.edu/catalog.php?record_id=11865>.

1 Johnson, David Cay. "Income Gap Is Widening, Data Shows." March 29, 2007, Section C, Page 1, Column 6.

Sociologists' Encyclopedic Impact

Sociology is a constantly expanding discipline, and the vast knowledge base that has existed in sociology has certainly grown and developed into multiple sub-areas as evidenced by ASA's 44 sections. What is the best way to disseminate this information? One increasingly popular avenue for sociologists is through encyclopedias related to the social sciences. Sociologists are going beyond the challenge of contributing pieces to these encyclopedias by taking on the larger role of editor.

To edit an encyclopedia can be quite a challenge. However, for veteran encyclopedia editors, such as Clifton D. Bryant, a professor of sociology at Virginia Tech, taking on such a project can be rewarding. Bryant recently co-edited a two-volume encyclopedia titled *21st Century Sociology: A Reference Handbook*. This is Bryant's fourth time as an encyclopedia editor. Bryant states that one of the reasons why he enjoys doing this kind of work is because he gets to meet other sociologists—in the United States and around the world—who are experts in various fields of sociology. With this most recent publication, Bryant hopes that not only students turn to this encyclopedia as a resource, but that academic and professional sociologists will use it as a reference to develop new research topics. He feels that an encyclopedia such as this one is important because "knowledge is expanding at a great rate, and every so often, something has to come along which packages this knowledge and is easy to access."

Bryant co-edited this encyclopedia with Dennis L. Peck, a professor of sociology at the University of Alabama and who is also a veteran editor. When Sage Publications decided to put together a scholarly handbook on sociology, Peck

felt that it was "an excellent chance to both promote as well as to pay tribute to the discipline of sociology." He was drawn to this project for various reasons, one of which was that it gave him the opportunity to work with many scholars who are also passionate about sociology. This encyclopedia, which both editors feel is a labor of love, is an important contribution to sociology because it is a reference handbook made up of more than 100 clear and concisely written research topics put together by experts in the field. According to Peck, each area of sociology that is covered "is developed

to document the general historical and contemporary knowledge that has been established..." For that reason, he feels that students, professors, and any other reader will greatly benefit from this encyclopedia.

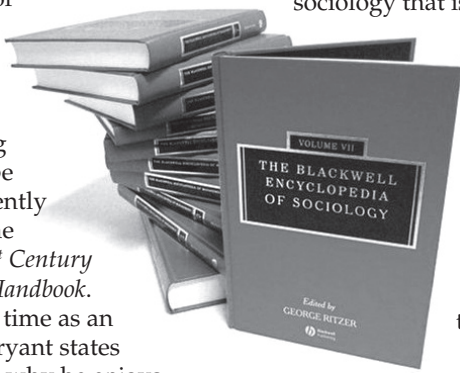
Another encyclopedia in the works is the second edition of the *International Encyclopedia of the Social Sciences*, set to be released in 2008 by MacMillan Reference. Under the overall editorial guidance of William Darity, Jr., professor of economics and an adjunct sociology professor at the University of North Carolina-Chapel Hill, the section on sociology for this new edition is being edited by Eduardo Bonilla-Silva at Duke University. First introduced to the world of social science in the 1960s, this encyclopedia compiles a comprehensive collection of the current important topics and concepts in social science. This one updates readers on the latest trends and debates in the social sciences. However, Darity wanted to deviate from the way a typical encyclopedia presents its information, therefore he instructed each area editor to critically examine "the

concepts, methodologies, and important people in the field." Bonilla-Silva kept this in mind when editing his section on sociology. He feels that this section will "provide the basics on the important matters in sociology, but also incorporate discussions on their limitations. This will allow readers to understand the contested nature of our scientific endeavor." Additionally, Bonilla-Silva hopes that readers will appreciate the extra effort made to compile entries that critically analyze the latest trends, concepts, and debates in the social sciences, and yet it is still easy to read and understand.

In addition, George Ritzer, University of Maryland, recently edited the 11-volume *Blackwell Encyclopedia of Sociology*, published in December 2006.¹ There are several other encyclopedias edited by sociologists currently in development at Sage Publications, including the *Encyclopedia of Social Problems* (edited by Vincent N. Parrillo), the *Encyclopedia of Interpersonal Violence* (co-edited by Claire M. Renzetti), the *Encyclopedia of Gender and Society* (edited by Jodi O'Brien), and the *Encyclopedia of Race, Ethnicity, and Society* (edited by Richard T. Schaefer). Thanks to the hard work of sociologists willing to take on such projects, knowledge about a variety of areas in sociology past and present will continue to be accessible to readers at all levels and thus shape the discipline in the future.

¹ Want to learn what it's like to be an encyclopedia editor? Read George Ritzer's portrayal of an editor's life in the July / August 2007 *Footnotes*.

Editor's Note: The American Sociological Association staff have contributed to a number of the encyclopedias mentioned above. Carla Howery has an article in *21st Century Sociology*; Jean Shin and Karina Havrilla in *Encyclopedia of Race, Ethnicity, and Society*; and Roberta Spalter-Roth in the *International Encyclopedia of the Social Sciences*. ☺



JHSB Editor, from page 1

in *JHSB* in 1986, the first of six papers she authored in the prestigious journal that she now will edit (a paper from her dissertation project appeared three years later in the *American Journal of Sociology* (*AJS*) as well).

Eliza's special interest in looking at health through a life course perspective was galvanized during her four years at the University of North Carolina, where she worked closely with Glen Elder. Eliza and Glen co-authored six journal publications and one book between 1990 and 1993 (sometimes with other collaborators), on subjects that stand at the intersection of family, work, gender, and health. Eliza learned a great deal about the value of good mentorship during her Carolina years, and she has become the consummate mentor since her arrival at Bloomington in 1991. Last year, the graduate students at Indiana presented Eliza with their annual Mentor Award; it is easy to see why. Of her most recent 16 publications, 12 have been co-authored with graduate students or post-docs. One of Eliza's current students, Deidre Redmond, received a 2007 ASA Minority Fellowship.

An Experienced Editor

Eliza is well prepared for her new editorial responsibilities. Since 2005, she

has been Deputy Editor of *JHSB*, and earlier in her career she served *simultaneously* as Consulting Editor at *AJS* and as Editorial Board member at the *American Sociological Review*, a testament to her capacity for hard work. Eliza has also been a member of innumerable panels and review boards to consider grant proposals and agendas for future research, including at the National Science Foundation, the Bureau of Labor Statistics, the National Institute on Aging, and the National Institutes of Health.

However, perhaps the best recommendation for Eliza's "promotion" to editor of *JHSB* is the breadth of her research and its centrality for the big and enduring questions of our discipline. In the very best tradition of life course research, Eliza's papers bring together a deep understanding of the structural contexts in which human lives unfold (workplace policies, for example), with a sensitive appreciation for the day-to-day realities of individuals who inhabit those contexts (such as the demands of family caregiving responsibilities). Her work weaves tight connections between theory, empirical evidence, nuanced interpretations, and policy implications.

She has worked with a wide variety of data and methodologies, including quantitative analysis of large data sets, historical comparative analysis, and qualitative analysis of open-ended survey responses—and no doubt this diversity will be reflected in the array of papers the journal will soon publish.

Eliza's writing is consistently crisp and direct. Those who submit manuscripts to *JHSB* during the next three years will have no difficulty

discerning why their work was accepted or rejected, as Eliza, ever the mentor, will provide wise and useful suggestions for improvement.

Planning for the Future

Although *JHSB* has recently achieved an ISI journal impact factor just below *American Sociological Review* and *AJS* (and well above *Social Forces*), Eliza is not the kind of person to cruise on past successes. She will shake things up, for the better. As an example, she hopes to expand the audience for *JHSB* by publishing works that will be of particular interest to practitioners and policymakers in the medical community on topics such as the organization and financing of

health care (along with its globalization), the persistence of health disparities, and the geographical and temporal dimensions of health care. Eliza will reach out to other ASA sections—Family, for example, or Race, Gender, and Class—to encourage submissions from sociologists whose primary focus may be outside the conventional boundaries of medical sociology. She plans to reach undergraduate audiences by getting new papers from *JHSB* included in future editions of handbooks and syllabi sets. She wants to extend the reach of *JHSB* outside of the academy via highlights of its articles in ASA's *Contexts*. Above all, Eliza starts out her new job with no agenda other than to publish the very best sociological research on health and social behavior.

Her colleague, Brian Powell, describes two of Eliza's many virtues: she is calm under fire, and she has an unyielding sense of fairness. Jane McLeod adds: careful, reflective, and generous. These qualities are just as good for training horses as they are for editing a scholarly journal. We are confident that *JHSB* will thrive under Eliza Pavalko's stewardship. ☺

New manuscript submission addresses for ASA journals. See page 16.

Vote!



The **2007 ASA election** was launched

on Monday, April 23rd.

Paper ballots were mailed that day by the ASA election agent. At the same time, all members with valid e-mail addresses received instructions on how to access candidate statements and how to cast their votes online. Go to <www.asanet.org> to read candidate bios and to vote online. The election will be open for voting through June 1.





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

For Conference Presentations, Less Is More

by Jill Campbell,
ASA Publications Department

“Too much material,” “ineffective,” “convoluted,” “defied easy understanding.” These are just a few of the comments regarding presentations at last year’s annual meeting. More specifically, Public Forum writer Dean Harper (see December 2006 *Footnotes*, p. 11) criticized presentations that consisted of text-heavy PowerPoint slides read verbatim, overly complex diagrams, and short presentations with too much detail.

For researchers who not only labor over the quality of their research methods and analyses but also struggle with creating figures in Excel and bullet points in PowerPoint, such criticisms may be difficult to hear, much less accept. However, Harper’s criticisms are not unfounded; in fact, the modes with which you communicate your research—both verbal and visual—have a significant impact on whether your audience will comprehend and remember your presentation.

Words, Words, Words

There are a number of reasons why researchers use text-heavy slides during conference presentations. The presenters, who have just spent a good deal of their time and budget on their study, want to provide as many details as possible in the few minutes they have to present their research, with the expectation that the audience leaves with a full understanding of their work. Some presenters may copy their presentation notes into a slide so they are less likely to forget what to say next.

From the presenter’s perspective, displaying copious text on PowerPoint slides

seems beneficial; the audience, however, has a different perspective.

If you are talking while your audience is also trying to read your slides, it is likely they are either hearing you or reading the words, but not both. Verbal comprehension decreases when information is presented both aurally and in written form. The theory is that the parts of the brain that process words you hear are also activated when you process words you read. But if you try to do both at once, your audience’s attention is split and comprehension suffers.

A Picture Really Is Worth 1,000 Words

Since silence typically is not an option during a talk (unless you trying to achieve a John Cage-esque kind of presentation), you will need to find alternatives to presenting text-heavy slides while speaking. One option is to simply decrease the amount of text on each slide to include only a few short bullet points (remember to keep the font size large enough for the myopic researchers in the back row who are accustomed to reading text less than two feet away on their laptops).

An even more effective option is to discard the text almost altogether so that you include primarily figures in your slides, with text for titles and subtitles or key points only. Because your brain processes semantic (verbal) and visual information separately, your audience can *simultaneously* listen to your talk and pay attention to your slides *if* your slides are showing figures and not large chunks of text.

Presenting words and images does not simply prevent distraction but may work to improve your audience’s comprehension of the material you are presenting.

According to the dual-coding theory, first proposed by psychologist Allan Pavio, verbal and relevant visual information presented together can enhance learning. Your audience may learn more if you present figures on your slides rather than text while giving your talk.

Audience-centric Visual Aids

Knowing how your audience processes the information you are presenting enables you to make decisions about how to format your PowerPoint slides for maximum effectiveness. The following are a few suggestions to help you prepare figures and slides for your next presentation:

- ❑ *Keep bullet points short.* Present key points only. It is better to leave your audience wanting a little more than wanting much less!
- ❑ *Let the figures speak for you.* Instead of explaining your data in paragraphs or bullet points, *show* your data through figures.
- ❑ *Choose easy-to-read fonts.* Sans serif fonts (e.g., Arial, Helvetica) are often easier to read on screen because the letters appear more distinct. Also, be sure text and figure labels are large enough to read at a distance.
- ❑ *Practice your presentation in advance* so you do not need to rely on text-heavy slides as reminders of what to say next.

Remember: Your research may be excellent, but if it is presented poorly, its import may never be realized.

Before becoming ASA’s publications manager, Jill Campbell received a master’s degree in technical communication. Her master’s work examined the role of information design and textual narrative in learning and memory. ●

The Educational Testing Service Retracts Recent Changes to the GRE

During the fall of 2006, the Educational Testing Service (ETS) announced significant changes to the Graduate Record Exam (GRE) to take effect in September of this year (see January 2007 *Footnotes*). On April 2, 2007, the ETS announced that plans to launch the revised GRE General Test had been cancelled. This decision was made in consultation with the Executive Committee of the GRE Board. The primary reason the organization cites for cancelling the launch of the new test was test taker access. Officials were not confident that full access would be available for all students who wanted to take the general test. GRE officials said that they believe the “problems guaranteeing complete access to the new Internet-based test outweighed the benefits of immediately moving to the new format.”

Instead of launching the new format of the test, the GRE will continue to offer the test worldwide in its current format. David Payne, Executive Director of the GRE Program at ETS, said that the decision to cancel the launch of the revised test was made in the best interest of the test takers and the graduate institutions that use the GRE scores for admission decisions. After much discussion, the current test “offers students more convenient and flexible opportunities to test when and where they choose, while still providing score users with valid predictors of test takers’ preparedness for graduate school study,” said Payne. The two primary changes that were being proposed included the style of the tests and the scoring. ETS officials and members of the GRE Board will continue to look into ways of improving the test in the future. For more information on this announcement, visit the ETS website at <www.ets.org>. ●

That’s a Lot of Candles: Russell Sage Celebrates 100 Years

by Diego de los Rios,
ASA Governance Program

For the past 100 years, the Russell Sage Foundation (RSF) has established itself as one of the leading sources of research funding in the social sciences. Founded in 1907 with a generous gift from Margaret Olivia Slocum Sage, the Russell Sage Foundation played an important role, for most of the first half of the 20th century, in the improvement of hospital and prison conditions, as well as the development of social work as a profession. During this early stage, the Foundation was also actively involved in reforms in areas such as health care, city planning, and social security programs, among other issues.

After World War II, the Foundation underwent a philosophical and structural reorganization. Following more than four decades of having specialized departments and playing a pioneering role in dealing with problems of the poor and the elderly, the Foundation shifted its focus to strengthening the social sciences as a means of achieving more informed and rational social policy. To support this shift, a new central staff of

professional personnel that coordinated the Foundation’s activities was created in 1948 and has been used ever since.

Visiting Scholars

During its reorganization, RSF established a research center “where visiting scholars can pursue their writing and research, often in collaborative groups.” Sociology, and ASA in particular, and the Russell Sage Foundation have had an active and symbiotic relationship for many years. Since 1995 alone, more than 60 sociologists have been appointed Visiting Scholars at the RSF, including ASA’s President-elect Arne Kalleberg. Kalleberg spent his year as a visiting scholar researching flexible staffing arrangements (e.g., temporary, part-time, and contract) and job quality.

Last fall, Russell Sage appointed six sociologists among the 21 Visiting Scholars for the 2006-07 academic year. From topics as specific as the identity of Dominican immigrants in Providence, RI, to broader subjects—such as the crisis of American unions or inequality from a global perspective—these sociologists

have been working on research and writing projects that reflect the Foundation’s commitment not only to sociology but to the social sciences in general and their applicability to social problems and policy making. The six sociologists are: Jose Itzigsohn, Brown University; Roberto Patricio Korzeniewicz, University of Maryland-College Park; Timothy Moran, SUNY-Stony Brook; Pyong Gap Min, Queens College and CUNY Graduate Center; Ann Orloff, Northwestern University; and Christopher Rhombert, Yale University.



Rose Series

The Russell Sage Foundation also works hand-in-hand with ASA through publication of the Rose Series in Sociology. The series was established in 1967 with support from Arnold and Caroline Rose, and since 1996 it has been published by the Russell Sage Foundation under the auspices of the ASA. After a decision from the ASA Council in 1995, the series shifted from publishing single-study monographs and began the publication of books intended for a broader audience. The books are intended for social scientists, policymakers, and others, by seeking to provide an integrative overview of a specific topic.

The most recent publication in the Rose Series is *Changing Rhythms of American*

Family Life, by Suzanne M. Bianchi, John P. Robinson, and Melissa A. Milkie. The book analyzes four decades of data to explore the ways in which families spend their time in an era when the number of stay-at-home parents is decreasing. In addition to its value as a resource for sociologists interested in gender, family, and occupation, the book is a perfect example of how the collaboration between The Russell Sage Foundation and ASA Rose Series has achieved its goal of producing books that provide valuable information for social scientists, policymakers, and the general public.

A Celebration

On April 19, to commemorate 100 years of work, the Foundation held a day-long symposium at the Waldorf-Astoria Hotel in New York City. The event focused on the current stance of the nation with regard to social issues—especially the labor market in America, social stratification, and immigration and new diversity—that have long concerned the Foundation.

On the occasion of the Russell Sage Foundation’s centennial, ASA members, leaders, and staff would like to take this opportunity to congratulate and express gratitude to the Foundation for its 100 years of hard work and commitment to the discipline and service to the public good. ●

ASA Awards Small Grants in Sociology

The American Sociological Association (ASA) is pleased to announce seven new grants from the December 2007 review cycle of ASA's Fund for the Advancement of the Discipline (FAD), a competitive small grants program co-funded by ASA and the National Science Foundation (NSF) and administered by the ASA. FAD awards provide seed money (up to \$7,000) to PhD scholars for innovative research projects and for scientific conferences that advance the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

David Fitzgerald, University of California-San Diego, and **David Cook-Martin**, University of California-Irvine, *Race and Immigration in the Americas*. The purpose of this study is to investigate the factors that explain racial and national origin preferences and quota systems in the Americas over the last 150 years. It will employ a time series analysis of a database consisting of racial and national origin preferences in 22 countries' immigration laws to test which domestic or international conditions explain the racialization—racial discrimination—of these policies. In contrast to the generally accepted explanation that racial quotas ultimately disappeared with civil rights movements that rendered these quota systems as unacceptable, Fitzgerald and Cook-Martin hypothesize that liberal regimes had more racialized policies compared to authoritarian regimes. The authors suggest that liberal states may have less racialized internal laws but hypothesize that they have more racialized external laws.

The PIs hope to gain a systematic understanding of the differences between internal and external law. To do so, they will use qualitative methods to develop case studies of the United States, Canada, Argentina, Brazil, Cuba, and Mexico that examine causal processes. The quantitative analysis will include a maximum likelihood estimation to test the hypothesis that, other factors being equal, a liberal regime is a predictor of greater discrimination in immigration laws and a second test, using lag variables, to determine whether the United States was a leader in racialized immigration policies up until World War II.

Norma Fuentes-Mayorga, Fordham University, *The Role of Moroccan Mothers on the Education Choices and Work Trajectories of their Daughters in Amsterdam*. The purpose of this project, part of a larger study of the impact of institutions and state policies on the school integration of immigrant students (TIES), is to understand how immigrant Moroccan mothers in Amsterdam influence the educational and work activities of their daughters. It will analyze how the experiences of the largely male generation, compared to the more evenly distributed second generation, affect integration into the dominant Dutch culture and into the schools and the workplace. The PI will interview young Moroccan women and their mothers to examine the effects of class, culture, and gender in the school choices and career trajectories of the second generation. She will examine a variety of situations: the role of immigrant mothers as "brokers" for their daughters rather than their sons; the role of daughters as mediators between their families and public institutions and organizations; and the effect of mothers and teachers on daughter's aspirations.

In order to develop a qualitative understanding of the processes of integration of daughters, the PI will interview 25 young

adults and a second group of 15 pairs of mothers and daughters. All of the daughters will be generated from the TIES data base. In the longer term, findings from this study will be compared with findings from a study of Dominican and Mexican women in the United States.

Erik Larson, Macalester College, *Coup or Commission? Legal Consciousness, Political Contention, and Reconciliation in Fiji*. The PI proposes to conduct interviews with political elites and ordinary citizens in Fiji, the site of a recent coup and ongoing ethnic tensions. As a result of these interviews, he hopes to better understand the ways that law affects social and political change and popular thinking, especially when racial and ethnic tensions are a significant part of the context. The PI will examine how a recent proposal to establish a post-coup reconciliation commission as well as a recent military coup, both outside the formal court system, are related to the practice of law and to the legal consciousness of citizens. The question of how extra-legal actions influence public consciousness of law is the study's key research question.

Given the growth of truth or reconciliation commissions as a means of uncovering human rights abuses and their potential role in moving countries from authoritarian to more democratic regimes, Larson emphasizes the importance and ensuing legitimacy of studying the relations between law and reconciliation. He suggests that this analysis is a pivotal case study for comparative research on the rule of law in the Pacific. The project design includes working with graduate students at the University of the South Pacific.

Patricia Madoo Lengermann, The George Washington University, and **Gillian Niebrugge**, American University, *Professing Sociology: A Study of the ASA Teaching Resources Manuals*. This project has several over-arching goals. These include: an effort to recover missing early editions of the ASA's Teaching and Resource Manuals—a 30-year-old series of syllabi and supplemental teaching materials; the construction of a history of the project including its reception by the sociological community(ies); and an analysis of the relation of the manuals to the functioning of the discipline. This analysis will cover issues of continuity and change in sociological subfields, in intellectual skills seen as important for the socialization of new members of the discipline, pedagogical practices and technologies used by sociologists, and the characteristics of sociologists who publish their syllabi in these sets.

A primary aspect is interviews with key informants including ASA staff and volume editors to find out what they had hoped to accomplish and their methods of recruitment. They will solicit volunteers who used the manuals to determine who, how, and why they used them. They will also examine existing records to describe how the project was conceived, key moments of decision-making, and how and to whom the volumes have typically been marketed to construct a historical record of the project and a thematic analysis of the manuals. This analysis will include the motivations for its development, the degree of consensus across manuals, the intellectual skills that are prized, and the understanding of sociology contained within. Finally, they will develop a career history of those who edited the manuals.

Virag Molnar, the George Washington University, *The Great Budapest Rat*

Massacre: A Case Study in Urban Public Health. This is an historical and sociological case study of a massive rat control project undertaken in Budapest, Hungary, in 1971 and 1972 and its aftermath. It focuses on institutions, policies, and historical events that explain the city's 30-year success in improving public health despite its resource-poor condition. The PI examines interactions among public health objectives, waste management policies, privatization of public utilities, and unique historical events. Molnar will attempt to explain why the Budapest rat control project was successful by answering three questions: What were the conditions that pushed the city to launch the program? What were the key factors that made the program successful? How has the city been able to maintain a rat-free status? Molnar hypothesizes that this success was the result of high levels of centralization in a state socialist political system, the use of the same rat control company, and the stability of the relations among social actors. To test these hypotheses, he will use several data collection techniques. He will engage in archival research including meetings of the Executive Committee of the City Council, interview approximately 20 key agency officials, and accompany officials and technicians on a series of preventive patrols and responses to complaints by citizens.

If the conditions and context in Budapest are generalizable, the findings from this study can provide lessons on how an under-funded municipal government can institute and maintain urban health measures.

Ebenezer Obadare, University of Kansas, *Miss Bell's Girls: Gender Emigration and the Socio-Cultural Aspects of the Decline in Health Services in Nigeria*. This study relates the efforts of the British Colonial Government in Nigeria to recruit, train, and raise the competence and status of Nigerian nurses (referred to "Miss Bell's girls" after the English program director who insisted on a broad education) to the degradation of the Nigerian public health care system. As a result of the transformation from the nursing profession as menial labor to a profession for the elite, the nurses were able to emigrate from Nigeria and withdraw their contribution from the state and civil society. The post-colonial result was a negative view of public outlays for health care and a retrenchment from the state provision of these services. The PI seeks to develop a coherent narrative of the ongoing degradation of public services and civic life by examining past and current trends and processes, and the civic evisceration that results from the first two processes.

This narrative and its emphasis on the interactions among professionalization, gender, class, and colonial status, will be developed through interviews with Nigerian nurses abroad. Nurses will be interviewed on the extent to which they are involved in old-girls networks that continue to generate social capital that is not distributed to Nigeria. Obadare will conduct archival research at Oxford using the Oxford Development Records Project and in Nigeria at the National Archives and at the University College Hospital.

Dina G. Okamoto, University of California-Davis, *The Civic and Political Incorporation of Immigrants in Non-Traditional Gateways*. This study integrates the sociology of immigration with the sociology of social movements. Okamoto will examine patterns of collective action

among new immigrant groups, especially in non-gateway cities—Charlotte, NC, Atlanta, GA, and Salt Lake City, UT—and will build a theoretical framework that moves beyond individual adaptation of immigrants. Instead, this study focuses on the collective action of immigrants. Okamoto hypothesizes that the incorporation of immigrants requires more than resources and sympathetic elites; it requires threats from the immigrants themselves. She believes that the more oppressed and segregated the immigrant group, the more likely that they will protest. Resources, political opportunities, size of the immigrant group, and residential and occupational segregation constitute the independent variables of the study. The PI further hypothesizes, that after controlling for the independent variables, more threats will result in greater political integration.

Okamoto will create a data file of newspaper articles about immigrant collective action events between 1997 and 2006. Okamoto will use local newspapers to avoid the selection bias resulting from national newspapers. After the data is coded, she will perform an event history analysis. As a future study, Okamoto will extend her analysis to gateway cities in order to conduct comparative analyses.

ASA needs to increase member contributions to the FAD program to carry on at its current level. This ASA-NSF program rewards scholars at all levels and all types of institutions of higher education for cutting-edge research and conferences. Send contributions to FAD, c/o Business Office, American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC 20005-4701, or call Girma Efa at (202) 383-9005, ext. 306. Additional information is available on the ASA homepage at <www.asanet.org> [click on Funding]. The program director, Roberta Spalter-Roth, can be reached at spalter-roth@asanet.org or (202) 383-9005, ext. 317. ☺

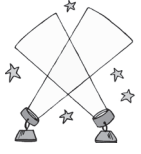
Budget, from page 3

investors, while cutting funding from important programs in education, health care, and the environment. Finally, unlike the CBC budget, the President's budget results in an overall budget deficit of \$31 billion in FY 2012. The CBC budget failed by a vote of 115 to 312.

What Are Our Priorities?

As a nation, we often have to ask ourselves what are our priorities? In the *New York Times* article mentioned above on the U.S. income gap, researchers also found that per person, the top one percent of the American population earns 440 times the income as the average person in the bottom half earned, nearly double the gap in 1980. Why care? Income inequality has been demonstrated to influence rates of economic growth, health care, crime, and political conflict.

How does this relate to the budget process? The budget process reflects our investment priorities and what they should be. For example, are we going to use the budget to increase the living standard for all or only for a privileged few? The Majority Budget begins to change our national priorities, and moves toward reducing inequality. The Democratic budget passed in the House 216 to 210. As of this writing, the Senate passed its own version of the budget and is expected to be sent to the President this spring. ☺



The Management and Society Program at UNC-Chapel Hill

by Kyle Anthony Murphy, ASA Academic and Professional Affairs Program

At the University of North Carolina-Chapel Hill (UNC), some undergraduate students are taking a highly sociological approach to management. The multidisciplinary curriculum of the Management and Society Program provides a unique mixture of liberal arts preparation and broad professional skills that can be applied to careers in a variety of organizations. As a result of extensive interdepartmental cooperation, Management and Society students take courses in business, communications, economics, history, psychology, and sociology on their way to a bachelor's degree.

A program that encourages undergraduates to investigate work is not new to Chapel Hill. In 1947, courses in industrial relations were first offered as part of the graduate and undergraduate curricula. Although the graduate school later dropped the courses, the undergraduate program remained and students were able to earn a BA in Industrial Relations. In 1999, the name of the curriculum changed to Management and Society, and now the program is one of Chapel Hill's largest for undergraduates.

According to sociologist Clinton Key, the Management and Society Advisor, the primary goal of the program is to

"equip students with the skill necessary to place work, particularly the work they are interested in doing, in its larger historical, social, and economic contexts." The program does not aspire to provide advanced professional training; instead it hopes to impart general knowledge of techniques like statistics, administration, tests and measurements, and guidance. The curriculum encourages discussion of topics like employer-employee relations, the development of human resources, and the institutional context of work.

A Panoply of Insights into Work

While the cooperation of six departments may present administrative challenges, its interdisciplinary nature is a fundamental attribute of the Management and Society Program. The program is housed in UNC's Sociology Department, but the curriculum is composed of courses that belong to each of the involved departments. The core curriculum is divided into four parts that require different numbers of courses: basic economics (one course), employer-employee relations (three courses), human resources and labor markets (two courses), and the social context of business (four courses). For example, in order to partially fulfill the 10-course core requirements, a student might take Microeconomics, Social Relations

in the Workplace, Organizational Communication, Nonviolent Conflict Resolution, and History of American Business.

This disciplinary variety is an important ingredient in the development of flexible thinkers. Key says that "this approach not only gives students exposure to a wide array of social scientific theory and method...it also socializes them to think about problems from multiple perspectives and to bring diverse analytic strategies to bear." Among the diversity of viewpoints, the sociology faculty provide a sturdy foundation with courses on data analysis, micro-social interaction and relations, the labor force, formal organizations and bureaucracy, stratification, and the economy.

A Fast Track to Middle Management

While in the program, students are given outside-the-classroom opportunities that help their chances of success in the employment market. "Following changes at the university level," Key said, "our program is now encouraging and supporting our students in incorporating research, study abroad, and internship experiences with their Management and Society curriculum." The program works closely with UNC's University Career Services (UCS) to help students find internships that match their career interests. In addition, about half of the majors are involved with

the Management and Society Student Association (MSSA). In concert with UCS, the MSSA plans guest speakers, and workshops on topics like resumé development, job searching, and interviewing.

Students whose grade point average is 3.2 or higher are permitted to initiate a two-course Management and Society honors thesis. In order to begin an honors project, the student must find a faculty sponsor as well as another faculty member who will read the final thesis. Upon completion, the sponsor and reader review the thesis and determine whether the student will graduate with highest honors, honors, or simply receive credit for the two honors courses.

The Management and Society Program also works with UCS to follow their graduates' progress. Recent data from the UCS First Destination Survey shows that new graduates are taking jobs as varied as account executives, diversity specialists, sales and marketing directors, loan analysts, and teachers. A substantial proportion of program graduates receive advanced professional training at business or law schools, while others pursue master's degrees in areas like finance, accounting, and human resources. According to the program handbook, "graduates...are best suited for entry-level positions in any aspect of human relations in business, industry, or public sector organizations."

For more information about the Management and Society Program at the University of North Carolina-Chapel Hill, contact advisor Clinton Key at cckey@email.unc.edu.

Fund for the Advancement of the Discipline

Application Deadline: December 15, 2007

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. FAD is supported by a grant from the National Science Foundation with matching monies from ASA. The goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities that will advance sociology as a discipline. FAD awards provide scholars with "seed money" (no more than \$7,000) for innovative research that provides opportunities for substantive and methodological breakthroughs, and broadens the dissemination of scientific knowledge.

Selection Criteria

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

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

Awardees must have a PhD or equivalent. Preference is given to applicants who have not previously received a FAD award.

Application Process

Applications must be post marked by December 15. Applications should include eight (8) copies of the following: A cover sheet with the title, name of lead author and additional author(s), 100- to 200-word abstract, maximum of five (5) single-spaced pages describing the project (excluding appendices), detailed budget and time schedule, bibliography, statement of pending support, and vita of the PI.

Contact Information

Prior to submitting proposals, call or e-mail project director Roberta Spalter-Roth (202) 383-9005, ext. 317; spalter-roth@asanet.org. Send complete application packets to: FAD awards, ASA/NSF Small Grant Program, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4107. For examples of recent FAD grants see this issue and for more information see www.asanet.org and click on "Funding."

New Program to Increase Diversity of Leadership in Health Policy

An \$18.5-million grant from the Robert Wood Johnson Foundation to the University of New Mexico establishes an interdisciplinary program

With an \$18.5-million grant to the University of New Mexico (UNM), the Robert Wood Johnson Foundation (RWJF) provided a significant boost to its aim of seeing more academically trained Latinos and Native Americans participate in the national discourse on health policy.

The purpose of the financial award is to establish the Robert Wood Johnson Center for Health Policy at UNM. Through its students, programs, faculty, and administrators, the Center will contribute to the development and implementation of national health policies by increasing the number of Hispanic and Native American scholars who can engage in the debate as leaders. A complementary component involves the support of social research that can inform minority policy issues such as health disparities.

In its programmatic thrust, the Center is highly interdisciplinary, involving partnerships among programs from across the Health Sciences and the College of Arts and Sciences. The core focus is on the social sciences. Under-represented PhD candidates who are designated as RWJF Fellows will come from the departments of sociology, political science, and economics. In addition, the grant includes an \$8-million endowment so that a faculty specialist in health policy studies can be hired in each of these departments. One of these hires will also serve as the Center's executive director.

Felipe Gonzales, chair of UNM's sociology department, participated in developing the proposal. "The Foundation came to us," Gonzales said. At the initial meeting, Robert Wood Johnson

Foundation Senior Vice President John Lumpkin explained that UNM was the only university that fit the Foundation's criteria for a university to house a pipeline program—that it be a federally designated Hispanic Serving Institution, have a medical school, and doctoral-level programs in sociology, economics, and political science.

"The Foundation liked our concept paper, and invited us submit a full proposal to establish the Center," Gonzales added. As the framework of the Center developed on campus, the need for including attention to Native American health issues became readily apparent to participants and accepted by the Robert Wood Johnson Foundation.

Graduate students from various disciplines will receive different levels of support. The RWJF Center Fellow in sociology, political science, and economics will receive three years of full support including tuition and a stipend. The RWJF Health Policy Center will be fully established in the fall of 2007. "The sociology department is putting on a full-court press to recruit strong minority applicants to our PhD program under Center support," Gonzales said.

Center resources will strengthen the sociology department's medical and health specialty area. The new faculty member will join Professor Philip May, a specialist on Native American health issues, and UNM Distinguished Professor Howard Waitzin, who has an MD in addition to a sociology PhD and has published extensively on the institution of medicine and health care delivery. ●

Sociologists Receive Guggenheim Fellowships

In April, John Simon Guggenheim Memorial Foundation's 83rd annual United States and Canadian competition appointed three sociologists among the 189 artists, scholars, and scientists selected as fellows. The 2007 Guggenheim Fellows were selected from almost 2,800 applicants on the basis of their distinguished achievement in the past and exceptional promise for future accomplishments. The fellowships are for the advancement of professionals in the natural sciences, social sciences, humanities, and the creative arts so they can undertake important research. The Guggenheim awards, totaling \$7.6 million, are based on recommendations from hundreds of expert advisors and are approved by the Foundation's Board of Trustees. The sociologists are:

Lawrence Bobo is the Martin Luther King Jr. Centennial professor at Stanford University and director of Stanford's Center for Comparative Study in Race and Ethnicity and of the Program in African and African American Studies. His research concerns race, ethnicity, politics, and social inequality. His fellowship will explore black and white Americans' views of the new law and order regime.

Victor Nee is the Goldwin Smith Professor of Sociology at Cornell

University. His current interests are focused on studies in economic sociology, new institutional analysis, stratification/inequality, and immigration/race. His most recent publication is *The Economic Sociology of Capitalism* (co-editor and contributor with Richard Swedberg). With his Guggenheim Fellowship, he will research market transition and politicized capitalism.

Pamela Barnhouse Walters, the James H. Rudy Professor of Sociology at Indiana University, teaches and conducts research on social inequality, with a particular focus on American education. She also directs the Indiana University Center for Education and Society, an innovative cross-field research center and graduate training program. She received her Fellowship for her research focused on apartheid schooling in America.

The Foundation offers Fellowships to further the development of scholars and artists by assisting them to engage in research in any field of knowledge and creation in any of the arts, under the freest possible conditions. To apply for the Guggenheim Fellowship or for more information, see <www.gf.org/broch.html>. Applications must be submitted by the candidates themselves by September 15, 2007. ☪

Homeless, from page 1

Homeless Outreach Population Estimate (HOPE) to evaluate how well enumerators counted visible unsheltered homeless people. In 2005, he placed live decoys (or plants) at 59 street and subway sites that were slated to be canvassed by City teams as they made their official count. That year 30.5 percent of his decoys were not counted by the City teams, leading the City, after some negotiation over what should be counted as misses, to adjust its estimate by 22 percent. Using the same technique the next year, about 3,843 people were estimated to be living on the street in 2006, 13 percent fewer than the year before. In 2007, the decoy method was taken over by Professor Julian Teitler of the Columbia University School of Social Work, who found that more decoys were missed than the previous year. The 2007 City estimate claimed a 2 percent decline in street homelessness from the previous year but a significant increase in the number of homeless people sleeping in the subway system.

The Invisible Homeless

Advocates argued that the City's HOPE count significantly undercounts the street homelessness. They pointed to a report of findings from interviews with homeless people immediately after the 2005 count, directed by Professor Marybeth Shinn, New York University. The report indicated that two-thirds of homeless people in the outer boroughs and upwards of half in

Manhattan were living in locations that were defined as outside the field of observation (i.e., not part of the frame of "visible on the street") and therefore cannot be estimated by statistical adjustments.

Why has street homelessness in New York City remained a persistent problem? One major reason is that, despite the Bloomberg administration's embrace of supportive housing and particularly the "housing first" model—moving the street homeless directly into subsidized apartments where they can obtain social services and treatment—investments in supportive housing for the street homeless have fallen behind the ambitions, and certainly well behind the need.

So for those who visit this summer, street homelessness will remain a fixture of the City's life. The question that can only be answered over time is whether Mayor Bloomberg's commitment of resources has merely co-opted the rhetoric of a generation of scholars and activists, or is in fact a true demonstration of a political will necessary to conquer chronic homelessness. ☪

Mitchell Duneier's new ethnographic film, Sidewalk, will premier at the ASA meetings in New York City, with commentaries by Cornel West, Kim Hopper, and Jeremy Waldron. Patrick Markee has edited three editions of the acclaimed Coalition for the Homeless Resource Guide of New York City.

Plenary, from page 1

ory, race and the media, children's media, popular culture, and national identity. She is author of *The Most Beautiful Girl in the World: Beauty Pageants and National Identity* (1999), which explores the interconnections of gender, race, and national identity within the Miss America pageant. In addition, she has published articles on sports and gender, children and technology, and children, media, and national identity.

Daphne A. Brooks is associate professor of English and African American Studies at Princeton University where she teaches courses on African American literature and culture, performance studies, critical gender studies, and popular music culture. She is the author of two books: *Bodies in Dissent: Spectacular Performances of Race and Freedom, 1850-1910* and *Jeff Buckley's Grace*. Brooks is currently a Behrman Fellow in the Humanities at Princeton University and former Samuel Davies Preceptor.

Jeff Chang is the author of *Can't Stop Won't Stop*, which recounts the origins of hip-hop, showing how a generation of neglected kids from The Bronx reinvented—through speech, music, fashion, dance, and art—first their world and, eventually, ours. Though ostensibly about hip-hop, the book is really a people's history. It tackles topics as diverse as race relations, media studies, multi- and poly-culturalism, globalization, and the politics of containment and abandonment. Chang's writing has appeared in *Mother Jones*, *The Village Voice* and *The Washington Post*, among other publications. He has just edited *Total Chaos: The Art & Aesthetics of Hip-Hop*, a groundbreaking collection that showcases the voices of hip-hop's pioneers, innovators, and mavericks as they trace hip-hop's influence on other mediums, such as theater, poetry, photography, literature, and the visual arts.

Byron Hurt is an anti-sexist activist who provides cutting-edge male leadership, expert analysis, keynote addresses, and workshop facilitation in the field of sexual

and gender violence prevention and education. His most recent film, *Hip-Hop: Beyond Beats and Rhymes*, recently aired on PBS and is currently touring college campuses. Hurt's company, God Bless the Child Productions, Inc., is a documentary production company that creates socially relevant, cutting-edge documentary films about race, class, and gender for diverse national and international audiences.

Hurt's mission is to educate and inspire men to help reduce the high levels of men's violence against women throughout the United States and the world. God Bless The Child Productions, Inc. is dedicated to bringing various racial and gender groups together to push awareness, stimulate healthy civic dialogue, and enlighten audiences using film and video as the medium.

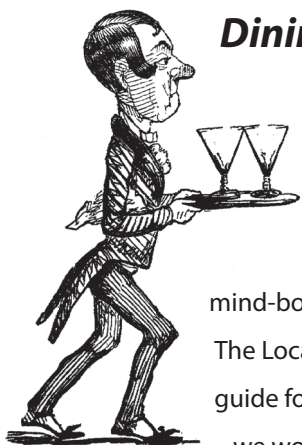
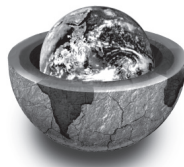
S. Craig Watkins is associate professor at the University of Texas-Austin. His teaching and research interests focus on race, media, youth culture, and hip-hop studies. His latest book, *Hip-Hop Matters: Politics, Pop Culture and the Struggle for the Soul of a Movement*, takes readers inside the phenomenal world of hip-hop. Watkins is also the author of *Representing: Hip-Hop Culture and the Production of Black Cinema*. *Representing* is the first book to fully explore the impact of hip-hop culture on the film industry and African American filmmakers. In 2006, Watkins was selected to join the MacArthur Foundation Series on Digital Media and Learning, a collection of scholars, visionaries, thought leaders, and practitioners from across the world to explore the intersection of digital media, everyday life, and learning.

Herman Gray, professor of sociology, University of California-Santa Cruz focuses his research on cultural studies, popular culture, mass communication and minority discourses. He is the author of *Watching Race: Television and the Sign of Blackness* and *Producing Jazz* and has appeared in the documentaries *Color Adjustment* and *Signal to Noise*. ☪

2007 ASA Annual Meeting

Opening Plenary Session: ASA President Frances Fox

Piven invites ASA members to attend the Opening Plenary on "Democratic Transition: The Example of Chile," featuring **Ricardo Lagos**, outgoing President of Chile, with an introduction by Alejandro Portes. Lagos played a central role in the tumultuous events that defined Chilean history for the past three decades, from the rise and overthrow of the government of Salvador Allende, through the bitter years of military dictatorship, followed by the successful establishment of a social-democratic government under the leadership of Lagos, and continuing under the presidency of Michelle Bachelet. What distinguished the Lagos period, and recommends it for scrutiny and perhaps for emulation, is the relatively peaceful transition under his leadership from the brutal Pinochet regime to the current Chilean democracy. Plan to be in New York City on **August 10 at 7:00 PM** for this Opening Plenary of the 2007 Annual Meeting!



Dining and Reservations in New York City

With nearly 25,000 food service operations and over \$11 billion in annual sales, New York City's restaurant industry offers a

mind-boggling array of choices to the eager diner.

The Local Host Committee is preparing a humble guide for ASA conference attendees; in the meantime,

we would suggest that those who plan to sample some of the city's most popular restaurants book

reservations ahead of time. OpenTable, the online booking service (www.opentable.com), provides a convenient means for reserving a table at more than 700 restaurants. The most expensive require reservations up to four weeks in advance, and for all restaurants, it's always best to reserve for large parties. Stay tuned!

Public Sociology

Sociology translates to public action . . .

This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and citizens have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expert knowledge to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but consult with Managing Editor Johanna Olexy (olexy@asanet.org, 202-383-9005 x312) prior to submitting your draft (1,000 to 1,200 words maximum).

Enlarging the Target: A Sociology of Self-Defense

by Martha Thompson, Northeastern Illinois University

For almost 20 years, I have taught the IMPACT self-defense system to women and girls. In simulated scenarios with a padded attacker, women learn to stop an assailant by striking vulnerable targets on an attacker's body (groin and face) with strong parts of their bodies (heel of the palm, elbows, knees, and feet).

Not unlike the casual observer who sees a homeless person on the street but sees nothing beyond a destitute individual, many people who observe or experience a women's self-defense course do not see beyond strikes to the groin and face. Viewing women's self-defense through a feminist sociological lens, I see a larger target: social inequality.

Resisting Social Inequality One Kick at a Time

When I read Nancy Henley's *Body Politics: Power, Sex, and Nonverbal Communication* in the 1970s, my unformed thoughts were given shape. Once I became attuned to the idea that our bodies are part of power relationships, it was not hard to see how subordination and privilege are reflected and reinforced in people's gestures, postures, movements, and use of space. I understood Henley's argument: the powerless take up less space than the powerful. In the case of females, that means containing gestures, voices, and body size.

I also knew from my reading and experience that power and powerlessness did not represent a simple gender divide. For instance, Brent Staples' essay "Just Walk on By: A Black Man Ponders His Ability to Alter Public Space" succinctly captures the intersection of race and gender in body movement and the negative consequences for black men.

When I took an IMPACT self-defense course (aka Model Mugging) in the late 1980s, I was drawn to becoming a self-defense instructor because I saw the possibilities for physically targeting social inequalities. As an instructor, my goal has been to create a learning environment in which women and girls realize their strengths and speak and move in ways that challenge the either-or



thinking underlying social inequality. I am committed to the idea that females should not have to choose between freedom and safety or submission and aggression. I am working to build a world where women can choose confidence, calmness,

and assertiveness. I seek to encourage women to take up fair space; that is, not only learning how to set and maintain their own limits, but also learning how to honor the boundaries of others. Another goal is for women to assess their safety and danger based on the circumstances in which they find themselves and the appropriateness of the behavior of others.

My teaching approach also emphasizes the importance of self-discovery. By

creating an environment in which women can see options and alternatives, they learn that everyday skills, such as paying attention, decision-making, and acting confidently and decisively, are effective self-defense tools they already have. More influential than any lecture I have given on the cultural myths of power and privilege is a woman's discovery that she has physical power, that she can protect herself, and that the tools she needs are as close as her own voice, elbows, hands, knees, and feet.

Going Beyond Good Intentions

My experience with the positive consequences of self-defense was supported by numerous research studies in the 1990s (e.g., Martha McCaughey's *Real Knockouts: The Physical Feminism of Women's Self-Defense*). I was mortified, however, to discover the results of a 1993 internal report on the demographics of the women who had completed an IMPACT course in Chicago. We were primarily serving highly educated, middle-class, white women.

As a mostly volunteer organization with a small budget, IMPACT Chicago has relied heavily on word-of-mouth. Not surprisingly, relying on personal contacts in a racially and economically segregated city like Chicago resulted in a skewed target audience. Influenced by sociological and feminist theory, particularly intersectional theory as developed by Maxine Baca Zinn, Patricia Hill Collins, and others, I was determined to reach an educationally, economically, and racially/ethnically diverse group of women and girls. My initial efforts included teaching IMPACT in African American and Latino/a neighborhoods, pushing for a larger scholarship fund, and developing shorter and less expensive programs. More varied class locations somewhat increased racial and ethnic diversity, but—even when combined with scholarships and shorter programming—this did little to increase the participation of teens or women with limited economic means. Frustrated with the limited results, but tenacious,

I continued to urge IMPACT Chicago to seek out more locations, add more scholarships, and offer a wider variety of programming.

Aiming for Social Change

Things changed in 2000 when a board member from a local family foundation encouraged me to apply for a grant. I seized the opportunity to figure out a way to target a greater diversity of women. My proposal shifted the focus from individuals to groups. The basic plan, which continues today, was to target organizations that directly or indirectly address domestic violence and sexual assault, but do not offer self-defense. By targeting groups rather than individuals, the self-defense training becomes part of a larger vision and an integral part of programming in other organizations.

I had hardly begun these partnerships, when I realized that my monolingual skills would again skew the target unless I could recruit interpreters and translators. Bilingual staff members from partnering organizations were willing to provide their interpretive skills, but translating written materials was a challenge because no one had the time or resources. Clara Orban, Professor of French and Italian at DePaul University, sug-

gested we work with DePaul where all students are required to complete a service-learning project. IMPACT Chicago now has translated materials (including Arabic and Spanish) and second language students have the opportunity to earn service-learning credit in their major while becoming more sophisticated language users.

Over the last seven years, I have worked with organizations serving women and girls from wide-ranging economic circumstances and varied racial and ethnic backgrounds (e.g., African American, Arab American, Asian American, Euro American, Jewish American, Latina) and immigrants and refugees from Africa, Asia, Central and South America, and other underserved groups (e.g., LGBT, teens). This more inclusive approach to teaching self-defense expands the possibilities for challenging inequalities and working for social justice. These partnerships make self-defense training more accessible to women and girls from varied backgrounds and forge supportive relationships between organizations. As one staff member for a domestic violence shelter said: "I thought we had all the pieces for doing our work—legal, counseling, job training, housing—but did not realize how important physical empowerment is to making all the pieces work together so that women and girls are better able to live in the world."

In the future, I aim to create a broader public awareness of the importance of physical empowerment in social justice work by targeting activists, artists, foundations, media outlets, policy makers, and scholars.

Martha Thompson is a Professor Emeritus of Sociology and Women's Studies at Northeastern Illinois University and the Executive Director and Instructor of IMPACT Chicago.

2007 Regional Sociological Associations' Award Winners

Eastern Sociological Society

- **Candace Rogers Award:** Becky Hsu, Princeton University, for "Strong Relationships and Weak Groups in Rural China" and Ryan Light, Ohio State University, for "Gender Stratification in Science: Uncovering the 'Quality Quandary' in American Sociology"
- **Rose Laub Coser Dissertation Award:** Danielle Bessett, New York University, for "Defining the 'Normal Pregnancy': Women's Experiences of Stratified Reproduction in the Contemporary United States"
- **Komarovsky Book Award:** Robert Wuthnow, Princeton University, for *America and the Challenges of Religious Diversity*
- **2006-2007 Robin M. Williams, Jr. Lectureship Acknowledgement:** Michele Lamont, Harvard University
- **2007-2008 Robin M. Williams, Jr. Lecturer:** Margaret Andersen, Delaware University
- **ESS Merit Award:** Judith Lorber, CUNY Graduate School

Midwest Sociological Society

- **Jane Addams Outstanding Service Award Winner:** Martha Thompson, Northeastern Illinois University.
- **Student Paper Competition Winners Graduate Division:** *First Place:* Shiri Noy, Indiana University, "A Comparative Analysis of Abortion and Divorce Attitudes in Latin America and the U.S.A."; *Second Place:* Bruce C. Carruthers, University of Kansas, "Kansas Populist Newspaper Editorial Response to the Homestead and Pullman Strikes: An Application of Sewell's Theory of Structure"; *Third Place:* Paul Van Auken, University of Wisconsin, "Divide and Commodify: Viewscape Fetishism in American and Norwegian Amenity Areas"
- **Undergraduate Division:** *First Place:* Sarah Altman, Cornell College, "The Impact of Social Isolation and Deviant Social Association on Criminal Deviance"; *Second Place:* Jason Allen, Metropolitan State University, "The Heart of a Community: Structure and Activities"; *Third Place:* Ellen Bracken, Macalester College, "Off the Beaten Path: Rural Students and the Pursuit of Higher Education"
- **Social Action Awards:** The Running Rebels of Milwaukee represented by Victor Barnett and The Street Interventions Program of Catholic Charities of Chicago represented by Guadalupe J. Preston
- **Scholarship Development Award:** Lori Peek, Colorado State University; Elizabeth Hoffmann, Purdue University; Shu-Ju Ada Cheng, DePaul University; and Mary Byrnes, Institute of Gerontology

New England Sociological Association

- **New England Sociologist of the Year Award:** Helen Raisz, University of Hartford and Trinity College

North Central Sociological Association

- **Aidah Tomeh Distinguished Service Award:** Barry V. Johnston, Indiana University-Northwest
- **Scholarly Achievement Award:** Mansoor Moaddel, Eastern Michigan University, for *Islamic Modernism, Nationalism, and Fundamentalism: Episode and Discourse* and Clifford Bob, Duquesne University, for *The Marketing of Rebellion: Insurgents, Media, and International Activism*
- **John F. Schnabel Distinguished Contributions to Teaching Award:** Jay Weinstein, Eastern Michigan University
- **Distinguished Lifelong Career Award:** J. Milton Yinger, Oberlin College
- **Undergraduate Student Paper Winners:** Alice Holohan, Saint Mary's College, for "The Catholic Cross-Over: A Historical Analysis of St. Thomas More Parish, 1950-2006"
- **Graduate Student Paper Winners:** Yasmiyn Irizarry, Indiana University, for "When Teachers Lose Their Say: How No Child Left Behind Influences Teacher Efficacy"

Pacific Sociological Association

- **Award for Distinguished Contributions to Scholarship:** Jerome Kabel, University of

California-Berkeley, for *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*

- **Award for Distinguished Graduate Student Paper:** David Orzechowicz, University of California-Davis, for "Elite Emotion Managers: The Case of Novice and Semi-Professional Actors"
- **Award for Distinguished Contribution to Sociological Perspectives:** Jacqueline Adams, University of California-Berkeley, for "When Art Loses Its Sting: The Evolution of Protest Art in Authoritarian Contexts"

Southwestern Sociological Association

- **Outstanding Doctoral-level Paper:** Eric Liu and Edward Clay Polson (co-authors), Baylor University, for "Ethnic Heterogeneity and Fear of Crime: A Multilevel Analysis of Neighborhoods in the Greater Houston Area"
- **Distinguished Masters-level Paper:** Carrie Graf and Joseph Baker (co-authors), Baylor University, for "Keeping Up with the Joneses: The Effect of Community Referents on Income Satisfaction"
- **Norma Williams Distinguished Service Award:** Hiram Friedsam, University of North Texas

Southern Sociological Society

- **Distinguished Lectureship Award:** Larry Griffin, University of North Carolina-Chapel Hill
- **Roll of Honor:** Ida Harper Simpson, Duke University
- **Martin S. Levin Distinguished Service Award:** Clifton Bryant, Virginia Tech University
- **Distinguished Contributions to Teaching Award:** Gregory Weiss, Roanoke College
- **The Odum Award, Best Undergraduate Paper:** Meagan Elliott, Southwestern University, for "Locating Jewish Identity in Poland: Thoughts and Photographs"
- **The Odum Award, Best Graduate Student Paper:** Lydia Aletraris, University of Georgia, for "How Satisfied Is the Temporary Labor Force? A Study of Job Satisfaction, Job Characteristics, and Temporary Agency Workers in Australia" and Matthew Mahutga, University of California-Irvine, "The Persistence of Structural Inequality? A Network Analysis of International Trade, 1965-2000" ☉

2007 ASA Annual Meeting Reserve your room today

The co-headquarter hotels are the Hilton New York and the Sheraton New York in downtown Manhattan.

Winners of the 2007 Community Action Research Initiative Awards

by Jamie Panzarella,
ASA Publications Department

The American Sociological Association's Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2007 Community Action Research Initiative (CARI) awards. Each applicant described a proposed project for *pro bono* work with a community organization or local public interest group. This year's seven grantees will investigate a wide range of issues facing their communities, such as minority health, childhood poverty, disadvantaged community residents, "Not in My Back Yard" movements, homelessness, and more. CARI provides up to \$2,500 for each project to cover direct costs associated with doing community action research. The seven 2007 proposals selected are:

John J. Green, Institute for Community-Based Research, Delta State University, *Addressing Community Challenges by Empowering Students and Staff in the Mississippi Delta*

Green plans to work with community-based nonprofit organizations in the Mississippi Delta to improve the health of its residents through the creation of a new program called ACCESS (Addressing Community Challenges by Empowering Students and Staff). "The program provides an opportunity for both organization staff and students to participate in action research through service learning," stated Green in his project proposal. Green will be working with several community organizations, including, the Lower Mississippi Service Corps, Tougaloo College/Delta

Health Partners Health Start Initiative, the Mississippi Delta Service Corps/AmeriCorps*Vistas Program, and the Jamestown Community Development Resource and Activity Center.

Donald P. Levy, West Virginia Wesleyan College, *Mapping the Child Advocacy System: Upshur County*

Upshur County, WV, has a child poverty rate twice the national average, with 40 percent of seventh graders projected to fail to complete high school. Each year, approximately 300 cases are referred to Child Protective Services. His project will complete an in-depth analysis of the current child advocacy system in Upshur County. Levy and his sociology class, Community, Social Change, and Development, will work with Mountain CAP (Community Action Program) of West Virginia to collect data to "provide all members of the child advocacy system a description of how the system is supposed to work, how it does or does not work, and where pathways either do not function properly or do not exist."

John D McCarthy, Pennsylvania State University, and **Edward T. Walker**, Pennsylvania State University, *A Proposal to Chronicle a Decade of Change in a Sample of Neighborhood- and Community-Based Organizations*

McCarthy and Walker's project takes a look at the how the political and economic changes of the past decade have affected neighborhood and community groups working to empower disadvantaged residents. They will examine, what the groups have accomplished over the past 15 years by examining membership, economic development, funding sources, staff, and issue focuses of the differ-

ent organizations. "This project...will bring sociological expertise to bear on community issues identified by associations active in poor communities," said McCarthy and Walker. They will work with the Neighborhood Funders Group to "provide significant new knowledge regarding effective organizing strategies, which will be used to assist in the development of strategies for organizing to fight against poverty and homelessness, and for quality schools and improved social services."

Margaret Abraham, **Gregory M. Maney**, Hofstra University, **Tuhina De O'Connor**, New York Asian Women's Center, and **Nadia Marin Molina**, Workplace Project/Centro de Derechos Laborales, *Seen and Sheltered: Effective Responses to NIMBYism (Not In My Back Yard movements)*

Abraham and Maney will work with Tuhina De O'Connor and the New York Asian Women's Center and Nadia Marin Molina and Workplace Project/Centro de Derechos Laborales to help community based organizations respond to the problems of the understudied "Not in My Back Yard" movements (NIMBYism). The investigators will conduct a literature review, collect NIMBY documentation related to the work and experiences of New York Asian Women's Center and the Workplace Project/Centro de Derechos Laborales, and conduct focus groups with members of both organizations who have dealt with NIMBYism, among other activities. "The project can assist advocacy groups in creating public space for marginalized and vulnerable immigrant populations. Through lessons learned from our research, organizations can hone their strategies to reduce community tensions, transform anti-immigrant/anti-minority attitudes

See CARI Winners, page 11

How Bellah's Ideas Spread: The Diffusion of a Scholar's Influence

In February of this year, Robert Bellah turned 80, passing another milestone in his long and distinguished career. Now the Elliott Professor of Sociology Emeritus at Berkeley, Bellah began his work as a sociologist 50 years ago at Harvard. In his most recent publication, *The Robert Bellah Reader*, the octogenarian compiled many of his ideas in subjects ranging from civil society to comparative politics, from social theory to theology (see March 2007 *Footnotes*, p. 3). Throughout his career, Bellah's ideas have spread far and wide, and as anyone familiar with his work knows, he has engaged a wide spectrum of scholarly communities.

7,000 and Counting

Recently, I examined the extent to which Bellah's thinking had reached different parts of the academy. To assess such influence, I consulted citation indexes maintained by ISI Web of Science. I learned that more than 7,000 scholarly articles cite Bellah's work, placing him just below fellow public sociologist C. Wright Mills and above William Julius Wilson. Even more impressive is the range of journals where citations of Bellah's work appear. Two hundred journals in dozens of fields—anthropology, theology, law, economics—reference him. These include not only American publications, but also leading scholarly journals in Canada, Great Britain, Germany, France, Denmark, Russia, and Australia.

These thousands of citations confirm what *The Robert Bellah Reader* demonstrates: He has been a prolific scholar. I count more than 300 books, articles, essays, and reviews over the half-century Bellah has been writing. Yet, his influ-

CARI Winners, from page 10

and practices, and eliminate baseless anxieties among some neighborhood residents."

Amy Stone, Trinity University, *Bringing Homeless into the Circles of Care: A Community-University Partnership in San Antonio, TX*

Stone plans to work with sociology students enrolled in three research methods classes at Trinity University to carry out a comprehensive study of homelessness in San Antonio, TX. By request, Stone and her students will work with the San Antonio Regional Alliance for the Homeless (SARAH). The students will collaborate with SARAH to "provide city and county agencies with information as to the approximate number, geographical distribution, and determined needs for the sheltered and street homeless in San Antonio and Bexar County. The research results will allow agencies to enhance service outreach to the homeless in ways that they will find accessible and effective. Another objective is to educate the homeless about services available to them and to explore the best ways to deliver those services."

Leslie McCallister, East Tennessee State University

McCallister will work with the NAACP of Johnson City-Washington County, TN, to develop an understanding of the health and needs of the minority population in the area. Students in McCallister's Community Sociology course will analyze and interpret data they collect primarily through telephone



ence is perhaps better measured another way—through his students. Several years ago, Randall Collins published *The Sociology of Philosophies*, a theory about intellectual change. Looking at philosophical thought in several contexts (ancient Greece, China, India, as well as medieval and modern Europe), Collins argued that intellectual networks—what he calls "master-pupil chains"—and the prestige afforded to certain network constellations explain how the contributions of thinkers like Socrates, Confucius, and Kant remain prominent within the crowded marketplace of ideas.

Six Degrees to Bellah

I put Collins' theory to the test and examined the spread of Bellah's ideas through his students. I traced his intellectual "family tree" and quickly learned why no one had yet undertaken such an endeavor. Rather than contacting Professor Bellah for assistance, I instead relied upon the help of his students and colleagues. Ann Swidler, Bellah's long-time collaborator and former student (he was a member of her dissertation committee), was the first to come to my rescue. She and a very helpful graduate affairs office helped me secure the names of Bellah's graduate students at Berkeley since 1967 and encouraged me to do the same for students at the Graduate Theological Union. From those two lists, I then contacted as many former students as I could. I asked them to pass along the names of any PhD students that they had supervised, and not surprisingly, they came from a range of disciplines: sociology, religious studies, international development, law, communications, American studies, and anthropology. After compiling their replies,

I repeated the process for this "second generation" of the Bellah family tree.

Eventually I identified 77 different branches of Bellah's intellectual network, with 212 active scholars who could trace their intellectual lineage back to Robert Bellah. I realize that there are branches missing, including a direct one from Bellah himself—I could not persuade the academic affairs office at Harvard to assist me—but the intellectual family tree yields some helpful information. For one, Bellah's influence extends not just around the country, but internationally too. His intellectual heirs have joined faculties on almost every continent; they can be found teaching in places like Australia, Brazil, Denmark, Israel, Nepal, Singapore, and Taiwan. Dozens more work in government, for nonprofit organizations, and in the religious sector. They are institutional administrators and Foreign Service officers, pastors and business executives. Indeed, the size and extent of Bellah's intellectual legacy is impressive.

Theory in Practice

However, Collins' theory hypothesizes about academic prestige. How extensive is Bellah's influence within the upper reaches of academe? To evaluate this, consider the top sociology departments in the United States. Earlier this year, *The Chronicle of Higher Education* published the Faculty Scholarly Productivity Index (produced by the for-profit organization Academic Analytics). According to their

assessment, Harvard is the top sociology department in the country, followed by the University of Pennsylvania, New York University, Princeton, and University of Wisconsin-Madison. While we can quibble about the merits of this or any other ranking, it offers a recent, empirical assessment of sociology departments as a yardstick to evaluate prestige within Bellah's intellectual legacy.

Bellah was granted tenure at Harvard just before moving to Berkeley. With regard to the other top five departments, Bellah's intellectual heirs are among current faculty members at all of them. Collins' notion of master-pupil chains can be seen even within this small universe. Consider one branch of Bellah's intellectual family tree: Swidler, his student, finished her PhD at Berkeley in 1975 and went on to teach at Harvard at one point. Her student, John Levi Martin, finished at Berkeley in 1997 and joined the faculty of Rutgers (prior to joining the department at Wisconsin). At Rutgers, Martin supervised King-To Yeung, who this year joined the Princeton faculty. This is but one example of Bellah's intellectual legacy. Indeed, Bellah's academic heirs populate the faculties of Yale, Indiana, Georgetown, Northwestern, Notre Dame, University of North Carolina-Chapel Hill, and Middlebury, among others. Within religious studies, Bellah's heirs can be found at Andover Newton, Luther Seminary, and Westminster Theological Seminary. His intellectual influence is not only wide and deep; it also reaches the academic heights—a fitting legacy for such a prolific and important figure in public sociology.

D. Michael Lindsay, Rice University

ASA's Teaching Enhancement Fund Supports Four New Projects

Four awards designed to enrich the quality of teaching of sociology have been awarded through the American Sociological Association's Teaching Enhancement Fund (TEF). The Fund supports innovative projects that are transportable to other settings and will have a lasting impact on teaching sociology. The 2007 funded projects are as follows:

Wendy Cadge, David Cunningham, and Sara Shostak (Brandeis University) will pilot a program to integrate the teaching and learning of undergraduate and graduate research methods. Graduate students will be given the opportunity to serve as research consultants and project leaders in the undergraduate research class. The undergraduate students will have the opportunity to work with the graduate students in small research project groups, enhancing the "learning by doing" nature of research.

Karl Kunkel (Missouri State University) will conduct a focus group assessment of a CD-ROM and active learning teaching strategy for a course on "Crime, Class, Race, and Justice." All course material that was previously delivered in lectures will be turned into voice-over presentations on a CD-ROM, which students could use and review at their own pace. Students will view specific presentations prior to class so that the entire class time can be devoted to interactive learning exercises. The project will study whether the combination of better organized lecture material on CD-ROM and active learning within the class time enhances learning.

Kathleen McKinney (Illinois State University) will conduct a longitudinal study of a cohort of sociology majors in order to research their development of identities as sociologists, their ability to use their sociological imaginations, their engagement in the discipline of sociology, and their sense of being autonomous learners. Self-administered questionnaires, face-to-face interviews, learning reflection essays, a sociological imagination essay question, and the Motivated Learning Strategies Questionnaire will be used to assess the development of the given cohort of majors.

Trina Rose and Sue Wortmann (University of Nebraska-Lincoln) will investigate the effects of using Personal Response Systems (PRS), also known as clickers, in large classrooms. Over the course of two years the devices will be used in large lower-level sociology classrooms, using an experimental design to determine their effects on attendance, active learning, community, student grades, and instructor evaluations. The project should shed light on whether these PRS devices are useful in sociology classrooms and whether they enhance student learning as an active pedagogy.

The next deadline for TEF applications is February 1, 2008. For additional information, visit the ASA website at <www.asanet.org> [click on Funding]. The Teaching Enhancement Fund is largely supported by contributions made at *Just Desserts*. Watch for details about this fundraising event at the upcoming 2007 Annual Meeting. ●

Correction

In the March 2007 *Footnotes*, Jerry Lembke, not Lee Smithey, should have been listed in an "In the News" announcement as having been interviewed on February 1 on National Public Radio's *On the Media* about a *New York Times* story that an Iraq War veteran had been spat on at an anti-war march and rally.

Call for Papers

Meetings

16th Women & Society Conference, October 26-27, 2007, Marist College, Poughkeepsie, NY. This feminist conference is interdisciplinary and multi-disciplinary, covering all aspects of women and gender being studied in the academy. Send your 250-word abstract with a brief bio. Papers, workshops, roundtables and panels are welcome; include abstracts and bios for all participants, with one contact person. Include all contact information, including home and email addresses for summer correspondence to: Women & Society Conference, c/o JoAnne Myers, Fontaine 315 School of Liberal Arts, Marist College, Poughkeepsie, NY 12601. Deadline: July 11, 2007. Contact: ja.myers@marist.edu; <www.marist.edu/liberalarts/womenstudies/conference.html>.

Association of Applied and Clinical Sociology 2007 Conference, October 4-6, 2007, Marriott Eagle Crest Resort and Conference Center. Theme: "Sociology: From Imagination to Action." Learning communities, exciting practice sessions, workshops, fun with friends, networking, great food and drink, and intimate sessions that promote individual interactions. Visit <www.aacsnet.org>, click on the call for papers and submit via email.

TASA/SAANZ Conference 2007, December 4-7, 2007, Auckland, New Zealand. Theme: "Public Sociologies: Lessons and Trans-Tasman Comparisons." The Australian Sociological Association (TASA) and the Sociological Association of Aotearoa New Zealand (SAANZ) welcome international scholars from the arts, humanities, and social sciences to their joint conference. Paper submission deadline is August 13, 2007. To find out more about the 2007 Conference, visit <www.tasa.org.au/conference>. Contact: TASA Executive Officer, School of Social Science, The University of Queensland, St Lucia 4072; 07 3365 7516; admin@tasa.org.au.

Teachers, Teaching, and the Movies Interdisciplinary Conference, October 25-27, 2007, College of Charleston, Charleston, SC. This conference will focus

on an under-examined topic in the fields of education and film studies: the way narrative cinema represents teachers, teaching, and learning. The conference will critically examine issues pertaining to film and the representation of teachers and schools. The conference will also explore the use of films in pedagogy—its educational potential as well as its problems and pitfalls. The organizers invite paper proposals from a range of disciplines (education, film studies, sociology, history, English, etc.). Send proposals of no more than 500 words to one of the conference organizers by June 15, 2007: John Bruns, Director, Film Studies Program, Department of English, College of Charleston, 66 George St., Charleston, SC 29424-0001; BrunsJ@cofc.edu, or Paula Egelson, Director, Center for Partnerships to Improve Education, School of Education, College of Charleston, 66 George St., Charleston, SC 29424-0001; EgelsonP@cofc.edu.

Working Group: Elites And Leadership, Spanish Association of Political Science (AECPA), September 18-20, 2007, Valencia, Spain. The Spanish Association of Political Science (AECPA) will hold its 8th meeting in Valencia with one of the working groups titled "Elites and Leadership." Its coordinators invite students of elites (political, economic, religious, intellectual, military) and leadership to present their research projects and/or their findings in an intellectually encouraging environment. For more information, visit <www.aecpa.es>. Contact Xavier Collier, xavier.collier@aya.yale.edu, or Belén Blázquez, bblazquez@ujaen.es.

Meetings

May 13-16, 2007. Nurturing Technologies: Pervasive Systems for Self Reflection, Critique and Growth workshop at Pervasive 2007, Fifth International Conference on Pervasive Computing, Toronto, Ontario, Canada. This workshop will explore applications of pervasive technology beyond supporting tasks, instead supporting a more fundamental nurturance: facilitating the long-term growth of people in the face of short-term distractions and obstacles. <www.dgp.toronto.edu/conferences/pervasive2007/index.phtml>; <www.nurturingtech.org/>.

May 17-20, 2007. American Association for Public Opinion Research Annual Conference, Anaheim, CA. Sessions are aimed towards research professionals in the commercial, government, media and academic worlds and will address how voters made up their minds in the 2004 and 2006 elections, and how various social and political issues factored into their vote choice. Registration and program information is available at <www.aapor.org>.

May 31-June 1, 2007. ISA Research Committee on Women in Society, RC32 Interim conference, Athens, Greece. Theme: "Women and Citizenship in a Local/Global World."

May 31-June 1, 2007. Transatlantic Voyages Congress, International Sociological Association, Nancy, France. Contact: ISA, Donoso Cortes, 65, Madrid, 28015, Spain; isa@cps.ucm.es <www.ucm.es/info/isa>.

June 6, 2007. Second Annual Matilda White Riley Lecture in the Behavioral and Social Sciences, National Institutes of Health, Bethesda, MD. Theme: "Integrative Health: A Pathway Approach," by Carol D. Ryff and Burton H. Singer. See <obssr.od.nih.gov>.

June 14-15, 2007. 3rd Hellenic Observatory PhD Symposium, London School of Economics and Political Science. Theme: "Contemporary Greece: Structures, Context and Challenges." Contact: Eleni Xiarchogiannopoulou, 0044 20 79556529 (Monday & Tuesday); email e.xiarchogiannopoulou@lse.ac.uk or Sofia Christofidou 0044 20 79556066 (Monday-Thursday) email c.christofidou@lse.ac.uk.

June 27-July 1 2007. United States Social Forum (USSF), Atlanta, GA. Consider participating in a USSF event and join in Sociologists Without Borders and Sociologists for Women in Society in the Academic Activists Dialogues that joins sociologists, scholars, scholar-activists, and researchers with national and grassroots activist organizations. Contact: Marina Karides at mkarides@fau.edu. For more information, visit <www.ussf2007.org>.

June 28-30, 2007. Golden Jubilee, University of Dhaka-Bangladesh. The Department of Sociology, University of Dhaka-Bangladesh is celebrating its Golden Jubilee. As a part of the celebrations, the Department is organizing an International Seminar on "Fifty Years of Sociology, Fifty Years of Social Transformation: Future of the Past."

July 13-16, 2007. 25 Years of Theory, Culture & Society, University of Tokyo. Theme: "Culture in Process...Ubiquitous Media...Asian Transformations." See <www.v-mat.org>.

July 13-16, 2007. Theory, Culture and Society 25th Anniversary Conference, Tokyo University, Japan. Theme: "Ubiquitous Media: Asian Transformations." <www.u-mat.org>.

July 29-31, 2007. World Future 2007: Fostering Hope and Vision for the 21st Century Annual Conference, World Future Society, in Minneapolis, MN. Contact: Susan Echard, WFS, 7910 Woodmont Avenue, Suite 450, Bethesda, Md. 20814; (800) 989-8274; sechard@wfs.org; <www.wfs.org>.

August 9-10, 2007. On the Edge: Transgression and the Dangerous Other Conference, John Jay College of Criminal Justice of the City University of New York. Contact: Transgression Conference, c/o Department of Sociology, John Jay College of Criminal Justice, 899 10th Street, New York, N.Y. 10019; ontheedge2007@gmail.com.

August 10, 2007. The Consumer Studies Research Network (CSRN) One-Day Mini-Conference, Barnard College, New York City. Theme: "The Future of Consumer Studies." This conference brings together faculty and graduate students to discuss their ongoing work in the sociological study of consumption. Visit the conference website to register and for updated information on the program, <www.wilson.edu/csrn>. Contact: Keith Brown, brownkei@sas.upenn.edu, or Dan Cook, dtcook@uiuc.edu.

August 10, 2007. The Future of Consumer Studies, Barnard College, NY. The Consumer Studies Research Network (CSRN) is hosting this one-day mini-conference. This conference brings together faculty and graduate students to discuss their ongoing work in the sociological study

of consumption. Visit <www.wilson.edu/csrn> to register and for updated information on other participants and sessions. Contact Keith Brown, brownkei@sas.upenn.edu, or Dan Cook, dtcook@uiuc.edu.

August 10, 2007. Pre-Conference for Beginning Instructors on Teaching: "Teachers are Made, Not Born: A Workshop for New Sociology Instructors." For information on specific sessions, see the ASA Section on Teaching and Learning in Sociology website at <www2.asanet.org/section-teach/>. Contact: Betsy Lucal (574) 520-4899; blucal@iusb.edu.

August 10, 2007. Teachers are Made, Not Born, New York City. The Section on Teaching and Learning in Sociology will be offering a pre-conference before the ASA meetings for beginning instructors. Complete information is available at <www2.asanet.org/sectionteach/>.

August 10-11, 2007. Sociological Imagination Group 8th Annual Conference, Warwick Hotel, New York. Theme: "Confronting Fundamental Problems in Society and Sociology." For information see website <www.sociological-imagination.org>. Contact: Bernard Phillips at bernieflps@aol.com or David Knottnerus at david.knottnerus@okstate.edu.

August 10-12. International Visual Sociology Association Conference, New York, NY. Theme: "Public Views of the Private; Private Views of the Public." <www.visualsociology.org>.

August 14-17, 2007. ISA Research Committee on Social Stratification, RC28 Montreal, Canada. Theme: "Cumulative Advantage: Education, Health, Wealth and Institutional Contexts."

August 15-22, 2007. Third Summer Seminar on Sociological & Political Research, Real Colegio Complutense, Harvard University. The goal of the seminar is to expose a small group of faculty and researchers to sociological and political topics of interest to scholars from any country. To apply to attend see <www.cis.es>.

September 3-6, 2007. 8th European Sociological Association Conference, Glasgow, United Kingdom. Contact: esa8thconference@gcal.ac.uk; <www.esa8thconference.com>.

September 5-7, 2007. CRESC Annual Conference 2007, University of Manchester. Theme: "Re-thinking Cultural Economy." This Conference seeks to assess where the various debates about culture and economy and cultural economy are, and to explore where they may be going in the future. Contact: CRESC Conference Administration, 178 Waterloo Place, Oxford Road, University of Manchester, Manchester M13 9PL; Tel: +44(0)161 275 8985; fax +44(0)161 275 8985; email cresc@manchester.ac.uk.

September 12-14, 2007. Work, Employment & Society (WES) Conference 2007, University of Aberdeen, Scotland, United Kingdom. Theme: "Beyond These Shores: Sinking or Swimming in the New Globalized Economy?" For more information, visit the conference website at <www.abdn.ac.uk/wes2007>.

September 18-20, 2007. 8th Annual Meeting of the Spanish Association of Political Science (AECPA), Valencia, Spain. For more information, visit <www.aecpa.es>. Contact: Xavier Collier, xavier.collier@aya.yale.edu, or Belén Blázquez, bblazquez@ujaen.es.

September 26-29, 2007. 7th Annual Conference of the European Society of Criminology (ESC), Bologna, Italy. Theme: "Crime, Crime Prevention and Communities in Europe."

October 4-6, 2007. Association of Applied and Clinical Sociology 2007 Conference, Marriott Eagle Crest Resort and Conference Center. Theme: "Sociology: From Imagination to Action." Learning communities, exciting practice sessions, workshops, fun with friends, networking, great food and

drink, and intimate sessions that promote individual interactions. Visit <www.aacsnet.org> for more information.

October 17-19, 2007. International Association for Time Use Research XXVIII Conference, Washington, DC. Theme: "Work vs. Play." <www.atusers.umd.edu/IATUR2007/>.

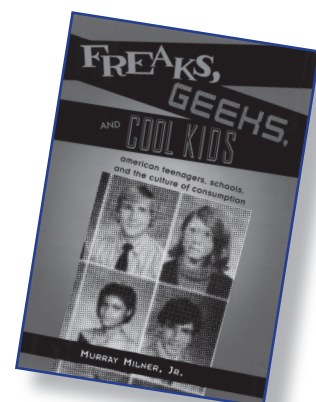
October 18-20, 2007. The Society for the Study of Human Development 5th Biennial Meeting, Pennsylvania State University. Theme: "Crossing Boundaries in Human Development." Contact: Toni C. Antonucci, Program Committee Chair, Department of Psychology, University of Michigan, Ann Arbor, MI 48106; tca@umich.edu; <www.sshdonline.org/meetings.htm>.

October 25-27, 2007. Teachers, Teaching, and the Movies Interdisciplinary Conference, College of Charleston, Charleston, SC. This conference will focus on an under-examined topic in the fields of education and film studies: the way narrative cinema represents teachers, teaching, and learning. The conference will also explore the use of films in pedagogy—its educational potential as well as its problems and pitfalls. Contact: John Bruns, Director, Film Studies Program, Department of English, at BrunsJ@cofc.edu, or Paula Egelson, Director, Center for Partnerships to Improve Education at EgelsonP@cofc.edu.

October 25-28, 2007. Association of Humanist Sociology 2007 Annual Meeting, Hilton Garden Inn, Henderson, Nevada. Theme: "Expanding our Branches: Nourishing our Roots." Contact: Emma Bailey, Program Chair, at bailey@wnmu.edu.

November 1-2, 2007. CPST National Conference, Washington, DC. Theme: "The Present and Future Status of the American STEM Workforce." Contact: Commission on Professionals in Science and Technology, 1200 New York Avenue, NW, Suite 113, Washington, DC 20005;

ROUTLEDGE



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November 15-19, 2007. *The Social Capital Foundation 2007 Conference*, Hawaii. Theme: "Multiethnicity and Social Capital." <www.socialcapital-foundation.org/conferences/synopsis.htm>.

November 18-24, 2007. *ISA International Laboratory for PhD Students in Sociology*. Theme: "Globalization, Social Problems and Social Policy." <www.ucm.es/info/isa/isa_lab.htm>.

November 22-24, 2007. *8th International Conference on Asian Youth and Childhoods 2007*, Lucknow, India. The conference will provide many opportunities for social science academics and professionals to interact with members inside and outside their disciplines. Visit <www.ayc2007.com>. Contact: ayc2007@rediffmail.com.

December 4-7, 2007. *TASA / SAANZ Conference 2007*, Auckland, New Zealand. Theme: "Public Sociologies: Lessons and Trans-Tasman Comparisons." The Australian Sociological Association (TASA) and the Sociological Association of Aotearoa New Zealand (SAANZ) welcome international scholars from the arts, humanities and social sciences to their joint conference. Contact: TASA Executive Officer, School of Social Science, The University of Queensland, St Lucia 4072; 07 3365 7516; admin@tasa.org.au; <www.tasa.org.au/conference>.

December 16-18, 2007. *39th Annual Conference of the Association for Jewish Studies (AJS)*, Sheraton Centre Toronto. This

conference is the leading annual forum for Jewish studies research, featuring more than 140 sessions on all fields of Jewish studies. For more information visit <www.ajsnet.org> or contact the AJS office at (917) 606-8249 or ajs@ajs.cjh.org.

Funding

CASBS Announces Change in Fellow Selection Process. Effective of the class of 2008-09, the Center for Advanced Study in the Behavioral Sciences (CASBS) will implement a new fellow selection process, inviting scholars to apply for fellowships instead of requesting nominations. The new application form and guidelines are available on the CASBS website at <www.casbs.org>. Applications for the 2008-2009 fellowship year are due by June 30, 2007. The Center invites applications from groups who engage in collaborative work as well as individual scholars from the entire range of disciplines and interdisciplinary areas in the social and behavioral sciences and humanities. In addition, research themes will be introduced for those who prefer to attend in a year with others who share similar interests. For the fellowship year 2008-2009, themes are "Improving Health and Health Care" and "Achieving Equality." Applicants need not affiliate with a theme.

Conference fellowships are available for the 13th Annual Trainer-of-Trainers Conference. *Teaching Survival Skills and Ethics*, June 10-15, 2007, Snowmass, CO. This conference provides faculty and administrators with the background and

materials needed to establish or improve instruction in the responsible conduct of research and in a broad range of professional skills, including the ability to write research articles, give research seminars, obtain employment, secure funding, and teach and mentor. Details on the conference, as well as an application form, are available at <www.survival.pitt.edu/events/trainer.asp>. The conference fellowships cover travel, lodging, food, and all but \$425 of the registration fee. Attendance is limited to 50 persons and applications are considered on a rolling basis. Contact: The Survival Skills and Ethics Program, University of Pittsburgh, 3500 Fifth Avenue, Suite 202, Pittsburgh, PA 15213; (412) 578-3716; fax (412) 578-3790; survival@pitt.edu; <www.survival.pitt.edu/events/trainer.asp>.

Contemplative Practice Fellowship Program. This program is sponsored by the Center for Contemplative Mind in Society <www.contemplativemind.org> and made possible by funding from the Fetzer Institute. These fellowships seek to restore and renew the critical contribution that contemplative practices can make to the life of teaching, learning, and scholarship. Fellowships for the 2008-2009 academic year are offered for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Deadline: November 15, 2007. Amount: up to \$10,000. Tenure: Summer 2008 or one semester of the 2008-2009 academic year. The selection committee seeks proposals in which course content and contemplative practices are related to the consideration of social conflict and in-

justice, the amelioration of suffering, and the promotion of peace. We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome. These fellowships are intended to support scholars for developing curricula during a summer or an academic-year semester. Individual scholars, partnerships, or groups of scholars may apply, but the maximum stipend will not exceed \$10,000. Prior experience with contemplative practice is encouraged. Regular full-time faculty members in the United States and Canada are eligible to apply. To begin the application process, print out the application packet found at <www.contemplativemind.org/programs/academic/fellowships>. A paper copy of the application packet may also be requested from fellowships@contemplativemind.org or by writing to: Contemplative Practice Fellowship Program, The Center for Contemplative Mind in Society, 199 Main Street, Suite 3, Northampton, MA 01060.

NIH Director Launches Program for Innovative New Investigators. The NIH Director's New Innovator Award offers grants of up to \$1.5 million in direct costs over 5 years. Application period: April 25 to May 22, 2007. NIH expects to make at least 14 awards in September 2007. Applicants must hold an independent research position at an institution in the United States and must have received their most recent doctoral degree or completed their medical internship and residency in 1997 or later. The proposed research may be in any scientific area relevant to the NIH mission. The project description in the grant application will be briefer than that required for R01s and will emphasize the significance of the research, what makes the approach exceptionally innovative, how the applicant will address challenges and risks, and the applicant's qualifications for the grant. Applicants are allowed, but not required, to present preliminary data relevant to the project. Letters of reference will not be accepted. Detailed instructions are at <grants.nih.gov/grants/guide/rfa-files/RFA-RM-07-009.html>. For more information, see the NIH Director's New Innovator Award website at <grants.nih.gov/grants/new_investigators/innovator_award/>. Contact: (301) 594-4469; newinnovator@nih.gov.

The Substance Abuse and Mental Health Services Administration (SAMHSA) is soliciting applications for FY 2007 funds for a Cooperative Agreement for Networking, Certifying and Training Suicide Prevention Hotlines. This program will manage, enhance, and strengthen the National Suicide Prevention Lifeline (NSPL), a system of toll-free telephone numbers that routes calls from anywhere in the United States to a network of certified local crisis centers that can link callers to local emergency, mental health, and social service resources. It is expected that approximately \$2.88 million will be available to fund one award for up to five years. The program is one of SAMSHA's infrastructure programs that support an array of activities to help build a solid foundation for delivering and sustaining effective mental health services. Eligible applicants are domestic, public and private nonprofit entities. Applications for SM-07-009 are available by calling SAMSHA's Clearinghouse at (887) SAMHSA7, or by downloading from <www.samhsa.gov/grants/index.aspx> or <www.grants.gov>. Applications due: May 28, 2007. Contact: Richard McKeon at (240) 276-1873 or richard.mckeon@samhsa.hhs.gov.

In the News

Karl Alexander and co-authors **Doris Entwisle** and **Linda Steffel Olson**, all at Johns Hopkins University, had their April 2007 *American Sociological Review* article, "Lasting Consequences of the Summer Learning Gap," featured in a March 28,

2007, *Baltimore Examiner.com* article. Their research provided evidence that future academic success of elementary school children can be predicted, to a large degree, by the intensity of intellectual challenges during summer vacations. **Karl Alexander** was also interviewed by *Reuters* and the *Times of London*, about the study on March 23, 2007.

The **American Sociological Association** had its resolution calling for an end to the use of Native American team names, logos and mascots in athletics mentioned on *InsideHigherEd.com* on March 7, 2007.

Andrew A. Beveridge, CUNY-Queens College, was quoted by the *New York Times* on March 23, 2007, in an article on how an increasing number of parents are raising their children in Manhattan.

Suzanne Bianchi, University of Maryland-College Park, was interviewed by ABC News, CBS News, and many other media outlets on March 21, 2007, about her study on how mothers today are spending more time with their children despite changes in societal circumstances.

Suzanne M. Bianchi, **John P. Robinson**, and **Melissa A. Milkie**, University of Maryland, were quoted about parents' time with children in a front page March 19 *Washington Post* for their research on Americans' time use. **Sharon Hays**, University of Southern California, and **Kathleen Gerson**, New York University, were also quoted in the article.

Diane R. Brown, University of Medicine and Dentistry of New Jersey, was interviewed on the *Brian Lehrer Show* WNYC public radio in New York on Wednesday February 28, 2007, on social and cultural factors impacting mental health disparities for African American women.

Karen A. Cerulo, Rutgers University, had her book *Never Saw It Coming: Cultural Challenges to Envisioning the Worst* reviewed in the February/March issue of *Scientific American*.

Camille Z. Charles, University of Pennsylvania, was quoted in a March 6 *Washington Post* article about her study finding that black students at selective colleges are increasingly immigrants.

Andrew Cherlin, Johns Hopkins University, was quoted in *The New York Times* on May 30, 2007, in an article on whether there is a double standard when judging men and women who have been married multiple times.

Doug Downey, Ohio State University, was quoted in a March 28, 2007, *Baltimore Examiner.com* article about the research conclusions in an April 2007 *American Sociological Review* article, "Lasting Consequences of the Summer Learning Gap."

Charles A. Gallagher, Georgia State University, was quoted by the nationally syndicated news agency Newhouse News Service on the sociological implications and racial meaning of whites who support Senator Barack Obama's bid for the presidency.

Barry Glassner, University of Southern California, had his book, *The Gospel of Food*, reviewed in the *New York Times Book Review*, *The Atlantic Monthly* and *The Denver Post*, and was quoted in an Associated Press article on 'culinary tourism' as well as a *Los Angeles Times* article on cloned animal meat in March.

Arthur Greil, Alfred University, was quoted in an April 1 *New York Times Magazine* article on infertility and feminism.

John R. Hall, University of California-Davis, was quoted in the March 8, 2007, issue of *Nature* magazine concerning whether scriptural descriptions of violence in religious texts foster aggression.

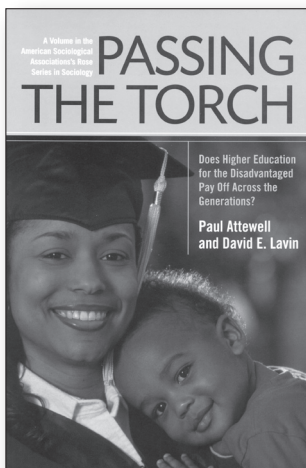
Miliann Kang and **Katherine Jones**, both of the University of Massachusetts-Amherst, were quoted in the "Magazine & Journal Reader" section of the March 27 issue of the *Chronicle of Higher Educa-*

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Passing the Torch

Does Higher Education for the Disadvantaged Pay Off Across the Generations?

by Paul Attewell, David Lavin, Thurston Domina, and Tania Levey
ISBN 978-0-87154-037-9, Hardcover, \$39.95



The steady expansion of college enrollment rates over the last generation has been heralded as a major step toward reducing chronic economic disparities. But many of the policies that broadened access to higher education—including affirmative action, open admissions, and need-based financial aid—have come under attack in recent years by critics alleging that schools are admitting unqualified students who are unlikely to benefit from a college education. In *Passing the Torch*, Paul Attewell, David Lavin, Thurston Domina, and Tania Levey follow students admitted under the City University of New York's "open admissions" policy, tracking its effects on them and their children, to find out whether widening college access can accelerate social mobility across generations.

Unlike previous research into the benefits of higher education, *Passing the Torch* follows the educational achievements of three generations over 30 years. The authors find that when women from underprivileged backgrounds go to college, their children are more likely to succeed in school and earn college degrees themselves. As the first study to indicate that increasing access to college among today's disadvantaged students can reduce educational gaps in the next generation, *Passing the Torch* makes a powerful argument in favor of college for all. Paul Attewell and David Lavin are professors of sociology in the Graduate Center at the City University of New York.

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tion for their *Contexts* article on who is getting tattoos.

Janet Lever, California State University-Los Angeles, was quoted in an article on *MSNBC.com* on a new study that says female bosses who have childcare responsibilities face more interference in their work day than male bosses who have similar responsibilities.

Robert Manning, Rochester Institute of Technology, had his film *In Debt We Trust* reviewed in the March 30, 2007, *Democrat and Chronicle*. He was quoted in a March 30, 2007, *CNN.com* article on economic implications in the United States of the subprime mortgage lending crisis.

Jack K. Martin, Indiana University, had his study, "The Construction of Fear: Americans' Preferences for Social Distance from Children and Adolescents with Mental Health Problems," which was published in the March issue of *Journal of Health and Social Behavior*, covered by Reuters, *The New York Post*, and *Scientific American* on March 19, 2007 and March 20, 2007, respectively.

Patricia Yancey Martin, Florida State University, was featured in the 2007 edition of *Florida State University's College of Social Sciences Magazine*, regarding her scholarship on gender and her book on organizations that deal with rape victims.

Micki McGee, New York University, was interviewed and quoted in *USA Today* on January 11 and the *New York Times* on January 25 about her book *Self-Help, Inc.: Makeover Culture in American Life* and new trends in self-help literature and personal coaching. She also appeared on NPR's *Talk of the Nation*, on May 27 to discuss self-help culture.

Gina Neff, University of Washington, was quoted in *The Christian Science Monitor* on March 5 concerning her research on unpaid internships in media and communications industries.

Joane Nagel, University of Kansas, was quoted in a March 18 *New York Times* article on sexual harassment and assault in the military during the Iraq War.

Leslie Houts Picca, University of Dayton, was interviewed on CNN's *Paula Zahn Now* February 13 to discuss her forthcoming book with **Joe Feagin** *Two-Faced Racism: Whites in the Backstage and Frontstage*. She was also interviewed by the Associated Press on January 31 for her research with Joe Feagin on backstage and front stage racial relations. She was also interviewed along with Joe Feagin by *InsideHigherEd.com* about their forthcoming book. An article about their research was also on the front page of the *Dayton Daily News* on February 2, 2007. Picca was interviewed on *www.PS1radio.com* on March 13.

J. Steven Picou, University of South Alabama, was featured on the Alaska Public Radio program *Voice of Alaska* on March 27. He was interviewed regarding the Exxon Valdez oil spill litigation and responded to telephone inquiries from Alaskan residents during the one-hour program.

Barbara Risman, University of Illinois-Chicago and the Council on Contemporary Families, was quoted in a March 21 *New York Times* article on outdoor fireplaces and was quoted in a March 10 *New York Times* op-ed on assortative mating.

David Shulman, Lafayette College, was interviewed and had his new book, *From Hire to Liar: The Role of Deception in the Workplace*, featured in many media outlets across the country, including NPR's *Morning Edition* on March 30, *The Guardian* on March 24, WCBS NewsRadio 880, The Associated Press Business Water Cooler Column by Jackie Farwell on March 20, WNYC's *Brian Lehrer Show* on March 15, *Chronicle of Higher Education* on March 9, *Miami Herald* on February 19, *The Chicago Tribune* on February 19, and *The Financial Times* (London) on October 2, 2006.

Pamela J. Smock, University of Michigan, was quoted in a March 11 *New York Times* article about married couples who sleep in separate bedrooms.

Steven Taylor, Syracuse University, was quoted in the *Times of London* on March 11 in an article on Oscar Pistorius, a disabled athlete whose prosthetic device is close to qualifying him for the South African

running team heading for the Beijing Olympics.

Barry Wellman, University of Toronto, had his lecture on Connected Lives featured on a 30-minute special on TV Ontario on March 10, 2007. He was also interviewed with

Julie Amoroso, NetLab, for the Toronto Star on whether people say different things online than in-person.

Charles V. Willie, Harvard Graduate School of Education, received a U.S. Speaker and Specialist Grant Award from the U.S. State Department to lecture at the College of The Bahamas and elsewhere in the Commonwealth of The Bahamas during the celebration of Education Awareness Week and Black History Month 2007.

Peter Yeager, Boston University, wrote two op-eds in *Metrowest Daily News* on May 14, 2006, on lax construction oversight and in BU's *Daily Free Press* on February 6, 2006, on the literacy gap.

Awards

Dean John Champion, Texas A&M International University, received the Outstanding Distance Educator for 2006 award from Texas A&M International University.

Lynn Chancer, Hunter College, received the Distinguished Scholar of the Women and Crime Division of the American Society of Criminology.

Jill A. Fisher and **Torin Monahan**, Arizona State University, were recently awarded a grant from the National Science Foundation to conduct empirical research on the effects of radio frequency identification technologies on organizational dynamics in hospitals.

Michael Jacobson, Vera Institute of Justice, was given the Roscoe Pound Award of the National Council on Crime and Delinquency's (NCCD) 2006 Centennial Gala. The Roscoe Pound Award goes "to a leader in the public or private sector who shows a significant and sustained commitment to promoting criminal justice reforms consistent with NCCD's values."

Patricia Yancey Martin, Florida State University, received the Feminist Activism Award from Sociologists for Women in Society in 2006, an award that required her to give lectures on two U.S. campuses about her research and meet with local activists concerned with the welfare of women and girls. She was also selected as one of seven Phi Beta Kappa members for the southeast region's Phi Beta Kappa Fellows Lectureship Program for 2007.

Setsuko Matsunaga Nishi, has been awarded the 2007 Lifetime Attonement Award for the Association for Asian American Studies.

Deana Rohlinger was chosen as the Florida State University Sociology Department's J. Michael Armer Faculty Best Teacher in 2006.

Benita Roth, Binghamton University, was awarded the Heller Bernard Fellowship for the year 2006-2007 for her project, "Anti-AIDS Activism in Los Angeles from the 1980s to the 2000s: From Streets to Suits."

Joel Samaha has been awarded the 2006-07 Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.

David Yamane, Wake Forest University, received the Kulynych Family Omicron Delta Kappa Award for Outstanding Contribution to Student Life.

Transitions

Anne Barrett and **John Taylor**, Florida State University, were approved in January 2007 for promotion to the rank of Associate Professor with tenure, starting Fall 2007.

Angela Cora Garcia joined the Sociology Department at Bentley College this January.

George Luke was appointed Visiting Assistant in Sociology at Florida State University.

Patricia Yancey Martin, Florida State University, is retiring in December 2007.

Janice McCabe, Indiana University, has joined the faculty of Florida State University as an assistant professor.

Verna Keith, Arizona State University, has joined Florida State University faculty as a full professor.

Neil Weiner has been named Research Director of the Vera Institute of Justice.

Rhonda Zingraff will begin a position as Associate Dean in the College of Integrated Science and Technology at James Madison University in July 2007.

People

James R. Bruce, Hendrix College, lectured to the Lublin Chapter of the Polish Academy of Science on "A Key to the Understanding of Societies Secrets: Cultural Values Revealed in Death and Dying" in Lublin, Poland, February 7, 2007.

Lawrence D. Bobo, Center for Comparative Studies in Race and Ethnicity, Stanford University, **Victor Nee**, Cornell University, and **Pamela Barnhouse Walters**, Indiana University, have been named 2007 Guggenheim Fellows.

Tony Cortese was invited by the National Academy of Sciences to evaluate Ford Fellowship proposals in Sociology, American Studies, and Interdisciplinary Studies as part of a panel that met in Washington, D.C., March 1-3, 2007.

Burke Grandjean, Wyoming Survey & Analysis Center (WYSAC), University of Wyoming, has been honored by Rice University for his accomplishments subsequent to his academic and athletic endeavors at Rice University.

Arch Haller received an Honorary "Doctor of Social Science" Degree from Ohio State University at its winter commencement exercise.

Eugene (Gene) Rosa, Washington State University, gave a keynote address "A Thousand Flowers, A Thousand Weeds: New Challenges to the Rationality of Risk," at the University of Cambridge, United Kingdom, on March 30, 2007.

Annette Schwabe was appointed an Assistant Professor of Sociology at Florida State University.

Members' New Books

Nancy Ammerman, Boston University, *Everyday Religion: Observing Modern Religious Lives* (Oxford University Press, 2006).

Jacqueline L. Angel, LBJ School of Public Affairs, and **Keith E. Whitfield**, eds., *The Health of Aging Hispanics: The Mexican-Origin Population* (Springer, 2007).

Emily Barman, Boston University, *Contesting Communities: The Transformation of Workplace Charity* (Stanford University Press, 2006).

Richard A. Dello Buono, SSSP Global Division Chair, ed., *Diálogo Sudamericano: Otra integración es posible* [South American Dialogue: Another Integration is Possible] (Editorial Universidad Bolivariana/PCS, 2007).

Dean John Champion, Texas A&M International University, *Probation, Parole, and Community Corrections*, 6th edition (Pearson/Prentice Hall, 2008).

Kay Deaux, CUNY-Graduate Center, *To Be An Immigrant* (Russell Sage Foundation, 2006).

Mathieu Deflem, University of South Carolina, *Sociologists in a Global Age: Biographical Perspectives* (Ashgate, 2007).

Donna Gaines, *A Misfit's Manifesto: The Sociological Memoir of a Rock & Roll Heart* (Rutgers University Press, 2007).

Stephen Kalberg, Boston University, *Max Weber: The Protestant Ethic and the Spirit of Capitalism and the Rise of the West* (Roxbury Publishers, 2007).

Linda Kalof, Michigan State University, and **Amy Fitzgerald**, University of Windsor,

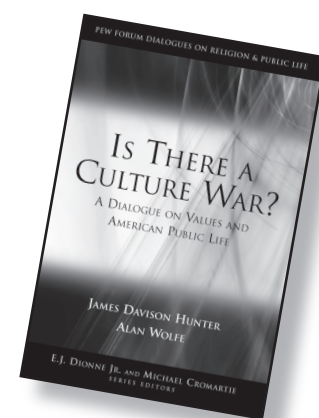
The Animals Reader: The Essential Classic and Contemporary Writings (Berg/Palgrave, 2007).

Ralph W. Larkin, Academic Research Consulting Service and John Jay College of Criminal Justice-CUNY, *Comprehending Columbine* (2007).

David R. Maines, Oakland University, and **Michael J. McCallion**, *Transforming Catholicism: Liturgical Change in the Vatican II Church* (Lexington Books, 2007).

Kathleen McKinney, Illinois State University, *Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling* (Anker, 2007).

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Mary Pattillo, Northwestern University, *Black on the Block: The Politics of Race and Class in the City* (University of Chicago Press, 2007).

George Psathas, Boston University, and **G. Backhaus**, *The Sociology of Radical Commitment: Kurt H. Wolff's Existential Turn* (Lexington Press, 2006).

Richard Quinney, *Tales from the Middle Border* (Borderland Books, 2007).

Milton Seligman and **Rosalyn Benjamin Darling**, Indiana University of Pennsylvania, *Ordinary Families, Special Children: A Systems Approach to Childhood Disability*, 3rd edition (Guilford Publications, 2007).

New Programs

Hofstra to offer MA in Applied Social Research and Policy Analysis. Hofstra will offer a Master of Arts degree in Applied Social Research and Policy Analysis starting next fall for recent college graduates and professionals who want to improve their social research skills and become more proficient at data collection and analysis. The program prepares graduates for careers in organizations in need of professionals with research and analysis skills; research organizations (evaluation, policy, polling, marketing); federal, state, and local government agencies; not-for-profit organizations such as foundations, advocacy and service agencies, community service groups; agencies addressing labor, housing or health issues; organizations private sector firms with research needs in the areas of personnel, market research, labor relations, public relations, opinion poll research; social service organizations; and criminal justice agencies. The multi-disciplinary program can be completed in two years on a full-time basis or three years taking classes part-time. Courses will be taught by faculty from Hofstra's departments of sociology, anthropology, political science, labor studies, and economics/geography. Contact: Marc Silver at (516) 463-5645; marc.silver@hofstra.edu; <www.hofstra.edu/maasrpa>.

Deaths

Jean Baudrillard, French critic and provocateur whose theories about consumer culture and the manufactured nature of reality were intensely discussed, died on March 6 in Paris. He was 77.

Bernhardt Lieberman, University of Pittsburgh, died at the age of 79 in late April 2006, in Hagerstown, MD, following an automobile accident.

Patrick McGuire, University of Toledo and the former Director of the Urban Affairs Center, passed away March 18, 2007, at the age of 53.

Obituaries

Samuel W. Bloom (1921–2006)

Samuel W. Bloom, who died December 20, 2006, from complications of a stroke he suffered in July of that year, led a full and worthy life. He basked in the love of his wife Anne, a psychologist; his children Jessica, a sociologist and social worker, and Jonathan, a historian; and his two grandchildren, Alexander and Sonia. He earned and enjoyed the affection and respect of myriad friends and colleagues. His humaneness pervaded his private and professional life.

Sam had a profoundly positive effect on his profession. He will be best remembered for his influence on medical education and on the discipline of medical sociology, through his three books, numerous papers, and his service on the faculties of Baylor College of Medicine in Houston, TX (1956–1961), and Downstate Medical

Center in Brooklyn, NY (1962–1968), as well as his joint appointment as Professor of Sociology at the City University of New York (1968–1999) and Professor of Sociology and Community Medicine at Mount Sinai School of Medicine (1968–2006).

Three areas of accomplishment stand out as particularly noteworthy: Sam's work developing a series of lectures for use in sociomedical contexts; his active participation in the establishment of medical sociology, both as an academic discipline and organizationally in the ASA; and his contributions as a historian of medical sociology.

At Baylor College of Medicine, Sam developed several volumes of lectures and reading materials for the teaching of sociocultural aspects of medicine to first-year medical students, as part of a course on "Human Growth and Development." Many of these teaching materials were incorporated into his influential book *The Doctor and His Patient: A Sociological Interpretation* (1963). The book articulated how the transactions between doctor and patient, as well as patient outcomes, are influenced by the sociological matrix in which they occur.

During this same period, Sam applied his insights as a consultant to the Psychiatric Service of the Veterans Administration Hospital and participated in a range of research projects, publishing in such diverse areas as the sociology of patient care and sociophysiology. Over the ensuing years he pursued his passion for enriching medical education through the inclusion of behavioral sciences in the curriculum. This included chairing the Review Subcommittee on Social Sciences for the Training Branch of NIMH (1969) and serving on the Robert Wood Johnson Foundation Commission on Medical Education (1990–1992).

Sam is recognized as a major influence in fostering the burgeoning interest in the rapprochement between medicine and the social sciences that occurred during the post-World War II era, through his roles on the ASA's Committee on Medical Sociology and the Section on Medical Sociology that succeeded it. He served as secretary of the Committee and was elected the first secretary-treasurer of the Section. In 1965, while on the faculty of the Department of Psychiatry at Downstate Medical School-SUNY, he was elected chair of the Section. Sam went on to receive virtually every honor given by the Section, including the Leo G. Reeder Award for Distinguished Contributions to Medical Sociology in 1989 and its Certificate of Appreciation for a Career of Distinguished Service in 1997.

Sam was a sociologist-in-medicine but also one of the most astute and critical voices on the medical school as a social system, and the gaps between its ideals and values, and administrative and faculty behavior. In one instance, his analyses irked some of his powerful sponsors who saw their interests threatened. During the 1960s, Sam was asked by the Dean of Downstate Medical Center to conduct a sociological study of the school. His report, "The Medical School as a Social System," was neither distributed nor used by the school. It was subsequently published in the *Milbank Memorial Fund Quarterly* (1971) and in book form as *Power and Dissent in the Medical School* (1973). As Sam noted in the book's introduction, "withheld by its sponsors, it became an 'underground' best seller, as unlikely as that now seems."

When the Robert Wood Johnson Foundation initiated its Commission on Medical Education in 1990, Sam was called on to prepare one of its major background papers. He did not mince words. He deeply analyzed how medical education was organized to resist the needed changes demanded by the growth of basic knowledge and the practice requirements emerging in medicine. He told his eminent medical colleagues how "the modern medical center contains vested bureaucratic and financial interests, shared by both scientists and practitioners, which form a highly resistant barrier to change."

When Sam took on the challenge of chronicling the history of medical sociology, he produced a scholarly tour de force. His book *The Word as Scalpel: A History of*

Medical Sociology (2002) examined medical sociology within the deep intellectual context of the developing social sciences, and looked at its broad roots in social medicine and public health as they were shaped by changing values, economics, and politics. The book adds importantly to the literature of medical sociology, the sociology of work, and the sociology of knowledge. It provides an extraordinary service to the Medical Sociology Section by bringing together understandings that would otherwise remain fragmented recollections by disparate individuals. Recognized by the Section's 2004 Eliot Freidson Outstanding Publication Award, *The Word as Scalpel* is a historical source unlikely to be surpassed. If a fault is to be found with the volume, it is that it did not fully capture the significance of the author's own involvement in the genesis of Medical Sociology.

Samuel W. Bloom mattered in so many ways—to his family, his friends and colleagues, his profession, and the causes for good that he supported—and, so, all of us will miss him greatly.

Howard B. Kaplan, Texas A&M University, and David Mechanic, Rutgers University

Hiram J. Friedsam (1920–2007)

Dr. Hiram Johnson Friedsam, Dean and Professor Emeritus at the University of North Texas, died from complications of pancreatic cancer in San Antonio, TX, in the early morning of March 24 with his family at his bedside. He was 87. Born March 14, 1920, in Brooklyn, New York, Dr. Friedsam grew up in Waco, TX.

He received his bachelor's degree from Baylor University and master's degree from the University of Texas prior to WWII. He served during WWII in the U.S. Marine Corps in the Pacific as a First Lieutenant, participating in the Battle of Solomon Islands and at Guadalcanal Island from 1942–43. He remained in the Marine Corps Reserves, and retired from the Reserves as a Major in 1961.

Hiram met his wife, Reva, in New York City shortly after WWII. They married in 1947, in Austin, TX, where he had returned to complete a doctorate at the University of Texas. He joined the faculty of North Texas State Teachers College (now the University of North Texas) in 1948 at the invitation of the school president as an assistant professor of economics. He later became the chairman of the sociology department. Dr. Friedsam was instrumental in establishing the Center for Studies in Aging at North Texas, the first gerontology program in Texas and one of the first in the nation. In 1973, after serving as director of the Center, Dr. Friedsam was appointed as the first Dean of the newly established School of Community Services (now the College of Public Affairs and Community Service), a position that he held until his retirement in 1983. Serving as Dean and Professor Emeritus, he maintained an office in the Department of Applied Gerontology (formerly the Center for Studies in Aging) where he continued to write and edit professional publications, serve on local and national advisory boards, and mentor students and faculty.

Dr. Friedsam was a Fellow of the Gerontological Society of America, the Association for Gerontological Society of America, and the Association of Gerontology in Higher Education. At various times in his career he served as President of the Southwestern Sociological Society, the Southwestern Social Science Association, the Association for Gerontology in Higher Education, and the Texas Society on Aging. A delegate to the 1961, 1971, and 1981 White House Conference on Aging, he served as co-chair of the Training Section at the 1971 conference and as a consultant to the Technical Committee on Education for the 1981 conference. In 1968, he was appointed by President Lyndon Johnson to serve on his Presidential Task Force on Older Americans. The author or co-author of more than 50 publications, he also served a term as Editor-in-Chief of *The Gerontologist*, a journal published by the Gerontological Society of America.

Dr. Friedsam's activities in the field of aging also included terms as chairman of the Citizens Advisory Council for the Tex-

as Department on Aging and membership in the Advisory Council of the North Central Texas Council of Government's Area Agency on Aging. In the Denton area, he advised on the origins of several aging services programs including the Retired Senior Volunteer Program (RSVP), Good Samaritan Village, and Fairhaven where he also served as a board member.

Hiram received the President's Award and Distinguished Teacher Award from the University of North Texas and was named as an Honorary Alumnus by the Alumni Association. His other awards included a President's Citation from the American Association of Homes and Services for the Aging, the Trailblazer award from the Texas Joint Conference on Aging, and Distinguished Service Award from the Southwestern Social Science Association and from the Association for Gerontology in Higher Education. Dr. Friedsam also received the Clark Tibbitts Award for contributions to gerontology education for that organization.

Hiram is survived by his wife, Reva Sykes Friedsam, daughter and son-in-law Karen F. and Tom Duncan, son S. Carl Friedsam and his wife Charlene, and grandchildren Stephen and Elizabeth Friedsam, his niece, Georgia Hepler (Bert), and cousin Sandra Mittica.

Gifts in memory of Dr. Hiram J. Friedsam may be made to the following scholarship funds: Friedsam Graduate Student Fund—Gerontology or the Friedsam Graduate Scholarship—Sociology. Online donations may be made at <development.unt.edu/givenow/givenow.php>. Hiram supported many other non-profit and service endeavors, so gifts to other charities would be equally appreciated.

Kim Mathis, University of North Texas

David L. Westby (1929–2006)

David Westby, my friend, died on August 4, 2006, peacefully, surrounded by his family. His main academic position had been at Penn State University from 1961–91.

His first publication was an interview study of the Minneapolis Symphony, conducted in the late fifties. Dave showed the pressures of being a professional musician, the narrow opportunities, the

status concerns and the difficulties in building a life around this occupation. The musicians obviously trusted Dave, and they freely told him about the more painful and private aspects of the job. He showed how lucky we are that some people follow this difficult artistic path. And he produced the first occupational study of the classical music profession.

Dave's first book was on the 60s student revolution (*Clouded Vision*, 1976). He did a convincing job of relating this dissent to the disaccumulation process of recent capitalism, which resulted in numerous non-business, peripheral occupations. The *American Journal of Sociology* reviewer called this "the most stimulating and persuasive theory of the student movement yet advanced."

Dave's most important book was *The Growth of Sociological Theory* (Prentice-Hall, 1991). This was marketed as a text book of classical theory, but it was actually a highly original monograph. The relation of the pre-sociological thinkers to the major theorists is unusually well developed. One sees the influence of Dave's teachers, Hans Gerth, Don Martindale, and the elder Howard Becker, here. And Dave's lengthy treatments of the Marx, Weber, Durkheim, Mead, etc. group are as good as any I have ever seen.

Dave's later research was on the Swedish peace movement, in which he developed the key concept of "framing," particularly in relation to ideology. Another late contribution was on the history of anarchism.

But Dave not only studied politics, he immersed himself in them. This included anti-war protests, agitation for civil rights (everyone's), unionizing the Penn State faculty, and constant politicking in the city of State College, Pennsylvania.

Throughout this rich life of theory and action runs the bright thread of a good human being. This was a guy whom everyone liked, and who was happiest when he was being kind to other human beings. He was a radical and a darned good one. Just a guess, but I think if he had landed at the Finland Station instead of Lenin, that revolution might have shown a lot more compassion.

Norbert Wiley, University of Illinois, Urbana

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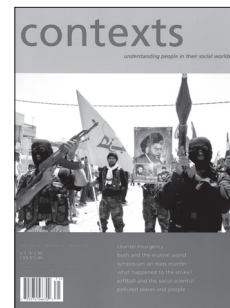
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Journals in Transition

New Submission Addresses

Contexts: As of July 1, 2007, all new submissions should be sent to the new editors, Douglas Hartmann and Christopher Uggen, at The University of Minnesota, Department of Sociology, 267 19th Avenue South, Room 909, Minneapolis, MN 55455; (612) 624-4300; e-mail contexts@soc.umn.edu. Correspondence regarding revisions of manuscripts already under review will continue to be received until August 7, 2007, by the outgoing editors: James N. Jasper and Jeff Goodwin, Editors, Contexts, Department of Sociology, New York University, 295 Lafayette Street, 4th Floor, New York, NY 10012-9604; e-mail editor@contextsmagazine.org.



Journal of Health and Social Behavior: As of September 1, 2007 all new submissions should be sent to the new editor, Eliza Pavalko, at Indiana University, Karl F. Schuessler Institute for Social Research, 1022 East Third Street, Bloomington IN 47405-7103; (812) 856-6979; e-mail jhsb@indiana.edu. Correspondence regarding revisions of manuscripts already under review will continue to be received until October 1, 2007, by the outgoing editor: Peggy Thoits, University of North Carolina, Department of Sociology, 162 Hamilton Hall, Campus Box 3210, University of North Carolina, Chapel Hill, NC 27599-3210; e-mail jhsb@unc.edu.



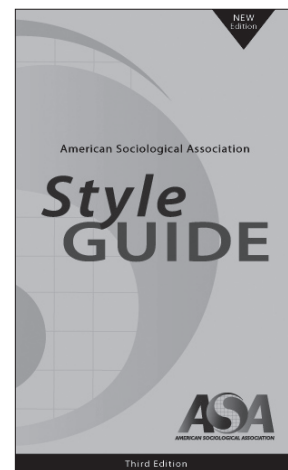
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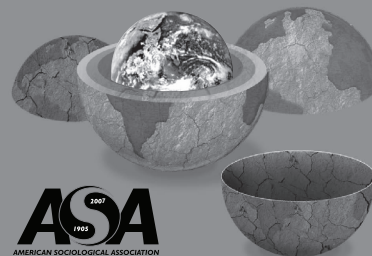
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