

Footnotes

JANUARY 2002

VOLUME 30
NUMBER 1

Publishing Innovations for 2002 to Debut Soon

All ASA Members to Get *Contexts* in February

The American Sociological Association is in the "countdown" phase of producing the first issue of *Contexts* in its first volume year. In February, the first issue of this new ASA magazine will be sent free of charge to all 2002 members. Members who have already purchased *Contexts* as part of their membership renewal have already received a discount to adjust for this complimentary issue.

Contexts seeks to be a must read for all sociologists, social scientists, and other relevant audiences interested in being in touch with the latest sociological research. The hallmark of *Contexts* is that it aims to make accessible sociological work to a broad-based readership and to attract their attention irrespective of specialty interests or expertise in any given area. No subject is off base or too big for *Contexts*. *Contexts* publishes sociological work on large issues not just to report on findings but also to stimulate researchers to ask new questions and see new connections in their own work. *Contexts* also is based on the premise that sociological work should have broad value and appeal. Thus, the target audience includes scholars and researchers in other social science fields, and relevant publics and policy makers whose thinking would be advanced by greater engagement with sociological reasoning, work, and modes of inquiry.

Contexts seeks to widen the profile and impact of sociology—inside and outside the discipline. As inaugural editor Claude Fischer puts it in his first "Letter from the Editor," *Contexts* is intended to be "a bridge" that permits crossing the "moat that traditionally surrounds the

ivory tower" and that also impedes interaction and cross-fertilization across social science research specialties and fields. As an "out there" publication, *Contexts* can be found on the ASA homepage and also has its own attractive website at contextsmagazine.org. The website includes searchable abstracts, additional resources to expand interest in and use of articles (especially for teaching), and an "In the News Corner" to communicate with the media and to feature the news that *Contexts* makes.

Contexts is published for the American Sociological Association by the University of California Press. The two organizations have joined forces to design *Contexts* with the touch and feel of a magazine to be a "take with you product" wherever or whenever one has some extra reading time. With a subtitle—*understanding people in their social worlds*—to define its breadth, *Contexts* is ripe for all contexts, whether one wants to be updated on quick discoveries, scan a



See *Contexts*, page 7

City & Community Forthcoming in March

by Anthony Orum, University of Illinois-Chicago, and Nancy Denton, University of Albany

In March a new journal will hit the newsstands. *City & Community* is the official journal of the Community and Urban Sociology Section (CUSS). Notably it is the first section journal ever approved for publication by the Committee on Publications and the Council of the American Sociological Association (ASA). Thus, it represents a pioneering moment for both the ASA and the CUSS Section.

The journal will publish cutting-edge research and theory about communities and metropolitan areas. In particular, it will feature articles on all manner of topics relevant to cities and communities, but especially work that deals with topics like the new virtual communities on the Internet, the nature of space in the modern metropolis, how place matters to people, and the more standard fare on segregation and immigration in the contemporary metropolis. It also will encourage research that approaches the city and community from a variety of methodological approaches.

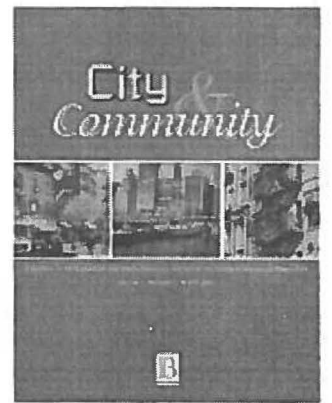
There are several special topics that the editors of the new journal want to encourage readers and writers to think about. What is the meaning and importance of place to human beings? How are communities constructed within the metropolis? How much do social inequalities shape metropolitan life? And, equally, how much does the metropolis, especially its spatial configurations, shape the nature of modern

social inequalities?

The first issue features articles on a number of topics important not only to urban sociologists but also to many

sociologists, in general. Michael Dear leads off the issue with an article that contrasts the new Los Angeles School of urban theory and research with the older Chicago School. Dear makes the case that the Los Angeles School has a vision of the modern metropolis that is less coherent than that of the older Chicago School, but that also incorporates a number of historically novel features from the gated communities throughout L.A. to the fragmentation and almost chaotic feel of the modern city. His claims for a new Los Angeles School are responded to by several prominent sociologists, some of them now at the University of Chicago. They include: Andrew Abbott, Harvey Molotch, Saskia Sassen, Robert Sampson, and Terry Clark. The exchange among these authors is provocative and leads to interesting questions about other features of the modern city.

In addition, the issue includes articles



See *City & Community*, page 7

New Accrediting Organization for Human Research Protection

by Marjorie Spears, Association for the Accreditation of Human Research Protection Programs, Inc.

The suspensions of assurances and federally funded research at major research institutions and the death of Jesse Gelsinger in September 1999 at the University of Pennsylvania was a wake-up call that something had gone wrong with the current oversight system for protecting human research participants. Two years later another death at the Johns Hopkins University School of Medicine prompted the Office for Human Research Protections (OHRP) to conduct a for-cause site visit that resulted surprisingly in the suspension of the university's assurance and research in the medical school. Many asked how this could have happened at one of the best medical schools in the country—especially after two years of close scrutiny of research institutions and severe penalty for regulatory noncompliance by the federal government. The

relevant issue is not why this happened at Johns Hopkins, but rather what can the research community do to prevent further shutdowns of research programs.

One response is the founding of the Association of the Accreditation for Human Research Protection Programs, Inc. (AAHRPP), a nonprofit organization that seeks to accredit organizations engaged in human research. Its founding members are the Association of American Medical Colleges (AAMC), Association of American Universities (AAU), Consortium of Social Science Associations (COSSA), Federation of American Societies for Experimental Biology (FASEB), National Association of State Universities and Land-Grant Colleges (NASULGC), National Health Council (NHC), and Public Responsibility in Medicine and Research (PRIM&R). COSSA, in particular, but also AAU and NASULGC were invited to be founding members to ensure that the interests and needs reflect those of the social sciences, humanities, and other

non-medical types of research (e.g. business or engineering).

Since its inception, AAHRPP has involved social scientists. COSSA nominated three individuals to serve on the board of directors: Robert Hauck, Deputy Executive Director, American Political Science Association; Barbara Bailar, a retired statistician with a distinguished career at the National Opinion Research Center, University of Chicago; and Steven Smith, a lawyer who is the Dean of California Western School of Law. In addition, social scientists worked closely with AAHRPP when it developed its interim standards and are working on the final revisions.

When the interim standards and procedures are finalized, AAHRPP believes that its accreditation program will be beneficial to social scientists and their research activities. How could such an outcome possibly turn out to be true, especially given the insensitivities to the social sciences dating back to the promul-

gation of the Department of Health and Human Services (DHHS) regulations (45 CFR 46) in 1981?

First, accreditation by AAHRPP is voluntary. It is not required by the federal government. AAHRPP operates on the assumption that institutions seek accreditation because they are committed to protecting the rights and welfare of human research participants. They want to change their institutional culture and behavior, not merely comply with federal regulations. The voluntary nature of accreditation permits AAHRPP to use a set of standards that makes sense for

See AAHRPP, page 3

ISA Travel Grants for XV World Congress

See page 5

In This Issue . . .



3 **Public Data Sets**
New guidelines about use of public data sets now available.



4 **FAD Results**
Seven projects are supported from the Fund for the Advancement of the Discipline. Next deadline is June 15, 2002

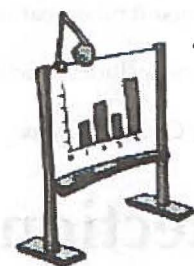


5 **Global Issues**
ISA travel grants expected for XV World Congress of Sociology; sociologists tackle issues of human rights and globalization.



6 **Campus Innovations**
Indiana Center on Education brings fields together; Social and Economic Justice undergraduate minor at UNC-Chapel Hill.

7 Teaching students to think by teaching radical sociology; theory and research merge in sociology program at James Madison University; JMU.



8 **Profile of the Membership**
ASA presents a year end profile of 2001 members.



9 **SSRC Website Focuses on 9/11**
SSRC presents articles and information on terrorism and other topics brought to the forefront after September 11.

Our Regular Features

Public Affairs	3
Departments	11
Obituaries	14

The Executive Officer's Column

The Annual Meeting: A Learned Place and a Place to Learn



The Annual Meeting is a lively marketplace of ideas, a "social" location of scholarly dissemination and exchange, and an opportunity for networking and making and sustaining professional relationships. When we think of the Annual Meeting and why it is on our calendar year after year, we think of the riveting plenary where new questions were framed, the section session that sharpened our sociological lens, or the lively roundtable where our work-in-progress was fundamentally reshaped.

Annual Meetings are occasions to refresh our minds, soak in new knowledge, and reaffirm the value of the sociological in our lives. While the ASA membership was about the same size in 1980 as it was in 2000 (just under 13,000), the Annual Meeting has grown. In 1980, there were 3,331 paid registrants and 206 program sessions; in 1990, there were 3,818 paid registrants and 312 program sessions; and in 2000, there were 4,793 paid registrants and 577 program sessions.

While the ASA Annual Meeting is very much driven by member interest and proposals, ASA is also reflective and deliberate in what it provides. Over the years, the Association has recognized the need to think creatively about the Annual Meeting both as a "learned place" and as a "place to learn." In particular, the Association has developed a program of workshops that has much to offer attendees.

During the last 20 years, the number of workshops has grown and their definition and character have been honed. In 1980, there were some eight professional workshops to complement a roster of 10 didactic seminars. But, by 1990, there were 9 professional workshops and 11 teaching workshops, and, by 2000, there were 16 workshops related to the academic workplace, 21 professional workshops, and 29 teaching workshops (in addition to the didactics). Each educational element has a different point of emphasis.



- Didactic Seminars tend to be half or full day events, often on a new methodological approach or technique. Attending a didactic seminar provides a chance to engage with new material and be able to expand one's sociological repertoire.
- Professional Workshops focus on topics and issues important to the professional development of sociologists—from writing books, articles, or grant proposals to better understanding ethical considerations in the conduct of research, sharing research with policymakers, or working effectively with the media. Some of these workshops target different career stages.
- Teaching Workshops center on ideas and strategies for teaching specific courses (e.g., "Teaching Introductory Sociology for the First Time" or "Teaching a Course on the Family") or expose attendees to new techniques (e.g., "Teaching Using the Internet").
- Academic Workshops are addressed to leading, managing, and thriving in the academic workplace. These workshops delve into issues like "Assessing your Sociology Library Collection," "Preparing for a Program Review," or "Chairing a Joint Department."

Workshops have been well planned by session leaders and well received by attendees. Yet, even though ASA offers across-the-board more than 50 workshops and didactic seminars each year, we have not seized upon the opportunity to promote and feature what we do. For us, the 2002 Annual Meeting represents a new turn in that road.

The 2002 Program has several innovations to test the waters of a professional development program within the Annual Meeting. Most importantly, with the encouragement of President Barbara Reskin and ASA Council, the Association is more intentionally seeking to promote workshops and the training and learning component of the Annual Meeting. Much more emphasis is being placed on publicizing what is being offered to both usual attendees and wider audiences. We hope that the "training component" of the meeting is compelling enough so that sociologists will seek to attend regardless of other participation in the meeting. We hope too that employers across sectors will see the value of this training and offer financial support.

In addition, the Association is offering two extended "short-course" workshops for 2002 and introducing a credit-granting mechanism. The first is on Teaching Racial Profiling and will provide a more in-depth training component to the plenary and thematic sessions on Profiling Across Social Institutions. Those registering for this workshop will take an extended seminar in the morning, and then, after the plenary and thematic sessions, they will conclude with an extended session to strengthen the links between research on profiling and disparities and teaching about these issues. The second is on Human Research Protections in Sociology and the Social Sciences. This pre-day workshop will cover core issues in the ethics of research with human subjects and then will focus specifically on issues and procedures for addressing specific situations more commonplace in the social sciences.

ASA will offer certificates to attest to the successful completion of these courses. Attendees will register in advance and be expected to do some preparation to reap the benefit of this training. The course on profiling is intended to attract many new teachers of sociology who have not yet specialized in this area. It also aims to reach high school and community college teachers who seek training and certification of their knowledge. The course on ethics and human subjects research should attract attendees who want more in-depth training and knowledge than more general courses or web-based seminars can provide.

ASA Council has greeted the 2002 plan with considerable support and a commitment to continue a more "intentional" educational component in the years to come. The Association has been thinking creatively about how to have a large meeting under "one tent" where colleagues from all sectors of our profession can gather and gain. These new efforts at continuing education can draw in new audiences (e.g., high school teachers, practitioners, colleagues from aligned fields) and remind us that the Annual Meeting is not only a place to present but also an occasion to teach and to learn.—Felice J. Levine □

New Developments Concerning Public Use Data Files

by Paula Skedsvold
Senior Public Policy Analyst

In the midst of heightened attention to human subjects protection issues over the past several years, Institutional Review Boards (IRBs) in many colleges, universities, and research institutions were uncertain about the need to undertake review of research where investigators intend only to use data files that are publicly available. Indeed, among the most frequently framed concerns from social scientists about the "fault line" in the operations of the human subjects protection system is that IRBs were now seeking to approve use of data files already available for public use. IRBs were requiring investigators to submit protocols for review when they were using U.S. Census data, the General Social Survey, the Panel Study of Income Dynamics, and the like in research or teaching.

Testimony submitted over a year ago by the American Sociological Association and other scientific societies and researchers to the National Bioethics Advisory Commission (NBAC), to the Institute of Medicine (IOM) Committee on Assessing the System for Protecting Human Research Subjects, and to the National Human Research Protections Advisory Committee (NHRPAC) directly addressed the problem of IRBs seeking to review research using public use data files. Since that time considerable progress has been made.

The process of examining this issue has been deliberative and open. Since spring 2001, NHRPAC has given it priority consideration. Also, at meetings convened by professional associations and federal agencies, a dialogue has ensued regarding the proper use of publicly available data files. Over the months, the definition has been clarified so that especially those outside of the social and behavioral sciences would better understand the meaning of public use data files; that is, they are data files "prepared by investigators or data suppliers for use by other data analysts in a form where the data are not individually identified or in a readily identifiable form." To qualify as public use data files, these data files are reviewed by an IRB (or by a government agency for federal statistical data collections) to ensure that they are properly de-identified and ready for public use.

In the past, the review process seemed to comport with this process. In practice, once an IRB completed its review of data files for the purpose of ensuring de-identification, no further review was required. When the heightened interest in additionally reviewing de-identified data files became a major issue, NHRPAC—the advisory body for the federal Office of Human Research Protections (OHRP)—was in place to take it up.

At its July 2001 public meeting, NHRPAC reviewed recommendations proposed by its Social and Behavioral Science Working Group (for a roster of members, go to: <http://www.asanet.org/public/humanresearch/sbSWG.html>). Later, at its October 2001 meeting, NHRPAC

members reached a consensus that data sets reviewed and approved by an IRB as de-identified and ready for public use do not need further review by other IRBs, although the specific wording needed to be fine-tuned. At this time, NHRPAC members are in the process of polishing the language to advise the OHRP as it issues guidance to IRBs.

NHRPAC's activity on public use data files is already beginning to influence the thinking and policies of local IRBs. The University of Wisconsin (UW) recently announced a new policy for research involving the use of publicly available files. It states: "Research projects involving secondary data set analysis will NOT require prior HSC [Human Subjects Committee] approval if the data set has been preapproved by the UW-HSCs...." The policy lists seven approved public sources of data sets, including the U.S. Census Bureau, National Center for Health Statistics, and National Center for Education Statistics.

In creating its policy, UW recognized that federal agencies are beginning to require social science researchers to make federally funded data collections publicly available. UW also acknowledged that professional associations are now encouraging researchers to make data sets available to other scientists to encourage replication of the research findings. For further information on the UW policy, go to: <http://www.rsp.wisc.edu/humansubs/datasets.html>

NHRPAC will likely finalize its advice on the use and review of publicly available data sets by the end of January 2002. This new guidance signals and supports important change.

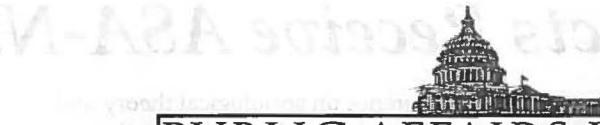
Note: ASA Executive Officer Levine serves on NHRPAC and co-chairs the Social and Behavioral Science Working Group. See also the ASA homepage <http://www.asanet.org/public/humanresearch/>. □

AAHRPP, from page 1

all the research disciplines. It is our intention to use standards that are broad and flexible, and can be measured in ways that are appropriate for different types of research. For example, the evaluation of protections in a clinical trial is different from the evaluation of appropriate protections in a survey.

Further, because AAHRPP is not tied to the federal government, it offers the fullest confidentiality permitted by law to institutions on discussing their human research protection programs. Having the assurance that no AAHRPP representative will disclose any information to anyone other than the institution demonstrates AAHRPP's commitment to working with institutions to improve their protection programs.

Second, site visits will be conducted and accreditation decisions will be made by a group of individuals that includes expertise in the social sciences. Site visitors will represent IRBs, researchers, institutional officials, and the perspectives of participants in research. Researchers on site visit teams will be social scientists when universities without



PUBLIC AFFAIRS UPDATE

✓ **Duster in Leadership at AAC&U . . .** Sociologist Troy Duster (New York University and University of California-Berkeley) becomes Chair of the Board of Directors of the Association of American Colleges and Universities (AAC&U) in January 2002. He has been serving as Vice Chair. Duster currently is Chair of ASA's Task Force on an ASA Statement on Race.

✓ **MacCrimmon Not Coming to NSF . . .** With a false start, Ken MacCrimmon (University of British Columbia) backed off coming to head the Social and Economic Sciences Division in the Directorate for Social, Behavioral, and Economic Sciences at the National Science Foundation (NSF). A key post for advancing fundamental research in sociology and the social sciences, NSF Assistant Director Norman Bradburn is moving to alternates as *Footnotes* goes to bed. Perhaps a sociologist is high among them!

✓ **Nakamura Named Acting Director at NIMH . . .** Effective December 10, Richard Nakamura, Deputy Director at the National Institute of Mental Health, got the nod to serve as Acting Director. A neuroscientist who studies non-human primates to understand cognitive process in the brain, Nakamura's BA, MA, and PhD are in psychology. At NIMH since 1976, he has played important roles in review and support of training programs for underrepresented minorities—including the ASA's Minority Fellowship Program supported by NIMH.

✓ **OBSSR's Kington Fills Interim Post at NIAAA . . .** On January 1, Raynard Kington, Associate Director for Behavioral and Social Sciences Research at the National Institutes of Health (NIH) and Director of the Office of Behavioral and Social Sciences Research (OBSSR) became Acting Director of the National Institute on Alcohol Abuse and Alcoholism (NIAAA). Kington continues as Director of OBSSR while serving as Acting Director of NIAAA, but sociologist Virginia Cain, Deputy Director, will run OBSSR day-to-day.

✓ **Science Advisor Marburger Met with Social/Behavioral Sciences . . .** John Marburger, newly confirmed Director of the White House Office of Science and Technology Policy (OSTP), met with representatives of the social and behavioral science societies on December 10. He focused on the potential contributions for social science on issues relating to September 11 and in international affairs, including understanding other cultures. Not unexpectedly, he also emphasized the priority on education and workforce/education issues for the administration.

✓ **NRC Releases Report on Scientific Research in Education . . .** On November 29, the National Research Council issued a prepublication copy of *Scientific Inquiry in Education*. The focus of a follow-up workshop on January 10, the report addresses the need for scientifically based education research to inform policy and practice and the implications for change at the Office of Educational Research Improvement (OERI). The report can matter for OERI, with reauthorization coming up this year. A prepublication copy is available without charge at <http://www.nap.edu/catalog/10236.html>.

✓ **Gates to Give 2002 Jefferson Lecture in March . . .** The National Endowment for the Humanities announced that Henry Louis Gates, Jr., W.E.B. Du Bois Professor of the Humanities at Harvard University, will deliver the Jefferson Lecture in Humanities on March 22, 2002. The National Humanities Alliance (NHA) will lead Jefferson Day events on March 21-22 with training in advocacy on March 21 and Congressional visits and briefings addressed to enhanced research support on March 22. ASA is a member of the NHA Board and also a co-sponsor of Jefferson Day.

medical schools are visited, and researchers on site visit teams will include social scientists when universities with medical schools are visited. Following a visit, the site visit team will submit a report of its findings to AAHRPP's Council on Accreditation that will be comprised of experienced site visitors, again including social scientists. Thus, site evaluations and accreditation decisions of human research protection programs for social research will be made by those who conduct and review social science research.

Accreditation is not a panacea that will cure the ills of the current oversight system, but it is a time-tested method for improving program quality. It offers several benefits that can directly affect researchers. It can demonstrate to the public and the federal government the commitment of research institutions to provide protections to research participants. Surely it is better than more regulation from the federal government that is more likely to stifle the research enterprise and add little to the protection of research participants. In addition,

researchers can feel assured that when their institutions are accredited, their institutions are supporting research and providing the necessary infrastructure. For example, government inspections, when they do occur, should be less onerous and frequent. But, more importantly, researchers can be confident they are doing all the things they can to conduct ethical research. Over time, the public will come to rely upon the integrity that accreditation carries and be more willing to support research by enrolling in research at accredited institutions and to advocate for the use of public funds for research.

The success of AAHRPP's accreditation program will depend in part on the involvement of social scientists. If you are interested in learning more about AAHRPP or in being involved with its accreditation program, please contact Dr. Marjorie Speers at mspeers@aaahrpp.org.

Marjorie A. Speers, a psychologist, is Executive Director of the Association for the Accreditation of Human Research Protection Programs, Inc. □

Seven Projects Receive ASA-NSF Small Grant Awards

The American Sociological Association (ASA) is pleased to announce seven awards from the summer 2001 review cycle of the Fund for the Advancement of the Discipline (FAD). The Association's FAD program is jointly funded through a matching grant provided to the ASA by the National Science Foundation (NSF) and administered by the ASA. These awards are designed to provide scholars with seed money for innovative research projects and also for scientific conferences that show promise of advancing research in the discipline. This round of winners includes:

Sharon N. Barnartt (Gallaudet University) \$6,975 for "Macro Sociological Theory and Disability: A Re-examination After 35 Years." Funding will be used to hold a working conference of 20 junior and senior social science scholars in the field of disability. Disability is most commonly discussed in the context of medical sociology as an individual problem that needs to be cured or rehabilitated. The purpose of this conference is to explore and evaluate macro-social approaches to the study of this field in order to link individual disabilities with social structure. The approaches to be evaluated include status attainment and role theory; political economy; and social organization, community, and collective action theory. The conference is the first to follow in the footsteps of a 1965 ASA-sponsored conference, which resulted in a book on the topic. It is expected to produce an edited volume of Research in Social Science and Disability that will update and re-conceptualize the field. In addition, the conference will develop the framework for a larger

conference on sociological theory and methodology to be funded by the National Institute on Disability and Rehabilitation Research.

Kofi D. Benefo (Lehman College, City University of New York) \$6,200 for "Demographic Pressure and the Economic Strategies of Rural Households in West Africa." Funding will be used to investigate the consequences of rapid population growth for economic outcomes and survival strategies among rural Ghanaian households. The hypothesis to be tested is whether population pressure leads to the intensification of agricultural production through increased cultivation of land, increased use of labor, or increased use of capital (as suggested by Boserup). Alternatively, the research examines whether population growth leads to a decline in agricultural production and an increased dependence on non-agricultural income sources (a variant on a Malthusian hypothesis). The Principal Investigator will use Ghanaian household surveys (with information on communities) from the 1980s and population data from the 1970s. Scholarly publications from this grant will provide a basis for broader study of this issue in other contexts and the preparation of grant applications to major funding sources.

Steve Carlton-Ford (University of Cincinnati) \$4,500 for "War and the Life Chances of Children." Funding will be used to create and disseminate a country by country data set that will allow for the investigation of the impact of war on children's and other's life chances, especially their mortality, malnutrition, and education. The Principal Investigator

(PI) will gather and systematize secondary data from Non-Governmental Organizations, United Nations agencies, the World Bank and other institutions. Once the data are collected and systematized, the PI will test a series of hypotheses that should contribute to the sociology of children, the sociology of war, and child and civilian health advocacy. These hypotheses concern the effect of war on children's life chances, economic growth, and public health infrastructure. Since September 11th the topic of the effects of war is of higher profile to sociologists and other social scientists. Thus, the public use data should facilitate study of these issues.

Joshua Gamson (Yale University) \$7,000 for "Lesbian and Gay Media: Patterns of Ownership and Diversity." Funding will be used to investigate whether minority ownership makes a difference for diversity and dissent in media content. Specifically, the study asks whether content diversity has declined in the gay and lesbian press as a result of growing corporate investment and consolidation. The Principal Investigator (PI) hypothesizes that consolidation results in a narrowing of political, demographic, and editorial voices. To test the hypothesis, the Principal Investigator (PI) proposes to map the history of the gay media and to develop measures of content diversity in different historical periods. The PI also proposes to interview key players in the gay and lesbian media to assess whether these measures of content diversity, consolidation, and historical period are valid. The results from this study will provide the basis for grant applications for a large-scale study that will include

other minority group media.

Heidi Gottfried (Wayne State University) \$7,000 for "Comparative Gender Regimes Between De-Regulation and Re-Regulation." Funding will be used to further the work of an international network of scholars engaged in investigating the transformation of gender and employment relations in a global era. Special attention will be given to the notion of "gender regimes." These regimes are defined as public and private policies centered around processes of re-regulation as a result of women's increased labor force participation and governmental efforts to improve gender equity within a global context of privatization and deregulation. A major purpose of the three-day meeting is to develop a common research framework for the study of four advanced industrial economies—the U.S., the U.K., Germany, and Japan (chosen because of their importance for the world economy and because they embody important contrasts). In addition, the meeting will result in plans for specific research and joint publication ventures to be undertaken by the research teams in each country.

Linda Labao (Ohio State University) \$6,900 for "Spatial Inequality as an Emerging Research Agenda in Sociology: A Workshop Proposal." Funding will be used for a workshop designed to address the questions of how and why markers of inequality, such as poverty, vary across place and space. In an effort to integrate sociological and geographic analysis of inequality, the workshop will bring together junior and senior scholars in these two fields to develop conceptual frameworks and specify empirical issues around topic areas such as territorial stratification and spatial polarization. Conference participants will also attempt to sharpen appropriate methodologies and discuss increased policy outreach. Conference participants will write short working papers that include summaries of what has been done and what needs to be done. Discussion leaders will synthesize these papers. The result will be an edited volume.

William Alex Pridmore (University of Oklahoma) \$4,920 for "The Incivilities of the Transition to a Civil Society: Social Change and Violence in Russia." Funding will be used to examine if and how homicide rates in one region of Russia have been affected by social change, primarily in the form of the dissolution of the Soviet Union. This particular segment of a larger study will use quantitative and qualitative approaches to analyze a rare set of 200 court homicide records, pre and post dissolution. Among the issues to be analyzed are changes in types of offenders, types of victims, and victim/offender relations. The case study data will be supplemented with aggregate data. Preliminary research suggests that there were changes in who committed homicides and how homicides are committed since the dissolution of the Soviet Union. The major tasks to be accomplished during the proposed project are to translate, code, and analyze the case narratives and to develop manuscripts based on the findings.

Additional information on the FAD Program is available on the ASA homepage (www.asanet.org/members/fad.html). Program co-director Roberta Spalter-Roth also may be reached at spalter-roth@asanet.org or (202) 383-9005, ext. 317.

Call for NIH Proposals Social and Cultural Dimensions of Health

The Office of Behavioral and Social Sciences Research (OBSSR), National Cancer Institute (NCI), National Center for Complementary and Alternative Medicine (NCCAM), National Heart, Lung, and Blood Institute (NHLBI), National Human Genome Research Institute (NHGRI), National Institute of Child Health and Human Development (NICHD), National Institute of Dental and Craniofacial Research (NIDCR), National Institute of Environmental Health Sciences (NIEHS), National Institute of Mental Health (NIMH), National Institute of Nursing Research (NINR), National Institute on Aging (NIA), National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institute on Arthritis, Musculoskeletal, and Skin Diseases (NIAMS), and National Institute on Drug Abuse (NIDA) invite qualified researchers to submit research grant applications on the social and cultural dimensions of health. The goal of this announcement is to (a) elucidate basic social and cultural constructs and processes used in health research, (b) clarify social and cultural factors in the etiology and consequences of health and illness, (c) link basic research to practice for improving prevention, treatment, health services, and dissemination, and (d) explore ethical issues in social and cultural research. The goal of this program announcement is to encourage further development of health-related social sciences research relevant to the missions of the NIH Institutes and

Centers (ICs). This program announcement is based upon recommendations submitted to the NIH in conjunction with the conference entitled "Toward Higher Levels of Analysis: Progress and Promise in Research on Social and Cultural Dimensions of Health," June 27-28, 2000, Bethesda, Maryland. You may request a summary of the conference from the

Office of Behavioral and Social Sciences Research, NIH, Bethesda, MD 20892.

Submission closing dates (each year) are February 1, June 1, and October 1. PA number: PA-02-043 Full text available at <http://grants.nih.gov/grants/guide/pa-files/PA-02-043.html> <<http://grants.nih.gov/grants/guide/pa-files/PA-02-043.html>> . □

Behavioral and Social Sciences Research Guide to Grants at NIH

The NIH Office of Behavioral and Social Sciences Research (OBSSR) is launching a new e-mail service for announcing NIH funding opportunities in the behavioral and social sciences. On a monthly basis, OBSSR will distribute a listing of and hyperlinks to recent funding announcements (Program Announcements, Requests for Applications, Notices) published in the NIH Guide to Grants and Contracts.

A sample issue is posted at <<http://obssr.od.nih.gov/publications/bssr-guide/sample.htm>>.

To receive these monthly announcements, please join the special listserv. It takes only one e-mail to take advantage of this service. (And we promise you won't be deluged with messages. Just one or two per month.)

Send an e-mail message to:

listserv@list.nih.gov <<mailto:listserv@list.nih.gov>>

The message should read **SUBscribe BSSR-Guide-L** [your full name]. The message is case sensitive; so capitalize as indicated! Don't include the brackets.

For example, for Robin Smith to subscribe, the message would read **SUBscribe BSSR-Guide-L Robin Smith**

The subject line should be blank.

You will receive back an acknowledgement of your subscription that will also provide instructions on how to unsubscribe from the list. This announcement is also posted at <<http://obssr.od.nih.gov/publications/bssr-guide/>>.

For more information, please contact **Ronald P. Abeles**, at (301) 496-7859; fax (301) 435-8779 (fax); or by email at: abeles@nih.gov

Applications Due March 31

ISA Travel Grant Expected for XV World Congress of Sociology

As *Footnotes* goes to press, the American Sociological Association (ASA) is expecting official notification of a block travel grant from the National Science Foundation (NSF) to provide travel funds to U.S. sociologists to attend the XVth World Congress of the International Sociological Association (ISA) in Brisbane, Australia, July 7-13, 2002. This announcement is to alert sociologists of this likely source of support for travel to Brisbane, and to provide information about the application process for interested participants to prepare materials and required documentation. Assuming NSF final approval, the ASA anticipates a March 31, 2002 deadline for submission of applications. Watch the ASA homepage (www.asanet.org) and February *Footnotes* for the most up-to-date information on the status of this award.

The ISA is the major worldwide organization of sociologists, drawing its membership from over 90 countries. In addition to individual members, the International Sociological Association includes official representation from 54 participating countries. ISA meetings are a key vehicle for international exchange of research and scholarship and provide a major opportunity for U.S. sociologists to engage in scientific exchange with sociologists from other countries. The major conference of the ISA, the World Congress, occurs at four-year intervals and attracts approximately 5,000 participants.

The 2002 ISA World Congress theme of "The Social World in the Twenty First Century: Ambivalent Legacies and Rising Challenges," reflects the emphasis on themes appropriate to the challenges arising from global social processes and transformations, including those relating to understanding global interconnectedness, new technologies associated with the internet, and the growing hybridization of cultures. In the words of ISA President Alberto Martinelli, "There are also challenges both to our scientific paradigms and analytical tools, and to our projects for a better social world focused on equitable and sustainable development and enhanced opportunities for all."

Participation by and Opportunities for U.S. Sociologists

Travel support to the ISA World Congress will enable sociologists at all career stages to participate in an international conference that fosters scientific communication, research, and exchange. Broad-based support for U.S. sociologists will advance the scholarship of those who might not otherwise have an opportunity to attend an international meeting and facilitate research collaboration on critical topics facing the world in transition. Because the ISA World Congress is convened only once every four years, it is especially important to ensure that U.S. sociologists remain a strong presence at ISA without interruption. Junior sociologists, sociologists of color, women sociologists, and sociologists with disabilities are encouraged to apply.

ASA Procedures and Criteria for Allocating Travel Funds

Size and Nature of Awards. The American Sociological Association anticipates a block grant of \$30,000 in travel support to be used to defray the costs of round-trip airplane travel. The number and size of awards will depend on the number of meritorious applications. Awards are likely to range in size depend-

ing on the location of travel (departure city) and resource needs. It is not expected, however, that support will exceed \$1,200. Government policy regarding the use of U.S. carriers will be observed. Awardees will be permitted to choose any mode or class of travel they wish; however, reimbursement from their awards will not exceed the equivalent of round-trip economy class.

Criteria for Ranking of Awards. Applications are open to all sociologists. Membership in ASA is not a requirement for the receipt of a travel award. Having a scientific paper accepted by one of the ISA program committees, playing a significant role in the program, or having planned meetings that will foster research and scientific collaboration or exchange is the only requirement for eligibility for a travel award.

Applications for travel grants will be reviewed by a specially established Selection Committee. In reviewing and ranking applications and in making awards, the Selection Committee will be guided by several broad principles:

(1) *The significance of the paper to be presented or of the role to be played in the Congress.* This includes an evaluation of the scientific contribution of the paper in the program session as well as the degree to which the paper (or role) represents a significant U.S. contribution to the program. Aside from paper presentations, acceptable roles include:

- preparing an invited address;

- organizing/chairing a symposium or thematic session; or

- chairing a research committee.

(2) *The intrinsic merits of the paper itself.*

(3) *Balancing applicant qualifications.* The Selection Committee will seek to balance travel awards so that scholars at all levels of experience, not just established senior scholars, will receive travel support. Indeed, recent Ph.D.s and junior scholars (including graduate students) who show promise and productivity will be given special consideration, since they are less likely to be able to fund their own travel. Preference will be given to those who have not received prior travel grants through ASA.

(4) *Ensuring broad participation.* The American Sociological Association has long been a leader in support of expanded opportunities for minorities and women. As part of achieving a balanced pattern in allocating awards, the Selection Committee will be expected to uphold these principles with respect to age, gender, race, ethnicity, and persons with disabilities.

(5) *Providing baseline rather than complete funding.* No awardee will receive a grant in excess of the least expensive jet coach excursion fare from his/her gateway city to Brisbane. This principle will enable the travel funds to support the highest possible number of grant recipients.

Application Procedures

Applicants should provide (1) a descrip-

tion of the paper or other participatory role in the organization of the ISA Congress, (2) a statement of the scientific potential of this activity (to the advancement of sociological work or knowledge), (3) evidence of participation in the ISA Program (e.g., a copy of a confirmation letter from a session organizer or some equivalent documentation), and (4) a brief curriculum vita (not more than two pages). Please send six copies of the application material to ISA Travel Grants, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. Applications must be received by Thursday, March 31, 2002. Awards will be announced no later than April 30, 2002.

Reporting and Reimbursement Procedures

All recipients of ISA travel awards shall be informed that their awards are made possible by a grant to the American Sociological Association from the National Science Foundation and will be asked to acknowledge the ASA-NSF travel support in any papers or publications derived from participation in the World Congress. Recipients of travel support will be required to submit a financial statement for reimbursement, as well as a brief narrative on the meeting, highlighting the importance and benefits derived through this travel support. □

Tackling Issues of Human Rights and Globalization

by Stacey S. Merola, ASA Staff Writer

In recent years, protests of organizations such as the World Trade Organization (WTO) and International Monetary Fund (IMF) have brought ever-increasing attention to the economic and social issues of globalization. As the reach of the U.S. economy has become more global, there has been increased discussion, in both the media and academic circles, over the rights of international workers in the wake of global corporate expansion. Issues of sovereignty have emerged with clashes between the laws of countries and policies the WTO and IMF determine are necessary for fostering unhindered trade and free-market economies. There has also been increased discussion pertaining to what role the international community (and the US in particular) should play in preventing and stopping human rights abuses. In the midst of these debates, some sociologists, Robert D. Manning and Thomas Cushman, have joined the fray and created interdisciplinary forums for the scholarly discussion of these issues.

Manning is the new Caroline Werner Gannett Professor at the Rochester Institute of Technology. He is coordinating the 2001-2002 Gannett Lecture Series, "Globalization, Human Rights, and Citizenship," the focus of which is the economic, political, and social issues of globalization. According to Manning, "The goal of the lecture series is to critically examine some of the most provocative issues that confront us today. These include the importance of social indicators in evaluating national development, enforcement of human rights violations, negotiation of transnational environmental standards, rising power of multinational corporations, role of supranational institutions like United Nations and WTO, civic responsibility in a era of transnational communities, regulation of

international population movements, growth of slavery and our responsibilities as global citizens."

In Manning's view, "The tragic events in New York and Washington, D.C. highlight the increasing importance of globalization in all of our lives. As the changing pattern of world trade profoundly shape our national living standards and the vitality of our local communities, it is also dramatically transforming the social and cultural foundations of many so-called 'developing' nations. The rapidity of these changes, together with heightened fears over preserving their national sovereignty, environmental standards, and traditional cultural values, is contributing to growing social and political movements in developing countries in order to resist the growing political and cultural influence of the United States and multinational corporations."

Speakers for the 2001-2002 year include activists, historians, political scientists and poets, as well as sociologists. Some of the sociologists that have been featured as speakers this year are Christopher Chase-Dunn and Saskia Sassen. The series will also feature at the end of January a business-labor roundtable where corporate executives and an organized labor representative from Rochester will discuss the "challenges and opportunities" of globalization. All talks in the Gannett Lecture Series at the Rochester Institute of Technology are free and open to the public. A complete schedule and more information can be found at <http://www.rit.edu/gannettseries>.

Thomas Cushman, a professor at Wellesley College, has founded a new journal, *The Journal of Human Rights*, which he describes as "a forum committed to the interdisciplinary understanding of all aspects of human rights." The first issue of this new journal will be published in

March of 2002 by Taylor & Francis publishers. As described by Cushman, the aim of the new journal is to "broaden the study of human rights by fostering the critical re-examination of existing approaches to human rights, as well as to develop new perspectives on the theory and practice of human rights." The first issue will feature essays and reviews from sociologists, political scientists, anthropologists, and human rights practitioners.

Cushman, who has just received a grant from the Mellon Foundation to study the relationship between theory and practice in the field of human rights, hopes through this journal to unite more closely the disciplines of sociology and human rights. In his view, "The project of sociology from its earliest beginnings is intimately related to the question of rights: the attempt to understand freedom, autonomy and individuality in the modern world, the sources of social inequality, domination and repression, organized forms of violence and a whole host of other topics are central to sociology, as they are to those in the field of human rights."

Cushman has additional plans to establish a Human Rights Group, which would bring together sociologists who are interested in the scholarly study of human rights. As he describes it, "Such a movement already exists within anthropology and, to an even greater extent in political science, and there is no logical reason why sociology should be marginal with respect to the scholarly study of human rights."

The Journal of Human Rights is an apt forum for such scholarship. Those interested in further information can contact the *Journal* regarding paper submissions, ideas for special issues, symposia and reviews at JHR@wellesley.edu. □

Indiana Center on Education Brings Fields Together

by Carla B. Howery, Deputy Executive Officer

The perch of a journal editor provides a useful view of the field. When Pamela Barnhouse Walters, Indiana University, served as editor of *Sociology of Education*, her view of the "big picture" of that specialty led her to think about a challenge: how can we get colleagues from schools of education and from the social sciences to work together more effectively?

This question only gained momentum from a Spencer Foundation-convened conference about where sociology of education is headed as a specialty field. This conference, held in March 2000, was a "think tank" on sociology of education (see April 2000 *Footnotes*). While the conference brought forth exciting work and new avenues for research, Walters came away feeling that the research done across the social sciences on education does not always speak to the same issues that scholars in schools of education find interesting, and vice versa. As a good sociologist, she wondered what kind of a program or center could provide the stimulus and infrastructure for this kind of collaboration.

At the same time, the Spencer Foundation, a major source of support for research and training in education, had convened the conference to scout for promising new directions. The Foundation has had a longstanding interest in the centrality of research in social science disciplines and how to foster and create connections (see: www.spencer.org).



Pamela Barnhouse Walters

About 10 years ago, the Spencer Foundation launched a series of training programs in schools of education. These original five or six training grants were successful and spurred Spencer to reach out to the disciplines. In 2001, Spencer funded three education centers in social science departments: Duke University (psychology); City University of New York (urban studies); and Indiana University (sociology).

The IU proposal, "Discipline Based Scholarship in Education Program at Indiana University-Bloomington," which was funded for close to \$500,000, sets forth two sets of activities. "The first would establish a strong inter-school research community for faculty and graduate students. This activity builds on steps taken in this direction by the University's establishing the Center for

Education and Society in 1999. The second activity comprises a program of training for select graduate students in Educational Policy Studies (in the College of Education) and in Sociology (in the College of Arts and Sciences)."

"This project provides an important model for sociology and other fields to transcend institutional and disciplinary boundaries," says Walters. At a practical level, Walters felt that, on a large campus like IU-B, "there was no organizational structure to bring people together to share and strengthen our work." The Center for Education and Society provides the place to do that. With the Spencer Funding, it can "seed" new collaborations as well as train the next generation of education researchers. Some of the research will center on issues connected to social policy. In the proposal, Walters argues that "the very best research on education speaks to policy concerns and theoretical issues, but scholars often emphasize one at the expense of the other. The stereotype is that scholars in professional schools of education emphasize policy at the expense of theory and scholars in the social sciences care more about the theories of their home disciplines than policy." Walters felt that there was a nugget of truth to this generalization, but that the two faculties had existing bonds (e.g., serving on students' committees, cross listing courses) that would enable these different emphases to strengthen working together.

At Indiana, the New Year brings the

launch of many of the proposed activities. The Center has recruited its first group of five trainees to start in January 2002; the colloquium series starts in spring which will feature Center faculty and outside speakers, both U.S. and international. The funding also provides support for faculty research during the summer and travel grants for research purposes. A graduate student will be hired to assist with qualitative research.

"Everyone is excited about this project," says Walters. "One of our key considerations is to make sure people are prepared within their 'home' field. But the interdisciplinary work will greatly help the students and their future careers. There are many academic options for our graduates, including in Schools of Education."

The Dean of the College of Letters & Sciences and the Dean of the School of Education have been very supportive," says Walters. "Indiana University as an institution is very hot on interdisciplinarity—this project is one of the first that crosses 'schools' not just departments."

And if all of this is not enough, Walters serves as co-chair of a study committee jointly sponsored by the National Academy of Education and the Social Science Research Council on the relationship between research on education conducted in arts and sciences disciplines and in schools of education. She can look quite close to home for one model of how this relationship unfolds. □

Social and Economic Justice Undergraduate Minor: Experiment in Process

by Judith R. Blau, University of North Carolina-Chapel Hill (jrblau@email.unc.edu)

How do we theorize 'citizenship' these days—with high rates of immigration, the decline of the nation-state, increasing economic inequalities, and increasing global interdependencies? That question was the one I used for the second half of my syllabus in Sociological Theory in spring 1998. Though wordy, it was an innocent enough question. Much to my surprise, the students loved my innocent question. We found ourselves engaged in all kinds of questions about human rights, justice, otherness, identity, and cultural rights. Early in 1999 Sherryl Kleinman, Charlie Kurzman, and I, with the support of the outgoing chair, Arne Kalleberg, and the incoming chair, Rachel Rosenfeld, filed a proposal with the college committees for an undergraduate, interdisciplinary minor in Social and Economic Justice (SEJ).

The SEJ minor looks complicated on paper (www.unc.edu/depts/soc/sej/). It includes nearly 40 courses, with three more pending approval. Most departments in the College of Arts and Sciences list at least one course in the minor, but the single required course is a sociology course. Besides four courses, students must take one course in which there is a service-learning component. There is an advisory board. However, it is less complicated than it appears because advisement is mostly carried out by college advisers and in major departments, and the courses are not sequenced, as they often are for a major. We maintain a serve-list that includes about 60 faulty and use this to post notes about course offerings, student internships, and

relevant university events, reducing reliance on hardcopy communications.

One of the reasons why it is not a huge chore to manage the minor is that we do not have a party line. Charlie Kurzman taught the required SEJ course in Fall 2000 with an emphasis on social and political movements. Sherryl Kleinman will emphasize race, gender, and class. I teach it as a course on human rights, and because this is not typical sociological fare, it is useful to describe what materials I use. This semester they included the United Nations Declaration of Human Rights, the UNESCO Declaration on Cultural Diversity, Mitchell Duneier's *Sidewalk*, and Rhoda Howard's *Human Rights and the Search for Community*, and (next semester) Michael Ignatieff's *Human Rights as Politics and Ideology* and David Cochran's *The Color of Freedom: Race and Contemporary American Liberalism*.

This semester the students had several opportunities that were novel and fun. We—about 60 students, a graduate student (Tanya Golash), her musician husband, and I—performed street theater on campus. We used Duneier's book on street vendors and homeless people as the vehicle for this, and, looking amazingly authentic, we panhandled for UNICEF and engaged others in conversations about oppression, racism, joblessness, and why *they* too ought to care, to get involved, and so forth. At the end of the afternoon, several genuine homeless men joined us; my students learned as much from conversations with them, I believe, as other students were learning from mine. In addition, the students received 1/16th credit for participating in an "event,"

such as a teach-in or a workshop related to race, labor, or immigration. Staff members of the Workers Rights Consortium invited class members to meet with labor organizers from the Kukdong factory in Mexico, who visited Chapel Hill following the successful end of the labor dispute and the formalization of the university's contract with Nike.

Even with just a year's experience with the minor, it is clear that it is becoming the basis for a loose-knit student community—a plus in a large public university. Initially we realized that we were attracting white student activists, but now the SEJ student community is expanding to include black, Latino, and Asian students as well as foreign students. It is advocacy of various sorts—justice issues, generally—that is at the core of this emerging student community. A challenge in the required course is to establish a theoretical foundation and language for justice so that it is something of an anchor for other courses in the minor related to, for example, neo-colonialism, gender, race, class, environmental issues, bioethics, and economic development.

Rewarding and motivating students to be involved with activist or advocacy projects is not as complex or as controversial as it might first appear. With a ROTC student in the class and many students coming from military families, there emerged in my class, without my explicitly setting the guidelines, an understanding that "the war" and "terrorism" were not on the agenda for classroom discussions. With a high-technology classroom, from the beginning of the semester I always started class on the UN Daily Briefing website.

This exercise put the world into a bigger perspective for students than conventional news media does. It sensitized students to problems of humanitarian aid, refugees, Afghan women, and establishing a civilian government in Afghanistan. There were also accounts of the Durban conference on race and racism and the Kyoto accord on the environment. If any student wished, we would switch to another UN or UNESCO website related to the course. Many of us attended a university event for solidarity with Muslims. Regardless of their feelings about the war, students felt sympathy with Muslim students after September 11th—particularly since one of the students in the course is from Kabul. In general, my feeling after September 11th, was that my students felt reassured, not politically complicit, by starting each class with this global perspective.

Never have I learned so much from a course. For example, one student based her service-learning paper on an investigation of toxic waste sites in North Carolina. It also "clicked" for students. One told me the last day of class that he has applied for a summer United Nations internship, and another, who will be going to medical school, asked me about Doctors without Borders and Physicians for Social Responsibility. One conclusion I draw is that what we called "the lost decade of the 1980s"—the period of narrow careerism and me-ism—is finally over. Another conclusion is that undergraduate teaching is especially exciting and rewarding when students are eager to engage utopian themes. Gone, I am happy to tell myself, is that horrid decade of the 1980s. □

Teaching Students to Think by Teaching Radical Sociology

by Meghan Rich, ASA Academic and Professional Affairs Program

While most faculty share the goal of teaching students to think, how do they go about reaching that goal? Erik Olin Wright, a Professor of Sociology at the University of Wisconsin-Madison, encourages intellectual debate and critical thinking in the classroom. Instead of teaching sociology from a "neutral" perspective by presenting many viewpoints on a subject, Wright lays his cards on the table. He makes it quite clear that he is a sociologist teaching radical social theory from a critical perspective. By taking this approach on many different social issues, he encourages disagreement with and among students, more precise articulation of their own thoughts, and evidence to support their opinions.

Provocative and lively discussion often occur in Wright's classroom, whether it be on "utopian alternatives to existing institutions" or Marxism. "One idea that always incites debate is a proposal for unconditional, universal basic income as a way of eliminating poverty and excessive inequalities," says Wright. "Giving an unconditional monthly income to every citizen is a radical idea that many students may feel uncomfortable accepting." Regardless of whether students accept radical views, Wright feels that the real challenge to teaching critical thinking in sociology is not to oversimplify complex ideas. He does not believe in "watering-down" sociological ideas in classes that often have a limited amount of time to

cover topics. The key to "fitting in" topics in a semester is to simply teach less. Although one may not be able to cover all one wishes to in a semester, the imperative topics will have a chance to be clarified, discussed, and debated and, most importantly, understood by students. In an introductory course on Marxist Social Science, undergraduates can often be overwhelmed by a barrage of complex theoretical ideas. Wright does not attempt to simplify these ideas in his course by making them one dimensional, but instead gives them space to work through the issues via discussion and student mentoring.

Wright's approach to teaching necessitates active learning strategies. He often asks students a question and then asks them to turn to their neighbor and discuss the answers. "We have fifty different discussions going on at once," he says. "I often ask students to write on the board, or on an overhead, what they think about a topic. I usually have half the class volunteering to participate, and most of what I would have said, plus other good material, ends up being covered. I believe in the importance of having students thinking critically about issues and knowing that the process requires quality information."

Undergraduates who are particularly intellectually engaged are welcome to take Wright's graduate level courses. He requires every graduate student in his classes to have an undergraduate mentee, which serves two purposes. By teaching undergraduates, the graduate students

learn the sociological material more effectively themselves. They also have the opportunity to hone their teaching and mentoring skills as they prepare for their future role as faculty members after they receive their PhD. Additionally, the undergraduate mentee gains the opportunity to work closely with another more advanced student to work out complex ideas presented in class. Wright also asks each student (undergraduate and graduate) to critique two other students' papers. This allows each student to find weaknesses in other's thinking and writing that may be reflective of their own.

Wright is a faculty fellow for the Chadbourne Residential College, a dormitory on the University of Wisconsin campus. Students who are particularly interested in being part of a "learning community" can apply to live in this microcosm of the University of Wisconsin, which attempts to create the atmosphere of a small, liberal arts college. At Chadbourne, students work closely with faculty and may even take classes at the dorm. Faculty involved in Chadbourne not only teach dorm residents but also take part in social activities, educational trips outside of campus, and are a resource for mentoring and information. Wright's class, Contemporary American Society, geared towards introducing critical sociology to freshmen, was taught

at Chadbourne in the Fall semester of 2000. Elissa Kleuver, a Chadbourne resident, reported that she found her experience within the class to be phenomenal. "During some of the discussions, emotions did heat up. People tend to disagree with many of the things Erik had to say. But when someone disagreed with him, instead of letting that person only voice his/her disagreement, Erik requested that he/she explain why he/she disagreed. . . Erik encouraged us to express discord and let us know when he thought we raised valid points."

Wright also practices what he preaches. He can often be seen riding his bike in and around the University of Wisconsin, rather than driving a car (even in the Wisconsin winter!). He has his students buy books at a local book co-op, as opposed to through the large University Book Store. The personal dedication to the political perspective that he espouses is apparent to his students.

Between Wright's involvement with students, teaching techniques, and student mentoring, the students in Wright's classes are guided towards improving their writing and critical thinking skills. Most importantly, they learn that the best way to defeat an argument is by crafting a solid response. □

Contexts, from page 1

photo essay that is visual sociology at work, read a personal essay or book review, or delve more deeply into a set of feature articles. *Contexts* takes as its mission to seek to apply new knowledge, stimulate fresh thinking, and disseminate important information produced by the discipline.

Accessibility, broad appeal, and timeliness are among the aspirations that led ASA to establish *Contexts*. But "ease of reading" is not to be confused with "ease of thinking." Fischer, his team of consulting editors, and authors in the first issue and in the queue are producing work that should cause conversation, communication, controversy, and connection. *Contexts* is about engaging this challenge and this opportunity.

City & Community, from page 1

by Catherine Ross, John Mirowsky and Shana Pribesh on mistrust in cities, work that draws on the earlier thinking of Georg Simmel but connects to recent work by, among others, Doug Massey and Robert Sampson; by John Logan and Kyle Crowder on the nature and differences of urban regimes throughout America; and by Kevin Fox Gotham on the way that segregation was historically fashioned and implemented in Kansas City, Missouri. The articles, on balance, are not only theoretically interesting and empirically important, but they also illustrate the wide variety of methods available to sociologists who study the modern city.

Although *City & Community* is a product of the ASA's Community and Urban Sociology Section, we believe that it will prove to be of interest to many

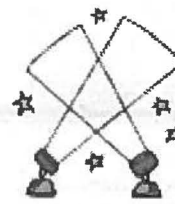
ASA members who renew in 2002 will be able to see *Contexts* for themselves quite soon. ASA Council initially approved the publication of a general perspectives journal in August 1998 and appointed Fischer as inaugural editor in August 1999. In just over two years, the journal was named *Contexts*, and it moved from a concept in principle to a product in the concrete.

As Executive Officer Felice Levine said in *Footnotes* last September-October, for sociology and wider audiences, *Contexts* is "where it's at." The Association hopes that come February 2002 ASA members will take a good look, reap the benefit of reading broadly, purchase, and help spread the word to contexts beyond ASA. □

sociologists. More details about the journal, including where to send manuscripts, can be found at several websites. Those include that of Blackwell Publishers (www.blackwellpublishers.co.uk/journals/c&c), the American Sociological Association (www.asanet.org), and the Community and Urban Sociology section itself (www.commurb.org).

We urge you to check out the contents of the first issue of this new journal. Forthcoming issues also will include articles on a number of very relevant and germane topics, including a piece by Daphne Spain on "gender and space," and a piece by Claude Fischer, on mobility in America.

Nancy A. Denton serves as CUSS Section Chair and Anthony M. Orum is the Inaugural Editor of *City & Community*. □



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Theory and Research Merge in Sociology Program at JMU

by Meghan Rich, ASA Academic and Professional Affairs Program

The Department of Sociology at James Madison University (Harrisonburg, VA) has a unique curriculum geared to the integration of theory and research. Instead of the usual triad of requirements for majors—theory, methods, and statistics, James Madison has a very different approach to the teaching of sociological thought and research. In particular, there are three courses, split by major paradigms in sociology, which integrate theory and research methodology. They are Critical Analysis, Interpretive Analysis, and Naturalistic Analysis.

The sociology curriculum at James Madison University includes important prerequisites to prepare students to be able to integrate theory and research. Prior to taking these courses, students take a Proseminar that introduces the field of sociology through literature, writing, and consideration of career and graduate study options. In this Seminar, students have an opportunity to gain library research and writing skills before undergoing the rigors of the core classes. In addition, students are required to take Development of Sociological Thought and Methods, which introduces all three paradigms. Finally, students must also take a statistics course prior to enrolling in Naturalistic Analysis.

Throughout the sociology major at James Madison, undergraduate research is emphasized. Students undertake at least three major research projects in each of the core analysis courses. Students also

take a Senior Seminar as a capstone to their educational experience. In the Senior Seminar, students are asked to integrate previous class experiences by writing a large research paper.

Mary Lou Wylie, department chair, asserts "Our alumni who have gone on to graduate study in sociology have sent us glowing reports about their experiences in graduate school. They strongly believe that our program has given them an edge in graduate school because they are more intimately aware of issues in the discipline of sociology than are other graduate students in their cohort." Students who do not go on to graduate school have also benefited from the program because they graduate with advanced research and writing skills. Those students are prime candidates for work in the government and nonprofits (many of the students at James Madison are from the Northern Virginia area and go back home to work in Washington, DC), education, business, and the criminal justice system.

Because the department gets a significant number of transfer students, they offer all required classes every semester. Therefore, it is possible for someone who comes in the program as a junior to graduate with a sociology major.

For more information on the curriculum at the Department of Sociology at James Madison University, contact: Dr. Mary Lou Wylie, Department of Sociology, James Madison University, Harrisonburg, VA 22807; e-mail wylieml@jmu.edu. □

Profile of the 2001 ASA Membership

by Stacey S. Merola and Roberta Spalter-Roth,
ASA Research Program on the Discipline and
Profession

By the end of 2001, ASA had 12,365 members. This number is down slightly from 1999, the last year for which data are available. In 2001, ASA offered four types of membership: regular, associate, student, and emeritus member. Fifty-three percent of members joined ASA as regular members, down from 58 percent in 1999¹. The second largest category was the "student" membership level, which remained stable between 1999 and 2001, comprising 30 percent of members (Figure 1). The characteristics of the two largest groups, regular and student members, are highlighted, below.

Not all members answered all questions. For example, 15 percent of members did not report their race/ethnicity, and about five percent did not report their gender. Twenty-one percent did not report their age, 31 percent did not report their employment status, and 42 percent did not report their employment sector. Eighteen percent did not provide information on their educational attainments. As a result, all findings should be viewed with some caution.

Regular Members

Demographics

The proportion of men and women in each of the membership categories reflect, in part, the changing demographics of the discipline (see December 2001 *Footnotes*). Men were the majority (55 percent) of regular members. In 2001, women constituted 45 percent of regular members, similar to their share in 1999.

About three-quarters (75 percent) of the regular members reported that their race/ethnicity was white. About five percent of regular members were African American, five percent were Asian American, three percent were Hispanic/Latino and less than one percent were Native American. Two percent reported their race/ethnicity as "other" and about 11 percent did not respond.

The average age for all regular members in 2001 was 51 years. The modal age was 54. The majority of the regular members (66.7 percent) were between ages 38 and 64.

Of the regular members in 2001 who reported information on their education, 85 percent have a doctorate degree. A Master's degree is the highest degree earned for about 12 percent of regular members and 3 percent report that a Bachelor's degree is their highest degree. Less than one percent hold another degree as their highest degree, such as a JD, MBA or MSW.

The Employment Picture for Regular Members

The vast majority of ASA regular members are employed and employed full-time (82 percent). Of those regular members that told us the employment sector in which they work, we find that 8 out of 10 members work in higher education. Of the remaining 20 percent, 14 percent work in the federal government, state and local governments, or not-for-profit organizations. Three percent either own businesses that employ others or are independent consultants. About a third of regular members didn't answer this question so these results should be viewed with caution.

Of those that told us what type of

employment they have, the overwhelming majority have an academic/teaching appointment (73 percent). About 13 percent have a research position and about 7 percent have administrative positions. The remaining 7 percent are distributed in post-doctoral fellowships, applied, non-research positions, writing/editorial positions, and other work positions.

Gender

Of the members working full-time, a higher percentage of men are employed full-time than women (58 percent to 42 percent), while women make up a greater percentage of those members who are employed part-time or unemployed. About 56 percent of the members employed part-time are women, and 61 percent of those who are unemployed are women.

Men make up the majority of members in academic/teaching appointments, administrative positions, and other, non-sociological work positions. Similar numbers of men and women have post-doctoral fellowships. There are also similar number of men and women in research positions, applied non-research positions, and writing/editorial positions.

Some of the differences in employment sector between men and women may have to do with differences in educational attainment. We find that men tend to make up a higher proportion of those regular members with PhD's while women make up a higher proportion of regular members with Bachelor's degrees. We do not find gender differences in employment sector once educational level is controlled for. There are no significant differences in employment sector between men and women with PhDs. Similarly, men and women with Master's degrees tend to be found in the same sectors.

Race/Ethnicity

There were no differences in employment sector by race/ethnicity. There were also no differences in employment sector by race when educational attainment is controlled. African-Americans, Asian Americans, Hispanic/Latinos are equally likely to be employed as whites in higher education.

Income Levels of Regular Members

Among the regular members, membership category is broken down further by income level. The largest group reports earning \$40,000 - \$54,999. Members who joined at the \$55,000 income level and above tend to be older than those members at lower income levels. The average age of those in the under \$20,000 level and the \$20,000 to \$29,000 level is 47, while the average age of those in the membership levels at \$30,000 to \$54,999 is about 45. The average age of those in the \$55,000 to

\$69,999 level is about 51, while the average age of those in the \$70,000 and over membership level is about 55. It should also be noted that some small portion of the membership might misrepresent their income to obtain lower membership rates.

Gender

Among the regular members, there were significant differences between men and women in the types of membership categories each belonged to. Higher percentages of men than women are found in the higher income levels. Of the members who report their income at \$55,000 and above, about 65 percent of these members are men, while 35 percent were women. In the income range between \$20,000 and \$54,999, there is a more equitable distribution of men and women. Fifty-one percent of the members in this range are men and 49 percent are women. Of the members in the \$20,000 and under category, 56.9 percent are women and 43.1 percent are men. Some of this distribution may be a cohort effect, reflecting the larger shares of men among earlier cohorts, since along with members at higher income levels emeritus members are more likely to be men as well.

These relationships remained when educational attainment was controlled. Of men and women with PhDs, the majority of those in the under \$20,000 level are women (56.4 percent), and the majority of those in the over \$55,000 levels are men (65 percent). Fifty-three percent of PhDs who report their income between \$20,000 and \$54,999 are men while 47 percent are women. The income distribution is similar for men and women whose highest degree is at the MA level.

Race

There is a statistically significant difference in income levels reported among race/ethnic groups. Asian Americans, Hispanic/Latinos and Native Americans are less likely than whites or African Americans to be in the top income categories and more likely to be in the bottom category. When educational level is controlled for, among members with PhDs the distribution of ethnicities among the membership categories remains statistically significant. Part of this discrepancy is likely explained by cohort differences.

Student Members

Student members represent sociology's future. In 2001, women made up about 65 percent of student members and men were 35 percent, which is about the same percentage as in 1999.

Relatively large proportions of the non-whites in the total membership are student members. Thirty-four percent of all African-American members, 46 percent of

Hispanic/Latino members, 46 percent of Native Americans, and 28 percent of Asian Americans are student members. Thirty-eight percent of those who classified themselves as "other" are student members. In contrast, only 25 percent of whites are student members. Since over a third of the non-responses to the race and ethnicity question were student members, this racial breakdown may not be entirely accurate.

Not surprisingly, student members tend to be younger than the regular members, though there is a wide range of ages. The average age of student members is 33 years. The median age is 31, however, and the modal age is 28. The majority (about 60 percent) of the student members in 2001 were between the ages of 25 and 35.

Conclusions

That women and minorities tend to be concentrated in the student population indicates that over time the demographics of the regular members will change, and that the trends described here are to some degree the result of a "cohort effect." Based on the demographics of the membership it seems that as women and minorities move from graduate school into the profession, they have the potential to achieve similar outcomes as men and whites. Continuing to monitor membership trends will allow us to see if these outcomes occur.

¹The reintroduction of the "emeritus" category possibly siphoned off some regular members. □

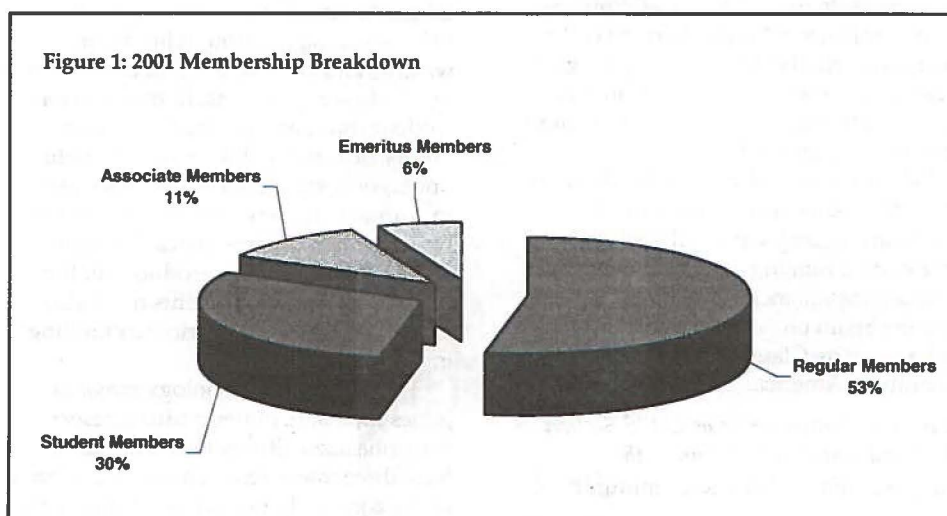
NSF Graduate Teaching Fellows in K-12 Education

The National Science Foundation has a relatively new targeted program to fund graduate student (and perhaps some faculty) interaction with K-12 science education. They would like to get more social science participation. The projects would be joint efforts of graduate departments and secondary schools.

"This program supports fellowships and associated training that will enable graduate students and advanced undergraduates in the sciences, mathematics, engineering, and technology to serve as resources in K-12 schools. Academic institutions apply for awards to support fellowship activities, and are responsible for selecting fellows. The fellows will serve as resources for teachers in science and mathematics instruction. Expected outcomes include improved communication and teaching skills for the fellows, enriched learning by K-12 students, professional development opportunities for K-12 teachers, and strengthened partnerships between institutions of higher education and local school districts."

There are web pages describing the program at <http://www.nsf.gov/od/lpa/news/publicat/nsf0065/ehr/duet.htm#section4> and at <http://www.nsf.gov/home/crssprgm/gk12/>. The full program announcement is at <http://www.nsf.gov/cgi-bin/getpub?nsf01114>.

For additional information, please contact Dr. Reeve Vanneman, NSF Sociology Program Director, (rvanneman@nsf.gov). □



SSRC Creates September 11 Website

by Craig Calhoun, Social Science Research Council and New York University

When terrorists flew jets into the World Trade Center and the Pentagon, the social effects were as dramatic as the visual images. Individual lives, families, friendship networks, corporations, global financial flows, and politics were all transformed. Knowledge from the social sciences is a basic resource for understanding these changes—and also what has not changed. But is it readily available to inform public discourse? To make sure it is, the Social Science Research Council (SSRC) quickly launched a website to present social

science analyses of the situation "After September 11." Posted at www.ssrc.org, it now includes nearly fifty articles and these are downloaded as often as 2000 times a day.

Sociologists are well represented on the site. Former ISA President Immanuel Wallerstein considers the Twin Towers as a metaphor; Saskia Sassen addresses post-September 11 governance "hotspots"; Riva Kastoryano examines transnational Islamic nationalism in Europe; John Hall considers the "return of the state"; Said Arjomand challenges simplistic framing of the Middle East; Tariq Modood explores the contributions and perceptions of Muslim minorities;

Charles Tilly and Jack Goldstone debate the nature of terrorist networks; and Janet Abu-Lughod uses Durkheim to analyze public reaction to the attacks in the US. Other contributors include Mahmood Mamdani, David Held, Mary Kaldor, Robert Keohane, Seyla Benhabib, Barry Eichengreen, Timur Kuran, Veena Das, Olivier Roy, Farish Noor, Rajiv Bhargava and others from every continent and all the social science disciplines.

Essays on the site reach beyond the typical newspaper "op ed" with its 600 word constraint. That format can be useful, but it does not allow social scientists to explain the theory, research, or even simply the reasoning behind the statement of opinions. Providing such explanation gives the essays on the SSRC site their special niche. They are of broad public interest, but also of interest to social scientists thinking through how the events fit into—or challenge—their own analytic frameworks. They are also used by journalists seeking background for their stories and crucially by teachers.

To help teachers integrate discussion of the September 11 events into their courses, the SSRC has commissioned teaching resources which will be posted in January. These will include a guide for teachers of introductory level college courses and one for high school social science teachers (including sociology teachers). Above all, the essays themselves provide teachers and students an opportunity to explore different perspectives and see how each is informed by knowledge from the social sciences.

The issues addressed on the site are not limited to understanding September 11 itself, but also include a range of others brought into relief by the terrorist attacks, the subsequent war, and other repercussions. These include questions of migration and citizenship, new forms of warfare, the place of criminal activity in terrorist networks, different views of secularism, and implications for global financial markets. The site continues to grow as authors tackle different issues and new events demand attention. The latest addition comes from political scientist and Afghan specialist Barnett Rubin who was the top aide to UN Special Representative Lakhdar Brahimi in the Bonn negotiations that formed the new Afghan government. He explores the challenges and difficulties that lie before the Afghan people and those who would help them in the coming months and years.

The SSRC is also publishing a series of books addressing social science concerns after September 11. Volumes on *Understanding September 11* and *Global Perspectives on September 11* will be published in August 2002. Volumes on *The Future of New York*; *Global Perceptions of the United States*; *Social Transformations in the Finance Industry*; *The Future of Security Studies*; *Information Technology and International Cooperation*; and *Dealing with Complex Humanitarian Emergencies* are in preparation and still others will follow.

Craig Calhoun is President of the SSRC, a professor of Sociology and History at NYU, and a member of the ASA Council. □

NSF Funds Collaborative Project on Exploring U.S. Social Change

The National Science Foundation (Division of Undergraduate Education) has funded a collaborative project between CUNY and UCLA to develop multimedia and web-based visual and map enabled software tools that will depict the growth and change in two major metropolitan areas in the United States, New York and Los Angeles. It builds upon a project that created web-based map enabled tools to examine change in New York City from 1910 using Census and other data, in a way that makes it possible easily to develop curricular exercises and experiences for students and others.

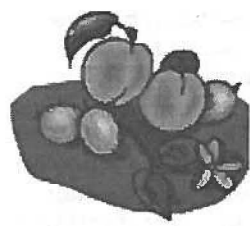
The web component will be augmented by multi-media tools developed at UCLA that allow the visualization of virtual neighborhoods, as well as easy access to text, pictures and video images to illustrate a variety of important sociological concepts and themes. These virtual neighborhoods make it possible to incorporate 3-D animation with realistic environments creating an interactive urban context composed of representative buildings, landmarks, and neighborhoods of the geographic area. The current neighborhood will be simulated, and then it will be recreated for several earlier periods. The students will be able to "visit" and explore these neighborhoods and, using the mapping software, understand how these specific neighborhoods "fit" into the wider area of New York or Los Angeles, while exploring transportation or ethnic and racial change, for example.

CUNY and UCLA will develop these complementary tools in common and distribute them widely over the web, by CD-ROM, and in unison with an undergraduate textbook *New York and*

Los Angeles: Politics Society and Culture, to be published by University of Chicago Press in mid to late 2002. Students and others will use these materials to examine and understand the dramatic changes in population, race, ethnic ancestry, family status, housing and living conditions and income and wealth that have occurred in these two major metropolises. Exercises will allow students to compare and contrast the growth of the two regions, to explore the changing patterns of economic and ethnic inequality, and to study the immigration history of New York and Los Angeles and the migration paths of recent immigrant groups in the cities and the suburbs. Other exercises will focus on occupational structure, educational systems, social welfare, riots, and the location and situation of those in the artistic fields in the two regions. How to generalize these tools to other locales will be explored.

The materials will be pilot tested at Queens College and other CUNY branches (CUNY enrollment 210,000), and at UCLA (enrollment 32,000). They will be beta tested at a set of other campuses, including Kean University and Rutgers University, New Jersey; Sarah Lawrence College and Columbia University in New York; California State University- Fullerton, the University of Southern California and UC Irvine; and the University of Maryland. Workshops at professional meetings and at CUNY and UCLA will assist faculty at other institutions in using these materials.

David Halle, UCLA, and Andrew Beveridge, CUNY-Queens, are the project leaders. Contact Halle at dhalle@ucla.edu or Beveridge at andy@troll.soc.qc.edu. □



Help Shape an Exciting Program for the 2003 Annual Meeting!

Atlanta, Georgia
August 16-19, 2003
Hilton Atlanta
Atlanta Marriott Marquis
"The Question of Culture"

The 2003 program is taking shape under the leadership of President-elect William T. Bielby and the Program Committee. "The Question of Culture" is a theme that begs to be answered by a variety of sociological work in diverse formats.

What Role will you Play in ASA's 2003 Annual Meeting?

Help shape the program for 2003 and share your professional work with colleagues. Proposing thematic sessions, special sessions, and paper sessions, workshops, or suggesting a book for an Author Meets the Critics session or a video for screening, contribute to an intellectually exciting meeting. At this time, the 2003 Program Committee is interested in *topics and organizers* for the various component parts of the program (other than that planned by sections).

Please submit proposals and make your suggestions before February 15 for consideration at the Program Committee's spring meeting. The Program Committee's initial work is directed to the development of a skeletal structure of session types and organizers. The groundwork forms the "Call for Papers" that will appear next fall.

Program Components Feature All Major Subfields of Sociology

The wide variety of sessions on the Annual Meeting program reflects the ASA's commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences. Members are encouraged to send suggestions of topics and leaders for the following components of the program.

- *Thematic Sessions Delve into The Question of Culture*
- *Special Sessions Feature Significant Sociology or Explore New Territory*
- *Topics and Organizers for Regular Paper Sessions*
- *Teaching, Academic Workplace, and Professional Workshops and Didactic Seminars*
- *Authors Meet Critics sessions*

See the November 2002 issue of *Footnotes* for a more complete description of each program component. The ASA meeting resonates as a program "of the people, for the people, by the people." But a meeting of this size and scope requires advanced planning. Please propose sessions and session organizers, including yourself. With the collective input of the ASA members, the 2003 Annual Meeting program will be first rate. □

Nominations Invited for ASA Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2001 calendar year will be eligible for consideration for the 2002 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee's curriculum vita (with current address) to: Governance, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005, ext. 303; fax: (202) 638-0882; e-mail governance@asanet.org. The deadline for nominations for the 2002 Award is April 1, 2002.

Sociologists as Expert Witnesses in the Criminal Justice System

by Lewis Yablonsky, Emeritus Professor of Criminology, California State University-Northridge

In general, the role of an expert-witness in the criminal justice system has been defined as a person who has some special training or experience, and ideally can help the judge, lawyers, and jury arrive at the truth in the judicial process. In the past, the role has been mainly limited to such professionals as psychiatrists, physicians, and engineers.

In the last decade, however, there has been a broader acceptance of professional expert-witnesses in the courts, and it is my viewpoint that more sociologists can and should participate in the process from their special area of expertise in human behavior. In the courts, where the behavior and responsibility of a defendant is being determined by lawyers, judges, and juries, any theory of human behavior concept that is presented to explain the event needs to make sense in relationship to the incident on trial or it will be eliminated by the adversarial system.

In this context, it has been my experience as a sociologically-oriented criminologist that participation by sociologists in the justice system not only contributes to the judicial process but hones some of our grand and short-range theories to comport more closely with the reality of social behavior.

Although my experience in around 75 court cases, mainly in California (but also in NY, FL, and AZ) has been primarily in criminal cases involving homicide, violence, and gangs—I would suggest that sociologists specializing in other social problems, such as deviance or family problems, could aid in the judicial process by testifying in related cases.

The following brief examples of my work as a criminologist and expert witness hopefully illustrates the role a sociologically trained person can enact in the courts; and might point the way for other sociologists to participate in the justice system from their special area of sociological knowledge.

The foundation for my work as an expert-witness in homicide and gang cases is based on my professional experience and research as delineated in several of my books especially *Gangsters* (NYU Press, 1997); and *Juvenile Delinquency* (Wadsworth, 2000), and in the work of other sociologists whose theories have practical value in the judicial process. In the following review of several cases I have worked on I will demonstrate how certain theories were useful in presenting my opinions in court; and I will focus on the criminological and sociological theories and data that led me to reach my opinions about the criminal incident being adjudicated.

A Hells Angel's Gang Murder

I was consulted about the structure and behavior of gangs in 1972 by a San Francisco public defender attempting to acquire a new trial for a man serving a life sentence in San Quentin for 1st degree murder. He was a member of the Hell's Angels Motorcycle gang convicted of homicide—essentially on the evidence of several dead bodies buried on his property. He sought a new trial claiming he had not murdered anyone and that his "brother" gang members in the Hell's Angels had coerced him into pleading guilty and taking the punishment for the real murderers whom he knew. He was

unhappy in prison, and now wanted a new trial.

My research into the case revealed that the man was essentially telling the truth, and did not testify against the real murderers out of fear for his life. My opinions were based on my research into the norms and culture of motorcycle gangs in general and the Hell's Angels in particular. In my opinion the case hinged on the perverse but controlling norm of "gang loyalty" that "thou shalt not snitch" on your "friends." I was prepared to present my opinions in this regard to facilitate a new trial for the individual. Prior to a new trial taking place the gangster backed out from proceeding because of new threats from the gang on his life.

The Prosecution of Two Gangster Defendants Involved in the Attempted Murder of Reginald Denney During the 1992 Los Angeles Riots

In 1993 I was engaged by the Los Angeles County Prosecutor's Office as an expert witness in what became known as the "Reginald Denney Trial." The trial took place in the wake of the 1992 LA riots, which were fueled by a verdict that acquitted several LA police officers who had allegedly beaten Rodney King.

The trial involved two gang members, who were accused of violence against truck driver, Reginald Denney, at the heart of where the 1992 LA riots began. The defense, through the testimony of a UCLA professor as an expert witness, contended that the defendants were not responsible for their violent actions because they were victims of the "group-contagion" of the riots. The expert-witness for the defense based his theory of their violent behavior on the book written by sociologist Gustave LeBon in 1899 entitled *The Crowd*. The book posited that people in the heat of a mob action were heavily influenced by the emotional climate. On this basis the defense attorneys were asserting that their clients were not responsible for their criminal behavior.

As a rebuttal expert-witness for the prosecution, I testified that even in an emotional mob situation individuals are responsible for their illegal behavior. On the basis of my research into group dynamics of criminal behavior at the scene of the crime, it was my opinion that when the violence began, most of the people present left the area; a few curious people stayed on to watch the violence; and only a few individuals, including the defendants committed violent acts. I further stated that the two defendants, given their prior gang socialization were predisposed to be violent and seized on the riot situation, as a cloak of immunity, to displace their pre-existent rage on Denney, an innocent victim of their violent proclivities. I testified that the theory of "group contagion" was irrelevant to the defendants' violent behavior, and that their role as gangsters, which preceded the riots was their motivation for brutally assaulting Reginald Denney. After an extensive trial the defendants were convicted for their violent crimes.

A Death Penalty Gang Murder Case Involving the Sentencing Phase of the Trial

In 1997, two opposing factions met in a "crack-house" in Tucson to consummate a drug deal. One faction was comprised of three individuals with an affiliation with the LA Crips, and the opposing two individuals were affiliated with the LA Bloods gang. The LA Crips and Bloods

were long-term enemy gangs. There was apparently a major unanticipated misunderstanding between the factions. In a grim comedy of errors resulting in two brutal murders, all participants had money to buy drugs, and no one had drugs to sell.

My analysis of the murky court testimony and my interview with one of the perpetrators revealed that a conflict ensued with guns being pulled to threaten each other. The scenario was unclear, however, the Blood's twosome gained control of the situation. In fear of their life, then or at a later time involving a reprisal, they apparently decided to kill the three members of the opposing group.

They bound their three "enemies" with duct-tape, put them in two cars, and drove to a remote area outside of the city. They then placed the three face down on the ground and shot each of them in turn in the back of their head. Two died immediately. The one surviving victim had an Afro haircut. Either the shooter had poor aim or miscalculated because of the haircut and the bullet grazed the survivor's head; he lived to be the main witness in the homicide case, where the shooters were convicted of 1st degree murder.

I was hired by the defense attorneys for one of the defendants in the sentencing phase of the trial to develop, whether there were any "mitigating factors" for aiding the convicted felon avoiding the death penalty. Only two outcomes were possible—execution or life imprisonment. After reviewing the evidence, and interviewing the defendant, who I will call Ed, I reached several conclusions about his participation in the homicide—and possible factors that would mitigate against his receiving the death penalty.

Our interview progressed he became more loquacious and forthcoming in revealing his life story and his version of the events that placed him in his current situation. In brief, he came from a prototypical dysfunctional family. One element of his family problems that is noteworthy is that he was trouble-free and non-gang involved until the age of ten. As he told me, he was staying at his grandmother's house when a police officer arrived to report that his stepfather had brutally murdered his mother by stabbing her 17 times. According to Ed, shortly after the murder of his mother, feeling totally depressed and that he was now alone, he began to participate in the gang world by joining the Bloods.

My opinions for mitigating testimony were partially based on Marvin Wolfgang's widely accepted sociological theory of "Victim-Precipitated-Homicide." Simply stated, in many gang

violent interactions it is often difficult to ascertain who will wind-up as the perpetrator and who will become the victim. The initial victim of a violent act, often in self-defense, winds up as the assailant. In this case, Ed and his partner, after being initially attacked by the three opposing individuals apparently acquired the upper hand and gained control of the situation. Now in charge, and fearing the deadly possibility that if the three who ultimately became their victims were released from their control, they would return to kill them. They felt, according to Ed, in the context of gang culture, that it was incumbent on them to eliminate their perceived enemies. In this context, in some respects, Ed's murderous actions were mitigated as a slim form of self-defense.

My opinions, based on 50 years of research into gangs, revealed that very often in a gang conflict, like the one that apparently occurred between the two warring factions, the situation disintegrates into a "kill or be killed" scenario.

In my testimony in court, in addition to gang culture as a possible mitigating factor in the sentencing of Ed, I stated that his response in the situation was in the context of "Imperfect Self-Defense" as defined by California Law (CALJIC 5.17.) This law, under the heading "Honest But Unreasonable Belief in Necessity to Defend: Manslaughter" states, in part:

"A person who kills another person in the honest but unreasonable belief in the necessity to defend against imminent peril to life or great bodily injury, kills unlawfully, but does not harbor malice aforethought and is not guilty of [first degree] murder."

These varied opinions and my testimony on Ed's unfortunate family history helped to mitigate the death sentence confronting Ed to a life sentence.

In brief, social-psychological expert opinions properly presented in court can aid the judicial system in the determination of more rational and just verdicts. Testimony by knowledgeable sociologists in the role of expert-witnesses on the realities of social phenomenon can be helpful in the rendering of a more equitable and judicious decision in a criminal trial. Although my "expertise" is more narrowly focused on gangs and violence, I believe that there is a role for sociologists utilizing a range of sociological theories in the courts. The more extensive utilization of sociologists as expert-witnesses in the judicial process could make the courts more equitable in terms of justice, and result in strengthening the effectiveness of the criminal justice system. □

Newly Updated from the ASA

The Capstone Course in Sociology

Third Edition
Edited by Theodore C. Wagenaar
Updated by Meghan Rich

\$16.00 ASA members, \$20.00 non-members
Stock #104.C01; 241 pages (2001)

To order, call (202) 383-9005 x389 or send prepayment to:
American Sociological Association
1307 New York Avenue NW, Suite 700
Washington, DC 20005-4701

Corrections

In the November 2001 issue of *ASA Footnotes*, Garry C. Gray's affiliation was incorrectly listed in the announcement of 2001 ASA Section award winners. Gray, who received the Sociology of Law Graduate Student Paper Award is at the University of Toronto.

Call for Papers

CONFERENCES

Asia Pacific Sociological Association, 5th Conference, July 4-7, 2002, Queensland University of Technology, Brisbane, Australia. Theme: "Asia Pacific Societies: Contrasts, Challenges and Crises." The 2002 APSA conference is being held prior to the XV International Sociological Association World Congress. These conferences will allow sociologists from around the world to obtain an insight into sociology in the region and will allow sociologists in the region to meet others from the U.S. and UK-Europe and to share experiences and interests. Abstracts are due February 28, 2002. More details are available on the conference website: <<http://www.ansoc.uq.edu.au/asia-pacific/index.htm>> or by e-mailing the conference convener, Scott Baum apsa_2002@asiaone.com.

Carework Conference. Third Annual Carework Conference, August 15, 2002, Loyola University, Chicago, IL. Theme: "Linking Informal and Formal Carework: Perspectives from Research, Policymakers, and Advocates." The complete call for papers and submission form can be downloaded from <<http://www.sas.upenn.edu/wstudies/carework/>>. Deadline for submissions is March 1, 2002.

China/U.S. Conference on Women's Issues. Beijing, People's Republic of China, October 22-25, 2002. Theme: "Holding Up Half the Sky." Deadline for submission is March 18, 2002. For more information contact the U.S. Steering Committee: (602) 906-8886; e-mail women@globalinteractions.org.

Federal Forecasters' Conference, April 18, 2002, Washington, DC. The conference is organized around statistical issues within the scope of methodologically oriented sociologists and substantive research issues that are largely socio-economic. The deadline for submitting abstracts is February 15, 2002. For more information see: <<http://nces.ed.gov/surveys/ffc/>>.

National Rural Women's Health Conference. September 19-21, 2002, Westin Grand Hotel, Washington, DC. Theme: "Linking Mental, Behavioral, and Physical Health: Quality of Life Issues, Outcomes, and Strategies for Health Promotion." The conference is an outreach program of Penn State University's College of Health and Human Development. To submit an abstract see: <www.outreach.psu.edu/C&I/RuralWomensHealth> or call (814) 863-5100. Submission deadline is January 21, 2002.

South African Sociological Association (SASA). Call for papers for the SASA Congress, East London, June 30-July 3, 2002. Theme: "Citizenship, Living Rights and the Public Intellectual." The deadline for submission of abstracts is February 28, 2002. The deadline for submission of papers is May 15, 2002. Authors are advised to send their papers electronically. The online version of this announcement is available on: <<http://generalupdate.rau.ac.za/sasa/CallForPapers2002.htm>>. All communication and inquiries about the Congress should be addressed to: Ms Namhla Zondani, (SASA 2002 Congress), Department of Sociology, Rhodes University, P.O. Box 7426, East London 5200, South

Africa; e-mail sasa2002@ru.ac.za; +27 (0) 43 704 7082; fax +27 (0) 43 704 7112. General inquiries on SASA may be addressed to sasa@lw.rau.ac.za or directly to the SASA Secretary: J.Adalina@ru.ac.za.

Vanderbilt University. An Interdisciplinary Graduate Colloquium, April 19-20, 2002. Theme: "The Limits of the Past." The conference is an invitation to graduate students in the humanities and social sciences to think through the nature of "memory work" in the constitution of our understanding of the world. Send 250 word abstracts and a brief curriculum vitae by January 15 to the Conference Chairs: Edward Harcourt and David Karr, Conference Co-Chairs, The Limits of the Past, VU Station B, Box 3473, Vanderbilt University, Nashville, TN 37235-3473; e-mail abstracts to david.karr@vanderbilt.edu and edward.j.harcourt@vanderbilt.edu. See the conference website at <http://www.vanderbilt.edu/rpw_center/conference.htm> for more information.

PUBLICATIONS

Critical Demography, the new biennial series by Plenum Press solicits original manuscripts for its second volume, theme: "Critical Demography, Gender Inequality and Sexism." *Critical Demography's* purpose is to showcase new and innovative approaches to the study of population with an emphasis on the manner in which the social structure differentiates dominant and subordinate populations. Submitted manuscripts will be peer reviewed. Submit by March 31, 2002 to: Hayward Derrick Horton, Editor, *Critical Demography*, Department of Sociology, SUNY-Albany, Albany, NY 12222 For further information contact the editor at hdh@csc.albany.edu; (518) 442-4907; fax (518) 442-4936.

Meridians: Feminism, Race, Transnationalism is a new peer-reviewed, feminist, interdisciplinary journal based at Smith College. They strongly encourage

submissions from women living on the continents of Africa, Asia, Latin America, and the Middle East. Contact the *Meridians* editorial office (meridians@smith.edu) if you would like more information about submitting work to the journal.

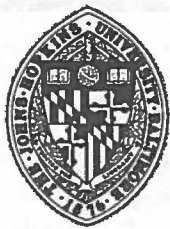
Modern Language Association, in collaboration with the **American Association of University Professors**, is planning a book on academic collective bargaining. The book will contain a section of essays (5-10 manuscript pages each), reflecting a broad range of individual perspectives (pros and cons) and experiences (administrators, full-time and part-time faculty, graduate assistants, academic staff) that will discuss significant issues and questions related to academic collective bargaining. Anyone wishing to contribute an essay to this section is invited to send by March 1, 2002 an essay proposal (1-2 double-spaced pages) to Joseph Gibaldi, 26 Broadway, 3rd floor, New York, NY

10004-1789; fax (646) 458-0030; e-mail JGibaldi@mla.org.

Research in Social Science and Disability solicits original manuscripts for Volume 4, "Conflict and Change in the Disability Community" to be published in 2003. Submissions can include theoretical and critical papers, analyses based on qualitative as well as quantitative research methodologies, methodological or conceptual papers, and comprehensive reviews of the literature. Send four copies by May 1, 2002 to Sharon Barnartt, Department of Sociology, Gallaudet University, Washington, DC 20002; e-mail Sharon.Barnartt@Gallaudet.edu.

Sociological Spectrum, the official journal of the Mid-South Sociological Association, is seeking manuscripts for a special issue on "Immigrants in the New South," scheduled for November 2002. Papers on immigrant communities in the

Continued on next page



Department of Mental Hygiene Johns Hopkins University Bloomberg School of Public Health

The Department of Mental Hygiene of the Johns Hopkins University Bloomberg School of Public Health invites applications for masters level, doctoral and postdoctoral studies for the 2002/03 academic year. The Department engages in population-based research on the etiology, occurrence, prevention, and control of mental, alcohol and drug dependence disorders (ADM). Its mission is to advance understanding of causes and consequences of ADM disorders in populations; to study the impact of alternative clinical, organizational, or fiscal arrangements on outcomes; and to study and apply public health methods for promoting mental health and preventing ADM disorders.

The Department of Mental Hygiene has government-supported training programs in Psychiatric Epidemiology, Prevention Research, Child Mental Health Services and Service Systems Research, and Epidemiology of Drug Dependence. Supports for doctoral and postdoctoral studies, including tuition, fees, travel funds, and stipends for living expenses is available from these and other sources. Stipends are \$16,500 for doctoral studies and from \$28,260 to \$44,412 for postdoctoral fellows. Candidates for government-sponsored support must be U.S. citizens or permanent residents. Research is particularly active in the areas of: adult psychiatric epidemiology, including the study of natural history of psychopathology, and gerontology; hazards of psychoactive drug use; prevention of risk behaviors through school and community-based interventions; youth violence; socioeconomic stratification and mental disorders; and family, community, and clinical interventions for children with severe emotional disturbances.

The Master of Health Science degree is organized around a core set of four terms of graduate courses, and a one-term field placement to integrate and practice mastery of what has been learned in the course work experience. The Master of Health Science degree is completed in one year.

Women and minorities are encouraged to apply.

FOR MORE INFORMATION CONTACT:

M. Blalock, Academic Program Coordinator
Department of Mental Hygiene
The Johns Hopkins University Bloomberg School of Public Health
624 North Broadway, Baltimore, Maryland 21205-1999.
Tel. 410 955-1906, Fax 410 955-9088
<mblalock@jhsph.edu>
MH Web address <http://mh.jhsph.edu/>

The Johns Hopkins University does not discriminate on the basis of race, color, sex, religion, sexual preference, national or ethnic origin, age, disability or veteran status in any student program or activity administered by the University, or with regard to admission or employment.

Call for Papers, continued

South, immigrants and regional race relations, relevant demographic issues in the region, questions of immigrant adaptation, relations between immigrant parents and their children, or the causes and consequences of international migration to the Southern U.S. should be submitted before March 15, 2002. Send to: Carl L. Bankston III, Department of Sociology, 220 Newcomb Hall, Tulane University, New Orleans, LA 70118. For more information contact (504) 862-3024 or cbankst@tulane.edu.

www.EastWestCenter.org/edu-sp.asp. For questions, e-mail studentconference@EastWestCenter.org.

February 28-March 1, 2002. *Southwest Regional Learning Communities Conference*, Tempe Mission Palms Hotel, Tempe, AZ. Theme: "Building Communities of Active Learners." For additional information see: <http://www.mcli.dist.maricopa.edu/events/lcc02/>.

March 22-24. *Public Choice Society and Economic Science Association 2002 Meeting*, U.S. Grant Hotel, San Diego, CA. For additional information, see <http://www.pubchoicesoc.org/>.

April 4-6, 2002. *Cardiff School of Social Sciences/IPPR International Conference*, Cardiff University, United Kingdom. Theme: "Demoralization: Morality, Authority, and Power." For additional information, contact: Helen Butler, DMAP Office, Cardiff School of Social Sciences, Cardiff University, Glamorgan Building, King Edward VII Avenue, Cathays Park,

Cardiff CF10 3WT, United Kingdom; e-mail dmap@cf.ac.uk.

April 10-12, 2002. *National Social Science Association National Conference*, Las Vegas, NV. Further information is on their website at: <http://nssa.apsu.edu>.

Funding

Advertising Educational Foundation is offering a Visiting Professor Program (VPP) for 2002. Invitation is extended to professors of the liberal arts, advertising, marketing, and journalism. The program is designed to provide a forum for the exchange of ideas between academia and industry, plus provide an on-the-job, day-to-day experience at an advertising agency. A maximum of 12 professors will be placed with agencies in New York, Chicago, and possibly the West Coast. Participants are expected to be available for the full two weeks of the program.

VPP Program: July 22-August 2, 2002. Application due date: February 15, 2002. For additional information contact Sharon D. Hudson, Vice President, Manager, Visiting Professor Program, The Advertising Educational Foundation, 220 East 42 Street, Suite 3300, New York, NY 10017; (212) 986-8068; e-mail sh@aef.com.

American Academy of Arts & Sciences invites applications for research fellowships at its new Visiting Scholars Center. Strong preference will be given to proposals related to the Academy's program areas: Science, Technology, and Global Security; Social Policy and Education; and Humanities and Culture. Interdisciplinary and cross-national studies are encouraged. In addition to conducting individual research, fellows will participate in conferences, seminars, and events at the Academy. For more information contact the Visiting Scholars Center, American Academy of Arts & Sci-

ences, 136 Irving Street, Cambridge, MA 02138-1996; (617) 576-5014; fax (617) 576-5050; e-mail vs@amacad.org. Application information is available on the Academy's website <http://www.amacad.org>.

American Association for the Advancement of Science (AAAS). Women's International Science Collaboration Program, 2001-2003 aims to increase the participation of women in international scientific research. For further information and region-specific guidelines, see: <http://www.aaas.org/international/wiscnew.shtml>.

American Educational Research Association (AERA) has Postdoctoral Fellowships, Research Grants and Dissertation Fellowships available. Underrepresented and underserved researchers in the area of education are strongly encouraged to apply. The application deadline for awards effective May 2002 is March 15, 2002. Complete guidelines and application materials are located on AERA's homepage www.aera.net.

American Educational Research Association (AERA) Grants Program offers small grants and fellowships for researchers who conduct education policy- and practice-related studies using large-scale, national and international data sets such as TIMSS, NAEP, NELS, etc. Funding is available for doctoral students, postdocs, and faculty-level researchers. The AERA Grants Program supports quantitative research on a wide variety of educational issues that includes but is not limited to: teachers and teaching, student achievement and assessment, curriculum development, student and parental attitudes, educational participation and persistence, school finance, and higher education. The next deadline for applications is March 1, 2002. For further information on specific programs and application requirements see the website <http://www.aera.net/grantsprogram> or contact jmurdock@aera.net or (805) 964-5264.

University of British Columbia. Post-Doctoral Fellowship in Social Science. Applications are invited from persons who are interested in being involved in a large social research study examining the growth of aquaculture in Canada and the way in which it is influencing the social and economic development of Canada's coastal communities. Address applications and further queries to: Ralph Matthews, Department of Anthropology and Sociology, The University of British Columbia, 6303 NW Marine Drive Vancouver, BC V6T 1Z1, Canada; (604) 822-4386; fax (604) 822-6161; e-mail ralphm@interchange.ubc.ca.

University of California-Berkeley. The Center for the Study of Law and Society, invites applications for visiting scholars for 2002-2003. The Center fosters empirical research and theoretical analysis concerning legal institutions, legal processes, legal change, and the social consequences of law. The Center will consider applications for varying time periods, from two weeks to the full academic year. Apply by post or e-mail to Visiting Scholars Program, Center for the Study of Law and Society, University of California, Berkeley, CA 94720-2150; csls@uclink.berkeley.edu. Decisions will be made by March 30, 2002. Direct inquiries to the Director, Robert A. Kagan, rak@uclink.berkeley.edu; or to the Associate Director, Rosann Greenspan, rgreensp@uclink.berkeley.edu. Visit the Center's website at <http://www.law.berkeley.edu/institutes/csls/>.

University of California-Davis is the site for a new National Science Foundation, Integrative Graduate Education and Research Traineeship (IGERT) program on Biological Invasions. The program stresses interdisciplinary collaboration and mentorship among students, postdoctoral fellows, faculty, and the

Continued on next page

Meetings

February 21-24, 2002. *East-West Center International Graduate Student Conference*, East-West Center in Honolulu, HI. Theme: "Local/Global Relations in the Asia Pacific Region". See <http://www.eastwestcenter.org/igsc/>.

**Quantitative Analysis of Crime and Criminal Justice Seminar
June 24-July 19**

Part of the ICPSR Summer Program, this four-week seminar will introduce participants to major surveys sponsored by the Bureau of Justice Statistics (BJS), which are part of the holdings of ICPSR's National Archive of Criminal Justice Data. The instructor and various guest speakers will focus on innovative applications of survey methods and incident-based data in criminal justice. Each participant will also design and conduct a quantitative research project. Enrollment will be limited to ten, and preference will be given to postdoctoral scholars who have prior methodological training. Applicants must show evidence of an intellectual interest and commitment to this substantive area and should include vitas with their applications. Stipend support for those admitted will be provided by BJS.

**A Gateway to Knowledge:
The ICPSR Summer Program in
Quantitative Methods of
Social Research**

First session: June 24-July 19, 2002
Second session: July 22-August 16, 2002



More About Seminars at the ICPSR Summer Program

The ICPSR Summer Program is a comprehensive, integrated program of studies in research design, statistics, data analysis, and social methodology. Typical four-week courses include offerings on *Dynamic and Longitudinal Analysis*, *Regression Analysis*, *Dimensional Analysis*, *Time Series*, *Analysis of Variance*, "LISREL"-Type Models, *Categorical Analysis*, and *Rational Choice*. In addition, special workshops oriented toward specific datasets are offered in the curriculum. These include *Quantitative Historical Analysis* and *The Study of Aging*. Also, one-week workshops are conducted on advanced statistical topics such as *Logit and Log-Linear Models*, *Spatial Analysis*, *Social Science Data Services*, *Network Analysis*, and *Hierarchical Linear Models*.

The Inter-university Consortium for Political and Social Research (ICPSR) is part of the Institute for Social Research at the University of Michigan. For more information, contact:

**ICPSR Summer Program, P.O. Box 1248
Ann Arbor, MI 48106 USA / phone 734-998-9888
fax 734-998-9889 / email: sumprog@icpsr.umich.edu
Web site: <http://www.icpsr.umich.edu/sumprog/>**

Funding, continued

non-academic community. Review of applications begins January 15, 2002. For more information see <<http://www.cpb.ucdavis.edu/bioinv>>.

Center for Retirement Research at Boston College is soliciting proposals for the Steven H. Sandell Grant Program for Junior Scholars in Retirement Research. The program's purpose is to promote research on retirement issues by junior scholars in a wide variety of disciplines. Applicants are required to have a PhD or comparable professional certification. The Program is funded through a grant from the Social Security Administration (SSA). The deadline for proposals is March 15, 2002. For more details, including complete submission guidelines, visit our website at <www.bc.edu/crr> or contact Elizabeth Lidstone at (617) 552-1677 or via e-mail at lidstone@bc.edu.

International Research & Exchanges Board (IREX) announces an opportunity for U.S. universities and colleges to host Young Russian Leaders through the Russian-U.S. Young Leadership Fellows for Public Service (YLF) Program. YLF is a program of the Bureau of Educational and Cultural Affairs (ECA) of the Department of State, funded by Freedom Support Act (FSA), and administered by IREX. They invite U.S. universities and colleges to apply to serve as a host for one or more graduate-level, non-degree students from Russia for the 2002-2003 academic year. Host applications must be received by IREX no later than March 1, 2002. More information about the YLF Program and the host application can be downloaded from the IREX website <<http://www.irex.org/programs/yfl/>>. If you have any questions about hosting Russian fellows for Fall 2002, please contact IREX at (202) 628-8188 or <yfl@irex.org>.

Martin Buber Forum and The Leo Baeck Institute, New York City, invite paper and panel proposals for the bi-annual interdisciplinary Martin Buber Conference, May 5, 2002. Theme: "Martin Buber: His World, Our World." Submissions by people from all walks of life welcomed—academics, non-academics, graduate and undergraduate students. Send abstracts or symposium proposals with curriculum vitae to: Maurice Friedman, Departments of Philosophy, Religious Studies, and Comparative Literature, College of Arts and Letters, San Diego State University, San Diego, CA 92182; e-mail friedman3@mail.sdsu.edu; or Bonita Leeds, The Martin Buber Forum, PMB-2212, 101 West 23 Street, New York, NY 10011; e-mail BonitaLeeds@msn.com. Submission deadline: March 11, 2002.

National Institute of Environmental Health Sciences and the **National Human Genome Research Institute** seek applications in the Environmental Justice area titled "Environmental Justice: Partnerships to address ethical challenges in environmental health." Environmental Health comprises those aspects of human health, including quality of life, that are determined by physical, chemical, biological, social and psychosocial factors in the environment. It also refers to the theory and practice of assessing, correcting, controlling and preventing those factors in the environment that can potentially affect adversely the health of present and future generations (draft definition developed at a WHO consultation in Sofia, Bulgaria, 1993). For the grant application information, see: <<http://grants.nih.gov/grants/guide/rfa-files/RFA-ES-02-005.html>>. For further information, contact: Shobha Srinivasan, Scientific Program Administrator, Division of Extramural Research and Training, National Institute of Environmental Health Sci-

ences, (919) 541-2506, fax (919) 316-4606; e-mail sriniva2@niehs.nih.gov.

Social Science Research Council. Program on the Arts. The Program's Dissertation Fellowships on the Arts and Social Science are intended to foster research on the social dimension of art in relation to a number of key issues, notably the construction of artistic 'value' and the place of art in contemporary society. They encourage projects that explore diverse aspects of the artistic experience, including its production, distribution and consumption, along with those that address globalization, multiculturalism, and new technologies. Deadline: March 1, 2002. Program on the Arts, Social Science Research Council, 810 Seventh Avenue, 31st Floor, New York, NY 10019; (212) 377-2700 ext. 606; fax (212) 377-2727; e-mail arts@ssrc.org; <www.ssrc.org>.

Women's International Science Collaboration (WISC) Program 2001-2003. Primary Sponsor: American Association for the Advancement of Science Supported by the U.S. National Science Foundation (NSF), this program aims to increase the participation of women in international scientific research by helping establish new research partnerships with colleagues in Central/Eastern Europe, Newly Independent States of the former Soviet Union, Near East, Middle East, Pacific, Africa, the Americas, and Asia. Small grants (\$4,000-5,000) will provide travel. See <<http://content.sciencewise.com/content/index.cfm?objectid=8980>>.

Competitions

ASA's International Migration Section invites submissions for its Graduate Student Paper Award. Papers may be published or unpublished, cannot be co-authored with a faculty member, and can be self-nominated or nominated by others. Deadline for receipt of nominations is April 29, 2002. Send one hard copy with cover letter and with a return address to: Sara Curran, 153 Wallace Hall, Department of Sociology, Princeton University, Princeton, NJ 08544. Queries can be made to curran@princeton.edu.

The **ASA Theory Section** invites submissions for the Shils-Coleman Memorial Award. This is an annual prize for the best submitted social theory paper by a current graduate student. Eligible papers include a paper that has been published or accepted for publication, a paper presented or accepted for presentation at a professional meeting, or a paper suitable for publication or presentation. The deadline for submissions is April 1, 2002. Electronic submission as an attached file in a standard word-processing format is strongly encouraged. Please submit your paper to: mikebell@iastate.edu. However, paper submission is also acceptable. Mail to Michael Bell, Chair, Graduate Student Paper Committee, Department of Sociology, 107 East Hall, Iowa State University, Ames, IA, 50011.

Sociologists' AIDS Network (SAN) announces the Martin Levine Student Essay Competition for 2002. Sociology students are invited to submit original, 20-page essays on the social dimensions of HIV/AIDS. For more information contact Bronwen Lichtenstein, Center for Social Medicine and STD's, University of Alabama-Birmingham, 1212 University Boulevard, Birmingham, AL 35294-3350; e-mail blichten@uab.edu. The deadline for submission is March 30, 2002.

Sociologists for Women in Society (SWS) invites nominations for the 2002 Cheryl Miller Award. Applicants may join at the same time they apply for the award. For membership information, see

<www.socwomen.org>. Applications must be postmarked by May 15, 2002. Mail to: Linda M. Blum, Department of Sociology, Horton Social Science Center, University of New Hampshire, Durham, NH 03824-3586. Address any questions via e-mail lmblum@cisunix.unh.edu.

In the News

Ronald Berger, University of Wisconsin-Whitewater, was featured in a front-page story in *The Janesville Gazette* on November 18, 2001, about his dramatic screenplay "The Promise" based on his book *Constructing a Collective Memory of the Holocaust*.

Mary Frank Fox, Georgia Institute of Technology, and her research on women in science and engineering were featured in *Engineering Dimensions* (Nov/Dec 2001), in a special issue on "access to the profession."

Charles Gallagher, Georgia State University, was interviewed on Atlanta's ABC affiliate on stereotypes of Arab Americans and was quoted in The AP News for how he integrated the September 11 bombing into an introductory sociology research paper.

Peter Kivisto, Augustana College, was interviewed on public television station WQPT's "Perspectives" program on a course on militant fundamentalism that he will be teaching in January as part of a package of courses being offered at the college in the wake of September 11.

Aliza Kolker, George Mason University, was interviewed on December 1 by KPAM, a CNN and ABC Radio news affiliate in Portland, Oregon. The subject of the live news interview was cloning.

Alex R. Piquero, University of Florida, was quoted in a November 21, 2001 article in *The Gainesville Sun* on the topic of college-town crime rates.

Wendy Simonds, Georgia State University, wrote a feature article reflecting on her experiences on doing ethnographic research that was published in *The Chronicle of Higher Education*, November 30, 2001.

Rebecca Warner, Oregon State University, was interviewed and quoted in an August 17, 2001, article on the front page of *The Oregonian* titled, "Portlanders Increasingly Avoid Trips Down the Aisle." As a follow up to that story on decisions to delay marriage and possibility of singlehood as an emerging trend, on August 18, 2001 she was also interviewed on the "Lars Larson Show," KXL Radio, 950 AM, Portland, OR.

Awards

Paul D. Allison, University of Pennsylvania, was awarded the 2001 Paul F. Lazarsfeld Section on Methodology Award.

Nitsan Chorev, New York University, received a research travel grant to support her dissertation research at the Gerald R. Ford Presidential Library in Ann Arbor, MI.

Diane E. Davis, Massachusetts Institute of Technology, was named a 2001 Carnegie Scholar by the Carnegie Corporation in New York for her project entitled, "Public versus Private Security Forces and the Rule of Law: The Transformation of Policing in Moscow, Johannesburg, and Mexico City."

Amitai Etzioni, George Washington University, received the John P. McGovern Behavioral Science Award, from the Smithsonian Institution, in recognition of his contributions to furthering our understanding of American family life.

Eric L. Jensen, University of Idaho, was awarded a Fulbright grant to conduct research on comparative drug policy and lecture at the University of Aarhus, Denmark.

Susanne Jonas, University of California-Santa Cruz, was among those honored at the recent Congress of the Latin American Sociology Association; she was recognized for her "valuable and pioneering contributions to sociological knowledge."

John H. Kramer and **Jeffery T. Ulmer**, Penn State University, along with Penn State political scientists James Eisenstein and Lisa L. Miller, were awarded a \$240,000 grant from the National Science Foundation, Law and Social Sciences Division for a quantitative and qualitative study of inter-district variation in federal criminal justice.

Clifton Marsh, Morris Brown College, was awarded a Visiting Minority Scholar position at the University of Wisconsin-Eau Claire.

Phoebe Evelyn Price, United States Military Academy, won the Undergraduate Elise M. Boulding Student Paper Award for "Behavior of Military and Civilian High School Students in Movie Theaters."

Robert J. Sampson, University of Chicago, won the 2001 Edwin H. Sutherland Award from the American Society of Criminology for "outstanding contributions to theory and research by a North American criminologist."

Marcus S. Schulz, New School for Social Research, won the Graduate Elise M. Boulding Student Paper Award for "Political Violence, Human Rights, and Military Strategy: The Mexican Case."

Karen Seccombe, Portland State University, received a \$860,000 grant from the Agency for Healthcare Research and Quality (AHRQ) for a 3-year longitudinal study of the effects of welfare reform on access to health care in Oregon.

Jeffery T. Ulmer, Penn State University, won the 2001 Distinguished New Scholar Award from the American Soci-

ety of Criminology's Division on Corrections and Sentencing.

Jeffery T. Ulmer and **John H. Kramer**, Penn State University, were awarded a \$45,000 grant from the Pennsylvania Supreme Court Subcommittee on Racial and Gender Bias to study racial, ethnic, and gender disparity in sentencing.

Members' New Books

Bert N. Adams, University of Wisconsin and **Rosalind A. Sydie**, University of Alberta, *Sociological Theory* (Pine Forge Press, 2001).

Anne-Marie Ambert, York University, *The Effect of Children on Parents*, Second Edition (Haworth, 2001).

Jozsef Borocz, Rutgers University, with Melinda Kovacs eds., *Empire's New Clothes: Unveiling EU-Enlargement* (E-book, Central European Review online, 2001).

Chris Chase-Dunn, University of California-Riverside and **Susanne Jonas**, University of California-Santa Cruz, together with **Nelson Amaro**, co-edited the new book *Globalization on the Ground: Postbellum Guatemalan Democracy and Development* (Rowman & Littlefield, 2001).

Ben Crow, University of California-Santa Cruz, *Markets, Class and Social Change: Trading Networks and Poverty in Rural South Asia* (Palgrave, 2001).

Betty A. Dobratz, Iowa State University, **Lisa K. Walkner**, University of Houston-Downtown, and **Timothy Buzzell**, Baker University, eds. *The Politics of Social Inequality* (Elsevier Science, 2001).

Juan L. Gonzales, Jr., California State University-Hayward, *Prejudice and Discrimination in America* (Kendall/Hunt Publishing, 2001).

Dean R. Hoge, **William D. Dinges**, **Mary Johnson**, and **Juan L. Gonzales Jr.**, *Young Adult Catholics: Religion in the Cul-*

Continued on next page



Conversation Sparks Discovery

Qualitative Research Consultation Services

- ♦ Are you designing a qualitative study?
- ♦ Designing a Focus Group Project?
- ♦ Preparing Interviewers?
- ♦ Using QDA Software?
 - o ATLAS.ti
 - o ETHNOGRAPH
 - o HyperResearch 2.5
 - o Classic N4, N5 and NVIVO
 - o WinMAX

Our Winter Schedule is available on our website

Contact us for:

- ♦ Consultation
- ♦ Group Work Sessions

*All of our services are available at your site or our office.

RESEARCHTALK, INC.

(631) 218 - 8875 Fax (631) 218 - 8873
1650 Sycamore Ave. Suite 53, Bohemia, NY 11716
Email: Information@researchtalk.com
Web: www.researchtalk.com

New Books, continued

ture of Choice (University of Notre Dame Press, 2001).

Mary Clare Lennon, National Center for Children in Poverty (NCCP) at the Mailman School of Public Health, Columbia University, *Work, Welfare, and Well-Being* (Haworth, 2001).

Jeremiah Lowney, Carroll College, *What Were Your Parents Doing Back Then? Youth and Drugs in a Southern California Beach Community From 1970 into the 21st Century* (University Press of America, 2001).

James Mahoney, Brown University, *The Legacies of Liberalism: Path Dependence and Political Regimes in Central America*, (Johns Hopkins University Press, 2001).

Harriette Pipes McAdoo, Michigan State University, ed. *Black Children: Social, Educational, and Parental Environments, 2nd Ed.* (Sage Publications, 2002).

Nico Stehr, Center for Advanced Cultural Studies (Germany) and University of British Columbia, *Die Zerbrechlichkeit moderner Gesellschaften* (Velbrück, 2000); *The Fragility of Modern Societies: Knowledge and Risks in the Information Age* (Sage, 2001); with Peter Weingart, *Practising Interdisciplinarity* (University of Toronto Press, 2000); with Richard V. Ericson, *Governing Modern Societies* (University of Toronto Press, 2000); with Reiner Grundmann, *Werner Sombart: Economic Life in the Modern Age* (Transaction Books, 2001) and *Knowledge and Economic Conduct: The Social Foundations of the Modern Economy* (University of Toronto Press, 2002).

Ryoko Tsuneyoshi, University of Tokyo, *The Japanese Model of Schooling: Comparisons with the United States* (Routledge Falmer, 2001).

Kenneth H. Tucker, Jr., Mount Holyoke College, *Classical Social Theory: A Contemporary Approach* (Blackwell Publishers, 2002).

People

Earl Babbie, Chapman University, is President-elect of the Pacific Sociological Association.

Michael S. Bassis has joined the Association of American Colleges and Universities as Senior Development Advisor.

Florence Bonner, Howard University, is a senior fellow at the National Science Foundation Division of Social and Economic Sciences.

Craig Calhoun, New York University, has been named to the Board of Directors of the Center for Advanced Study in the Behavioral Sciences in Stanford, CA.

Madeleine Cousineau is the new chair of the Social Science Department at Mount Ida College.

Diane E. Davis has joined the Department of Urban Studies and Planning, Massachusetts Institute of Technology.

Steve Demé, State University of New York-Genesee, received a 2001-2002 Humanities Fellowship from the Rockefeller Foundation for his project on "Cultural Globalization and Men's Gender Culture in India and Fiji." He will complete the project at the Office of Women's Research at the University of Hawaii in Spring 2002.

Judith Gordon, University New Haven, is a visiting fellow for the year at the Gilder-Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale.

John L. Hammond, Hunter College and Graduate Center, CUNY, presented a paper on Popular Education of Children in the Salvadoran Guerrilla War at a conference on children and youth at UNESP (São Paulo State University), Marilia, in November. He also gave a talk at the university on U.S. International Policy after September 11.

Larry Isaac has been named the Mildred and Claude Pepper Distinguished Professor of Sociology by the College of Social Sciences at Florida State University.

Contact

Contemporary Justice Review invites its readers, scholars from all disciplines, and others interested in issues of justice to submit film reviews for publication in the journal. The length of reviews should be between 750 and 1500 words. Longer reviews will be considered from time to time as Review Essays. For information on review specifications, please contact *Contemporary Justice Review*, Film Review Editor, Julie Stump, Voorheesville Public Library, Voorheesville, NY 12186; (518) 765-2791; e-mail stumpj@uhls.lib.ny.us.

Caught in the Web

Journal of Interdisciplinary Studies (JIS) has moved to a more compact web domain at www.JIS3.org.

Summer Programs

Amherst College will host a National Endowment for the Humanities Summer Seminar for College and University Teachers, June 24-August 2, 2002. The application deadline is March 1, 2002. Applications are welcome from persons trained in the humanities and social sciences including history, philosophy, literature, sociology, psychology, anthropology, political science, criminology, and law. Information is available at <http://www.amherst.edu/~ljst/neh.html>. For additional information, contact Linda Spalluzzi, at (413) 542-2380; e-mail ljspalluzzi@amherst.edu.

Family Research Consortium III, supported by the National Institute of Mental Health, will sponsor a 2002 Summer Institute for family researchers. The Institute will provide a forum for dissemination, evaluation, and discussion of important new developments in theory and research design, methods and analysis in the field of family research. Theme: "Family Processes, Mental Health and Positive Development in Diverse Contexts." The Institute will be held at the Ballantyne Resort in Charlotte, NC, June 20-23, 2002. Minority family researchers are particularly encouraged to participate. Deadline for applying is Friday, March 15, 2002. For applications and/or more information contact: Dee Frisque, Center for Human Development and Family Research in Diverse Contexts, The Pennsylvania State University, 106 Henderson Building, University Park, PA 16802-6504; (814) 863-7108; fax (814) 863-7109; e-mail dmr10@psu.edu; www.hhdev.psu.edu/chdfrc.

NEH Summer Seminar. Theme: "Justice, Equality, and the Challenge of Disability," June 24-July 26, Sarah Lawrence College. For more information, and for an application form, e-mail Anita Silvers at asilvers@sfsu.edu or write Chris Anderson, NEH Seminar Information Officer, Department of Philosophy, San Francisco State University, San Francisco, CA 94132. Applications are due March 1, 2002.

National Institutes of Health, Office of Behavioral and Social Sciences Research, will hold its Second Annual Summer Institute on Design and Conduct of Randomized Clinical Trials Involving Behavioral and Social Interventions, July 28-August 9, 2002, Arlie Conference Center, Arlie, VA. The application form, instructions, and frequently asked questions are posted at http://obssr.od.nih.gov/Conf_Wkshp/rct/RCT_Info.htm or may be obtained from: TASCOR, Incorporated, Attention NIH RCT Course, 1803 Research Boulevard, Suite 305, Rockville, MD 20850; (301) 315-9000; e-mail RCTcourse@tascon.com.

Deaths

John Dowling Campbell, Gaithersburg, MD, died on October 9, 2001.

Francesco Cordasco, Monclair State University (Emeritus) died on October 4, 2001.

Vassillis C. Economopoulos, Kennesaw College, died on August 22, 2001.

Calvin C. Hernton, Oberlin College, died on October 1, 2001.

Kenneth Lutterman, formerly of NIMH, died on December 2, 2001.

Patrick McNamara, University of New Mexico, died on November 16, 2001.

Alvin Rudoff, San Jose, CA, died on January 21, 2001.

Lore K. Wright, Medical College of Georgia, died on January 13, 2001.

Obituaries

Natalie Allon (1941-2001)

Natalie Allon, feminist sociologist, died in a nursing home in Pittsburgh this fall. Natalie had been a productive researcher and writer before an anesthetic accident during minor surgery after an automobile accident in 1980 resulted in total loss of movement and consciousness but not an ability to breathe on her own.

Natalie's work was in the symbolic interaction tradition. Her book, *Urban Life Styles*, published in 1977, was a participant-observation and interview study of dieting groups, health spas (with Hannah Wartenberg), and singles bars (with Diane Fishel). Her theme was "group rituals" in the 60s and 70s, the search and discovery process of "finding, locating, maintaining, and validating a self." Natalie was one of the first sociologists to look at the social construction of fatness as deviance from a cultural norm and as a feminist issue. Her work, which was imbued with sympathy and humor, was prescient, and many of her findings and concepts are still cited. In 1984, an issue of *Marriage and Family Review*, *Obesity and the Family*, edited by David Kallen and Marvin Sussman, was published as a tribute to the work of Natalie Allon.

Natalie received her BA at Wellesley in 1963, her MA at Boston University in 1966, and her PhD at Brandeis in 1972. At the time of her accident, she was teaching at the College of Textiles and Science in Philadelphia. She was also fighting a discrimination suit against Hofstra University, which had denied her tenure. She subsequently won the suit in 1982. The settlement endows the Natalie Ina Allon Scholarships, which give \$3000 annually to sociology students at Hofstra.

The Natalie Allon Discrimination Defense Fund was set up in her honor by Sociologists for Women in Society in 1980. It commemorates her discrimination battle, which has become a symbol and a model for others engaged in similar battles. The Fund is available for anyone who needs financial support for the preparation and defense of cases of sex discrimination and sexual harassment.

Natalie was always a presence at the meetings of Sociologists for Women in Society, local and national, as well as at ASA, SSSP, and the Eastern Sociological Society. She continued to be a presence to those who knew her and remember her as a vibrant, joyful, funny friend and colleague.

Judith Lorber, Brooklyn College and Graduate School, CUNY (Emerita)

Deirdre Mary Boden (1940-2001)

Deirdre Boden was a committed intellectual and cosmopolitan creator, a citi-

zen of the world and a patriot of the mind. Sociology was not her only career, but it was her great love. She operated simultaneously at the level of deepest theory and most concrete particulars. No thought, remark or observation occurred to her in any other way. Through vivacity, wit, and a flair for clarity, she made it all into a feast.

Raised in San Francisco and in Dublin, Dede came to sociology after a 17-year career in the film business that took her to projects across Europe. First based in Norway, then Dublin and finally London, she eventually created her own international production company, "Dede Boden and Associates." Her films won prizes at the major film festivals—Venice, Cannes, and Kinsale among others. Dede's attention to detail, aesthetic sensibility and experience in coordinating complex activities would be the flagstones of her academic career.


As a mature woman, Dede enrolled in the University of Illinois. Her discovery of the fields of ethnomethodology and conversation analysis led her to the University of California-Santa Barbara, and she completed her undergraduate and graduate degrees with honors, receiving her PhD in 1984. Her career, sometimes challenging, offered her positions at Stanford, Washington University, Florence, Exeter, Lancaster, Bologna, and Copenhagen, where she assumed the prestigious Chair in Communication at the Copenhagen Business School in 1997. A true internationalist, Dede was fluent in English, French, and Italian, and worked easily in five other languages as well as in many different geographical spaces. A gifted writer, Dede tirelessly developed and promulgated an independent intellectual agenda: her book, *The Business of Talk: Organizations in Action*, her co-editorships in *Talk and Social Structure* and *Now/Here: Space Time and Modernity*, and her numerous articles, chapters, and book reviews are testimony to her literary and intellectual talents. Additionally, Dede championed the discipline of sociology as a necessary guiding force for a decent society, as her article for *The Chronicle of Higher Education* shows.

In recent years, Dede analyzed how face-to-face proximity is indispensable even under conditions of sophisticated communications technology. She helped mount ambitious studies of global systems, information technologies, and—a new realm for her—mundane material articles of social life. What will now be her last book, *Action in Organizations* (in press with Sage), expands much of her previous work along with presenting some of the new. Dede's final, inspiring, keynote presentation was at King's College, London in March of this year, for a conference on Organization and Interaction. In her address, "Trust, Proximity and the Business of Talk," Dede discussed a wide-ranging and autobiographical agenda, using examples and issues that she had been articulating over many years but now dealing with the emergence of internet industries and the communication practices of "dot-comers."

Though Dede's life was far too short, she managed to fill the time allotted her with an amazing array of creative and scholarly activities all the while maintaining a network of friends and colleagues worldwide. She loved talking on the telephone and used it freely to touch and enrich the lives of these many people. Caring, humor, and artistic as well as scholarly talents were hallmarks of her style. Dede had audacity and loved to share and teach, whether with students, colleagues, or friends, and whether in person, over the phone, in the classroom, at conferences, through voluminous correspondence, or with her delightful watercolor paintings and sketches.

Dede was a conjoiner: of ideas and data, of one discipline with another, of schools

Continued on next page



55th Annual Summer Institute in Survey Research Techniques

June 3-July 26 2002

Presented by the Survey Research Center, Institute for Social Research, University of Michigan

Courses in survey research covering:

- Survey Sampling Methods
- Web Surveys
- Qualitative Methods
- Cognitive Foundations of Survey Interviewing
- Questionnaire Design
- Survey Data Analysis
- Hierarchical Linear Models
- Event History Analysis
- Handling Missing Data

Plus one-week courses covering a variety of topics in survey research methods

For more information contact:

Dr. James M. Lepkowski, Director
 Summer Institute, Survey Research Center
 Institute for Social Research
 P.O. Box 1248
 Ann Arbor, MI 48106-1248
 Call toll-free: 877/880-9389
 Fax: 734/764-8263
 Email: summers@isr.umich.edu
www.isr.umich.edu/src/si/

Obituaries, continued

separated by ways of thinking, of people divided by intellectual and real oceans. Regrettably her voice and her pen are now silenced. As befits a major theme of her writing, she leaves a network of loving and appreciative friends and colleagues her presence helped create.

Cheerio, Dede. Ciao, Adieu, Farewell.

Harvey Molotch, University of California-Santa Barbara and New York University; Don Zimmerman, University of California-Santa Barbara; Doug Maynard, University of Wisconsin-Madison; Marilyn Whalen, Xerox Palo Alto Research Center

Emily Dunn Dale (1924-2001)

Emily Dunn Dale, who taught sociology for 32 years at Illinois Wesleyan University, died in a fire in her cabin in Michigan on August 20, 2001.

During her tenure at Illinois Wesleyan, Emily earned a distinguished reputation as a teacher, sociological practitioner, and community builder. She was a model for her colleagues as well as for her students. She founded the Illinois Wesleyan chapter of Alpha Kappa Delta, the international sociology honor society, and the fraternity's motto—"To study humankind for the purpose of service"—could have been her own. Her commitment to truth, to knowledge, and to the use of knowledge for the betterment of her community and society are legendary and scores of alumni sought her out when they returned to campus. A committed and spirited teacher, she was recognized for her innovative teaching in *Teaching Sociology* and *Change* magazine. She won the first Sears-Roebuck Award for teaching excellence in 1989.

Emily had a special flare for professional service. She was a founding member of the Illinois Sociological Association in 1966, the author of its constitution, its secretary in 1967, its president in 1975, and a board member from 1976-78. She served the Midwest Sociological Society in a number of capacities—as state director from Illinois, as membership chair, on its long-range planning committee, on its first standing committee on the status of women, and on its committee on undergraduate teaching. She was a founding member, regional representative, and national representative of Sociologists for Women in Society. She was co-founder, board member and president of the National Council of State Sociological Associations. She also served on the American Sociological Association's award committee for Distinguished Contributions to Teaching for three years.

In university and community service, Emily Dunn Dale was a perennial leader, a "mover and shaker" in the most profound sense of that phrase. From 1955-60 she was president of the Human Relations Committee of McLean County. From 1961-66 she was on the Board of McLean County Family Services, serving as its vice-president in 1965-66. At various times she served on the board or advisory council of United Way, the YMCA, the Illinois Coalition Against Domestic Violence, the Latino Council of McLean County, Planned Parenthood, and other groups. In 1990 she received the Martin Luther King, Jr. Human Rights Award and in 1991, she was one of the recipients of the YWCA's "Women of the Year" award. Bloomington's twin city of Normal gave her a Distinguished Service Award as early as 1970. A captivating public speaker, she was a regular commentator for WJBC Radio from 1976-1990.

Emily Dunn Dale's scholarly publications appeared in *Social Services Quarterly*, *Research in Education*, *Teaching Sociology*, and in edited collections. She also wrote a number of policy reports, such as "Minority Student Attrition: Placing the Problem in Cultural Context" (1987) for the Il-

linois Board of Higher Education.

An inspiring teacher, a crusading reformer, a loyal and indefatigable colleague, Emily Dunn Dale will be sorely missed by her family and friends, and all those whose lives she touched.

Teddy Amoloza and Chris Prendergast, Illinois Wesleyan University

Esther I. Madriz (1943-2001)

Esther I. Madriz, Associate Professor of Sociology at the University of San Francisco (USF) and a recognized authority on criminology, died peacefully in her sleep on November 30, 2001, at her Pacifica home after a two-year battle with ovarian cancer. Esther was born and raised in Caracas, Venezuela, and married her first husband, Carlos Perez, in 1968. She first arrived in the United States in 1979 to earn a master's degree in criminology at California State University at Sacramento. She received her PhD in sociology from Vanderbilt University in 1992. With her second husband, Stephen Richardson, Esther moved to New York and worked for the Women's Division of the United Methodist Church and then taught at Hunter College from 1991 to 1996. In 1996, she and Steve moved back to California where she joined the Sociology Department at USF, becoming an associate professor in 1999. Steve died of cancer fifteen months after their arrival. In August 2000, Esther married her third husband, Bernie McGinnis.

Esther's activism, teaching, research, and service centered around her passion for social justice issues, including women's fear of crime, hate crimes, domestic violence, gay and lesbian rights, and human rights abuses against Latinos. She was author of the 1997 book *Nothing Bad Happens to Good Girls: Fear of Crime in Women's Lives*, a critical feminist work that was nominated for the C. Wright Mills Award and translated into Spanish.

On the day of her death, Esther delivered a class lecture on corporate crime and then held office hours. "She was wholeheartedly committed to her students, passionate in her research, courageously outspoken, and prayerfully reflective about her life choices," said Steven A. Privett, S.J., president of USF. "That she taught up to the day she died reflects the determination and hope with which she lived her entire life."

Esther contributed to numerous community organizations and served on the boards of many, including the Instituto Familiar de la Raza, a grassroots organization that provides mental health, family, and AIDS services in the Mission District of San Francisco; the California Food Policy Advocates; and the journals *Peace Review* and *Social Justice*. At USF, she was co-chair of the President's Advisory Committee on the Status of Women and Associate Director of the Center for Latino Studies in the Americas.

To her students, whom she greatly loved, Esther strove to open their minds and touch their hearts, especially to societal injustices. She challenged them to make positive and loving changes in their lives and in the world around them. To her colleagues and friends, her interactions were always filled with compassion, understanding, intelligence, and collaboration. She deeply listened and continually demonstrated a personal sympathy, encouragement, support, and a contagious and enduring optimism.

Finally, family was Esther's bedrock. She unabashedly and deeply loved her family, surrounding herself at every opportunity with their presence. She unselfishly gave of herself and conveyed to them her love and joy for life, her deep spiritual beliefs, and her optimism for the future.

Esther will be greatly missed.

Nikki Raeburn and Mike Webber, Sociology Department, University of San Francisco, and other members of Esther's family

Patrick Hayes McNamara (1929-2001)

Patrick H. McNamara, distinguished sociologist of religion, honored teacher, and Professor Emeritus of Sociology at the University of New Mexico, died on November 16, 2001, a week after emergency surgery for a brain tumor.

He was born in Merced, California and received his BA from Santa Clara University where he began to study for the priesthood as a member of the Society of Jesus. He earned his MA from St. Louis University and then, while still a Jesuit, he earned his PhD in sociology in 1968 from the University of California, Los Angeles. That same year he resigned from the Jesuits and accepted an appointment as an assistant professor at the University of Texas-El Paso. In 1970 he moved to the University of New Mexico where he remained until his retirement in 1998.

In 1984 Pat served as president of the Association for the Sociology of Religion and in 2000 he was chair of the Section for the Sociology of Religion of ASA. He published five books during his career and left a yet-untitled sixth with his publisher—it will appear next year. All of his books and the majority of his scholarly articles were in the sociology of religion, often giving particular emphasis to Catholicism. Among them are his widely used textbook: *Religion American Style*, and the research monographs: *Conscience First, Tradition Second: A Study of Young American Catholics*, and *More than Money: Portraits of Transformative Stewardship* (with Douglas Meeks). Indicative of his enduring scholarly commitment, Pat wrote four of his books after the age of 60 and increased his research activity after his retirement. We had breakfast together about six weeks before his death and he was excited about new avenues of study and, as a measure of the man, he was, as always, as interested in what I was doing as in his own work.

Besides his very productive research career, Pat was a truly exceptional teacher. He not only won several teaching awards (including teacher of the year), but the true mark of his excellence was the fact

that well over 20,000 New Mexico students signed up for his creative and demanding Introduction to Sociology class—and several of them went on to become professional sociologists, including Rhys Williams, the next editor of the *Journal for the Scientific Study of Religion*.

It must not be overlooked that Pat was the kind of colleague and faculty member who did far more than his share in seeing that organizational tasks got done. At any given moment he was certain to be serving on at least one scholarly council or committee, from judging an outstanding student paper competition, selecting a "book of the year," evaluating grant proposals, or being an outside tenure reviewer. He was always careful, prepared, unbiased, and on time.

Upon leaving the Jesuits, Pat met and married Joan Vivian Foley. They had two daughters, both of whom were married during the past summer—and Pat greatly enjoyed walking each of them down the aisle. Also on the domestic front, I think it safe to say that Pat was the only sociologist, and probably the only professor of any subject, who won first prize at a state fair for his home-baked bread. He did it twice.

Patrick was my friend for more than 25 years and my neighbor for nearly two.

Rodney Stark, University of Washington

C. Dale Johnson (1924-2001)

C. Dale Johnson joined the Department of Sociology at San Diego State University (SDSU) in 1963. He completed his graduate work at the University of Minnesota in 1961, and began his teaching career at St. Olaf College and the University of Kansas.

He taught courses in the Sociology of Religion, Introductory Sociology, Social Problems, Industrial Sociology, and a graduate core course in Social Organization until 1986, at which time he entered the Faculty Early Retirement Program. He fully retired in 1996. During his career, C. Dale presented and published numerous articles on the sociology of religion, his

major teaching and research interest. He served on many Master's Thesis committees for sociology graduate students and received an SDSU distinguished Teaching Award in 1969.

Professor Johnson was Chair of the Department of Sociology from 1968 through 1970 and, again, from 1975 through 1978. He also served as Chair of the SDSU Faculty Senate, from 1969 through 1971, and remained as a member of the Senate until his retirement in 1986. He also served on the statewide Academic Senate for a number of years, and was an SDSU Associate Dean for Curriculum from 1971 to 1973.

Since his retirement, Professor Johnson has sponsored two Department of Sociology graduate student scholarships—the Maxine Johnson Award for advanced graduate students and the C. Dale Johnson award for beginning graduate students.

C. Dale is perhaps most remembered, campus-wide, as a founding member of the SDSU Faculty-Staff Center, its first president, and a strong supporter since its formation in 1976. This is memorialized in a large photo in the Center and on a bronze plaque in the Center's garden patio. Departmental colleagues will remember C. Dale for his sage insights and advice regarding Departmental and University affairs and, perhaps most of all, for his congenial manner and his brilliant wit and sense of humor. As one of his colleagues said, "San Diego State was most fortunate to have one of the finest gentlemen and scholars as its esteemed colleague."

Robert E. Emerick, San Diego State University

Classified Ad

Academic editor available to edit theses, dissertations, journal articles, proposals, and non-fiction book manuscripts. Contact Donna Maurer, PhD (sociology), at dmaurer@academic-editor.com; website <http://www.academic-editor.com>.

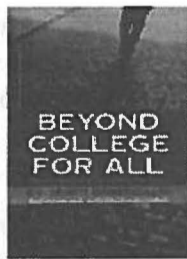
Two New Volumes from the ASA Rose Series in Sociology . . .



Making Hate a Crime: From Social Movement to Law Enforcement

by Valerie Jenness and Ryken Grattet

Violence motivated by racism, anti-Semitism, misogyny, and homophobia weaves a tragic pattern throughout American history. Fueled by recent high-profile cases, "hate crimes" have achieved an unprecedented visibility. Only in the past 20 years, however, has this kind of violence—itsself as old as humankind—been specifically categorized and labeled as hate crime. *Making Hate a Crime* is the first book to trace the emergence and development of hate crime as a concept, illustrating how it has become institutionalized as a social factor and analyzing its policy implications. \$29.95 hardcover; ISBN 0-87154-409-1; August 2001.



Beyond College for All: Career Paths for the Forgotten Half

by James E. Rosenbaum

In a society where everyone is supposed to go to college, the problems facing high school graduates who do not continue their education are often forgotten. Many cannot find jobs, and those who do are often stuck in low-wage, dead-end positions. Meanwhile employers complain that high school graduates lack the necessary skills for today's workplace. *Beyond College for All* focuses on this crisis in the American labor market. Rosenbaum presents a compelling case that the problems faced by American high school graduates and employers can be solved if young people, employers, and high schools build upon existing informal networks to create formal paths for students to enter the world of work. \$49.95 hardcover; ISBN 0-87154-727-9; November 2001.

To order, call 1-800-524-6401 or order through the website at www.russellsage.org. ASA members are eligible for a 20% discount; mention code RASA1 when ordering.

Space for Other Activities for 2002 ASA Annual Meeting

The ASA provides two services for individuals or groups desiring to use meeting space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Meeting Space

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a *formal letter* of request with signature (e-mail messages or files are not acceptable for this purpose) to the ASA Executive Office by March 1, 2002. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Space requests are categorized as follows:

(1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 p.m. on the first or third evening (Friday, August 16, or Sunday, August 18). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.

(2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 p.m. on the second night of the meeting (Saturday, August 17). If the number of requests exceeds the available space on August 17, groups will be assigned to the 6:30 p.m. time slot on August 16 or 18.

(3) Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 p.m. on August 16 or 18, and to 8:00-10:00 p.m. on August 17.

All letters requesting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical needs, and the scheduling preference of the group within the parameters given above.

An announcement of each meeting will be included in the "Activities of Other Groups" listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the *Final Program* only.

Table Space

ASA members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis.

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Deadline

Formal letters of request for meeting space and/or table space must be postmarked or faxed no later than March 1, 2002. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature. Send space requests to: *Janet Astner*, ASA Meeting Services, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701, USA; (202) 638-0882 fax.

March 1, 2002 Deadline

Call for Nominations for ASA Student Forum Advisory Board

The ASA Student Forum Advisory Board is seeking nominations for three (3) Graduate Student Board members and one (1) Undergraduate Student Board member. The term of commitment is two years beginning at the end of the 2002 ASA Annual Meeting in Chicago, IL in August and continuing through the 2004 Annual Meeting. Nominees must be Student Members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the 2002, 2003, and 2004 Annual Meetings. Self nominations are welcomed. The nominations subcommittee of the Student Forum Advisory Board will review nominations and oversee selection of candidates for the 2002 ASA Spring Election. To be considered, please send four (4) copies of your vitae including a current e-mail address, four (4) copies of a brief statement of intent (please indicate any web skills you may have), and four (4) copies of recommendation from an advisor in one sealed envelope (optional) to:

Governance Coordinator
American Sociological Association
1307 New York Avenue NW, Suite 700
Washington D.C. 20005
E-mail: governance@asanet.org

The deadline for submission is March 1, 2002.

This is your last issue . . .

. . . Unless you have renewed your membership for 2002. As part of our "member-friendly" approach, ASA is sending the January 2002 issue of *Footnotes* to 2001 and 2002 members. In order to continue to receive your newsletters, journals, and other ASA correspondence, renew today!

American Sociological Association
1307 New York Avenue NW, Suite 700
Washington, DC 20005-4701

NON-PROFIT ORG.
U.S. POSTAGE PAID
ALBANY, NY
PERMIT NO. 31

Future ASA Annual Meetings

2002
August 16-19
Chicago, Illinois

□□□

2003
August 16-19
Atlanta, Georgia

□□□

2004
August 14-17
San Francisco, California

Footnotes

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

Editor: *Felice J. Levine*
Managing Editor: *Carla B. Howery*
Production: *Karen Gray Edwards*
Staff Writer: *Johanna Ebner*
Secretary: *Arne Kalleberg*

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

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

Copyright 2002, American Sociological Association. Third class postage paid at Washington, DC, and additional mailing offices. ISSN 0749-6931.