

## What Do We Know About Postdocs? No "Reserve Army" in Sociology

by Roberta Spalter-Roth, Director  
Research on the Discipline and  
the Profession

Are postdoctoral fellows an industrial or academic "reserve army" of unemployed PhDs? Are they apprentices learning to master their trade? Or, is the academic postdoctoral system simply an awkward way to accommodate modern science's need for hierarchical research teams within universities?

These provocative questions were posed by Mark Regets, a sociologist and Senior Analyst at the National Science

Foundation's Division of Science Resources Statistics (SRS) and the first speaker during a well-attended workshop, titled *Postdocs: What Do We Know and What Would We Like to Know?*, held last month. Addressing the meeting, which was held in Washington, DC, and was jointly sponsored by the Commission on Professionals in Science and Technology (CPST) and SRS, Regets also asked whether postdocs are the "best of the best" or whether the postdoctoral fellowship is a way to drive people out of science.

Another speaker, Deborah Stine,

Associate Director of the Committee on Science, Engineering, and Public Policy (COSEPUP) of the National Research Council, asked additional questions, including whether having a postdoc experience enhances one's scientific career or whether it is a waste of human capital.

These questions arose from increasing dissatisfaction among postdoctoral fellows, especially those in the life sciences. Some have complained bitterly about a wide range of issues including working conditions, lack of recognition, lack of mentoring, and the lack of career

mobility that they experienced. In response, a recent report from COSEPUP, *Enhancing the Postdoctoral Experience for Scientists and Engineers: A Guide for Postdoctoral Scholars, Advisers, Institutions, Funding Organizations, and Disciplinary Societies*, suggests that postdoctoral fellowships should be time-limited apprenticeships that broaden and deepen the research experience. COSEPUP further suggests that institutions develop guidelines as to years spent mentoring, career guidance, transitions to regular career positions, salaries, and resources.

### Basic Facts on Postdocs

The purpose of the joint CPST/SRS meeting was to find out what SRS and the disciplinary societies have learned and what they want to know about the postdoctoral experience across the sciences generally as well as within specific disciplines. Using data from SRS surveys, Regets and his colleagues recently found that about 40 percent of new PhDs in the sciences (including the social sciences) hold a postdoctoral fellowship. They also found that an increase in numbers of postdocs over the 1990s was a result of increases in non-residents holding these positions. Because these PhDs cannot remain in the United States permanently, this finding may suggest that these postdoctoral fellows serve as a kind of "reserve army" for U.S. institutions. PhDs in the life sciences are the most likely to hold postdocs and appear to hold them for longer than do PhDs in other disciplines. The more years since the PhD, however, the less likely postdocs will obtain a tenure track job, again suggesting the reserve army theory, at least in the life sciences.

### A Sociological Perspective

In contrast, data collected about sociology do not suggest a reserve army or a negative outcome to holding a postdoctoral fellowship. Compared to the physical and life sciences, the proportion of postdocs among new PhDs hovers around 20 percent in the social sciences (with the exception of psychology), with sociology having the greatest share (Figure 1). Since the mid-1990s, the share of sociology PhDs holding postdocs declined to 15 percent. During some of the period since the 1990s, women

See *Postdocs*, page 6

## More ASA Section Award Winners

See page 5 for additional  
section award winners not  
recognized in the November  
2002 issue.

## 2003 Annual Meeting . . . The Question of Culture

### The Changing Face of Atlanta

The first in a series of articles highlighting the sociological context of ASA's next Annual Meeting location . . . Atlanta, Georgia . . .

by Charles Gallagher and Karyn Lacy,  
Co-chairs, ASA's Regional Spotlight  
Committee

The last time the American Sociological Association's meetings were held in Atlanta, Ronald Reagan was president, George Bush Sr. and Michael Dukakis were jockeying for the White House, UB40's "Red, Red Wine" was the summer's number-one pop song, and *The Cosby Show* dominated America's living

rooms. Just as national politics and popular culture have undergone dramatic changes in the last 14 years, so has Atlanta. If you last traveled to the area in 1988, you might not recognize much of the city and the surrounding in-town neighborhoods today.

### From "Sleepy" to "Metropolitan" in 10 Years

Over the years, Atlanta has grown from a sleepy city to a thriving

metropolis with more than four million people. The city offers major cultural amenities (The High Museum, Botanical Gardens, Zoo Atlanta), dozens of colleges and universities, and winning sports franchises (Braves, Falcons, and the Hawks). Atlanta also is home to corporate headquarters of several prominent corporations (e.g., Coca-Cola Company, Home Depot, CNN, UPS), and boasts hundreds of dining establishments, ranging from down-home to upscale.

The broad appeal of today's Atlanta is reflected in the burgeoning number of transplants who settle in the city year after year. A long running joke among residents who live ITP (inside the I-285 perimeter) is that there is little in the way of the Old South left in Atlanta because almost everyone is a transplant.

The Atlanta that each of us encountered when we moved here began to evolve soon after the last ASA meeting and accelerated in the mid-1990s in anticipation of the 1996 summer Olympics. You may know that Atlanta was the first southern city to host the summer games, but Atlanta is distinguished by many other firsts as well.

### Still Growing, Changing

To begin with, Atlanta is one of the fastest-growing metropolitan areas in the country. From a classic urban sociological perspective, Atlanta's size, density, and population heterogeneity have changed dramatically in a relatively short amount of time. The Atlanta metropolitan area grew from about three million residents in 1990 to almost four and a half million in 2002. The majority of this growth took place in the surrounding suburbs, but a small, yet significant, part of this growth took place in revitalized in-

See *Atlanta*, page 6

## Public Opinion in Islamic Countries: Survey Results

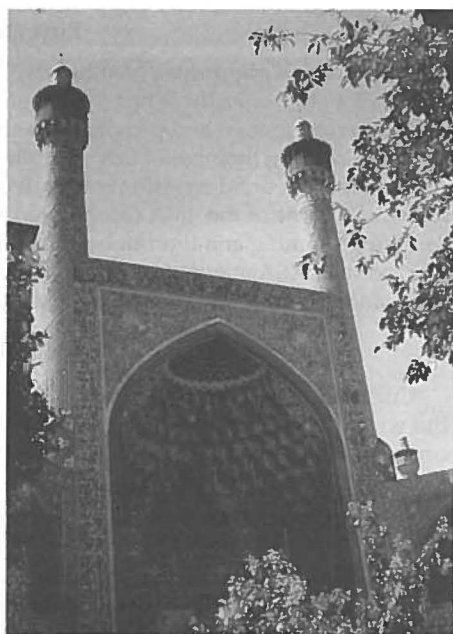
by Monsoor Moaddel  
Eastern Michigan University

Over the past two years, my colleagues in Egypt, Jordan, and Iran and I have uncovered counterintuitive findings and other interesting similarities and differences across public worldviews in these countries prior to and after the horrific terrorist events of September 11, 2001. Preliminary analysis of responses<sup>1</sup> provided, among other things, a window into public opinion on key religious, political, and gender issues. These issues were also recurrent themes in almost all significant cultural episodes experienced in these countries in modern times. I report here a sampling of our findings from our pre-tested 19-page questionnaire.

This research began in 1999 as a collaborative pilot project in Egypt, Jordan, and Iran, and it is the first comprehensive comparative sociological survey of several major Islamic countries.<sup>2</sup>

### Pre-9/11 Worldviews: Religion Is More Than Nation

Our surveys found that religion plays a crucial role in the lives of the great



The gate to a mosque in Isfahan, Iran.

majority of respondents. Most revealing of the strength of religion in these three countries is that it appears to be a more important basis of personal identity than nationality. At least 94% of all respondents said they believed in

See *Survey*, page 7

## In This Issue . . .



4

### Sociologist Takes "Supporting Role" in Columbine Documentary

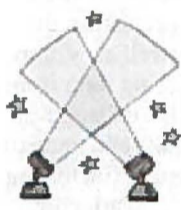
ASA member Barry Glassner appears in Michael Moore's *Bowling for Columbine*.



5

### Things My Mentor Never Told Me

A former director of graduate studies designed a fictional letter to stimulate discussion on the graduate student experience.



5

### Spotlight on Departments

Lehigh University's MA program collaborates on a community fellowship program.



6

### Outstanding Dissertation?

Nominations for the 2003 ASA Dissertation Award, given for a PhD granted in 2002, are due by April 1, 2003.



8

### Public Sociologies and Racial Classification

In this issue's Public Forum, members respond to Gans on the role of "public sociologist" and address the issue of racial classification.



10

### Call for Nominations for Section Awards

ASA Sections announce 2003 awards and deadlines for nominations.

## Our Regular Features

Public Affairs .....	3
Public Forum .....	8
Departments .....	14
Obituaries .....	15

## The Executive Officer's Column

### Wired for 2003 and the Horizon Beyond



Sociological news and ASA-related information delivery to ASA members has been a long-time commitment of the association. Staff has worked to keep pace with technology that permits more efficient and cost-effective information dissemination. Having had a presence on the World Wide Web since the mid-1990s, ASA entered this electronic "cyber sea" at a time when many scientific societies' communications programs were just getting firmly anchored in this revolutionary medium. Organized on the principle of *pull technology* (i.e., website visitors "pull" information by selecting webpages of interest), ASA's communications also capitalized on *push technology* (i.e., using Listserv lists to selectively distribute news tailored to special interests and governance functions). But the new medium's capabilities and sophistication seemed to shift moment-to-moment, like the wind, and keeping a steady course has been a challenge.

In this 24/7 age of constant technological change, the ability to deliver efficiently timely information tailored to specialized needs and to distribute news and ASA information inexpensively has quickly evolved into yesterday's achievement. Keeping membership better informed of programs and activities was the website's primary purpose, but members expect and deserve more direct services. To meet these needs, ASA is instituting more useful two-way information flows between ASA and its members and between ASA and the universe of people (e.g., the press, the public, potential members) who are interested in sociology. Ever changing and increasingly sophisticated website and web-browser software is changing our course toward fewer paper- and postage-dominated transactions.

#### Setting Sail for an Electronic Adventure

In the past several months, ASA has embarked on an ambitious voyage to build more interactive website functions that allow members to conduct business with ASA more efficiently. Many of you have already taken advantage of the ability to join ASA, update your membership record, or renew your 2003 ASA membership directly on the website, speeding your transactions with the membership office, saving you time and postage, and saving ASA administrative costs. Using the familiar *push technology*, ASA began the 2003 renewal process with e-mail broadcasts to a relatively small number of members to announce the availability of the Online Membership site. During the following weeks, broadcast e-mails were sent to 2002 members as well as members from 2001 who had not renewed for 2002. Overall, the Online Membership site has been relatively trouble free, though there were occasional problems during this new "electronic adventure" (such as an untimely deactivation of the e-mail web link), but the problems were identified and resolved fairly quickly.

#### Electronic Paper Submission

In late 2002, ASA initiated a new strategy for online electronic paper submission for the 2003 Annual Meeting. Using a well-established company that specializes in services for academic and scholarly organizations (e.g., online convention management, indexing, archiving, and managed website hosting), ASA is customizing online systems for the Annual Meeting: paper submission, session organizing (to review submissions and create sessions), session scheduling, full-text searchable program and abstracts. The online paper submission system component was activated December 19.

#### First Online Elections

With Council's approval, members will be offered the option of casting their 2003 annual ASA ballot electronically. When the ballot is mailed in spring 2003, all candidates' biographical information and personal statements will be online, and members will have the option of mailing their ballot or voting electronically. The ASA election, which includes ASA-wide offices and standing committees, 43 Section elections, and bylaws and other referenda, is one of the most complicated among professional associations. Final customized programming and thorough testing are scheduled for early 2003. Our vendor, who has worked with ASA many years, has successfully launched similar systems for other associations, and we will build on their successes.

#### Purchasing Publications

Currently, ASA members can purchase subscriptions to ASA journals completely online. But we aim to streamline the purchase of *all* ASA publications through a similar electronic commerce feature later in 2003, so that users do not have to fill out a form online, print the form, and fax/mail it to ASA.

#### Electronic Publishing

ASA needs to bring its journals onboard the electronic revolution as well to help satisfy the changing needs of scholars, students, academic libraries, and the public. Council will consider a proposal at its mid-year meeting to make the full text of all ASA's self-published journals accessible online, allow online subscriptions, and document delivery. ASA's aim is to make the intellectual content of our journals widely available and electronically searchable as well as to preserve the financial stability of the journals themselves, traditionally supported by individual and institutional print subscriptions. ASA also has two previous publications, originally print published, on our website in portable document format (PDF). By the end of 2003, we hope to have published our first entirely electronic monograph.

#### ASA Website

Recent enhancements to the ASA website include new topical material and technical reformatting of pages to allow more material to be accommodated while maintaining readability. We have focused attention on more frequent updating of the homepage, and



## Takeuchi Selected for Decade of Behavior Advisory Committee

ASA member David Takeuchi, University of Washington, was selected as sociology's representative to serve on the National Advisory Committee (NAC) of the "Decade of Behavior" (DoB) public outreach program. He will serve a three-year term (2003-2005). The DoB, modeled after the 1990's Decade of the Brain, is designed to promote behavioral and social science to the public and to increase public understanding of research in these sciences.

Takeuchi replaces Troy Duster, New York University, who served a three-year term ending this month on the inaugural NAC. Takeuchi was nominated by ASA's Council and was one of six nominees selected by the NAC from among a large number of nominations.

"The current committee was challenged to select the six individuals whose involvement in the Decade would bring the widest possible outreach to the public and the scientific community," said Keren Yairi, manager of the Decade of Behavior.

Takeuchi is the Associate Dean for Research within the University of Washington's School of Social Work. He specializes in social and cultural factors associated with mental health; health services; and race and ethnic relations. His most recent research focused on Chinese Americans in Los Angeles and tested whether a greater participation in American lifestyles is linked to higher depressive symptoms but lower neurasthenia symptoms. He received his doctoral degree from the University of Hawai'i in 1986. Takeuchi has been a teacher and researcher with an extensive and internationally recognized research career devoted to issues that are at the core of the purposes of the Decade of Behavior.

"ASA believes David will make an outstanding contribution to the Decade initiative, given his broad, cross-disciplinary academic and practical backgrounds in sociology, mental health, and culture," said ASA Executive Officer Sally Hillsman. "We are delighted by David's selection. The Decade will benefit, and sociology will benefit through his representation of the

discipline. Both a teacher and scholar/researcher, with an extensive and internationally recognized research career devoted to issues that are at the core of the purposes of the Decade of Behavior, David understands the central role of communicating to the larger public the fruits of social science research in order to effect important changes in public opinion and behavior as well as public policy."



David Takeuchi

### Decade's Purpose

The DoB, which was launched in March 2000 and ends in 2010, is a multidisciplinary initiative to focus the talents, energy, and creativity of the behavioral and social sciences on meeting many of society's most significant challenges. The rationale behind the DoB is that social and behavioral science research tackles major national challenges, and this initiative encourages behavioral and social scientists to bring their research results forward to help inform the public and the public policy development process. The Decade's five major themes include: improving health, increasing safety, improving education, increasing prosperity, and promoting democracy.

The American Sociological Association is an endorsing scientific organization of the DoB. Endorsing organizations are the "steam" that keeps the Decade running in each respective discipline. ASA's role is to develop new activities relating to the Decade's themes, draw relevant ASA projects under the DoB umbrella, and collaborate in ongoing programs. Most recently, ASA co-sponsored a congressional briefing, titled "Reactions to Terrorism: Attitudes and Anxieties," and has cosponsored other such congressional briefings under the DoB rubric. □

## Vantage Point, from page 2

several ASA Sections have chosen to relocate their website material on the ASA servers. These include International Migration, Political Economy of the World System, Racial and Ethnic Minorities, Sex and Gender, Collective Behavior/Social Movements, Sociology of Sexualities, and Sociology of Religion. Some of the more significant feature additions include: Undergraduate Honors Program, Department Resources Group, links to national media citations of *Contexts* magazine, links to scholarly publication outlets for sociologists, *Contexts* gift subscription, and reinstatement of the online directory of member e-mail addresses.

### Centennial Website

Just over the next horizon is a centennial webpage devoted to documenting ASA's first 100 years in 2005. ASA will be developing material for these webpages, possibly featuring an updated L.J. Rhoades' *A History of the ASA*, the current text of which is posted on the website, background information and photos and presidential addresses of all ASA past presidents, information on past ASA officers, the first ASA membership roster, the first issue of *Footnotes*, basic information about all past Annual Meetings, and many other materials gathered from the profession. This will be the leading website celebrating ASA's centennial year.

### Steady as She Goes

Guiding ASA in many of these enhancements is a generous group of ASA members who comprise the 11-member volunteer ASA Web Users Group. ASA taps this group to obtain a typical member's perspective on website usability and functionality. This group is providing unsolicited and structured feedback (including beta testing) to help ensure useful and smooth development of website enhancements. Members of the group have differing levels of technical expertise and web sophistication in order to tap the range of web-savviness and comfort levels among our members and the general public. The group consists of Earl Babbie, Joan Biddle, Lee Clarke, Karen Frederick, Eszter Hargittai, Ross Koppel, Clarence Lo, James Morrison, Kathy Rowell, Ted Wagenaar, and Barry Wellman. We appreciate the time and energy these members are donating to us as the ASA navigates these new and exciting "electronic waters."—Sally T. Hillsman, Executive Officer □

## PUBLIC AFFAIRS UPDATE

✓ **NSF is authorized "for business" . . . .** In the December 2002 "Public Affairs Update" readers were alerted to the likely signing into law of HR 4664, the *National Science Foundation Authorization Act of 2002*, by President Bush. Shortly after going to press, Bush signed the bill, which re-authorizes Congress to appropriate funds for the \$4-plus billion basic science agency from Fiscal Year 2003 through FY 2007, with a plan to double the agency's budget to nearly \$10 billion over those five years. As the nation's primary funding source for basic science, NSF funds about \$6 million of new and continuing grants in sociological science each year. The Sociology Program, in the Directorate for Social, Behavioral & Economic Sciences, itself receives 200-plus regular grant proposals and about 100 dissertation improvement proposals annually. With this doubling authority in hand, it now remains for the House and Senate appropriations committees to follow through on this plan as they annually determine funding levels for the various competing agencies that fall within the HUD and Independent Agencies appropriations legislation in which NSF is included.

✓ **Adjusted 2000 census data now available . . . .** Responding to a ruling by a three-judge panel of the U.S. Ninth Circuit Court of Appeals (in *Carter v. Department of Commerce*), and following much partisan political wrangling, the U.S. Census Bureau has recently released long-awaited statistically adjusted 2000 Census figures. The University of California-Los Angeles has created an FTP site for the data for all states at: [www.sscnet.ucla.edu/issr/da/Adjusted/adjust\\_web.html](http://www.sscnet.ucla.edu/issr/da/Adjusted/adjust_web.html). But these very large files (even for small states) do not come with any software to interpret them. The U.S. Census Bureau also does not support the use of these data, which utilize sampling and modeling (applied to the official Census 2000 figures) as well as results of the Accuracy and Coverage Evaluation (ACE), a sample survey intended to measure net over- and undercounts in the census. The Bureau issued a nearly 200-word caveat with the data file, stating that the "numbers are not official Census 2000 counts. These numbers are estimates of the population based on a statistical adjustment method . . . . The Census Bureau has determined that the ACE estimates dramatically overstate the level of undercoverage . . . and that the . . . data are, therefore, not better than the unadjusted data. Accordingly, the Department of Commerce deems that these estimates should not be used for any purpose that legally requires use of data from the decennial census and assumes no responsibility for the accuracy of the data for any purpose whatsoever. The Department, including the U.S. Census Bureau, will provide no assistance in the interpretation or use of these numbers." The impetus for the release of these data was the 2001 urging by Democratic Oregon state legislators who contended that the adjustment process would compensate for millions of uncounted Americans in major urban areas that typically vote for liberal candidates. Republicans had argued that any use of the data would be unconstitutional, and federal government lawyers had claimed that the data were "predecisional" and thereby could be denied to the state legislators who had filed a Freedom of Information Act request. Clearly, the fight is not over . . . .

✓ **Department of Education unveils "What Works Clearinghouse" (WWC) . . . .** The U.S. Department of Education's new Institute of Education Sciences (formerly the Office of Educational Research and Improvement) has developed a website ([www.w-w-c.org](http://www.w-w-c.org)) to provide information on research on effective methods in education and teaching. It is aimed at public, educator, and policymaker audiences and focuses on research making causal inferences. The Department welcomes suggestions as to what to include on the site, which is administered by the Department through a contract to the joint venture of the American Institutes for Research and the Campbell Collaboration. WWC's 14-member Technical Advisory Group (TAG), which met in November to advise the WWC in its development of *Standards for Scientific Evidence on Educational Effectiveness*, consists of experts in educational methodology and research. Sociologist Thomas D. Cook (Professor of Sociology, Psychology, Education and Social Policy at Northwestern University and Faculty Fellow at the Institute for Policy Research) serves on TAG. Among other tasks, TAG will help validate standards for research syntheses, monitor and inform the methodological aspects of the research syntheses, review and recommend improvements to the WWC evidence reports, as well as recommend whether draft reviews of evidence should be entered into the WWC database. The reviews and feedback from the TAG will provide a source of independent expert input into WWC products. ". . . TAG members are drawn from this nation's most expert social science research methodologists," said psychologist Robert Boruch of the University of Pennsylvania and principal investigator for the WWC initiative. "Their willingness to serve in this capacity brings great credibility to the work of the WWC and is indicative of the general desire throughout the social science community to see the efforts of the WWC succeed." The final *Standards* will be issued this month, and will act as a guide in developing synthesis reports on the evidence of effectiveness of a variety of approaches, products, and practices intended to raise student achievement and produce other important educational outcomes.

## New on the ASA Homepage . . . .

Submit your 2003 Annual Meeting paper electronically  
[convention.allacademic.com/asa2003/](http://convention.allacademic.com/asa2003/)

Review the online Call for Papers  
[www.asanet.org/convention/2003/callhome.html](http://www.asanet.org/convention/2003/callhome.html)

Read the latest news on Egyptian-American sociologist S. Ibrahim  
[www.asanet.org/public/humanrights.html](http://www.asanet.org/public/humanrights.html)

Read the latest ASA Data Brief on sociology salary trends  
[www.asanet.org/research/salbrf2002.html](http://www.asanet.org/research/salbrf2002.html)



## Sociologist Takes "Supporting Role" in Columbine Documentary

by Johanna Ebner  
Public Information Office

One of sociology's own is a "movie star" in the making. Barry Glassner, University of Southern California, appeared in Michael Moore's documentary, *Bowling for Columbine*, which was released in local theaters this fall. In the film, Glassner takes Moore on a tour of South Central Los Angeles and talks to him about the neighborhood's and America's "culture of fear."

*Bowling for Columbine* takes a humorous and eye-opening look at the issue of fear and violence in America. The film compares statistics of gun violence in the United States to other countries and explores what makes America different. Moore also searches for reasons why Americans perpetuate so much violence.

"The movie is an important artistic accomplishment because there has never been a documentary like this," said Glassner. "It is able to debunk societal fictions in an entertaining and informative manner."

In the documentary, Glassner, an expert on culture and deviant behavior, discusses America's fears and why many of them are unfounded. In the movie, he makes the ironic point that "a country out of control with fear should not have guns and ammo" so easily accessible.

Moore learned about Glassner after reading his book *The Culture of Fear: Why Americans Fear the Wrong Things*. Glassner received a phone call from the producers of the movie who told him that Moore was interested in interviewing him for *Bowling for Columbine*. "He read my book and liked it a lot," said Glassner. "We spoke and we set a time and place for [Moore] to bring his film crew for an interview.... He used the suggestions that I gave him and followed through on the book's points too."

## Sociologist Juergensmeyer Receives Grawemeyer Award

The Grawemeyer Foundation, based at the University of Louisville, has announced its 2003 awards, and in the field of religion, sociology professor Mark Juergensmeyer, University of California-Santa Barbara (UCSB), has received \$200,000 for his book *Terror in the Mind of God: The Global Rise of Religious Violence* (University of California Press, 2000).

The prestigious Grawemeyer liberal arts awards are designed to honor performing arts, the humanities, and the social sciences and are given in five categories: Music Composition, Ideas Improving World Order, Education, Religion, and Psychology. The nominations for the awards come from all over the world.

The religion award, given jointly with the Louisville Presbyterian Theological Seminary, recognized Juergensmeyer's timely study of religious terrorism. *Terror in the Mind of God* looks at why religious people commit violence in the name of God. The *Washington Post* and the *Los Angeles Times* listed it as one of the best nonfiction books of the year.

In addition to teaching sociology and religious studies, Juergensmeyer is Director of the Global and International Studies program and Chair of the Global Peace and Security program at UCSB. He is an expert on religious violence, globalization, conflict resolution, and South Asian religion and politics. He is especially interested in the way in which religion and other forms of traditional culture have returned to the



Barry Glassner (right) and Bowling for Columbine Director Michael Moore explore South Central Los Angeles.

### Controlled by Fear

Glassner took Moore and the film crew through a tour of Los Angeles, particularly South Central, which lasted most of the day and into the night. "If you watch TV news or movies featuring South Central LA, it is portrayed as a dangerous place where little is occurring but violent crime and drugs," said Glassner. "Most of what you see in that area does not fit that image. [Moore] was struck by the number of children playing in the street compared to the wealthier, whiter neighborhoods where parents were more afraid to let their kids go out and play."

One of the main themes in the Moore's documentary is that America is a culture ruled by fear, a fear fueled by the news and politicians and exploited for profit and power, a fear disproportionate to any real danger. Glassner explains this saying, "There is no question that fear-mongering by the media, politicians, and marketers is more likely to make it so that substantial numbers of people arm themselves." He believes there are many factors contribut-

ing to the escalation of America's "gun culture."

### Movie Reviews

Various reviews of the film have mentioned Glassner and his role within the documentary as supporting the theory

## Kathleen McKinney Is Named First Cross Chair

by Jean Beaman  
Academic and Professional Affairs

Kathleen McKinney, professor of sociology and former director of the Center for the Advancement of Teaching at Illinois State University, was named the first Cross Chair in the Scholarship of Teaching and Learning (SoTL). The Cross Chair was created through an endowment from Dr. K. Patricia Cross, a scholar in higher education and a member of the Board of Directors of the Carnegie Foundation for the Advancement of Teaching. This is the nation's first and only university-wide endowed chair in the SoTL in higher education.

"This is a tremendous opportunity and responsibility, not only for me professionally and personally, but for Illinois State University," McKinney remarked upon learning of her selection. "The scholarship of teaching and learning is a key area in the higher education national scene, and Illinois State is making a name for itself in this area."

McKinney's selection for the post, which reports to the Provost, followed a nation-wide search. McKinney, who specializes in relationships, sexuality, sexual harassment, higher education, and college teaching and has won many teaching awards, will serve as Cross Chair for a five-year term.

### Sociology and Higher Education

At Illinois State University, the scholarship of teaching and learning is defined as "the systematic reflection on teaching and learning made public." As Cross Chair, McKinney will teach and engage in SoTL both in sociology and in higher education, more generally. Even though the position is not in sociology, McKinney still does sociological research and SoTL work in the discipline. For example, she is currently studying the out-of-class learning opportunities of sociology seniors and is working on a survey of university award recipients' beliefs about teaching. She also teaches the senior seminar course each semester in the sociology department.

The Cross Chair also facilitates working with faculty, graduate students, and staff to stimulate their own SoTL work. To that

that fear perpetuates the gun obsession in America. These reviews include the *Philadelphia Inquirer*, the *Sacramento Bee*, the *San Francisco Chronicle*, and the *Los Angeles Times*. From the *Times*, "One of the more absorbing sections involves a search for a reason why Americans perpetrate so much violence, why our gun-related homicides are so astronomical compared with the rest of the world. USC professor Barry Glassner talks persuasively about our culture of fear and the way money is made from it ...."

While perhaps not yet a movie star, Glassner has been recognized by at least one person he had never met before, although he modestly confesses that the person had just seen the movie an hour earlier. In the film's credits, Moore gives a special thanks to Glassner.

*Bowling for Columbine* was the first documentary film accepted into competition at the Cannes Film Festival in 46 years. After its world premiere on May 17, 2002, it received a 13-minute standing ovation. It has received various awards including the Atlantic Film Festival's People's Choice Award. □

end, McKinney will organize a teaching workshop on "Using Scholarship of Teaching and Learning in Teaching" for ASA's 2003 Annual Meeting, and she hopes to organize similar sessions at regional meetings. McKinney seeks to provide more outlets for research on teaching and learning and the public sharing of that research. McKinney will also work to promote, share, and reward SoTL work within the academy.

### Representative for Scholarship

Finally, the Cross Chair serves as a representative for the scholarship of teaching and learning, by working with higher education and disciplinary associations. McKinney will continue her involvement with the American Association of Higher Education and the Carnegie Foundation. She recently applied to be a 2003 Carnegie Scholar for a project on how sociology students learn their discipline.

McKinney plans to continue her active and extensive involvement with ASA in spite of her Cross Chair responsibilities. She is currently a member of the Department Resources Group, the Task Force on the Undergraduate Sociology Curriculum, and the Section on Teaching and Learning in Sociology. Together with her experience as a former editor of *Teaching Sociology*, she brings deep ties to ASA and can make suggestions about ways for ASA to legitimate and promote SoTL work.

"If we [sociologists] are committed to teaching and learning in the discipline," she commented, "we should be committed to studying it and ASA could certainly do more." She would like to see more sessions at the Annual Meeting devoted to SoTL, funding for more SoTL-related grants besides the Teaching Enhancement Fund, and more work across disciplinary associations. McKinney feels sociologists have much to contribute to promoting SoTL. "Sociologists are especially qualified to do SoTL work. Our subject matter, theories, methods, and research training are extremely appropriate for doing SoTL. . . . It is our ethical obligation to do this kind of work to engage student learning, which is the real goal of SoTL—practical implications to enhance student learning in our discipline." □

public sphere in the post-Cold War world.

Juergensmeyer has published more than 200 articles and a dozen books, including *The New Cold War? Religious Nationalism Confronts the Secular State*. His

work has become especially important to society since September 11, 2001. Since then he has been a frequent commentator on CNN, NBC, CBS, NPR, and *Fox News*. He has also received research fellowships from the U.S. Institute of Peace, Woodrow Wilson International Center for Scholars, and the Harry Frank Guggenheim Center.

Juergensmeyer earned his PhD in political science at the University of California-Berkeley, where he later coordinated the religious studies program. He also earned his masters of divinity from Union Theological Seminary in New York.

Charles Grawemeyer, a University of Louisville alumnus, initiated the Grawemeyer Award in 1984. He distinguished the awards by honoring ideas rather than life-long or publicized personal achievement. He believed that great ideas should be understandable to someone with general knowledge and not be the private treasure of academics. □



Mark Juergensmeyer

# Things My Mentor Never Told Me

by Michael D. Schulman  
North Carolina State University

For almost six years, I was the Director of Graduate Programs in a PhD-granting department. One of my responsibilities was teaching the Proseminar class for all new graduate students. The class was designed to introduce students to both the department and the profession.

After the first six weeks of the fall term, I noticed that many first-year students appeared tired and haggard. During group discussions, they expressed feelings of frustration about the difficulty of the transition from undergraduate to graduate education. Their expectations, based on being an "A" student in an undergraduate program, were not congruent with the academic, personal, and time demands of graduate education. To address this problem, I developed a fictional letter that a stereotypical first-year graduate student might write to her/his undergraduate advisor. This letter is designed to stimulate discussion about problems, such as time and stress management, that new graduate students often encounter.

Dear Professor Jones:

My first year in Department of Underwater Basket Weaving at WHATSAMOTTA UNIVERSITY is just about over. It has been a strange experience. First, I would like to complement you and all the other PODUNK COLLEGE professors. Your courses prepared me well for graduate level work. However, some of the things that have happened over the last year were really quite unexpected.

As a student at PODUNK, I took five or six courses a semester. When I went to graduate school and found that a full load was going to be three classes. I thought this was going to be easy. It was quite a shock to discover that each graduate course demanded twice the work of any of my undergraduate classes and that all the demands occurred at the same time. The professors expected me to do nothing with my time except work or study for her/his course.

I survived the first four weeks of the year on coffee. Finally, by about the fifth week, my body and mind gave out and I slept an entire weekend. Why

didn't you tell me that I was going to have to learn to manage time and to organize my schedule? I finally bought an organizer that I now use to schedule periods of study in the library, periods of time in the computer lab, periods for writings, and periods for mountain biking.

At PODUNK, you could walk into the department just about any time and find a professor who was available to talk to you. At WHATSOMMATTATA, there are 30 professors in the department, but I still have not seen about half of them. There is one person who, according to rumor, comes into the office between 2 a.m. and 4 a.m. only on Tuesdays or Thursdays, if there is a full moon. This person leaves messages for students and staff and then disappears. If I come to the office on Tuesdays or Thursday I miss half the faculty: if I come in on Monday or Wednesday, I miss the other half.

Not only are there more professors, but also their personalities and teaching styles are quite diverse. Let me tell you about the statistics professor. Professor Boris does not believe that any graduate student is worth anything unless the student is willing to devote 80 hours a week to the class. After the midterms, Professor Boris called the class a bunch of misfits unlikely to achieve professional success. It seems that it is impossible for any graduate student to be good enough for Professor Boris. About a week ago, I was working late and turned on the TV to relax before going to sleep. An old Dustin Hoffman/Steve McQueen movie was on, you know, the one where they are prisoners on Devil's Island. I went to sleep dreaming that I was on Devil's Island having to do statistics problems for Professor Boris.

The history of underwater basket

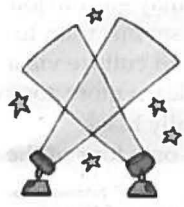
weaving class is totally different. The professor loves all the graduate students: we can do no wrong. At the end of the class, we discovered that everyone received an "A" or an "A-" as a final grade. We realized that we couldn't figure out who had done well or who had done poorly, because we all got the same comments. Even the student who wrote what I considered to be a bunch of purple prose did well in the class. We all like Professor Barney, but wonder if we really learned what we really needed to know.

The best Professor was Dr. Dudley, instructor of the basic methodology class. Dudley was organized, direct, and critical. The first paper I wrote was returned ungraded with three pages of comments. I was told that if I wanted a passing grade, I had to rewrite the paper. I was angry initially, but realized that I had learned a lot. Professor Dudley really did right with the methods class.

When I became a graduate student, I looked forward to having an office. This was going to be great: no more having to carry all your books and materials around all the time. Well, my office is nice except for the fact that I share it with nine other graduate students. When one person wants to write, three others are dealing with undergraduates. I have given up trying to study in the office and have gone back to using the library.

I have learned to be both more hardheaded and self-critical; negative comments no longer cause me to doubt my self-worth. Talking with the older students really helped; they said the same thing happened to them and that things would get better after the first semester. They were right.

Michael Schulman can be reached at Michael\_Schulman@ncsu.edu. □



## Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology departments

### Lehigh University's Community Fellowship Program

by Torrey Androski, ASA Executive Office

For 30 years, Lehigh University's Department of Sociology and Anthropology has offered a masters degree in Social Relations, providing theoretical, methodological, and substantive education in the disciplines of sociology, social psychology, and anthropology. Three years ago, the department developed a more focused degree, concentrating on applied social research projects. These changes have been fruitful, raising not only the caliber of the program but also the enrollment; the program has grown to 20 students, 15 of whom enrolled just last year.

The revised MA program centers on a research practicum course. Conducting research with a community agency gives students the opportunity to put their skills to work in the surrounding community and help those in need of social research expertise. Upon graduation, students are prepared for a variety of career choices including: work in human service organizations or private companies—providing, managing, and evaluating programs. They are also prepared to teach sociology and applied research in community colleges, while others go on to pursue a PhD.

Sociology collaborates with Economics and Political Science to offer some MA students a special opportunity, called the Community Fellowship Program. Community Fellows are selected from among the highest qualified applicants to receive academic

credit for community development projects in regional agencies. This rigorous program requires students to work 15 hours a week for 12 months at a community-based organization. In return, the host organization pays part of the student's tuition. The Fellows are able to complete the MA degree within one year.

"The program is so much more successful than we ever expected," says program director Judith Lasker. "People talk a lot about service learning. We found a way to make it happen."

As the program's popularity grows beyond Eastern Pennsylvania and the caliber of applicants remains strong, the MA in applied social research and the Community Fellowship Program attract a greater number of qualified students interested in both sociology and service learning. Besides benefiting the students, the community-based organizations, and Lehigh University, this successful service-learning endeavor provides an opportunity for students at the University to have a positive presence in the community. It also allows students to gain hands-on experience to further their education. Plus, the Community Fellowship Program provides tuition dollars to students who might otherwise not be able to attend graduate school.

For more information on Lehigh's Master's program or the Community Fellowship Program, contact: Judith N. Lasker, Department of Sociology and Anthropology, Lehigh University, 681 Taylor Street, Bethlehem, PA 18015-3169. □

## More ASA Section Award Winners

The seven following 2002 ASA Section Awards were not reported to ASA in time for publication in the November 2002 *Footnotes* issue (pages 6-7), so they are presented separately here. ASA extends hearty congratulations to each of these award winners.

### History of Sociology

- **Distinguished Scholarly Career Award:** Mary Jo Deegan, University of Nebraska-Lincoln, for her outstanding scholarship, professional integrity, and intellectual leadership in the discipline of sociology and the history of sociology.
- **Distinguished Scholarly Book Award:** Harriet Martineau: *Theoretical and Methodological Perspectives*, edited by Michael R. Hill, University of Nebraska-Lincoln, and Susan Hoecker-Drysdale, Concordia University, with an introduction by Helena Z. Lopata, Women and Sociological Theory Series, Mary Jo Deegan, Series Editor, Routledge, 2001.
- **Distinguished Scholarly Book Award (Honorable Mention):** Mike Forrest Keen, Indiana University, *Stalking the Sociological Imagination: J. Edgar Hoover's FBI Surveillance of American Sociology*, Greenwood Press, 1999.
- **Graduate Student Paper Award:** Two papers shared the top honors; the

awards were presented to Erin Leahey, University of North Carolina-Chapel Hill, for "Alphas and Asterisks: The Development of Statistical Significance Testing Standards in Sociology," and Jonathan Dirk Vanantwerpen, University of California-Berkeley, for "Resisting Sociology's Seductive Name: Frederick J. Teggart and Sociology at Berkeley."

### International Migration

- **Distinguished Career Award:** Milton Gordon, Professor Emeritus, University of Massachusetts-Amherst, for his bold and pioneering scholarship that put this subject on the world's research agenda.

### Latina/o Sociology

- **Distinguished Contributions to Teaching and Services:** Department of Social Sciences at the University of Puerto Rico-Mayaguez.

### Sociology of Education

- **William Waller Award:** Steven Brint, Mary F. Contreras, and Michael T. Matthews, all of the University of California-Riverside, for their paper, "Socialization Messages in Primary Schools: An Organizational Analysis." The paper was published in the July 2001 issue of *Sociology of Education*. □

## Atlanta, from page 1

town neighborhoods. The extent to which these neighborhoods were revitalized or were appropriated by white gentrifiers at the expense of older, lower-income, primarily black residents will be the focus of a forthcoming *Footnotes* article in this series.

Second, Atlanta is fast becoming one of the most diverse metropolitan areas in the southeast, challenging the inveterate black-white dichotomy that typically frames how people see the south. About 500,000 African Americans moved to the metropolitan area in the last decade, making it the city with the sixth largest black population in the country. While the notion that Atlanta "is too busy to hate" may be exaggerated, the high rate of black migration supports the claim that Atlanta is "the black Mecca" or a "modern day Harlem." An influential black political power structure helped to elect the city's first black woman mayor, Shirley Franklin, in 2002.

## Postdocs, from page 1

became more likely to hold postdocs than were men, and sometimes the reverse, although there is currently no gender difference. The proportion of sociology postdocs who are temporary residents has steadily declined since the early 1990s, in contrast to the physical and life sciences.

Are postdoctoral fellows the "best of the best"? Data on a 1996-97 cohort of PhDs from the American Sociological Association's 1998 Survey of Recent PhDs in Sociology (updated in 1999 and 2001) suggest that postdoctoral fellows are more likely to have received both their BA and PhDs from high or moderately high prestige universities than are their peers who did not participate in postdocs (53 percent compared to 37 percent). This finding leads to the question as to whether those from high prestige universities need these fellowships in order to obtain tenure track jobs at research universities? The answer appears to be that a postdoctoral fellowship is regarded as a useful step toward desirable employment in sociology, according to 8 out of 10 survey respon-

But black migration is no longer the only measure of Atlanta's diversification. Prior to 1990 the Latino and Asian populations were relatively small. This is no longer the case. In 2002 there were close to 500,000 Latinos and these numbers are thought to be significantly larger due to underreporting. Latino immigration has transformed the region in a number of ways. The residential and commercial real estate boom of the last decade would not have been possible without the influx of Latino laborers. The result has been a growing Latino presence in city and state politics and Latino-run businesses. The recent state elections put a number of Latinos in the state house and on various city councils. The black-white dichotomy that has historically defined Atlanta politics is triangulating to include the political, cultural, and economic concerns of Latinos. The ranks of Atlanta's Asian population have swelled to double their numbers a decade ago to over 175,000 residents.

## The Color of Money and Neighborhoods

Third, black suburbanization in the Atlanta metropolitan area has increased significantly. In 1970, about 8% of Atlanta's suburban population was black. By 2000, this percentage had grown to over 25%. Atlanta has surpassed Washington, DC, as the metropolitan area with the largest concentration of blacks in its suburban ring. However, a greater concentration of blacks in suburbia has not produced higher levels of racial integration in the metropolitan area. Suburban blacks in Atlanta tend to live in predominately black communities. Atlanta's suburbs are stratified along class lines as well. Middle-class black Atlantans have begun to concentrate in black, distinctly middle-class suburban communities, apart from both the white middle class and the black poor.

## Local Color

The Spotlight Sessions at ASA Annual Meeting that the Regional Committee has

planned highlight the unique character of Atlanta and of the South more broadly. Three Spotlight Sessions will focus on a variety of topics: emerging trends in southern cities, suburbanization trends, gentrification processes, immigration patterns, and the influence of southern culture. The latter topic will explore a range of issues—from movie going and viewing in Atlanta in the first half of the 20<sup>th</sup> century, to the relationship between southern culture, gender, and changes in the labor force, to a lively panel discussion about one of the country's largest collections of privately owned African-American art. Two Spotlight Sessions are devoted to political and social conflict. A session will consider movement emergence and political outcomes among a variety of social movements launched in the South. Another session focuses on W.E.B. DuBois' contribution to the discipline during his tenure at Atlanta University. This panel is timely since 2003 marks the 100<sup>th</sup> anniversary of the *Souls of Black Folk*.

To really appreciate how much Atlanta has changed, you will have to leave the Marriott Marquis and the Hilton Atlanta. The Regional Spotlight Committee has organized an array of tours that will take you away from downtown, into Atlanta's residential and historical communities. Conference participants may elect to join the popular New Urbanism bus tour, to study Atlanta's history and culture via a tour of black Atlanta, to learn more about Atlanta's famed historically black colleges and universities on a tour of the West Side, to observe Atlanta's growing diversity first-hand on a tour of immigrant communities, to root for the Braves on a trip to Turner Field, or to learn more about Nobel Peace Prize recipient President Jimmy Carter's commitment to social change on a tour of the prestigious Carter Center.

As you can see, there is no shortage of things to do and experience in the city described by Tom Wolfe in *A Man in Full* as a place where "Old South values collide with the new world." In the next five issues of *Footnotes*, scholars from four Atlanta colleges and universities will present various snapshots of the city, outlining activities, events, and sites for you to enjoy while you are here for the annual meeting. We hope to see you there.

Charles Gallagher ([cgallagher@gsu.edu](mailto:cgallagher@gsu.edu)) is Assistant Professor of Sociology at Georgia State University. Karyn Lacy ([klacy@emory.edu](mailto:klacy@emory.edu)) is Assistant Professor of Sociology at Emory University and Core Faculty Member at the Center for Myth and Ritual in American Life. □

dents who held postdocs. What's the second largest response? A postdoctoral fellowship is perceived as a placeholder until a desirable position turns up.

## Expectations and Satisfaction

Does the postdoctoral fellowship fulfill respondents' expectations in terms of scholarly productivity, mentoring, and career guidance? The 1998 survey provides information on the level of satisfaction with the employment that new PhDs obtained after graduating. Those holding postdocs were significantly more satisfied than those otherwise employed in terms of whether they were satisfied with institutional resources (4.1 versus 3.1 on a scale of 1 to 5), whether they were satisfied with guidance for professional development (3.7 versus 3.1), and whether they were satisfied with support for professional productivity (4.1 versus 3.5).

Does the postdoctoral fellowship appear to enhance sociological careers, at least in the early stages? By 2001, the

1996-97 PhDs who had held postdoctoral fellowships were significantly more likely to have tenure track positions at Research I universities (38 percent compared to 32 percent) and significantly less likely to have tenure track positions at other types of universities/schools than their peers who did not hold postdoctoral fellowships (39 percent compared to 49 percent). They were, somewhat more likely than non-postdocs to be in a non-tenured position (the difference was not significant, however). When other factors are controlled (e.g., whether the postdoctoral fellows obtained their degree from a "top 10" sociology department or had published two or more peer-reviewed journal articles), the value of the fellowship appears to be enhanced.

To better understand the value of postdocs in sociology, more research would be useful if it controls for additional processes and statuses and gathers additional information on working conditions and relationships. But this preliminary research suggests that in sociology, postdoctoral fellows do not appear to be a reserve labor army, do experience satisfaction with the position, and may experience additional career benefits beyond the benefits they would experience based on the prestige of their PhD department and their publication record. □

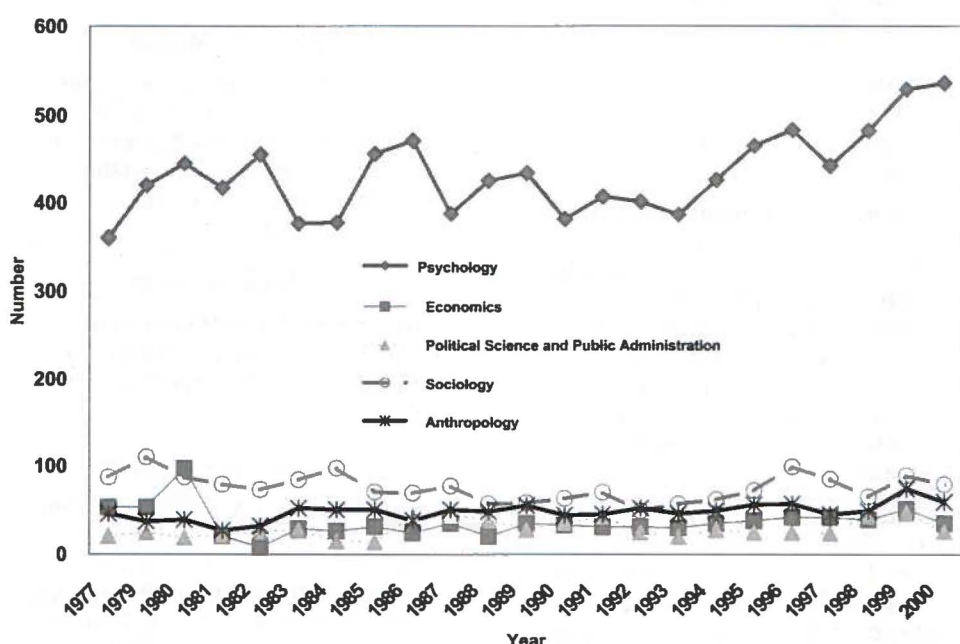


Figure 1: Number of postdocs (U.S. citizens and permanent residents) in selected social science disciplines, 1977 to 2000

Source: Compiled by ASA using data from NSF's WebCASPAR system  
Data for 1978 are omitted.

## Call for Nominations

## 2003 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 2002 calendar year will be eligible for consideration for the 2003 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: American Sociological Association, c/o Governance Department, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005; fax: (202) 638-0882; e-mail [governance@asanet.org](mailto:governance@asanet.org). The deadline for nominations for the 2003 Award is April 1, 2003.

**Survey,** *from page 1*

all of the following: God, life after death, existence of a soul, and heaven and hell. Virtually all Egyptians said that religion was very important in their lives (97%)—as did 96% of Jordanians and 79% of Iranians. In all three countries, people were more likely to describe themselves as Muslims, above all, than as Egyptians, Jordanians, or Iranians. In Egypt, 79% of the respondents said that they were Muslims above all, while 10% said they were Egyptians above all. The comparable figures were 70% versus 14% in Jordan and 61% versus 34% in Iran.

**Iran Throws a Curve**

One particularly noteworthy counterintuitive finding is that Iranians, despite living under a theocratic regime, placed less emphasis on religion and more emphasis on nationalism than did Egyptians or Jordanians. They also appeared to be more critical of religious authorities than concerned with the "threat" of Western culture. Whereas, in Iran, 47% of the public indicated that religious authorities adequately responded to social problems, comparable figures for Jordan and Egypt are 60% and 70%, respectively. A lower percentage of Iranians (12%) participated in weekly or more frequent religious services than did Egyptians (22%) or Jordanians (28%). And a lower percentage of Iranians (55%) than Egyptians (64%) or Jordanians (85%) considered Western cultural

invasion to be a very important problem.

**Attitudes About Family/Marriage**

On social issues such as the ideal number of children in the family, attitudes toward marriage, and women working outside the home, there were also variations. In Egypt, 82% considered two or three children to be the ideal number. In Jordan, 71% considered four or more to be the ideal number. In Iran, by contrast, 76% felt that two or less was the ideal number of children in the family. While there is strong support for marriage among Egyptians (95%), Jordanians (87%), and Iranians (67%), a considerably higher percentage of Iranians (17%) agreed with the statement that marriage has become an outdated institution. The corresponding figures for Jordan and Egypt are 12% and 4%, respectively. Finally, a larger percentage of Iranians (40%) than Jordanians (23%) or Egyptians (19%) strongly agreed with the statement that a working mother, just like a non-working mother, could develop an intimate relationship with her children.

**Impact of 9/11 on Egyptian Worldviews**

A second survey in Egypt was carried out about five months after 9/11 (n=1000). Before and after comparisons of the data on some of the most important social issues display an

interesting, and even surprising, pattern of change. Not unexpectedly, given the intensification of the Israeli-Palestinian conflict after 9/11, there was a significant increase in negative attitudes toward the West and Jews after 9/11. While 63% indicated that Western cultural invasion was a very serious problem when surveyed prior to 9/11, it rose to 71% after 9/11. Before 9/11, 68.4% expressed the view that they did not wish to have Jews as neighbors, compared to 99.8% after 9/11.

What surprised us was the change in Egyptian worldviews in a direction less favorable toward religious institutions, less favorable toward the way the country is run, and more favorable toward democracy and gender equality. After 9/11, a much lower percentage of the respondents affirmed that religious authorities adequately responded to moral problems, spiritual needs, family problems, and social problems. In particular, after 9/11, 57% indicated that religious authorities adequately responded to the social problems, compared to 81% before 9/11 (see Figure 1).

**Democracy, Education, Gender**

Likewise, after 9/11, 77% indicated they believed that Egypt "is run by a few big interests," compared to 69% before 9/11. On the issues of gender and democracy, those who strongly believed that men are better political leaders than women declined from 49% to 34%, while those who strongly disagreed with the idea that university education is more important for boys than for girls increased from 37% to 48%. Finally, the respondents' favorable attitudes toward democracy significantly increased on all indicators. For example, those who strongly agreed with the notion that "while democracy may have problems, it is better than any other system" increased from 56% before 9/11 to 69% after 9/11 (see Figure 2).

These changes remained significant even after controlling for age, gender, marital status, and education, but the changes were more pronounced among people with at least a university education. We cautiously predict that Egypt is going to experience a fairly strong pro-democracy and somewhat secularist movement in the near future. This movement would certainly be oppositional and likely to display critical attitudes toward the West.

**History Repeating Its Self-reflection?**

It is difficult to explain how 9/11 could have caused such changes in Egyptian worldviews. However, there are historical instances in Islamic countries in which a major dramatic event constituted a milestone, signifying a cultural turn. Examples of such instances are the mutiny of 1857-59 in India and the crisis of 1860 in Syria. In one, religious extremism was used to justify violence against the British and in the other violence was perpetrated against religious minorities, in particular, Christians and Jews. Although several historical factors were at work in bringing about these events, it has been argued that the archaic form of struggle, the violence, and bigotry

displayed in both instances awakened the people's minds to the horrors of their moral stagnation and stimulated a fresh critical look by the intellectual leaders at their own society—including its principles of social organization, treatment of women, and attitude toward outsiders.

Something similar to these self-reflections may be transpiring in Egypt today. Observing the extensive destruction of life and property in the United States by their "Muslim" brothers and learning in detail about the attitudes of al-Qaeda and Taliban toward freedom and women in Afghanistan might have affected some Egyptians' views about the role and function of religion in society. These anti-western terrorist attacks might have emboldened some secularist groups to launch criticisms against the religious extremists. Some religious extremists, in turn, being exhausted by more than 20 years of fruitless armed confrontations with the regime might have become encouraged to renounce violence. It may not be coincidental that we are hearing Gama'a al-Islamiyya (the group responsible for the massacre of tourists at Luxor, Egypt, in 1997) criticizing their violence of the past and al-Qaeda for its recent killing of innocent men, women, and children on 9/11.

What political form these changes will bring about and what type of leadership will emerge in Egypt is hard to tell. What is known is that Egypt after 9/11 appears to be thinking differently from the way it did before that fateful day.

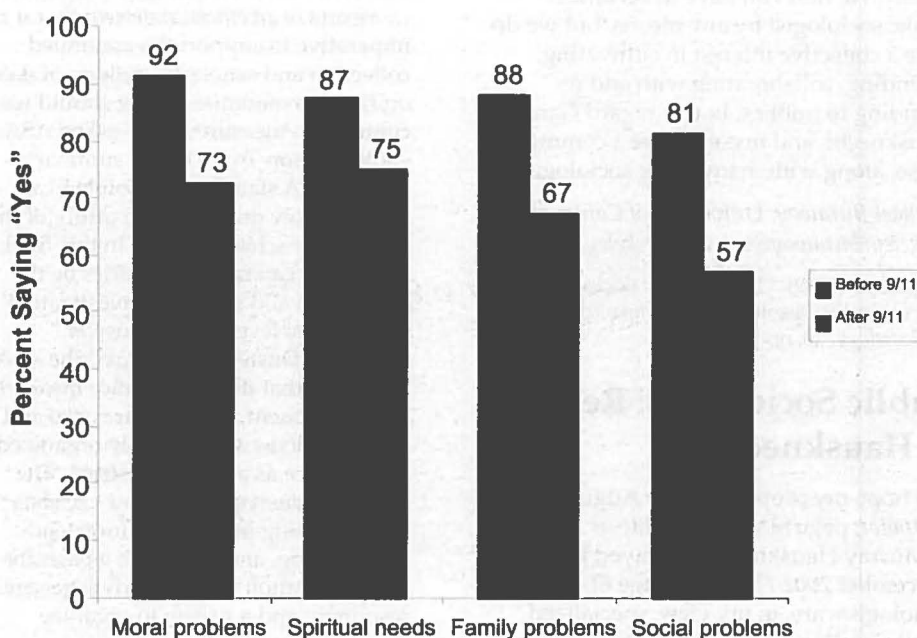
*Mansoor Moaddel is Professor of Sociology in the Department of Sociology, Anthropology, and Criminology at Eastern Michigan University in Ypsilanti, Michigan. He can be reached at Soc\_Moaddel@online.emich.edu. Moaddel has organized a conference/workshop on the worldviews of the Islamic publics in Cairo, Egypt, which will take place February 24-26, 2003. The participants in this gathering will be social scientists from the United States, Sweden, France, Algeria, Egypt, Iran, Jordan, Indonesia, Pakistan, Morocco, and Turkey. The conference will address some of the methodological and theoretical issues faced by social science in Middle Eastern and Arab countries. For more information, contact Moaddel or the conference coordinator in Cairo, Hamid Latif, at hamid\_latif@hotmail.com or wvscairo@aucegypt.edu.*

**Footnotes**

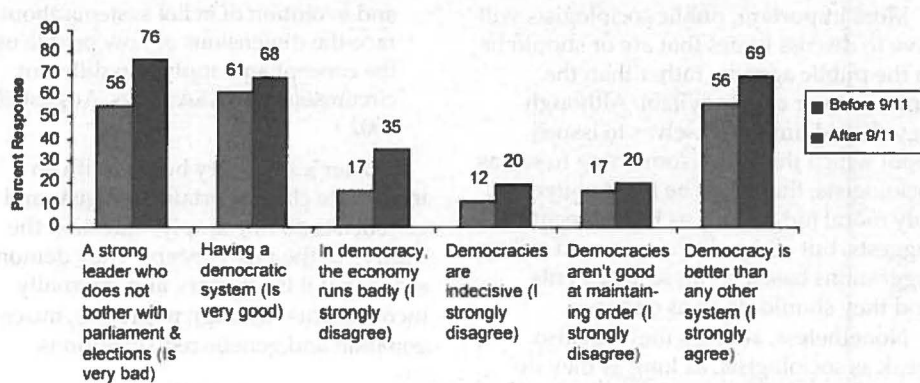
<sup>1</sup>Responses were from nationally representative samples of adult males and females (ages 15-65) including 3,000 Egyptians, 1,200 Jordanians, and 2,500 Iranians in 2000/2001 to a pre-tested 19-page questionnaire.

<sup>2</sup>These surveys were supported by the National Science Foundation (NSF), the Bank of Sweden's Tercentenary Foundation, the Rockefeller Foundation, and the Ford Foundation. The post 9/11 survey was supported by NSF. My collaborators include, among others, Ronald Inglehart (University of Michigan), Saad ed-Din Ibrahim (Ibn Khaldun Center for Development Studies, Cairo), Abdul H. Safwat (Suez Canal University, Egypt), Hamid Latif (Ain Shams University, Egypt), Taghi Azadarmaki (University of Tehran), and Mustafa Hamarneh and Tony Sabbagh (both at the University of Jordan in Amman). □

**Figure 1 - Perceived Response by Religious Authorities to Various Needs in Egypt**



**Figure 2 - Perceived Effectiveness of Egyptian Democracy**



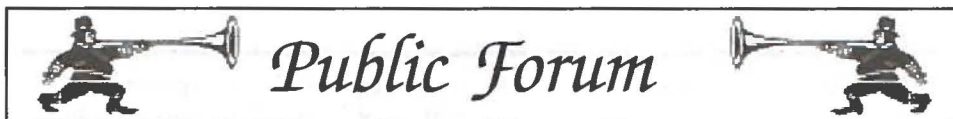
## Public Sociologies: Response to Hausknecht

In the December 2002 *Footnotes* Public Forum [page 6], Murray Hausknecht correctly identifies me with a critical, activist form of public sociology, but he is wrong to suggest that this excludes Herbert Gans's "expert" public sociology. As I said, sociology is *both* mirror and conscience of society. By *mirror* I mean sociology captures patterns, develops diagnoses, corrects misconceptions, so as to better tackle social problems. The task of public sociology here is Gans's project of dissemination. By *conscience* I mean sociology's interrogation of society's values that stimulates discussion about their meaning, multiplicity, relevance and realization. The task of this more critical public sociology is to promote public dialogue. In a nutshell, I argue that we need both expert *and* critical public sociologies and they need each other.

In harnessing expertise, the wider context is easily bracketed as the spotlight turns on specific problems. Take Kristin Luker's *Dubious Conceptions*, which dispels the myth of the epidemic of teen pregnancies, showing that teens make up a declining proportion of unwed mothers and that poverty has a more powerful effect on teen pregnancy than vice versa. It was well received in the press, she appeared on radio shows and gave many talks but, according to her, no one changed their mind about the issue. In fact the tide flowed in the other direction as conservative think tanks effectively linked teenage pregnancy with welfare. Asking why she was so ineffectual, Luker writes that academics are ill-equipped to promote their ideas, when competing with swift, flexible, advocacy groups.<sup>1</sup> Think tanks not only control a polished machinery of dissemination but, in this case, their message resonated deeply with the powerful social movement of the Christian Right.

Perhaps Luker is too ambitious, perhaps she is too modest about her accomplishments, but her message stands: if public sociology is going to coexist with powerful policy institutes we may have to become more activist in promoting our findings. If we are going to "set sail," we will need to navigate turbulent seas. Hausknecht is suspicious of this "activist" public sociology, preferring a "teaching" model. But teaching too can take many forms. Just as passively transmitting knowledge is rarely effective without a receptive and already convinced audience, so pouring knowledge into students—as though they were empty vessels—rarely moves them. Indeed, it generally induces passivity. Dialogical teaching activates student minds, incites them to think critically about the world around them. It starts from where they are and elaborates (educates) their experiences—to be sure aided and stimulated by texts, data, and theory. In activating the student, the teacher too begins to learn! The important distinction, therefore, is not between teaching and activism, but between one-way and two-way teaching. It is the model of dialogical teaching that underlies my notion of critical public sociology. In other words, just as effective learning requires expertise *and* engagement, so the same is true of public sociology.

Hausknecht is concerned not just with the mode of interaction between sociologists and their publics but also with its content. He asks whether *as sociologists* we can engage in moral critique without moralizing. In other words, can we be the conscience of society without privileging certain values? I think we can and in the following ways.



- In modern society bureaucratic rationality and market efficiency often eclipse moral values altogether. Merely insisting on explicit examination of society's values becomes a critique of the exclusivity of formal, or instrumental, rationality.
- Commentators may have a particular conception of values, for example of "democracy," without acknowledging alternative ones. Public currency may assume democracy is electoral democracy, but sociologists may point to other "deeper" notions of democracy such as participatory democracy. Society's values are multiple and multi-valent. Critique often takes the form of explicating already existing alternatives.
- We can expose the gap between society's professed values and its practices, how society betrays the values it espouses—as Robert Bellah does, for example, in *The Broken Covenant*. This is what we call *immanent critique*.
- We may enter public debate in our capacity to discern the consequences and conditions of institutionalizing values as when Jencks or Coleman discovers that equality of opportunity in schooling does not produce equality of outcomes. Here, too, there is critique, this time of the presumed harmony of society's values.
- As we do our research we may uncover, elaborate and even propagate the values of particular groups or social movements that challenge dominant values. Here we find, for example, Alain Touraine's action sociology, Dorothy Smith's sociology for women, or many of W.E.B. Du Bois's writings.
- Finally, some indeed have claimed—from Emile Durkheim to Edward Shils and Amitai Etzioni—that sociology embodies values of community and responsiveness that we all share. Depending on the meaning of "we," this can come close to moralizing or ideology.

In all these ways we can act as the conscience of society, and in each case critique depends upon our expertise as sociologists.

If we *can* act as conscience of society, *should* we do so? Hausknecht argues that interrogating public values will brand us as ideologues and bring sociology into disrepute. In his view critique will undermine rather than bolster expertise. Of course, there are risks in activating one's conscience. To remain silent, however, is to endorse the view that public values are private property, leaving moral entrepreneurs, politicians, and other pundits with a monopoly of the interpretation of society's values. A critical public sociology would mobilize our expertise to re-appropriate public values for public discussion. If we are responsive to the common sense, the popular culture, and the subterranean dissent of the people we typically study, we may find an audience more receptive to our messages than the one ensconced in the tribunes of power. When considering the relation of expertise and critique we should not forget that there are publics and publics!

It is one thing to speak *as* a sociologist. It is quite another thing to speak *for* sociology. When it comes to the collectivity, a critical public sociology has to be true to itself—dialogue must begin at home before

it can be taken abroad. Sociologists should debate how and what to speak publicly. Thus, there was much collective discussion about the ASA's statement on race that insists on its continuing importance in American society. The discussion continues over the Amicus Brief that the ASA will soon submit to the Supreme Court as the court revisits the Bakke decision in *Grutter v. Bollinger*. Discussion in the Association is also under way around California's Racial Privacy Initiative that would prohibit the state from using racial classifications. The ASA Council believes that, with our expertise, we can and should take a public and critical stance on the causes and consequences of racial and other forms of discrimination. In short, as I have argued throughout, expertise and critique can play a mutually supportive role.

Public sociologies, both expert and critical, are enjoying a renaissance—marked by increasing numbers of students, the launching of the magazine *Contexts*, the recently introduced Award for the Public Understanding of Sociology, and the ASA's involvement with affirmative action and racial profiling. This ascendancy may reflect sociologists' common concern about the state of the world as the political environment has become more hostile, and not just to sociology. The public sphere itself is under assault from both state regulation and market privatization. Thus, more than ever, all public sociologies need to collaborate in protecting the basis of their existence, which lies not just in a strong discipline of sociology but also in a resilient public. Public debate stimulates the sociological imagination just as it is necessary for a vibrant democracy. Publics are the lifeblood of both sociology and society. We don't all have to become a public sociologist by any means, but we do have a collective interest in cultivating, defending, collaborating with and responding to publics. In this regard Gans, Hausknecht, and myself share a common cause, along with many other sociologists.

Michael Burawoy, *University of California-Berkeley*; burawoy@socrates.berkeley.edu

<sup>1</sup> Luker, K. (1999). "Is Academic Sociology Politically Obsolete?" *Contemporary Sociology*, 28, no.1, pp.5-10.

## Public Sociologies: Reply to Hausknecht

I hope my proposal [July/August *Footnotes*, page 8] was not quite as modest as Murray Hausknecht portrayed it [December 2002 *Footnotes*, page 6]. Public sociologists are, in my view, specialized public intellectuals, and like other public intellectuals, their major role is to be, and to be paid attention to, in the public arena. Consequently, they have to be as broad as other public intellectuals. If their public sociology were only another kind of teaching, they would probably be asked to stay in the classroom.

More important, public sociologists will have to discuss issues that are or should be on the public agenda, rather than the topics in their course syllabi. Although they should limit themselves to issues about which they have something to say as sociologists, they must be free to offer not only moral judgments, as Hausknecht suggests, but also political ones and policy suggestions based on these judgments. And they should do so as citizens.

Nonetheless, at times they can also speak as sociologists, as long as they do not claim to speak for sociology as a

whole. For example, they can point to likely, possible, and particularly unintended consequences of making and following particular moral judgments. Also, they can offer moral critiques without "privileging certain values," as Burawoy points out (elsewhere in Public Forum in this *Footnotes* issue).

In doing so, public sociologists must be careful not to be ideologues, however, and to try to make sure that they will not be perceived as ideologues. Perhaps this problem will never develop, particularly if public sociologists range all over the ideological lot.

Herbert J. Gans, *Columbia University*; hjg1@columbia.edu

## Racial Classification: A Wrong Turn

A lack of attention to reasoning, or a pursuit of "racial justice" without regard for logical consistency, largely explains why social scientists are not able to rid themselves of a clearly absurd tradition of grouping persons according to certain anatomical attributes. Sociologists are often particularly guilty of this. They have initiated one of the most developed sub-disciplines in the social sciences—the sociology of race relations—and their collaboration with political representatives in the dissemination of "race" is beginning to reach new heights. Of late, the American Anthropological Association represents an exception. It recommended that the Census Bureau phase out classification by race, (*Anthropology Newsletter* 39 (6): 3, September 1998). By contrast, ASA sought to assist the Clinton White House on matters of race, racism, and race relations. Four years later, at its annual meeting, ASA issued a statement supporting the collection of racial data:

[The] American Sociological Association ... asserts in an official statement that it is imperative to support the continued collection and scholarly analysis of data on racial taxonomies. "Why should we continue to measure race?" asked ASA spokesperson Troy Duster, summarizing the ASA statement. "If biological research now questions the utility of the concept for scientific work in this field, how, then, can racial categories be the subject of valid scientific investigation at the social level?" "The answer," explained Duster, who chaired the ASA task force that drafted the race measurement statement, "is that our social and economic lives are integrally organized around race as a social construct. The ASA statement explains how race has been a sorting mechanism for friendship, mating, and marriage; a basis for the distribution of social privileges and resources; and a reason to organize social movements to preserve or challenge the status quo. Sociologists are interested in explaining how and why social definitions of race persist and change." Sociologists also seek to explain the nature of power relationships between and among racial groups and to understand more fully the nature and evolution of belief systems about race—the dimensions of how people use the concept and apply it in different circumstances. (ASA News, August 20, 2002.)

Duster's summary begins with an inaccurate claim. Certain biologists and geneticists do not simply "question the utility" of the race concept. They demonstrate that it is arbitrary and internally inconsistent—through migration, miscegenation and genetic redistributions,

See Public Forum, page 9



**Public Forum,** *from page 8*

counts of three races become four, five, six, sixteen, . . . and endlessly multiplying races mean no stable boundaries, and, therefore, no races. Duster's question, why we should measure race, presupposes the validity of a concept that self-deconstructs. What are "we" supposed to be measuring? Certainly not race, which is a conceptual nullity. Deeming race a social construct does not foreclose the necessity to evaluate it with the same logical rigor with which we assess, for example "class." Nor are our social and economic lives integrally organized around race, as Duster suggests. Census bureau officials, sociologists, and other academic researchers are attempting to ground our lives in the racial classification that Professor Duster endorses. He then alludes to some of the effects of these attempts—racial profiling and various forms of discrimination and exclusion—as a reason to continue racial classification.

Duster and other sociologists continue to refer to "race," when it is racial classification that is at the root of "racial formation" and "racialization." Avoiding reference to the human (read *human beings* in government, media, and educational agencies) practice of allocating persons to racial groups, allows "race" to be treated as a *deus ex machina*. Professor Duster and the sociologists in his Committee are determined not to address the issue of racial classification in order to continue studying "race." Even so, Duster implicitly admits that sociologists do not study race. Rather, they study the social structural conditions that generate racial definitions of situations, that is, how identities, interests, and actions are racialized through racial classification. Similarly, government agencies and academic researchers do not "collect" racial data; they manufacture them, and in the process they offer bribes to persons—affirmative action plums—and sometimes insist that persons confess to belonging to a racial or ethnic group. Racial data are not things "out there" that are collected; they are generated by the racial classification of persons. The government and academic manufacturing of "races" and racial consciousness should not be obscured by the innocent sounding term *collect*. People write letters. Postal workers collect the mail. Government agencies and educators place individuals in racial groups, and quantify and compare their experiences. These practices could be called *race-ism*.

ASA's continued support for these practices—and here it is instructive to compare the Association's recent statement with that of the American Anthropological Association at [www.aaanet.org/stmts/racepp.htm](http://www.aaanet.org/stmts/racepp.htm)—reveals that some sociologists are refusing to reason soundly, for it should be clear that the "collection" (sic) of racial data foments separatist racial identities and promotes practices of in-group/out-group inclusion and exclusion. The argument that we must continue to collect racial data and study race because people believe in race and act out racial prejudices reflects an infantile level of reasoning and is particularly self-serving. How can people not "believe in race" when official institutions and academic researchers insist that they label themselves racially? How can people avoid racial self-classification and group allocation when the most potent belief-formative institutions in society (e.g., schools, media, and places of employment) continually bombard people with notions of their racial difference? In other words, the ASA statement proposes that sociologists continue to investigate the consequences of their own practices, but it does not own up to these practices. Out of thin air people

are said to "believe in race." ASA acts as if the billions of dollars spent on racial research, as well as the construction, dissemination, measuring, and comparing of racial experiences, are not only innocent and neutral but also incapable of influencing people's self-awareness, interests, and actions.

In pledging its support for the official "collection" of racial data, ASA puts itself in the forefront of collaboration with officialdom in the racialization of identities and social relations. Sociology is to be more fully incorporated into a state apparatus, the census bureau. Nevertheless, are not sociologists obliged to collaborate with government, Republicans, Democrats, and corporate leaders in their propagation of "race relations"? Such collaboration does not square with the "value neutral" and "ideological" reservations and strictures voiced by Max Weber and Karl Marx. More significantly, if sociologists continue to scorn sound reasoning in the name of reality and racial liberation, what makes their practices liberating? Sound reasoning, sound values, and justice are inseparable.

Almost a generation ago, Peter Berger advised sociologists: "The sociologist ought, therefore, to have difficulties with any set of categories that supply appellations to people—"Negroes," "whites," "Caucasians," or, for that matter, "Jews," "Gentiles," "Americans," "Westerners." In one way or another, with more or less malignancy, all such appellations become exercises in "bad faith" as soon as they are charged with ontological implications." (P. Berger, *Invitation to Sociology*, 1963). It is in this sense that ASA can be said to have betrayed the sociological tradition.

Yehudi Webster, California State University-Los Angeles; [ywebste@calstatela.edu](mailto:ywebste@calstatela.edu)

**Reply to Webster**

I welcome a vigorous debate with Yehudi Webster and anyone else who has read the official *Statement of the American Sociological Association on the Importance of Collecting Data and Doing Social Scientific Research on Race* [see September/October 2002 *Footnotes*, page 1] and disagrees with its fundamental tenets. But let us try to keep this debate on a track to clarify if, when, and why we disagree.

For example, nowhere in the *Statement* is it suggested that sociologists should measure race as if it were a fixed category with clear delineations. Quite the opposite, the statement characterizes race as a fluid and contingent set of classifications that vary across regions and nations, and over time and space even within in the same society. What the statement does say is that sociologists need to continually evaluate and assess the effects of the ways in which people living in a society use their conception of race as a stratifying practice.

The prologue to the statement anticipates Webster's concern about the conception of "race":

*Sociologists have long examined how race—a social concept that changes over time—has been used to place people in categories. Some scientists and policymakers now contend that research using the concept of race perpetuates the negative consequences of thinking in racial terms. Others argue that measuring differential experiences, treatment, and outcomes across racial categories is necessary to track disparities and to inform policymaking to achieve greater social justice.*

And the statement proper also anticipates Webster's concern:

*Although racial categories are legitimate subjects of empirical sociological investigation, it is important to recognize the danger of contributing to the popular conception of race as biological. Yet refusing to employ racial categories for administrative purposes and for social research does not eliminate their use in daily life, both by individuals and within social and economic institutions. In France, information on race is seldom collected officially, but evidence of systematic racial discrimination remains (31, 10). The 1988 Eurobarometer revealed that, of the 12 European countries included in the study, France was second (after Belgium) in both anti-immigrant prejudice and racial prejudice (29). Brazil's experience also is illustrative: The nation's then-ruling military junta barred the collection of racial data in the 1970 census, asserting that race was not a meaningful concept for social measurement. The resulting information void, coupled with government censorship, diminished public discussion of racial issues, but it did not substantially reduce racial inequalities. When racial data were collected again in the 1980 census, they revealed lower socio-economic status for those with darker skin (38).*

I turn now to address what I take to be Webster's main concern—the charge that social scientists who study the phenomenon contribute significantly to the perpetuation of racial inequalities. That, of course, is an empirical question—one that should neither be made nor dismissed with glib assertions. Webster and I do agree that sociologists should not be "measuring race." This language conjures up the image of craniometry of the 19<sup>th</sup> century, of researchers trying to see who fits in what racial categories. But while we agree that sociologists should not be measuring race in that sense, I take the position that re-search in the discipline should be assessing and evaluating the social impact of the way race is deployed to provide or deny access to resources that shape life chances.

One other point of agreement is also worth mentioning: describing races as socially constructed does not relieve the responsibility to use analytic and methodological rigor to study the manner in which racial categories are deployed.

Our disagreement lies in where to assign agency in the classification and treatment of people. Professor Webster argues that by using the category of race, sociologists are reifying the concept and thereby are complicit in its continued use. The core of our disagreement revolves around the following facts:

- It is not sociologists who as mortgage lenders selectively allocate bank and mortgage loans, and *systematically* provide those loans to whites at a rate double that for people of color (an empirical finding that emerges independent of loan applicants' social class). But it is sociologists' legitimate role to assess and evaluate the effects of those practices. This is an empirical matter supported by an impressive body of scientific literature.
- It is not sociologists who closed factories in northern cities, where the ratio of whites to people of color was 1:2, and then re-opened them in areas of the sunbelt where the ratio of whites to those of color was at least 4:1. But it is sociologists' legitimate role to assess and evaluate the social, cultural, and economic effects of those practices.
- It is not sociologists who differentially dispense medical treatment for heart disease based upon phenotype, but it is

physicians who are using their own racial categories in classifying patients (another empirical finding that is independent of patients' social class). But it is the medical sociologist's legitimate role to assess and evaluate the effects of these practices.

- It is not sociologists who as law officers arrest youth differentially at a rate of 7:1 by racial category, ultimately resulting in an incarceration rate that has moved from 2:1 in 1930 to 8:1 in 2002, by race. But it is sociologists' legitimate role to assess and evaluate the effects of these practices.
- It is not sociologists who dump toxic chemical waste in or near communities of color in quantities more than five times those dumped in areas in which there are all-white communities.
- Finally, it is not sociologists who use the DNA analysis of several sets of markers to generate "ethnic estimation" (in practice, a re-inscription of Linnaeus' 1735 taxonomy of races) for forensic purposes and for the tailored development, marketing, and delivery of pharmaceuticals. Rather, it is molecular geneticists, biotechnology firms, and forensic scientists who are engaged in these practices. What sociologists should *not* do is blandly repeat the public pronouncements of "certain" human molecular geneticists while ignoring a hugely significant development of the sometimes-subtle re-insertion of race in the pharmacotoxicology and pharmacogenomics literature.

I would not expect Professor Webster necessarily to be aware of these developments, but before he asserts what "certain" contemporary biologists and geneticists have discovered and discarded, he needs to be certain he is aware of the fuller range of the literature of the last decade, in which the practical implications of the significant body of research on "ethnic estimation" using DNA markers is profoundly consequential.

It will not suffice in a serious debate for social scientists to bury their heads in the sand, lifting them out only occasionally to incant the demonstrably false assertion that "science" has transcended race—citing only "certain geneticists." A full review of the contemporary literature and the current debates about the use of the concepts of ethnicity and race in biomedical and forensic research will reveal that many of the key researchers and practitioners in this domain often confuse and conflate the genetic with the biological and the cultural. Anyone who asserts that race is a dead issue in genetics and biomedical research is completely unaware of the current smoldering concerns of the vanguard work with the emerging Haplotype Map of the Human Genome Project. It is the sociologist's legitimate role to assess and evaluate the effects of these practices.

With Webster, I urge my colleagues to read the *American Anthropological Association's Statement on "Race"* ([www.aaanet.org/stmts/racepp.htm](http://www.aaanet.org/stmts/racepp.htm)) and to compare it with the ASA statement on race: ([www.asanet.org/media/racestmt02.pdf](http://www.asanet.org/media/racestmt02.pdf)). The AAA statement characterizes the unhappy history of the uses and abuses of the concept but stops short of recommending what implications there are for contemporary social science research. In that sense, the ASA statement can easily be read as an invaluable complement, even necessary sequel, to the anthropologists' statement.

Troy Duster, New York University; [troy.duster@nyu.edu](mailto:troy.duster@nyu.edu) □

# Call for Nominations for 2003 ASA Section Awards

## Aging and the Life Course

**Award for Distinguished Scholarship:** This award honors a scholar in the field of aging who has shown exceptional achievement in research, theory, policy analysis, or aging and the life course. Please describe the nominee's contributions that are the basis for your suggestion. Additional letters of support are not required but are encouraged. Nominations should be submitted by April 1, 2003, to: Eileen Crimmins, Andrus Gerontology Center, University of Southern California, 3715 McClintock St., Los Angeles, CA 90089-0191; (213) 740-1707, crimmin@usc.edu.

**Graduate Student Paper Award:** The section invites original student papers on any topic related to sociology of aging and the life course. Papers co-authored with faculty members are ineligible. Papers already published are eligible if they appeared in print after January 1, 2000. Self-nominations are encouraged. An award of \$250 is presented to the winner at the Business Meeting of the Section, held during the ASA Annual Meeting in August of each year. Send three (3) copies of the nominated paper in the ASA format by June 1, 2003, to: Merrill Silverstein, Andrus Gerontology Center, University of Southern California, 3715 McClintock St., Los Angeles, CA 90089-0191; (213) 740-1713, merrills@usc.edu.

## Children and Youth

**The Student Paper Award:** This award may be given for any paper written when the author was a student. The paper must have made a "public appearance" in 2002 or 2003. More specifically, a paper is eligible for the award if it was: submitted as a partial requirement for a class or seminar held in 2002 or 2003; presented at professional meeting in those years; or accepted for publication or appeared in print in those years. Faculty and students are invited to nominate student papers. Individuals may also nominate particularly outstanding papers that they have read in published form or that were read at professional meetings. The deadline for submission of student papers is April 15, 2003. Send five copies of the paper to: Barrie Thorne, Department of Sociology, 410 Barrows Hall, University of California, Berkeley, CA 94720-1980; (510) 549-0803, thorne@socrates.berkeley.edu.

**The Distinguished Contributions Award:** The Section is initiating a Distinguished Contributions Award with a three-year rotation of focus. In 2003 the award will be given for Distinguished Contributions Early in a Career of Research and Teaching on the Sociology of Children and Youth. Nominees must have received a PhD within the six calendar years prior to the nomination deadline of April 15, 2003. This award may be for a specific piece of scholarship or a corpus of work. Contributions to teaching may also enhance a nomination. Nominations should include a letter detailing the nominee's contributions, a curriculum vita, and a piece of written scholarship. Supporting documentation of teaching and related activities may be additionally submitted if desired. Please send five copies of all nomination materials to: Elizabeth Cooksey, Department of Sociology, 300 Bricker Hall, 190 N. Oval Mall, The Ohio State University, Columbus, OH 43210; cooksey.1@osu.edu.

## Community and Urban Sociology

**Robert and Helen Lynd Award:** The Robert and Helen Lynd Award recognizes distinguished career achievements in community and urban sociology. Nominations should consist of (a) a brief letter summarizing the nominee's contributions to the field, including scholarship and engagement in applied sociology and social change, and (b) supplementary materials such as a curriculum vitae, biographical sketch, or additional

letters of support. Do not submit copies of the nominee's publications. Please send nominations by January 31, 2003, to: Hilary Silver, Department of Sociology, Brown University, Providence, RI 02912 or to Hilary\_Silver@brown.edu.

**Robert E. Park Award:** The Robert E. Park Award goes to the authors of the best book-length research monograph or the best scholarly article in community and urban sociology published in the past two years. Nominations are now being sought for books and articles that appeared in 2001 or 2002. Nominations should include standard bibliographic information about the work and a brief comment on its merits. Please send book nominations to: Gregory D. Squires, Department of Sociology, George Washington University, 801 22nd Street, NW, Phillips Hall, Room 409, Washington, DC 20052 or to squires@gwu.edu; Karyn Lacy, Department of Sociology, Emory University, Tarbuton Hall, Atlanta, GA 30322 or to klacy@emory.edu. The deadline for both book and article nominations is January 31, 2003.

**Student Paper Award:** The CUSS Student Paper Award recognizes the best student paper in community and urban sociology. The competition is open to both published and unpublished papers completed in the last two years (2001 or 2002). Papers must be written by students. Though sole- and multiple-authored papers are acceptable, no student-faculty collaborations will be considered. Please send three hard copies of the paper, with contacting information on all authors, to: Krista Paulsen, Department of Sociology, Anthropology, and Criminal Justice, University of North Florida, Jacksonville, FL 32224. Alternatively, the paper can be sent as an e-mail attachment (MS Word or RTF format) to kpaulsen@unf.edu. The deadline for nominations is January 31, 2003.

## Communication and Information Technologies

**Lifetime Achievement Award:** This award recognizes a person with a career of distinguished contributions toward advancing the understanding or use of computing technology in sociology through research, innovations, or service. Please send nominations indicating the name of the nominee, institutional affiliation, and a brief explanation reflecting the nature of the contributions by March 1, 2003, to: Dean Savage, Department of Sociology, Queens College, 64-15 Kissena Blvd., Flushing, NY 11367; savage@troll.soc.qc.edu.

**Outstanding Contributions to Instruction Award:** This award is given for the development of a computing application or applications that provide innovative developments to enhance instruction in undergraduate sociology. Please send nominations by March 1, 2003, to: Thomas Van Valey, Department of Sociology, Western Michigan University, 2420 Sagren Hall, Kalamazoo, MI 49008; thomas.vanvaley@wmich.edu.

**Graduate Student Paper/Software Award:** This award is for an outstanding research paper, the innovative use of existing computer software, or the design and implementation of new software by a graduate student. Research papers should address topics subsumed by the section's name (e.g. the sociological analysis of computer systems, information technologies). Papers should be no longer than 30 typed, double-spaced pages (excluding bibliography). Submissions involving new or existing software should include detailed descriptions of the project and, if possible, copies of the software. Submissions must be postmarked/e-mailed by May 15, 2003. Submissions should be in PDF format and should be emailed to: Janet Salaf at salaff@chass.utoronto.ca (Department of Sociology, University of Toronto, 725

Spadina Avenue, 3rd Floor, Toronto, ON M5S 2A1, Canada).

## Comparative Historical Sociology

**Barrington Moore Award:** The section awards the Barrington Moore Award every year to either the best article or the best book (in alternating years) in the areas of comparative and historical sociology. This year's award is for the best article. Articles may be nominated by authors or by other section members. Nominated publications should have appeared in the two years prior to the year in which they are nominated. Deadline Feb. 1 Chair: James Mahoney, Brown University, Department of Sociology, Providence, RI 02912; james\_mahoney@brown.edu.

**Reinhard Bendix Student Paper Award:** Every year the section awards the Reinhard Bendix Award for the best student paper. Submissions are solicited for papers written by students enrolled in graduate programs at the time the paper was written. Students can self-nominate their finest work or can be nominated by their mentors. Deadline Feb 1. Chair: Peter Stamatov, Department of Sociology, University of California, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032-8228; stamatov@ucla.edu.

## Crime, Law and Deviance

**Albert J. Reiss Distinguished Scholar Award:** Given in recognition of the contributions to criminological understanding made by Albert J. Reiss, Jr., the award is presented every other year to the author(s) of a book or a series of articles published in the last five years and constituting a major contribution to the study of crime, law, and deviance. If suitable awardees of either type cannot be found, the Committee, at its discretion, may give the award to an individual for a "lifetime of outstanding scholarship." Nominations must be specific, indicating clearly both the nominee and the book or body of work. Nominations must be accompanied by a specific list of the work(s) to be reviewed and a brief statement of why it merits recognition. Nominators also must send or arrange to have sent to the Committee chair six copies of the listed work(s). The Committee will review only the work that is nominated and submitted. Send nominations to: Lawrence W. Sherman, Jerry Lee Center of Criminology, The Fels Building, 3814 Walnut Street, Philadelphia, PA 19104-6197. Deadline for nominations is April 1, 2003.

**Student Paper Award:** The ASA Section on Crime, Law, and Deviance announces its annual Student Paper Award. The winner will receive \$500 to offset the cost of attending the 2003 ASA meetings. Papers should not exceed 30 double-spaced pages and should follow the manuscript preparation guidelines used by the American Sociological Review. Co-authored papers are acceptable if all authors are students. Submit five printed copies to Rodney L. Engen, Department of Sociology and Anthropology, Box 8107, NC State University, Raleigh, NC 27695-8107. Email correspondence to: rod\_engen@ncsu.edu. Submission deadline is April 30, 2003.

## Culture, Sociology of

**Best Book:** The section seeks nominations of books published in the past three years (2001-2003) for the 2003 "Best Book Award." Section members, authors, or publishers may nominate books. Send nominating letters including a description of the book and its significance to the three members of the Best Book Award committee; nominators should ask publishers to send three copies of the books. The award will be announced at the Section Business meeting at the 2003 ASA Annual Meeting (winner will be notified in advance). Deadline for nomina-

tions is March 1, 2003. Send materials to: Wendy Griswold, Department of Sociology, Northwestern University, 1810 Chicago Ave., Evanston, IL 60208; w-griswold@northwestern.edu; Jon Cruz, 963 West Campus Lane, Goleta, CA 93117; cruz@mail.lsit.ucsb.edu; and Mark A. Schneider, Department of Sociology MC 4524, Southern Illinois University, Carbondale, IL 62901; masch@siu.edu.

**Best Article:** Works published in 2000, 2001, and 2002 are eligible for the Best Article Award. Authors can submit their own work or nominations may be made by others. The award will be announced at the Section Business meeting at the 2003 ASA Annual Meeting (winner will be notified in advance). The deadline for nominations is March 1, 2003. Send three copies of the article to: Tim Dowd, Department of Sociology, Emory University, Tarbuton Hall, Atlanta, GA 30322; (404) 727-6259, tdowd@soc.emory.edu.

**Best Student Paper:** Any work (published or unpublished but not previously submitted for the student prize) by someone who is a student at the time of the submission is eligible for the Best Student Paper Award. Authors can submit their own work or nominations can be made by others. This award includes a \$300 prize to reimburse part of the cost of attending the 2003 ASA Annual meeting. Deadline for nominations is March 1, 2003. Send three copies of the paper to: Noah Mark, Department of Sociology, Bldg 120, Room 160, Stanford University, Stanford, CA 94305; (650) 725-0052; nmark@leland.stanford.edu.

## Economic Sociology

**Distinguished Book Award:** The Economic Sociology Section solicits nominations for the 2003 Distinguished Book Award for an outstanding book published in the field of economic sociology. The book must be published between 2000 and 2002 and should not be an edited or reprinted volume. Self-nominations are discouraged. In nominating a book for the award, please include a brief comment on the book's merits and its contribution to economic sociology. The deadline for nominations is January 15. Please send nominations to: Karin Knorr Cetina, Department of Sociology, University of Konstanz, Box D-46, D-78457 Konstanz, Germany; karin.knorr@uni-konstanz.de.

**Graduate Student Paper Award:** The Economic Sociology Section solicits nominations for the 2003 Graduate Student Paper Award for an outstanding student paper in the field of economic sociology. Authors can submit their own work; in addition, professors are encouraged to nominate papers on behalf of their students. Jointly authored works are eligible, as long as all authors have student status. Nominations should include a brief statement explaining why the paper is deserving of the award. The deadline for nominations is March 15. Please send three copies of the paper to: Paul Hirsch, Kellogg Graduate School of Management, Leverone Hall, Evanston, IL 60208-2011; paulhirsch@kellogg.nwu.edu.

## Education, Sociology of

**Willard Waller Award for Distinguished Scholarship:** The award, to be presented at the 2003 Annual Meeting, will be for a book published in the Sociology of Education in 2000, 2001, or 2002. Nominations should be sent by February 1, 2003, to: Julia Wrigley, CUNY Graduate Center, PhD Program in Sociology, 365 Fifth Avenue, New York, NY 10016; (212) 817-8771, jwwrigley@gc.cuny.edu.

**David Lee Stevenson Graduate Student Paper Award:** This award is given for an

Continued on next page

## Nominations, from page 10

outstanding paper written by a graduate student or students on a topic in education. The author or first author must be a graduate student at the time of submissions, and all authors must have been graduate students when it was written. Nominations from members of the section and self-nominations are welcome. Please send submissions by February 1, 2003, to: Roslyn Mickelson, University of North Carolina, Charlotte, Department of Sociology, Charlotte, NC 28223; (704) 687-4075, (704) 687-3091, rmicklsl@email.uncc.edu.

### Emotions, Sociology of

**Lifetime Achievement Award:** Nominations are sought to honor a member of the Section with a record of several decades of scholarly work (books and/or articles) of exceptional merit and who has developed and extended the sociology of emotions empirically, theoretically, or methodologically. To submit a nomination, please send a cover letter supporting the nomination and a curriculum vitae of the nominee by March 1, 2003, to: Jonathan H. Turner, Department of Sociology, University of California, Riverside, CA 92521; jonathan.turner@ucr.edu.

**Outstanding Recent Contribution Award:** Nominations are sought to honor a member of the Section for publishing the most outstanding refereed journal article published during the preceding three years (2000-2002) that advances the sociology of emotions empirically, theoretically, or methodologically. To submit a nomination please send a cover letter stating how the article advances the field of emotions by March 1, 2003, to: Martha Copp, Department of Sociology and Anthropology, East Tennessee State University, Johnson City, TN 37614-1702; coppm@access.etsu.edu.

**Graduate Student Paper Award:** Nominations are being sought to honor a member of the Section for the most outstanding, article-length graduate student paper that contributes to the sociology of emotions empirically, theoretically, or methodologically. Authors of eligible papers must be graduate students at the time of the paper's submission. Multiple-authored papers are eligible for the award if all authors are graduate students. Papers submitted for presentation or publication and those already presented or published are eligible, as well as unpublished and yet-to-be presented papers. To submit a nomination, please send three copies of the paper and a cover letter stating how it advances the sociological study of emotions by March 1, 2003, to: Frank Falk, Department of Sociology, The University of Akron, Akron, OH 44325-1905; rfalk@uakron.edu.

### Family, Sociology of

**Award for Distinguished Scholarship or Service:** This award is designed to recognize the collective career or major service contributions of a sociologist's work in the field of sociology of the family. Nominees for the award should be members of the American Sociological Association but do not necessarily need to be members of the family section. The distinguished career award recognizes the entire body of the person's work as it relates to the sociology of the family (not just one publication). Major service to the field is defined as those developments that have made a substantial impact on research in the family (for example, data banks, analysis techniques, scholarly writings). The deadline for nominations is March 1, 2003. For each nominee, a one-paragraph description of biographical facts and major works or a rationale for the nomination should be sent to: Paula England, Department of Sociology, Northwestern University, 1810 Chicago Avenue, Evanston, IL 60208-1330; (847) 491-7488, p-england@northwestern.edu.

**William J. Goode Best Book Length Contribution to Family Sociology Award:** This

award is given for a book published within the past two years (2001, 2002) in the sociology of the family. Criteria for entry include the centrality of family sociology to the research question addressed, conceptual development, methodological soundness, and impact on the field. To nominate a book for consideration (including self-nomination), send publication information by January 15, 2003, via mail or e-mail to: Kathleen Gerson, Department of Sociology, New York University, New York, NY 10003; (212) 998-8376, Kathleen.gerson@nyu.edu.

**Award for Outstanding Graduate Student Paper in the Sociology of the Family:** Papers (with a maximum length of 35 pages in total, including an abstract of no more than 150 words, text, tables, figures, references, and footnotes) submitted for this award must be entirely student-authored, and they must deal with an important theoretical issue or significant empirical problem in the field of sociology of the family. The award includes \$500 towards travel expenses to attend the 2003 Annual Meeting in Atlanta, GA, where the award is presented. Eligible student authors include master's students and pre-doctoral students who are currently enrolled in a graduate program or who have graduated no earlier than December of 2002. Papers that have been accepted for publication remain eligible for submission. The name, address, telephone number, email address, and/or fax number, and institutional affiliation of the author must be indicated on the title page, along with graduate student status (year in the program and expected date of MA or PhD degree). Support letters from faculty advisors are unnecessary and not encouraged. The deadline for submission is April 1, 2003. Please send four hard copies (or an electronic copy) of the paper to: Lynn White, Department of Sociology, University of Nebraska, Lincoln, Lincoln, NE 68588-0324; (402) 472-6005, lwhite3@unl.edu.

### History of Sociology

**Graduate Student Paper Award:** Students enrolled (full or part-time) in a graduate sociology program as of February 15, 2003, may submit one scholarly paper for consideration. The submission may be a sociology seminar paper, an article submitted or accepted for publication in a sociology journal, or a single chapter from a sociology thesis or dissertation. The submission must focus on a theoretical issue or empirical problem central to the History of Sociology. Eligible students are invited to send three copies of a cover letter and three copies of their paper to arrive no later than February 15, 2003, to: Ruth Chananie, Department of Sociology, Southern Illinois University, Mail Code 4524, Carbondale, IL 62901-4524; (618) 549-1745, chananie1@hotmail.com. All members of the selection committee are graduate students. Members of the Graduate Student Award Committee are ineligible for the current Award.

**Distinguished Scholarly Book Award:** This award honors sociologists who make significant contributions to the field of History of Sociology through writing books on the "cutting edge" of sociological inquiry. Monographs and edited scholarly works published in 2000, 2001, 2002, or 2003 are eligible. The author/editors must be sociologists. Self-nominations are invited. To nominate a book, please send, to arrive no later than February 15, 2003, one copy of the book and a two-page letter highlighting the book's significant contribution to the history of sociology to: Linda Rynbrandt, Department of Sociology, Grand Valley State University, Allendale, MI 49401; (616) 895-2871, rynbranl@gvsu.edu. Members of the Distinguished Scholarly Book Award Committee are ineligible for the current award.

**Distinguished Scholarship Career Award:** This award honors sociologists who have

made significant contributions to the field of History of Sociology throughout their careers. Nominees must be sociologists. Self-nominations are invited. Nominees should demonstrate dedication, innovation, and outstanding contributions to the history of sociology. To nominate a person for this award, send a nomination letter, vita, and samples of the nominee's work in the history of sociology, to arrive no later than February 15, 2003, to: Jill Niebrugge-Brantley, Department of Sociology, American University, Washington, DC 20016; (202) 885-2484 or (202) 885-2475, niebran@attglobal.net. Self-nominations should be accompanied by a letter of support from a member of the American Sociological Association. Members of the Distinguished Scholarly Career Award Committee are ineligible for the current award.

### International Migration

**Distinguished Career Award:** The Section on International Migration invites nominations for the 2003 Distinguished Career Award. The award, which is given biannually, recognizes a lifetime of contribution to the field of the sociology of international migration. The first award was given to Alejandro Portes in 1998. The letter of nomination should include a statement of the lasting significance of the research conducted by the nominated scholar over the course of her or his career. The nomination should also include a copy of the scholar's curriculum vitae, and an assurance that the nominee has given her or his permission for the nomination for the award. To be eligible for the Distinguished Career Award, scholars must be members of the American Sociological Association and the Section on International Migration at the time of the receipt of the award (not required at the time of nomination). Officers and members of the Section Council are not eligible to be nominated while they are in office. All nominated candidates will remain active for at least two rounds of the award. Nominations will be evaluated by the voting members of the Council of the Section. Please submit all nominations by March 15, 2003, to: Roger Waldinger 264 Haines Hall 375 Portola Plaza University of California, Los Angeles Los Angeles, CA 90095-1551; waldinger@soc.ucla.edu.

**Thomas and Znaniecki Distinguished Book Award:** The Thomas and Znaniecki Distinguished Scholarship Award is given annually to the outstanding book or research monograph in the sociology of immigration published during the preceding two years. Named after the authors of the landmark classic, *The Polish Peasant in Europe and America*, the award will be given in August for works published in 2001 and 2002. Please send the name and publisher of the book you are nominating to Ivan Light, the committee chair, by Feb. 1. A letter nominating the book must be sent by March 1. All section members are urged to submit their own nominations for what they consider to have been the most outstanding book or books published in the field in 2001 or 2002. Professor Ivan Light, Chair Thomas and Znaniecki Award Committee, 264 Haines Hall 375 Portola Plaza Los Angeles, CA 90095-1551; light@soc.sscnet.ucla.edu.

**Distinguished Student Paper Award:** The section on International Migration invites nominations and submissions for its annual graduate student paper competition. All papers on the topic of international migration (broadly defined) authored by graduate students during 2001, 2002, and the spring of 2003 are welcome. Papers co-authored with faculty members cannot be considered. We urge members to send nominations and submissions. Please send a brief letter of nomination and a copy of the paper to Steven Gold and Luis Falcon by May 15. Steven J. Gold, Professor and

Associate Chair, Department of Sociology, Michigan State University, East Lansing, MI 48824-1111, Phone (517) 353-6352, Fax (517) 432-2856, E-Mail gold@msu.edu; Luis M. Falcon, Chair, Department of Sociology and Anthropology, Northeastern University, 360 Huntington Avenue, Boston, MA 02115, Phone (617) 373-4988, e-Mail falcon@neu.edu.

### Latino/a Sociology

**Award for Distinguished Contribution to Research:** This award is given in recognition of significant contributions made to research in the field of Latina and Latino Sociology. The contribution may be an exceptional single work, several pieces of work, or significant cumulative work completed throughout a professional career. Nominations should include a letter of no more than two pages and the vita of the nominee. Please send nominations by April 8, 2003, to: Mary Pardo, Chicana/o Studies Department, California State University, Northridge, 18111 Nordhoff, Northridge, CA 91330; mary.pardo@csun.edu.

**Award for Distinguished Contributions to Teaching and Service:** This award honors outstanding contributions made to teaching and service in the field of Latina and Latino Sociology. The contributions may include publications related to teaching, workshops, program development, innovative teaching techniques, contributions to local or national associations, and service to the community or to an academic institution. Nominations should include a letter of no more than two pages, a vita of the nominee, and any supporting materials (such as course materials, publications, or other evidence of contributions). Please send nominations to: Mary Pardo, Department of Chicana/o Studies, California State University, Northridge, 18111 Nordhoff, Northridge, CA 91330. The deadline for nominations is April 8, 2003.

**Cristina Maria Riegos Distinguished Student Paper Award:** This award is given in memory of the spirit, activism, and scholarship of a Latina Sociologist who graduated cum laude from Brown University in 1993, won the Latina/Latino Section Distinguished Paper Award in 1995, and was attending the Department of Sociology at UCLA when she passed away from lymphoma in 1998. This award is given for the best paper dealing with a theoretical issue or empirical problem in the field of Latino and Latina Sociology. The award is open to undergraduate, graduate, or PhD students. Nominations should include a letter of nomination, a vita of the nominee, and a copy of the paper to: Mary Pardo, Department of Chicana/o Studies, California State University, Northridge, 18111 Nordhoff, Northridge, CA 91330. The deadline for nominations is April 8, 2003.

### Mathematical Sociology

**Outstanding Article Publication Award:** This award is given for an outstanding article published in mathematical sociology in the past three calendar years (2000-2002). The award will be shared equally if the publication has more than one author. A formal nomination, five copies of the nominated article, and contact information for the author(s) must be sent to the Section Chair by March 1, 2003. Please send nominations to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.

**Graduate Student Paper Award:** The award is for the best paper written or published during the past three calendar years (2000-2002). The award covers round-trip travel for one person to the ASA Annual Meeting at which the award is conferred. Papers can be published or unpublished. A dissertation chapter, but not the entire dissertation, is

Continued on next page

## Nominations, from page 11

eligible, as is a paper based on the dissertation. All authors of a nominated paper must have been graduate students at the time the paper was written. An award for a multiply-authored paper will be shared equally by the authors. Self-nominations are acceptable. A nomination consists of a cover letter in which the nominator gives a detailed justification for granting the award to the nominated paper, plus five copies of the paper and an associated abstract, and contact information (name, address, telephone number, email address) for the author(s). The deadline for nominations is March 1, 2003. Please send nominations to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.

**Outstanding Book Publication Award:** The award is for the outstanding book published in mathematical sociology in the past five calendar years (1998-2002). A formal nomination, five copies of the nominated book, and contact information for the author(s) must be sent to the Section Chair by March 1, 2003. Please send nominations to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.

### Medical Sociology

**Roberta G. Simmons Dissertation Award:** Nominations (self-nominations are acceptable) are being accepted for the 2003 award. Eligible candidates for this award must have defended their dissertations within the two academic years prior to the annual meeting at which the award is made. To be considered for the 2003 award, the candidate should submit an article-length paper (sole-authored), not to exceed 30 double-spaced pages (11- or 12-pitch font), inclusive of references. This paper may have been previously published, in press, or under review. Five (5) copies of the paper are to be sent by June 1, 2003, to: Charles Bosk, Department of Sociology, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299.

**Eliot Freidson Outstanding Publication Award:** The Friedson Award is given in alternate years to a book or article published in the preceding two years that has had a major impact on the field of medical sociology. The year 2003 award will be given to a book published between 2001 and 2002. Authored (not edited) volumes are appropriate to nominate, and when making a nomination please supply information on year of publication and publisher. Nomination letters are to be sent by May 1, 2003, to: Charles Bosk, Department of Sociology, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299.

**Leo G. Reeder Award for Distinguished Contribution:** Nominations should be made by letter and must be received by June 1, 2003. All letters of nomination should be accompanied by a copy of the nominee's curriculum vitae. Nominations should be made without the knowledge or consent of the nominee. The award is made for a distinguished career in medical sociology, which would typically include noteworthy contributions in three areas: 1) Scholarly productivity and research; 2) Teaching mentoring and training; and 3) Service to the medical sociology community. Nomination materials should be sent to: Charles Bosk, Department of Sociology, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299.

### Mental Health, Sociology of

**Leonard I. Pearlin Award for Distinguished Contributions:** This award is given for distinguished contributions to the sociological study of mental health. Thanks to a generous donation from Leonard Pearlin, the Section has created this award that is given every year. It will go to a scholar who

has made substantial contributions to the sociology of mental health in theory and/or research. Please send nominations, a CV of the nominee, and a brief letter of support to: David Mechanic, Institute for Health, Health Care Policy and Aging Research, Rutgers University, 30 College Avenue, New Brunswick, NJ 08901. The deadline for receipt of these nominations is April 1, 2003.

**Award for the Best Dissertation in Mental Health:** This award is given for the best doctoral dissertation in the area of the sociology of mental health. The dissertation should be completed within the academic year of 2001-2002 or 2002-2003. Please send a brief letter of nomination support, a paper based on the dissertation (or dissertation synopsis), and include a CV of the nominee, to: David Mechanic, Institute for Health, Health Care Policy and Aging Research, Rutgers University, 30 College Avenue, New Brunswick, NJ 08901. The deadline for receipt of these nominations is April 1, 2003.

**Award for the Best Publication in Mental Health:** This award is given for the best published article, book, or book chapter in the area of the sociology of mental health. The publication should have been published between 2001-2003. This award is given every other year (and will be given in 2003). Nominations can be made; in addition, the awards committee will search for publications to be considered for the award. Please send nominations, a CV of the nominee, and a brief letter of support to: Professor David Mechanic, Institute for Health, Health Care Policy, and Aging Research, Rutgers University, 30 College Avenue, New Brunswick, NJ 08901. The deadline for receipt of these nominations is April 1, 2003.

### Methodology

**Paul F. Lazarsfeld Memorial Award:** The Award recognizes a scholar who has made outstanding contributions to methodology in social science. This notice invites nominations for the award for 2003. Kenneth A. Bollen (bollen@unc.edu) has agreed to chair the award committee; its other members are Professor Robert Mare (University of California, Los Angeles) and Lawrence Wu (University of Wisconsin). Please send nominations to Bollen at the e-mail address above; alternatively, you may send them to: Kenneth A. Bollen, Department of Sociology, CB 3210, Hamilton Hall, University of North Carolina, Chapel Hill, NC 27599-3210; (919) 962-7501, Fax: (919) 962-7568, bollen@unc.edu. The deadline for nominations is June 15, 2003. The winner will be announced at the upcoming August 2003 ASA meetings.

### Organizations, Occupations and Work

**2003 Max Weber Award for the Best Book Published in the Past Three Years:** Send all material to: Ivar Berg, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia, PA 19104-6299, ivberg@sas.upenn.edu.

**2003 W. Richard Scott Award for the Best Paper Published in the Past Three Years:** The Organizations, Occupations and Work Section of the ASA solicits nominations for the 2003 W. Richard Scott Award. This award is given annually to a paper published within the last three years and selected by a committee as making a significant contribution to the study of occupations and/or organizations. Three copies of the nominated paper, a letter supporting the nomination, and nominee contact information (address, phone, and e-mail) should be sent to: Pamela Tolbert, School of Industrial and Labor Relations, Cornell University, Ithaca NY 14853.

**2003 James Thompson Award for Best Paper Written by a Graduate Student:** Send all material to: Joyce Tang, Department of Sociology, Queens College, CUNY, 6530

Kissena Boulevard, Flushing, NY 11367-1597; tanqc@qcunix.acc.qc.edu.

### Peace, War and Social Conflict

**Elise M. Boulding Student Paper Competition:** The Peace, War & Social Conflict Section invites undergraduate and graduate students to submit a paper on any topic related to the sociology of peace, war, military institutions, or social conflict. Possible topics include (but are not limited to): the causes and dynamics of war, peace movements, conflict and conflict resolution, ethnic conflict, terrorism and responses to terrorism, and military institutions. The undergraduate and graduate winners will each receive \$150 toward the cost of travel to the American Sociological Association Meeting in Atlanta, Georgia, August 16-19, 2003. Papers must have been written within the past two years. They must be typed, double-spaced with a 12-point font. Papers may be no longer than 25 pages, including tables, illustrations, and references. Each submission should include a separate cover page giving a paper title and listing the author's name and contact information. The cover page should also indicate whether the paper was written as an undergraduate or graduate student paper. No student identifying information should be included in the body of the manuscript. All students will be notified electronically about their submission and the final selections. Papers should be submitted electronically to: Chris Bourg at mchris@stanford.edu by April 1, 2003.

**Robin Williams Distinguished Career Award:** Now is the time to make nominations for this year's award for the Robin Williams Award for a Career of Distinguishing Contributions to Scholarship, Teaching or Service. The award is intended to honor an individual with an outstanding scholarly career in the study of peace, war, genocide, military institutions or social conflict and/or important contributions to teaching the sociology of peace, war, and social conflict and/or outstanding service to the ASA Section on Peace, War and Social Conflict. Send requests for information or letters of nomination with a copy of the nominee's curriculum vitae to: Lynne Woehrl, Department of Behavioral Science and Social Work, Mount Mary College, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222; woehrl@mtmary.edu. To receive full consideration, nominations should be received before April 1, 2003.

### Political Economy of the World System

**Distinguished Book Award:** This annual award is given to an outstanding book in global or comparative-international sociology. Books published in 2000, 2001 and 2002 are eligible for consideration. A letter of nomination (including self-nominations) and a copy of the book should be sent to each of the three members of this year's award committee: Gay Seidman (committee chair), Sociology Department, 1180 Observatory Drive, University of Wisconsin, Madison, WI 53706 (seidman@ssc.wisc.edu); Jozsef Borocz, Sociology Department, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; and Jackie Smith, Sociology Department, S-415 Social and Behavioral Sciences, Stony Brook, NY 11794-4356. The deadline is April 1, 2003.

**Terence K. Hopkins Dissertation Award:** This biannual award is given to an outstanding dissertation in global or comparative-international sociology, completed in 2001, 2002 or 2003 (before the May 31 deadline). Nomination letters should detail the nature and merits of the work (Nominations should be made by the student's advisor or the scholar most familiar with the student's research. Self-nominations are not accepted). Letters of nomination, dissertation abstracts, and one copy of the dissertation should be

sent to: Beverly J. Silver, Sociology Department, The Johns Hopkins University, 3400 N. Charles St., Baltimore, MD 21218; silver@jh.u.edu. Additional copies of the dissertation may be requested at a later date. The deadline for nominations is May 31, 2003.

### Political Sociology

**Distinguished Contribution to Scholarship (Book) Award:** This award is offered annually for the outstanding recent book in political sociology. To be eligible, the book must have a publication date of 2002. The selection committee encourages self-nominations or suggestions of work by others. Nominators should include publisher contact information and arrange to have four copies of the book sent to: Diane E. Davis, Political Sociology Book Award, Department of Urban Studies and Planning, MIT, 77 Massachusetts Avenue, Room 9-521, Cambridge, MA 02139; dedavis@mit.edu. The deadline for nominations is April 1, 2003.

**Distinguished Contribution to Scholarship (Article) Award:** This award is offered annually for the outstanding recently published article in political sociology. To be eligible, submissions must have a publication date of 2002. The selection committee encourages self-nominations or suggestions of work by others. Submit four copies of nominated articles to: Philip S. Gorski, Political Sociology Article Award, Department of Sociology, University of Wisconsin, 1180 Observatory Drive, 8116B Social Science Building, Madison, WI 53706-1393; pgorski@ssc.wisc.edu. The deadline for nominations is April 1, 2003.

**Best Graduate Student Paper Award:** This award is offered annually for the best graduate student paper in political sociology. Persons who are graduate students during this academic year are invited to submit published or unpublished papers for this award. To be eligible, papers must be singly authored and have been written while the author was a graduate student and may not have been subsequently published as co-authored work. The selection committee encourages self-nominations or suggestions of work by others. Submit four copies of nominated papers to: Debra Minkoff, Political Sociology Student Paper Award, Department of Sociology, University of Washington, Box 353340, Seattle, WA 98195-3340; dminkoff@u.washington.edu. The deadline for nominations is April 1, 2003.

### Population, Sociology of

**Otis Dudley Duncan Awards:** Nominations are being accepted for the 2003 Otis Dudley Duncan Award for outstanding Scholarship in Social Demography. The Award will be presented to the author(s) of a recent book that has made significant contributions to social demography. Books published in the last three years will be considered. Send nominations to: Mark Hayward, Otis Dudley Duncan Award, Population Research Institute, Pennsylvania State University, 601 Oswald Tower, University Park, PA 16802; hayward@pop.psu.edu. The deadline for submissions is April 1, 2003.

**Student Paper Award in Social Demography:** The Population Section announces the call for papers for the Student Paper Award in Social Demography. This award consists of a plaque, a cash prize, and support for travel expenses to attend the 2003 American Sociological Association meeting. The following are criteria for submission: The unpublished or published paper can be sole-authored or have multiple student authors. While there is no page limit, papers should be as concise and focused as possible. This is not a dissertation award competition. No faculty co-authors are allowed. All of the

Continued on next page

## Nominations, from page 12

paper's authors must be either currently enrolled in graduate school or recent graduates who completed their PhD degrees on or after January 1, 2002. The paper must use a sociological perspective to address an issue of relevance to contemporary demography, broadly defined. Purely technical papers are not eligible. The paper need not be on the ASA program. Membership in the Population Section of the ASA is not a requirement for this award. Send three copies of your paper and the name and telephone number of the registrar of your degree-granting university to: Patrick Heuveline, Student Paper Award, University of Chicago, NORC and Population Research Center, 1155 East 60th Street, Chicago, IL 60637; p-heuveline@uchicago.edu. The deadline for submission is April 1, 2003.

### Race, Gender and Class

**Award Distinguished Contribution to Scholarship Book Award:** This book award recognizes scholars who have made a distinguished and significant contribution to the development of the integrative field of race, gender, and class in the publication of a "cutting edge" book that furthers sociological inquiry. We accept nominations of books published in 2002, 2001, and 2000. Authors do not need to be members of the section or sociologists. Edited collections are not eligible. The author or others may submit books. To nominate a book, send a letter of nomination not exceeding two pages that states how the book makes a significant contribution to the field of race, gender, and class. Please send nominations by February 5, 2003, to: Anthony J. Lemelle, Department of Sociology and Anthropology, Purdue University, West Lafayette, IN 47907-1365; (765) 494-4702, Fax (765) 496-1476, Lemelle@sri.soc.purdue.edu.

### Racial and Ethnic Minorities

**Oliver Cromwell Cox Award:** This annual award honors the member of Oliver Cromwell Cox. The award recognizes sociological related books or articles published in the last two years that make a distinguished and significant contribution to the eradication of racism. The committee encourages self-nominations and nominations of work by others. Nominations should include a statement, no longer than one page, explaining the book or article's contribution to the eradication of racism. The deadline for nominations is March 1, 2003. Send nominations and three copies of the nominated book or article to: James Fenelon, Department of Sociology, California State University, San Bernardino, 5500 University Parkway, FO-145, San Bernardino, CA 92407-2397; (909) 880-7291, jfenelon@csusb.edu.

**James E. Blackwell Distinguished Graduate Student Paper Award:** This award recognizes the best graduate student paper that focuses on the relation between or issues relevant to socially divided racial and ethnic groups. Eligible papers should demonstrate an integrative race, class, gender analysis, and/or make an important theoretical, methodological, or empirical contribution in the field of Race/Racism/Race Relations Studies. Race critical or innovative scholarship are encouraged, as well as scholarship that focuses on the welfare of all, rather than the promotion of any one particular group of color's social or political interests. The winner will be announced at the section reception at the 2003 meetings in Atlanta. Papers (with a maximum length of 25 pages) submitted for this award must be entirely student-authored and written while the author was a graduate student. Current graduate students and those who have completed their degree no earlier than January 2003 are eligible. Self-nominations and nominations by faculty advisors or other faculty

members are welcome. Three copies of the paper should be submitted with a cover letter indicating the student's name, address, telephone number, email address and/or fax number, institutional affiliation, graduate student status (i.e., year in the program and expected date of MA or PhD) the award includes \$300. The deadline for submissions is March 15, 2003. Please send materials to: Blackwell Distinguished Award Committee, c/o Shirley A. Jackson, Department of Sociology, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515; (203) 392-5676, jackson@southernct.edu.

**Joe R. Feagin Distinguished Undergraduate Student Paper Award:** This paper recognizes the best undergraduate student paper that focuses specifically on the relation between or issues relevant to socially divided racial and ethnic groups, uses an integrative race, class, gender analysis, and/or make an important theoretical, methodological, or empirical contribution in the field of Race/Racism/Race Relations Studies. We encourage race critical or innovative scholarship as well as scholarship that focuses on and contributes to the welfare of all, rather than the promotion of any one particular group of color's social or political interests. The winner will be announced at the section reception at the 2003 meetings in Atlanta. Papers (with a maximum length of 25 pages) submitted for this award must be entirely student-authored and written while the author was an undergraduate student. Current undergraduate students and those who have completed their undergraduate degree no earlier than January 2003 are eligible. Self-nominations and nominations by faculty advisors or other faculty members are welcome. Three copies of the paper should be submitted with a cover letter indicating the student's name, address, telephone number, email address and/or fax number, institutional affiliation, undergraduate student status (i.e., year in the program and expected date of undergraduate degree). The award includes \$200. The deadline for submissions is March 15, 2003. Please send materials to: Feagin Distinguished Award Committee, c/o Shirley A. Jackson, Department of Sociology, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515; (203) 392-5676, jackson@southernct.edu.

### Religion, Sociology of

**Book Award:** Books published during the previous two years are eligible for the 2003 award. Nominations must be received no later than March 15, 2003. Please send entries to all members of the committee: Michael Hout, Survey Research Center, University of California, 2538 Channing Way, Berkeley, CA 94720-5100; mikehout@uclink4.berkeley.edu; Marie Cornwall, Department of Sociology, Brigham Young University, Provo, UT 84602; marie\_cornwall@byu.edu; and Philip Gorski, Department of Sociology, University of Wisconsin, Madison, WI 53706; pgorski@ssc.wisc.edu.

**Article Award:** Peer-reviewed journal articles and book chapters published in the previous two years are eligible for the 2003 award. Nominations must be received no later than April 1, 2003. Please send nominations to: Richard Wood, Department of Sociology, University of New Mexico, 1915 Roma NE, SSCI #1103, Albuquerque, NM 87131-1166; rlwood@unm.edu; Susan Eisenhandler, Department of Sociology, University of Connecticut, Storrs, CT 06269-2068; eisenhan@uconn.edu; and David Smilde, Department of Sociology, University of Georgia, Athens, GA 30602-1611; dsmilde@arches.uga.edu.

**Student Paper Award:** Either published or unpublished papers are eligible, but note that if the paper is published, it may not

compete for both the student paper award and the article award. Papers of 20-40 manuscript pages (including notes, tables, and references) will be considered. Authors must be students at the time the nomination is submitted and the papers must have been presented or published in 2002 or 2003 to be eligible for the 2003 award. Nominations to must be received no later than May 1, 2003. Please send entries to: Marilyn Krogh, Department of Sociology and Anthropology, Loyola University, Chicago, 6525 N. Sheridan Rd., Chicago, IL 60626-5385, mkrogh@luc.edu.

### Sex and Gender, Sociology of

**Martin Levine Dissertation Award:** The Martin Levine Memorial Dissertation Award was established to honor the memory of Martin Levine, who died of AIDS in 1993. It provides \$3,000 to a graduate student (and \$500 to an honorable mention) in the final stages of dissertation research and writing, who is working on those topics to which Levine devoted his career: 1) the sociology of sexualities, 2) the sociology of homosexuality, and 3) HIV/AIDS research. Those wishing to be considered for the 2003 Martin Levine Award should submit five copies of their approved dissertation proposal, a letter of application indicating how their work adheres to the mandate for the award, and a letter from the chair of their dissertation committee about the work to: Michael Kimmel, Department of Sociology, SUNY, Stony Brook, NY 11794. (This letter must state that the applicant has advanced to candidacy). Applications are due on April 15, 2003.

### Sexualities, Sociology of

**Sexualities Section Graduate Student Paper Award:** This award is given to a paper authored by a student currently enrolled in a sociology graduate program. A paper may be co-authored by two or more students who would share the award (papers co-authored with faculty are not eligible). The predominant focus of the paper should be sexualities broadly defined. Papers should be manuscript length and no longer than 35 typed, double-spaced pages. An original and four copies of the paper should be sent by May 15, 2003, to: Wendy Chapkis, Department of Sociology, University of Southern Maine, 96 Falmouth St., P.O. Box 9300, Portland, ME 04104-9300.

### Social Psychology

**Cooley-Mead Award:** The Cooley-Mead Award is given annually to an individual who has made lifetime contributions to distinguished scholarship in social psychology. In addition to receiving the award, the person presents an address to the Social Psychology Section at the American Sociological Association's Annual Meeting. To nominate an individual, or for more information, contact Robert Shelly at shelly@ohio.edu.

**Graduate Student Paper Award:** The Social Psychology Section of the American Sociological Association is asking for nominations for the Graduate Student Paper Award. The paper should be article length. It can be based on a master's or doctoral thesis, course papers, or a paper submitted to a journal or conference. Co-authored papers are acceptable if the authors are students, but the prize must be shared. The recipient will receive financial support to attend the ASA meetings where the prize will be awarded. Papers can be electronically submitted to: Jeffrey Houser at jhouser@bgnnet.bgsu.edu.

### Sociological Practice

**William Foote Whyte Distinguished Career Award:** The William Foote Whyte Award is for individuals who have made notable

contributions to sociological practice, which can include several of the following elements: outstanding clinical or applied work, exceptional service to the section, publications that advance both the theory and methods of sociological practice, or mentoring and training of students for careers in sociological practice. Nominations should consist of a letter detailing the nominee's contributions and supporting materials such as a curriculum vitae or resume, and/or additional letters of support. Please send nominations by March 31, 2003, to: Dr. James Hougland, Department of Sociology, University of Kentucky, Lexington, KY 40506-0027; Phone (859) 257-4417; Fax (859) 323-0272; e-mail: soc125@uky.edu.

**Sociological Practice Student Practitioner Award:** The Student Practitioner Award is for a promising effort, contribution, project, or paper by a graduate student in the area of sociological practice. Work done within the three years prior to the conferral of the award will be considered. Products of graduate-level classes, internships, or independent projects are eligible. An award recipient who attends the 2003 ASA Annual Meeting will receive a cash award of \$200 to offset travel expenses. Nominations should consist of a letter detailing the nominee's contributions, a copy of the paper or other project, and supporting materials such as a curriculum vitae or resume, and/or additional letters of support. Please send nominations by March 31, 2003, to: Dr. James Hougland, Department of Sociology, University of Kentucky, Lexington, KY 40506-0027; Phone (859) 257-4417; Fax (859) 323-0272; e-mail: soc125@uky.edu.

### Teaching and Learning

**Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology:** To place a nomination for this Award, please send a letter of recommendation to the Award Committee Chairperson indicating the name of the nominee, institutional affiliation, and a brief explanation reflecting the nature of his or her distinguished contributions to undergraduate Sociology. Please indicate the mailing address, e-mail address and telephone number where both you and the nominee may be contacted. Please send your nominations as soon as possible, but no later than February 15, 2003. Application portfolios must be completed by March 15, 2003. Address nominations to: 2003 ASA Awards Committee, c/o Michael Brooks, Department of Sociology, Anthropology, and Criminal Justice, Valdosta State University, 1500 N. Patterson St., Valdosta, GA 31698-0060, (229) 333-5943, Fax: (229) 333-5942, mbrooks@valdosta.edu.

### Theory

**Shils-Coleman Memorial Award:** The Graduate Student Prize Committee invites submissions for the Shils-Coleman Memorial Award, which recognizes distinguished work in theory by a graduate student. This competition is open to all graduate students. Submitted work may take the form of either a paper published or accepted for publication, a paper presented at a professional meeting, or a paper suitable for publication or presentation at a professional meeting. The winner will receive a plaque and reimbursement for up to \$500 for travel to attend the annual meeting of the American Sociological Association. The deadline for submission is February 15, 2003. To enter, please send five copies of the paper to Shane Thye, Department of Sociology, University of South Carolina, Columbia, SC 20208. The winner will be announced at the Theory Section Business Meeting at the 2003 American Sociological Association meetings in Atlanta, GA. □

**Corrections**

In the November 2002 issue, there are three corrections to note. The co-authors awarded the *Marxist Sociology Section Award for the Outstanding Book* are **Kenneth J. Neubeck** and **Noel A. Cazenave** for their book, titled *Welfare Racism: Playing the Race Card Against America's Poor* (Routledge, 2001). The Political Sociology Section's *Best Student Paper Award* was presented to **Genevieve Zubrzycki**, University of Chicago, for "We the Polish Nation: Ethnic and Civic Visions of Nationhood in Post-Communist Constitutional Debates." The winners of the *Sex and Gender Section Distinguished Article Award* are **Judith Stacey** and **Timothy Biblarz**, University of Southern California.

**Call for Papers**

**CONFERENCES**

**Agency for HealthCare Research and Quality (AHRQ) and AcademyHealth** call for abstracts for the 5th International Conference on the Scientific Basis of Health Services, Washington, DC, September 20-23, 2003. Submission Deadline: March 14, 2003. Online submissions only to <icsbhs.org/callforabstracts.htm>.

**British Sociological Association Annual Conference**, University of York, April 11-13, 2003. Theme: "Social Futures: Desire, Excess and Waste." Contact Julia Tanner, 0191 383 0839; conference2003@britsoc.org.uk; <britsoc.co.uk/annconf03>.

**Economics and Human Biology 2nd International Conference**, June 10-13, Munich, Germany. Submit abstracts electronically not later than March 15, 2003 to Joerg Baten, e-mail Joerg.Baten@uni-tuebingen.de or John Komlos, e-mail jk@econhist.de.

**Feminisms Conference**, University of Wisconsin-Madison, April 4-6, 2003. Theme: "National Feminisms in a Transnational Arena: The European Union and Gender Politics." For more information, contact: Feminisms Conference, European Union Center, University of Wisconsin, 213 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706; eu-center@intl-institute.wisc.edu.

**Gender, Work and Organization 3rd International Interdisciplinary Conference**, Keele University, Staffordshire, UK, June 25-27, 2003. The deadline for submitting papers is extended to January 30, 2003. Contact Jane Pope, Gender, Work, and Organization, Keele University, Staffordshire ST5 5BG, England; 44 1782 584281; fax 44 1782 584272; e-mail mna24@keele.ac.uk; <keele.ac.uk/mn/journals/gwo.html>.

**Global Awareness Society International 12th Annual Conference**, Washington Marriott Hotel, Washington, DC, May 22-25, 2003. Theme: "Challenges of Globalization in a Changing World Order." Abstracts are invited for individual presentations and complete panels. Contact James C. Pomfret, Bloomsburg University, Bloomsburg, PA 17815; (570) 389-4504; fax (570) 389-3599; e-mail pomfret@bloomu.edu; <orgs.bloomu.edu/gasi>.

**International Association for Media and Communication Research Conference**, July 14-16, 2003, Taipei, Taiwan. Theme: "Information Society and Globalization: What's Next?" Deadline February 1, 2003. Section Heads available at the conference website <iamcr2003.org.tw>. Address for correspondence: Local Organizing Committee, 2003 IAMCR Conference, Shih Hsin University, No. 1, Ln. 17, Sec. 1, Mu-Cha Road, Taipei 116, Taiwan; fax 886-2-22367150; Lucie Cheng, Chair, e-mail lcheng@lhpao.com; Liangwen Kuo, Executive Director, e-mail lwkuo@cc.shu.edu.tw; fax 886-2-22367060.

**11th International Improving Student Learning Symposium**, September 1-3, 2003, Hanover International Hotel, Hinkley, Leicestershire, UK. Theme: "Improving Student Learning; Theory, Research and Scholarship." Submit abstracts by e-mail in Word format to ocsl@dbrookes.ac.uk. Deadline for submissions, January 31, 2003.

**International Sociological Association, Research Committee on Alienation Theory and Research (RC36)**, Sessions at the 36th Congress of the International Institute of Sociology, Beijing, P.R. China, July 7-11, 2003. Send an abstract to session orga-

nizers and RC36 President, Lauren Langman, Llang944@aol.com.

**International Sociological Association, Research Committee on Environment and Society, RC24** invites papers for their participation in three meetings. (1) Third World Social Forum, Porto Alegre, Brazil, January 23-28, 2003; (2) Environmental Policy Group of Wageningen University, Wageningen, the Netherlands, June 13-15, 2003, submit abstracts by February 15, 2003 to: Peter Oosterveer, peter.oosterveer@wur.nl; fax 31 317 483990; and (3) Sixth Conference of the European Sociological Association, Murcia, Spain, September 23-26, 2003. The Environment & Society Network (ESN) of the European Sociological Association (ESA) invites papers on "Sustainability and Social Change," submit abstracts (250 words) before January 15, 2003 to: Kris van Koppen, kris.vankoppen@wur.nl, fax: 31 317 483990.

**International Sociological Association, Research Committee on Social Practice and Social Transformation (RC09)**, Sessions at the 36th Congress of the International Institute of Sociology, Beijing, P.R. China, July 7-11, 2003. Abstracts should be sent to session chairs before January 30, 2003. See <ucm.es/info/isa/rc09.htm>.

**International Sociological Association, Research Committee on Sociology of Science and Technology (RC23)** invites papers for its session at the Annual Meeting Canadian Sociology and Anthropology Association (CSAA), June 1-4, 2003, Halifax, Nova Scotia, Canada. Theme: "Conflict and Cooperation: Current Issues and Research in the Sociology of Science and Technology." Send abstracts to: Ralph Matthews, RC23 Secretary, ralph.matthews@ubc.ca and Jaime Jimenez, RC23 President, jjimen@servidor.unam.mx.

**Santa Clara University** will host its 30th annual Anthropology/Sociology undergraduate research conference April 12, 2003. Submit abstracts for consideration by February 3 to: Charles Powers, Anthropology/Sociology, Santa Clara University, Santa Clara, CA 95053-0261, or by e-mail to cpowers@scu.edu.

**Turning Science to the Service of Native Communities**, Workshop, July 13-15, 2003, University of Alaska-Fairbanks. Seed funding from the National Science Foundation. See <amar.colostate.edu/~natsci/> or contact Sonya Le Febre, Department of Psychology, Colorado State University, Fort Collins, CO 80523-1876; (970) 491-3908; fax (970) 491-2339; e-mail slefeb@amar.colostate.edu.

**2nd World Congress on Family Violence (WCFV)**, June 21-26, 2003, Prague, Czech Republic. Theme: "Protecting Every Generation: Sharing Solutions that Prevent Child Abuse, Spouse/Partner Abuse (Domestic Violence), and Elder Abuse." Contact WCFV@aol.com.

**PUBLICATIONS**

**Chicago Policy Review** invites submissions for its seventh volume, Spring 2003. Theme: "Social Welfare." Contact Rachel Metson by e-mail, rmetson@uchicago.edu.

**Michigan Sociological Review (MSR)** requests submissions for its Fall 2003 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. Submissions will be accepted until May 1, 2003. Send as an e-mail attachment a word-processed document (not .pdf) file of the paper and a brief biographical statement to: Jay Weinstein@Emich.edu. Postal mail contact: Jay Weinstein, Editor, Michigan Sociological Review, Eastern Michigan University, Ypsilanti, MI 48197.

**Race, Gender, and Class** invites articles for a special issue on Race, Gender, and Class in Higher and Postsecondary Education, October 2003. The deadline for submissions is February 7, 2003. Send manuscripts to: Jim Vander Putten Department of Educational Leadership 2801 South University Avenue, University of Arkansas-Little Rock, Little Rock, AR 72204-1099; e-mail jvputten@ualr.edu; <suno.edu/sunorg/ContJourn.htm#RC>.

**Social and Preventive Medicine, International Journal of Public Health** will produce themed issues with original papers on "From Public Health Research to Health Promotion Policy" and "Disability in Survey Research and in Health Promotion." Deadline for submissions is February 28,

2003. Editorial Office: Nicole Graf, Editorial Office SPM, Institut fur Sozial- und Preventivmedizin, Niesenweg 6, CH-3012 Bern, Germany; e-mail graf@ispm.unibe.ch.

**Teaching the Sociology of Emotions**, a collection of instructional materials, is being revised by the 2003 ASA Annual Meeting. The editors, Ann Branaman, Florida Atlantic University, Leslie Irvine, University of Colorado, and Kathryn Lively, Dartmouth College, welcome contributions of syllabi, course materials, essays on teaching, bibliographic references, resource lists, etc. related to the sociology of emotions. Electronic submissions in PC-compatible format are strongly encouraged. Send materials or requests for further information, before February 15, 2003, to: branaman@fau.edu.

**Meetings**

**January 28-29-2003. Centers for Disease Control and Prevention (CDC) and the Agency for Toxic Substances and Disease Registry (ATSDR)**, 2003 Symposium on Statistical Methods, Atlanta, GA. Theme: "Study Design and Decision Making in Public Health." See: <cdc.gov/sag>.

**January 30-February 1, 2003. Georgia Political Science Association (GPSA) Conference**, Savannah, GA. Theme: "Speaking Truth to Power." See: <capsnet.org/PS/organizations/state/Georgia.dfm>.

**February 15, 2003. Hawaii Sociological Association, 25th Annual Meeting**, Honolulu, HI. Contact Michael Delucchi, Division of Social Sciences, University of Hawaii-West Oahu, 96-129 Ala Ike, Pearl City, HI 96782; e-mail delucchi@hawaii.edu.

**March 6-9, 2003. Nineteenth-Century Studies Association (NCSA)**, 23rd Annual Conference, New Orleans, LA. Theme: "Feasts and Famine." See: <gettysburg.edu/nca>.

**March 19-22, 2003. College and University Work/Family Association (CUWFA) 8th Annual Conference**, University of Pennsylvania, Philadelphia, PA. Theme: "Leading the Way: Work/Life Strategies for Institutional Changes." See <cuwfa.org>.

**April 10-13, 2003. Experiencing Music Project, Second Annual Pop Music Conference**, Seattle, WA. Theme: "Skip a Beat: Challenging Popular Music Orthodoxy." See: <emplive.com/visit/education/pop\_music.asp>.

**June 3-6, 2004. Conference on Spirituality, Social Justice, and Service-Learning**, Messiah College, Grantham, PA. Contact John W. Eby, Messiah College; e-mail jeb@messiah.edu.

**Funding**

**Advertising Educational Foundation**, Visiting Professor Program 2003, an advertising internship for professors of the liberal arts, advertising, journalism, and marketing. Application deadline, February 14, 2003. Professors will be placed with agencies in New York, Chicago, and possibly San Francisco/Los Angeles. Contact Sharon Hudson, Visiting Professor Program Manager, (212) 986-8068; e-mail sh@aef.com.

**Alcohol Research Mentoring System (ARMS)**, sponsored by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) and the National Center on Minority Health and Health Disparities of the National Institutes of Health (NIH), is recruiting new, minority investigators interested in alcohol-focused social or behavioral science research projects. ARMS will match these new, PhD-level investigators with senior, NIAAA-funded researchers who will serve as mentors. Contact Mary Ann D'Elio, e-mail mdelio@cdmgroup.com. Visit <niaaa.nih.gov> or <niaaa-arms.org>.

**University of Bremen**, Graduate School of Social Sciences, invites applications to its three-year PhD program in International Relations and Political Theory, Welfare State Transformation, and the Life Course and Social Change. Contact: University of Bremen, Graduate School of Social Sciences, FVG, Postfach 330440, 28334 Bremen, Germany.

**University of California-Berkeley**. Postdoctoral Fellowships. Through funding from the National Institute of Mental Health

(NIMH) and the National Research Service Award (NRSA) program, the School of Public Health offers advanced multidisciplinary training and education to develop finance and service delivery research training in mental health issues. Apply to: Richard M. Scheffler, NIMH Program Director, School of Public Health, Finance and Service Delivery Research Program, 140 Warren Hall, MC 7360, Berkeley, CA 94720-7360; (510) 642-9987; fax (510) 643-8614; e-mail njones@uclink.berkeley.edu.

**University of California-Berkeley**. Postdoctoral Fellowships. Agency for Healthcare Research and Quality (AHRQ) Training Program. Through funding from the National Research Service (NRSA) program, the School of Public Health offers advanced multidisciplinary training and education in health services research training. Apply to: Richard M. Scheffler, NRSA Program Director (Berkeley), School of Public Health, Health Policy and Research Program, 140 Warren Hall, MC 7360, Berkeley, CA 94720-7360; (510) 642-9987; fax (510) 643-8614; e-mail njones@uclink.berkeley.edu.

**University of California-San Francisco**, Center for AIDS Prevention Studies announces the Collaborative HIV-Prevention Research in Minority Communities Program, to increase the numbers of ethnic minority group members among principal investigators at NIH, CDC, and other equivalent agencies. Contact Barbara Marin, Program Director, UCSF-Center for AIDS Prevention Studies, 74 New Montgomery, Suite 600, San Francisco, CA 94105; (415) 597-9162; fax (415) 597-9213; e-mail bmarin@psg.ucsf.edu.

**Center for Comparative Immigration Studies**, University of California-San Diego has a limited number of Visiting Research Fellowships at both predoctoral and postdoctoral levels for 2003-2004 to support advanced research and writing on any aspect of international migration and refugee flows. See <ccis-ucsd.org> for application forms and guidelines.

**International Research Awards Program in Urban Agriculture**, AGROPOLIS, supports innovative research in the field of Urban Agriculture. In 2003, the AGROPOLIS Program will offer up to two postdoctoral awards to promising researchers with PhDs in urban agriculture or in a related field and who wish to specialize further in their field. Apply by January 31, 2003, to: AGROPOLIS International Research Awards in Urban

Agriculture, Cities Feeding People (CFP) Program Initiative, International Development Research Center (IDRC), 250 Albert Street, P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada; (613) 236-6163, ext. 2040; fax (613) 567-7749; e-mail agropolis@idrc.ca.

**Wellesley College**, Stone Center, announces the Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program: Empowering Children for Life. Proposals for research grounded in relational-cultural theory are particularly encouraged, as are those that give particular attention to the ways findings can be used programmatically to help children. Apply by May 2, 2003. Direct inquiries to: Kristina Thaute, Grant Coordinator, Wellesley Centers for Women, Wellesley College, 106 Central Street, Wellesley, MA 02481; (781) 283-2831; e-mail kthaute@wellesley.edu.

**University of Windsor**, Humanities Research Group. Visiting Fellowships 2003-2004. Scholars with research projects in traditional humanities disciplines or in theoretical, historical, or philosophical aspects are encouraged to apply. Deadline for applications: March 14, 2003. Contact Lorenzo Buj, Interim Director, Humanities Research Group, University of Windsor, 401 Sunset Avenue, Windsor, Ontario N9B 3P4; (519) 253-3000, ext. 3508; fax (519) 971-3620; e-mail hrgmail@uwindsor.ca; <uwindsor.ca/hrg>.


**In the News**

**Walter R. Allen**, University of California-Los Angeles; **Roslyn Arlin Mickelson**, University of North Carolina-Charlotte; and **Vincent J. Roscigno**, Ohio State University, were quoted in a November 30, 2002, *New York Times* article, about the academic gap between black and white students.

**Mark Baldassare**, Public Policy Institute California, was quoted in an October 18, 2002, article by Delia Rios on Newhouse News Service about the sniper incidents in suburban Washington, DC.

**Andrew Beveridge**, Queen's College, was quoted in the *New York Times*, November 3, 2002, in an article about the urban essence of Queens, NY, and testing for the 2010 Census.

Continued on next page



**56th Annual Summer Institute in Survey Research Techniques**

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 Fax: 734/764-8263  
 Email: summers@isr.umich.edu  
 www.isr.umich.edu/src/si/

**In the News, continued**

Denise and William Bielby, University of California-Santa Barbara, were quoted and their study on screenwriters and the discrimination in Hollywood cited in the November 19 *San Jose Business Journal*.

Carolyn Block, Illinois Criminal Justice Information Authority, and Richard Block, Loyola University, had their theories and research on homicide in an editorial in the November 27 *Chicago Tribune*.

Julie Brines, University of Washington-Seattle; Philip N. Cohen, University of California-Irvine; Lynn Magdol, State University of New York-Buffalo; and Melissa Milkie, University of Maryland, were quoted in the *Boston Globe*, November 9, 2002, regarding a study that says unmarried couples split chores better.

Mary Chayko, College of Saint Elizabeth, was profiled in a feature article in the *Norristown Daily Record*, November 13, 2002, for her lecture on the social foundations and ramifications of racism.

Robert D. Crutchfield, University of Washington, was quoted in the *Chronicle of Higher Education*, November 26, 2002, in an article about a website that lists professors that allegedly indoctrinate students.

Peter Dreier, Occidental College, was quoted in the November 2002 issue of *Planning* magazine on affordable housing; and was quoted in the November/December 2002 issue of *Utne Reader* in an article about patriotism.

Kathryn J. Edin, Northwestern University, was quoted in the *New York Times*, November 13, 2002, in an article on political conservatives promoting marriage among the poor as a possible remedy for social problems.

Amitai Etzioni, George Washington University, was featured in the *Chronicle of Higher Education*, December 9, 2002, in an article on business ethics and had a article on incivility published in the November 1, 2002, *Chronicle*.

Barry Glassner, University of Southern California, advised on and appeared in Michael Moore's new movie *Bowling for Columbine*. The movie was reviewed October 11, 2002, in the *Los Angeles Times*. The review mentions Glassner's discussion in the movie.

John Kilburn, Eastern Connecticut State University, was consulted and quoted on heroin and small-town social problems in the *Hartford Courant* "Heroin Town" series, October 19-24, 2002.

Ross Koppel, University of Pennsylvania, was quoted November 28, 2002, in a front-page story of the *Philadelphia Inquirer*, about Alzheimer's disease.

Charles Kurzman, University of North Carolina-Chapel Hill, was interviewed on Australian Broadcast Corporation's *Radio National Breakfast* show, November 21, and by telephone for UPI on November 24, for his *Contexts* article about radical Islamists.

Felice J. Levine, American Educational Research Association, was quoted in the *Chronicle of Higher Education*, November 25, 2002, in a article about the Education Department using ideology in decisions about public accessibility of data.

Michael Messner, University of Southern California, was quoted in the December 2, 2002, *Los Angeles Times* on the topic of low interest in women's sports.

Sean O'Riain, University of California-Davis, was quoted in a *BBC News Online* article, about his *Contexts* magazine article about high-tech workplaces not being better than 19th century factories, November 27, 2002.

Peter Phillips, Sonoma State University, wrote an article, November 12, in the *Santa Fe New Mexican*, on conspiracy theories and plots tied to the government and the need for greater investigative reporting to quell them.

Jack Nussan Porter, University of Massachusetts-Lowell, attended the Kennedy cousin Michael Skakel trial in Norwalk, CT, in late August 2002, (he was Michael

Skakel's teacher in the 90s) and was interviewed by various media including Channel 30 in CT, Channel 11 in New York, CT Public Radio, and RNN, (Regional News Network) of West Nyack, NY.

David L. Swartz and the Department of Sociology at Boston University held an international conference, October 18-19, bringing together French, American, and Finnish scholars to discuss the work of the late Pierre Bourdieu, the leading contemporary French sociologist and European public intellectual in recent years.

Christopher Winship, Harvard University, was quoted in the November 29 *New York Times* on the rise in crime in Boston after a long period of decline.

**Awards**

Mark Juergensmeyer, University of California-Santa Barbara, won the 2003 Grawnmeyer Foundation Award in Religion, offered in partnership with the Louisville Presbyterian Theological Seminary, for his book *Terror in the Mind of God: The Global Rise of Religious Violence* (University of California Press, 2000).

Gershon Shafir, University of California-San Diego, and Yoav Peled, Tel Aviv University, won the Middle Eastern Studies Association's Albert Hourani Book Award for most outstanding scholarly publication for their book *Being Israeli: The Dynamics of Multiple Citizenship* (Cambridge University Press, 2002).

James H. Wiest, Hastings College, was named the 2002 Nebraska Professor of the year.

**People**

Surendra B. Adhikari, is now Program Manager at the Ohio Tobacco Use Prevention and Control Foundation (Columbus, OH).

Michael S. Bassis is the new President of Westminster College (Utah).

Dan A. Chekki was recently conferred the rank of Professor Emeritus of Sociology at the University of Winnipeg in recognition of his distinguished service (since 1958) to his academic discipline.

Anthony Cortese, Southern Methodist University, served as an expert witness in a capital murder trial addressing social and ethnic differences in moral judgment to help the jury answer questions of future dangerousness and mitigating circumstances.

Stephen Crawford is the new Director of Employment and Social Services Policy Studies Division at the National Governors Association.

Sheldon Eklund-Olson, University of Texas, has assumed responsibility for all units and operations under the supervision of the vice president and dean of graduate studies.

Jerry Lowney, Carroll College, was selected as an International Scholar by the Ireland Fund to visit as a guest lecturer at Trinity College and The Royal College of Surgeons in Dublin.

Steven Messner, University at Albany-SUNY, was inducted as a Fellow of the American Society of Criminology at their recent meetings.

William G. Roy is Chair of the University of California-Los Angeles Graduate Council, which oversees graduate courses and curricula, and conducts the eight-year reviews of all departments and academic programs on the campus.

Shirley A. Scritchfield is the new Vice President for Academic Affairs, Nebraska Methodist College.

Doug Snyder, Prince George's Community College, was recently appointed by the outgoing governor to the Board of Directors for the Maryland Legal Services Corporation (MLSC). MLSC distributes grants to agencies serving the poor in civil cases.

Orlando Taylor, Howard University, is the new President of the Consortium of Social Science Associations.

**Members' New Books**

Robert A. Beauregard, New School University, *Voices of Decline: The Postwar Fate of US Cities, Second Edition* (Routledge, 2003).

Mary Chayko, College of Saint Elizabeth, *Connecting: How We Form Social Bonds and Communities in the Internet Age* (State University of New York Press, 2002).

Enrique Codas, University of Maryland-Baltimore, *En los Caminos de la Historia* (Editorial El Lector, 2002).

Betty A. Dobratz, Iowa State University; Lisa K. Waldner, University of St. Thomas (MN); and Timothy Buzzell, Baker University, *The Politics of Social Inequality* (Elsevier Science, 2002).

Jaber F. Gubrium, University of Missouri, and James A. Holstein, Marquette University, editors, *Ways of Aging* (Blackwell, 2003).

Margot Kempers, Fitchburg State College, *Community Matters: An Exploration of Theory and Practice* (Burnham Inc., 2002).

Jerome Rabow, University of California-Los Angeles, *Voices of Pain, Voices of Hope: Students Speak out about Racism* (Kendall Hunt, 2002).

Mary Ann Romano, Molloy College, editor, *Lost Sociologists Rediscovered* (Edwin Mellen Press, 2002).

Matthew Silberman, Bucknell University, editor, *Violence and Society: A Reader* (Prentice Hall, 2003).

Kazimierz M. Slomczynski, Ohio State University, editor, *Social Structure: Changes and Linkages. The Advanced Phase of the Post-Communist Transition in Poland* (Warsaw: IFIS Publishers, 2002).

Philo C. Washburn, Purdue University, *The Social Construction of International News: We're Talking about Them, They're Talking about Us* (Praeger, 2002).

Diane L. Wolf, University of California-Davis, *From Auschwitz to Ithaca: The Transnational Journey of Jake Goldwert*. (Publications of the Program of Jewish Studies, Cornell University, CDL Press, 2002).

**Caught in the Web**

Center for Comparative Immigration Studies (CCIS) has redesigned its website. All content has been updated, and links include information about new programs being developed. See <<ccis-ucsd.org/>.

**Summer Programs**

Center for Comparative Immigration Studies, Summer Institute on International Migration, June 18-24, 2003, co-sponsored by the Social Science Research Council, will expose advanced graduate students and recent postdoctoral scholars to cutting-edge research in the field of international migration and refugee studies. See <<ccis-ucsd.org/Programs/SummerInst.htm>.

Pennsylvania State University, Center for Human Development and Family Research in Diverse Contexts, 2003 Summer Institute, Family Research Consortium III, June 26-29, 2003, Santa Ana Pueblo, New Mexico. Theme: "Intervention as Science." Sponsored by the National Institute of Mental Health, 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. Deadline, March 28, 2003. Contact: Dee Frisque, CHDFRDC, Penn State University, 106 Henderson Building, University Park, PA 16802-6504; (814) 863-7108; fax (814) 863-7109; e-mail dmr10@psu.edu; <hhdev.psu.edu/chdfrc>.

**Other Organizations**

*Journal of African American Men* seeks an experienced scholar to serve as editor. Send inquiries to: Gary Sailes, Chair; JAAM Edi-

tor Search Committee, Department of Kinesiology, Indiana University, Bloomington, IN 47405.

*Organization Science*, published by the Institute for Operations Research and the Management Sciences (INFORMS), is a leading international, multidisciplinary journal dedicated to the advancement of knowledge about organizations. The term of the current editor, Claudia (Kaye) Bird Schoonhoven, expires in September 2003 and a search committee has been formed to select a new editor and to review the status and health of the journal. Qualifications include a demonstrated record of research in organization science; dedication and enthusiasm for the journal; significant editorial experience; a vision of the role of scholarly publications in the electronic age; a commitment to the workload; and an ability to manage the editorial process effectively and efficiently. For further information, see <http://orgsci.pubs.informs.org/>. Applications, including a resume and a brief statement of vision and plans, should be sent (preferably by e-mail) by January 31, 2003, to: Stephanie Paille, Assistant to Professor Bruce Kogut, Editorial Search Committee, INSEAD, Boulevard de Constance, 77305 Fontainebleau Cedex, France; e-mail stephanie.paille@insead.edu.

**Obituaries**

Ivan Illich (1926-2002)

Ivan Illich, a former Catholic priest and renowned sociologist who drew attention for his provocative arguments against compulsory schooling, died December 2, 2002, in his home in Bremen, Germany, where he had lectured for the past decade. He was 76.

Illich was a social critic famous for his protests against the institutionalization of learning and religion. He is best known for his 1971 publication *Deschooling Society* (Harper & Row), in which said that "for most men the right to learn is curtailed by the obligation to attend school."

Illich was born in Vienna, Austria, in 1926. He was forced to leave school in 1941 under Nazi race laws because of his mother's Jewish ancestry. He departed for Italy, where he studied at Rome's Gregorian University before returning to Austria and obtaining a doctorate in history from the University of Salzburg. He entered the Roman Catholic priesthood, and, from 1951 to 1956, served in New York City as an assistant pastor, championing the cause of Puerto Rican immigrants. From 1956 until 1960, he was the deputy rector of the Catholic University of Puerto Rico.

Through the 1960s, Illich increasingly rebelled against the church, which he viewed as too bureaucratic. He left the priesthood in 1969, during a period in which he produced his best-known works.

Reflecting his discomfort with organized religion, Illich argued that school made people dumb, and the legal system, rather than providing people with solutions, heightened their frustration. Although frequently attacked by the right, Illich also frustrated the left by refusing to endorse its socio-political doctrines or announce support of Cuba or China.

Illich can be considered one of the most radical political and social thinkers in the second half of the twentieth century. His aim was to analyze the institutional structures of industrialized society and to provide both rigorous criticism and a set of alternative concepts.

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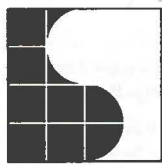
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This 100-page report shows that intentional efforts matter for students of color and for all students. Quantitative and qualitative indicators are provided on the success and consequences of this initiative in 11 sociology departments. The goal of this effort was to develop and test a model that is transportable to all fields and across colleges and universities throughout the nation. Stock #609.M02. 100 pages; 2002.

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