

Transforming Higher Education Capstone Conference Transports Lessons of MOST

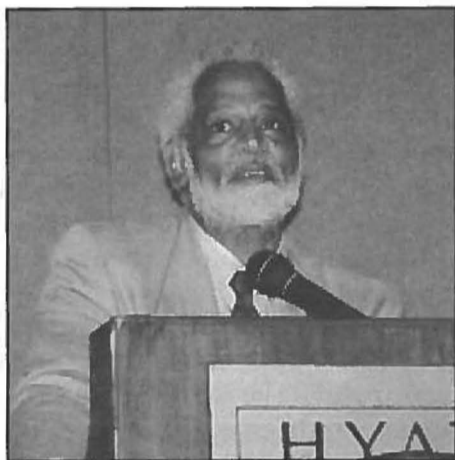
Higher education attendees examine how best to achieve diversity and excellence through department-wide change

by Lee Herring
ASA Director of Communications

On June 6-7, 2002, the ASA's Minority Opportunities through School Transformation (MOST) Program held an invitational conference of higher education leaders from throughout the nation to consider the lessons learned from this major initiative to promote diversity and excellence in departments. Nearly 100 participants and speakers met to discuss this long-term effort to transform "business as usual" practices through systemic change in 11 sociology departments. Selected competitively to reexamine patterns and practices in how to attract, educate, and retain students, these departments focused on five areas—curriculum, research training, mentoring, outreach, and pipeline—devising strategies appropriate to their institutions and circumstances.

Held in Washington, DC, this conference, titled *Transforming Higher Education: New Ways for Academic Departments to Advance Excellence & Inclusiveness*, aimed to share the lessons of MOST regarding the process of change and best practices. The ASA convened the meeting both to start the process of transporting the lessons of MOST and to generate discussion and feedback about a pre-release version of the report. The final MOST report will be released on Friday, August 16, at ASA's Annual Meeting in Chicago.

With national guidance and overall direction from the ASA, these 11 sociology departments worked individually and as a group to transform the educational experience of the major. The



Troy Duster speaks on "Achieving Diversity and Strategies for Social Change in Higher Education."

premise of MOST is a simple one: Departments that make intentional, systemic, and sustainable change can enhance the education and training of students of color and of all students. ASA's former Executive Officer, Felice J. Levine, was the key architect of MOST—with Havidan Rodriguez and Carla Howery as long-term collaborators and Alfonso Latoni joining the national team. Sustained funding from the Ford Foundation from 1994 to the present provided resources to facilitate reinvention and change.

"We are very proud of the results," said Levine addressing the conference attendees. "The MOST departments worked diligently and creatively to revise their curricula to reflect a more inclusive approach and to devise a sequence of courses that would attract,

See MOST, page 5

ASA Election Results Burawoy Elected ASA President; Pescosolido Is VP

Michael Burawoy, University of California-Berkeley, has been elected the 95th President of the ASA, and Bernice Pescosolido, Indiana University, has been elected Vice President.

Burawoy and Pescosolido will assume office in August of 2003, following a year of service as President-Elect and Vice President-Elect, respectively. One of the first responsibilities Burawoy takes on as President-Elect is working with the 2004 Program Committee to develop the ASA Annual Meeting in San Francisco, to be held August 14-17, 2004.

The four newly elected Council Members-at-Large are: Esther Ngan-Ling Chow, American University; Jennifer Glass, University of Iowa; Deborah King, Dartmouth College; and Rhonda Levine, Colgate University. Also, as listed below, two persons were elected to the Committee on Publications, six to the Committee on Nominations, and eight to the Committee on Committees.

Of the 8,966 total members eligible to vote, 2,623 ballots were cast, constituting a 29.25 percent response rate. In announcing the results of the election, ASA Secretary Arne L. Kalleberg and Executive Officer Sally T. Hillsman extended heartiest



Michael Burawoy



Bernice Pescosolido

congratulations to the newly elected officers and committee members, and thanks to all who have served the Association by running for office and by voting in this election.

President-Elect
Michael Burawoy, University of California-Berkeley

Vice President-Elect
Bernice Pescosolido, Indiana University

Council
Esther Ngan-Ling Chow, American University
Jennifer Glass, University of Iowa
Deborah K. King, Dartmouth College
Rhonda F. Levine, Colgate University

Committee on Publications
Carol A. Heimer, Northwestern University
Brian Powell, Indiana University

Committee on Nominations
Ronald R. Aminzade, University of Minnesota

Karen E. Campbell, Vanderbilt University
Ruth Horowitz, New York University
Maxine Seaborn Thompson, North Carolina State University

Verta Taylor, University of California-Santa Barbara
Donald Tomaskovic-Devey, North Carolina State University

Committee on Committees
Clifford L. Broman, Michigan State University
Martha E. Gimenez, University of Colorado
Carol A. Jenkins, Glendale Community College

Yvonne Newsome, Agnes Scott College
Mary E. Pattillo, Northwestern University
Audrey Singer, The Brookings Institution
Robert Washington, Bryn Mawr College
Idee C. Winfield, College of Charleston □

2002 Major ASA Award Winners

ASA proudly announces seven recipients of the ASA 2002 awards. These outstanding scholars will be recognized at the Annual Meeting's 2002 Awards Ceremony on Saturday, August 17, at 4:30 p.m. Chair of the Committee on Awards, Nancy Denton, University of Albany, will preside over this special event.

The ASA awards are conferred on sociologists for outstanding publications and achievements in the scholarship, teaching, and practice of sociology.

The Awards Ceremony will immediately precede the formal address of ASA President Barbara F. Reskin. All registrants are invited to an Honorary Reception immediately following the address to congratulate President Reskin and the award recipients.

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

Dissertation Award
Kieran Healy, Princeton University, for "Exchange in Blood and Organs"

Jessie Bernard Award
Barrie Thorne, University of California-Berkeley

DuBois-Johnson-Frazier Award
Walter R. Allen, University of California-Los Angeles

Distinguished Career Award for the Practice of Sociology
Lloyd H. Rogler, Albert Schweitzer Professor Emeritus, Fordham University

Distinguished Contributions to Teaching Award
John Macionis, Kenyon College

Distinguished Scholarly Publication Award
Alejandro Portes, Princeton University, and Rubén G. Rumbaut, University of California-Irvine, for their book, *Legacies: The Story of the Immigrant Second Generation*

Career of Distinguished Scholarship Award
Gerhard E. Lenski, Professor Emeritus, University of North Carolina-Chapel Hill □

Remember to come early. . .

2002 ASA Annual Meeting in Chicago



The official full program days of the 2002 Annual Meeting are Friday-Monday, August 16-19, but remember that this year the program actually opens the night before on Thursday, August 15, with a special Opening Plenary session (7:30-9:15 p.m. on the "Social Dimensions of Terrorism." ASA President Barbara Reskin will preside over a panel of four preeminent speakers arranged by organizers Craig Calhoun and Felice Levine: Craig Calhoun, Social Science Research Council; Nilufer Gole, École des Hautes Études en Science Sociales and Bogazici University, Istanbul; Timur Kuran, University of Southern California; and Neil Smelser, University of California-Berkeley.

All attendees are invited to this Opening Plenary Session and to the Welcoming Party also on Thursday evening (9:30-11:00 p.m.), August 15, all at the Hilton Chicago.

See you there !!!

The 2002 Annual Meeting program is online on the ASA homepage (www.asanet.org). You can look for sessions and program activities by timeslots or types of session/events; search for specific presenters; find participants by affiliations; construct your own personal schedule; and more!

In This Issue . . .



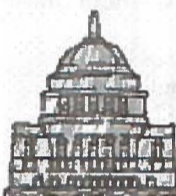
Alexander to Edit SOE

4 Karl Alexander is the incoming editor for *Sociology of Education*; predecessor Aaron Pallas provides an introduction.



The Minnesota Page

6 The University of Minnesota celebrates its centennial; St. Olaf College students learn about qualitative methods.



Congressional Fellows, 2002 and 2003

7 Joyce Iutovich finishes her tour as ASA Congressional Fellow; Susan Dimock begins her search for a placement for her term.



Public Forum

8 Herbert Gans challenges sociologists to become public intellectuals; Adam Weinberg on the new dues-journals policy.



New ASA Staff

9 Five new staff join the ASA Executive Office (N=25) and bring sociological expertise as well as other talents.



Trends in MA Degrees

11 Sociology shows a different pattern than other social sciences; CGS launches a new project on the MA.



Cohort 29!

12 ASA celebrates seven new students in the Minority Fellowship Program; read about them and greet them in Chicago.

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The Executive Officer's Column

Putting Sociological Principles to Work in Our Departments



Despite working in Washington, DC, for some years, coming to the ASA meant adding to my already vast repertoire of acronyms. I was delighted to find, however, that the very first acronyms to draw my attention as Executive Officer were MOST and IDA because they represent joint, innovative efforts between the Executive Office and sociology departments across the country to enrich sociological education.

MOST—or Minority Opportunities through School Transformation—occupied *most* of the ASA's sociology staff's time in late May, as they prepared for the major conference described on pages 1 and 10 of this issue of *Footnotes*. Billed as a capstone conference, the June 6-7 event brought the educators and sociologists who have shaped the MOST project and ensured its success together with other social scientists and national leaders. The sessions were excellent in and of themselves, but it was the enthusiasm conveyed by all the participants about the future of higher education in our country that was most energizing. Terry Sullivan, Troy Duster, Nancy Cantor, Joyce Ladner, and Chris Edley all spoke about the need to build upon the demonstrated success of the MOST program, with its core emphasis on inclusivity and excellence, in building our academic departments. The representatives of the 11 MOST schools described their innovations to an engaged audience, while also talking frankly about the stumbling blocks they had overcome in making deep and lasting changes in their institutions. They stayed an extra day to celebrate together eight years of focused work to intentionally change "business as usual" in their departments. With this kind of commitment, it is no wonder that the MOST representatives are eager to meet their colleagues at the Annual Meeting during a special thematic session about the lessons from MOST and to share their accomplishments through the final MOST report that will be released in Chicago.

There was, however, little time for us to bask in the success shared at the MOST capstone event. The next week ASA launched another project centered on departmental change. IDA—Integrated Data Analysis—is a collaborative program between ASA and the Social Science Data Analysis Network (SSDAN) at the University of Michigan. Its goal is to infuse data analysis throughout the sociology curriculum, especially in lower division courses and those not focused on methods. (See page 10.) Drawing on the success of department-centered change strategies, ASA competitively sought sociology departments that were eager to tackle this curricular challenge. Each of the six selected brought half its faculty to the IDA workshops in Ann Arbor to develop course modules using Census data and StudentCHIP. The ASA staff leading the project (Carla Howery, Kerry Strand, and Havidan Rodriguez) reflected on the importance of having a critical mass of faculty working together in order to fundamentally change key elements of the curriculum. Indeed, they observed that the IDA workshops served as a department retreat to enable reflection, planning, arguing, and finally making significant collective decisions about the curriculum. Another six departments will be selected for next summer's IDA workshops to expand the opportunity for faculty to work together to integrate data analysis into the entire sociology curriculum. During the academic year, IDA staff will make site visits to the participating departments in order to better understand the key principles of change at work and their results. They know the importance of seeing, first hand, the university culture, the faculty who may need convincing about the value of the proposed changes, and most of all, the students. Sociologists understand the importance of institutional context and the IDA project, like MOST, works *with* those local factors to achieve organizational change and successful outcomes.

I am excited to be at ASA where this type of catalytic activity is occurring between the national association and sociology departments. This column, called "Vantage Point" may give you a glimpse into the view of the profession the ASA Executive Officer is privileged to have as I work closely with and hear from all of you. In my first weeks, however, I am already struck by the number and variety of exciting innovations taking place in our academic departments and how they are based in fundamental sociological principles of organizational change.—Sally T. Hillsman □



Vantage
Point

Sociological Work Enhances Recent Congressional Briefings

by Lee Herring
ASA Director of Communications

Sociology's presence on Capitol Hill has increased this spring, as ASA has collaborated with sister social science organizations to co-sponsor or participate on speaker panels conducting four high-visibility congressional briefings. Specifically, ASA has helped organize or supported briefings on several "hot" topics—human responses to disaster, impacts of welfare reform on the poor and implications of the President's marriage promotion proposal, and attitudinal and emotional reactions to terrorism. These topics have been of keen interest to Congress of late as it considers related legislation and national policy decisions.

In collaboration with sister organizations (e.g., the American Political Science Association, American Psychological Association, Consortium of Social Science Organizations, the multi-society Decade of Behavior social science initiative, Association of American Geographers), ASA provided articulate sociologists to participate on these panels. The briefings serve to educate members of Congress, their committee and personal staff, and public- and private-sector policymakers about the latest research on important topics of concern to legislators and Washington policymakers.

A congressional briefing typically entails a panel of three or four academic researchers who each make brief but informative presentations on a singular, timely topic of particular interest to Congress. The topic may concern issues of relevance to new legislation that is being drafted and/or debated, or it may bear on a more long-term matter on which policymakers are attempting to become informed and develop a position. At the end of each briefing, a requisite question-and-answer session allows attendees to learn more about the research behind the issues.

Explaining the purpose of such briefings, former ASA Executive Officer Felice Levine said, "Social and behavioral science societies organize events such as this . . . to bring findings from research studies to the attention of the policy community in ways that both promote knowledge and make it

accessible to relevant publics. We strongly believe that sound science should contribute to sound policy, and [our] presentations contribute to these goals." Efforts such as the terrorism and responses-to-disaster briefings, said Levine, are consistent with comments by the White House Science Advisor, John Marburger, who recently emphasized to an audience of the American Association for the Advancement of Science the importance of social science knowledge to understanding and coping with terrorism and human disasters.

Reactions to Terrorism

The latest panel, titled "Reactions to Terrorism: Attitudes and Anxieties" and arranged under the umbrella of the Decade of Behavior, was held in mid-June and drew a standing-room-only crowd of nearly 100 to the hearing room of the House Science Committee. The three-member panel featured sociologist Mansoor Moaddel of Eastern Michigan University.

Moaddel summarized his recent research comparing the attitudes of citizens of various middle-eastern countries toward the terrorist attacks of September 11, 2001. His research, as was that of the other two speakers (Michael Traugott, Institute for Social Research, and Len Lecci, University of North Carolina-Wilmington), had been funded by a National Science Foundation SGER grant (Small Grants for Exploratory Research). This NSF grant program designed specifically to rapidly and efficiently capitalize on unique or high-risk research opportunities, including those that entail a severe urgency with regard to availability of, or access to data, facilities or specialized equipment, including quick-response research on natural disasters and similar unanticipated events.

Moaddel's presentation, titled "The Impact of 9/11 on Value Orientations of the Islamic Public in Egypt," revealed some counter-intuitive worldviews between Egyptian, Jordanian, and Iranian survey responders. Attitudes relating to family, gender role, religion, interpersonal relations, economics, politics, social matters, tolerance, and the West were assessed in a series of two

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Participants at the June 18 briefing on "Reactions to Terrorism" included (left to right): Panel speaker Michael Traugott, COSSA Executive Director Howard Silver, ASA Executive Officer Sally Hillsman, sociologist Mansoor Moaddel, APA Director for Science Policy Geoff Mumford, psychologists Len Lecci and Dale Cohen, and APA Senior Scientist Susan Brandon.

PUBLIC AFFAIRS UPDATE

✓ **Supreme Court: Census Imputation Is Allowed . . .** The U.S. Supreme Court ruled on June 20, in a close (5-4) decision, to uphold the Census Bureau's use of the 40-year-old imputation statistical estimating technique to count some people whom census takers cannot contact through direct enumeration. Believing the estimating method resulted in the undercounting of its population, the state of Utah had filed a lawsuit arguing that the method violated both the Census Act and the Census Clause of the U.S. Constitution and deprived the state of a fourth congressional seat that North Carolina snatched, giving the latter state 13 seats after the 2000 census. The Court ruled that imputation does not violate either the Census Act or the Constitution's requirement for an enumeration of the population every ten years for the purpose of congressional apportionment. Justice Stephen Breyer authored the majority opinion in *Utah et al. v. Evans, Secretary of Commerce, et al.* After six unsuccessful attempts to physically count people in residences from which mailed census questionnaires were not returned, census takers utilize "hot-deck imputation," using scientific models to assign occupants (or "vacant" status) to these housing units. The Census Bureau assigns the number of occupants based on information collected from similar nearby housing units. Imputation added approximately 1.2 million people in 620,000 housing units (i.e., less than one-half of one percent of the national population of 286 million) to state population totals used for congressional apportionment. For some households, imputation is used to fill in missing characteristics, such as race, or to add occupants who are not listed on a census form but for whom there is some evidence of residency. A National Academy of Sciences panel reported last fall that Census 2000 included 5.8 million imputations, a disproportionate number of which involved racial minorities, renters, and children. In 1999, the Court had struck down the use of "sampling" (*Department of Commerce v. U.S. House of Representatives*), but in the latest ruling, the Court noted that imputation differs from sampling in key ways. The Court concluded that sampling involves extrapolating characteristics of a large group from a small one, while imputation does not depend on random sampling. The distinguishing methodological differences place imputation "outside the scope" of Section 195 of the Census Act, which refers only to "sampling," the majority stated. Read the actual Court opinions at <http://supct.law.cornell.edu/supct/html/01-714.ZS.html>.

✓ **Speaking of the Census . . .** The U.S. Census Bureau's release of 2000 Census long-form data began in June, and data is now available on all state and sub-area demographic profiles, including income, education, employment, fertility, marital status, language, housing costs, commuting, housing, and other topics. The geographic areas included are counties, places, minor civil divisions, metro areas, congressional districts, American Indian and Alaska Native areas, and Hawaiian Home Lands. The profiles and technical documentation are available as downloadable compressed PDF files (some formats require purchase) at www.census.gov/Press-Release/www/2002/demoprofiles.html and as print-on-demand reports from the Customer Services Center at (301) 763-4636. County and congressional profiles are available at www.census.gov/mp/www/pub/2000cen/mcscen05.html. More detailed Census 2000 summary files are also available on CD-ROM. Information on available data formats is at www.census.gov/pub/mp/www/cpu/mediat-1.htm.

✓ **The American Community Survey Alert (ACS) . . .** is the U.S. Census Bureau's new approach for collecting accurate and timely socioeconomic and housing information about our nation, the states, cities, and communities. As part of the plan to reengineer the decennial census, the ACS will replace the census long form in 2010, pending congressional funding. It will provide data every year to evaluate programs and chart the future. The ACS Alert is an electronic newsletter designed to inform users about news, events, data released, congressional actions, and other developments associated with the ACS. General information about subscription to the mailing list is available at lists.census.gov/mailman/listinfo/acs-alert. For general and technical questions regarding Census Bureau data products, contact webmaster@census.gov or the Customer Service Center (M-F, 8:30 AM - 4:30 PM EST) at 301-763-4636, fax 301-457-4714.

✓ **New Director of NAS Division of Behavioral and Social Sciences and Education . . .** In June, organizational and management policy specialist Michael Feuer replaced Barbara Torrey, who after a long tenure, has retired as Executive Director of the Division of Behavioral and Social Sciences and Education (DBASSE) at the National Academy of Sciences (NAS). Feuer has been at the NAS since 1993, when he was recruited to run the Board on Testing and Assessment (BOTA), which became a key player in the intricate world of educational, employment, and psychological testing. In 1999 this Board merged with the Center for Science, Mathematics, and Engineering Education, which was renamed the Center for Education. Recently, Feuer has been the Deputy Executive Director for DBASSE. Before coming to NAS, Michael was a Senior Analyst and Project Director at the Office of Technology Assessment, and before that a tenured professor of management and organizational sciences at Drexel University. He holds a PhD in public policy from the University of Pennsylvania, as well as an MA from The Wharton School. He has taught public policy, organization theory, education, and calculus for social scientists. His undergraduate degree is in English and journalism from the City University of New York-Queens College. He has also studied at the Sorbonne and at the Hebrew University of Jerusalem, and speaks French and Hebrew. Michael has published in economics, business, management, and education journals, and has had dozens of reviews and essays in the *New York Times*, *Philadelphia Inquirer*, and other popular media. Feuer brings a broad range of intellectual interests, experience, and analytic skills to DBASSE. ASA looks forward to working with him in his new role to advance the purposes of the social sciences at the Academies. Barbara Torrey remains in Washington, DC, and is at the Population Reference Bureau.

Karl Alexander to Edit *Sociology of Education*

by Aaron Pallas, Teachers College, Columbia University

ASA Council has selected Karl L. Alexander, Professor of Sociology at The Johns Hopkins University, as the next editor of ASA's *Sociology of Education*, now in its 75th year of publication. The editorial term is three years.

It's a great honor for me to be able to hand the reins of the journal to Karl; he directed my doctoral dissertation, and we have a deep professional bond and personal friendship that extends back more than 20 years.

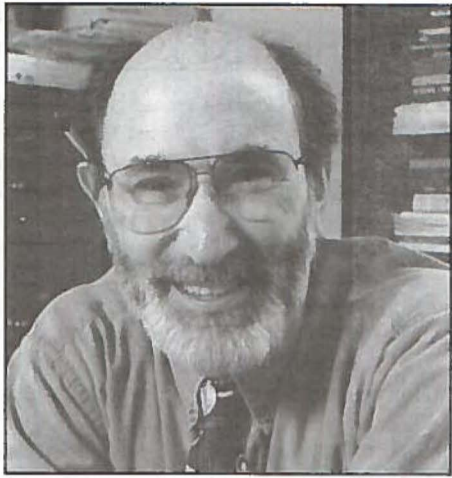
Karl came to Johns Hopkins in 1972, having received a BA in sociology from his hometown school Temple University, and then a PhD in sociology from the University of North Carolina at Chapel Hill. The person-environment fit was nearly perfect. Karl entered a department, founded by James S. Coleman, that had a strong tradition of scholarship in the sociology of education, and an affiliated research and development center, the Center for the Social Organization of Schools, populated with sociologists engaged in cutting-edge research on schooling and social inequality. When his Hopkins colleague Doris Entwisle assumed the editorship of *Sociology of Education* in 1976, she invited Karl to join her as Deputy Editor, foreshadowing his assumption of the editorship a quarter-century later.

Rising through the academic ranks, Karl received tenure upon his promotion to the rank of Professor in 1983. As penance, he chaired the Hopkins Department of Sociology from 1985 to 1993. In 1999, Johns Hopkins honored Karl by appointing him as the John Dewey Professor of Sociology, a fitting title for a scholar who studies the relationship between schooling and society.

Karl looks fondly on his doctoral years at Chapel Hill, and in the winter and spring months his spirits rise and fall with the fortunes of the North Carolina men's basketball team. He has sustained a connection to Chapel Hill and other southern institutions through his participation in the Southern Sociological Society, which he has served in many capacities, including President in 1996.

A Nation at Risk

Karl's career originated in the status attainment tradition pioneered by the late William H. Sewell and his colleagues. In the early years of his career, his work focused on the effects of schools and schooling experiences on educational and social stratification. Motivated by concerns for the social-psychological dimensions of schooling and the contribution of schooling to social inequality, he sought to understand the linkages among social background, school experiences, and adult attainments. His contributions to the school effects literature included a series of studies of the impact of school context on educational attainment, and analyses of the relative effectiveness of public and private high schools. Karl also authored a seminal series of studies on the causes and consequences



Karl L. Alexander

of curriculum placement, establishing the analytic distinction between curriculum tracks and the specific courses students take in high school. This work took on heightened importance in the early 1980s, when the National Commission on Excellence in Education's report, *A Nation at Risk*, launched a national movement to raise academic standards.

Although he could not have anticipated it at the time, a proposal Karl wrote with Doris Entwisle in 1981 was to transform his academic career. Building on Doris's earlier work on social structure and the educational achievement of young children, Karl and Doris proposed to study how youngsters negotiate the transition from home to full-time schooling. With the support of the Baltimore City Public Schools, they sampled 20 elementary schools in the district, stratified by social class and racial composition, and created a cohort of nearly 800 students entering first grade for the first time in the fall of 1982. Gathering data from the children themselves, their parents and teachers, and their school records, Karl and Doris began examining children's academic performance over the first two years of schooling.

Beginning School Study

They learned another important lesson, however: with a skilled and energetic staff, it was possible to stay in touch with this cohort of children, and to follow them up repeatedly. Thus, what began as a study of the transition to first grade morphed first into a study of growth over the elementary years, and then into a study of development into early and mid-adolescence, and finally (at least for now!) into a study of school-leaving and the transition to adulthood. In 1999, the Beginning School Study, or BSS, as the project has come to be known, successfully re-interviewed 80% of the original sample—17 years after the study began. To date, Karl has published two books, a monograph, three-dozen refereed journal articles, and a dozen book chapters based on his studies of the BSS. The most influential work has been a book co-authored with Doris and Susan Dauber, *On the Success of Failure* (Cambridge, 1994), which has emerged as a central resource in debates over the merits of social promotion and grade retention.

The BSS stands as a towering intellectual achievement, but keeping the study alive has also demanded thoughtful administration and more than a dollop of luck. There have been times over the

past 20 years when it was not clear that the study would be able to continue. Doris and Karl have sustained the project with grants from the National Institute on Child Health and Human Development, the William T. Grant Foundation, the National Science Foundation, the Foundation for Child Development, the Spencer Foundation, and the Office of Educational Research and Improvement in the U.S. Department of Education. Many of these sponsors have favored the project with multiple awards.

Karl's enthusiasm is infectious. Some senior scholars grow more jaded with each passing year; academic work can become more like a game than a vocation. But Karl still gets excited when he presents a paper or discusses the work of others. When his excitement overtakes him, as it frequently does, he may find that he is nearing the end of his allotted time without having even made it to the results portion of his presentation. Pressed to finish, he often is obliged to point to an overhead and say, "The results speak for themselves!" As a graduate student, I observed this so often that I resolved to bet him a lunch that he wouldn't be able to actually get through a presentation without having to rush to complete it. It turned out that the only surefire inducement for Karl to get through a talk was the prospect of my buying him lunch. I emerged from graduate school sadder, wiser, and poorer.

Joining Karl at the helm of *Sociology of Education* are two outstanding Deputy Editors, Linda Grant and Suet-ling Pong. Linda is Professor of Sociology at the

University of Georgia, where she also holds appointments in the Department of Social Foundations of Education and the Women's Studies Program. Her current research focuses on women and minorities in academic science, school organizational change and student experience in desegregated schools, writing and research styles of early women sociologists, and qualitative methods in research. Suet-ling is Associate Professor of Education, Demography, and Sociology at Pennsylvania State University. She is currently studying immigrant children's education and the relationship between family structure and processes and children's academic achievement. Together, Karl, Linda, and Suet-ling will provide terrific leadership for *Sociology of Education*. □

Manuscript Submissions and Revisions

Sociology of Education will undergo an editorial transition in 2002. Effective July 1, all new manuscript submissions should be sent to the incoming editor: Karl Alexander, Department of Sociology, Johns Hopkins University, Baltimore, MD 21218; (410) 516-7001; fax (410) 516-7221; e-mail socofed@jhu.edu. Until September 15, invited revisions should be sent to the outgoing editor, Aaron Pallas, Box 3, Teachers College, Columbia University, New York, NY 10027. After September 15, all new submissions and invited revisions should be sent to Karl Alexander.

Anne Arundel Community College Establishes Letter of Recognition in Applied Sociology

by Meghan Rich, Academic and Professional Affairs Program Assistant

In an effort to give students transferable credits and transferable skills that are both conceptual and practical, Anne Arundel Community College's Department of Sociology and Geography has announced a Letter of Recognition in Applied Sociology. The letter of recognition fulfills at least three academic and career-related needs. First, it provides a vehicle for learners to verify completion of training in basic skills for jobs related to this course sequence. Second, it provides flexibility for employers who wish to tailor a sequence of courses requiring the skills outlined in the letter and to document completion. Third, the letter provides a means for persons in any program to validate completion of this skills-based course sequence *en route* to an Associate of Arts Degree and beyond.

The structure and learning sequence of the applied sociology letter of recognition, which can be earned online, consists of three categories of courses: (1) general overview of the principles of sociology (usually the introductory course in sociology); (2) a set of social and behavioral sciences tools (one of the following courses: Introduction to Applied Sociol-

ogy, Social Research Methods, Social and Behavioral Statistics); and, finally, a target topic for application of the tools (virtually any other topic-related sociology course).

The letter takes effect in the fall term of 2002 and is designed to allow the part-time student to finish in three (or fewer) terms with nine transferable college credits. With the addition of one more course in sociology, students pursuing an AA Degree in general studies can get a concentration in sociology. Students learn basic sociological concepts and skills to deal with groups, society, and human interaction; receive tools for client-oriented problem solving; learn data collection and analysis methods; and apply these skills and knowledge to complete the letter of recognition.

For more information contact either Tom Karwoski, Chair of Sociology and Geography, e-mail tjkarwoski@mail.aacc.cc.md.us, phone (410) 777-2833; or Steve Steele, Professor of Applied Sociology, e-mail sfsteele@mail.aacc.cc.md.us, phone (410) 777-2369. Both are at the Department of Sociology and Geography, Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012. □

MOST, from page 1

retain, and train minority students for the profession. They intentionally created mentoring opportunities for students. They more thoroughly incorporated research methodology and research experiences into their programs. They created policies, practices, events, and even physical spaces that improved the climate for minorities and *all* students. And, they conducted creative outreach to secondary students and undergraduates who were undecided about their majors or their prospects for graduate education. We are eager to share the results of the MOST program and, in particular, to focus discussion on its meaning and import."

Levine explained that a major purpose of the conference was to launch the process of transporting the "MOST model" to other fields and disciplines

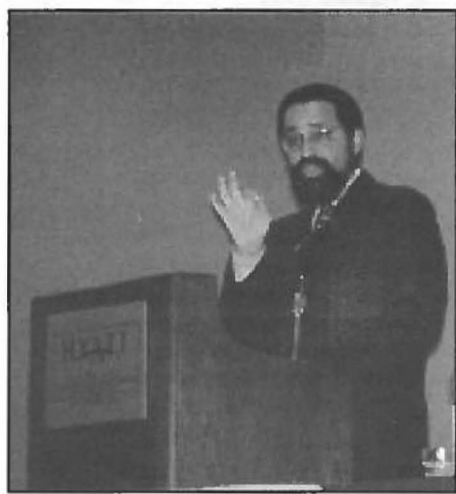


Edgar Beckham, The Ford Foundation, receives special recognition for his support of MOST from outgoing ASA Executive Officer Felice J. Levine.

across higher education. "We see the centerpiece of the conference to be the views of higher education and foundation leaders who are well positioned to consider how working with departments can truly promote diversity in education," she said. During the conference, Levine emphasized the key role of partnerships between educational institutions and the public and private sectors in fostering sustainable change. A panel of academic presidents reflected on their roles in making organizational change happen. Leaders experienced in the foundation world were similarly asked to reflect on how public institutions or private organizations could help to address the challenges of diversity in colleges and universities.

Why Bother?

The prepublication MOST report considered at the conference showed that in 2000, African Americans constituted 12 percent of the U.S. population but received only 9 percent of bachelor's degrees and only 6.6 percent of doctorates. Hispanics were 12.5 percent of the population but received only 6.3 percent of bachelor's degrees and 3.8 percent of doctorates. Even more grim is the proportion of degrees earned by minorities in the sciences. With the exception of Asians, minorities make up a small portion of the science and engineering (S&E) workforce in the United States. In 1999, for example, 11 percent of scientists and engineers were Asian, although they constitute 4 percent of the population. And, Blacks, Hispanics, and American



Christopher Edley, Jr., delivers the closing plenary speech on the "Road from Here."

Indians together constituted 24 percent of the population but only 7 percent of the total S&E workforce.

The "why bother is simple," Levine said. "Equality of opportunity in education is certainly important. Also, excellence in producing knowledge and in teaching depends on diversity of perspective and the capacity to rethink and challenge assumptions and ideas. Bringing higher proportions of persons of color into academic, scientific, and other scholarly career lines begins in school and requires new practices in higher education."

Fresh Paradigm

MOST, according to its designers, brings a fresh perspective, Levine explained. "MOST is unique among diversity-related projects because it focused on the academic department as the instrument of systemic, institutional change. We chose not to pursue a student-by-student or institution-wide approach, because we wanted MOST to function right where education and training occur—at the department level. Departments have the capacity to initiate curriculum changes, recast the academic climate in which majors learn, make deliberate choices about mentoring, and conduct their own recruitment and training. We considered departments to be the strategic location of change in higher education, and the project's results bear us out," she said.

Conference Succeeds in Generating Momentum

The MOST conference brought a highly engaged group of leaders from higher education and the private foundation community to explore the results of this program, discuss its future, and plan for scaling up the



Teresa A. Sullivan delivers the opening keynote address.

program in order to implement it in other institutions.

Teresa A. Sullivan, Vice President and Graduate Dean at The University of Texas-Austin, began the MOST conference with a keynote address, "New Ways of Thinking about Diversity and Affirmative Action," at the opening reception and dinner. Sullivan, a veteran of large, organizational change efforts, praised MOST as a positive, intentional program that demystifies education and makes it more accessible and universalistic. She saw it as similar in intent to the Texas Longhorn PREP Program (Partners Responding to Educational Priorities) that aims at admitting at least 10 percent of the graduating class of every high school in Texas to a Texas college or university. Providing a mix of services and financial support, this program reaches to "every high school in every neighborhood."

The Opening Plenary introduced MOST. Levine began with an overview of the MOST program, including its origin, goals, and accomplishments. Beth Schneider (chair of a MOST department at the University of California-Santa Barbara), and Jose Z. Calderon (faculty member and MOST coordinator at Pitzer College) poignantly reflected on their first-hand experiences in becoming MOST departments and transforming how they worked.

Higher education leader Nancy Cantor, chancellor of the University of Illinois-Urbana-Champaign, praised MOST for "seeding diversity and programmatic excellence together" through the lens of departments and for making this activity a "shared commitment." Cantor's talk addressed the issue within the context of recent challenges to achieving sufficient diversity in higher education. "Excellence and diversity are



New ASA Executive Officer Sally T. Hillsman addresses attendees.

inextricably intertwined together," said Cantor. "We have to constantly remake our institutions to preserve and promote excellence, and MOST is doing this."

Joyce A. Ladner, former President of Howard University and now Senior Fellow at The Brookings Institution, and Patricia A. McGuire, President of Trinity College, also praised MOST as pitched to the right purpose and innovative in promoting intentional institutional change. Both relayed informative personal tribulations and experiences related to deliberate attempts to transform institutions from their long entrenched practices to sustainable new paradigms of operations. They offered insights about progressive and proactive efforts that will help guide future implementation of MOST principles at other institutions.

Troy Duster, of New York University

See MOST, page 12



(Clockwise from top left) ASA Deputy Executive Officer Carla B. Howery with Patricia McGuire (Trinity College), Nancy Cantor (University of Illinois, Champaign-Urbana), and Joyce Ladner (Brookings Institution) comprised a panel of higher education experts.

The 11 Institutions Participating in MOST

Participating MOST departments were selected on a competitive basis and represent the broad range of U.S. colleges and universities. The 11 sociology departments are at the following institutions:

- | | |
|--|------------------------------------|
| Augusta State University | University of Puerto Rico-Mayaguez |
| University of California-Santa Barbara | Southwestern University |
| Grinnell College | Texas A&M University |
| University of Nebraska-Lincoln | University of Texas-El Paso |
| Pennsylvania State University | William Paterson University |
| Pitzer College | |

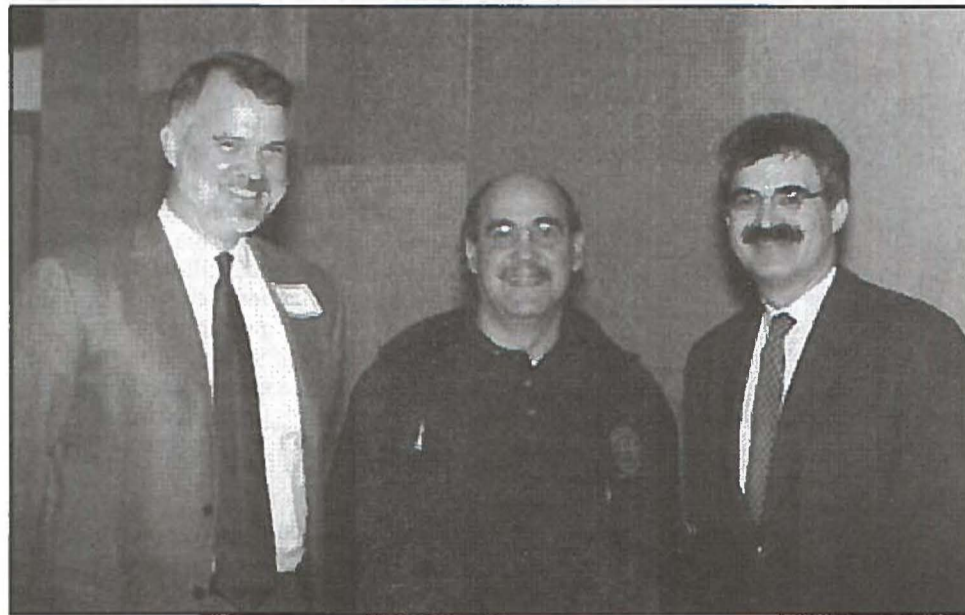
Minnesota's Department of Sociology Celebrates 100 Years

by Ron Aminzade
University of Minnesota

The Department of Sociology at the University of Minnesota celebrated its 100-year anniversary during the 2001-02 academic year. This yearlong celebration featured a series of events designed to showcase its rich history, spotlight recent accomplishments of faculty and students, strengthen ties with alumni, and reflect on the future of Sociology. The birthday celebration began with faculty and staff serving cake and ice cream on the West Bank Campus Plaza. University of Minnesota President Mark Yudof, College of Liberal Arts Dean Steven Rosenstone, and Sociology Department Chair Ron Aminzade launched the festivities with congratulatory remarks and praise.

Throughout the academic year, prominent scholars from around the country, including Charles Perrow, (Yale), Susan Sibley (MIT), Robert Sampson (Chicago), Aldon Morris (Northwestern), Charles Tilly (Columbia), and Bonnie Thornton Dill (Maryland), were invited to address central issues and debates in the department's five core areas: (1) Family and the Life Course; (2) Inequality: Race, Class, and Gender; (3) Law, Crime, and Deviance; (4) Organizations, Work, and Markets; and (5) Political Sociology and Social Movements. These distinguished speakers discussed their teaching and classroom experiences in the department's Teaching Resources Center along with a public lecture about their current research.

The festivities also included two mini-conferences. The first took place in



Left to right: Keynote speaker Craig Calhoun, Chair Ron Aminzade, and Liberal Arts Dean Steven Rosenstone take a moment to pose for the camera. (Photo by David Kurtovich)

December, titled "*The Past, Present, and Future of Feminist Sociology*," in honor of the career of Barbara Laslett. Barrie Thorne (California-Berkeley) and Joanna Brenner (Portland State) gave keynotes chocked with insight and inspiration to an audience of Professor Laslett's colleagues and students. In February the annual Life Course Center Mini-Conference, "*The Sociology of Childhood and Child Well-Being*," featured panelists William Corsaro (Indiana), Frank Furstenburg (Pennsylvania), Mary Jo Maynes (Minnesota), and Phyllis Moen (Cornell). A lively conversation took place about the ways that ethnographic research on childhood and

quantitative studies of child well-being can contribute to policy debates and about teaching about the sociology of childhood.

A special Centennial issue of *The Minnesota Sociology Review*, a department newsletter distributed nationally and internationally, highlighted the achievements of departmental alumni, including William H. Sewell II (PhD 1939) and Theodore Caplow (PhD 1946). Historical highlights included the conferring of the first PhD in Sociology on George Frederick Wilson in 1902, the appointment of George Edgar Vincent as the third president of the University of Minnesota in 1911 and his election as the president of the American

Sociological Association in 1917. Other landmarks were F. Stuart Chapin's 29 year reign as chair of the department (1922-51), the establishment of the Minnesota Family Study Center by Reuben Hill in 1957, the establishment of the Life Course Center in 1986, and the creation of the Teaching Resources Center in 1989. During this century of the department's rich history, more than 3,300 undergraduate degrees have been granted and, for the past decade, Sociology has consistently been one of the most popular majors among undergraduates at the University of Minnesota.

Regular community building events, such as the department's "First Monday" monthly informal gathering of faculty, students and staff, were expanded to focus on a different theme each month. Some of the topics that were showcased included: the global reach of the graduate program, which brings students to Minnesota from Africa, Asia, Latin America, and the Middle East; efforts to incorporate community service learning into our undergraduate curriculum; outreach initiatives involving non-academic sociologists and community partners; and interdisciplinary teaching and research. The final First Monday of the year invited sociologists from across Minnesota to celebrate their contributions to the discipline.

The centennial celebration culminated in March 2002 with an expanded version of the annual Sociology Research Institute (SRI)—a tradition in the department since 1990. Each spring, the SRI recognizes excellence via the presentation of awards for teaching, research, and service and provides an opportunity for graduate and undergraduate students to present papers in a professional meeting format. The opening keynote address, *The Future of Sociology: Internationalization and Interdisciplinarity*, by Professor Craig Calhoun, President of the Social Sciences Research Council and Professor at New York University, was standing room only. Following the keynote speech, over fifteen graduate students had dinner with Professor Calhoun, enabling them to informally discuss their research and teaching. The second day included presentations by over 35 prominent former faculty and alumni, who reflected on how their years at Minnesota shaped their careers, and a keynote address by alumnus Sheldon Stryker (PhD 1955), *On Minnesota Contributions to Social Psychology*. This was a wonderful opportunity for current students to learn about the history of their department through the voices and memories of their predecessors. It also prompted faculty and students to exchange ideas and speculate on what role the department will play in shaping future generations of committed scholars and teachers. Among the many tributes was the following statement from one of our alumni: "What I got here, and what I think is the key to success in any area of life, is maximum support and maximum demand." At the end of a very busy and exciting academic year, the department hosted the 14th annual meeting of the Society for the Advancement of Socio-Economics on June 27-30, 2002, which brought over 300 scholars from around the world to the land of lakes, megamalls, and cutting-edge sociology. □



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Qualitative Methods Take Hold at St. Olaf

by Meghan Rich, ASA Academic and Professional Affairs

Most sociology departments require their undergraduate majors to take at least one semester of research methods, and those courses usually focus on quantitative methodology and statistics. At St. Olaf College, sociology majors get more. They are required to take not just the usual sequence of research methods and statistics but another course whose focus is qualitative methods. While many departments offer a qualitative methodology course at the graduate level, very few offer it at the undergraduate level, let alone make it a requirement of their majors. This makes the St. Olaf curriculum distinctive.

By taking a full year of research methods (quantitative first semester, qualitative second semester) the sociology majors at St. Olaf College become thoroughly familiar with the range of methodological approaches that social scientists use and how they complement one another to create a more detailed picture of the social world. Anthropologist Carolyn Anderson has taught the qualitative methods course, called "Ethnographic Research Methods," for

the past five years. During the semester-long course, students walk with Anderson through every step of the research process: the literature review, formulating the research question, submitting a proposal to the St. Olaf College Institutional Review Board, creating an interview schedule and guide, interpreting and coding interviews, and writing a research report.

What makes the class particularly valuable—for students and for the college—is that the substantive focus of the students' research is college life itself. Students explore topics such as the marginalization of minority students at St. Olaf's (especially apparent in a college that is strikingly homogeneous with its largely Caucasian, Lutheran, Midwestern, and heterosexual student body) or other features and experiences of student life. Other inventive projects have looked at freshman friendship networks and the sociological "backstage" of the famous St. Olaf Choir.

Anderson encourages collaboration between and among students, which, given variation in styles and skills, enhances the quality of results. Working together also makes the whole research process more fun and rewarding for students, as well as ensures that the projects can be completed within the one-semester time frame. Not surprisingly, students in the ethnographic research course get very involved in their projects and become quite enthusiastic about

social research as they make connections between their sociology courses and the slices of social life that they study firsthand. Also, because of the small class size (approximately 20 students), students get a lot of individual attention and feedback on their work.

"I try to make the class a social process," says Anderson. "This is the most rewarding thing I do because they bring together everything they've learned, and they are applying it...the worst thing you can do is underestimate your students. You set the bar high and they jump several feet over the bar."

At the end of each semester, Anderson compiles all of the students' papers into a printed book, which she gives to the college president, deans, and other administrators. Needless to say, she has found that the St. Olaf College community has real interest in her students' research, in part because it provides genuinely useful information about students' experiences at the college. The sociology students also present their findings at professional meetings, such as the recent 2002 Midwest Sociological Society meeting in Milwaukee, WI.

For more information on this class and the Department of Sociology and Anthropology at St. Olaf College, contact: Bruce Nordstrom-Loeb (chair of department) or Carolyn Anderson (Assistant Professor of Anthropology), Department of Sociology and Anthropology, St. Olaf College, Northfield, MN 55057; (507) 646-3351. □

Congressional Fellow Report

The Politics of Unrealistic Expectations and the Rhetoric of Accountability

by Joyce Iutovich, Congressional Fellow

In conversation with a friend the other day, I was asked about what I considered to be the most disappointing aspect of my Congressional Fellowship experience. Recognizing the value of that question, I would be remiss if I did not provide some reflection on this in my last column.

My previous columns have all touched upon the relevance of science in the development of social policy and my "words of caution" regarding its use—particularly as it relates to the selective use of science by policymakers, the role of values and interests in public policy, and the extent to which science is unable to provide us with all the answers. Given these circumstances, public policy comes about through a negotiation between various sides in a debate (and the negotiating power in such situations may or may not be relatively balanced). All in all, I would say this is a good process, which allows multiple voices to be heard and some compromise to be reached.

However, one aspect of the policymaking process that seems problematic to me is when evidence and reality are completely ignored and *unrealistic expectations* are put into law, with agencies being held *accountable*, not only for the implementation of a policy,

but as well, for the expected outcomes (and if outcomes are not achieved, sanctions are imposed).

As an applied social scientist whose career has been in conducting evaluations and measuring outcomes, the importance of designing and implementing programs that work—and engaging in systematic analysis of programmatic efforts—is something that I have always supported. But in my work, I have cautioned program developers not to establish goals that are impossible to achieve (since success will be measured with respect to these goals). Further, I have cautioned funding agencies about trying to hold agencies accountable for aspects of programmatic efforts over which the agencies have no control.

Indeed, there is an enormous fallacy operating out there that assumes if policymakers set high standards and hold agencies accountable, then they have "done their duty." Hence, blame for unfulfilled promises can be placed into the laps of the implementing agencies that have failed to achieve their mission.

As a case in point, the Elementary and



Joyce Iutovich

Secondary Education Act, which was passed by Congress and signed into law in December 2001, was hailed by both Republicans and Democrats, as well as President Bush, as a landmark piece of legislation—duly dubbed as the "No Child Left Behind" Act. Not only did this legislation set the standard that *all* children will be "ready for school" by the time they enter first grade, it also required that school districts hire only "highly qualified teachers" beginning in 2003 and that *all* teachers shall be "highly qualified" by 2007. How could anyone disagree with the value of educating children and making sure that no child is left behind? I'm beginning to feel as though I'm living in the land of Lake Wobegon, where everyone is above average.

In discussing the standard that all teachers must be highly qualified, the Senate education staffers currently working on the reauthorization of a companion education law, the Individuals with Disabilities Education Act (IDEA), are faced with a conundrum. Recognizing the difficulty of having all general education teachers "highly qualified" by 2007, the staff responsible for drafting the changes in IDEA are reluctant to incorporate a similar standard, since it is virtually impossible to achieve. Not only is there a severe shortage in special education teachers today, the capacity of colleges and universities to train these teachers is limited because of a corresponding shortage of faculty at these institutions.

Given these problems with capacity building (which does not even address the *quality* of the teachers), it would seem foolish to repeat in IDEA what is a bad policy in ESEA. However, in discussions about what to do with teacher standards in the reauthorization of IDEA, staff have pointed out that it would be political suicide not to have the same high standard for special education teachers

as exists for the general education teachers. IDEA, as a civil rights statute, requires that local education agencies provide a free appropriate public education for children with disabilities—something long denied them prior to the 1970s. To say now that it is not as important for children with disabilities as compared to other children, to have highly qualified teachers would be politically incorrect and it would become a "lightning rod" issue among the disability groups. To further complicate matters, the accountability piece in IDEA has much stronger teeth and sanctions are more likely than under ESEA. Although recent reports on IDEA enforcement have revealed that a substantial percentage of states are out of compliance with the law, none have lost their federal dollars, which is a sanction that can be imposed for repeated noncompliance.

No doubt I have not been able to present the full complexity of this issue. But suffice it to say, my disappointment is with regard to the legislation of unrealistic expectations (when legislators *know* the standards cannot be achieved). The end result is a subsequent undermining of the accountability process (when enforcement is weakened and therefore ineffective in improving program performance).

Although this final reflection on Capitol Hill has been critical, I have to say that my experience as a Congressional Fellow, overall, has been positive and well worth the time I have devoted to this effort. It has given me the opportunity to learn about the legislative process, both the ideal and the real. It allowed me to have a closer examination of the connection between science, policy, and practice. Finally, it has rejuvenated my desire to carry out applied social science and to work with policymakers in their effort to develop and improve social policy. □

Dimock Selected as This Year's Congressional Fellow

by Johanna Ebner, Public Information Program Assistant

Susan C. Dimock was selected as ASA's 2003 Congressional Fellow. As of August 2002, she will have completed her doctoral dissertation at the University of California-San Diego (UCSD). Beginning in January 2003, she will work a six-month term on the staff of a congressional member's office in Washington, DC, which is near her hometown of Falls Church, VA.

Dimock brings an interest in issues of public concern, dissertation research relevant to the Fellowship, and teaching experience in public policy. Her dissertation, titled *Disease Politics: The Influence of Activists, Lobbyists and Bureaucrats on Breast Cancer and Prostate Cancer Research Funding*, was a study of the impact that activists, interest groups, and social movements have on the congressional medical research funding process. She served for two years as the primary instructor for UCSD's Washington Program research methods seminar, supervising student research on an array of policy issues. As a result, she came in contact with a variety of government and non-government organizations in Washington, DC. Within her university community she was involved as the Department of Sociology's graduate representative to the Graduate Program Committee.

Dimock hopes to use her position as a Congressional Fellow to better understand medical funding policy. These issues are particularly important because of the rising cost of insurance, the increasing numbers of the uninsured, and our

increasingly aged population. Her other interests include stratification and social inequality, with a particular interest in the women's labor force participation. She is especially interested in working for the Senate Committee on Health, Education, Labor, and Pensions or the Senate Appropriations Subcommittee on Labor, Health and Human Service, and Education.

The ASA Congressional Fellowship is an opportunity for a sociologist to work on a congressional staff to learn about the policymaking process, and to link sociology to policy-relevant topics. The current ASA Fellow, Joyce Iutovich, Keystone University Research Corporation, is working in Senator Jack Reed's office (D-RI) primarily on early childcare and education and welfare reform (see article on this page).

In addition to serving on a staff, the Fellow often spends some time in the ASA executive office preparing briefing materials, participating in a congressional or media briefing on a timely topic, and contributing stories to *Footnotes*. The ASA's Spivack Program on Applied Social Research and Social Policy administers the Fellowship. The next application deadline is February 1, 2003. See the ASA website (www.asanet.org) for application information. □



Susan C. Dimock

Call for Nominations for ASA Offices

The Committee on Nominations, elected by the membership, prepares the slates of nominees for ASA offices. The ASA Constitution states in Article II, Section 2:

(a) The Committee on Nominations shall select two names each for the offices of President-Elect, Vice-President-Elect, and Secretary-Elect, and for each vacancy on the Council, and the Committee on Publications.

(b) Prior to the time of the meeting of the Committee on Nominations, Members and Student Members shall be invited to suggest names for nominations for all elective offices; the Committee shall be guided but not bound by the suggestions received.

The Committee will undertake its work at the 2002 Annual Meeting. Members are encouraged to submit nominations of candidates whom they think would lead the Association effectively. In making a nomination, please submit a page of narrative supporting your nomination. Officers must be full members of the Association (not associate members) at the time they run for office.

In making the election slates, the Committee is guided by the ASA Statement on Diversity, approved by ASA Council:

Much of the vitality of ASA flows from its diverse membership. With this in mind, it is the policy of the ASA to include people of color, women, sociologists from smaller institutions or who work in government, business, or other applied settings, and international scholars in all of its programmatic activities and in the business of the Association.

Please send in your nominations via e-mail to governance@asanet.org or by regular mail to Michael Murphy, American Sociological Association, Governance Office, 1307 New York Avenue NW, Suite 700, Washington, DC 20005. All submissions must be received no later than August 12, 2002.

More of Us Should Become Public Sociologists

Public intellectuals (i.e., the scholars, critics, and others who speak to the general public on topical matters in which the public may or should be interested) play a crucial role in modern society. They are not only a bridge between intellectuals, academics, and the rest of society, but they also offer society at least a sampling of intellectual commentary on issues of the day.

Public intellectuals are usually recruited from among scholars who have already gained a reputation from well-received and widely read publications. They must, however, also be willing and able to communicate with the general (read *educated*) public, have ideas and opinions that they want to share, and do so in clear, jargon-free English. Although anyone can nominate oneself to be a public intellectual, they are appointed by editors, producers and similar decision-makers in the news and other mass media, at the major lecture bureaus and the like. Audiences are the ultimate gate keeper, however, for public intellectuals must be willing to speak to topics that interest *them*, and with frames and values that are comprehensible and acceptable to them.

Public intellectuals are appointed at several levels. Many public intellectuals probably serve mainly as quote suppliers, offering observations, pithy comments or soundbites to journalists who need an expert voice to add credibility to their own writing. At the next level are people who regularly publish op ed pieces in national newspapers. Some may then be invited to appear on public television or public radio, and to write articles for such "class" media as *The New Yorker* or *The Atlantic Monthly*. A few are even appointed as cable news regulars or newspaper columnists and find their books appearing on the *New York Times* best seller list. No one ever receives tenure as a public intellectual, however, because very few are able to be relevant and credible on every new issue that emerges.

Sociologists have not often been appointed as public intellectuals. Lists of the leading public intellectuals are as suspect as those of the best films or racehorses, but a recent list of 550 public intellectuals, alive and dead, included about 30 sociologists. (The list, *Public Intellectuals*, was compiled by Richard Posner and published in 2001 by Harvard University Press.) Considering the small number of sociologists in the world, that proportion is reasonably respectable, and the list included such influential sociologists as Daniel Bell, Robert Bellah, William Julius Wilson, and, of course, Max Weber.

Another Posner list, of the 100 top public intellectuals (as measured by amount of news media exposure) was troubling, however, for it included only one sociologist, Alan Wolfe, and he came in at No. 97. In effect, the keepers of the "public intellectual gates" ignore or reject us, and we should do the needed research to find out why.

Hypotheses are easy. Most public intellectuals are literary folk or historians, who are trained to range far and wide across the disciplines. Public intellectuals



probably have to address political and economic issues more than any other, and sociologists lose out on that score too. They also lose out (and this is more serious), either because their ideas are not sufficiently distinctive from those of journalists and literary generalists or because the ideas are too relativistic or constructionist. Unfortunately, such ideas still seem to scare too many journalists and audience members. Sociologists as a whole are also more liberal than other academics, but the news media tend unfairly to prefer center and conservative voices. In any case, we are not often asked to perform as public intellectuals, are thus not very visible, and are therefore not asked.

Public Sociologists and What They Can Do

I see nothing on the horizon to suggest that our invisibility will soon end, but I think there is also a better, if less prestigious role for us, which I call *public sociologist*. A public sociologist is a public intellectual who applies sociological ideas and findings to social (defined broadly) issues about which sociology (also defined broadly) has something to say. Public intellectuals comment on whatever issues show up on the public agenda; public sociologists do so only on issues to which they can apply their sociological insights and findings. They are specialist public intellectuals (to borrow a Posner phrase).

Actually, we are all public sociologists *manqué* when we teach undergraduates, for college prepares them to become members of the educated general public. The public sociology I have in mind comes in four varieties, of which the first and most important is speaking out and writing whenever an issue shows up on the public agenda to which we can contribute.

We know a lot about social problems, and about the sociology of personal issues people worry about, for example, sickness and aging. Sometimes, public sociologists add background or context to stories that appear in the news media, or try to explain phenomena that news stories can only describe. Public sociologists can be particularly useful in debunking the conventional wisdom and popular myths (e.g., that teenage pregnancy is a major cause of poverty). They can reframe social phenomena in helpful ways (e.g., to point out that the family is *changing*, not *declining*). Public sociologists can indicate that two or three school shootings are not a trend, and that the explanations for the shootings are better sought in school power structures and student hierarchies than in "violence" in "the media."

Although public sociology of this kind already exists, it must still be institutionalized as a legitimate way of doing sociology. People who want to be public sociologists probably have to begin small (e.g., as quote suppliers, at first perhaps only for the local newspaper). However, even this humble task offers an opportunity to show that sociology has something to say. At times, being useful to journalists may even overcome their bias against the discipline—and sociology's bias against journalists—particularly when they ask interesting questions we should be

thinking about.

Supplying quotes is not enough, however; public sociologists must also write or have something to say every time events justify a sociological analysis or commentary. Public sociologists should not try to be journalists, but they can write or speak clearly, concisely, with examples, but without scholarly qualification. Scientists' taboos against addressing the general public must be overcome, and a thick skin is needed when a half hour's talking to a journalist is boiled down to a single sentence or a ten-second soundbite in the story. Being misquoted is even harder to take, but a politely firm letter to the offender sometimes results in an apology or explanation.

The next two forms of public sociology involve popularization. One is the popular (non-textbook) treatment of a topic or a set of events of widespread interest—like recent changes in American adolescent life. Unfortunately, sociologists do not often write popular sociological treatments of important topics or events. They leave such books mainly to freelance writers, who may not find sociology relevant.

The other form of popularization is a survey of the ideas and findings of a major field in the discipline, say criminology or social psychology. (Undergraduate teaching and textbook writing are examples of this second kind of popularization, but both are addressed to captive audiences.) Right now, there is no market for this kind of popularization because sociology lacks the characteristic appeal of the natural sciences and medicine, both of which can depend on a stable of expert popularizers.

The fourth kind of public sociology is a research report written for the lay public, either as an original study or as a popular rewrite of a scholarly monograph. Ethnographers have been writing the former at least since Helen and Robert Lynd's *Middletown* (Harcourt Brace, 1929); Robert T. Michael et al., *Sex in America* (Little Brown, 1994), is a good example of the latter.

Why Public Sociology?

Public sociology of all kinds is badly needed. It can demonstrate that sociology adds distinctive insights and findings; increase the discipline's relevance by forcing it to analyze current events and issues; and enhance sociology's visibility. More important, public sociology is a way of telling the general public what we do and how we are spending public money. If we do it well, public sociology may help to attract more and better students, increase research funds, and earn us public support when sociology is under attack from hostile ideological and political organizations. Perhaps someday, public sociologists will even be properly represented among the 100 most visible public intellectuals.

Herbert J. Gans

Herbert Gans (hjg1@columbia.edu) is Robert S. Lynd Professor of Sociology at Columbia University and a past president of ASA. He received the ASA's Award for Public Understanding of Sociology in 1999.

Why Don't Sociologists Subscribe to Journals or Join ASA?

Recently, I received an e-mail from the ASA targeted to "no-journal members." Under the new policy, ASA members must now subscribe to at least one ASA journal.

The e-mail raises important issues. Like many people, I came into sociology because I believed the discipline contributed to the wider world. But, there is little in our journals that does this in any meaningful way, despite the tremendous (and too often hidden) work of many sociologists. To be blunt, if the journals were worth reading, people would subscribe to them.

To deal with this criticism, the ASA has launched *Contexts* magazine to present sociological knowledge to educated publics. Another interpretation of this development is that we just ghettoized "sociology that matters." Doesn't this work belong in all journals? I would bet that most of the large research departments will denigrate publication in *Contexts*. Publishing there will not count for promotion. Faculty will encourage graduate students to avoid it.

The decision seemed to be one more decision by ASA that ignored the wishes of the members—similar to the recent debacle about *American Sociological Review* editors.

I value ASA. I have been active as a Section Officer. Currently, I co-chair the Undergraduate Committee of Eastern Sociological Society. In this spirit, here are two ideas:

(1) Let's turn ASA into an educational organization that is dedicated to enhancing public discourses and societal progress. Let's get away from ASA as a professionalized service agency.

Create taskforces that deal with major social issues. Recruit people beyond the usual suspects. Recruit people because they are articulate, they collect data that is effective in public arenas, and they will make this a priority.

Give the task forces resources to convene people, to pay for course reductions, and to recruit graduate students.

(2) Open up the journals by selecting different editors and reviewers. Put time and energy into involving new people with different visions.

We need to stop asking people to support a form of sociology that negates and alienates them. The May 20 *New York Times* editorial by Orlando Patterson on David Riesman captured this point well. Patterson notes that the rise of a professionalized sociology has pushed aside work that was "driven first by the significance of the subject and second by an epistemological emphasis on understanding the nature and meaning of social behavior." In doing so, Patterson notes that sociology too often retreats from public life.

Adam S. Weinberg (aweinberg@mail.colgate.edu), Department of Sociology and Anthropology, Colgate University □

ASA Executive Office Welcomes New Staff

ASA is pleased to announce the arrival of five new full-time staff at ASA headquarters, as the organization continues to build on the excellent human resource pool at the organization's Washington, DC office. ASA members will have an opportunity to meet these new staff at the Annual Meeting in Chicago, but until then, here are brief introductions . . .

Executive Assistant

Torrey S. Androski joined ASA in July as Executive Assistant to Executive Officer, Sally T. Hillsman. Androski recently graduated from Kenyon College in Gambier, Ohio, with a BA in sociology and a concentration in law and society.



Torrey Androski

During her junior year, she spent a semester at American University in the Washington Semester Program, attending classes and interning at the United States Sentencing Commission in the Office of Policy Analysis. She continued her internship as a full-time paid employee for the summer of 2001.

At Kenyon, Androski was particularly active in the sociology department and the law and society program. She was the student advisor to Kenyon's sociology department and maintained a close relationship with the faculty. Both at Kenyon and at American University, she focused on research projects involving racial disparities in the judicial system. During her senior year, she was awarded distinction, the highest honor at Kenyon, for her undergraduate thesis on the crack and powder cocaine sentencing disparities within the federal judicial system.

Androski took a leadership role in various student-run political organizations. She was elected to the Student Council Executive Committee and was elected Secretary of Student Senate, Vice President of the Student Life Committee, and chairperson of the Student Activities Social Board, where she handled a \$60,000 budget and won organization of the year in 1999. Androski looks forward to putting her leadership and love of sociology to work at ASA.

Academic and Professional Affairs Program Assistant

Jean Beaman, a 2002 graduate of Northwestern University, joined ASA as the new Academic and Professional Affairs (APAP) Assistant in July. She holds a BA in sociology and a minor in French, and has an impressive background in nonprofit volunteering and higher education-related work.



Jean Beaman

Although Beaman comes to us from the windy city of Chicago, she is a Columbia, Maryland, native, and looks forward to working for a nonprofit near her home. She states that she became interested in the position because she is firmly committed to the discipline of sociology and hopes to gain experience working with a nonprofit social organization.

Beaman will be trained by current APAP assistant, Meghan Rich, who will be leaving ASA after her two-year tenure to pursue a PhD in sociology at the University of Delaware. Beaman (and Rich) will be at the 2002 ASA Annual Meeting, so please welcome her to ASA when you see her!

Financial Controller

Les Briggs joined the staff of ASA as Controller in July. Briggs has recently served as Director of Finance for the Society of Interventional Radiology, a national medical specialty society that furthers the advancement of new and minimally invasive medical procedures using the latest in medical technology. During his seven-year stint there, the Society saw a large growth in membership, staff, and public awareness of medical advances that reduce the need for many invasive surgical procedures.

Prior to serving with the Society, he spent four years in public accounting where the scope of his work included audits, tax work, and other financial engagements. Much of his work was concentrated in the nonprofit sector. He also obtained his CPA certification during that time.

Briggs was born and raised in Oklahoma prior to moving to the northern Virginia area. He received his BS degree in Accounting from George Mason University in Fairfax, VA.

Meeting Services Coordinator

Kareem D. Jenkins joined ASA in June as the Coordinator of Meeting Services. Jenkins brings extensive experience in program development and meeting planning. He is the former program coordinator at the Council on Foundations, Inc., where he planned and managed the organization's annual conference. Prior to the Council on Foundations, Inc., he served primarily as research analyst at the National Community Reinvestment Coalition, where he examined mortgage lending activity in low- and moderate-income communities. He also helped organize the organization's annual meeting.

At ASA, Jenkins' focus will be on upgrading the Meeting Services department to better meet the needs of the membership. Jenkins is a New York state native and received his BA in sociology from Berea College in Berea, Kentucky.

Minority Affairs Interim Director

Jean H. Shin joined ASA in June as interim Director of the Minority Affairs Program (MAP), taking over from Alfonso Latoni, who works now at the National Institute on Aging's Scientific



Les Briggs

Review Office. Shin is currently an Assistant Professor of Sociology at McDaniel College (formerly Western Maryland College) in Westminster, Maryland, where he teaches courses in Work and Occupations, Urban Sociology, and Technology and Social Change.

Shin served as Acting Associate Dean of Academic Affairs at McDaniel College in the fall of 2001, and is currently involved in research on minority-owned business development in Carroll County, Maryland. He is a member of the Editorial Board of *Teaching Sociology* as well as the National Advisory Board of the Preparing Future Faculty (PFF) program.

At ASA, Shin will continue to advance MAP's fundamental charge, which is to promote diversity within the

discipline. Much of that work involves support of the Minority Fellowship Program (MFP), which is in its 29th year of providing pre-doctoral fellowships to minority graduate students. Funded by a grant from the National Institute of Mental Health, the MFP seeks to attract talented minority sociologists interested in mental health issues and to facilitate their placement and success in graduate programs throughout the United States.

Shin was raised in both Statesboro, GA, and Seoul, Korea, and received his BA in 1991 from the University of Virginia. He earned his MA and PhD at Indiana University-Bloomington. He and his wife Diem reside in suburban Loudoun County, Virginia, and are big fans of UVA athletics. □

American University in Moscow Seeks Sociologist Graduate Advisors

by Lee Herring
ASA Director of Communications

The American University in Moscow was founded 12 years ago with the endorsement of presidents Mikhail Gorbachev and George H. Bush. It received financial support from the Mayor of Moscow and several American businessmen, most generously from the late Robert Kriebel. At that time it was the first private university and the first business school in Russia. The university has graduated hundreds of MBA students and most of them have built successful careers in business and finance.

"This year the university is expanding its activities by establishing a graduate program in sociology, political science, and economics in which students will study and do research specifically in the area of U.S.-Russian relations," said Edward Lozansky, the University's Washington, DC-based president in an interview with *Footnotes* in May. "The students will be under the supervision of both Russian and American experts who would be paid by the American University," Lozansky explained.

As the first step in launching the American University in Moscow's graduate school, 15 graduate students will enroll who are currently studying political science and economics at Russia's most prestigious institutions. Each student will be assigned to American and Russian sociology, political science, or economics professors who will be their thesis advisors and who will be able to utilize the Internet to conduct supervision activities. Presently Lozansky is working to develop a consortium of U.S. and Russian universities that will participate in this project by providing teaching or research experts. To date, several institutions have joined the consortium, including Moscow State University; Moscow State Institute for International Relations; Russian Academy of Sciences affiliates (e.g., Institute of Sociology, Institute of the United States and Canada, and Institute of Social and Political Research).

Some U.S. university sociology departments have already expressed interest in the consortium, but additional university and college partners

are invited to join. You and your department can learn more during a session, titled, "American University-Moscow Meeting with U.S. Sociologists," to be held at ASA's Annual Meeting in Chicago. The session is presently planned for Saturday, August 17, 8-10 p.m.; check the final program for location.

As Russia teeters on the edge of history, pulled in opposite directions by conflicting traditions, interests, and demands, the importance of Russia's choice of future direction—between Western values on the one side and the dark past on the other—cannot be overstated, Lozansky explained. "In the last decade, voices along the entire political spectrum have stated that it is in the vital interest of the United States for Russia to become a prosperous democracy and an ally of the West. We need to organize Russians and Americans to strategize together. This is the heart of our project—to set the process of post-Cold War healing in motion, and educate a critical mass of young Russian foreign affairs students to strategize together with Americans on behalf of a common future.

"The goal of our proposal is to educate a strategically selected core group of students to think seriously about issues of Russian-American partnership and to be thoroughly knowledgeable about the subject and the cognate areas of expertise."

Lozansky believes there is a special role in the future of U.S.-Russian relations to be played by these young people. Most of them will soon occupy key positions in the Russian government and will be in a position to influence foreign and economic policies. It is very important, therefore, that during their college years and especially their graduate studies, the students gain access to the most reliable information and most advanced ideas (including advanced pro-Western ideas) on international affairs. The students should have close contacts with American experts who have a good historical perspective and understand the value and benefits of Russian partnership with the West, says Lozansky.

For additional information, contact Dr. Edward Lozansky (Lozansky@aol.com), President of the American University in Moscow. □

Briefings, from page 3

waves of surveys—keyed to World Values Surveys to permit country comparisons—over a period of two years (2000-2002) in collaboration with colleagues at the University of Cairo, University of Tehran, and University of Jordan. Because of the intervening terrorist attacks on the United States, Moaddel was able to assemble some before-and-after September 11 comparisons of these populations.

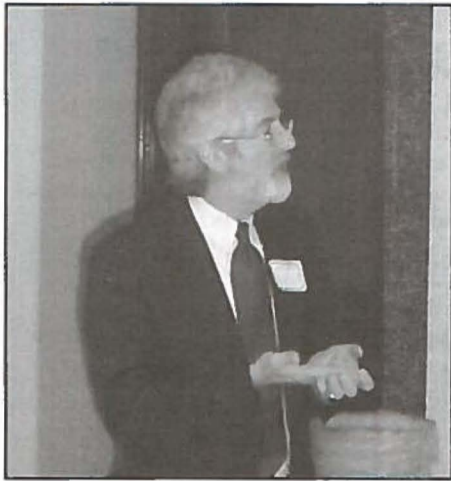
Among the findings: Despite their theocratic political regime, Iranians place less value on religion and more on nationalism than Egyptians and Jordanians. Iranians appear to be less religious than either of the other countries' citizens. Iranians also were less concerned about "cultural invasion by the West," although this fear increased after 9/11 across all three countries. The researchers believe that two decades of extreme fundamentalist Islamic rule has made Iranians less religious and less concerned about the West.

Welfare Reform

Sociologist Andrew Cherlin, Johns Hopkins University, participated in two congressional briefings, addressing an issue that Congress was grappling with at that very time: welfare reform, which early this year President Bush announced a plan to overhaul. Included in his plan was a proposal that states boost the number of working welfare families from 50 to 70% by FY 2007. Among other proposals, the Bush plan also proposes to spend \$100 million to provide single mothers on welfare with monetary incentives to marry. With the House of Representatives just having passed reauthorization of the Welfare Reform Act (1996), legislators and policymakers now enter a policy formulation process during which many will be hungry for databased information that can guide them in formulating final changes in the law.

Marriage Incentives — Relevant to the merits of providing marriage incentives to welfare recipients, Cherlin's research addressed children's living arrangements in low-income families. Reporting on results from a large, multidisciplinary, four-year study of three major cities (Boston, Chicago, San Antonio), which examined primarily the child health and development consequences of welfare reform on children, Cherlin reported that while the percentage of children living with two adults had gone up slightly during a 16-month period (ending in 2001) impacted by the reforms, the increase was attributable almost exclusively to the addition of men who were not biological fathers of the children. Further, more of the increase was attributable to cohabitation than to marriage. The percentage of children living with two biological parents did not increase.

But a key finding in Cherlin's work is the fact that stability of family living arrangements is most important to children's well-being. And, unfortunately, instability of living arrangements seems to be the rule in this population, with 22% of children experiencing a change in living arrangement during this period. Thus, laws promoting marriage should take into consideration that only a small percentage (5%) of welfare mothers marry biological fathers of their children, and most of the men welfare mothers would potentially marry would not make good fathers and



Sociologist Andrew Cherlin presented his research at both welfare reform briefings.

would actually lessen the children's quality of life. Introducing step-fathers and live-in boyfriends into a family can be a difficult transition for children, and the data suggest that resulting marriages are fragile and end rapidly. The consequent unstable family structure is detrimental, with the number of family transitions being predictive of children's well-being, behavioral problems, school adjustment, and teen pregnancy. A New Zealand study demonstrated that children experience fewer behavioral problems if married parents stayed married or if single parents stayed single. Cherlin suggested that low-income children are not benefiting from the types of unions that their parents are forming and that marriage promotion funds might be better spent on the creation of support services for new parents. Information about Cherlin's study can be found at www.jhu.edu/~welfare.

Health Impacts — Sociologist Ron J. Angel, University of Texas-Austin, examined the health insurance status of children and caregivers in this three-city study, and reported that Medicaid, which welfare mothers covet for their children, remains a core component of this population's safety net. Since health problems, common in this population, seriously interfere with parental employment, employer-based private insurance is a minor source of health care coverage, even after reform efforts that caused many families to leave public assistance rolls. And, the longer

families remain off of cash assistance rolls, the less likely they are to have any kind of health insurance.

Angel reported that among those low-income families least likely to have coverage are Mexican-American children, dual-parent households. And caregivers themselves, once their families leave public assistance rolls, are less likely to be covered by Medicaid. The greater the number of children in a household, the greater the chance that some will not be covered by any health insurance. Further, Angel's ethnographic data indicated that Medicaid coverage is highly volatile in that it depends on employment and marital status of the caregiver, and thus there are frequent lapses in coverage of children.

Disasters

In late April, the "Human Response to Disaster" congressional briefing (chaired by ASA's former Executive Officer, Felice Levine and sponsored by the Decade of Behavior) featured Kathleen J. Tierney, Director of the Disaster Research Center and Professor of Sociology and Criminal Justice at the University of Delaware, where she studies the social effects of hazards and disasters.

Tierney's presentation, "Managing Future Crises: Insights from Social Science Research on Disasters," summarized the primary sociological phases of a disaster, which include: (1) hazard and disaster mitigation prevention and preparedness, (2) post-impact response,



Kathleen J. Tierney speaks at the April 2002 briefing on "Human Response to Disaster."

and (3) short- and long-term recovery. Disaster research focuses on social units, from individuals and households to social groups and communities, and their spontaneous response to disaster (i.e., volunteer groups). Included in Tierney's consideration were disasters of all types (i.e., natural disasters, technological disasters, community conflict situations, and threats and warnings).

Tierney explained that the challenges of the September 11 terrorist attacks are similar to natural disasters, with a consistency in the group and organizational responses. There was adaptive behavior to the situation, pro-social actions in the warnings and evacuations, and an absence of mass panic. Organizational responses included a convergence of volunteers, group responses in the search and rescue, and public support coordination. One distinctive feature of the attack, its lack of having been envisioned, required response teams to innovate. Other distinctive features included a high degree of complexity; long-term, ongoing, multiple, and ambiguous threats; and very broad (i.e., world-wide) and diffuse impacts.

Examination of Terrorism Issues Continues at ASA Annual Meeting

Speaking of reactions to disasters ... in its continuing commitment to research on national social issues regarding the terrorism tragedy, ASA will feature an Opening Plenary Session, "The Challenge of September 11: The Social Dimensions of Terrorism" (on Thursday, August 15, from 7:30-9:15 PM), at the Annual Meeting at the Hilton Chicago. ASA President Barbara Reskin will preside over a panel of four preeminent speakers arranged by organizers Craig Calhoun and Felice Levine: Craig Calhoun, Social Science Research Council; Nilufer Gole, *cole des Hautes Etudes en Science Sociales* and Bogazici University, Istanbul; Timur Kuran, University of Southern California; and Neil Smelser, University of California-Berkeley. Smelser also will preside over an Annual Meeting Regular Session, titled *Collective Behavior I*, on Friday, August 16, at 2:30 PM, that will address several sociological aspects of the September 11 terrorist attacks. □

Summer Work Transforms Courses

by Carla B. Howery
ASA Deputy Executive Officer

The University of Michigan provided an ideal location to begin work on ASA's new Integrating Data Analysis (IDA) Project. Ann Arbor is a lovely university town, especially in the summer, and is the mecca for social science research with the Institute for Social Research and the Population Study Center based there. IDA Project participants took full advantage of these resources in their five day workshop experience. An NSF-funded project, IDA is a collaboration between ASA and the Social Science Data Analysis Network (SSDAN), led by William F. Frey, University of Michigan.

Frey and his staff, and ASA staff Carla B. Howery, Havidan Rodriguez (University of Puerto Rico-Mayaguez), and Kerry Strand (Hood College) worked with six departments to develop inquiry skills and enhance research training for their undergraduate

students in non-research methods courses. The initial departments selected to participate in IDA are: University of Central Florida; North Carolina State University; Sinclair Community College (OH); South Dakota State University; State University of New York-Brockport; and Western Washington University.

At the workshop, each participant developed a module that used Census or other data to pilot test in a course that s/he will teach this fall. The module sets forth interesting sociological questions to test and asks students, using Student CHIP, to complete tables, create graphs, and so forth, and to interpret the results they compile. The IDA staff will create Census data sets appropriate to the topic and variables for each module so even beginning students will be able to complete these assignments.

In addition to the work on individual courses, each department team met to set goals for the entire curriculum, and to link the skills learned in one course to

other courses. Each department worked on logistics, equipment, resistance and other issues that shape the success of any innovation. Half of each department came to the IDA workshop to provide a critical mass of innovators. They will work with the full department in meetings held this fall, followed up by a site visit from the IDA staff in the second semester.

Six more departments will be selected in 2002-2003 to transform their curricula and to attend the summer workshops in Ann Arbor in June 2003. The IDA staff will provide substantive and technical support and conduct site visits to these two cohorts of departments.

Information about IDA will appear in *Footnotes* and on the ASA homepage (www.asanet.org), including the 2003 competition, which has a December 15, 2002, deadline. For more information, contact Carla B. Howery, Director, Academic and Professional Affairs Program, howery@asanet.org. □

Trends in Professional Master's Degrees in the Social Sciences

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

The findings from a web-based investigation of what has been labeled "professional" or "career-oriented" master's degrees in the social sciences provided background for a spirited discussion of the current status and future possibilities of these degrees in Washington, DC. Graduate deans, graduate program directors, and the leadership of the professional societies in social science disciplines met in May for a daylong discussion, under the sponsorship of the Council of Graduate Schools (CGS), a membership organization of colleges and universities whose stated purpose is to improve graduate education.

In its sponsorship of the meeting, CGS had hoped to encourage graduate institutions and disciplinary societies to focus on the prevalence, mission, and characteristics of these programs and to interpret what is happening in each of the social science fields. Previous studies of the physical and life sciences found that career-oriented degree programs have grown as universities have become more entrepreneurial and more attuned to industry's needs and agendas. In the physical and life sciences, master's-level scientists with laboratory skills, but without research agendas, are viewed as valuable assets in the product development process. What appears to be driving this change is the steady decline in government R&D (research and development) funding, increased accountability to state governments' focus on employment as an educational outcome, increased student debt, and growing competition for students.

In addition to these factors, recent reports from the National Academy of Sciences and the National Science Foundation have supported the reshaping of graduate education in the sciences to prepare students for an "increasingly interdisciplinary, collaborative and global job market in the 21st century." In response to all of these factors, the CGS began an initiative to study the growth of professional or career-focused master's degrees across the sciences.

What's Happening in the Social Sciences?

One indicator that these same factors may be at work in the social sciences is the

fact that master's-level enrollments and degrees grew in the social sciences throughout the 1990s. But to find out more definitively what has been happening in the social sciences, according to Peter Syverson, Vice-President for Research, CGS used funding from the Ford Foundation to broaden its initiative to include an examination of master's-level education in the social sciences. CGS asked Roberta Spalter-Roth, Director of ASA's Research Program on the Discipline and the Profession, to consult with Syverson and Les Simms, a dean in residence at CGS, and to conduct a pilot-study of social science programs that could be described as "professional master's programs"—programs not considered to be simply stepping-stones to a PhD or "consolation prizes" for students not qualifying for the PhD.

To study the mission and characteristics of career-focused master's degrees, the study team developed a series of indicators, in cooperation with the social science learned societies, which were thought to characterize such degrees. These indicators included: (1) skill requirements that cross-disciplinary boundaries; (2) an orientation toward practice and experience; (3) linkages to the labor market; (4) building alumni networks; and (5) methods to assess the mastery of skills and knowledge needed for professional practice. A series of ten independent measures (e.g., student internship requirement, faculty have non-academic experience) corresponded to these five indicators, with indicators having one or more of the measures associated with them.

Findings

To determine the incidence of these indicators, the pilot-study examined the websites of social science departments in a sample of 70 graduate degree-awarding institutions. The social science departments included anthropology, economics, geography, history, linguistics, political science, psychology, and sociology. In addition, the applied fields of communications and public administration were included, because these fields were developed with professionally oriented degrees. According to Spalter-Roth, the website method was chosen for several reasons. First, it could be completed relatively quickly and inexpensively. Second, it is a remedy for the low-response rates obtained in many disciplin-

ary surveys of departments. Third, it reflects the "face that the department is presenting to the world," especially to potential students choosing among programs.

The study found that private universities are somewhat more likely than public universities, and doctoral universities are more likely than Research I universities to have a professional or career-focused master's program. The accompanying bar chart shows the percentage of programs in each discipline that displayed at least one indicator of a professional master's degree. For example, almost two-thirds of sociology departments that admit students to master's programs (and only 58 percent of sampled sociology departments do so) display at least one indicator of a career-oriented program on their website.

According to the study, sociology is less likely than the other disciplines (except history and linguistics) to require skills-based courses outside the department. All sociology programs require a heavy dose of survey and other quantitative methods and statistics, skills that are applicable outside academe, but students take these courses within the sociology department. Other skills that might be useful for practicing master's level sociologists, such as nonprofit management, marketing, and media skills, tend not to be required or suggested. Less than one-quarter of departmental websites include information about careers of graduates or information on job searching. Only about one-fifth of master's programs appear to require internships, off-campus activities, or have faculty with non-academic experience.

Possible Constraints on Sociology and Other Social Science Disciplines

The relative scarcity of indicators found on sociology and other department websites may be the result of normative and structural constraints to the development of professional master's degree programs. Among the constraints to development of career-focused programs may be strong adherence to the model of pure or basic research in the social sciences found at Research I universities. Some departments and disciplines may resist "selling out" to the trend that has been referred to as "academic capitalism." Additional constraints may include the complexities of curricular change on campuses, competition with existing programs, lack of faculty expertise, and

budgeting models that thwart cross-departmental course taking. The lack of resources and the lack of economies of scale may be other constraints. That is, many social science departments are relatively resource poor. Expecting the same faculty who may already be stretched thin to court employers, set up and monitor outside activities, and run yearly alumni surveys without additional resources may not be realistic. Despite these constraints, the survey showed that most programs that admit students to master's candidacy display at least one of the indicators of a potential professional program.

A Spirited Discussion and Some Case Studies

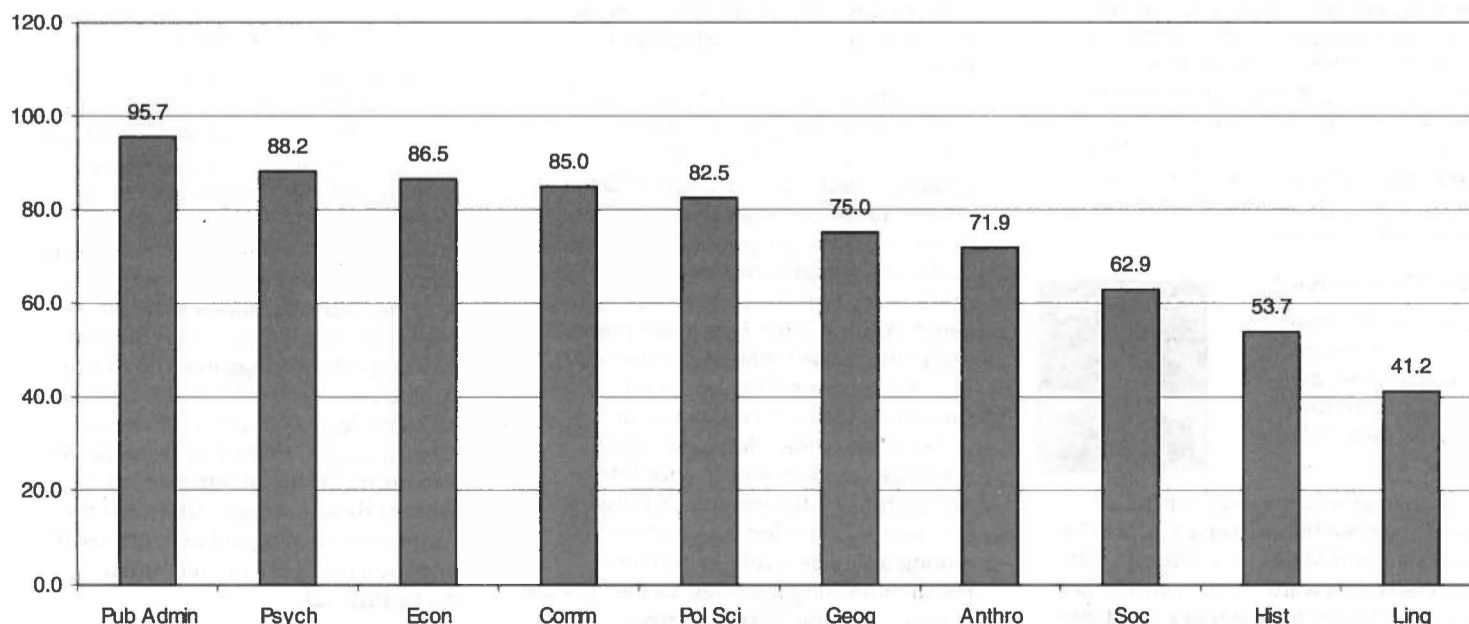
Debra Stewart, President of CGS, encouraged meeting participants to talk through the pilot-study's concepts, methods, and results. Participants queried whether the indicators were descriptive or normative. They emphasized that, if normative, no one criterion or indicator should be treated as a litmus test defining the program as a professional program. They questioned the use of the term "professional" since the term already has other meanings. They noted that some fields, such as economics, resist accreditation. They debated whether interdisciplinarity was necessary for a skills-based program that prepares students for a more global future.

The lessons from case studies of four programs that fit the profile of a career-focused master's degree were also presented at the meeting. One such program, Fordham University's International Political Economy and Development Program, was started in 1979 by the political science department. The program grew slowly until the economics and sociology departments joined it. The foundation of the curriculum is basic economics, political science, sociology, and quantitative analysis. Students can specialize in either business or development. The program has a strong relationship with employers, with half of its graduates working in the private sector while the rest are employed in government or in nonprofit organizations. Students are recruited from United States Information Agency offices overseas, the Peace Corps, academic international affairs departments, and the business community.

Fordham faculty and administrators believe they learned various lessons from their program: Location in New York City is important to success of their program because of the availability of employers involved in the international development area; alumni suggestions are very important to program improvement; and the program needs to have a dynamic and committed leader. Lessons from the other three case studies (in public history, geography, and political science) showed the importance of both faculty and external support, stability in faculty and curriculum, and flexibility to meet students' changing needs for technology as well as for formal and structured internships.

Meeting participants suggested that more case studies would be useful. All agreed that a follow-up study to test the reliability and validity of the pilot-study, probably with direct interviews with departments, was necessary. □

Percent of Master's Programs with at Least One Indicator of a Professional Degree Program Across Social Science Disciplines



Minority Fellowship Program Announces New Fellows

by Jean H. Shin, Interim Director
Minority Affairs Program

The Minority Fellowship Program (MFP) of the American Sociological Association is pleased to introduce the seven new Fellows in Cohort 29. The Advisory Panel of the Program made these recommendations in April from a highly competitive pool of applicants. The seven students selected this spring begin their MFP Fellowship on August 1, 2002. MFP Cohort 29 is comprised of graduate students with much promise in the sociological study of mental health. They will all attend the Annual Meetings in Chicago, where they will receive a day-long orientation.

The Minority Fellowship Program is primarily funded through a training grant from the National Institute of Mental Health (NIMH). In addition to member contributions, donations from Alpha Kappa Delta, Sociologists for Women in Society, the Association of Black Sociologists, the Pacific Sociological Association, the Midwest Sociological Society, and the Southwestern Sociological Association help to make the Program possible.

The new MFP Fellows are:

W. Azul La Luz Baez

Undergraduate Institution: Western Illinois University
Graduate Institution: University of New Mexico



W. Azul La Luz Baez was born in Puerto Rico, but raised in New York City's Spanish Harlem. He is a PhD student in the Department of Sociology at the University of New Mexico, with concentrations in Medical Sociology and Race and Ethnicity. He is doing ethnographic field research on heroin addicts' treatment-seeking behaviors in Rio Arriba County, New Mexico, where there is an epidemic of heroin addiction and overdoses. His dissertation will focus on evidence of mental health pathology and inter-generational patterns of heroin use in Latinas and Latinos in Rio Arriba County. He earned two Master of Arts degrees from Western Illinois University at Macomb, IL. One was in Sociology with a focus in Race, Ethnicity and Gender, and the second in Geography with a focus in Urban and Regional Planning. In both Master's programs, he was inducted into national honors programs—Phi Kappa Phi, and Gamma Theta Epsilon, respectively. His other areas of interest are the mental health status of Latinas and Latinos in enclaves, and Latinas' epidemiological paradox of health outcomes. He also enjoys teaching which he has done at both the university and community college level. After all these academic accomplishments, La Luz says he is most grateful for having earned a GED. It was the launching pad which allowed him to travel an extremely long distance from the streets of Harlem (where he was a heroin addict and gang member, and from which he only escaped by going to prison) to the halls of academia.

Jennifer Duette-Goode

Undergraduate Institution: University of Texas-Arlington
Graduate Institution: Bowling Green State University



Jennifer Duette-Goode received her MS in Social Work from the University of Texas-Arlington in 1998. She began her

doctoral work in social psychology and criminology at Bowling Green State University in 2000. She has taught Introduction to Sociology and Social Psychology. As a research assistant, she is currently working on projects examining the nature of adolescent relationships and the role various agents of socialization play in adolescents' developmental outcomes. Duette-Goode is interested in examining arenas in which African-American youth are able to sustain a strong sense of self, and the social psychological processes that protect and/or enhance African-American self conceptions. In her free time, she enjoys volunteering at various non-profit organizations and has received several community service awards.

Roberta M. Espinoza

Undergraduate Institution: Pomona College
Graduate Institution: University of California-Berkeley



Espinoza earned her BA in Sociology from Pomona College. Last May, she completed her third year in the PhD program in Sociology at the University of California-Berkeley. Espinoza has been a fellow in the Ronald E. McNair Scholars Program, the Minority Opportunities through School Transformation (MOST) Enrichment Program, and the Fogarty International Research Training Program in Mexico City. As a PhD student at UC-Berkeley, Espinoza pursues research in the areas of family (with a significant emphasis on Latina/o families), education, and race/ethnicity. She is currently studying how Latina doctoral students negotiate and balance school and family obligations in what she calls the "good daughter dilemma." Espinoza is currently a Research Associate at the UC-Berkeley Center for Working Families.

LaShaune Johnson

Undergraduate Institution: Wellesley College
Graduate Institution: University of California-Santa Barbara



LaShaune Johnson is currently enrolled in the Sociology graduate program at the University of California, Santa Barbara. Her PhD emphasis is in Human Development. During her first year in the Program, she received the Doctoral Scholars Fellowship. She received her BA in Sociology and Medieval/Renaissance Studies from Wellesley College. Her research interests are in life course, cancer survivorship, women's participation in Yoruba-based religious traditions, chronic illness, women of color in managerial positions, the use of emergency rooms for primary health care, and eating disorders. Her extracurricular activities are writing poetry, bowling, Afro-Cuban drumming, and online shopping.

Ethel Gamboa Nicdao

Undergraduate Institution: University of California-Davis
Graduate Institution: University of New Mexico



Nicdao graduated with her BA in Sociology from the University of California-Davis, and MA from California State University-Hayward. While earning her MA, she was the recipient of a Graduate

Student Research Grant and a Graduate Equity Fellowship Award. In May 2002, she completed her second year as a Sociology graduate student at the University of New Mexico (UNM). She has worked at UNM's Center for Alcoholism, Substance Abuse, and Addictions for the past two years and taught Introduction to Sociology, Sociology of Medical Practice, and Deviant Behavior during the 2001-02 academic year. She is interested in issues of health inequalities among minority groups, especially women of color. Her dissertation research will examine the relationship between cultural identity and mental health issues among Native Americans in the Southwest.

Tariqah A. Nuriddin

Undergraduate Institution: Hampton University
Graduate Institution: Purdue University



Nuriddin graduated magna cum laude with a BA in Sociology from Hampton University. During her undergraduate matriculation, she was funded as a NIMH-Career Opportunities in Research (COR) Fellow and began working on research involving exposure to violence and victimization among African-American youth. She notes this unique opportunity as being one of the main factors in preparing her for graduate

studies. In May of 2002, she completed her first year of graduate studies in Sociology with a minor in Gerontology at Purdue University. Her research will focus on examining archival data to explore racial differences in the effects of mental health (stress and distress) on mortality.

Candice Sergeant

Undergraduate Institution: Tufts University
Graduate Institution: University of Maryland



Sergeant's main research interests are in the areas of race, ethnic, and socio-economic differences in health, and racism and discrimination and the social psychology of self and identity. She has received several academic awards and has also been involved with various volunteer programs that encourage minority youth to seek out higher education. In 2000, she graduated from Tufts University with a BA in Psychology and then worked as a Senior Research Assistant at the Henry A. Murray Research Center, Radcliffe Institute for Advanced Study at Harvard University. She is now entering her second year of graduate study at the University of Maryland-College Park, where she is involved with *Aging, Stress and Health Study*. □

MOST, from page 5

and the University of California-Berkeley, invigorated the mid-day luncheon with an engaging keynote address, "Achieving Diversity and Strategies for Social Change in Higher Education." Pointing to MOST as a model program at the "vanguard of institutional change," Duster advised higher education administrators who are interested in producing organizational change to ferret out and support such initiatives. He emphasized that even small investments or incentives to support MOST-like activities can position proactive change-minded faculty as central change agents on campuses.

The afternoon plenary panel explicitly addressed the role of both public- and private-sector support in fostering and sustaining higher education change, with speakers that included Judith A. Ramaley, Director of the National Science Foundation's (NSF) Directorate for Education and Human Resources; Craig Calhoun, President of the Social Science Research Council; and Kenneth Prewitt, Dean of the Graduate Faculty at the New School University and a former Senior Vice President of the Rockefeller Foundation.

Prewitt stressed the importance of being able to demonstrate that one has a solution to a problem in which the potential funder has an interest. Diversity, for example, is not supported by business for the purpose of ameliorating past social inequities but rather for the purpose of improving economic well-being. Among other important points, Calhoun stressed that key to appealing to any potential funding source for "venture philanthropy" is a system of accountability and clear and objective evidence (i.e., not simply anecdote or declaration) of the program's potential for success. Ramaley characterized NSF, among all the federal government's research funding agencies, as the "people agency" and the "change agency" for

U.S. higher education. Thus, she indicated, NSF is an appropriate agency to support innovative efforts to change how the nation's higher education institutions generate the nation's science human resource pool.

Christopher Edley, Jr., of Harvard Law School and the Civil Rights Commission, delivered the closing plenary speech on the "Road from Here." Also citing the significance of intentional, systemic change, he emphasized that the MOST philosophy needed to be integrated into higher education. Because MOST has demonstrated its ability to redesign departments of sociology, Edley said that MOST is capable of "engineering the kind of community that we need" in higher education. Edley focused on the social sciences and sociology in particular as uniquely positioned to confront the nation's diversity problem. Edley encouraged pursuing all avenues of change and promoting MOST across more departments. He urged conference attendees to be "imperial and entrepreneurial in your aspirations."

Beyond the Capstone . . .

The Capstone conference provided just the right feedback and support to reinforce the ASA's national MOST team and its collaborating departments in bringing MOST to fruition and transporting it further. While the formal program and final report will be issued this summer, the MOST group plans sessions and workshops at higher education conferences and at regional sociological meetings into the future. Also, a number of MOST departments brought deans and other academic administrators to the Capstone conference as institutional representatives. Each of these representatives left the conference seeking to have increased diffusion of MOST in their "own backyard." □

Corrections

The April Footnotes "Meetings" section lists incorrect dates for the 36th World Congress of the International Institute of Sociology, Beijing. The correct dates are July 7-11, 2003.

Call for Papers

CONFERENCES

Boston University, African American Studies Program, April 11-13, 2003. Theme: "Blacks and Asians in the Making of the Modern World: A Conversation Across Fields." Proposals are invited for individual papers and complete panels for its second annual international conference on global connections between Blacks and Asians. Submit a 250-word abstract and a current curriculum vita to Ronald K. Richardson, Director, African American Studies, Boston University, 138 Mountfort Street, Brookline, MA 02446. Submit by e-mail to Christine Loken-Kim at lokenkim@bu.edu. Deadline is October 15, 2002.

Business and Professional Women's Foundation and the Community, Families and Work Program of Brandeis University's Women's Studies Research Center. Theme, "From 9-to-5 to 24/7: How Workplace Changes Impact Families, Work, and Communities." The conference will take place in Orlando, FL, February 28-March 1, 2003, coinciding with the Alliance for Work/Life Professionals annual meeting, offering researchers the option of meeting corporate practitioners and consultants. Contact: Donna A. Ellis, Project Administrator, Program Manager of the Community, Families and Work Program, Women's Studies Research Center, Brandeis University, Mailstop 079, Epstein 136, Waltham, MA 02454-9110; (781) 736-4883; fax (781) 736-8117; e-mail

ellis@brandeis.edu; <brandeis.edu/centers/wsrc/CFWP/>.

Indian Sociological Society invites papers for its 28th All India Sociological Conference, IIT Kanpur, December 18-20, 2002. Theme: "Globalization and the Indian Society." Contributions are invited through the Research Committees (RCs) of the Society that are already in operation. All paper presentations (except those in the symposia) will be made through RCs only. Interested scholars should send abstracts of about 250 words to the RC Conveners. There will be a special session for scholars from abroad. Contact: kvrao@bgnnet.bgsu.edu. For more information, visit the IIT Kanpur website <iitk.ac.in>.

New England Sociological Association (NESAs), 2002 Fall Conference, November 2, 2002, and 2003 Spring Conference, April 26, 2003. Visit NESAs online at <web.bryant.edu/~nesa> for information about each conference, a downloadable proposal coversheet, and web forms to submit your proposal electronically or to register for a conference.

PUBLICATIONS

American Sociological Association invites submissions for its *Curriculum Guide on Teaching the Sociology of Peace, War and Social Conflict, Third Edition*. The third edition of this guide will be published in summer 2003, and we welcome submissions from sociologists in all fields. Deadline for submissions: December 10, 2002. Send syllabi and instructional materials to: John MacDougall, Department of Regional Economic and Social Development, University of Massachusetts, 500 East O'Leary Library, 61 Wilder Street, Lowell, MA 01854; e-mail John_MacDougall@uml.edu.

International Political Science Review (IPSR), the journal of the International Political Science Association, will publish more non-thematic issues in the fu-

ture. Authors who may never have considered publishing in this journal are encouraged to think of IPSR when they next have an article likely to be of interest to an international audience. The journal also seeks reviewers. Contact the editors for more information: Kay Lawson, klawson@sfsu.edu, or James Meadowcroft, j.meadowcroft@sheffield.ac.uk.

Race & Society, the official publication of the Association of Black Sociologists, invites manuscripts for peer review and possible publication. The journal seeks theoretical, conceptual, and critical analysis studies from all social science disciplines, including sociology, anthropology, economics, history, political science, and psychology. The journal is especially interested in studies that focus on African Americans, Latinos, Asian Americans, and American Indians. Consult latest issue for manuscript formatting and submission instructions, or see <members.aol.com/blacksociology/Publications/ABS_Journal/abs_journal.html>. Send three copies of your manuscript to: Bette Woody, Editor, *Race & Society*, Department of Sociology, University of Massachusetts-Boston, 100 Morrissey Boulevard, Dorchester, MA 02125-3393; e-mail raceandsociety@umb.edu.

Work and Occupations (WO) invites manuscripts for peer review and possible publication. Now in its 29th volume, *WO* is a scholarly, sociological quarterly that publishes original research in the sociology of work, employment, labor, and social inequality in the workplace, labor market, and labor force. See the latest issue of *WO* for manuscript formatting and submission instructions. Manuscripts will not be returned. Send three copies of papers to: Daniel B. Cornfield, Editor, *Work and Occupations*, Box 1811, Station B, Department of Sociology, Vanderbilt University, Nashville, TN 37235; e-mail daniel.b.cornfield@vanderbilt.edu.

Meetings

September 5-7, 2002. European Society of Criminology, Toledo Spain. Theme: "European Criminology: Sharing Borders, Sharing a Discipline." Contact: European Society of Criminology; IPSC/BCH, UNIL, CH-1015 Lausanne, Switzerland; fax 41 21 692 4605; e-mail Martin. killias@ipsc.unil.ch; <esc-eurocrim.org/index.html>.

September 14-17, 2002. 12th European Conference on Psychology and Law of the European Association of Psychology and Law, Leuven, Belgium. Theme: "Dangerousness, Violence and Fear of Crime." Contact: Department of Criminal Law and Criminology, H. Hooverplein 10, B-3000 Leuven, Belgium; 32 16 32 53 00; fax 32 16 32 54 63; e-mail andrea.ons@law.kuleuven.ac.be; <law.kuleuven.ac.be/psycholaw>.

October 7-8, 2002. State University of New York-Binghamton/Broome Community College conference on "Treating Addictions in Special Populations: Research Confronts Reality." Contact: Treating Addictions in Special Populations Conference, School of Education and Human Development, Binghamton University, Academic B-130, P.O. Box 6000, Binghamton, NY 13902-6000; (607) 777-4447; <sehd.binghamton.edu/pdr/index.htm>.

October 10-13, 2002. Association for Humanist Sociology, 2002 meetings, Madison, WI. Theme: "Decaying Empire/Exuberant Alternatives." Contact Diane Schaefer, AHS Program Chair, Department of Sociology, Eastern Illinois University, Charleston, IL 61920; (217) 581-7831; fax (217) 581-7067; e-mail cfd2@eiu.edu.

October 16, 2002. 25th Annual Women's Studies Conference, State University of New York-New Paltz. Theme: "Women: War, Peace and Revolution." Call (845) 257-2975 or e-mail clarkep@newpaltz.edu.

October 16-18, 2002. International Association of Time Use Research (IATUR), 2002 Conference, Lisbon, Portugal. Theme: "Work Time and Leisure Time Dynamics and Convergence in Changing Contexts." Watch IATUR homepage <iatur.org> for conference website link.

October 18-20, 2002. Conference on Civil Disabilities. University at Buffalo, the Baldy Center for Law and Social Policy. See the Center website <law.buffalo.edu/baldycenter/> for more information, or contact Teresa Miller at tmiller@acsu.buffalo.edu.

October 18-20, 2002. Association for Research on Mothering (ARM) 6th Annual Conference, York University, Toronto, Canada. Theme: "Mothering, Law, Politics and Public Policy." Contact: The Association for Research on Mothering, 726 Atkinson, York University, 4700 Keele Street, Toronto, ON M3J 1P3 Canada; (416) 736-2100 ext. 60366; fax (905) 775-1386; e-mail: arm@yorku.ca; <yorku.ca/crm>


November 7-10, 2002. The Renfrew Center Foundation Annual Conference, Philadelphia, PA. Theme: "Feminist Perspectives on Body Image, Trauma and Healing." Contact: Debbie Lucker, (800) 736-3739; <renfrewcenter.com>.

November 13-15, 2002. The National Social Science Association Fall Development Conference, New Orleans, LA. Contact: NSSA, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 448-4709; e-mail natsocsci@aol.com.

Funding

American Antiquarian Society (AAS) will award a number of short- and long-term visiting research fellowships during the year June 1, 2003-May 31, 2004. Funding is available from the National Endowment for the Humanities and the

Continued on next page



Pacific Sociological Association
CALL FOR PAPERS

PSA President Jean Stockard invites you to participate in the Association's upcoming 74th annual meeting. The theme will be Social Science and Social Policy. More than 200 sessions have been planned.

Deadline for submission of outlines, extended abstracts, and papers to session organizers is October 15, 2002.

For information on sessions, submissions, and the meeting, visit the web site at www.csus.edu/psa.

For other information, contact us via email or telephone: psa@csus.edu / 916.278.5254

2003 Meeting April 3-6 Sheraton Hotel Pasadena California

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Funding, continued

Andrew W. Mellon Foundation. A brochure with full details about the AAS fellowship program, along with application forms, is available from John B. Hench, Vice President for Academic and Public Programs, American Antiquarian Society, 185 Salisbury Street, Room A, Worcester, MA 01609-1634; (508) 755-5221; e-mail csloat@mwa.org.

American Council of Learned Societies (ACLS) announces the opening of the 2002-2003 competition year for fellowships and grants. Updated information has now been posted for all ACLS programs. See <acls.org/fel-comp.htm> for information on the fellowships and grants available and <acls.org/ofa/register> for application information.

American Educational Research Association (AERA) offers small grants and fellowships for researchers who conduct studies related to education policy and practice using large-scale, national and

international data sets. Funding is available for doctoral students and doctoral-level researchers. Application deadlines for 2002-2003 are September 5, 2002, January 10, 2003, and March 20, 2003. For further information and application requirements, call (805) 964-5264; see <aera.net/grantsprogram>, or e-mail jmurdock@aera.net.

American Philosophical Society promotes useful knowledge by maintaining five major grant or fellowship programs in a wide range of fields. Awards are made for research only. The Society makes no grants for academic study or classroom presentation; for travel to conferences or workshops; for non-scholarly projects; for assistance with translation or the preparation of materials for use by students. For additional information, visit <www.amphilsoc.org/grants/> or contact: Committee on Research, American Philosophical Society, 104 South 5th Street, Philadelphia, PA 19106; (215) 440-3429; e-mail eroach@amphilsoc.org.

American Research Institute in Turkey (ARIT) announces the National Endowment for the Humanities/ARIT Advanced Fellowships for Research in Turkey, 2003-2004. These fellowships cover all fields of the humanities for applicants who have completed their academic training. Deadline is November 15, 2002. For information contact: American Research Institute in Turkey, University of Pennsylvania Museum, 33rd and Spruce Streets, Philadelphia, PA 19104-6324; (215) 898-3475; fax (215) 898-0657; e-mail leinwand@sas.upenn.edu; <mec.sas.upenn.edu/ARIT>.

University of California-Los Angeles (UCLA), Division of Cancer Prevention and Control Research of the School of Public Health and Jonsson Comprehensive Cancer Center, is accepting applications for a post-doctoral training program in population-based multi-disciplinary cancer prevention and control research. The program is funded by NCI/NIH and features tailored

coursework including the option of completing a MPH or MSPH degree; research in collaboration with nationally recognized senior faculty mentors; and independent translational research leading to scientific publications and grant applications. For admission into the program in Summer/Fall 2003, application materials must be submitted by December 16, 2002. For information and application materials, contact: Barbara Berman, Coordinator, UCLA DCPCR, A2-125 CHS, Box 956900, Los Angeles, CA 90095-6900; (310) 794-9283; e-mail bberman@ucla.edu.

Canon National Parks Science Scholars Program announces its 2002 competitions. The program is a collaboration between Canon USA, Inc., the American Association for the Advancement of Science, and the U.S. National Park Service. The scholarships go to PhD students throughout the Americas to conduct research critical to conserving the national parks of the region. For information and a copy of the application

guide, visit <nature.nps.gov/canonscholarships/>.

Council for International Exchange of Scholars (CIES), Fulbright New Century Scholars Program, seeks to engage experts of different nationalities in collaborative research on important transnational issues. Theme: "Addressing Sectarian, Ethnic and Cultural Conflict Within and Across National Borders." Deadline is October 1, 2002. For information, see <cies.org/cies/NCS/text_NCS.htm> or contact Micaela Iovine, Senior Program Officer, (202) 686-6253; e-mail miovine@cies.ie.org.

Council for International Exchange of Scholars (CIES), Fulbright Scholars Program offers short-term grants through the new Senior Specialists Program to increase the number of faculty and professionals who have the opportunity to abroad on a Fulbright award. For additional information write or call CIES, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008; (202) 686-4026; e-mail fulspec@ccies.iiie.org; <cies.org>.

Harvard University, Radcliffe Institute for Advanced Study awards 40 fully funded residential fellowships each year designed to support post-doctoral scholars and scientists, as well as writers and artists of exceptional promise and demonstrated accomplishment. Visit: <radcliffe.edu> or write Radcliffe Application Office, 34 Concord Avenue, Cambridge, MA 02138; (617) 496-1324; fax (617) 495-8136; e-mail fellowships@radcliffe.edu. Applications must be postmarked by October 1, 2002.

Horowitz Foundation for Social Policy invites applications for its 2002 awards. Preference will be given to projects that deal with contemporary issues in the social sciences or issues of policy relevance, and to scholars in the initial stages of work. Deadline is December 31, 2002. Request an application from 2002 Awards, Horowitz Foundation for Social Policy, P.O. Box 7, Rocky Hill, NJ 08553-0007; <horowitz-foundation.org>.

Library of Congress offers fellowships and grants for 2002 to support research in the Library's collections. For information contact the Office of Scholarly Programs, Library of Congress, 101 Independence Avenue, SE, Washington, DC 20540-4680; (202) 707-3302; fax (202) 707-3595; e-mail scholarly@loc.gov; <loc.gov//kluge>.

National Endowment for the Humanities (NEH), Division of Research Programs, announces the 2003 summer stipends program. Deadline October 1, 2002. Applications for NEH Summer Stipends can be submitted electronically through the NEH website. See <://neh.gov/grants/guidelines/stipends.html>. Questions about the program can be sent via e-mail to stipends@neh.gov or phone (202) 606-8200.

National Humanities Center, announces its fellowship competition for the academic year 2003-2004. Application deadline is October 15, 2002. To request application material, contact: Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709-2256; e-mail nhc@ga.unc.edu; <nhc.rtp.nc.us>.

University of Notre Dame. The Center for Research on Educational Opportunity at the Institute for Educational Initiatives invites applications for a postdoctoral fellowship in the sociology of education for the 2002-03 academic year. To apply, send a curriculum vita, a short description of current and future work, three letters of recommendation, and copies of publications or papers to:

Continued on next page

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Welfare Reform: How Do We Measure Success? Daniel T. Lichter, Rukamalie Jayakody

The Study of Islamic Culture and Politics: An Overview and Assessment, Mansoor Moaddel

Violence in Social Life, Mary R. Jackman

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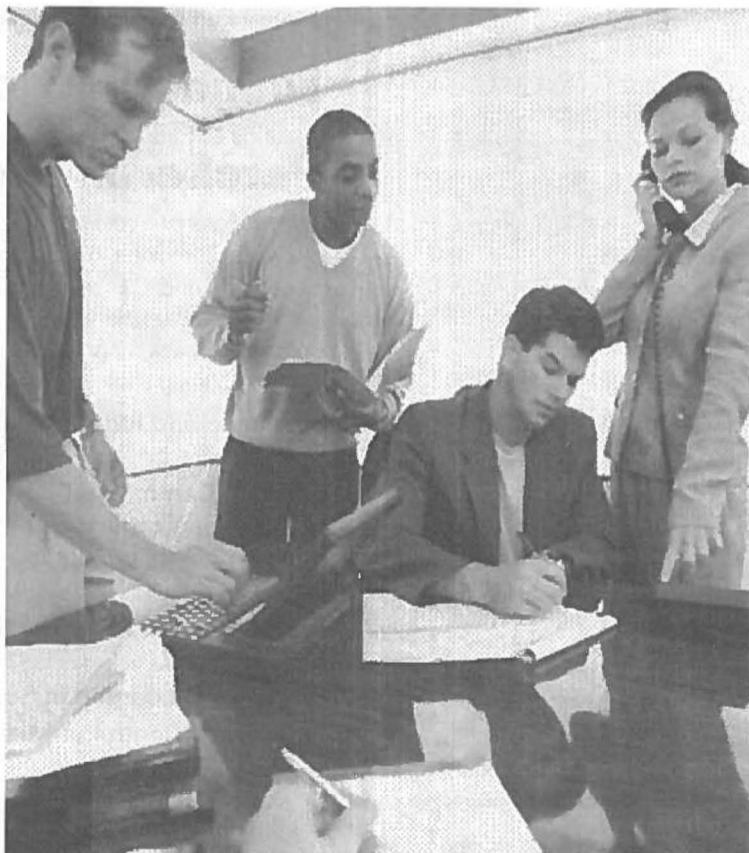
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Maureen Hallinan, Director, CREO, 1010 Flanner Hall, Notre Dame, IN 46556. Deadline for applications is July 15, 2002. For more information about the Institute, visit our website at <nd.edu/~iei>.

Robert Wood Johnson Foundation, Substance Abuse Policy Research Program, invites proposals for policy-relevant research on the following topics: policies and systems that facilitate or impede progress in getting new therapies/interventions into practice; implementation of legal agreements and regulations resulting from the Master Settlement Agreement; driving under the influence of alcohol; legalization/decriminalization of marijuana and other drugs; child welfare and substance abuse; mental health and substance abuse; and alternative nicotine delivery systems. The deadline for receipt of letters of intent is August 22, 2002. For the "Call for Proposals," visit The Robert Wood Johnson Foundation website, <rwjf.org>.

Substance Abuse and Mental Health Services Administration (SAMHSA) announces the availability of funds for grants to expand or enhance substance abuse treatment capacity in local communities. Applications for this program, PA 03-001, are available from SAMHSA's clearinghouse by calling (800) 729-6686 or on the website <samhsa.gov>.

Wesleyan University, Center For The Humanities, an institute devoted to advanced study and research in the humanities, arts, and social sciences announces the Andrew W. Mellon Postdoctoral Fellowship for 2003-2004. The stipend is \$40,000. For information on the criteria of eligibility, application procedures, and themes for 2003-2004, send an e-mail inquiry to the Center's secretary, Susan Ferris sferris@wesleyan.edu. Completed applications must be received by November 15, 2002.

Competitions

Award for Excellence in Human Research Protection honors demonstrated excellence in promoting the well being of people who participate in research. The Health Improvement Institute is now accepting entries for the 2002 award. The deadline for receipt of entries is September 30, 2002, for the following award categories: best practice that has demonstrated benefit; innova-

tion established through research or other report published in the last five years; lifetime achievement. More information and/or application packets are available from the Awards Coordinator at (301) 651-1818 or by e-mail at hii@mcman.com. Information can also be accessed at <hii.org>.

Oxford University. The Department of Sociology announces a photography competition in which entries should in some way reflect human behavior or interaction or bear on a sociological theme in an arresting and thought-provoking way. Deadline for submissions is October 18, 2002. Direct entries and queries to Photography Competition, Department of Sociology, University of Oxford, Littlegate House, St. Ebbes, Oxford OX1 1PS; e-mail peter.hill@sociology.ox.ac.uk; <sociology.ox.ac.uk/photo.html>.

In the News

Animals and Society, a new section-information of the ASA, was the subject of a feature article in the April 13, 2002, *Dallas Morning News* "Texas Living" section. The article detailed information on the new section and included quotes from noted sociologists Richard O. Hawkins, Southern Methodist University; David Nibert, Wittenberg University (Ohio); and Carol Thompson, Texas Christian University.

Carl L. Bankston III, Tulane University, had his research on Vietnamese youth featured in the Education column, "A Melting Pot Recipe for Immigrant Students," *New York Times*, April 24, 2002.

John Bowman, University of North Carolina-Pembroke, was quoted in the *Durham Herald Sun* in the article "Canes Unite Hoop Fans" that addressed the success of the Carolina Hurricanes professional hockey team uniting Triangle area basketball fans behind one team.

William DiFazio, St. John's University, is the co-host and co-producer of "City Watch," a weekly one-hour radio show on the political, economic, and cultural issues of New York City on WBAI.

Peter Dreier, Occidental College, and **Dick Flacks,** University of California-Santa Barbara, had an article published in *The Nation*, June 3, 2002, about the progressive roots of American patriotism.

Riley E. Dunlap, Washington State University, participated in a panel discus-

sion on the electoral impact of environmental issues on Northeast Public Radio's nationally syndicated "The Environment Show" on June 14, 2002.

William A. Edwards, University of San Francisco, had his ASA Annual Meeting session cited in a May 13, *New York Times* article titled, "For This Band, the Crimes They are A-Changin'."

Michael O. Emerson, Rice University, was quoted in the *Milwaukee Journal-Sentinel*, June 6, 2002, in an article on how two congregations, who share the same church, struggle with racial divide.

Michael Givant, Adelphi University, was interviewed and his research discussed in an April 19, 2002, *Daily Times-Call* article about the National Football League draft day experience for fans.

Cedric Herring, University of Illinois-Chicago, was a featured guest on several radio programs in June to discuss "Is Job Discrimination Dead?" his article in the Spring 2002 edition of *Contexts* magazine. Herring appeared on the nationally syndicated "The Michael Reagan Show," was a featured guest on "America's Independent Voice" on WAOK-Radio in Atlanta, and was interviewed by KCSN Radio in Los Angeles.

Michael Hout and Claude S. Fischer, University of California-Berkeley, had their article from the *American Sociological Review* on religion preference discussed in the *Los Angeles Times* (May 18) the *Chronicle of Higher Education* (May 23), and the *Miami Herald* (June 29).

Louis Kriesberg, Syracuse University, had an article published in the Ft. Wayne, IN, *News Sentinel*, on May 13, 2002, about the need for other countries to intervene in the Palestinian/Israeli peace negotiations.

Mary Clare Lennon, Columbia University, was quoted in a June 17, 2002, article in the *Boston Globe* on disabilities and welfare.

Jeff Lieter and Don Tomaskovic-Devey, North Carolina State University, published an article in the March 2002 issue of *In Business North Carolina*, titled "Latinos are Taking Jobs—The Kind Others Don't Want."

James Moody, Ohio State University, had his research on school integration cited in the *Washington Post*, June 11, 2002.

Jo Reger, Oakland University, was recently interviewed by the *Oakland Press*

about feminist speaker/writer Naomi Wolf and the state of the contemporary women's movement.

Eugene Rosa, Washington State University, was quoted in a June 6, 2002, *MSNBC* article on the U.S. Energy Department's Yucca Mountain Project to store nuclear waste.

Beth Rubin, Tulane University, was quoted in an article, "Fear of Friction: Conflict Management is One of the Toughest Skills for Women to Learn," that appeared in *New Orleans' CityBusiness* magazine, March 11, 2002.

Judith Schor, Boston College, published an article in *Bottom Line*, June 15, 2002, on why Americans spend too much.

William G. Staples, University of Kansas, was a recent guest on the Wisconsin Public Radio show "To the Best of Our Knowledge" to discuss his work on surveillance. He was also quoted in a May 28, 2002, *Christian Science Monitor* article about privacy and consumer research.

Awards

Kevin G. Barnhurst, University of Illinois-Chicago, won the Suzanne K. Langer Award for outstanding scholarship in the ecology of symbolic form from the Media Ecology Association in New York for his book, *The Form of News* (Guilford Press, 2001).

John Bowman, University of North Carolina-Pembroke, received the University's Outstanding Teaching Award.

Neil Brenner, New York University, was awarded a grant from NYU's Research Challenge Fund Program for his project "Globalizing' States: Urban Governance and State Rescaling in Western Europe."

Regina M. Bures, State University of New York-Albany, has received a three-year ADVANCE Fellows Award from the National Science Foundation for her project "Preservation and Change: The Social Context of Spatial Patterns in a Southern City."

Richard Butsch, Rider University, *The Making of American Audiences* (Cambridge University Press, 2000), has been awarded the John Cawelti Prize for best book on American Culture by the American Culture Association and has received the ICA Best Book Award by the International Communication Association.

L. Richard Della Fave, North Carolina State University, received the Alumni Distinguished Undergraduate Professor Award for 2001-2003.

Brian Dill, University of Minnesota, received a Vincent L. Hawkinson Foundation for Peace and Justice Scholarship, given for "financial support for students who have demonstrated a commitment to peace and justice, for study, internship or projects that develop skills and deepen commitment to work for peace." The award will support Brian's research on NGOs and civil society in Tanzania.

Stephen Fielding, University of Rochester, received a \$42,000 grant from a private foundation to conduct a study of women's well being and anxiety before and after having a first trimester surgical abortion compared with those having their wisdom teeth removed.

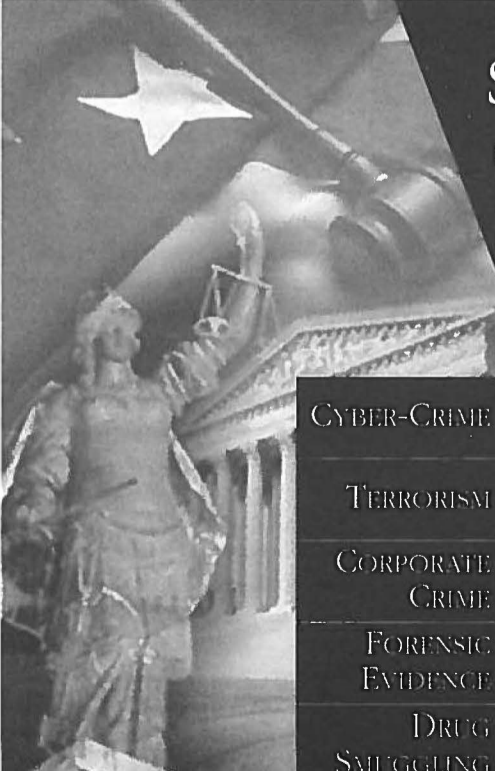
Ashraf El-Ghannam, United Arab Emirates University and Rural Development Institute (ARC) in Egypt, received a Diploma from International Biographical Center (Cambridge, England) as one of 2000 Outstanding Scholars of the 21st Century. He won the award for contributions to the fields of development, demography, women's studies, and environment.

Rodney L. Engen, North Carolina State University, received the Gary D. Hill Award for Outstanding Teacher of the Year for 2001-2002.

Charles Gallagher, Georgia State University, received the Michael Harrington Distinguished Teaching Award sponsored by the 2002 National Forum on Poverty and Inequality.

Cheryl Townsend Gilkes, Colby College, is the Sociologists for Women in Society Feminist Lecturer for 2003.

Continued on next page



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Awards, continued

Lynne Haney, New York University, was awarded a grant from NYU's Research Challenge Fund Program for her project "Offending Women: Gender, the State, and the Politics of Dependency."

Michael R. Hill, Lincoln, Nebraska, received the Harriet Martineau Sociological Society Award for 2002 for his outstanding leadership, scholarship, and camaraderie.

Robert B. Hill, Westat, received an honorary Doctor of Public Service degree from the University of Maryland-Baltimore, May 2002, for his research on black family strengths and informal adoption.

Korni Swaroop Kumar, State University of New York-Postdam, recently received the Chancellor's Award for Excellence in Teaching.

Andrew Odubote, University of Minnesota, received the Adolescent and Youth Dissertation Award from the Murray Research Center of the Radcliffe Institute for Advanced Study at Harvard University.

Stephen Rice was named Alumni Fellow for PhD Study at the University of Florida.

Michael D. Schulman, North Carolina State University, received the 2000-2002 Alumni Distinguished Graduate Professor Award.

Sandra Smith, New York University, was awarded a grant from NYU's Research Challenge Fund Program for her project "Exploring the Efficacy of the African-American's Job Referral Networks: A Study of the Obligations of Exchange Around Information and Influence."

John M. Steiner, Sonoma State University, received from the President of the Federal Republic of Germany, Johannes Rau, the Order of Merit for teaching, Holocaust research, publications in the field

of political crime, the social psychology of perpetrators and for founding the Holocaust Studies Center at Sonoma State University.

Verta Taylor received the "Outstanding Faculty Award" from the Multicultural Center at Ohio State University. In addition, Taylor and the staff of the Office of Undergraduate Student Services, Department of Sociology, Ohio State University, received an Ohio State University "Distinguished Diversity Enhancement Award."

The **Robin M. Williams Jr. Commons Room** was dedicated May 2002, honoring the University of California-Irvine Sociology Department's enduring colleague and advocate.

ASSOCIATION AWARDS

The **Midwest Sociological Society** presented the following awards: **Molly George**, University of Denver, won the Undergraduate Student Paper Competition for "Performance vs. Appearance: Body Negotiations of College Women Athletes." **Lori Wiebold**, University of Kansas, won the Graduate Student Paper Competition for "The Unglorified Self: Identity Transformation Among Adult Caregivers." Four scholarship development awards were presented to **Kelley Massoni**, University of Kansas; **Deanna Meyler**, University of Nebraska-Lincoln; **Yuichi Tamura**, State University of New York-Geneseo; and **Lori Wiebold-Lippisch**, University of Kansas. The Social Action Committee Award went to the Lisbon Avenue Neighborhood Development (LAND) group.

Pierrett Hondagneu-Sotelo, University of Southern California, won the Distinguished Scholarship Award for her book *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. **Molly George**, University of Denver, won the Distinguished Undergraduate Student Paper Award for "Performance vs. Appearance: Body Negotiations of

Collegiate Women Athletes." **Amy Denissen**, University of California-Los Angeles, won the Distinguished Graduate Student Paper Award for "Perpetual Pioneers: Women's Efforts to Gain Inclusion in the Construction Trades." **Jonathan Turner**, University of California-Riverside, won the Distinguished Contributions to Teaching Award. The Social Conscience Award went to **End Legislative Poverty**, Vancouver, British Columbia (Canada).

The **Southern Sociological Association** presented the following awards: **Ashley Burson**, Midwestern State University, won the undergraduate competition for "Who's to Blame? A Content Analysis of Newsweek Articles Reporting on School Shootings in America Since 1995." and **Laurie Cooper**, University of Memphis, won for "Is Birth Order Related to Educational Achievement and Income Levels?"

People

Caryn Aviv, Loyola University-Chicago, is Director of the Collaborative Care program at the Breast Care Center at the University of California-San Francisco.

Celia Berdes, Northwestern University Medical School, was recently appointed Director of Research for Presbyterian Homes (Evanston, IL).

Todd Gitlin will join the faculty at the Columbia University Department of Sociology and Journalism School in Fall 2002.

Dean F. Johnson, University of Maryland University College, received the rank of Collegiate Faculty from the University.

Terri LeMoyné, University of Tennessee-Chattanooga, has been appointed Foundation Professor.

Lora Lempert, University of Michigan, received a five-month extension of her Fulbright appointment in South Africa for her work on violence against women.

Linda Lobao, Ohio State University, was elected president of the Rural Sociological Society for the year 2002-2003.

Molly Monahan has accepted a tenure-track position in the Department of Sociology at Baldwin-Wallace College (Berea, OH.).

Theresa Montini now works as a Scientific Review Administrator for the Center for Scientific Review at the National Institutes of Health.

Harry Perlstadt, Michigan State University, was named chair of the American Public Health Association's Science Board and Co-Chair of the Joint Policy Committee.

Anastasia Prokos has accepted a position as Assistant Professor at the University of Nevada-Las Vegas.

Carole L. Seyfrit is the new Dean of the College of Graduate and Extended Education at Radford University.

Glenna Spitze, State University of New York-Albany, was promoted to Distinguished Service Professor.

Judith Taylor, has accepted a tenure-track position in Sociology and Women's Studies at the University of Toronto in the fall.

Members' New Books

Caryn Aviv, University of California-San Francisco, and **David Shneur**, Uni-

versity of Denver, *Queer Jews* (Routledge, 2002).

Dean John Champion, Texas A & M International University, *The Administration of Criminal Justice: Structure, Function, and Process* (Prentice-Hall, 2003).

Jere Cohen, University of Maryland-Baltimore County, *Protestantism and Capitalism: The Mechanisms of Influence* (Aldine de Gruyter, 2002).

Daniel Cook, University of Illinois-Champaign/Urbana (editor), *Symbolic Childhood* (Peter Lang, 2002).

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

Joe Feagin, University of Florida, and **Clairece B. Feagin**, *Racial and Ethnic Relations* (seventh edition; Prentice Hall, 2003).

Richard Felson, Penn State University, *Violence and Gender Reexamined* (American Psychological Association, 2002).

Dengjian Jin, Dickinson College, *The Dynamics of Knowledge Regimes: Technology, Culture, and National Competitiveness of the USA and Japan* (Continuum, 2001).

Jack Levin, Northeastern University, *The Violence of Hate* (Allyn and Bacon, 2002).

Brigitte U. Neary, University of South Carolina-Spartanburg, *Voices of Loss and Courage: German Women Recount Their Expulsion From East Central Europe, 1944-1950* (Picton Press, 2002).

Jeffrey Ian Ross, University of Baltimore, and **Stephen C. Richards**, Northern Kentucky University, *Behind Bars: Surviving Prison* (Alpha, 2002).

Barbara Katz Rothman, City University of New York-Baruch College, *The Book of Life* (Beacon Press, 2002).

Mimi Schippers, Albion College, *Rockin' Out of the Box: Gender Maneuvering in Alternative Hard Rock* (Rutgers University Press, 2002).

Sally S. Simpson, University of Maryland-College Park, *Corporate Crime, Law, and Social Control* (Cambridge University Press, 2002).

Gregory D. Squires, George Washington University (editor), *Urban Sprawl: Causes, Consequences, and Policy Responses* (Urban Institute Press, 2002).

Linda Trinh Vo, University of California-Irvine, and **Rick Bonus** (editors), *Contemporary Asian American Communities: Intersections and Divergences* (Temple University Press, 2002).

Harold L. Wilensky, University of California-Berkeley, *Rich Democracies: Political Economy, Public Policy, and Performance* (University of California Press, 2002).

Melvin D. Williams, University of Michigan-Arn Arbor, *The Ethnography of an Anthropology Department: An Academic Village* (Mellen, 2002).

Other Organizations

Sociologists for Women in Society (SWS). The Feminist Lectureship was established to provide a forum for feminist scholarship on college campuses that are rural, isolated, or not located in or near major metropolitan centers, and each year the prominent feminist sociologist who is selected delivers a lecture to two such campuses. If you would like your campus to be considered as one of

the two sites or if you want information about the lectureship, contact: **Lynn Weber**, Women's Studies Program, Flinn Hall, University of South Carolina, Columbia, SC 29208; (803) 777-4007; e-mail weberl@sc.edu. This year's lecturer is **Cheryl Townsend Gilkes**.

Contact

Matilda White Riley, former ASA President, was honored at a series of lectures at the National Institutes of Health (NIH). The videotapes of four of the five lectures are available on the NIH website at obssr.od.nih.gov/soaring/videos.htm: "Biocultural Dynamics of the Life Course: A Difficult Journey from the Third to Fourth Age?" by Paul B. Baltes; "Teenage Childbearing across the Generations: Reality or Myth," by Frank F. Furstenburg, Jr.; "Gender Differences in Heart Disease: 'Let Me Count the Ways,'" by Karen A. Matthews; and "Successful Aging: Prescriptions and Persisting Problems," by Robert L. Kahn.

Want to Spend a Year in Guatemala? The Dean of Social Studies, **Carlos Valentino Cazali Diaz**, and **David Fitch** are working to strengthen the quantitative methods courses in the Department of Sociology at the Universidad del Valle de Guatemala, a small (3,000 students), U.S.-oriented (Spanish fluency, although helpful, is not required), high-quality school. Contact **Diaz** for information on sociology research opportunities by e-mail ccazali@uvg.edu.gt or phone (502) 369-5233 x456. Contact **Fitch** for observations on life in Guatemala.

Continued on next page

Radcliffe Institute Fellowships

The Radcliffe Institute for Advanced Study at Harvard University awards about 40 fully funded fellowships each year. Radcliffe Institute fellowships support scholars, scientists, artists, and writers of exceptional promise and demonstrated accomplishment who wish to pursue work in academic and professional fields and in the creative arts. Applicants must have received their doctorate or appropriate terminal degree by December 2001 or have made comparable professional achievements in the area of the proposed project. The Radcliffe Institute welcomes proposals from small groups of scholars who have research interests or projects in common.

The stipend amount is \$50,000. Fellows receive office space and access to libraries and other resources of Harvard University. Residence in the Boston area and participation in the Institute community are required during the fellowship year, which extends from September 8, 2003, through June 14, 2004. Fellows are expected to present works-in-progress and attend other fellows' events.

Applications must be postmarked by 10/01/02. Visit www.radcliffe.edu for more information. For an application, please contact:

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Contact, continued

mala by e-mail dfitch@uvg.edu.gt. Contact Mary Ann Anderson, e-mail manderson@usaid.gov or phone (502) 332-0202, for information on USAID's research interests.

New Publications

Vietnam Social Sciences Review, a bi-monthly English language translation journal, published an article titled "Vietnamese Sociology Before the Threshold of the 21st Century," by Bui Dinh Thanh. The issue may be obtained for \$7.00 via e-mail at 21.6tapchikhxh@fpt.vn or by mail at 27 Tran Xuan Soan Street, Hanoi, SR Vietnam.

Caught in the Web

International Sociological Association Code of Ethics. The final version of the Code is available in RTF format at ucm.es/info/isa/pdfs/isa_code_of_ethics.rtf; PDF format at ucm.es/info/isa/pdfs/isa_code_of_ethics.pdf; or HTML format ucm.es/info/isa/isa_code_of_ethics.htm.

KIDS COUNT, a project of the Annie E. Casey Foundation, released the 2002 *KIDS COUNT Data Book* on May 23. In addition to the 10 measures it tracks annually since 1990 to provide state profiles of child well being, this edition features data about the more than 10 million children living in low-income working families. The book also includes an essay by Casey President Douglas W. Nelson, "Balancing the Equation: Making Economic and Family Success Possible for Low-Income

Working Families." The new report may be viewed online at kidscount.org. Also, free copies may be ordered on the website or by phoning Casey publications at (410) 223-2890.

POL.it, Psychiatry on line, Italia has opened a new section of their magazine devoted to Psycho-Oncology. The totally bilingual section (Italian and English) is edited by Luigi Grassi of Ferrara University. Visit psichiatryonline.it/ital/psico-oncologia/indexeng.htm.

Policy and Practice

North Carolina State University. Department faculty are playing a key role in the Federal Task Force designing a social science agenda for the study of terrorism and in securing funds from the National Institute of Justice for the study of hate crime. Work on racial disparities in charging and sentencing is assisting state agencies (North Carolina and Washington) with policy-relevant research. Continuing research on the fear of crime in public housing and on racial profiling is receiving considerable attention in the media and in the scholarly community. Research was also conducted for the North Carolina Governor's Crime Commission to determine the relative superiority of neural networks vis a vis logistic regression techniques in predicting recidivism among prison inmates and releasees. Faculty research on biotechnology includes analysis of knowledge and attitudes of citizens and new data collection on food industry and global environmental leaders. Continuing research on ethnic violence, on race and gender differentiation in labor markets, and on rural poverty are providing important deliverables for diverse stakeholders.

Deaths

Alexander Vucinich died recently in Berkeley, CA.

Obituaries

Arthur Clagett (1916-2002)

Arthur Clagett will be remembered as a dedicated professor who expected the best of his students while expecting the best of himself. He was born in Little Rock, Arkansas, in 1916. Having received a BS in chemistry from Baylor University in 1943, he spent his early adulthood in various capacities including a chemist, researcher, and supervisor in the chemical industry. In 1957, he completed his MA degree from the University of Arkansas. This academic work coincided with his work in the Louisiana State Prison system in the classification division. While working here, he developed and used a new method for coding MMPI profiles and was an institutional sponsor of an AA group for Black prisoners, believed to be the first in the United States. In 1968, he completed his PhD in Sociology at Louisiana State University, writing his doctoral dissertation on role adjustment among public school teachers. During his graduate student period, his strong interest in social psychology developed. This interest in social psychology and, in particular symbolic interactionism, remained with him for the next three decades of his life. Following his PhD, he became a professor at Stephen F. Austin State University where he taught from 1968 until his retirement in 1985 at which time he received the Professor Emeritus award. Following his retirement from full-time teaching, he continued his research and writing, and had a consulting practice.

His work at Stephen F. Austin State University is noteworthy. Among his accomplishments were his five directed master's theses and 30 published articles in professional journals such as the *International Journal of Comparative Sociology*, *Journal of Offender Counseling, Services, and Rehabilitation*, and the *International Review of Modern Sociology*. Most of his teaching efforts and research work was in the area of theories of social change, theories of the self, ego-involvement, and self-concept as well as juvenile delinquency, and rehabilitation. Eleven of his articles were published after his retirement, indicating his continued love of academic pursuits.

He will be missed by colleagues and students. One would consider him "old school." He was serious about his work, demanding with students, hard working, and meticulous with detail. While he did not appeal to huge numbers of students, he did connect with students in wonderful ways. For students who wanted to learn, he taught them well. When they completed his class, they had received a thorough understanding of sociology. His passion for theory and theory development in social psychology was legend; his desire for students to read, understand, appreciate, and use symbolic interactionism was without peer. Discussing and debating the details of social psychology and deviancy were not simply important, but crucial for sociology students. Furthermore, without comprehending symbolic interaction, one's education was incomplete, and, one could not truly understand social life. He was a sociologist who had traveled far on his sociological journey. As a lasting legacy, he helped guide students, faculty, and professionals on their sociological journey.

Ray Darville, Stephen F. Austin State University

Roger Gould (1963-2002)

Roger Gould, Professor of Sociology at Yale University, and previously Professor of Sociology at the University of Chicago (1990-2000), where he also edited the *American Journal of Sociology* (1997-2000), died after a long battle with leukemia on April 29, 2002. He was 39 years old. Gould received his PhD in Sociology at Harvard University. He was a 1984 graduate of the Social Studies Program at Harvard. At the time of his death, Gould was a Fellow at the Russell Sage Foundation. Formerly a Fellow at the Center for Advanced Studies in the Behavioral Sciences, and the recipient of numerous grants and awards from the National Science Foundation, the National Endowment for the Humanities, and the French Chateaubriand Fellowship in the Social Sciences, Gould pioneered the application of social networks to the study of historical change and social movements.

In a series of articles, and in his book, *Insurgent Identities: Class, Community, and Protest in Paris from 1848 to the Commune* (University of Chicago, 1995), Gould explored the determinants of collective identity and insurgency, showing that while class shaped identity and action in 1848, neighborhood solidarity played the critical role in 1871. He was awarded the Barrington Moore Prize for best recent article, American Sociological Association Section on Comparative Historical Sociology, 1995 (for "Trade Cohesion, Class Unity, and Urban Insurrection") and the award for best recent article, American Sociological Association Section on Comparative Historical Sociology, 1992 (for "Multiple Networks and Mobilization in the Paris Commune, 1871").

In addition to his work on France, Gould made substantial contributions to an array of long vexing problems in the social and historical sciences. In numerous articles, Gould identified a set of relational measures that turned out to be useful for solving problems in collective action, the analysis of power, prestige, brokerage, and conflict. His work on social hierarchy, violence and conflict led to a series of critically important articles on feuding and conflict in honors societies. Most recently, Gould developed and proposed a formal theory of the origins of social hierarchy (*American Journal of Sociology*, March 2002). At his death, Gould had just completed a major monograph on social inequality and conflict. Gould is also editor of *The Rational Choice Controversy in Historical Sociology* (University of Chicago Press, forthcoming). In this work, Gould argues for the possibility of achieving general knowledge of historical process and dynamics from the study of specific contexts. His death is a profound loss to the discipline.

A memorial fund has been set up in his honor to support a prize for the best recent article in sociology that best exemplifies the ideals that Roger Gould exemplified as a sociologist: clarity, rigor, and scientific ambition combined with imagination on the one hand and a sure sense of empirical interest and importance on the other. Contributions can be made to: The Roger Gould Memorial Fund and should be mailed to the Fund, temporarily housed at the Institute for Social and Economic Research and Policy, 814 IAB, Columbia University, New York, NY 10027.

Peter Bearman

Continued on next page

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Obituaries, continued

Thomas Ford Hoult
(1920-2002)

Thomas Ford Hoult, Professor Emeritus of Sociology at Arizona State University, died on June 4, 2002, in Prescott, Arizona. Tom's remarkable and informed activist sociological career is epitomized in his leadership for many years in the Association for Humanist Sociology, for which he served as President in 1980-1981. His sociological perspective was well summarized in the title of his Social Problems course textbook, *Social Justice and Its Enemies: A Normative Approach to Social Problems* (1975).

Tom entitled his personal memoir, written for family and friends in 1998, the *Questioning of Authority*. And what an apt title. Tom's principled questioning of authority began early. After earning his BA from the University of Illinois in 1942 at the beginning of World War II, he entered military service. While serving as a Captain and hospital ward commander in Shreveport, Louisiana, he assigned beds to sick black and white servicemen at random. That integrated the ward at a time the military was still racially segregated. He was almost court-martialed but with the help of his soon-to-be wife, First Lieutenant Lois Chris Christensen, he received a letter from the Office of the President of the United States. That ended the premature effort to end his military service and resulted in his promotion to Major.

The short-term results of Tom's activism did not always turn out as positively once his sociological career advanced. After earning his PhD in Sociology from the University of Southern California in 1951, Tom became an Assistant Professor of Sociology at Eastern New Mexico University in Portales, New Mexico. There he was soon introduced to a local institution called "religious emphasis week." The featured speaker made strong white supremacist and anti-Semitic comments, in sharp contrast to Tom's view of the positive aspects possible within religion as he discussed at length in his book on *The Sociology of Religion* (1958). His troubles began when he organized "talk-back" campus programming offering views supportive of everyone's rights whatever their racial, religious, or other social characteristics. This was in context of the early Cold War with the Soviet Union and domestic McCarthy-led charges of communist support for those who challenged the then racially segregated status quo. Defending civil liberties and civil rights resulted in Tom being identified as being "red" and losing his tenure track position at Eastern New Mexico.

Tom's problems escalated from there. With the birth of his son, Kit, Tom pressed hard to get a new faculty position. He initially succeeded in 1953 when an Arizona State Normal School Search Committee led by Frederick B. Lindstrom offered Tom a tenure track position. The administration canceled the contract offer because someone had sent a message that Tom might be a communist, perhaps along the lines of other radicals like Thomas Jefferson and Thomas Paine.

Tom wrote to Columbia University sociologist Robert Lynd and appealed to Lynd's thesis in his *Knowledge for Whom?* (1939). Lynd responded with himself and William J. Goode, also at Columbia, writing a letter of recommendation to Edgar A. Schuler at Wayne State University. Wayne State welcomed Tom, including Albert J. Mayer who upon Tom's arrival in Detroit loaned the cash-short, young sociologist \$500 to help get settled with his

wife, Chris, and son, Kit. Over the next decade at Wayne, Tom established his sociological credentials with a strong teaching commitment, leadership and chair of the Wayne State Federation of Teachers, and research publications in the *American Journal of Sociology*, the *American Sociological Review*, *Social Forces*, and other basic research journals.

Then came a particularly satisfying offer. In 1964 Arizona State University (ASU)—formerly the Arizona State Normal School that had canceled the 1953 offer to Tom because "he might be a communist"—was seeking to establish itself as a recognized comprehensive research university. The ASU Search Committee, again led by Frederick B. Lindstrom, offered Tom the position of chair and tenured professor. Tom cheerfully accepted and provided the leadership that led to a strong Sociology Department, which, later under the leadership of Bernard Farber, would develop a strong PhD program in addition to the department's well-established baccalaureate and masters degree programs.

Then trouble came again. Tom's "questioning authority" for good reason became an ASU cause celebre when the university fired Morris Starsky, a tenured ASU Philosophy Professor who had joined the university faculty from the University of Michigan. Starsky, outspoken and controversial, was fired by the Arizona Board of Regents, not for missing a class as charged, but for giving an anti-Vietnam war speech. Tom's book on the dismissal, entitled *March to the Right: A Case Study in Political Repression* (1972), helped lead to the university making back payments to Starsky, getting ASU off of AAUP censure, and advancing academic freedom protections at ASU.

A consequence of that battle is that Tom was forced to resign as departmental chair, but then was elected to be President of the ASU Faculty Senate. Tom may have lost his chairship but he always had the great affection and admiration of his sociological and other colleagues.

Leonard Gordon, Arizona State University-Tempe

L. Paul Metzger
(1932-2002)

Paul Metzger, Emeritus Associate Professor of sociology at SUNY-New Paltz and Assistant Librarian of the Sojourner Truth Library, died suddenly of a heart attack on May 20, 2002. Paul was one of a relatively small number of academic sociologists of working class background in his generation. He grew up in the Ironbound section of Newark, NJ. After attaining a BA at Swarthmore and an MS at the University of Oregon, Paul went on to the University of Wisconsin to earn his PhD in 1962. He was Assistant Professor of Sociology at the University of New Brunswick, Canada. He also did research for the Province of New Brunswick Department of Labor. He was a member of the faculty at Vassar College from 1964 to 1970. From 1970 until his retirement, he was Associate Professor of Sociology at SUNY-New Paltz, and served as Assistant Dean in 1983-84. In 1993 he shifted his interests to information science, and earned a Master's in Library Science at SUNY-Albany. He was the author of several papers in librarianship. He also taught occasionally in the New York State prison system.

Paul Metzger is best known in sociology for a number of papers in the area of race relations. His essay "American Sociology and Black Assimilation: Conflicting Perspectives," in *American Journal of Sociology* (1971) has been anthologized several times. He also wrote on

C. Wright Mills. He was a member of the ASA and the Eastern Sociological Society, where he served on the Committee on the Profession.

The bare bones of his professional history scarcely give an adequate picture of Paul's personal and professional contributions. As one speaker at his memorial service on May 25 described him, he was "a man of the left," meaning that he was committed to a critique of existing institutions and to seeking a humanitarian and democratic alternative. Skeptical of all dogmatic programs, Paul nevertheless continued a quest for positive ways of dealing with social issues, whether at the local level, or on a larger scale. In the mid-1960s he joined the Poughkeepsie chapter of the Congress of Racial Equality, and with several others attempted to move the county's Liberal Party out of its moribund existence. He was one of several Vassar faculty who supported student anti-Vietnam war efforts, and opposed CIA recruitment on campus. He was above all a colleague whom one could count on for an honest, yet sympathetic criticism of work. He was intolerant of rhetorical flourishes and superficial thinking, especially when it came from left circles.

Paul Metzger came fairly close to the definition of a polymath. In addition to his sociological work, he wrote a novel (as yet unpublished), was an avid photographer, loved and studied nature including astronomy, and taught himself computer applications for library services.

His wife, Barbara, two children, and several grandchildren survive him. His dry humor and his critical intellect, not to mention his deep friendship, will be sorely missed.

Martin Oppenheimer, Rutgers University

Marion Levy Jr.
(1919-2002)

Marion J. Levy Jr., a scholar of sociology and international affairs who wrote about modernization theory, which seeks to explain why some societies undergo rapid economic development and corresponding social change, died on May 26 in Princeton, N.J., where he lived. He was 83.

The cause was complications from Parkinson's disease, according to Princeton University.

Marion retired in 1989 as Musgrave Professor of Sociology and International Affairs at Princeton. He had taught there since 1947 and was chairman of its department of East Asian studies for a time.

He once said that "the fundamental problem posed by modernization is whether human animals can adjust as readily to longevity, affluence, and peace as they have in the past to shortevity, poverty, and war." He predicted that life in a modernized world "is likely to become crowded, affluent, nasty, brutish and long."

His writings include the book "Modernization: Latecomers and Survivors" (1972), and the two-volume work "Modernization and the Structure of Societies" (1966), which examined the differences between societies that were relatively nonmodernized and those that were relatively modernized. He carried out innovative scholarship about why Japan, not China, was in the vanguard of modernization in Asia, concluding that while many assumed the two countries were similar when they were first opened to western influence, in reality the similarities were only superficial.

Marion Joseph Levy was born and raised in Galveston, TX, was a Navy lieutenant in Asia in World War II and received a doctorate in sociology from Harvard.

He is survived by his wife, Joy; a daughter, Dore J. Levy of Providence, R.I. who was a professor of comparative literature and East Asian studies at Brown; two sons, Noah, of Atlanta, and Amos, of Manhattan; five grandchildren; and a sister, Ruth Levy Kempner of Galveston.

Reprinted from the New York Times

Alvin H. Scaff
(1914-2000)

Alvin H. Scaff, who died in Claremont, CA, March 18, 2000, at age 86, served as a Professor at Pomona College, 1947-1966, including the role as Sociology Department Chair, 1956-1966; as Dean of the Graduate College (then Dean of Advanced Studies), University of Iowa, 1966-1972; and as Professor and Chair, Sociology and Anthropology Department, University of North Carolina, Greensboro, 1972-1978.

Alvin was born in Dallas, TX, December 27, 1914. After public school education in Dallas, he enrolled in 1932 at the University of Texas-Austin, as a major in economics and sociology. His scholarly and public service activities from his undergraduate years to his final years of life were not only wide-ranging but also often pioneering in areas of civil rights and social research.

As a student in Austin he was elected to Phi Beta Kappa and to Alpha Kappa Delta. As student president of the local YMCA, he helped organize the first student-housing cooperative in the United States. He worked for The Texas Youth Authority, headed by Lyndon Johnson. His classmates included Kingsley Davis, C. Wright Mills, William J. Goode, and C. Wilson Record, among future well-known sociologists.

Upon graduation with "highest honors," Alvin engaged in research about the history of organized labor in Texas. His collection of documents of the state's labor movement is stored in the University's archives.

In 1937 Alvin enrolled in the Chicago Theological Seminary. In 1938 he was married to Marilee Kone, a fellow student at the University of Texas and the University of Chicago. During the summers the young couple worked with rural churches in Montana and Texas, and directed a camp at a cooperative farm in rural Mississippi.

Upon their graduation from seminary in 1940, the Scaffs accepted assignments in Asia as Congregational Church missionaries, to "ameliorate conflict and reconcile tension among ethnic groups." On the Island of Mindanao, the Philippines, they organized a high school for Muslim students that has now become Dansalan College. In 1941 Marilee and Alvin were reassigned to teaching positions at Silliman University, on the Island of Negros. Alvin was interrupted during his first class lecture by news of the Japanese bombing of Pearl Harbor.

The couple eluded Japanese invaders of the Philippines by retreating to the interior of Negros and surviving two years in desperate circumstances before their capture by Japanese forces in November 1943. The two, with an infant son, survived in internment camps until their rescue by American forces in February 1945.

The family returned to Austin for Alvin's enrollment as a graduate student in sociology. Upon completion of his dissertation, "The Internment Camp: A Sociological Analysis of Collective Behavior in the Civilian Internment Camps in the Philippines," in 1947, he began his professional role as sociologist that fall at Pomona College.

He was the founding President of the Claremont Civic Housing Association. He served on the Community Welfare and Intercultural Councils and the City

Planning Commission, and became a Fellow of the Blaisdell Institute of World Religions. He chaired the Africa Task Force of the National Council of Churches Commission on Higher Education in the 1960s.

In 1953, on leave with a Fulbright Research Grant, Alvin studied the Philippines Communist Movement and published *Philippine Answer to Communism*, 1955, a highly acclaimed work that was translated into French and four Asian languages.

He participated in a study of poverty among the elderly in California and in 1954 co-authored a pioneer publication in gerontology, *Our Needy Aged*. He was editor of the sociology journal, *Alpha Kappa Delta*, 1957-1960. In 1960, during a sabbatical leave, he served as chief, Social Research Section, United Nations Economic Commission for Africa, headquartered in Ethiopia. He conducted a study of relocation needs of Sudanese villagers whose communities were to be inundated by water behind the newly constructed Aswan Dam. He later supervised training for Peace Corps volunteers assigned to Ethiopia, and organized a Crossroads Africa program that sent students to work with villagers.

Robert Herman, Alvin's student and later colleague at Pomona, in a statement on the Sociology Department history, observed: "When the Scaffs returned from working with the United Nations Economic Commission for Africa they had stories to tell of machine guns firing in front of their house as Ethiopia went through a bloody revolution. But they were the same calm people as before. Nothing seemed to faze them. Alvin, in 1963, headed a United Nations urban research team which produced a development plan for Kampala/Mango, Uganda's Capital city."

During his six years as Dean in Iowa City he was identified as "playing the role of diplomatic messenger." He spent an additional six years as Professor and Chair of the Department of Sociology and Anthropology in Greensboro. Then, with Emeritus status he and Marilee returned to the Philippines to resume his Professorship at Silliman University and also to teach at De La Salla University in Manila. During this period he published *Current Social Theory for Philippines Research*, 1982, which has become a seminal work in providing a "conceptual framework for approaching social problems" in that nation.

In 1980 the Scaffs returned to Claremont, CA, finally to retire. Alvin exhibited skill as craftsman in producing artistic pieces of furniture and other objects of wood, as well as mosaic tile work.

Survivors include Alvin's wife of 62 years; two sons, Lawrence of Wayne State University, Detroit, MI, and Charles of Nevada City, CA; one daughter, Marilyn Hempel and her husband, Lamont, of Redlands, CA; and five grandchildren.

Sociology Professor Alvin H. Scaff, accomplished honor student, community organizer, civil rights activist, Christian missionary, civilian prisoner of war, distinguished professor, successful academic administrator, highly respected international scholar and advisor, author of at least six books and four book-length publications and author of at least 20 articles and chapters, unheralded pioneer in Gerontological research, effective journal editor, avid promoter of human rights, devoted family man, and gifted artisan. A life well and fully lived. A sociologist to be respected, celebrated, and remembered.

Leonard D. Cain, Portland State University

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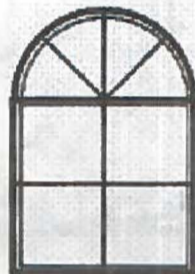
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