

## ASA Co-Sponsors Health Briefing on Capitol Hill

Evidence continues to accumulate that social influences can have a profound effect on health. Numerous recent reports of the National Academy of Sciences (NAS) (see table) and one from the Office of Behavioral and Social Sciences Research of the National Institutes of Health (NIH) were aimed at explicating these pathways and in setting a course for behavioral and social sciences research at the NIH.

This message was too important to be locked away in scholarly reports and discussed exclusively in academic circles, and, as a result, the American Sociological Association (ASA), as part of the Coalition for the Advancement of Health through Behavioral and Social Science Research, organized a Congressional briefing for policymakers, their staffs, and federal agency representatives. The briefing, entitled "Promoting Health in a Stressful World," was sponsored by Congresswoman Connie Morella in whose district the NIH sits.

Three speakers from psychology, sociology, and social work addressed themes found in the seven NAS and NIH reports. The speakers described the mechanisms by which stress affects health, the impact of social connections in reducing stress, and coping and resiliency following traumatic life events. Sociology was prominently represented by speaker Christine Bachrach, Immediate Past-Chair of ASA's Section on Sociology of Population, and a paper from Linda George, Chair of ASA's Section on Aging and Life Course.

Moderator Raynard Kington, Director



Christine Bachrach speaks on stress and health.

of the Office of Behavioral and Social Sciences Research and Acting Director of the National Institute of Alcohol Abuse and Alcoholism, set the stage by providing an overview of major themes. Kington noted that the goal of the briefing was to show that a multi-level framework that fully accounts for social-level influences on biology—research that necessarily includes basic research on social constructs and processes—will provide a more complete picture of how to prevent and treat disease.

The first panelist, Neil Schneiderman, Professor of Psychology, Medicine, Psychiatry and Behavioral Sciences at the University of Miami, described "when and how stress leads to disease." Schneiderman described research findings linking psychosocial factors to coronary heart disease, HIV/AIDS, and cancer. According to Schneiderman, one

pathway from social factors to health outcomes is through behaviors such as smoking, sedentary lifestyle, and overconsumption of calories. Another pathway, noted Schneiderman, involves triggering stress hormones which can have enormous effects on the immune system and the progression of disease.

Following Schneiderman, Sociologist Christine Bachrach, Chief of the Demographic and Behavioral Sciences Branch at the National Institute of Child Health and Human Development, described the NIH's new roadmap for research on social and cultural influences on health, and highlighted research examples showing the effect of social-level factors on health. Bachrach noted that asthma, for example, is known to be affected not only by one's physical environment, but also one's social environment, especially where stress is involved.

Bachrach also said that planning was underway for a new and comprehensive interagency study, the National Children's Study, that will track children pre-birth to 21 years of age (see page 3 for an article on the study). "Everywhere you look, people are recognizing the absolute necessity of examining social factors as contributors to health outcomes. We see it in the NAS reports, the NIH conference, and here again in the planning for this new federal study," said Bachrach.

Supplementing the materials on social factors, ASA provided a paper by Linda George on "the health-promoting effects of social bonds" written especially for the occasion. The paper highlighted the point that social bonds (through social

support and community engagement) promote physical health, mental health, and longevity, *even after accounting for every other predictor of health and longevity that is known.* George wrote, "in addition to directly affecting health, social support substantially reduces the detrimental effects of both acute and

See Briefing, page 5

## Six Departments Selected for IDA Launch

The ASA's new Integrating Data Analysis (IDA) project will engage six departments ready to develop inquiry skills and enhance research training for their undergraduate students. 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. They were selected from a competitive group of applicants to work on curriculum revision as a department. At least half of each faculty will attend a workshop at the University of Michigan in June 2002 and will develop data analysis modules for their non-research methods courses.

In their application, each sociology department identified courses that are ripe for inclusion of empirical material from primarily Census data and also the General Social Survey or other data sources. The goal of the IDA Project is to infuse the curriculum with developmental research experiences that better connect with existing research methods and statistics courses. "With at least half of the faculty participating in the summer workshop, there is a critical mass of colleagues who can achieve this goal," says Carla B. Howery, ASA's IDA Co-principal Investigator. "Over the next two to three years, however, we will work with the full department to ensure long-lasting change, pervasive curriculum reform, coordination of efforts, and models that can be useful to other departments."

The IDA project brings together the ASA's commitment to research training for undergraduates with the experience of William Frey, University of Michigan, and the Social Science Data Analysis Network (SSDAN). The National Science Foundation (NSF) funded the IDA project for three years. Six more departments will be selected in 2002-2003 to transform their curricula and to attend the summer workshop 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, including the 2003 competition. For more information, contact Carla B. Howery, Director, Academic and Professional Affairs Program, howery@asanet.org. □

## Committee on Committees to be Elected This Spring Members Urged to Volunteer to Serve on ASA Committees

In a special referendum held in October 2001, members of the Association overwhelmingly voted in favor of restoring the Committee on Committees (COC). This vote affirmed ASA Council's recommendation that the Committee be re-established. While the restored COC is modified in composition and scope, like prior COCs, it has the responsibility to recommend to Council persons to serve on committees.

Restoring COC as an elected committee expands the opportunities for members to be involved in the governance of the Association and to influence appointments to committees.

The amended By-Laws (Article V, Section 8) reads:

(a) The Committee on Committees shall be responsible for making ranked recommendations to Council for appointments to all Award Selection Committees and Status Committees. Additionally, the Committee on Committees shall make ranked recommendation to Council for appointments to the Awards Committee, the Committee on Professional Ethics, and the at-large portion of the Committee on Sec-

tions. The Committee on Nominations will have the responsibility of nominating the candidates for the Committee on Committees.

(b) The Committee on Committees shall be composed of eight members each serving two-year terms. Four are to be elected at-large and four in seats reserved for specific institutional constituencies (one seat each for members employed by PhD-granting institutions; by MA and 4-year institutions; by 2-year schools; and by non-teaching institutions and in self-employment) with two at-large and two reserved seats up for election each year.

Election of the Committee on Committees goes into effect in 2002. Members will vote on COC nominees as part of the ASA ballot. Those seated on the Committee on Committees will begin work immediately, meet at the August 2002 Annual Meeting, and provide recommendations to Council on committee appointees.

ASA members are encouraged to nominate persons or volunteer themselves to serve on ASA committees. Please complete the form on the ASA

homepage ([www.asanet.org](http://www.asanet.org)).

The Committee on Committees will recommend names for Council approval in August, with terms beginning January 2003, generally for three years. If you are interested in any of the committees listed below, please advance your name and relevant experience.

### Award Selection Committees:

Career of Distinguished Scholarship Dissertation Award  
Distinguished Career Award for the Practice of Sociology  
Distinguished Contributions to Teaching  
Distinguished Scholarly Publication  
DuBois-Johnson-Frazier Award  
Jessie Bernard Award  
Public Understanding of Sociology

### Committee on Professional Ethics

### Committee on Sections (at-large members)

### Status Committees

Status of Women in Sociology  
Status of Minorities in Sociology  
Status of Persons with Disabilities  
Status of Gay, Lesbian, Bisexual, and Transgendered Persons □



## In This Issue . . .



### Federal Actions

**4** Study of environmental impacts on child health planned; call for comments to NIH on sharing research data.



### Human Rights Cases Updated

**5** Sociologists Ibrahim and Zhan are freed.



### Honor Your Colleagues!

**6** Call for nominations for the eight major ASA awards provides an opportunity to honor colleagues for outstanding work.



### Election Time

**7** Candidate biographies of ASA President and Vice President candidates give an early look at the spring ballot.



### International Data

**8** The ISSP is a source of trend data on many important sociological variables across many countries.

## Our Regular Features

Public Affairs .....	3
Departments .....	9
Obituaries .....	12
Editors' Reports .....	13

## The Executive Officer's Column

### What's Happening in Your Own Backyard!



Once again, I am writing my "Open Window" column to alert ASA members and other interested *Footnotes* readers about an amendment regarding parental consent that was signed into law by President Bush on January 8 as part of reauthorizing the Elementary and Secondary Education Act (ESEA). Those of us engaged in tracking this issue since 1995 have tried to look on the bright side. From one vantage, the amendment that passed could have been worse; from another, perhaps what passed is equally problematic.

#### Background

As this bill (H.R. 1)—"Leave No Child Behind"—was wending its way through Congress, the American Sociological Association (ASA) and other social and behavioral science societies were deeply troubled about an amendment proposed by Rep. Todd Tiahrt (R-KS) requiring prior written consent as the *only* mechanism for obtaining informed consent in *all* federally funded research in schools. We were also uneasy about an alternative amendment introduced by Senator Tim Hutchinson (R-AR) that directed state and local agencies (e.g., school districts) to develop guidelines to protect student privacy in dealing with public and private entities that are not schools. The Senate version of the amendment was primarily concerned about commercial surveys in the classroom, not with social and behavioral science school-based research. Nonetheless, the language made no distinction between types of research.

The Hutchinson amendment prevailed in the final language that came out of the conference committee. Essentially this new law delegates to state or local agencies the development and adoption of policies for student privacy and parental access to information (see Title X, Part F). According to this Act, the guidelines are to include, in addition to arrangements to protect student privacy, parents having the right to inspect surveys (addressed to a wide-ranging number of issues) before they are administered, and parents needing to be advised of the adopted guidelines at least once annually.

#### The New Situation

On the face of it, such issues could be reasonably addressed. The problem relates more to what is not said than what is said, and what can happen by virtue of a proliferation of local policies. In this Act, for example, there is no mention at all that there are longstanding Federal Regulations for the Protection of Human Subjects (45 CFR 46) and that issues of confidentiality, privacy, and consent (including parental consent involving children) are already being reviewed for school-based research by Institutional Review Boards (IRBs) at colleges, universities, and research institutions. As sociologists know, the Federal Regulations have been carefully crafted and yet give local IRBs the flexibility to apply those guidelines as are appropriate to specific circumstances.

While the Federal Regulations may need improvement and more meaningful implementation, there are processes in place for doing so that both protect research participants and advance important research on children and youth. To have long-term studies or studies undertaken at many sites be subject to various guidelines developed at different points in time or by different state and local agencies can affect the validity of essential knowledge about children, send to children and their families confusing messages about ethical protections in place, and produce sampling bias and reduced sample sizes.

Our largest concern is that the neutral language in ESEA might lead those who sought to provide for parental consent through *only* written consent (as in the Tiahrt amendment) to take a one-size-fits-all understanding of consent to guidelines being developed by state and local agencies. Given the number of states and the thousands of school districts, it will be even harder to address such singular thinking at this level. Yet, we know that, for certain types of research and for certain populations, written consent by parents or even close scrutiny of surveys in advance of a study may not be the best ethical practice for ensuring protection of children and youth. The Federal Regulations provide IRBs with the latitude and flexibility to waive written parental consent when appropriate. In contrast, ESEA states only the minimal guidelines that need to be developed and adopted; there are no safeguards in place for overreach or for promoting flexible standards.

#### New Jersey as a Case in Point

One state—New Jersey—has already signed into law guidelines for the conduct of research that would require prior written consent by parents at least two weeks prior to the administration of a survey, assessment, or evaluation. The law further states that, without written consent from a parent or guardian, students cannot participate in the research. The absolute nature of these state-wide guidelines and how they might affect what we learn about certain populations with parents less likely or willing to return forms speak for itself.

The trickle-down effect of what can happen goes beyond New Jersey to all of us and all institutions where there are social and behavioral scientists doing school-based research. Understandably, the Institutional Review Panel for Human Subjects at Princeton University has just circulated the full text of the New Jersey law and has indicated that this law will apply to all school-based research being undertaken irrespective of funding source.

#### In Your Backyard

The value of the Federal Regulations for the Protection of Human Subjects is that it balances specification of ethical guidelines with local flexibility and discretion. For at least school-based research, ESEA can contribute—however inadvertently—to turning this inside out. Therefore, we urge you to be attentive to what is happening in your own "backyard" and let us know what occurs in your local area and institution. Meanwhile, we need to monitor the situation and determine what to do as the action shifts to the states.—Felice J. Levine □





# Capitol Hill: Will First Impressions be Lasting Ones?

by Joyce Iutovich, 2002 Congressional Fellow

It has been a fascinating journey thus far, one that has been filled with a certain degree of anxiety and bewilderment, not to mention exhaustion. But for the most part, I am now convinced that the choice I made to pursue this adventure into the inner workings of Capitol Hill was a right one for me. I must admit, there were days in the beginning when I was not so sure.

I have been around and about Washington, DC since mid-November, when I began the orientation sponsored by the Congressional Fellowship Program of the American Political Science Association. I did not begin my placement, however, until January 29, 2002. The orientation process proved to be invaluable. It consisted of four weeks of speakers and panel discussions with representatives from surrounding colleges, think tanks, media organizations, and government agencies; intensive workshops provided by the Congressional Research Service; and a support system to assist fellows to navigate Capitol Hill and find a placement. Further, with a cohort of over 40 fellows from diverse backgrounds in this year's program, the opportunity to meet and share experiences has greatly broadened my perspectives about research, policy, and practice.

Without a doubt, finding a placement was a torturous process. I have not been in the job market since 1978, when I interviewed for my first academic position. I interviewed at one place only, where I was offered a position, which I accepted. So having to send out letters and resumes, wait for responses, contact offices that did not respond, interview, get rejected, and finally be offered a position was a whole new experience. But I survived the process and ended up with three offers for a placement. I selected the office of Senator Jack Reed (D-Rhode Island).

Senator Reed sits on the Appropriations; Armed Services; Banking, Housing and Urban Affairs; Health, Education, Labor and Pensions (HELP); Joint Economic; and Ethics Committees. His work on the HELP Committee and focus on issues related to education, early childcare and education, and welfare reform are of most interest to me. This coming year the 107<sup>th</sup> Congress will be filled with activity on these issues, as both the welfare reform and child care block grant are up for reauthorization.

Now, for my first set of reflections about this strange new environment. My initial set of thoughts address the pace of work and breadth of content. In addition, I have a number of reflections about the nexus between science, social policy, and practice.

Thus far, the work environment is pretty much as I expected and one that matches fairly well with the life I have been leading for the past twenty years. As someone that has followed a dual career path—as an academic as well as principal in my own research and consulting organization—I have learned to juggle many balls at once and make decisions quickly. Working in a Congressional office means working in a fast-paced environment. You often need to gather evidence instantaneously, and you need to be versatile on a whole set of issues that are in your portfolio. You do not have the luxury of the scientist that studies the same topic for years and has the time to delve into both the breadth and depth of a topic. Congressional offices rely on secondary data and experts to tell them what the “science” says about an issue. They also rely on advocates and others in the field to broaden their perspectives about issues. But what I have seen so far is an environment that has a wealth of information and knowledge at their beck and call—from scientific experts, think tanks, Congressional Research Service, just to name a few.

Furthermore, people are quick to respond when they receive a request for information from a Senate office.

Regarding the linkage between science, policy, and practice—as an applied sociologist, my work has focused on making connections between research and practice. Research should be framed and conducted with the lens of how knowledge generated from scientific evidence can be translated into practice activities. No doubt, the connection between the two is less than perfect, but the overarching goal should be to take *what we do know* and *what are reasonable hypotheses* from science and use them to inform service design and delivery. Further, *what we learn from practice* should lend additional support and/or raise questions for further scientific investigation. However, there is another element that enters into the process of translating research into practice. The development of social policy determines the where, what, when, how and how much of a service delivery system.

Understanding how social policy is formed through the legislative process, with all the various stakeholders involved, is what I hope to gain during my congressional fellowship year. In my own work, I see policy development from the agency side, where governmental agencies take legislation and formulate regulations, which provides further guidelines for those in practice.

Ideally, we would hope that there is a close connection between science, policy, and practice. And to some extent, I have been impressed with the emphasis at the federal level on funding only scientifically-based interventions and using scientific evidence to support the development of social policy. While this may be more rhetoric than reality, it was not even rhetoric years ago.

The reality of crafting social policy is the obvious role that social values and interests play. While science and evidence may have some place in the policy arena, policymakers are not driven solely by empirically verifiable data. In the words of Jack Shonkoff, a child development specialist who recently participated in a White House retreat on early learning, policymakers “are driven by political, economic, and social forces that reflect the society in which they live...[they] are persuaded by compelling stories and the selective use of evidence” (Shonkoff, 2000:181). Indeed, as Shonkoff further states, scientists search for verifiable evidence to advance knowledge; policymakers use whatever evidence they can accumulate to advance an agenda. Science is only one source of information, competing with values, “common sense,” and other interests.

Given this, I am tempted to be the cynic and scoff at the transparent efforts to use “science” to support the development of social policy and practice. If I were convinced that science had all the answers and was devoid of interests/values, then I might be indignant about such efforts. However, science does not have all the answers, interests and values do play a role in the scientific enterprise, there are competing scientific explanations, and policy and practice cannot always wait for questions to be answered before taking action.

So, over all, I have to say that navigating this imperfect world where the cultures of science, policy, and practice collide should prove to be enlightening experience.

My first impressions are positive. We will see if they last.

Shonkoff, Jack (2000). “Science, Policy, and Practice: Three Cultures in Search of a Shared Mission.” *Child Development* 71 (1): 181-187.

Editor's note: Applications are sought for the 2003 Congressional Fellowship. See page 16 and the ASA homepage for details. □



## PUBLIC AFFAIRS UPDATE

✓ **Hearing for Census Nominee Kincannon . . . Acting Director to Depart . . .** On March 5, Acting Census Director Bill Barron announced his retirement effective this summer. Barron, with 34 years of federal service, has accepted a one-year appointment at Princeton University's Woodrow Wilson School of Public and International Affairs. This announcement comes within days after the February 28<sup>th</sup> hearing for nominee Louis Kincannon to become Director of the Census. At the confirmation hearing, Kincannon was warmly introduced by Senator George Allen (R-VA) and Representative Tom Sawyer (D-OH).

✓ **Oakley to be Interim ACLS President . . .** Francis Oakley, former Chair of the Board of the American Council of Learned Societies (ACLS), will serve as Interim President while a search commences for a new President after the untimely death in January of John D'Arms. In addition to Oakley's service as Chair from 1993 to 1997, he is President Emeritus of Williams College and current Edward Dorr Griffin Professor of the History of Ideas at Williams. Broadly conversant with the range of societies that constitute ACLS and its unique character, Oakley brings talent and leadership depth during this transitional time.

✓ **Zerhouni Gets Nod to Direct NIH . . .** As *Footnotes* goes to bed, reports are that President Bush plans to nominate Elias Zerhouni, Executive Vice Dean and Chair of the Department of Radiology at the Johns Hopkins University School of Medicine as director of the National Institutes of Health (NIH). Absent a director for over two years, Zerhouni meets, according to reports, the administration's goal of identifying a respected scientist who can live within Bush's constraints on controversial research involving cloning and embryonic stem cells. While Anthony S. Fauci, Director of the National Institute of Allergy and Infectious Diseases, had emerged as a leading candidate, reports are that he was deemed “insufficiently pro-life.”

✓ **Higher Education Considers USA-Patriot Act . . .** College and university administrators are examining whether the USA-Patriot Act—passed in the wake of September 11—may lead to disclosure of information about students without their permission. *The Chronicle of Higher Education* has accessible coverage of the issue at <http://chronicle.com/free/v48/i25/25a03101.htm>, including a summary article, key provisions of the Patriot Act, and transcript of a Colloquy discussion with Tracy Mitrano, co-director of the Computer Policy and Law Program and policy adviser in the Office of Information Technologies at Cornell University. Cornell has taken the lead in adopting specific procedures on complying with the Patriot Act (see [www.cit.cornell.edu/oit/PatriotAct/](http://www.cit.cornell.edu/oit/PatriotAct/)).

✓ **New Report on Newborns Out . . .** *The Right Start for America's Newborns: A Decade of City and State Trends (1990-1999)* is now available online. This special report from Child Trends and KIDS COUNT presents a full decade of data on eight measures of healthy births for each state and the nation's 50 largest cities. This online report enables viewers to create custom reports such as state and city profiles, graphs of key trends over time, and ranking tables for cities and states. The report is at [www.aecf.org/kidscount/rightstart2002](http://www.aecf.org/kidscount/rightstart2002).

## NSF Seeks Sociology Program Director August 2002 Start

The National Science Foundation's (NSF) Division of Social and Economic Sciences is recruiting a Director for the Sociology Program, who, along with the permanent Sociology Program staff, will evaluate sociology proposals, chair meetings of the Sociology Advisory Panel, represent NSF at professional meetings, and perform other important and challenging tasks on a one- or two-year rotational basis. The Sociology Program supports empirical research and methodological developments aimed at improving the explanation of fundamental social processes. This visiting scientist position is available starting August 2002. Applicants must have a PhD or equivalent experience in Sociology. At least six years of research and teaching experience beyond the PhD are required. Applicants should also show broad knowledge and comprehension of the discipline, administrative skill, and ability to work well with others.

NSF will match expected income and benefits. Time for independent research is also negotiable. The salary range, including a locality pay adjustment, is from \$78,265 - \$121,967 per year depending on qualification and experience, and is comparable with academic salaries at major U.S. institutions. More information about the position is available from Patricia White, the current permanent director ([pwhite@nsf.gov](mailto:pwhite@nsf.gov), telephone: 703-292-8762) and from Daniel Newlon, Acting Director of the Division of Social and Economic Sciences ([dnewlon@nsf.gov](mailto:dnewlon@nsf.gov), telephone: 703-292-8760). Information about the Sociology Program can be found on the program's webpage, <http://www.nsf.gov/sbe/ses/social>.

Applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least three references to the Sociology Program, c/o Program Assistant Carolyn McKinnon, Room 995, Division of Social and Economic Sciences, National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230. Qualified persons who are women, ethnic/racial minorities, and persons with disabilities are strongly encouraged to apply. NSF is an equal opportunity employer committed to employing a highly qualified staff that reflects the diversity of our nation.



## Sharing Research Data

**Editor's Note.** American Sociological Association (ASA) members and other interested readers of Footnotes are urged to comment on the NIH Draft Statement on Sharing Research Data by the June 1, 2002 deadline. The ASA will be submitting comments and also encourages individual sociologists to provide their views on this statement. The Association has long supported the importance of data sharing and access, including the use of public data archives, as a fundamental principle of fostering sound research and the advancement of knowledge. Data sharing is explicitly considered in the ASA Code of Ethics as an important element of research planning, implementation, and dissemination. (See Section 13.05 at <http://www.asanet.org/members/ecostand2.html#13>.) The Code addresses this standard and its implementation consonant with protecting the confidentiality of the information and human subjects' interests.—Felice J. Levine, Executive Officer and Footnotes Editor.



### NIH Announces Draft Statement on Sharing Research Data

Notice NOT-OD-02-035, Release Date: March 1, 2002

Data sharing promotes many goals of the National Institutes of Health's (NIH) research endeavor. It is particularly important for unique data that cannot be readily replicated. Data sharing allows scientists to expedite the translation of research results into knowledge, products, and procedures to improve human health. The NIH is developing a statement on data sharing that expects and supports the timely release and sharing of final research data from NIH-supported studies for use by other researchers. Investigators submitting an NIH application will be required to include a plan for data sharing or to state why data sharing is not possible. This statement will apply to extramural scientists seeking grants, cooperative agreements, and contracts as well as intramural investigators.

Institutions and individuals are invited to comment on the draft policy. Additional information is available online on the NIH web site at: [http://grants.nih.gov/grants/policy/data\\_sharing/index.htm](http://grants.nih.gov/grants/policy/data_sharing/index.htm). Comments must be received no later than June 1, 2002. They should be sent to the Office of Extramural Research, 1 Center Drive, MSC 0152, Building 1, Room 150, Bethesda, MD 20817 or by e-mail to [dder@nih.gov](mailto:dder@nih.gov). Following consideration of public comments and appropriate revisions, it is expected that the new policy will be announced on August 1, 2002 with a proposed effective date of January 1, 2003.

#### Background Information

There are many reasons to share data from NIH-supported studies. Sharing data reinforces open scientific inquiry, encourages diversity of analysis and opinion, promotes new research, makes possible the testing of new or alternative hypotheses and methods of analysis, supports studies on data collection methods and measurement, facilitates the education of new researchers, enables the exploration of topics not envisioned by the initial investigators, and permits the creation of new data sets when data from multiple sources are combined. By avoiding the duplication of expensive data collection activities, the NIH is able to support more investigators than it could if similar data had to be collected *de novo* by each applicant.

NIH-supported basic research, clinical studies, surveys, and other types of research produce data that may be shared. However, NIH recognizes that sharing data about human research subjects presents special challenges. The rights and privacy of people who participate in NIH-sponsored research must be protected at all times. Thus, data intended for broader use should be free of identifiers that would permit linkages to individual research participants and variables that could lead to deductive disclosure of individual subjects. Similarly, NIH recognizes the need to protect patentable and other proprietary data and the restriction on data sharing that may be imposed by agreements with third parties. It is not the intent of this statement to discourage, impede, or prohibit the development of commercial products from federally-funded research.

There are many ways to share data. Sometimes data are included in publications. Investigators may distribute data under their own auspices. Some investigators have placed data sets in public archives while others have put data on a web site, building in protections for privacy through the software while allowing analysis of the data. Restricted access data centers or data enclaves facilitate analyses of data too sensitive to share through other means. All of these options achieve the goals of data sharing.

However, the NIH also recognizes that in some particular instances sharing data may not be feasible. For example, studies with very small samples or those collecting particularly sensitive data should be shared only if stringent safeguards exist to ensure confidentiality and protect the identity of subjects.

The NIH will expect investigators supported by NIH funding to make their research data available to the scientific community for subsequent analyses. Consequently, the NIH will require that data sharing be addressed in grant applications (e.g., in sections related to significance, budget, and the end of the research plan) and in the review of applications. Funds for sharing or archiving data may be requested in the original grant application or as a supplement to an existing grant. Investigators who incorporate data sharing in the initial design of the study can more readily and economically establish adequate procedures for protecting the identities of participants and provide a useful data set with appropriate documentation. Applicants whose research will produce data that are not amenable to sharing should include in the application reasons for not making the data available. NIH encourages investigators to consult with an NIH Program Administrator prior to submitting an application to determine the appropriateness of data sharing and a suitable mechanism to disseminate the data.

This statement on data sharing is an extension of NIH policy regarding sharing research resources, which expects that recipients of NIH support will provide prompt and effective access to research tools. (See NIH Grants Policy, Part II Subpart A, Availability of Research Results: Publications, Intellectual Property Rights, and Sharing Biomedical Research Resources at [http://grants.nih.gov/grants/policy/nihgps\\_2001/nihgps\\_2001.pdf](http://grants.nih.gov/grants/policy/nihgps_2001/nihgps_2001.pdf).)

This statement is also an extension of the Public Health Service (PHS) policy relating to the distribution of unique research resources produced with PHS funding <http://grants.nih.gov/grants/guide/notice-files/not96-184.html>.

Principles and guidelines for sharing biomedical research resources can be found in online NIH reports at <http://www.nih.gov/science/models/sharing.html> and <http://www.nih.gov/news/researchtools/index.htm>. Moreover, this statement on data sharing is consistent with the policies of many scientific journals publishing the findings of NIH-supported research.

## Feds Plan Study of Environmental Impacts on Child Health

by Paula Skedsvold, ASA Senior Policy Analyst

Children are known to have increased vulnerability to environmental exposures, some of which lead to severe developmental effects. The existing studies examining children's exposures and health outcomes were thought to be limited in explaining this relationship, so a comprehensive, longitudinal study has been proposed. Although the plans for this new study are not decided, it is likely to involve 100,000 children and their families, representing a broad cross section of the United States, who will be tracked from pregnancy through 21 years of age.

The Children's Health Act of 2000 gave official recognition to the need for an assessment of the impact of environmental influences on children's health and well-being. It authorized the National Institute of Child Health and Human Development to "conduct a national longitudinal study of environmental influences (including physical, chemical, biological, and psychosocial) on children's health and development." The original idea for the study grew out of the President's Task Force on Environmental Health Risks and Safety Risks to Children created by Clinton, a task force that continues under the current administration.

Overall guidance for the "The National Children's Study" is provided by the Task Force, now co-chaired by Secretary Tommy Thompson (Department of Health and Human Services) and Secretary Christine Whitman (Environmental Protection Agency [EPA]). A Coordinating Committee, consisting of a consortium of federal agencies from NIH, EPA, and the Centers for Disease Control and Prevention (CDC), directs the operations of the study. Rounding out the "management structure," twenty-two working groups provide the detailed, scientific input needed for various study components. All individuals interested in contributing to the study can join the "Study Assembly" which meets twice a year.

Of particular interest is the Social Environment Working Group, which will concentrate its efforts on developing hypotheses related to the relationship between the social environment and children's health outcomes. The 17-person Working Group is co-chaired by two sociologists—Christine Bachrach, Chief of the Demographic and Behavioral Sciences Branch of the National Institute of Child

Health and Human Development, and Linda Burton, Professor of Human Development and Sociology, Pennsylvania State University. Also, sociologists Robert Mare (University of California, Los Angeles), Ann Tickamyer (Ohio University), and Yonette Thomas (National Institute on Drug Abuse) are on the Working Group.

The Social Environment Working Group is comprised of twelve core members, half from the federal government (see below for a list of Working Group members). Members represent a multitude of disciplines (e.g., anthropology, economics, medicine, psychology, public policy, epidemiology, and sociology) and a range of specialty areas (including survey design and methods, quantitative statistical methods, and ethnography).

The Working Group is responsible for identifying aspects of the social environment that should be measured in the national study, suggesting measurement strategies, offering suggestions for study design that are relevant to assessing the effects of the social environment on children's health, and suggesting a list of "core hypotheses" that should be considered in the overall design of the study.

Seven domains of the social environment will be explored by the Working Group: (1) family and household; (2) social networks; (3) community and neighborhood; (4) income, employment, economic conditions, and stratification; (5) formal institutions; (6) policy; and (7) race, ethnicity, culture, and gender. Subgroups will consider the variables and processes that make up these domains, how they are affected by developmental stage, and what variations exist across diverse populations. In the coming months, the working group will focus on developing the core hypotheses to forward to the Study Design Working Group, and then will turn its focus to measurement issues.

Other working groups that are likely to address social influences include Community Outreach and Communication, Development and Behavior, Health Disparities and Environment, Health Services, and Injury.

Development of the overall methodology and pilot studies is taking place during FY 2001-03. The actual study is expected to begin in 2004. For updates on The National Children's Study, go to <http://www.nichd.gov/despr.cohort/>. □

### Sociological Methodology and Sociological Theory Now Available from JSTOR

The ASA is pleased to announce that its participation in the JSTOR online database of full-text journals has been expanded to include *Sociological Methodology (SM)* and *Sociological Theory (ST)*.

For \$40 for the full 2002 calendar year, ASA members can purchase access to all ASA journals in the JSTOR program, which also includes *American Sociological Review*, *Contemporary Sociology*, *Journal of Health and Social Behavior*, *Social Psychology Quarterly*, and *Sociology of Education*.

Funded by the Andrew W. Mellon Foundation, JSTOR is a non-profit program developed to convert back issues of paper journals into electronic formats while simultaneously improving access to journal content. Access to ASA journals is available through JSTOR from the inaugural year of each journal through the volume published five years prior to the current year. (For example, full-text issues of the *American Sociological Review* are available from 1936 through 1996.)

For additional information on JSTOR, see [www.jstor.org](http://www.jstor.org). To purchase access to all ASA journals in the JSTOR journal database for the year 2002, include JSTOR on your membership renewal or see <http://www.asanet.org/members/jstor.html>. Note that your membership for 2002 must be paid in full in order to purchase access to JSTOR.)



# Update on Sociology Human Rights Cases

## Sociologist Released in Egypt

Dr. Saad Eddin Ibrahim was released from prison in Egypt on February 7, 2002 after being held for nearly a year on charges that were widely believed to be politically motivated. Also released were five of his colleagues from the Ibn Khaldun Center, a civil and human rights organization in Cairo.

Dr. Ibrahim is a sociology professor at the American University in Cairo (AUC) and founder and director of the Ibn Khaldun Center for Development Studies. Born in Egypt, he has studied and taught in the United States and holds both Egyptian and U.S. citizenship. AUC, where Ibrahim has taught since 1975, issued a statement after his release saying he would resume teaching next semester.

According to a report by Jailan Halawi in *Al Ahrum Weekly* on February 14, 2002, Ibrahim was back at his office on the ground floor of the Social Science department at AUC, where he was warmly welcomed by his colleagues and students. With his typically serene smile, he said, "I am the eternal optimist. If you are not one, then you have no place in public life."

In the *Al Ahrum* interview, Ibrahim said he learned to be fatalistic in prison. "Life had to go on. Since I was not in control of when and how I would be released, I spent my time reading, praying, and writing," he said. Ibrahim said the time he spent in prison was quite productive, as he started writing two books, as well as his memoirs. Reflecting on the irony of his situation, he said, "I visited prison as a researcher in 1977, but never imagined that, 24 years later, I would be an inmate."

On February 6, 2002, the Egyptian Court of Cassation overturned Dr. Saad Eddin Ibrahim's conviction and granted his appeal for a new trial. In May 2001, he

was sentenced to a seven-year prison term for accepting funds from the European Union without official permission, deliberately disseminating false information and malicious rumors about the internal affairs of the State, and harming the image of the State abroad. By all accounts, the charges are related to the activities of the Ibn Khaldun Center, which has issued several reports and documentaries critical of Egyptian government policies, including a documentary on voter fraud.

The Court of Cassation is the highest appeals court in Egypt. Its decision found six different aspects of the original court's decision to be flawed and therefore inadmissible in the next trial, the date of which has not yet been set. Ibrahim suffers from a degenerative neurological disorder, and while in detention, he also suffered a series of strokes. His wife reports that they are optimistic about the court's decision.

The trial of Ibrahim and his colleagues was closely watched by many people and institutions around the world. Professional and scientific societies and individuals in university communities joined human rights organizations in a vigorous campaign demanding the release of Ibrahim and his colleagues. Diplomats from the U.S., Canadian, Danish, Italian, Spanish, German, Australian, British and Dutch embassies attended the Appeals Court session, reflecting international concern in the case. The American Sociological Association along with the American Association for the Advancement of Science Human Rights Action Network were particularly aggressive in urging the release of Ibrahim and his colleagues and expressing grave concerns about the verdict. (See [www.asanet.org/public/humanrights.html](http://www.asanet.org/public/humanrights.html)). □

## Sociologist Gao Zhan Speaks Out

On February 11, exactly a year after being arrested and separated from her husband and five year-old son at the Beijing airport, American University (AU) scholar and sociologist Gao Zhan spoke at the AU Washington College of Law about her experience in detention and current determination to fight for academic freedom and human rights.

Arrested at the Beijing airport while boarding a flight, Gao was detained and interrogated by the Beijing State Security. She did not know the whereabouts of her son, Andrew, and husband, Xue Donghua. For 26 days, Xue was interrogated while Andrew was taken to a kindergarten run by the secret police—a violation of the Geneva Convention. On his return to the United States with his son, Xue broke his silence seeking media and political support.

Each day for five weeks, Gao was questioned about her family, her activities, her academic work on Taiwan, and her affiliation with an American academic group. In early April she was formally arrested for spying and taken to a detention center. She reported sleeping on a board at night and being forced to sit straight during the day. She listened to rules being recited, such as do not talk loudly and do not lie down during the day, and was told "to contemplate her crime." In July, lawyers came to see her and she went on trial. On July 24 she was found guilty of espionage and sentenced to a 10-year term. Allegedly a political move, Gao was granted a medical parole for a heart problem and released the next day.

Gao and her husband were permanent U.S. residents who came to the United States in 1989. Before this arrest she said, "But I am not a dissident; I am a scholar."

Her areas of study involve women, family, marriage, and immigration—work she did not consider sensitive.

In informal remarks she noted that February 12 was Chinese New Year, a time for family, but she could not be with her family in China. She said that, before her detention, she hoped to return to China and use her academic specialty to help families and study divorce. Now that is not possible.

"Freedom of speech and academic freedom need to be universal," Gao said. "Chinese people still do not have basic freedoms. . . . There needs to be a more clearly defined legal system." She said, "there is an invisible line dictating how far one can go and what rights one has."

"February 11, 2001 was the darkest, most terrifying, most defining moment of my life." Before then she saw herself as an everyday scholar who had not engaged in much intellectual inquiry. Today Gao is determined to fight for human rights and those oppressed. "I am no longer ambiguous. I stand for human rights. I did not suffer in vain."

Gao's plea is that "People in China need your help." American people and the U.S. government worked hard by giving support and campaigning for her return to America, but, Gao feels strongly that there is still much work to be done.

The American Sociological Association (ASA) has advocated to protect the safety and freedom of sociologists and other scholars to pursue their work without constraint. The ASA actively campaigned for Gao Zhan's release through letters of protest and press releases and encouraged members to do the same. For more information, see [www.asanet.org/public/humanrights.html](http://www.asanet.org/public/humanrights.html). □

## Sociologists Central to Peace Studies

by Meghan Rich, Academic and Professional Affairs Assistant, and Kerry Strand, Visiting Sociologist

In the wake of recent events, the need for a wide-ranging and systematic study of peace and conflict has never been more compelling. Peace Studies is an interdisciplinary field that explores questions about peace and conflict in the lives of individuals, communities, societies, and the world at large. Not surprisingly, sociology has much to offer this emergent field of study.

According to the Peace Studies Association (PSA), an organization formed in 1987 to address the needs of emerging and existing peace studies programs in colleges and universities in the United States and abroad, the number of such programs has grown over the past two decades from a mere handful to more than 200. They include graduate, undergraduate, and professional programs that offer majors, minors, certifications, and concentrations—most of them in the United States but also including places such as Australia, the UK, Spain, Austria, Colombia, Turkey, Indonesia, and Israel.

Although some schools have whole departments dedicated to Peace Studies, many house these programs within more conventional departments. Curricula typically draw on a wide range of disciplines: sociology as well as history, philosophy, psychology, anthropology, economics, political science, religion, environmental studies, and international

relations. Peace Studies is one of a number of emerging interdisciplinary fields to which sociologists and sociology contribute. Many sociologists are engaged in varied and wide-ranging efforts to understand why peace or war occur, to show how they shape institutions, culture, and individual lives, and to consider how actual experiences affect the prospects for building a "good" society. In fact, many who spearhead, administer, and teach in Peace Studies programs are sociologists. As sociologist Sam Marullo, Georgetown University, put it, "Sociological understanding of globalization, social stratification, poverty, social dimensions of environmental problems, militarization, race and ethnic conflict, the social roots of violence, and the consequences of both war and peace for society and individuals make our distinctive theoretical lens and research tools indispensable to Peace Studies."

Students and faculty members tend to bring more than a purely scholarly motivation to Peace Studies programs. They also share a commitment to being, or becoming, effective agents of social action and social change. Thus, Peace Studies programs are analytical as well as applied, theoretical as well as practical and value-driven. Its value base also helps to explain why Peace Studies is often found in faith-based schools, especially Catholic ones, with their commitment to values-based education and longstanding interest in social reform and peace. In fact many Catholic leaders, and even the Pope, are vocal proponents of Peace Studies.

Kathleen Maas Weigert, sociologist and new Director of the Center for Social Justice Research, Teaching, and Service at Georgetown University, notes that two organizing concepts of the field of Peace Studies are "negative peace" and "positive peace." "Negative peace" refers to the absence of violence; efforts to achieve it include conflict resolution at the interpersonal level and organizational levels and strategic deterrence and arms control at the global level. "Positive peace" is not simply the absence of violence, but rather the presence of peace and social justice. She points out that here the emphasis is on the processes and structures that help bring about a peaceful and just world. As she puts it, "Both kinds of peace require both understanding and action, which make Peace Studies a clear pedagogical 'fit' with community-based learning of various kinds."

Paul Joseph, Professor of Sociology and Peace Studies at Tufts University, describes a similar strategy where students in Tufts' Peace and Justice Studies Program are placed in a broad range of social change organizations including the Institute for Defense and Disarmament Studies, the American Friends Service Committee, and Oxfam. In fact, many Peace Studies departments require a certain number of hours of experiential learning of their majors. Ron Pagnucco, of the Department of Peace Studies, College of St. Benedict/St. John's University in St. Joseph, Minnesota, states that "Students usually want to learn how to do things—how to negotiate, to mediate, how to mobilize and organize.

Peace Studies students usually want to use what they learn. Sociologists have models and experiences on how to apply social science and to work for social change."

Weigert notes that historically it is students with an activist bent who have been drawn toward Peace Studies. In the 1970s student interest was inspired by the controversy surrounding the Vietnam War; in the 1980s, it was nuclear disarmament. Today, many students come to Peace Studies wanting to make a difference around such issues as globalization, ethnic conflicts, inner-city violence and—perhaps especially in the next wave—international terrorism. Peace studies graduates head in a wide variety of career directions: education, politics and public policy, advocacy law, the ministry, mediation, community development and empowerment, and programs such as the Peace Corps, Greenpeace, Amnesty International, and Oxfam. They put their understanding and idealism to work on problems such as poverty, human rights, labor relations, world hunger, third world development, environmental preservation, domestic violence, and social and economic injustice in all its forms.

An excellent source of information about Peace Studies is the Peace Studies Association (<http://www.earlham.edu/~psa/purpose.html>). Teaching resources for sociologists can be found in *Teaching the Sociology of Peace and War: A Curriculum Guide*, available from the ASA. Also, the ASA Section on Peace, War and Social Conflict can be reached at: <http://www.la.utexas.edu/research/pwasa/index.htm>. □



## Nominations Sought for 2003 Major ASA Awards

ASA members and interested persons are encouraged to submit nominations for the 2003 ASA Awards. The deadline for award nominations is June 15, 2002 for 2003 awards (for the 2002 Dissertation Award, see Announcement Box below). Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards will be presented at the 2003 Annual Meeting in Atlanta, Georgia.

### Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It may be for an exceptional single work, several pieces of work, or significant cumulative work done throughout a professional career. The award is open to works by women or men and is not restricted to works by sociologists. The works need not be recent publications; however, the publication date must precede the date of nomination. Only members of the Association may submit nominations for the Jessie Bernard Award. Nominations for scholarly works should include a one to two page statement explaining the importance of the work. Nominations for career achievement should include a letter of nomination, two copies of the vita of the nominee, and examples of relevant scholarship or other materials. Nominations should be submitted to: Michael Kimmel, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (516) 632-7708; mkimmel@notes.cc.sunysb.edu. The deadline for nominations is June 15, 2002.

### DuBois-Johnson-Frazier Award

Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. Nominations should include a summary of the nominee's career or achievement, and the way in which it is consistent with the traditions of these outstanding African-American scholars and educators. Nominations should include a one- to two-page statement and a vita, if applicable. Nominations should be submitted to: Sarah Susannah Willie, Swarthmore College, Department of Sociology/Anthropology, 500 College Avenue, Swarthmore, PA 19081; swillie1@swarthmore.edu. The deadline for nominations is June 15, 2002.

### Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee's vita and a detailed one to two page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology. Nominations should be submitted to: Kathryn J. Edin,

c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (847) 491-5415; k-edin@northwestern.edu. The deadline for nominations is June 15, 2002.

### Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of full-time work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one to two page statement and the vita of the nominee and be submitted to: Patricia E. White, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (703) 292-8762; fax: (703) 292-9195; pwhite@nsf.gov. The nominations deadline is June 15, 2002.

### Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or an entire career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and a one to two page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations to: Theodore C. Wagenaar, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (513) 529-2643; fax (513) 529-8525; e-mail wagenatc@muohio.edu. The nominations deadline is June 15, 2002.

### Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2000, 2001, 2002) preceding the

award year. The winner of this award will be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA's expense after the award recipient is announced. Two members of the Association must submit letters in support of each nomination for the award. Nominations should include name of author, title of book, date of publication, publisher, and brief statements from two (differently located) sources as to why the book should be considered. Send nominations to: J. Craig Jenkins, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (614) 292-1411; fax: (614) 292-2407; e-mail jenkins.12@osu.edu. The nominations deadline is June 15, 2002.

### Career of Distinguished Scholarship Award

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. Thus, nominations

received by June 15, 2002 are considered for the awards given in years 2003 to 2007. Members of the Association and other interested parties may submit nominations to: Douglas Heckathorn, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (607) 255-4368; e-mail douglas.heckathorn@cornell.edu. The nominations deadline is June 15, 2002. Nomination materials submitted in previous years for carryover nominees may be updated; any new materials must be received by June 15, 2002 for consideration for the 2003 award. Late arriving nominations or updates will be held over for the following award year.

### 2002 Dissertation Award

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

## Briefing, from page 1

chronic stress on health." George noted, however, that the above positive effects of social bonds hold true only for people in high-quality relationships. Low-quality relationships, on the other hand, can actually harm physical and mental health.

Rounding out the day, Curtis McMillen, Associate Professor at the Washington University George Warren Brown School of Social Work, described how people who have faced severe adversity often report that there have been positive by-products despite the

difficult experience. These positive by-products often include a sense of increased compassion, increased family closeness, increased spirituality, and changed life priorities.

As Kington emphasized during the briefing, "The scientific community stands at extraordinary crossroads." The hope is that the new enthusiasm regarding the importance of social-level factors in health will translate into funding to build and expand scientific knowledge in these areas. □

### Reports from the National Academy of Sciences

- *New Horizons in Health: An Integrative Approach* (2001)
- *Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences* (2001)
- *Cells and Surveys: Should Biological Measures be Included in Social Science Research* (2001)
- *Promoting Health: Intervention Strategies from Social and Behavioral Research* (2000)
- *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000)
- *Bridging Disciplines in the Brain, Behavioral, and Clinical Sciences* (2000)

### Report from the National Institutes of Health

- *Toward Higher Levels of Analysis: Progress and Promise in Research on Social and Cultural Dimensions of Health* (2000)



# 2002-2003 Candidates Announced for ASA Officers

In accordance with election policies by Council in 1989, only the biographical sketches for top office candidates for 2002-2003 will appear in *Footnotes*. A Biographical Booklet of all candidates will be mailed with the election ballot. The biographical sketches appear below in alphabetical order by office. In February 2001, Council approved the inclusion of short (150 words) personal statements by candidates for President-Elect, Vice President-Elect, Secretary-Elect, and Council to provide additional information to member voters.

All current voting members will receive their ballots in April.

## President-Elect

### Michael Burawoy



**Present Position:** Chair, Department of Sociology, University of California, Berkeley (1996-98, 2000-present). **Former Positions:** Assistant, Associate and Full Professor, Department of Sociology, University of California, Berkeley (1976-present); Associate Professor, Department of Sociology, University of Wisconsin, Madison (1982-83); Professor, Department of Sociology, Northwestern University (1995). **Education:** PhD, University of Chicago (1976); MA, University of Zambia (1972); BA, Cambridge University, England (1968). **Offices Held in Other Organizations:** Editorial Boards: *Ethnography*, *Annual Review of Sociology*, *Work and Occupations*, *Theory and Society*, and *American Journal of Sociology*. **Offices, Committee Memberships, and Editorial Appointments held in ASA:** Council (2000-03); Publications Committee (1998-99); Editorial Boards: *American Sociological Review* and *Contemporary Sociology*. **Publications:** Co-Author, *Global Ethnography: Forces, Connections and Imaginations in a Postmodern World*, University of California Press (2000); Co-Author, *The Radiant Past: Ideology and Reality in Hungary's Road to Capitalism*, University of Chicago Press (1992); *The Politics of Production: Factory Regimes under Capitalism and Socialism*, Verso (1985); *Manufacturing Consent: Changes in the Labor Process under Monopoly Capitalism*, University of Chicago Press (1979); *The Colour of Class: From African Advancement to Zambianization*, Manchester University Press (1972). **Honors and Awards:** Distinguished Teaching Award, University of California, Berkeley (1979).

**Personal Statement:** As mirror and conscience of society, sociology must define, promote and inform public debate about deepening class and racial inequalities, new gender regimes, environmental degradation, market fundamentalism, state and non-state violence. I believe that the world needs public sociology—a sociology that transcends the academy—more than ever. Our potential publics are multiple, ranging from media audiences to policy makers, from silenced minorities to social movements. They are local, global, and national. As public sociology stimulates debate in all these contexts, it inspires and revitalizes our discipline. In return, theory and research give legitimacy, direction, and substance to public sociology. Teaching is equally central to public sociology: students are our first public for they carry sociology into all walks of life. Finally, the critical imagination, exposing the gap between what is and what could be, infuses values into public sociology to remind us that the world could be different.

### Teresa A. Sullivan



**Present Position:** Vice President and Graduate Dean; Professor of Sociology and Law, The University of Texas at Austin (1995-present). **Former Positions Held:** Chair, Department of Sociology (1990-92), Associate Professor of Sociology (1981-87), and Director of Women's Studies (1985-87), The University of Texas at Austin. **Education:** PhD (1975) and AM (1972), University of Chicago; BA, Michigan State University (1970). **Offices Held in Other Organizations:** President, Association of Graduate Schools (2001-02); Chair, Section K on Social, Political, and Economic Sciences, American Association for the Advancement of Science (1997-98); Board of Directors (1989-91) and Chair of the Finance Committee (1991), Population Association of America; President, Southwestern Sociological Association (1988-89); Chair: Budget, Audit and Finance Committee, Society for the Study of Social Problems (1986-87). **Offices, Committee Memberships, and Editorial Appointments Held in ASA:** Secretary (1995-98); Member, Program Committee (1993-99 and 2002); Editor, Arnold and Caroline Rose Monograph Series (1988-92); Member, Section Councils, Section on Undergraduate Education (1988-91) and Section on Sociology of Population (1984-87); Member, Nominations Committee (1985-87). **Publications:** Co-Author with Randy Hodson, *The Social Organization of Work*. 3<sup>rd</sup> ed., Belmont, CA: Wadsworth (2002); Co-Author with Elizabeth

Warren and Jay Lawrence Westbrook, "Une Prospérité Précaire: Sur les situations financières critiques dans la classe moyenne," 138 *Actes de la Recherche en Sciences Sociales* 19-33 (Juin 2001); Co-author with Elizabeth Warren and Jay Lawrence Westbrook, *The Fragile Middle Class: Americans in Debt*, New Haven, CT: Yale University Press (2000, hard and paper); Co-Author with Elizabeth Warren and Jay Lawrence Westbrook, *As We Forgive Our Debtors: Bankruptcy and Consumer Credit in America*, Reprint edition, Washington, D.C.: Beard Books (1999); Original edition: New York: Oxford University Press (1989 hard), (1991 paper); *Marginal Workers Marginal Jobs: The Underutilized American Worker*, Austin: University of Texas Press (1978 hard), (1979 paper). **Professional Contributions:** Chair, Committee on Desegregation Analysis, Louisiana State Board of Regents (1996); Chair, Committee of Visitors, Sociology Program, the National Science Foundation (1992, and member 1996); Chair, Census Advisory Committee on Population Statistics (1991-92; member 1989-95); National Research Council, three research panels between 1983 and 1994 (Requirements for the Year 2000 Census and Beyond, Technology and Women's Employment, and Immigration Statistics); Chair, Subcommittee on Women's Studies, Committee W, American Association of University Professors (1987-89). **Honors and Awards:** 2000 Writing Award of the American College of Consumer Financial Services Lawyers, for *Fragile Middle Class*; Elected Fellow, American Association for the Advancement of Science (1995); Teaching Excellence Award, Students' Association (1992); Silver Gavel Award, American Bar Association, for *As We Forgive Our Debtors* (1990); Elected, Sociological Research Association (1990).

**Personal Statement:** Discovering sociology was exciting for me, so I enjoy watching similar intellectual fires kindled in students. ASA's Annual Meetings and publications renew that intellectual excitement. Still, we could enhance the rich internal interchange within ASA. We need to maintain many opportunities for active participation. We should also remain open to the ways in which technology is changing research. Collaboration and connectivity encourage more ambitious research, making sociology more international and interdisciplinary. On my campus, the shift to electronic dissertations has unleashed innovations in scholarship that challenge traditional research. ASA will benefit from engaging such innovations. My research on consumer debt brings me into interactions outside the academy with debtors, creditors, lawyers, judges, legislators, counselors, journalists, and many others. They value research that answers existing questions about debt and debtors. Further, a sociological perspective has framed new questions that changed public debate. ASA should continue trying to achieve such wider impacts for a range of sociological research. We can spread the excitement farther.

## Vice President-Elect

### Peter Conrad



**Present Position:** Harry Coplan Professor of Social Sciences and Chair, Department of Sociology, Brandeis University (1992-present). **Former Positions:** Assistant to Associate Professor of Sociology, Brandeis University (1979-92); Assistant Professor of Sociology, Drake University (1975-78). **Education:** PhD, Boston University (1976); AM, Northeastern University (1970); BA, State University of New York, Buffalo (1967). **Offices Held in Other Organizations:** President-Elect and President, Society for the Study of Social Problems (1994-96); Vice-President, Society for the Study of Symbolic Interaction (1987-88); Co-Editor, *Qualitative Sociology* (1982-87); Board of Directors, Society for the Study of Social Problems (1984-85). **Offices, Committee Memberships, and Editorial Appointments Held at ASA:** Associate Editor, *Journal of Health and Social Behavior* (2001-04, 1985-87); Chair (1988-89), Council Member (1983-85, 1987-88), Health Policy Committee (1982-84), Medical Sociology Section. **Publications:** "Genetic Optimism: Framing Genes and Mental Illness in the News," *Culture, Medicine and Psychiatry* (2001); Co-Author, "From Hyperactive Children to ADHD Adults: Some Observations on the Expansion of Medical Categories," *Social Problems* (2000); Co-Editor, *Handbook of Medical Sociology*, 6<sup>th</sup> edition, Prentice Hall (2000); "A Mirage of Genes," *Sociology of Health and Illness* (1999); "Public Eyes and Private Genes: Historic Frames, News Constructions and Social Problems," *Social Problems* (1997). **Professional Contributions:** Fulbright Senior Specialist Review Panel (2001); Co-Organizer, "Medical Sociology at the Millennium" (first joint US-UK medical sociology conference) (1999); Associate Editor, *Sociology of Health and Illness*, *Health*, *Qualitative Sociology*; Co-Organizer, Boston Area Medical Sociologists (1986-89). **Honors and Awards:** Distinguished Fulbright Lecturer, Queens University of Belfast (1997); Shannon Grant from N.I.H. Human Genome Project (1994-96); N.I.M.H. National Research Service Award (1985-86); Charles Horton Cooley Award, Society for the Study of Symbolic Interaction, for *Deviance and Medicalization: From Badness to Sickness* (1981).

**Personal Statement:** I have been a member of the ASA for 30 years and have served the organization mostly through the Medical Sociology Section. I would now like to expand my service to the entire organization. I have been impressed how the ASA has expanded opportunities for participation in meetings and the organization over the past 20 years. I would work to make the ASA even more welcoming and inclusive, especially to students, younger faculty, minorities, and international scholars. I still can remember how overwhelmed, lonely and alienated I felt at my first ASA meeting and how much satisfaction I found a few years later as I become involved in one of the sections. I would like to find personal, intellectual, and organizational ways to make this transition easier and smoother for newer members. This would enrich the organization, sociology, and many members.

### Bernice Pescosolido



**Present Position:** Chancellor's Professor of Sociology, Indiana University (1998-present). **Former Positions Held:** Associate Professor (1990-98), Assistant Professor (1983-90), and Lecturer (1981-83), Indiana University. **Education:** PhD (1982) and MPhil/MA (1976-77), Yale University; BA, University of Rhode Island (1974). **Offices Held in Other Organizations:** Overseers' Board, General Social Survey (1993-2001); Program Co-Director, Preparing Future Faculty Program (1995-present); Initial Review Group, National Institute of Mental Health (2000-01); Editorial Boards: *Social Forces* (2001-present), *American Journal of Sociology* (1995-97), and *Gender & Society* (1990-present). **Offices, Committee or Task Force Memberships, Editorial Appointments Held in ASA:** Task Force on Journal Diversity (Co-Chair, 2000-present); Chair, Medical Sociology Section (1993); Publications Committee (1999-present, Chair 2000-present); Editorial Boards: *Teaching Sociology* (1997-2000, 1991-94), and *Journal of Health and Social Behavior* (1994-97, 1988-91); Advisory Panel for the Minority Fellowship Program (1997-2000). **Publications:** Co-Author with J.K. Martin and S.A. Tuch, "The Profession of Medicine and the Public: Examining Americans' Changing Confidence in Physicians from the Beginning of the 'Health Care Crisis' to the Era of Health Care Reform," *Journal of Health and Social Behavior* 42 (2001); Co-Author with B.A. Rubin, "The Web of Group Affiliations Revisited: Social Life, Postmodernism, and Sociology," *American Sociological Review* 65 (2000); Co-Editor with R. Aminzade, *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*, Pine Forge Press (1999); Co-Author with C. Brooks-Gardner and K.M. Lubell, "How People Get Into Mental Health Services: Stories of Choice, Coercion and 'Muddling Through' From 'First-Timers,'" *Social Science and Medicine* 46 (1998); Co-Author with E. Grauerholz and M. Milkie, "Culture and Conflict: The Portrayal of Blacks in U.S. Children's Literature Through the 20<sup>th</sup> Century," *American Sociological Review*, 62 (1997). **Professional Contributions:** Consultant, Institute of Medicine (2001, 1999); National Advisory Board, Latino Research Center, University of Puerto Rico (1998-present); Congressional Briefings (2001, 1999, 1996); Invited Plenary Speaker, International Network for Social Network Analysis (INSNA) (2002); Southern Sociological Society (2000); Agenda Setting Advisory Meetings (National Institute of Mental Health; National Heart, Lung and Blood Institute; National Cancer Institute, 1999). **Honors and Awards:** Robert Wood Johnson, National Health Policy Scholar (1999-present); Sociological Research Association (Elected 2000); Career Awards, National Institute of Mental Health (1997-2002; 1989-94); Chancellor's Professorship for Excellence in Research and Teaching (awarded 1998); Herman F. Lieber Award for Distinguished Teaching (1992).

**Personal Statement:** Sociology's strength and its continued promise lies in a rich array of viewpoints and approaches. Yet, we stand at a unique historical juncture with important but drastically different calls ranging from NIH's "transdisciplinary", "translational" research initiatives to the Carnegie Foundation's "stewardship" teaching initiative. These require sociologists to work together across traditions to generate new knowledge without losing ideas central to our legacy, and to transfer an understanding to other scholars, students and our "publics" of how our contributions shape intellectual and policy landscapes. Much of my past and continued work in the discipline has been directed at connecting insights of diverse subfields; finding synergy among teaching, research and services activities; addressing our internal debates as well as presenting sociological ideas to outside audiences; and fostering communication among sociologists in public and private sectors, academic and applied positions, research universities and liberal arts colleges.

ASA voting members will receive their ballots in April.



# The International Social Survey Program

by Tom W. Smith, National Opinion Research Center, University of Chicago

The International Social Survey Program (ISSP) is a continuing cross-national collaboration. The annual program brings together pre-existing, social science projects and coordinates research goals, thereby adding a cross-national perspective to the individual, national studies.

ISSP evolved from a bilateral collaboration between the Allgemeinen Bevölkerungsumfragen der Sozialwissenschaften (ALLBUS) of the Zentrum fuer Umfragen, Methoden, und Analysen (ZUMA) in Mannheim, West Germany and the General Social Survey (GSS) of the National Opinion Research Center (NORC), University of Chicago. Both the ALLBUS and the GSS are replicating, time series studies. The ALLBUS has been conducted biennially since 1980 and the GSS nearly annually since 1972. In 1982 ZUMA and the NORC devoted a small segment of the ALLBUS and GSS to a common set of questions on job values, important areas of life, abortion, and feminism. A merged data set is available from the Interuniversity

Consortium for Political and Social Research (ICPSR), University of Michigan. Again in 1984 collaboration was carried out, this time on class differences, equality, and the welfare state.

Meanwhile, in late 1983 the National Centre for Social Research (NCSR) (then known as Social and Community Planning Research) in London, which was starting a social indicators series called the British Social Attitudes Survey (BSA) similar to the ALLBUS and GSS, secured funds from the Nuffield Foundation to hold meetings to further international collaboration. Representatives from ZUMA, NORC, NCSR, and the Research School of Social Sciences, Australian National University organized ISSP in 1984 and agreed to (1) jointly develop topical modules dealing with important areas of social science, (2) field the modules as a fifteen-minute supplement to the regular national surveys (or a special survey if necessary), (3) include an extensive common core of background variables, and (4) make the data available to the social science community as soon as possible.

Each research organization funds all of its own costs. There are no central funds. The

merging of the data into a cross-national data set is performed by the Zentralarchiv fuer Empirische Sozialforschung, University of Cologne in collaboration with the Analisis Sociologicos, Economicos y Politicos in Spain.

Since 1984, ISSP has grown to 38 nations, the founding four—Germany, the United States, Great Britain, and Australia—plus Austria, Italy, Ireland, Hungary, the Netherlands, Israel, Norway, the Philippines, New Zealand, Russia, Japan, Bulgaria, Canada, the Czech Republic, Slovenia, Poland, Sweden, Spain, Cyprus, France, Portugal, Slovakia, Latvia, Chile, Bangladesh, Denmark, South Africa, Switzerland, Venezuela, Brazil, Flanders, Finland, Mexico, and Taiwan. In addition, East Germany was added to the German sample upon reunification. Other nations have replicated particular modules without being ISSP members (e.g. Poland, in 1987, and Switzerland, in 1987 and 1993).

The annual topics for ISSP are developed over several years by a sub-committee and pre-tested in various countries. The annual plenary meeting of ISSP then adopts the final questionnaire. The ISSP researchers especially concentrate on developing the questions that are 1) meaningful and relevant to all countries and 2) can be expressed in an equivalent manner in all relevant languages. The questionnaire is originally drafted in British English and then translated to other languages using standard back translation procedures.

The themes addressed in ISSP are as follows:

- the role of government including attitudes towards (a) civil liberties, (b) education and parenting, (c) welfare and social equality, and (d) the economy.
- social networks and support systems.
- social equality, including beliefs about what factors effect one's chances for social mobility.
- the impact on the family of the changing labor force participation of women.
- orientations towards work.
- the impact of religious beliefs and behaviors on social, political, and moral attitudes.
- an environmental knowledge scale along with attitudinal and behavioral measures.
- national identity.

Over the years, many of the modules have been repeated and will yield useful data. For example, in 2001, the 1986 module on social relations and social support was repeated. In 2002, there will be a third replication of the gender, family, and work module; in 2003, there will be the first replication of the 1995 national identity module.

ISSP marks several new departures in the

area of cross-national research. First, the collaboration between organizations is not special or intermittent, but routine and continual. Second, while necessarily more circumscribed than collaboration dedicated solely to cross-national research on a single topic, ISSP makes cross-national research a basic part of the national research agenda of each participating country. Third, by combining a cross time with a cross-national perspective, two powerful research designs are being used to study societal processes.

Data from the first modules are presently available from the Zentralarchiv and various national archives such as Essex in Britain and ICPSR in the United States. Publications based on the ISSP are listed in a bibliography available from the ISSP Secretariat (see below). It currently lists nearly 1,100 publications.

There are seven collections of ISSP research:

- (1) Roger Jowell, Sharon Witherspoon, and Lindsay Brook, eds., *British Social Attitudes: Special International Report*. (Aldershot: Gower, 1989).
  - (2) J.W. Becker, James A. Davis, Peter Ester, and Peter P. Mohler, eds., *Attitudes to Inequality and the Role of Government*. (Rijswijk, The Netherlands: Sociaal en Cultureel Planbureau, 1990).
  - (3) Roger Jowell, Lindsay Brook, and Lizanne Dowds, eds., *International Social Attitudes: The 10th BSA Report*. Aldershot: Dartmouth Publishing, 1993.
  - (4) Alan Frizzell and Jon H. Pammett, eds., *Social Inequality in Canada*. Ottawa: Carleton University Press, 1996.
  - (5) Alan Frizzell and Jon H. Pammett, eds., *Shades of Green*. Ottawa: Carleton University Press, 1997.
  - (6) Roger Jowell, John Curtice, Alison Park, Lindsay Brook, Katrina Thomson, and Caroline Bryson, eds., *British - and European - Social Attitudes: The 15th Report*. Aldershot: Ashgate, 1998.
  - (7) Niko Tos, Peter Ph. Mohler, and Brina Malnar, eds., *Modern Society and Values: A Comparative Analysis Based on ISSP Project*. Ljubljana: University of Ljubljana and ZUMA, 2000.
- For further information there are two websites that one can contact:
- (1) Zentralarchiv fuer Empirische Sozialforschung, University of Cologne: <http://www.gesis.org/issp/>.
  - (2) ISSP Secretariat: <http://www.issp.org/>.
- For further details, also contact the ISSP secretariat, Tom W. Smith, NORC 1155 East 60th St. Chicago, IL 60637; (773) 256-6288; fax (773) 753-7866; e-mail [smitht@norcmail.uchicago.edu](mailto:smitht@norcmail.uchicago.edu). □



## Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

### Learning from Service in the Sociology Major

by Kerry Strand, Visiting Sociologist, and Meghan Rich, Academic and Professional Affairs Program Assistant

Starting in fall 2002, California State University-Fullerton will significantly expand the number of sociology courses with a service-learning component and will require that every graduate in sociology has completed at least one course with a service-learning experience. Eventually about one-third of their sociology courses will require some sort of service-learning. Largely as a result of their participation in an Engaged Department Institute sponsored by the Campus Compact ([www.compact.org](http://www.compact.org)) CSU-Fullerton is about to become what might be the first sociology program in the country to require a service-learning experience of its majors.

The infusion of service-learning into their sociology curriculum was spearheaded by Lorraine Prinsky. The way Prinsky describes it, her introduction to service-learning pedagogy was an accident, albeit one that ended up in nothing less than a "realignment" of her professional career. In 1995, she was invited to attend a Campus Compact Institute on Service-Learning held at the University of Southern California. Although at the time she had never heard of either "Campus Compact" or "service-learning," she assumed that she was included on the campus "team" because she was her department's internship coordinator and that the institute had something to do with internships. Instead, she was introduced to a model of community-based learning that was quite different from anything she had ever experienced. Ultimately, she became an effective service-learning practitioner and advocate at an institution that is now a leader of the service-learning "movement" in the California State University system.

In June 2000, Prinsky attended another institute but this time with her department chair, Ronald Hughes, and two other faculty members, Perry Jacobson and Jack Bedell. They also took along a community partner—Alfonso Clarke, of the Orange County

Human Relations Council. Prinsky was the official leader of the team, whose major task at the institute was to develop an "action plan," complete with PowerPoint graphics that they presented to the rest of the department faculty in the fall. After much enthusiastic discussion and constructive debate, the department adopted the service-learning requirement. The department's growing commitment to service-learning was demonstrated yet again in early February 2002 when almost every one of the 40 or so full- and part-time faculty members attended an all-day annual retreat where they spent an entire day learning about service-learning—what it is, its contributions to student learning, and how it can be integrated into sociology courses.

Prinsky notes two especially valuable outcomes for those who attended the February retreat. One was to learn how much scholarship on service-learning there is. The other was to find out about all the incentives there are for doing service-learning on the California State University-Fullerton campus, including an Office of Service-Learning, mini-grants for things like stipends and graduate assistants, and a reward system that is beginning to recognize faculty who are engaged scholars and teachers. In fact, faculty recruitment ads issued by the Sociology Department now routinely specify the desirability of candidates who are interested in service-learning pedagogy.

At California State University-Fullerton, no faculty members are required to use service-learning. Also, they have much choice in how they structure it into their courses, including how many hours in the community are required of students and how instructors will facilitate and assess student learning. Nonetheless, by agreeing to require that all their graduates acquire some of their knowledge in community settings, the California State University-Fullerton sociology faculty members clearly demonstrate their commitment to this powerful "new" approach to teaching and learning. □

## Graduate Poster Session at ASA Annual Meeting

For the last five years, the Academic and Professional Affairs Program has sponsored a highly successful Graduate Program Poster Session. This session brings together representatives of departments from across the country with undergraduate students, Master's students looking to continue their education, and undergraduate advisors researching programs of interest to their students. For the past few years ASA has brought over 35 departments together for this informational setting.

Each table will have a representative from the school, who is most often either a Director of Graduate Study or a graduate student. The session allows for informal contact time with the representatives so that a prospective student can get the "insider scoop" about the department from a graduate student or network with a faculty member.

The poster session will be held the afternoon (3:30-5:30 p.m.) before the Departmental Alumni Night, Sunday, August 18, 2002. Graduate schools will have information about their programs, brochures, pamphlets, follow-up cards, and even application forms. This is a great opportunity to meet representatives from the schools you are considering. And since the event is free, there is no reason not to attend!

For more information or if you are a student or faculty member interested in presenting a poster about your graduate department, call the Academic and Professional Affairs assistant Meghan Rich at (202) 383-9005 x318 or email: [apap@asanet.org](mailto:apap@asanet.org).



## Call for Papers

### CONFERENCES

**Association of Black Sociologists** will meet in Chicago, IL, August 14-17, 2002 for their annual conference. Theme: "Black Sociology vs. Sociology by Blacks: An Examination of Theoretical and Methodological Paradigms." The deadline for submitting papers has been extended to March 15, 2002. You may submit an abstract of 100-150 words to Hayward Derrick Horton, at SUNY-Albany, Department of Sociology, 1400 Washington Avenue, Albany, NY 12222; e-mail at [hdh@csc.albany.edu](mailto:hdh@csc.albany.edu).

**Association for Humanist Sociology.** Call for Papers for their 2002 meeting, October 10-13 in Madison, WI. Theme: "Decaying Empire/Exuberant Alternative." Presentations need not be directly related to the conference theme. Various forms of participation are possible. The deadline for submissions is April 15, 2002. 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](mailto:cfd2@eiu.edu).

**European Science Foundation.** Euresco Conferences, Seefeld, Austria, September 21-25, 2002. Theme: "European Societies or European Society?: The Loss of the Social Bond? EuroConference on the Future of Community in Advances Western Societies." The conference is devoted to exploring the future of solidarity in western societies. The deadline for applications is May 15, 2002. See the Scientific Program and online application at: [www.esf.org/euresco/02/sc02026](http://www.esf.org/euresco/02/sc02026).

**European Social Policy Research Network,** Annual Conference, University of Tilburg, The Netherlands, August 29-31, 2002. Theme: "Social values, social policies: normative foundations of changing social policies in European countries." The conference aims at directing attention to the interrelations between changes in social values and social policies, contributing to a wider understanding of the cultural factor in welfare change. Send a title and short abstract (maximum 250 words) and note specifying the organized session (or open session) your paper would fit best, before May 1, 2002 to the conference organizer: Wim van Oorschot, Department of Sociology, Tilburg University, P.O. Box 901539, 5000 LE Tilburg, The Netherlands; 31-13-4662794; fax 31-13-4668068; e-mail [w.v.oorschot@kub.nl](mailto:w.v.oorschot@kub.nl). For more information and registration online see the conference website [http://cwis.kub.nl/~fsw\\_2/home/worschot/esprn02/index.htm](http://cwis.kub.nl/~fsw_2/home/worschot/esprn02/index.htm).

**European Society of Criminology.** Call for papers. Conference 2002, Toledo, Spain, September 5-7, 2002. Theme: "European Criminology: Sharing Borders, Sharing a Discipline." They welcome you to submit an abstract for either a panel session presentation, an entire panel session (no more than four papers for a 1.5 hour time slot), or a poster presentation. For panel sessions, send a 100 word abstract for each presentation to the appropriate theme chair, see <http://www.esc-eurocrim.org/index.html>, either by post, fax, or e-mail by May 2, 2002. For poster sessions, send your abstract and details directly to Rosemary Barberet, Lecturer in Criminal Justice, Course Director, MSc in Criminal Justice, Scarman Centre, University of Leicester, The Friars, 154 Upper New Walk, Leicester, LE1 7QA, UK.

**Ho Chi Minh National Political Academy and Nature, Society and Thought: A Journal of Dialectical and Historical Materialism (NST).** Vietnam Conference/Study Tour, January 9-10, 2003/Conference; January 5-19/Study Tour. Hanoi, SR Vietnam. Theme: "The Global Economy and the National State." Requests for information on paper submissions and details of the conference/study tour should be directed to NST, University of Minnesota, 116 Church Street S.E., Minneapolis, MN 55455-0112 or e-mail [marqu002@tc.umn.edu](mailto:marqu002@tc.umn.edu).

**International Institute of Sociology.** 36th World Congress, Beijing, China, July 7-11,

2003. Theme: "Social Change in the Age of Globalization." The Congress will provide opportunities to all the participants to share ideas and research, to communicate one another, and to establish academic and intellectual relationship for future exchange. For further detailed information contact: Jing Tiankui, Chair, IIS Congress Organizing Committee, c/o Institute of Sociology, Chinese Academy of Social Sciences, 5 Jianguomen Nei Dajie, Beijing 100742, P.R. China; 86-10-65138276; fax 86-10-65133870; e-mail [ioscass@public.bta.net.cn](mailto:ioscass@public.bta.net.cn).

**Loyola University** will host a conference on Globalization and Social Justice, May 10-12. This will be a progressive conference embracing a variety of critical, and radical perspectives on globalization. See their webpage: [http://www.net4dem.org/mayglobal/mayglobal\\_001.htm](http://www.net4dem.org/mayglobal/mayglobal_001.htm). If you wish to participate and/or organize a session, send an abstract or proposal to: Lauren Langman, Loyola University of Chicago, Department of Sociology and Anthropology, Chicago, IL 60626; (773)

508-3463; fax (773) 508-7099; e-mail [LLang944@aol.com](mailto:LLang944@aol.com); cc [Carld717@aol.com](mailto:Carld717@aol.com).

**Midwest Popular Culture Association** announces its 2002 Conference. This year's conference will be held in Milwaukee, WI, October 4-6, 2002. To submit a proposal for a paper or panel, contact the appropriate Area Chair. Submission deadline is April 30, 2002. Membership is \$30/year for faculty and professionals, \$20 for students, retirees, and the unemployed. For more information, see their website, <http://www.niu.edu/mpca> or contact Lori Abels at [loriabels@hotmail.com](mailto:loriabels@hotmail.com).

**United Nations Association of Cuba (ACNU), the National Association of Cuban Economists and Accountants (ANECC), and The World Economy Research Center (CIEM)** extend an invitation to participate in the International Conference. Theme: "The UNO, Civil Society, and the Private Sector". Havana, Cuba, May 21-24, 2002. Participants can submit their papers and take part in the debates. Pa-

pers should be submitted in 8.5" x 11" sheets, original and copy with name(s) of author(s) and country affixed. A one or two page resume of each work should also be submitted before March 30 to apprise participants of the topics to be presented. The complete version must be submitted before April 30, 2002. United Nations Association of Cuba, J and 25 Street, No. 514, Vedado, Havana, Cuba, ZC 10400; (53 7) 32-4723; fax: (53 7) 32-0377; e-mail [acnu@minrex.gov.cu](mailto:acnu@minrex.gov.cu).

**University at Buffalo.** The Baldy Center for Law and Social Policy is sponsoring a Conference on Civil Disabilities, October 18-20, 2002. The conference addresses the need for a broader definition of civil disabilities (beyond the prisoner and the prison) that includes ex-offenders, their families, neighborhoods and communities. Organizers are especially interested in including scholars who may not specialize in the field of criminal justice or prisoners' rights per se but whose work intersects with and/or may be informed by the implications of civil disability upon

issues of housing, health, employment, mobility, citizenship, and other aspects of civil society in the United States and Canada. More information is available at <http://www.law.buffalo.edu/baldycenter/pdfs/callcivdis02.pdf>. Send a paper title, abstract, and contact information to Teresa Miller (UB School of Law) at [tmiller@acsu.buffalo.edu](mailto:tmiller@acsu.buffalo.edu) or Christopher Mele (Sociology) at [cmele@acsu.buffalo.edu](mailto:cmele@acsu.buffalo.edu) by April 29, 2002.

**University of Wyoming.** Student organized conference for student papers, Saturday, April 20, 2002. Awards for top undergraduate and graduate papers will be given. Submit papers to Martha Leighty at [kotzebue@uwyo.edu](mailto:kotzebue@uwyo.edu), or Patricia A. Taylor at [gaia@uwyo.edu](mailto:gaia@uwyo.edu) by March 22. Participants will be notified by April 1. Breakfast and lunch provided, and we will make an effort to provide housing with local students.

**U.S. Department of Health and Human Services.** Office of Research Integrity

*Continued on next page*

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

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

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

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



### More About Seminars at the ICPSR Summer Program

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

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

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



**Call for Papers, continued**

(ORI). 2<sup>nd</sup> Research Conference on Research Integrity (RRI) at the William F. Bolger Center for Leadership Development, Potomac, MD, November 16-18, 2002. Abstracts are due April 8, 2002 and will be peer reviewed. See the ORI website for details on submitting abstracts and conference schedule as it develops at <<http://ori.dhhs.gov/html/programs/RCRConf2002.asp>> or e-mail conference co-chairs, Mary Scheetz at [mscheetz@osophs.dhhs.gov](mailto:mscheetz@osophs.dhhs.gov) or Nick Steneck at [nsteneck@umich.edu](mailto:nsteneck@umich.edu).

**PUBLICATIONS**

**Atlantis: A Women's Studies Journal.** Call for submissions for a special issue on Unpaid Work. This issue explores a range of perspectives on unpaid work from discussions about what the work involves, reports from activists about what has happened to date and what still needs doing, to analyses of the policy implications of recognizing and valuing unpaid work. See their website for submission guidelines: <[www.MSVU.ca/atlantis](http://www.MSVU.ca/atlantis)> or contact the Atlantis office at the Institute for the Study of Women, Mount Saint Vincent University, Halifax, Nova Scotia, Canada B3M 2J6. Submissions should be sent to: Cecily Barrie, Managing Editor, *Atlantis: A Women's Studies Journal*, Institute for the Study of Women Mount Saint Vincent University, Halifax, Nova Scotia, Canada B3M 2J6.

**Contemporary Justice Review** seeks papers in which scholars, activists, and practitioners of justice trace the origins, sources or foundations of their particular justice consciousness—their view of justice. Send an abstract of about 250 words to, Lisa Trubitt, Managing Editor, *Criminal Justice Review*, School of Criminal Justice, University at Albany, 135 Western Avenue, DR 22A, Albany, NY 12222; (518) 442-4217; fax (518) 442-5212; [ltrubitt@uamail.albany.edu](mailto:ltrubitt@uamail.albany.edu). Deadline is May 1, 2002.

**Journal of Homosexuality, Journal of Lesbian Studies, Journal Bisexuality; Journal of Gay & Lesbian Social Services, and Journal of Gay & Lesbian Psychotherapy.** Published by the Haworth Press, welcomes submission of research theory and

practice papers dealing with a broad array of topics related to gay/lesbian/bisexual/transgender research for its suite of g/l/b/t scholarly periodicals. Contact The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904; e-mail [getinfo@HaworthPress.com](mailto:getinfo@HaworthPress.com).

**Journal of Political and Military Sociology** devoted to the political dimension of collective memory. Contributions are sought for a special issue "Beyond Commemoration: The Politics of Collective Memory." Papers are strongly encouraged to have a global focus and to address contemporary cultural politics. Only full papers should be submitted. Papers should be approximately 25 double-spaced pages, inclusive of notes, tables, and illustrations. The papers should follow the journal's format and style. Hard copies and disk copies should be mailed to: Victor Roudometof, Department of Sociology, Gerontology, and Anthropology, Miami University, Oxford, OH 45056; e-mail [roudomv@muohio.edu](mailto:roudomv@muohio.edu) by August 2002.

**Lived Religion in America.** A call for book proposals. Praeger/Greenwood Press has initiated an exciting new book series on *Lived Religion in America*. The Press is committed to publishing high quality analyses of any aspect of religion or spirituality that sheds light on the diversity of experiences and practices that characterize American religion. Book proposals are invited that focus on either contemporary or historical themes. Direct inquiries and/or proposals to the Series Editor, Michele Dillon, Department of Sociology, University of New Hampshire, Durham, NH 03824; e-mail [michele.dillon@unh.edu](mailto:michele.dillon@unh.edu).

**Sociological Perspectives.** Special issue on Media, Popular Culture, and the Arts. They invite submissions of original empirical, theoretical, or methodological scholarship that advance sociological understanding of media, popular culture, and the arts. Deadline: September 15, 2002. Send six copies to Peter Nardi, Editor, *Sociological Perspectives*, Department of Sociology, Pitzer College, 1050 North Mills Avenue, Claremont, CA, 91711. Check a current issue or the web page <[www.ucpress.edu/journals/sop/](http://www.ucpress.edu/journals/sop/)> for additional submission information.

**Meetings**

**April 10-13, 2002. National Culture-Globalization: Roots and Wings**, Sopron, Hungary. The conference is organized by the Faculty of Economics at the University of West Hungary in Sopron. The goal of the conference is to analyze the relationship between globalization and national culture. For more information see the conference website <<http://relations.ktk.nyme.hu>>.

**April 11-14, 2002. Experience Music Project**, Seattle, WA. Academic Conference. Theme: "Crafting Sounds, Creating Meaning: Making Popular Music in the U.S." Contact Daniel Cavicchi, Project Manager, Education Department; (508) 339-2140; e-mail: [DanC@emplive.com](mailto:DanC@emplive.com).

**April 11-14, 2002. Princeton-Northwestern Junior Scholars' Workshop.** Theme: "Embedded Enterprise in Comparative Perspective." See the workshop site <<http://www.princeton.edu/~embedded/>> or e-mail specific questions to [embedded@princeton.edu](mailto:embedded@princeton.edu).

**April 12-14, 2002. Boston University, African American Studies Program, International Conference.** Theme: "Blacks and Asians: Encounters through Time and Space." Contact Ronald K. Richardson, Director, African American Studies, Boston University; (617) 353-2795; e-mail: [lokenkim@bu.edu](mailto:lokenkim@bu.edu).

**April 19-21, 2002. Business History Conference.** 2002 Annual Meeting, Hagley Museum and Library, Wilmington, DE. Theme: "Corporate Governance." Contact Carol Ressler Lockman, Hagley Center; (302) 658-2400, ext. 243; e-mail: [cr@udel.edu](mailto:cr@udel.edu); <[www.eh.net/bhc/](http://www.eh.net/bhc/)>.

**April 26-28, 2002. New England American Studies Association (NEASA) 2002 Conference**, Boston, MA. Theme: "The Tyranny of Facts: Cultural Institutions and the Authority of Evidence." Inquiries should be directed to: Lisa MacFarlane, NEASA Program Chair, Department of English, Hamilton Smith Hall, University of New Hampshire, Durham, NH 03824; e-mail [lwm@cisunix.unh.edu](mailto:lwm@cisunix.unh.edu).

**May 2-3, 2002. Center for Working Families, the Center for Childhood and Youth Policy, and others at the University of California-Berkeley** will sponsor an international, interdisciplinary conference. Theme: "Designing Modern Childhoods: Landscapes, Buildings, and Material Culture." See <<http://workingfamilies.berkeley.edu>>.

**May 4-7, 2002. Community-Campus Partnerships for Health, 6<sup>th</sup> Annual Conference**, Miami, FL. Theme: "The Partnership as the Leverage Point for Change." See their website <<http://futurehealth.ucsf.edu/ccph.html>>.

**May 11-12, 2002. Fourth Biennial Conference of the International Thorstein Veblen Association, New School for Social Research, New York, NY.** Contact Michael Hughey; (218) 236-2038; e-mail: [hughey@mnstate.edu](mailto:hughey@mnstate.edu) for more information.

**May 23-24, 2002. Second Annual UK and USA Conference on the Scholarship of Teaching and Learning (SoTL).** Full details for registration and author submission can be found on the University of East London website <[www.uel.ac.uk/eds](http://www.uel.ac.uk/eds)>.

**May 24-26, 2002. Perspectives on Imitation: From Cognitive Neuroscience to Social Science**, Royaumont Abbey, France. Recent work in the cognitive sciences suggests that imitation may be central to human intelligence, learning, and culture. This work has important implications for philosophy and the social sciences, which in turn may shed light on its significance. This conference will provide an interdisciplinary forum to explore the role of imitation. Deadline, April 1, 2002. Registrations now being accepted. Registration materials available on their website <[www.imitationconference.org](http://www.imitationconference.org)> or by request from the administrator at [imitation@breathemail.net](mailto:imitation@breathemail.net).

**May 28-30, 2002. Harriet Martineau Sociological Society, Bicentennial Working Seminar**, Ambleside, England. To participate, receive a schedule and housing informa-

tion, propose a paper, or make further inquiry, contact: Michael R. Hill, 2701 Sewell Street, Lincoln, NE 68502; (402) 475-5534; e-mail [mhill@iwcw.cc.ia.us](mailto:mhill@iwcw.cc.ia.us).

**May 30-June 1, 2002. Justice Studies Association 4<sup>th</sup> Annual Conference**, Portland, ME. Theme: "Justice in the Face of Globalization: Implications for Criminal, Social, and Restorative Justice Practices." See <[www.justicestudies.org](http://www.justicestudies.org)>.

**May 31-June 2, 2002. RadFest 2002: Activists and Academics Working for Progressive Change** at the George Williams-Lake Geneva Campus of Aurora University, sponsored by the University of Wisconsin-Madison, Havens Center for the Study of Social Structure and Social Change. For more information, including how to register, visit the Havens Center website <[www.ssc.wisc.edu/havenscenter](http://www.ssc.wisc.edu/havenscenter)> or contact Patrick Barrett at (608) 262-0854; e-mail [havence@ssc.wisc.edu](mailto:havence@ssc.wisc.edu).

**June 7-9, 2002. A conference presented by the University of Alberta and the Banff Television Festival.** Theme: "Television in the Digital Environment". Banff, Alberta, Canada. To receive more information or updates about this conference, e-mail: [tvconfer@ualberta.ca](mailto:tvconfer@ualberta.ca). Also see their website <[www.conferenceCanada.com](http://www.conferenceCanada.com)>. For more information about the Banff Television Festival, see <[www.btvf.com](http://www.btvf.com)>.

**June 11-15, 2002. Hawaii International Conference on Social Sciences**, Sheraton Waikiki Hotel, Honolulu, HI. For additional information, see: <[http://www.tapacom.net/hcsocial/cfp\\_ss.htm](http://www.tapacom.net/hcsocial/cfp_ss.htm)> or contact: Hawaii International Conference on Social Sciences, 2440 Campus Road #519, Honolulu, HI 96822; (808) 947-7187; e-mail [social@tapa.com](mailto:social@tapa.com).

**June 12-21, 2002. Philanthropy and Liberal Education Seminar.** Indiana University, The Center on Philanthropy. For an application, contact Susan Lutz, The Center on Philanthropy, 550 West North Street, Suite 301, Indianapolis, IN 46202-3272; (317) 274-8490; fax (317) 684-8900; e-mail [suslutz@iupui.edu](mailto:suslutz@iupui.edu).

**June 13-15, 2002. Institute of International Business, Stockholm School of Economics, Stockholm, Sweden, Identifying Culture Conference.** For additional information, contact Lena Zander at [lena.zander@hhs.se](mailto:lena.zander@hhs.se) or visit <[http://www.iib.edu/Identifyingculture/New\\_version/Identifying\\_culture.htm](http://www.iib.edu/Identifyingculture/New_version/Identifying_culture.htm)>.

**June 25-29, 2002. Global Business and Technology Association.** Theme: "Beyond the Boundaries: Challenges of Leadership, Innovation, Integration, and Technology." Rome, Italy. For more information see <<http://www.gbata.com/updatejune4.html>>.

**June 26-29, 2002. Head Start's Sixth National Research Conference, "The First Eight Years: Pathways to the Future,"** Washington, DC. Registration information is available at <<http://www.headstartresearch.conf.net>>. For questions regarding registration, contact Bethany Chirco at [hsrc@xtria.com](mailto:hsrc@xtria.com) or (703) 821-3090, ext. 261. For information regarding conference programming, contact Faith Lamb-Parker at [flp1@columbia.edu](mailto:flp1@columbia.edu) or (212) 305-4154.

**June 30-July 3, 2002. South African Sociological Association (SASA) Congress**, East London. Theme: "Citizenship, Living Rights and the Public Intellectual." All communication and inquiries about the Congress should be addressed to Namhla Zondani, SASA 2002 Congress, Department of Sociology, Rhodes University, P.O. Box 7426, East London 5200, South Africa; e-mail [sasa2002@ru.ac.za](mailto:sasa2002@ru.ac.za); +27 (0) 43 704 7082; fax +27 (0) 43 704 7112.

**Funding**

**Aspen Institute.** The Nonprofit Sector Research Fund's William Randolph Hearst Endowed Scholarship for Minority Students. It is given in conjunction with a summer internship program open to members of minority groups based on need and academic excellence. A Scholarship grant of between \$2,500 and \$5,000 will be awarded, depending on the recipient's educational level, financial

need, and time commitment. To apply send a letter of interest, resume, transcript, a letter from the appropriate college or university financial aid officer certifying demonstrated financial need, and two letters of reference to: David Williams, Senior Program Coordinator, Aspen Institute, One Dupont Circle, Suite 700, Washington, DC 20036; (202) 736-5800; (202) 293-0525; <[www.nonprofitresearch.org](http://www.nonprofitresearch.org)>. Application deadline is March 15, 2002.

**Council for International Exchange of Scholars (CIES).** 2003-2004 Fulbright Scholar competition that offers grants in 37 different disciplines and professional fields for faculty and administrators from four-year colleges, graduate institutions, two-year community colleges and minority-serving institutions. For information, contact CIES, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; e-mail [apprequest@cies.iie.org](mailto:apprequest@cies.iie.org); <[www.cies.org](http://www.cies.org)>.

**Ellison Medical Foundation** has a funding opportunity in the Life Sciences on Understanding aging and age-related diseases. Letter of intent is due March 13, 2002. For more information contact Richard L. Sprott; (301) 657-1830; e-mail [sprott@emf.ipmail.att.net](mailto:sprott@emf.ipmail.att.net); <[www.ellison-med.fn.org](http://www.ellison-med.fn.org)>.

**International Research Exchange (IREX)** launches new partnerships program in Russia. The program is designed to support social and economic development in the Volga Federal District of the Russian Federation. The Partnerships, Networking, Empowering, and Rollout (PartNER) program, funded by the U.S. Agency for International Development (USAID), is the newest stage in the development of Russian-American partnership projects. For more information on the PartNER program, visit <[www.irex.org/volgapartner](http://www.irex.org/volgapartner)>.

**Robert Wood Johnson Foundation.** Investigator Awards in Health Policy Research Program requests proposals to develop, interpret, or substantially advance ideas or knowledge that can improve health or health care policy in the United States. Applications are encouraged from investigators in diverse fields, including economics, sociology, political science, education, anthropology, history, health and social policy, public health, medicine, nursing, genetics, science policy, allied health, law, business, philosophy, ethics, journalism, social work, psychology and the management sciences. Applications also are encouraged from members of minority groups and individuals in non-academic settings such as research firms and policy organizations. The program provides 24-36 month grants of up to \$275,000 to approximately 10 investigators each year. Deadline for receipt of letters of intent is April 5, 2002. For the full text of the Call for Applications, visit The Robert Wood Johnson Foundation website, <[www.rwjf.org](http://www.rwjf.org)>. Once at the site, click on "Applying for a Grant," then "Calls for Proposals."

**University of Bremen (Germany).** The Graduate School of Social Sciences (GSSS) announces 3-year dissertation fellowships commencing Fall 2002. The GSSS, funded by the Volkswagen Foundation, is part of an international network of graduate education. The network includes Duke University, the University of North Carolina at Chapel Hill, the Center for European Studies at Harvard University, Cornell University, Northwestern University, and the University of Washington in Seattle, WA. In Europe, cooperation encompasses a broad range of universities from Oslo to Florence. The curriculum of the GSSS will be supplemented by an international summer school program. For further information see <[www.gsss.uni-bremen.de](http://www.gsss.uni-bremen.de)>.


**Competitions**

**American Sociological Association (ASA).** Sociology of Population Section 2002 Student Paper Competition. This award is for the best student paper in Social Demography. It consists of a plaque,

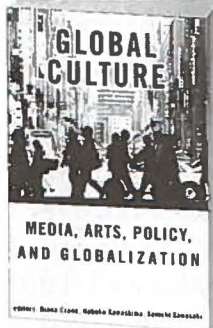
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ROUTLEDGE

## EXCITING EXAMINATIONS




**CULTURE IN MIND**  
Toward a Sociology of Culture and Cognition  
Karen A. Cerulo, Editor  
"This collection's cutting-edge focus, strong and interesting contributions, and excellent positioning will make it widely known, widely discussed, and widely used."  
—Lynnette Spillman, University of Notre Dame  
\$24.95



**GLOBAL CULTURE**  
Media, Arts, Policy, and Globalization  
Diana Crane, Nobuko Kawashima and Kenichi Kawasaki, Editors  
"This book brings globalization back to earth. Its contributors trace some of the key economic and political mechanisms that actually produce and restrain globalization in the media and the arts. A great resource for anyone interested in the changing global cultural landscape!"  
—Michele Lamont, author of *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*  
\$23.95

www.routledge.com



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## Funding, continued

cash prize, and support for travel expenses to the ASA 2002 Annual Meeting in Chicago. Send three copies of your paper and the contact information for the registrar of your degree-granting university to: Rebecca Clark, Student Paper Award Chair, Demographic and Behavioral Sciences Branch, National Institute of Child Health and Human Development, 6100 Executive Boulevard, Room 8B07, MSC 7510, Bethesda, MD 20892-7510; e-mail rclark@mail.nih.gov. The deadline for submissions is June 1, 2002.

**Harvard University.** The Institute for Government Innovation at the John F. Kennedy School of Government announces the competition for the 2002 Innovations in American Government Awards. It is given annually to programs that serve as examples of creative and effective government at its best. Every level and unit of government—federal, state, local, tribal, and territorial—within the United States is eligible. Defense and international agency innovations are eligible if they include significant domestic policy content. Each applicant will be judged on its novelty, effectiveness, significance, and transferability. The online application, due May 17, 2002, is available at: <<http://www.innovations.harvard.edu>>.

## In the News

**Kathleen Blee**, University of Pittsburgh, was featured in a Sunday *New York Times* article about her work on women and hate groups in the Arts section on January 26, 2002.

**Andrew Cherlin**, Johns Hopkins University, was quoted in the *Los Angeles Times* review, January 29, 2002, on a book by E. Mavis Hetherington on life after divorce.

**William H. Frey**, University of Michigan, was quoted in the *Washington Post*, as co-author of a study based on the 2000 Census by the Brookings Institute. The research shows that cities and suburbs are trading places as young singles and "non-families" are taking over outer areas.

**Michael Kimmel**, SUNY-Stony Brook, had an article published in the *Chronicle of Higher Education*, "Gender, Class, and Terrorism" holds up a gender lens to terrorism.

**Jeffrey Ian Ross**, University of Baltimore, was quoted in an article appearing in the *New York Times*, on the new databases available to criminal investigators in their fight against terrorism, November 22, 2001; a guest on the Marc Steiner show WJHU Radio (Baltimore) in connection with the city's anti-terrorism policies and procedures, November 14, 2001; quoted by *Daytona News-Journal*, in connection with the implementation of stun guns in Florida police department, November 3, 2001; quoted in the *Hartford Courant* in connection with the issuance of National ID cards as a way of combating terrorism, October 31, 2001; appeared on WJZ-TV (Baltimore) Channel 13 about credit card use by terrorist in connection with 9/11, October 18, 2001; quoted in the *Toronto Sun*, about the possibility of terrorist attacks in Toronto, October 7, 2001; interviewed by WJZ-TV (Channel 13) Baltimore, regarding the relationship between Baltimore's crime rate and terrorist crisis management, September 24, 2001; appeared on CFRB Radio (Toronto) with respect to terrorist threats to Canada, September 19, 2001; quoted in an article in the *Lewiston Sun Journal*, about Maine being a possible terrorist target from terrorists slipping across the border, September 13, 2001; appeared on WJZ-TV (Channel 13) Baltimore in connection with terrorism of 9/11, September 11, 2001; and quoted in a news article on the response to terrorism by the *San Antonio Express-News*, September 23, 2001.

**Juliet Saltman**, Emerita, Kent State University, was featured in the September/October 2001 issue of the national housing publication *Shelterforce*, and also online in the weekly newsletter of the *National Low-Income Housing Coalition*,

Vol. 6, No. 27, for her Task Force's recent success in securing a first-time city budget allocation for a Relocation Fund in San Diego, CA. The Relocation Fund will help low and moderate income home seekers move to less concentrated (poverty and/or race) areas by offering moving costs, security deposits, or closing costs, for deconcentration moves. Saltman is the State Coordinator of the Housing Integration Set-Aside (HISA) Task Force, which has lobbied for more than eight years for this type of city funding, believed to be the first in the nation.

**Anita M. Weiss**, University of Oregon, has given more than a hundred public talks and radio and television interviews to numerous local, national and international media outlets regarding Pakistan, Afghanistan, Kashmir, and the Muslim world since mid-September 2001.

## Awards

**Art Alderson**, Indiana University, has been awarded an Outstanding Junior Faculty Fellowship.

**Vanessa L. Barker**, PhD candidate, New York University, has received a grant from the Rockefeller Archive Center to conduct research on the Nelson A. Rockefeller administration.

**D. Stanley Eitzen**, Professor Emeritus, Colorado State University, was awarded the Career Achievement Award by the North American Society for the Sociology of Sport. He was also selected to the Council of Fellows of the Text and Academic Authors Association.

**Amitai Etzioni**, George Washington University, was honored January 22 with one of the Federal Republic of Germany's highest distinction, the Officer's Cross of the Order of Merit. He was honored for his contributions to the relationship between cultural community and intercultural dialogue.

**Jeff Goodwin's** book, *No Other Way Out: States and Revolutionary Movements, 1945-1991* (Cambridge University Press, 2001), received an Honorable Mention in this year's Mirra Komarovsky Book Award competition of the Eastern Sociological Society.

**Barbara C. Karcher**, Kennesaw State University, received the Vassilis Economopoulos Distinguished Teaching Award from the College of Humanities and Social Sciences. At the same ceremony, she received the Distinguished Service Award for the College.

**Japan Foundation Center for Global Partnership, the Social Science Research Council, and the American Council of Learned Societies** announces the 2002 Abe Fellows. Amy Borovoy, Prince University; Lee Branstetter, Columbia University; Izumi Hirobe, Nagoya University; Takao Kato, Colgate University; Yoshie Kawade, Tokyo Metropolitan University; Keiko Ko, Mie University; Xiaohua Ma, Osaka University of Education; Patricia Maclachlan, University of Texas; Curtis Milhaupt, Columbia University; Jonathan Morduch, New York University; Hiromi Ono, University of Michigan; Tatsuyoshi Saijo, Osaka University; Eiichi Shindo, University of Tsukuba; Etel Solingen, University of California-Irvine; Kaoru Sugihara, Osaka University; John Walsh, University of Illinois-Chicago; and Daqing Yang, George Washington University. For more information about the Abe Fellows Program, see <<http://www.ssrc.org/programs/programpage.cgi?90161AB01>>.

**New York University** had eight PhD candidates of the Department of Sociology receive Dissertation Improvement Awards from the NSF in 2001. Karen Albright, Vanessa Barker, Stephanie Byrd, Nitsan Chorev, Brian Gifford, Adam Green, Aaron Kupchik, and Karen Snedker were the recipients.

**Brian Powell**, Indiana University, has been named the first holder of the Allen D. and Polly S. Grimshaw Professorship.

**Rob Robinson** is the recipient of Indiana University's Sylvia Bowman Award for outstanding teaching and has been

named the Class of 1964 Chancellor's Professor.

**Sheldon Stryker**, Indiana University, upon his retirement after more than 50 years on the faculty, had the Sheldon Stryker Seminar Room dedicated in his honor.

## People

**Toby Huff**, University of Massachusetts-Dartmouth, was a Visiting Professor in the Department of Science and Technology Studies at the University of Malaya while on Sabbatical leave from July 1 to October 30, 2001. He was there conducting research on Internet development—Malaysia's "Multimedia Super Corridor."

**Daniel Johnson**, a sociologist, was appointed president of the University of Toledo July 2001.

**Nimfa B. Ogena**, Population Institute, College of Social Sciences and Philosophy (CSSP), University of the Philippines (UP) is concurrently the Coordinator for Research, Training and Development of the CSSP-UP. She is the new President of the Philippine Population Association (PPA) for 2002-2003 and is the Section Chair of the Sociology, Social Work and Demography Section, Division VIII (Social Sciences), National Research Council of the Philippines (NRCP).

**Gene Rosa**, Washington State University, has been appointed to a three-year term on the National Academy of Sciences/National Research Council Board on Radioactive Waste Management.

## Members' New Books

**Daniel Bell**, Emeritus Professor, Harvard University, *The Radical Right*, 3<sup>rd</sup> ed. (Transaction Publishers, 2002).

**Clifford L. Broman**, Michigan State University, **V. Lee Hamilton**, University of Maryland, and **William S. Hoffman**, International Union-UAW (Retired), *Stress and Distress among the Unemployed* (Kluwer Academic/Plenum Publishers, 2001).

**Norman K. Denzin**, University of Illinois-Urbana, *Reading Race: Hollywood and the Cinema of Racial Violence* (London: Sage, 2002).

**Norman K. Denzin**, University of Illinois-Urbana, and **Yvonna S. Lincoln** (eds.) *The Qualitative Inquiry Reader*. (Thousand Oaks, CA: Sage, 2002).

**Norman K. Denzin**, University of Illinois-Urbana, and **Yvonna S. Lincoln** (eds.) *The American Tradition in Qualitative Research*, four volumes. (London: Sage, 2002).

**Michael R. Hill**, University of Nebraska-Lincoln and **Susan Hoecker-Drysdale**, Concordia University (eds.) *Harriet Martineau: Theoretical & Methodological Perspectives* (Routledge, 2001).

**Lori Holyfield**, University of Arkansas, *Moving up and Out: Poverty, Education, and the Single Parent Family* (Temple University Press, 2002).

**Robert L. Montgomery**, *The Lopsided Spread of Christianity* (Praeger of Greenwood Publishing Group, 2001).

**Eugene A. Rosa**, Washington State University, with **Carlo C. Jaeger**, **Ortwin Renn** and **Thomas Webler**, *Risk, Uncertainty, and Rational Action* (Earthscan Press, 2001).

**Victor Roudometof**, Miami University (Ohio), *Nationalism, Globalization and Orthodoxy: The Social Origins of Ethnic Conflict in the Balkans* (Greenwood, 2001).

**Nathan Rousseau**, Jacksonville University (ed.), *Self, Symbols, and Society: Classic Readings in Social Psychology* (Rowman & Littlefield, 2002).

**Miri Song**, University of Kent, England, with **David Parker**, *Rethinking 'Mixed Race'* (Pluto Press, 2001).

**James V. Spickard**, University of Redlands, **J. Shawn Landres**, and **Meredith B. McGuire**, *Personal Knowledge and Beyond: Reshaping the Ethnography of Religion* (New York University Press, 2002).

**Lyn Spillman**, University of Notre Dame (ed.), *Cultural Sociology* (Blackwell, 2002).

**Ian M. Taplin**, Wake Forest University, with **Douglas S. Fletcher**, *Understanding Organizational Evolution: Its Impact Upon Management and Performance* (Quorum Books/Greenwood Press, 2002).

**John Torpey**, University of British Columbia, co-editor with **Jane Caplan**, *Documenting Individual Identity: The Development of State Practices in the Modern World* (Princeton University Press, 2001).

**John C. Weidman**, University of Pittsburgh, **Darla J. Twale**, University of Dayton, and **Elizabeth L. Stein**, *Socialization of Graduate and Professional Students in Higher Education: A Perilous Passage?* ASHE-ERIC Higher Education Report, Vol. 28, No. 3. (Jossey-Bass, 2001).

**John C. Weidman**, University of Pittsburgh, and **Namgi Park** (eds.), *Higher Education in Korea: Tradition and Adaptation* (Falmer Press, 2000).

**Anita M. Weiss**, University of Oregon, and **S. Zulfiqar Gilani** (eds.), *Power and Civil Society in Pakistan* (Oxford University Press, 2001).

**David Yamane**, University of Notre Dame, *Movements for Multiculturalism: Challenging the Curricular Color Line in Higher Education* (Johns Hopkins University Press, 2001).

## Other Organizations

**Sociologists for Women in Society (SWS)** announces the results of its 2001 election. President-elect: Barbara Risman, Deputy Treasurer: Elaine Hall, Awards Committee Chair: Verta Taylor, Discrimination Committee Chair: Charlotte Kunkel, Secretary: Robin Leidner, Membership Committee Chair: Jan Thomas, Publications Committee: Cathy Zimmer, Beth Schneider, Student Representative: Stephanie Nawyn.

## Contact

**Urban Institute** announces new Research Program on Youth Justice. The new program will identify and evaluate strategies for reducing youth crime, enhancing youth development, and strengthening communities. It seeks to help policymakers and community leaders develop and test more effective, research-based strategies for combating youth

crime and encouraging positive youth development. For more information about the program, contact: Urban Institute, 2100 M Street NW, Washington, DC 20037; e-mail [jpc@ui.urban.org](mailto:jpc@ui.urban.org); <[www.urban.org](http://www.urban.org)>.

## New Publications

*Sociology of Religion: A Quarterly Review* has released a special issue (Winter 2001, 62:4) entitled "Religion and Globalization at the Turn of the Millennium," featuring Dr. Jose Casanova, New School for Social Research, as guest editor. The timely arrival of this publication challenges scholars to consider the role of religion in understanding emerging world events. Subscriptions for *Sociology of Religion: A Quarterly Review*, are included with membership in the Association for the Sociology of Religion, <[www.sociologyofreligion.com](http://www.sociologyofreligion.com)>.

## Caught in the Web

**Internet Access and Training Program (IATP)** and the design team of **Index.kz** have developed the largest online Russian-Kazakh dictionary, including over 159,000 entries. The website can be found at: <[www.kz.index.kz](http://www.kz.index.kz)>. With over 95,000 Russian words and phrases and almost 64,000 corresponding Kazakh words and phrases, this resource promises to be useful for all who are familiar with Russian but also wish to learn some Kazakh. IATP maintains a network of public Internet access sites across Central Asia, strengthening indigenous institutions and providing targeted individual training to U.S. government alumni and other target audiences. IATP is funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. For more information on IATP, visit <<http://www.irex.org/programs/iatp/>>.

## Summer Programs

**Columbia University**, The Center for Children and Families at Teachers Colleges announces the 9<sup>th</sup> summer fellowship program for doctoral students. "Putting Children First" is a Fellowship Training Program in Child and Family Policy with a developmental perspective, which provides the opportunity to link academic learning across disciplines with interests in social policy. The Application deadline is April 5, 2002. To apply send a two-page statement describing your interests in policy and research, a completed application, a current curriculum vitae, two letters of recommendation and a self-addressed stamped postcard. For further

*Continued on next page*

*Short Courses in Philadelphia  
Taught by Paul D. Allison*

**MISSING DATA**

April 28-29

**EVENT HISTORY ANALYSIS**

July 15-19 July 29-August 2

**CATEGORICAL DATA ANALYSIS**

July 22-26

[www.ssc.upenn.edu/~allison](http://www.ssc.upenn.edu/~allison)

Paul D. Allison, Prof. of Sociology, U. of Pennsylvania, is the author of *Survival Analysis Using the SAS System* and *Logistic Regression Using the SAS System* (both from the SAS Institute), and *Missing Data and Event History Analysis* (both from Sage Publications).



Summer, continued

information, contact: Pia Rebello Britto, Center for Children and Families, Teachers college, Columbia University, Box 39, 525 W. 120th Street, New York, NY 10027; e-mail pmr11@columbia.edu; <www.tc.columbia.edu/centers/ccf/summerfellow.htm>

**Power, Difference and Identity: The Local and The Global 2002 Summer Institute, Towson University, June 3-7, 2002.** Co-sponsored by Howard University's Women's Studies Program and African-American Women's Institute, and the Curriculum Transformation Project, University of Maryland-College Park. Some of the Institute themes include gender, religion and social change in the Middle East; Teaching the intersections of Race, Class, Gender and Sexuality; Realities of class: Unveiling class privilege and inequality; The challenges and promises of multicultural education. Enrollment is limited. If no space is available, deposits will be fully refunded. For more information contact: Karen Dugger, Director, National Center for Curriculum Transformation, Towson University; (410) 704-5456 or 5457; fax (410) 704-3469; e-mail kdugger@towson.edu; <www.towson.edu/ncctrw>

**Prague Summer Seminar. Soc. 4098 "Women, Work and Family: Is the Czech Republic Different?" (Seminar 17) July 2002.** Czech women, like women everywhere, have the predominant responsibility for the family. However, the great majority of Czech women also have combined this with full-time employment. As elsewhere, there is considerable gender inequality not only in family roles but in government posts as well as occupations and earnings. Nonetheless, Czechs claim overall social equality between women and men. Join Marianne Ferber (economist) and Phyllis Raabe (sociologist)—and special local guest lecturers—in a seminar this July in Prague that examines

the interesting historical and current economic, social and political developments that have shaped the lives of Czech women and men, and explores the extent to which their situation is similar or different from other European and North American societies. For further information about Prague Summer Seminar #17 go to the University of New Orleans Prague Summer Seminars website: <http://www.uno.edu/prague>. This Seminar may be taken by students and faculty on a credit or non-credit basis. You also may contact the Seminars Coordinator Bill Lavender at wlavende@uno.edu, or Seminar Professor Phyllis Raabe at praabe@uno.edu.

Deaths

**Margaret Byrd Rawson, Hood College, died November 25, 2001, in Frederick, MD.**

Obituaries

**Martin Glaberman (- 2001)**

Some would say it's time for lies and laughter. Another prof has kicked the bucket. But he was more than another. He was super Marty. He brought us more than any lie or wake could exaggerate. We'd say, Marty, how does it all add up? And then you would get Marty at his best. Time to listen, pause, and argue.

Martin Glaberman spent over twenty years doing uncomfortable blue-collar work in Michigan automobile factories. Made ill from that experience, he then devoted the next half of his life to teaching labor history and publishing books, pamphlets, and essays about workers. We learned a lot for he was a fine writer, a smart teacher, and a good listener. And he left us a legacy on the working class.

Eventually Marty was to become a Wayne State University professor and labor social historian, as well as a sociologist with tons of practice. Then he died of a heart attack on December 17, 2001, in near-downtown Detroit. He was 83. Like a lot of us, he has loved the Tigers, the Lions, the Pistons, and the Red Wings. Most importantly, he had spent all of his life in three labor bastions: Brooklyn, Flint, and Detroit. No wonder he was radicalized. He received a BA, at City College of New York and was working on his master's degree in economics at Columbia University in 1940 when he dropped out to work with the Johnson-Forest Tendency; a Marxist organization formed and led by the defiant giant, CLR James. James was to become a Princeton University lecturer, and author of the classic on the Haitian revolution, *Black Jacobins*. James' energizing West Indian dedication for masses in motion was to become Marty's calling for the global working class.

Tired of the New York scene, as a young man Marty migrated to Babies With Banners CIO Flint during the end of the Great Depression. He stayed there during WWII and beyond to work on the Buick assembly lines. After that stint, he moved a few miles down the highway to labor in auto plants in The Motor City. The work was dirty, debilitating, and alienating. Yet from the Detroit nightmare came crafted portraits of a fine alternative: libertarian socialism.

Marty retired from factory work in the 1960's, not because it is easier to build socialism in one lecture hall than to do so in one union community, but because he was ill and turned off by factory work.

Marty returned to college after more than a short stay in the shop. It was "the 1960's", and he was to earn his master's degree from a Jesuit school known at the time for its sympathy to the insurgent left—the University of Detroit. Later he obtained his doctorate from Union Graduate School.

Subsequently, he taught classes at the University of Michigan-Dearborn, became a tenured professor in 1981, and eventually lectured on labor history at Wayne State University's College of Lifelong

Learning. Marty retired from Wayne State in 1989, but continued to teach part-time and to run Bewick Editions until his death. He published and distributed the works of CLR James. According to Marty's son, Peter, Chicago's Charles H. Kerr Co. plans to publish a collection of Marty's essays in late 2002. Also, shortly before his death, he and Seymour Faber completed *Working For Wages: The Roots of Insurgency*. It was published by General Hall. It is a crisp book almost as exciting as a predecessor, "Wildcat." That volume is about workers who by the many thousands turned factories into dens of solidarity from which they often sprang in full gallop to use the wild-cat to close plants for a day or longer. That general wartime disruption irked lots of big-shots, including the heads of so many Detroit union locals.

Read his stuff and note his politics, and you can see how Marty was a scholar, an academic, a union activist, a neighborhood organizer, and a jazz buff. Above all, Marty and his lion-hearted wife, Jessie, worked with block clubs, neighbors, and radical activists like *Monthly Review's* James Boggs and Grace Lee. It all came together on Detroit's near west side during the 1950's and throughout much of the 1960's. It was a case where local organizers like the Glabermans, Boggs, and Lee wedged their skills into progressive block clubs while taking advantage of the city of Detroit and motivated neighborhood organizers like Mel Ravitz and the Reverend Albert Cleague. Marty knew how to work with a diverse gang of non-sectarians.

The block and neighborhood clubs had served as more than organizations to apply pressure on school and police authorities, and to jack-up rapacious landlords. With people like Mel Ravitz, as well as city-wide elected, self-defined Marxist Judges like James Del Rio and Justin Ravitz, they called for a qualitatively transformed Detroit. The time was now. Detroit had finally gotten the insurgency that many people had always wanted... Or so it seemed. We had been waiting decades for its landing in the Motor City. Once it had won there, it would spread to Toledo, Cleveland, Chicago, and Flint—if only the racial divisions could be met and defeated. But they seldom were.

Whatever the failure, Marty's message to those of us who had grown up in Detroit but then had moved away to places like St. Louis was clear. All of us had finally gotten the news: A working class divided by race and gender ain't about to triumph whatever the fireworks. What a hangover revelation.

Marty also took a hard look at another defeat. He was to observe how the Soviet Union had evolved a ruling class whose practices did include the everyday near-pauperization of great numbers of Soviet workers. In the process, Communist elites had set up a new, well-heeled set of white-collar rulers. A form of state capitalism emerged and had to be overthrown. It was, in 1989. Too bad the workers then got traditional capitalism and rampant anomie. In the midst of the post-1989 fiasco, Marty continued to call a spade a spade. So he highlighted the Soviet Experience for what it had become decades earlier, state capitalism. From an early date, the state's red rulers had become state director-capitalists and on occasion red fascists, as during the 1930's purges, whatever the heroics of the Red Army against the Nazi fascists during WWII.

And what can a subordinated working class do with that? Marty once replied, "A lot." For one thing, they can make the revolution. And they won't have to create a vanguard party to do so. They the workers can spontaneously rise up from their abysmal conditions, overthrow their ruling class, and generate a novel society organized around genuinely democratic labor unions, workers' councils, soviets, and grassroots groups like the Detroit block clubs and the neighborhood councils.

Marty would say it can be done. Let's do it.

*John Leggett, Rutgers University; Seymour Faber, University of Windsor; Larry Reynolds, Central Michigan University*

*Acknowledgments: Peter Glaberman (Marty's son), Julie Ross (of The Detroit Free Press), and the internet.*

**Alan C. Kerckhoff (1924-2001)**

Alan C. Kerckhoff, Professor Emeritus of Sociology and former chairman of the Department of Sociology at Duke University, died December 21, 2001, following a long illness. He is survived by his wife, Sylvia, a son and a daughter, and four grandchildren.

Educated at Kent State, Oberlin, and the University of Wisconsin-Madison (PhD, 1953), Alan's early appointments in a long and distinguished career included Vanderbilt University and the Office of Social Science Programs of the Air Force before he moved to Duke University in 1958. His tenure at Duke spanned four decades during which he distinguished himself by his devotion to graduate education in sociology, the enhancement of sociology in the South, and the international study of social stratification and education. He achieved his professorship in 1964 and chaired the sociology department at Duke twice (1972-1976 and 1981-1986). His scholarship, which was recognized both nationally and internationally, was confirmed by visiting appointments at Nuffield College, Oxford; the University of Stockholm; a National Science Foundation (NSF) Senior Postdoctoral Fellowships at the University of London and at Stanford University.

Alan's service to ASA and to national research organizations was extensive and varied. He served on ASA selection committees for distinguished contributions to scholarship and the Sorokin Award. He also chaired the Sociology of Education Section of ASA. He served nationally as a member of the Advisory Panel, Division of Social Science, NSF, (1964-1966) and chaired the Human Development Study Section of NIH (1978-1980). He was active in serving on editorial boards for major scholarly publications such as *ASR* and *Social Forces* and editing *ASA's Sociology of Education* and the *Annual Research in Sociology of Education of JAI Press*.

For the last quarter century Alan's research was recognized with persistent funding from the National Science Foundation, and also from the Spencer Foundation. He authored or edited eleven books, mostly on social stratification and education; twenty-four book chapters; and over fifty articles in refereed journals. Three articles were in press at the time of his death.

Alan was one of the world's leading scholars in the comparative study of educational systems and their impact on status attainment in the early life course. Perhaps his most important and sustained contribution was the comparative study of education and social mobility in Britain from which he published articles and books over a period of twenty years. This research earned his becoming a Fellow of the National Academy of Education and a Willard Waller Career Award of the Sociology of Education Section of ASA. He also developed important metrics for comparing educational attainment in industrialized societies.

Ida Harper Simpson recalls Alan's distinctive presidency of the Southern Sociological Society in 1976. Always the scholar, he introduced workshops and didactic seminars on research into the annual meeting. And he countered vigorously the growing congressional criticism of the National Science Foundation at that time. The Society awarded Alan its highest honor, membership in its Roll of Honor, in recognition of his contributions to the Society that always exemplified the highest standards of scholarship.

Behind the scholarship was a man deeply dedicated to graduate education and to his students, recalls Frank Bean, a former student of Alan who is now professor of Sociology at the University of California-Irvine. Alan had just begun a major funded research project shortly before he died, the last of several such awards after he retired. And as always, he made graduate students his colleagues.

Alan always used his research for mentoring, for introducing students to the highest standards of investigative inquiry. He was generous in sharing credit with those who worked with him. And he was always ready to help students in finan-

cial or personal difficulties. The successful intellectual and professional careers of many sociologists today owe a great deal to the support Alan gave them as graduate students.

Alan's family has established a memorial fund in his name to support graduate students and young scholars associated with the Research Committee on Social Stratification, ISA. Gifts should be made payable to the Alan C. Kerckhoff Memorial Fund (RC-28) and sent to the Department of Sociology, Box 90088, Duke University, Durham, NC, 27708-0088, USA.

*George L. Maddox, Duke University*

**Hans Sebald (1929-2002)**

Hans Sebald, Professor Emeritus of Sociology at Arizona State University (ASU), died February 2, 2002 at his home in Gold Canyon, Arizona after a courageous battle with angiosarcoma. He was born February 22, 1929 in Serb, Germany. Sebald came to the United States in 1954 with a scholarship to attend Manchester College in Indiana. Hans received his bachelor's degree cum laude in 1958 from Manchester College and attended Ohio State University where he earned his master's degree the following year and the doctorate degree in 1963. Sebald taught at ASU from 1963 to 1992, becoming a naturalized U.S. citizen in 1968.

He taught courses in the sociology of youth and social psychology as well as conducting research in a variety of subjects. He had an extensive publication record in the study of adolescence. Hans has written scholarly books and articles for numerous journals. Among his books is the text, *Adolescence: A Sociological Analysis, 1968*, a book for the layperson. *His Momism: The Silent Disease of America, 1976*, had a Dutch edition in 1979 and a Greek edition in 1990. He also wrote scholarly books on witchcraft, the first being the 1978 *Witchcraft: The Heritage of a Heresy*.

Hans loved the outdoors, especially hiking in the mountains and deserts of Arizona. He was a conservationist, animal lover, and a world traveler. Examples of the latter are: in 1961 he held the LISLE fellowship for International Studies, Jamaica, West Indies; in 1970 he received an ASU grant to participate at the World Congress in Varna, Bulgaria; and during many summers Sebald did research on witchcraft in Bavaria, where a grandmother had been a practicing witch.

Although Hans retired in 1992, he remained active as a scholar, publishing his last scholarly book on witchcraft in 1995. He then dedicated himself to writing an historical novel based on witch persecutions in 17th century Germany. Those of us who have known and worked with Hans will miss him. Hans is survived by his wife, Karen, and her three sons as well as his siblings and cousins in Germany.

*Richard Nagasawa and Laura Johnson Lindstrom, Arizona State University*


**Robert Bruce Wiegand (1953-2002)**

Robert Bruce Wiegand died January 26, 2002, in Madison, WI, after a courageous struggle with brain cancer. He was 48. Wiegand was born in Pittsburgh, PA, on Sept. 14, 1953, and attended local schools. He earned a black belt in judo, and won a judo scholarship to Slippery Rock College in Pennsylvania, where he was captain of the judo team throughout his undergraduate years.

A first-generation college student, he majored in sociology. He was a gifted songwriter and guitarist, and he loved music. He decided to go to Vanderbilt University for his PhD in part so that he could immerse himself in the Nashville music scene. His PhD in sociology was awarded in 1984, based on his research into the shadow economy in the United States. He became an expert on white-collar crime in the U.S., Australia, Malaysia, and Belize, particularly tax avoidance, smuggling, and the relation between ethnicity and crime. He also did research on homelessness, living with the homeless for a full year on the streets of Nash-

*Continued on next page*

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## Obituaries, continued

ville. He was the author of four books and numerous articles. His books included a textbook on criminal justice research methods, a study of tax avoidance in Australia, an exploration of the underground economy in the United States, and a critique of the privatization by the IRS of taxpayer services. His findings were noted in newspapers ranging from the *Boston Globe* to the *Los Angeles Times*.

A dedicated traveler, he visited 50 countries, and taught in Australia, Malaysia, and Belize. He became a professor of sociology at the University of Wisconsin-Whitewater in 1990, a position he held at the time of his death. Proud of his working-class roots, he chose to teach at UW-Whitewater (UW) in part because of his commitment to working with first-generation college students. At UW-Whitewater he taught introductory sociology and courses on white-collar crime, criminology, third world sociology, social change, juvenile delinquency, crime, justice, and human rights. He was also active in the McNair Minority Scholars Program.

He was a lifelong musician, and he cared deeply about social justice. Bruce Wiegand was a man who knew no strangers, a person who made friends with everyone he met, notable for his warmth, kindness, humor, musical gifts, creative cooking, and love of family. His close friends knew him as unfailingly generous, kind, loyal, and non-judgmental. He is survived by his wife, Sharon Hutchinson, his children, Jasmine and Teddy Hutchinson, his parents, and a brother. Memorial donations may be made to the Columbia Support Network, P.O. Box 1505, Madison, WI 53701 or to the "Dr. Bruce Wiegand Study Abroad Scholarship," UW-Whitewater Foundation, 800 West Main, Whitewater, WI 53190.

Submitted by the Family

## Official Reports and Proceedings

### Editors' Reports

#### American Sociological Review (ASR)

Data on the current state of the ASR are available through the Institute for Scientific Information's *Journal Citation Report*. The *Report* calculates the "impact factor" of academic journals in many disciplines; it does so by dividing the number of citations made during a particular year to articles appearing in a given journal during the two previous years by the total number of articles published in that journal in those two years.

Of the 96 sociology journals included in the *Report*, ASR consistently ranks in first place. For many years, it has been the sociological journal with the highest "impact factor," and this remained so during the most recent year in the *Journal Citation Report*, the year 2000. Indeed, in that year, not only did ASR retain its first-place rank, its "impact factor" rose in comparison to what it was in previous years, to a level exceeding that for the top journals in neighboring disciplines, e.g., the *American Political Science Review* and the *American Economic Review*.

On the basis of our experiences with the journal during 2001, we are hopeful that ASR will retain this position as a journal that publishes articles with "impact": articles that are read widely and immediately (and long after their publication as well) and are then used, informing and provoking further thinking and research in sociology and related areas.

For this to happen, we believe, as we have said before, that ASR needs "to display the intellectual vitality of all substantive, theoretical, and methodological areas of sociology and to publish far more than its fair share of the best contemporary work that all these areas have to offer." By this standard, the evidence from 2001 is encouraging, though we are determined to make further progress along these fronts in the remaining eighteen months of our editorship.

During 2001, ASR published 39 important new articles in areas including: political sociology, stratification, gender, race and ethnicity, social movements, social psychology, family, sexuality, criminology, theory, ethnomethodology, science, culture, religion, and comparative-historical sociology.

The methods used in these studies were equally varied, ranging from different types of quantitative analysis to experiments, ethnographic fieldwork, and textual analysis. (The difference between the 47 published manuscripts reported in Table 1 and this figure of 39 new articles is due to eight manuscripts in the categories of comments, replies, and editorials.)

At the same time, new manuscript submissions arrived from a wide variety of specialty areas. During 2001, the top areas of submission, comprising roughly 50% of total submissions, were (in descending order): (1) race and ethnicity; (2) stratification, social mobility; (3) political sociology; (4) family and marriage; "other" (tie); (6) comparative/historical sociology; (7) sex and gender; (8) economic sociology; (9) demography; (10) education; (11) sociology of culture. A diversity of quantitative and qualitative methods was also evident in these submissions. These are good portents for future issues of the journal, and we hope to see more of all of these kinds of work, as well as work not included in this enumeration.

In the process of evaluating this range of manuscripts, we have been enormously helped this year by our six Deputy Editors, Denise D. Bielby (Santa Barbara), Evelyn Nakano Glenn (Berkeley), Charles N. Halaby (Wisconsin-Madison), Judith A. Howard (Washington), Andrew G. Walder (Stanford), and David L. Weakliem (Connecticut). We also benefited from the hard work of the more than 800 external reviewers in our expanding reviewer pool (the names of these scholars are acknowledged in the December 2001 issue) and by the dedicated efforts of the members of our Editorial Board (listed on the inside cover of each issue).

With the close of 2001, the terms of 17 Board members regrettably came to an end, and we thank them for their years of service to the profession: Art Alderson, Ronald Angel, Rogers Brubaker, Deborah Davis, David Harris, Heather Haveman, Melonie Heron, Barrett Lee, Kevin Leicht, John McCarthy, R.S. Oropesa, Fred Pampel, Michael Schwalbe, Jane Sell, Jay Teachman, Maxine Thompson, and Rhys Williams.

At this time, we also welcome onto the Editorial Board, the following scholars, whose terms run from 2002 to 2004: David Barron (Oxford), Yanjie Bian (Minnesota), Kathleen Blee (Pittsburgh), Peter Callero (Western Oregon), Barbara Entwistle (North Carolina), Valerie Haines (Calgary), John Hall (McGill), Gail Henderson (North Carolina), Alexander Hicks (Emory), Hans Joas (Free University-Berlin), Cathryn Johnson (Emory), Jack Katz (UCLA), Daniel J. Myers (Notre Dame), Mary Pattillo-McCoy (Northwestern), Jennifer Platt (Sussex), Rogelio Saenz (Texas A&M), Herbert L. Smith (Pennsylvania), Sandra S. Smith (NYU), Barrie Thorne (Berkeley), Peter Ubomba-Jaswa (Natal, South Africa), Brian Uzzi (Northwestern), Howard Winant (Temple), and David Yamane (Notre Dame). As a result of these changes, ASR's 2002 Editorial Board has 62 members, 52% (n=32) of whom are women, 48% (n=30) of whom are men, 29% (n=18) of whom are minority scholars, and 18% (n=11) of whom are from outside the United States. Together, these Board members bring expertise in a wide range of substantive areas and methodological practices; more than a third of them (n=23), for example, are scholars closely familiar either with ethnographic, historical, or textual-analytic methods.

In publicly thanking this broad range of scholars, we also want to express appreciation for the hard day-to-day work of Karen Bloom, our Managing Editor, and Allison Durocher, our tireless Editorial Associate.

#### 2001 Totals

ASR considered a total of 598 manuscripts in 2001 (see Table 1), the largest number in the past seven years. Of these manuscripts, 103 were already in review when the year began. So, 495 new or revised manuscripts were submitted in 2001; 383 of these were first submissions; 112 were resubmissions. The mean time for an editorial decision time was 11.8 weeks (versus 12.3 weeks in 2000).

In comparison with the previous reporting year, which was also the first full year of our editorship, the percentage of submitted manuscripts rejected at the end of the review process fell very slightly from 70.6 (296/419) in 2000 to 69.7 (355/509) in 2001. The trend was in the same direction with invitations to revise and resubmit: in 2000, such invitations were issued for 19.6% (82/419) of all submissions; for 2001, the figure was 17.5% (89/509). Conversely, the percentage of accepted papers rose from 6.2%

(26/419) in 2000 to 8.3% (42/509) in 2001, and we were pleased with the direction of this movement. In both years, the categories "revise and resubmit" and "accept" summed exactly to the same total, 25.8%—which, interestingly, was also the average total for these two categories during the term of the journal's previous editor. At this figure, the journal may be in a steady state, despite annual fluctuations in specific editorial decision categories.

Charles Camic and Franklin Wilson, Editors

### Contemporary Sociology (CS)

#### Books Considered

The editorial office of *Contemporary Sociology* received 1,282 new books to consider for review in Volume 30. In addition, 154 books were carried over from the previous year. All told the editors examined 1,436 books.

Three goals guided the editorial process for Volume 30: (1) increase the number of books reviewed, (2) feature, using a symposium format, "new" books and at least one "older" book, (3) commission reviews for all the books that received American Sociological Association section awards.

(1) In Volume 30, a total of 544 books were reviewed. This represents an increase of 88 reviews over the prior volume and indicates that the *Contemporary Sociology* editorial board provided valuable suggestions that helped us achieve the first goal.

(2) Among the symposia published in Volume 30, most featured "new" books, such as *Bowling Alone*, *Fuzzy-Set Social Science*, and *The Culture of Fear*. To launch a new type of symposium, what we call a continuities format, a symposium on an "older" book, *Manufacturing Consent*, was published.

(3) The editorial office followed the announcements of ASA section awards that appeared in *Footnotes* and section newsletters. Reviews of a number of the award-winning books that had been announced by August 2001 were published in Volume 30 and all the additional award winning books have been commissioned for review in a subsequent volume.

#### Review Process

The editors selected a total of 544 books for reviews in Volume 30. The reviews are organized by twelve categories. A new review category, Education, was initiated with the March issue in response to suggestions made by American Sociological Association members.

With the exception of revised editions, *Contemporary Sociology* editors attempt to commission reviews for all books that are written or edited by sociologists. In general, the editorial board members suggest potential reviewers each month for the new books that are received.

#### Editorial and Production Lags

The editorial office, on average, schedules reviews, articles, symposia, and review essays for publication within six weeks after the materials arrive. The journal's managing editor, Barbara Puetz, edits and formats all the work received in preparation for publication. Most contributors send electronic copies of their work. The production lag, eight months, represents the time between receipt of the contributor's materials and the publication date.

#### Items Published

*Contemporary Sociology* appeals to sociologists and social scientists who work in a variety of occupations and settings and has the unique responsibility of providing in-depth, informative reviews and comments on extremely varied literatures. The breakdown of the items published in Volume 30 reflects the unique position of the journal: It contains more than 400 book reviews, 11 review essays, 15 symposium contributions, four articles, and six comments.

#### Editorial Board Members and Reviewers

The editorial board is diverse in terms of race, ethnicity, and intellectual interests. It includes 28 women and 27 men. The board helps us achieve the diversity we attempt to reflect in *Contemporary Sociology*.

JoAnn Miller and Robert Perrucci, Editors

#### Contexts

##### Introductory Comments

This report will not follow the standard journal report format, because *Contexts* is organized differently than the other ASA periodicals. In particular, we do not have the same submission and review process as do the journals. I refer new members of the Committee to the 2001 report which covers the special facets of *Contexts*.

As I write, the proofs for issue #1 are be-

ing finalized and will, I expect, appear in ASA members' mailboxes within a few weeks. You will see a publication that looks far different than the typical periodical; it will look like a general-interest magazine but carry out our mission of a "public sociology." Issue #1 has the following content:

(1) A "Discoveries" section that reports, in short and engaging notes of about 300 words each, on findings from 14 scholarly articles and books;

(2) Five feature articles of about 3000-3500 words, each accompanied by extensive photography. The topics are: Bilingualism among children of immigrants; recent changes in teen sexual practices; explanations for the decline in crime; consequences for children of fathers' absence; experiences with welfare reform;

(3) A photo essay by Douglas Harper on farm families;

(4) A "field note": a brief, visceral account of an ethnographic experience;

(5) Five reviews of recent (and just-published) books; and

(6) A "personal essay" by former Census director Kenneth Prewitt on politics and the Census.

Issue #2 will include features on racial discrimination in hiring, changes in American religion, cultural tastes, abortion controversies, and how to assess survey reports.

I expect the publicity campaign for the magazine to take off shortly, as well. The ASA and the University of California Press have been trolling for and receiving subscriptions, but I have no numbers on the results so far.

#### Schedule

The publication schedule has, unfortunately, slipped by two or so weeks. This can be attributed to some learning experiences in the editorial office, to two turnovers of copy editors hired by UC Press, and to problems in setting the magazine at the typesetting subcontractor. These problems should evaporate as we move into Issue #2 and beyond.

#### Procedures and Articles in the Pipeline

The procedure for feature articles has evolved somewhat since the last report. (Feature articles are the only ones that could be considered "peer reviewed.") We begin with brief proposals, either solicited by me or submitted from outside. The proposals are reviewed by consulting editors and in-house editors. I compile the reviews and send back detailed suggestions to the authors (assuming that the idea gets approval). Authors submit a first draft. The editors review that draft and I compile comments to

the author for a second draft. (This cycle may be repeated.) The second draft is edited by student editors and myself and (unless unusually well-written) sent back to the authors for revision. If that third draft is acceptable, it is then considered eligible for publication. We decide when an article will be published largely based on what combination of articles will make the strongest issue that we can put together. When an article is slotted, it goes to copy-editing and back to the author a final time.

When I refer to editing, I mean far more—in almost all cases—than copy-editing. It refers sometimes to helping authors restructure entire articles and back-and-forth discussions of substantive points, as well as heavy blue-penciling. And we do it also for book reviews and the other sections of the magazine. We have elaborated this procedure mostly in recognition of how long the distance is between the typical prose of sociologists and what that prose needs to be to engage general readers. (Whether we have successfully closed the distance we'll find out soon enough.)

As of today, we have five feature articles in press, five slotted for issue #2, six ready to go, and roughly 17 somewhere between proposal and third draft (most beyond the first draft).

Other departments are handled differently:

(1) "Discoveries" are written by student editors and myself;

(2) "Field Notes," book reviews, and "Personal Essays" are negotiated between myself and prospective authors;

(3) Photo essays and photo layouts are solicited, evaluated, and edited by our image editor, Jon Wagner of the University of California-Davis (and also head of the International Visual Sociology Association). His work is critical.

#### Staff

The editorial office staff is small. It consists of Scott Savitt, our managing editor, at 50% time; a student assistant editor at 25% time (paid by the Department of Sociology); myself at 50% time (courtesy of the Department of Sociology); and several student editors who volunteer several hours a month. And it includes image editor Jon Wagner's donated time. The frank truth is that this is a small staff to handle the work, especially considering how much repeated and aggressive editing is required.

And I am concerned about image editing. Issue #1 will be exciting, I believe, in large

Continued on next page

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Web: [www.researchtalk.com](http://www.researchtalk.com)



Reports, continued

measure because of the exciting—and sociologically provoking—photographs. This is thanks to many hours put in by Jon Wagner; I hope that can be sustained.

Editorial Board

The Editorial Board is the same as the one listed in the 2001 report.

Other Notes

The ASA has established a website for *Contexts* ([www.contextsmagazine.org](http://www.contextsmagazine.org)), thanks to Phoebe Stevenson. How much material will be available on the site is yet to be finally settled.

Claude S. Fischer, Editor

Journal of Health and Social Behavior (JHSB)

Overall Operations and Manuscript Flow.

The *Journal of Health and Social Behavior* (JHSB) published 26 articles, two comments, and one editorial in 2001. The number of new and revised submissions was nearly 25 percent higher in 2001 than in 2000. The *Journal* functioned efficiently and smoothly in 2001, due primarily to the excellent work of the co-managing editors, Chris McDermott and Heather Harris, and that of the editorial assistants, Jennifer Arbuckle and Moira Lee.

Audience

The audience for JHSB is primarily medical sociologists, health psychologists, public health researchers, health policy researchers, gerontologists, family researchers, social psychologists, and psychiatric epidemiologists. Because JHSB publishes research on topics that have to do with aspects of human well being that are of general interest, we are increasing our efforts to get more publicity for JHSB articles. Policy makers and the educated public are two audiences outside the social research community that we are working to reach. Currently the two main things we do are 1) to send advance copies of abstracts of articles to be published to the Center for the Advancement of Health, an organization that sends out press releases on articles of general interest, and 2) to send material on upcoming articles of general interest to ASA for inclusion on the ASA website.

Special Projects

The June 2002 issue of JHSB will include a symposium, "Selecting Outcomes for the Sociology of Mental Health: Issues of Measurement and Dimensionality," edited by Allan V. Horwitz. This symposium deals with the question of what constitutes the appropriate outcome dimensions for sociologists who do research in mental health. The symposium includes papers dealing with positive mental health, alternative measures of mental health, and the issue of categorical vs. continuous measures of negative mental health.

In 2001, JHSB issued a Call for Papers for a special issue to deal with race, ethnicity, and mental health. This special issue is being edited by David Williams and David Takeuchi. The deadline for submissions was December 31, 2001. Submitted papers are now in review.

Editorial Board

No one rotated off of the JHSB Editorial Board in 2001. However, because of an increase in the manuscript flow, and because the size of the JHSB Board was relatively small, the Editor decided to add new members to the Board. The eight new members, whose terms run from January 1, 2002 to December 31, 2004, are: Ronald J. Angel (Texas-Austin), Clifford L. Broman (Michigan State), Christopher G. Ellison (Texas-Austin), Susan L. Gore (Massachusetts-Boston), Frederic W. Hafferty (Minnesota-Duluth), Susan J. Roxburgh (Kent State), Teresa L. Scheid (North Carolina-Charlotte), and Maxine S. Thompson (North Carolina State).

Diversity

The diversity issue at JHSB has three dimensions: (1) the Editorial Board, (2) ad hoc reviewers, and (3) content.

**Editorial Board.** Of the eight new Editorial Board members for 2002, two are African American and one is Hispanic/Latino. There is an even gender split among new members. The ethnic/racial composition of the 2001 JHSB Editorial Board is: 25 whites, five African Americans, two Asian Americans, and one Hispanic/Latino American. In addition, 16 of the board members are female, and 17 are male.

**Ad Hoc Reviewers.** The review of manuscripts submitted to JHSB usually requires

Table 1: Summary of Editorial Activity, January 1-December 31, 2001

	ASR	CS <sup>1</sup>	JHSB	Rose	SPQ	SM	ST	SOE	TS
<b>A. Manuscripts Considered</b>	598	1436	215	26	161	35	100	163	182
Submitted in 2001	495	1282	176	24	125	33	92	123	158
Carried over	103	154	39	2	36	2	8	40	24
<b>B. Review Process</b>									
1. Screened by editor/accepted for review	486	544	205	26	158	33	68	158	166
a. Rejected outright	329	*	73	17	45	12	34	44	14
b. Rejected—revise/resubmit	90	*	41	4	36	9	10	55	57
c. Conditional acceptance	23	*	17	4	12	6	0	15	27
d. Outright acceptance	42	*	28	0	23	1	18	16	38
e. Withdrawn	2	*	0	0	0	0	0	0	0
f. Pending	*	*	46	1	42	3	15	28	30
2. Screened by editor/rejected	26	*	10	*	3	2	6	5	16
<b>C. Editorial Lag (weeks)</b>	11.8	6.0	15.4	*	9.5	*	10.5	15.0	6.5
<b>D. Production Lag (months)</b>	4.2	8.0	5.8	*	8.7	*	*	3.0	3.0
<b>E. Items Published</b>	47	444	29	2	25	12	19	33	85
Articles	47	4	26	0	25	8	19	16	19
Book reviews	0	408	0	0	0	0	0	0	48
Symposium reviews	0	15	0	0	0	0	0	0	0
Review essays	0	11	0	0	0	0	0	9	0
Comments	0	6	2	0	0	4	0	8	0
Other	0	0	1	2	0	0	0	0	18
<b>F. Reviewers</b>									
Males	*	177	*	*	88	*	130	100	*
Females	*	102	*	*	73	*	35	75	*
Minorities	*	*	*	*	13	*	*	27	*
<b>G. Editorial Board Members</b>									
Males	32	27	17	13	17	8	13	13	15
Females	31	28	16	16	15	3	8	9	21
Minorities	18	15	8	8	3	1	1	6	9

<sup>1</sup>Figures for *Contemporary Sociology* refer to books received and book reviews.

\*Information not applicable, not known, or not supplied by the editor.

the use of ad hoc reviewers. The editorial staff faces a continuing problem of recruiting qualified and willing reviewers. To ensure that the editor has input from reviewers who are fully representative of those who have the expertise and experience necessary to review papers that are submitted to JHSB, the editorial staff makes a strong effort to take advantage of the full range of racial, ethnic, and gender diversity in medical sociology and the profession generally.

**Content.** JHSB has a continuing interest in publishing articles that deal with (1) causes and consequences of gender, racial, ethnic, and class inequality in health, medical treatment, and the medical professions and (2) global inequality in health and health care. We are particularly interested in encouraging submissions of papers that deal with the causes, consequences, and theoretical significance of the transformations in the social organization of health care in the U.S. and globally, and how these transformations are influencing inequalities in health and health care.

Current Problems and Issues

A continuing problem is finding reviewers who are competent and willing to review submissions. Usually we can fairly readily identify competent reviewers with the relevant expertise and experience. More difficult is finding such persons who are willing to review. Reviewer fatigue seems to be a serious problem. So that we reduce the probability of sending manuscripts to people who will decline or fail to do a review, we have adopted the practice of sending an e-mail request to potential reviewers. Our analysis suggests that over time this will decrease the average time manuscripts are in review.

For the past year, we have a plan in the works to update our reviewer database by sending e-mail requests to members of Medical and Mental Health sections of ASA asking them to visit our web site and respond to a short web questionnaire and indicate areas in which they are competent to review. Unfortunately, the increase in submissions has kept us so busy with day-to-day operations that the staff was not able to complete this project in 2001. It is still on our agenda.

There was a significant increase in the editorial lag in 2001. This was an increase

in the average number of weeks papers were in review from a median of 10.3 weeks to a median of 15.4. This is primarily due to the fact that the number of manuscripts submitted to JHSB increased substantially in 2001, but the rate at which manuscripts moved through our process did not also increase. Dealing with this problem has been the focus of considerable attention in the latter part of 2001 and the beginning of 2002. We have been developing procedures to solve the problem, and the editorial lag for 2002 should be much improved.

Michael D. Hughes, Editor

Rose Series in Sociology

The Rose Series publishes policy-relevant books intended to be accessible to policy makers and journalists as well as to sociologists. Our approach is more similar to *Contexts* than to *ASR*; that is, the editors and board actively solicit and commission pieces not yet written. We also, of course, welcome other submissions, either proposals or completed manuscripts.

Most of our submissions are book proposals rather than completed manuscripts; if a proposal is accepted, an author is offered an advance contract and a cash advance. Proposals are typically seven to ten pages setting forth the book's argument, explaining the data on which it will be based, and indicating how the work will contribute to the field. Most, though not all, proposals are accompanied by one or more sample chapters. The editors often work with authors to revise proposals. When a proposal is accepted, a tentative timetable is agreed upon, and we schedule an author visit to Amherst at the University of Massachusetts (or to New York, at the Russell Sage Foundation). That visit takes place when the work is about half or two-thirds complete—a point when enough is done to indicate the general thrust of the project, but when there is still time to revise and benefit from feedback. As with other scholarly books, the completed manuscript is sent to two referees who evaluate the work and provide suggestions for revision.

During the past year, two Rose Series books appeared in print: *Making Hate a Crime: From Social Movement to Law Enforcement* by Valerie Jenness and Ryken Grattet, and *Beyond College for All: Career Paths for*

*the Forgotten Half* by James E. Rosenbaum. A third book is now in press: *Relational Trust: A Core Resource for School Improvement* by Anthony S. Bryk and Barbara Schneider with Julie Reed Kochanek.

The editors, board, and series had an active year; many proposals are in process. Three have completed the process and received contracts. These include *Regulating Morality by Choice: Politics and Personal Choice in the Case of Covenant Marriage* by Scott L. Feld and Katherine Brown Rosier; *The Production of Demographic Knowledge: States, Societies, and Census Taking in Comparative and Historical Perspective* by Rebecca Emigh, Dylan Riley, and Patricia Ahmed; and *Changing Rhythms of American Family Life* by Suzanne Bianchi, John Robinson, and Melissa Milkie.

Beginning in May, Joya Misra and Randall Stokes will replace Dan Clawson and Naomi Gerstel as rotating Executive Editors.

Robert Zussman, Randall Stokes, Joya Misra, Naomi Gerstel, Dan Clawson, and Douglas Anderton, *Rose Series* editors; Natasha Sarkisian, *Rose Fellow*.

Social Psychology Quarterly (SPQ)

This year was my first with full editorial responsibility for *Social Psychology Quarterly*. I experienced a few organizational problems in setting up and running the SPQ office at Stanford, but I am pleased to say that these have generally not had an impact on the flow of manuscripts through the journal and things are now running smoothly. Early in the year, our exceptionally able Managing Editor, Dr. Kristan Erickson reorganized the production process so that the journal is now reliably coming out on time. Cynthia Brandt took over midyear as Graduate Editorial Assistant and is now handling the day to day flow of manuscripts through the office with efficiency and grace. In the last part of the year, we improved and updated our website and added information on the contents of forthcoming issues. Check it out at [www.stanford.edu/group/spq](http://www.stanford.edu/group/spq). Dr. Erickson, I regret to say, has decided to leave SPQ due to family responsibilities. However, I am very pleased that another very able person, Dr. Kathy Kuipers, herself a sociological social psychologist, will take over in early 2002 and promises to be

an enthusiastic and efficient Managing Editor.

I am happy to report that SPQ continues to be a healthy and vital journal. The previous editors told me that while there are some yearly fluctuations in SPQ's manuscript flow, over a period of time the numbers are fairly stable. My experience in the past year has confirmed this observation. In 2001 the number of papers submitted to the journal that were new submissions rather than resubmissions rebounded from its unusual low in 2000 and constituted 71% of the papers submitted in 2001 compared to about 60% in 2000. The effects of the unusually low number of new submissions in 2000 continued to be felt, however, in an unusually low number of manuscripts that carried over from the previous year to be considered in 2001 (36 such carry-overs in 2001 compared to 54 in 2000). As a result, the total number of manuscripts considered in 2001 was somewhat lower than typical (161 in 2001 compared to a more typical 181 in 2000). Since the number of papers submitted in 2001 (125) was virtually identical to the number submitted in 2000 (127), the lower total papers considered is almost entirely due to the reduced number of carry-overs from last year. Given the higher percentage of 2001 submissions that were new submissions, I expect the total number of manuscripts considered to return to typical levels next year. Nevertheless, I will continue to actively encourage more submissions to SPQ to ensure its continuing vitality.

The official acceptance rate for SPQ, which is acceptances as a percentage of all decisions, was 19% in 2001. This compares with 21% in 2000, 16% in 1999 and 18% in 1998. When calculated as a percentage of all final decisions on papers (i.e., accepts/accepts+rejects), however, the acceptance rate in 2001 was 33%. The comparable figure for 2000 was 34%, while in 1999 it was 28% and in 1998 it was 30%.

Time between receipt of a manuscript and an editorial decision in 2001 was 9.5 weeks which is slightly less than in previous years (10.6 weeks in 2000 and 10.3 weeks in 1999). We intentionally increased the production lag in 2001 to about nine months from approximately six months under the previous editors. The previous editors found six months to be an uncomfortably short period that often caused journal issues to come out late. Following their advice, we lengthened the production lag a bit as part of reorganizing the production process to put the issues on schedule.

In this past year, I have had two major goals as editor. First, I have worked to maintain and enhance the diversity of manuscripts SPQ publishes so that it remains a high quality mirror of the full vitality of sociological social psychology. I have been pleased by the rich array of papers we were able to publish in 2001, representing theoretical perspectives and problem areas from social structure and personality, symbolic interaction, and group processes and methodological approaches ranging from survey research to qualitative studies to experiments.

Second, I have sought to enhance the role SPQ plays on the broader stage of social psychology as an intellectual field. The larger field of social psychology is increasingly interdisciplinary and international in focus. SPQ has long been an international journal that receives submissions from around the world and has international members on its Editorial Board. With its distinct focus on the relations between social structures and individuals, the perspective of sociological social psychology has much to offer social psychology in related disciplines and countries. To do so, however, we need to enhance our bridging ties to these other scholars.

As a step in this direction, I am organizing two special issues of SPQ. To address a topic of vital importance in a way that brings together the structural concerns of sociologists with the new work on stereotyping in psychology, I have asked Larry Bobo of Harvard University to edit a special issue of SPQ on *Race, Racism, and Discrimination*. The deadline for submissions is June 15, 2002. For details see the call for papers on SPQ's website, the ASA website, or in recent issues of SPQ. In addition Michael Hogg, a prominent social identity theorist, and I are co-editing a special issue of SPQ on *Social Identity Theory: Sociological and Social Psychological Approaches*. The purpose of this special issue is to bring sociological social psychology into a mutually fruitful dialog with the increasing influential European tradition of social identity theory. The dead-

Continued on next page



## Reports, continued

line for submissions to this issue is March 15, 2002. See the call for papers on our website or in recent issues of the journal.

Finally, I would like to thank Kristan Erickson, our outgoing Managing Editor for the first rate job she has done this year. I am grateful as well to Chris Bourg, our first Graduate Editorial Assistant who helped us set up the SPQ office. I would also like to thank the outgoing members of SPQ's Editorial board for their invaluable advice and service. These include Norman T. Feather of Australia, Michael Flaherty, Mary Clare Lennon, Barbara Meeker, Karen Miller-Loessi, Jo Phelan, John Skvoretz, Elaine Wethington, and Toshio Yamagishi of Japan. In addition, I would like to welcome to the Editorial Board Candace Clark, Margaret Foddy of Australia, Karen Heimer, Bruce Link, Brenda Major, Jane McCleod, Terri Orbuch, Jane Sell, Michael Shanahan, and Murray Webster.

Cecilia Ridgeway, Editor

### Sociological Methodology (SM)

I am very grateful to the previous editors, Michael Sobel and Mark Becker, for their unbending commitment to scholarly quality of articles published in *Sociological Methodology*. Without the journal's well-deserved reputation for quality built by Sobel, Becker, and previous editors, it would be impossible for any subsequent editor to attract the first-rate submissions that the journal requires. I am also grateful to Sobel and Becker for their help in making the transition from their offices to mine. They showed me every courtesy and kindness, as did their managing editor, Carson Hicks. They gave me more help than I knew to ask for, and they responded instantly and fully to my every request for information or assistance. They set a high standard indeed for competence and good will. I thank them for their help. In the ASA office, Karen Edwards has cheerfully overlooked my administrative deficiencies and selflessly filled in the gaps left by them. I thank her for her generous, talented, and good-natured help. I give special thanks to Fabio Rojas, who has served as my able, hard-working, tolerant, and generally good-natured and vastly over-qualified managing editor.

I am pleased to report that the 2002 issue of *Sociological Methodology*—my first as editor—is now on schedule for on-time publication in the summer of 2002, shortly before the Annual Meetings of the American Sociological Association. We have made up the lags that substantially delayed publication of the previous issue. I have sought to make *Sociological Methodology* the journal of all methodologies that are in-use or of potential use in contemporary sociological research. I believe that articles in the 2002 volume will be first-rate in quality, and their content will be notably diverse, reflecting the wide range of current sociological methods and methodological issues (more on this below).

I received the journal with no backlog of accepted papers. In addition, one paper (and a linked companion paper) that awaited revision and resubmission (R&R) appears to have been abandoned by its author. So it seems that I was given the dubious honor of starting fresh. My goals for the journal have been to publish only papers of the highest quality, and to reflect the full range of methods and methodological issues that contribute, could contribute and should contribute to the sociological research enterprise. *Sociological Methodology* has a mandate to publish outstanding contributions to all the research methodologies used by sociologists. These include statistical methods for survey data analysis, of course. But they also include observational methods, field methods, historical methods, methods for the analysis of pictures, patterns and written and spoken words; experimental design methods, and so on. No single person can be well-informed about all of these research areas, so three deputy editors have provided the necessary expertise: Robert Emerson, from UCLA, who is widely published on field and observational research methods; Larry Griffin, from Vanderbilt University, who has a long record of outstanding historical research; and Martina Morris, from the University of Washington, who has made numerous important contributions to the statistical analysis of sociological data.

Since I became editor of *Sociological Methodology*, 49 papers have been submitted. I read every submitted paper at least once. Decisions have been made on 42 of these papers, five are in various stages of the re-

view process, and the remaining two are the apparently-abandoned pair passed on by the previous editors. 10 papers have been accepted for publication. 14 papers have been returned to their authors for revision and resubmission, and 18 have been rejected outright. At first, I sought at least two completed reviews on each submission. It has been extremely difficult to obtain reviews in a timely manner. In one case, a paper on an appropriate topic by an eminent and accomplished author with a long publication record has been sent to eight different reviewers whose own work is directly relevant to the paper in question. Only one of these eight reviewers has reviewed the paper. I have telephoned delinquent reviewers to learn the causes of their tardiness; the consensus seems to be that there is more to gain from writing papers of one's own than from reviewing papers of someone else. Authors have been polite about the delays, but I believe that excessive review times ultimately will discourage high-quality submissions. This is a terrible problem for the discipline, and I understand from other editors that it is widespread. I am now acting more aggressively to remind reviewers and to replace delinquent reviewers with alternates. I have learned a lot about expediting the review process, and papers now move much faster than when I began my term as editor. Papers received now appear to move through the process in two or three months. Papers received early in my term as editor moved much less quickly. Overall, the mean time from receipt to decision is 122.9 days (holidays and weekends included). The median is 118.5.

The 2002 issue of *Sociological Methodology* contains papers on social network analysis methods, formal logic methods for theory construction, statistical methods for measuring segregation, methods for integrating qualitative methods with quantitative survey research techniques, statistical methods for count data, and a consideration of legal strategies for guaranteeing the privacy of survey and observational research data. Some debate and commentary on these papers is included in the volume.

Please send me your comments, your suggestions, your reviews and, especially, your innovative methods papers.

Ross M. Stolzenberg, Editor

### Sociological Theory (ST)

2001 marks my second full year as editor, and I am happy to report that the journal is running smoothly. Also, it now appears that the journal will be able to move to a quarterly format, if final negotiations with the publisher proceed smoothly. I want to thank Felice Levine and the ASA Committee on Publications for their willingness to make this conversion, despite the fact that submissions are still somewhat low for a full quarterly. This year 92 manuscripts were received, plus another eight revise and resubmit papers. Only 79 manuscripts were received last year, and so this new number represents something close to a 20% increase in submissions. I am hopeful that even more manuscripts will come in this year. The current backlog of articles is about one issue, and so, there are opportunities to get articles published quickly. We made 68 editorial decisions (the remainder of the articles are still out for review). 18 were accepted, 10 were given revise and resubmit status, 34 were rejected, and six were sent back to authors because their contents did not match the mission of the journal. Unfortunately, the average time for review jumped to more than ten weeks from around seven; part of this lag time may have been the result of 9-11, but some must be due to our failure to harass reviewers. The acceptance rate for the journal went up to 22% (from 17% last year) which reflects my invitation to the membership that the journal had a short backlog and thus represented a wonderful opportunity to authors.

The nature of articles submitted and published continues to be highly varied, ranging from meta-theoretical exercises through epistemology concerns and history of ideas to efforts at explanation. I have tried to keep a good balance, but I have also achieved one of my goals when I assumed the editorship: to publish more articles that actually engage in explanations of the social universe, broadly defined. I feel that the right balance among the wide array of activity that constitutes theory now exists, and my goal is to keep this balance for the remainder of my term as editor.

I must thank the editorial board, all of whose members have been responsive to my requests for reviews. No new members were added this year because the terms of

my first appointments to the board will begin to expire next year. If anyone would like to be on the board, however, please contact me.

In closing, I want to thank, once again, the ASA Publications Committee for allowing the journal to go quarterly. This change will make each issue a bit shorter, but it will allow the journal to come out in a more-timely manner and for authors to see their articles in print three months earlier.

As a final word, let me repeat last year's request for theorists to submit their work to the journal; now that we are likely to move to a quarterly, I hope that submissions will increase so that I can continue to fill the journal's pages with high quality work.

Jonathan H. Turner, Editor

### Sociology of Education (SOE)

#### Manuscript Flow

The total number of new manuscripts submitted during the 2001 calendar year is less than the 2000 number, but more than in 1999, 1998 or 1997. (The 2000 figures were inflated by the many papers submitted for the extra issue described below.) Although new submissions have not increased, there has been an upsurge in the submission of revised manuscripts, which is very heartening. The 42 revised manuscripts submitted is the highest figure recorded over the past five years (and perhaps a bit before that), and represents a 50% increase over the preceding year. Since most accepted manuscripts are drawn from resubmissions, this increase has provided a small cushion in the editorial process.

Much of the credit for the increased manuscript flow goes to Deputy Editor Annette Lareau, who has devoted a significant amount of effort to improving the design of the work of the journal's editorial office. As one example, Annette wrote to all recipients of "R&R" decisions over the past two years to let them know that we hoped that they would resubmit revised versions of their manuscripts. In several cases, authors had given up on a particular manuscript, and receiving this e-mail was a shot in the arm that spurred them to complete the revisions.

Annette is also working to shorten the lag between submission and decision, and has instituted a manual tracking system to accompany Tracker, the manuscript processing software program used by several ASA journals. We have become more aggressive in following up with delinquent reviewers, and the manual tracking system provides more control over monitoring the status of particular manuscripts that we have flagged as needing special attention for one reason or another. Relying on a manual system to supplement Tracker may seem like a step backwards, but there is nothing that we are doing that could not be designed into a manuscript-tracking software product. I continue to look forward to the potential for greater flexibility in the next generation of the software.

#### Diversity in Sociology of Education

The journal continues to draw a large number of international submissions, and we frequently rely upon international scholars as reviewers. (We have attempted to shorten the turn-around time for the review process by asking authors whose work is to be sent to an international reviewer to e-mail us a blinded manuscript that we can e-mail to the international reviewer.) We also have had a large number of submissions from early-career scholars, including young scholars of color. Although relatively few of these submissions have resulted in publications to date, there are a number that have received encouraging R&R decisions that may lead to publication in the near future.

This year, we were not as successful as we had hoped in recruiting a sizeable number of women and racial/ethnic minorities to the nominees for membership on the SOE Editorial Board. A number of well-qualified scholars declined to serve due to competing commitments. Next year's board will nevertheless be more heterogeneous than last year's, as the outgoing board members are primarily senior scholars, who are disproportionately white and male.

The authors of the articles, essays, and comments published in 2001 included 33 men and 15 women. Eight are domestic members of racial/ethnic minority groups. The composition of the editorial board roughly mirrors the composition of the pool of authors. The 2001 editorial board consisted of 22 members, of whom nine were women, and six members of racial/ethnic minority groups. The number of reviewers increased 15%, from 152 to 175, in the past year. Particularly notable is the 30% increase

in the number of women who served as reviewers.

#### Extra Issue

The 2001 extra issue, entitled "Currents of Thought: Sociology of Education at the Dawn of the 21<sup>st</sup> Century," was published in October 2001. This issue, underwritten by a grant from the Spencer Foundation, was sent to all subscribers to *Sociology of Education* at no additional charge. The issue contained nine review essays and four thoughtful comments on the essays. Single copies are still available for purchase, and I state with all modesty that it is a bargain.

#### Special Issue

With the exception of the extra issue described above, I have avoided special and/or thematic issues, based on the belief that there is interesting work going on in many corners of the field, and that there is little need to emphasize any particular topic through a specialized call for papers. I have relaxed this stance and am using the "bully pulpit" of the editorship of the journal to highlight a topic that I believe warrants more attention than it is currently receiving: the sociology of school and classroom language. One of my persistent concerns about American sociology of education is that it has ceded too much ground to educational psychologists and educational anthropologists, particularly with respect to teaching, learning, and social interactions within schools and classrooms. These social interactions are mediated by the nature of classroom discourse. Pierre Bourdieu and Basil Bernstein are widely regarded as highly influential sociologists who have studied education, but their work on discourse has not really taken hold among U.S. sociologists of education. My hope is that a special issue on the sociology of school and classroom language can demonstrate the value of close study of how children and educators talk to one another in and out of the formal institutional setting of the school.

Donna Eder of Indiana University is the guest editor for the special issue. We advertised the special issue at the 2001 Annual Meeting, and in *Footnotes* and in the journal, with a tentative deadline for submissions of March 1, 2002. (It is probably not too late to submit a manuscript as you read this!) It is hoped that the special issue could appear as the April 2003 issue of the journal.

#### Editorial Support

Deputy Editor Annette Lareau and editorial assistant Esther Hong have the unenviable task of trying to keep me focused on the most pressing needs of the editorial office at a particular moment in time. I am not sure of the two which is the iron fist and which the velvet glove, but between them they correspond with authors and reviewers in the most diplomatic and persuasive of ways, for which I am most grateful. Annette supports the enterprise in more ways than I can count. I also wish to recognize the outgoing editorial board members who offered helpful advice about manuscripts and the journal overall during the past three years: Charles Bidwell, Donna Eder, Maureen Hallinan, James Hearn, Wendy Luttrell, Mary Haywood Metz, Francisco Ramirez, Stephen Raudenbush, and James Rosenbaum.

Aaron M. Pallas, Editor

#### Teaching Sociology

This past year we began publication of a series of articles arising from the national conference on the Scholarship of Teaching and Learning, which was held at James Madison University in July 2000.

We are gratified by the high quality of articles, notes and reviews generated by our contributors and enhanced by our reviewers. This year we will publish the first of two special issue initiatives: "Teaching Sociology with a Purpose: Curriculum Design and Outcomes Assessment," edited by Dr. Bruce Keith, United States Military Academy. The second special issue will appear in the following year: "Teaching Sociology at Historically Black Colleges and Universities: Case Studies in Pedagogies," edited by Dr. John Stanfield, Morehouse University.

#### Manuscript Flow

This year we considered 182 manuscripts, with a rejection rate of 78 percent (this number excludes the special issue manuscript acceptance rates). This reflects a consistent rate across the past five years. The editorial lag for reviews has dropped to an average of slightly less than seven weeks average turn around. Manuscripts published in the January to October 2001 issues included 19 articles and 18 notes. We also publish ap-

proximately a dozen video and book reviews each issue. The average production lag continues to be three months, as all articles or notes accepted are published within the next cycle of the issue. We typically have very little advance material from issue to issue. However, we are beginning to have some hold over from one issue to the next (perhaps four manuscripts), and this will likely expand in the coming 18 months as we cycle in our two special issues. Sixteen manuscripts were rejected by me without sending these out for peer review. I contributed a short piece to a panel and set of printed materials organized by Aaron Pallas, Editor of *Sociology of Education*, to highlight the reasons why manuscripts are returned to authors. The primary reasons for manuscripts submitted to *Teaching Sociology* to be rejected without review continue to be an inattention to prior published scholarship, and the omission of systematic information on student learning as a result of the innovations in teaching projects and pedagogical theory described.

#### Diversity

The journal continues to draw submissions from authors across a range of institutional types, from early-career scholars, including graduate students, and from scholars of color. Our overall diversity on the Board continues to be strong. We have paid attention to maintaining a gender balance on the board, as well as racial and ethnic diversity and diversity across institutional types. We have the following Associate Editors who completed terms as of December 31, 2001: Carl Bankston, Tulane University; Michael Delucchi, University of Hawaii-West Oahu; Lilli Downes, Hartford Community College; Leslie Irvine, University of Colorado; Yvonne Newsome, Agnes Scott College; Carol Jenkins, Glendale Community College; Carol Thompson, Texas Christian University; Renee White, Central Connecticut State University; Karl Kunkel, Southwest Missouri State University; and Thomas Schmid, Mankato State University.

New (or continuing) Associate Editors whose appointed terms begin January 1, 2002 and end December 31, 2004 are: Jean Shin, Western Maryland University; Julie Harms Cannon, Texas Tech University; Lillie Matesig Downes, Hartford Community College; Linda Grant, University of Georgia; Barbara Scott, Northeastern Illinois University; Charles Powers, Santa Clara University; Marilyn May, Texas A&M University; Russell Willis, Grambling State University; John Zipp, University of Akron. Many thanks to the associate editors and occasional reviewers who have provided such important feedback to our authors. Their names are published in the October 2001 issue.

#### Audience

This past year we tapped directly into the question of audience by conducting a mail survey of a random sample of *Teaching Sociology* subscribers. Our Deputy Editor, Dr. Laurie Scheuble, Penn State University, conducted a survey of our readers and we reported detailed findings to the ASA Publications Board and our journal Editorial Board at the 2001 annual conference. A mail survey to four hundred randomly selected individual subscribers resulted in a 57 percent response rate. Respondents ranged from faculty members and instructors at four-year colleges (35%), research universities (25%), comprehensive universities (21%), and community colleges (11%) to readers who are retired or not currently teaching (7%). Our audience rarely includes high school teachers of sociology. These readers ranked the scholarly quality, usefulness of publications, quality of review processes and comparisons to other sociological journals and other teaching journals. Given the change in subscription policies of the ASA, we will be curious how individual and institutional subscribers respond in the future. For more detailed information, contact Dr. Scheuble or Dr. Moore for copies of the report.

I would like to take this opportunity to thank all of the workers who contributed their skills to the journal, including our managing editor, Bennie Shobe who completed his two-year tour of duty and was succeeded this summer by Katherine Acosta; our copy editors Fran DeNisco and Tagi Adams, production editor Jeanine Jewell and publication and website manager, Pauline Pavlakos. A special thanks to Karen Gray Edwards (ASA office), who continues to support our efforts, and to Jane Carey and Boyd Printing for providing outstanding publication services to our readers and to the ASA.

Helen Moore, Editor



## ASR to Remain at Wisconsin Through 2003

The ASA Committee on Publications is pleased to announce that Charles Camic and Franklin Wilson have agreed to extend their service as editors of the *American Sociological Review* for one additional year through 2003. The appointment of a new editor (or editorial team) for 2004 and beyond is scheduled to occur in early 2003; the transition to new editorial offices is expected to take place in summer 2003. Until then, all manuscripts and other editorial correspondence should be directed to:

*American Sociological Review*  
Department of Sociology  
University of Wisconsin-Madison  
1180 Observatory Drive  
Madison, WI 53706  
(608) 262-7458  
asr@ssc.wisc.edu

## Chairs: Have You Returned the Department Survey?

Chairs of departments have received and are urged to complete the *American Sociological Association Survey of Baccalaureate and Graduate Programs in Sociology*. The second reminder notice and questionnaire were sent March 8. If you need help in filling out the form or have any questions, please contact Roberta Spalter-Roth, Director of the Research Program on the Discipline and the Profession at (202) 383-9005 x317, or spalter-roth@asanet.org.

## May 15, 2002 Deadline

### 2003-2004 Congressional Fellowship

The ASA encourages applications for the 2003 Congressional Fellowship. The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office, or as a member of a Congressional Agency (e.g., the General Accounting Office). This intensive six-month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

The stipend for the Fellowship is \$15,000, funded by the Spivack Program on Applied Social Research and Social Policy.

Applications can be obtained by e-mailing ASA or by downloading one off of the ASA home page ([www.asanet.org](http://www.asanet.org)). Send a completed application and a vita to: ASA Congressional Fellowship, 1307 New York Ave, NW, Suite 700, Washington, DC 20005. Materials must be postmarked by May 15, 2002. Address inquiries to Carla B. Howery at (202) 383-9005 x323, howery@asanet.org.

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## Time to Renew . . . if you haven't already done so!

In order to vote in the upcoming ASA election, your membership renewal must be received by March 31, 2002. The ASA "Member Only" area on the homepage continues to feature more and more useful resources for your use. Only *current* members, using their member ID number, have access to these directories and information, so please send in your renewal today.

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2004  
August 14-17  
San Francisco, California

## Footnotes

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

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

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

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