

Sociologists Join Board of Social Science Research Council

The Board of Directors of the Manhattan-based Social Science Research Council (SSRC) has recently elected two sociologists to its ranks: Troy Duster and Doug McAdam. They join fellow sociologists Judith Tanur, Cora Marrett (chair), Walter "Woody" Powell, and a number of other prominent social scientists and practitioners from a broad range of disciplines and institutions. The Board regularly reviews the Council's intellectual programs and elects its president.

Broadly international, the SSRC has worked since 1923 to advance social science research and education, enhance communication among scholars, and bring useful social knowledge to public attention. It is an independent, nongovernmental, not-for-profit organization that seeks to advance social science throughout the world, supporting research, education, and scholarly exchange. The SSRC has linked universities, foundations, social science disci-

plines, area studies associations, and government and nongovernmental organizations in exploring new intellectual paths and testing theories and methods against the challenges of contemporary and historical problems.

Troy Duster replaces Neil Smelser as the official liaison to the Council for the ASA. Duster is Professor of Sociology at New York University (NYU) and holds an appointment at NYU's Institute for the History of the Production of Knowledge. He is also chair of the Board of Directors of the Association of American Colleges and Universities. From 1996-99, he served as a member of the National Advisory Council for Human Genome Research, and during the same period served as member and then chair of the joint NIH/DOE (National Institutes of Health/Department of Energy) advisory committee on Ethical, Legal and Social Issues in the Human Genome Project (*the ELSI Working Group*). Duster is the author of a number of articles on the

social implications of new technologies. His most recent publications on the topic are "The Sociology of Science and the Revolution in Molecular Biology," in J. R. Blau, ed., *The Blackwell Companion to Sociology* (Blackwell, 2001), and "The Social Consequences of Genetic Disclosure," in Ronald Carson and Mark Rothstein, eds., *Culture and Biology* (Johns Hopkins University Press, 1999).

Doug McAdam also has significant ties to the ASA. He sits on both the Committee on Publications (fall 2000 to the present) and its Career of Distinguished Scholarship Committee (1996 to the present). He is Professor of Sociology at Stanford University and was recently appointed Director of the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California. Widely known for his work on networks and social activism and its relationship to institutionalized politics, McAdam has lectured extensively on these subjects and is the author or co-author of eight

books and more than 50 articles in political sociology. His writings have a special emphasis on studying social movements and revolutions, perhaps the most prominent of which are his books *Freedom Summer* (Oxford University Press, 1988) and *Political Process and the Development of Black Insurgency* (University of Chicago Press, 1999 [2nd edition]). Recently, he has edited with Mario Diari *Social Movement Analysis: The Network Perspective* (Oxford University Press, 2001) and has co-authored with Sidney Tarrow and Charles Tilly *The Dynamics of Contention* (Cambridge University Press, 2001).

In their roles on the SSRC Board, Duster and McAdam will help continue SSRC's tradition as a generator of new knowledge on key social issues and maintain SSRC's long commitment to international, interdisciplinary social science that focuses on themes of public importance. □

Sociologists Gather "Down Under" for ISA

by A. Douglas Kincaid
Florida International University

Sociologists from 81 countries convened in Brisbane, Australia, for the XV World Congress of the International Sociological Association (ISA) during July 7-13, 2002. As promised by the local organizers, participants were treated to a week of perfect weather, an Australian barbecue reception, and several other cultural events, as well as hundreds of panels, symposia, and other presentation sessions.

The opening ceremony on Sunday evening featured a variety of dance and musical performances based on traditional Australian themes. Following the entertainment, ISA President Alberto Martinelli delivered his presidential address on the topic of

"Markets, Governments, Communities, and Global Governance." Taking as his premise that the advance of global economic interdependence and social interconnectedness requires a rethinking of basic sociological perspectives, Martinelli proposed that the classical distinction among markets, states, and communities as integrative mechanisms in modern societies be applied to contemporary transnational institutions in order to evaluate the possibilities for peaceful integration and democratic governance. Thus he examined transnational corporations, international organizations and regimes, supranational political unions, transnational social movements, and epistemic communities for their varied impacts on world order. Martinelli concluded with a call for social science

to contribute to a project of global governance based on principles of democratic accountability, individual and community empowerment, and the "contextual" universalism of science. His paper is available on the web at <http://203.94.129.73/docs/p6274.rtf>.

Martinelli was succeeded in his role as ISA president by the renowned Polish sociologist Piotr Sztompka, who was elected president for 2002-06 at the ISA business meeting. Unlike associations such as the American Sociological Association, in which officers are elected by the membership as a whole, ISA elects its officers and the executive committee through a body of delegates from the ISA's constituent national associations, research

committees (the equivalent of ASA sections), and outgoing officers. This process ensures that sociologists from countries with small numbers of ISA members can be just as readily elected to ISA posts as those from the largest countries, and results in lively campaigns among competing candidates.

In his acceptance speech, Sztompka said that he would stress three elements of the ISA's mission—to promote academic excellence, to broaden the pool of sociologists engaged in education, and to mobilize varied resources (national, regional, linguistic, and the like) to enrich the practice of sociology. Other ISA officers elected at the

See ISA, page 10



Left to right: Immanuel Wallerstein, Craig Calhoun, Sally Hillsman, Arne Kalleberg, and Doug Kincaid at the World Congress of the International Sociological Association in Brisbane, Australia.

Your 2002 ASA Membership Will Expire on December 31 . . .

You Can Conveniently Renew Your Membership Online . . . Do It Now!

The easiest way to renew your ASA membership is online. Visit ASA's online membership renewal webpage at <http://www.asanet.org> and click on *Membership* in the top menu bar. Have your **login ID** and **password** handy. Your login ID is printed on your 2002 membership ID card, and it's also located on the upper right-hand corner of any ASA mailing label for journals or *Footnotes* (your member ID consists of several digits; there are no letters). Your password is your last name in all lower case characters (or the first ten characters of your last name, if your name is longer than ten characters). If you do not know your login and/or password, contact ASA at (202) 383-9005 ext. 389 Monday through Friday, 9:00 a.m. to 5:00 p.m. ET.

Please renew your membership before the end of the year so that you can receive the maximum benefits of membership and your journals and other mailings will continue, uninterrupted. Once renewed, your ASA membership will be valid from January through December 2003.

And, remember to renew early and to carefully review all information in your membership record to ensure the inclusion and accuracy of your listing in the 2003 ASA *Directory of Members*.

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Alfred Nobel

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The Executive Officer's Column

Click with ASA



I date myself by recalling the early years of *Ms.* magazine and its use of the term *click*. Long before a mouse was a computer accessory and *click* assumed its pedestrian meaning, *click* referred to that Eureka-like moment when the "light bulb" went on and a new insight altered your thinking about an issue. At the time, of course, the issue was the paradigm shift of the feminist perspective.

This week I experienced my own *clicks* as I worked at my computer and a message popped up to renew my ASA membership online (see page 1 of this issue of *Footnotes*).

First *click*: Opening the e-mail, now as ASA Executive Officer, reminded me that I have been a member of ASA for 35 years, through several career changes as a sociologist at many different institutional locations. During all those years, I always opened my ASA membership renewal notice and renewed without hesitation. From my graduate school days to the present, my ASA membership was a constant and solid affirmation of my core professional identity as a sociologist. In turn, that continuing relationship with the Association enriched my work and supported the field of sociology.

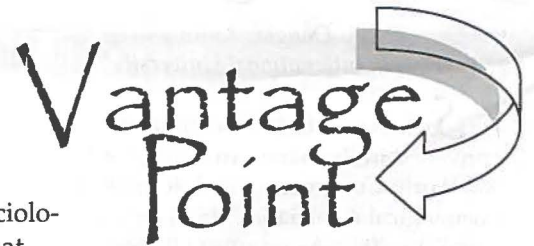
ASA's membership has held steady in the past five years, a signal that others share my sense about this relationship with one's core professional organization. There are signs of vitality and growth as well. The ASA Sections represent the "venture capital" of the discipline. Within the 43 sections, including a new Section on Animals and Society (see page 4), members find others who share their engagement in a special area of sociology. We ended the 2002 membership year with the highest section membership participation in the Association's history: 19,855. This is about a six percent gain over 2001. About two-thirds of our members join sections and participate, on average, in more than two sections. I am particularly pleased with the increase in student members in the Association and with the special initiatives for students that sections undertake. Via sections, students will experience an active engagement in their profession – second *click*!

Third *click*: A recent communication from the Sociological Practice Section stimulated a conversation about the Association's support for sociologists working outside the academy. That community, as we in Washington, DC, well know, is very diverse. It includes many academically based sociologists engaged in research and consulting in a wide variety of venues as well as sociologists working full time in government and in the profit and nonprofit sectors. ASA wants to support these colleagues' professional needs and to learn from and share their accomplishments.

Fourth *click*: ASA has forged professional relationships with the Association that extend beyond individual members. We offer a Department Affiliate relationship between ASA and departments of sociology (and all types of joint departments). Departments, as loci of action, are central to the strength of the profession. Being an ASA Department Affiliate allows them to receive regularly publications that are important for the departments' work (e.g., reference directories, teaching materials), research briefs on trends in the field, and our electronic broadcast, *Chairlink*. Our annual Chair Conference, now in its tenth year, brings department leaders together to share their insights (and challenges) as the discipline's representatives on campus. For eight years, ASA has offered a similar conference for Directors of Graduate Study, who fill a critical leadership role in sociology in the development of the profession and our universities. ASA wants a strong relationship with departments and department leaders and seeks to facilitate their communications with one another.

Now we are extending the affiliation concept to departments of social studies in high schools. In August, Council authorized ASA to offer an affiliate program to engage high school sociology teachers in our Association and to strengthen the quality of sociology instruction in high schools. ASA's Task Force on the Advanced Placement Course in Sociology is working very hard to develop a prototype and many resource materials for an exciting and rigorous introductory course (see the ASA homepage for the draft, and send us your comments). Collaboration between college faculty and high school teachers sounds like a winning *click* for our students who are the next generation of sociologists.

The new online renewal system has generated a positive response from many members. Give it a look—and a click—as soon as you can. Renewing online is quick and efficient for both you and the Executive Office staff. But as you click into ASA using your mouse, reflect on the relationship you are locking in as well. As a sociologist, I have made ASA my home all these years. I hope you share that bond.—Sally T. Hillsman □



Joane Nagel Joins NSF Sociology Program Staff

"There are many funding source alternatives for sociologists who seek research funding, but for theoretical and basic science work, the National Science Foundation is *the place*," said University of Kansas sociologist Joane Nagel in a recent interview with *Footnotes*. As of August 12, Nagel replaced Reeve Vanneman as one of two program directors in the National Science Foundation's (NSF) Sociology Program in the Division of Social and Economic Sciences. Vanneman, who served in the post for the past year, has returned to his home institution, the University of Maryland in College Park (see December 2001 *Footnotes*).

Nagel will serve a two-year term at NSF under the provisions of the Intergovernmental Personnel Act (IPA) as a temporary "rotator," a term applied to some 500 NSF scientists who leave their home institutions for a year or two to manage NSF's science funding programs. Nagel is among the current cohort of IPAs who serve as disciplinary specialists at NSF, administering NSF's \$4-billion basic research enterprise. At any given time, approximately 40 percent of NSF's 1,200 or so employees are rotators. The Intergovernmental Personnel Act was established to allow federal agencies to "borrow" experts in given fields to fill specific positions.

Nagel will work with colleague Patricia White, who is a permanent program director in the Sociology Program, in completing the work of the program (i.e., assigning grant proposals to reviewers and advisory panels, evaluating proposals, and making grant decisions).

"Pat and I will work as a team in order to assure good coverage of the incoming proposals and to collaborate on assessing proposals," explained Nagel. "This arrangement is similar to how the economics and political science programs function," she said.

The Sociology Program annually receives approximately 225 proposals in two separate "waves" corresponding to two proposal receipt deadlines. In addition, the program receives about 100 dissertation improvement proposals each year. The program administers about \$6 million annually in new and continuing grants.

Nagel believes it is important for the sociology program to serve as a *facilitator* as well as a direct supporter of sociological research. The program also, she believes, must fund research in a range of substantive areas that employ a variety of research methodologies.

Nagel is very interested in bringing a



Joane Nagel

social science perspective to bear on recent significant events in order to better validate social science approaches to meaning and culture. "It is important that social scientists work not only to understand the structural and material features of our social world, but also the underlying ideational structures—for example, notions of justice, purity, danger, sexual respectability, and equality. These must be examined in order to better understand meaning systems that govern peoples' 'rational' choices," she said. "For instance, understanding meaning systems is central to our understanding the events of September 11, 2001," said Nagel, who believes research on meaning systems will allow an unveiling of hidden commonalities inherent in such events and expose weaknesses in current scientific assumptions about social behavior.

NSF grant programs utilize advisory panels to evaluate research, which, in the case of sociology, consist of eight to ten sociologists who travel to NSF twice a year to read the proposals and help advise the program directors in making funding decisions. Nagel recently completed a two-year term as a member of the Sociology Advisory Panel. □

AAAS/NSF Fellowship Program

The AAAS/NSF Fellowship Program, sponsored by the American Association for the Advancement of Science and the National Science Foundation, is a postdoc opportunity for sociologists interested in working at the National Science Foundation in one of its many programs, including the Sociology Program. The application deadline is January 10, 2003. For information, visit fellowships.aaas.org/research/.

New on the ASA Homepage

Departmental Resources Group
www.asanet.org/members/drg/

Undergraduate Honors Program
www.asanet.org/student/honors/

Section Award Nominations Sought
www.asanet.org/members/members.html

January 2002 Council Minutes
www.asanet.org/governance/



PUBLIC AFFAIRS UPDATE

✓ **ASA and other social science groups meet with NIH director** ASA Executive Officer Sally Hillsman and Director of Communications Lee Herring, along with a dozen-plus members of the Coalition for the Advancement of Health Through Behavioral and Social Sciences Research (CAHT-BSSR), met with National Institutes of Health (NIH) Director Elias Zerhouni last month to discuss how NIH can better tap behavioral and social science to advance the nation's health research enterprise. Zerhouni warmly received the group and reiterated comments familiar to members of the social science community who had heard him testify before a House appropriations subcommittee. He stated that "discoveries and advances will only come from truly interdisciplinary teams and multidisciplinary studies" and that the behavioral/social sciences are critical to this. Describing his view as "systemic," he recognizes that behavioral/social sciences are at the forefront of several critical national health problems and that he would like to prioritize the ten areas of research that would achieve 80 percent of the payoff in health benefits. Other signs that these disciplines may become integrated into NIH's core thinking include the fact that during the annual NIH Director's retreat, many longtime institute directors said that there was an increased amount of discussion of these sciences than in the past. Among topics discussed at the CAHT-BSSR meeting with Zerhouni: (1) The National Research Council/Institute of Medicine current review of NIH's structure; (2) basic research support in the behavioral and social sciences; (3) health disparities research; (4) the National Children's Study; (5) human subjects protection; and (6) NIH's role in supporting training (e.g., through the National Research Service Award and other mechanisms of undergraduate, graduate, pre- and postdoctoral training support).

✓ **Speaking of social science training and the National Research Service Award** The National Research Council/Institute of Medicine's (NRC/IOM) now infamous 2000 report, *Addressing the Nation's Changing Needs for Biomedical and Behavioral Scientists*, which generated a minority opinion from psychologist John Kihlstrom critical of its conclusions that no expansion was needed for behavioral and social science training through NRSA, has been reconstituted for another round of analysis of national training needs. Formerly an annual ritual since the establishment of the award in 1974, the NRC/IOM analysis of national health science training needs has been undertaken about every four years for the last several. As this new panel prepares to develop its 2004 report (the 12th such report), its composition is vastly improved over the 2000 committee, which had only one social/behavioral scientist among its members. Sociologist Larry Bumpass, Professor Emeritus, is among five social/behavioral scientists on the 13-member panel. His knowledge of demographic methods and national databases will help generate data on the number of researchers in behavioral, biomedical, and clinical areas and make projections through 2014.

✓ **Three strikes law spikes homicide rate** A study published in *Criminology & Public Policy* finds that increased homicide rates may be an unintended consequence of so-called "three strikes" legislation. University of Alabama-Birmingham (UAB) criminologists analyzed data from 188 U.S. cities to examine the possible "homicide promoting effects of the laws." They found that cities in states with three-strikes laws experienced a 13 to 14 percent increase in homicide rates after implementing the laws. "Criminals perceive that they will get the same punishment for murder as they would for having a third strike," said UAB criminologist and study co-author John Sloan, so they may try to kill witnesses or police to avoid being caught. The researchers say these findings are a prime example of unintended negative consequences derived directly from legislative policy.

✓ **American Psychological Association appoints new chief** Norman B. Anderson, has been selected as the next Chief Executive Officer of the 155,000-member American Psychological Association (APA). He takes APA's helm on January 1, 2003, replacing Raymond D. Fowler, who was in the post since 1990. Currently a professor of health and social behavior at the Harvard University School of Public Health, Anderson was the founding director of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health (NIH). During his OBSSR tenure (1995-2000), OBSSR grew from a barely noticeable annual budget of \$2 million to \$19-million and garnered influence that now stretches across NIH's biomedically oriented institutes. OBSSR has organized the funding of more than \$90 million in health research initiatives, including studies on cancer, heart disease, mental health, and diabetes. Anderson's research interests lie at the intersection of health and behavior and health and race. At Duke University, he conducted research on the role of stress in the development of hypertension in African Americans and directed the NIH-funded Exploratory Center for Research on Health Promotion in Older Minorities. Among his priorities at APA are bringing psychology's broad expertise to the public and to policymakers.

✓ **New Deputy Director of the Census Bureau** U.S. Census Director Charles L. Kincannon has selected statistician Hermann Habermann to serve as Deputy Director of the Census Bureau. Prior to this appointment, Habermann served since 1994 as Director of the United Nations' Statistics Division, coordinating a program of data collection, methodological work, and technical cooperation across the globe. He served for ten years at the White House Office of Management and Budget in a number of roles, including Chief Statistician, Deputy Assistant Director for Management, and Deputy Associate Director for Budget. Habermann has a doctorate in statistics from the University of Wisconsin, is a Fellow of the American Statistical Association, and is a member of the Committee on National Statistics.

ASA Happenings

For those who can't get enough theory . . .

Sociological Theory Goes Quarterly

Effective with the 2003 volume year, *Sociological Theory* (ST) will be published four times per year (in March, June, September, and October). While the overall number of pages per volume will remain the same, quarterly publication will give members and other subscribers more timely access and make the journal more appealing to institutional subscribers.

In approving the move to quarterly publication, the ASA Committee on Publications and ASA Council endorsed a strong and vibrant journal sustained by an expanding, high-quality flow of submissions and subscriptions.

Negotiations with Blackwell, which publishes ST on ASA's behalf, were successful in increasing the frequency of

the journal while maintaining the member subscription rate of \$30—the same as other ASA quarterly journals.

Blackwell's long experience with scholarly journal publishing points to at least a modest increase in institutional subscriptions as we move from three issues per year to four. ASA also anticipates that the additional issue will help increase the flow of submissions to the journal editor, currently Jonathan Turner.

The increase in frequency is an important step in the evolution of *Sociological Theory* since ASA took over the journal from Jossey-Bass in the mid 1980s. Under Jossey-Bass, ST appeared as an annual hardcover. ASA began publishing it as a semi-annual journal in 1985.

ASA's Department Resources Group

It is not always easy to know who has expertise in teaching, curriculum, and faculty development. Yet there is a growing literature and accompanying promising practices in the scholarship of teaching and learning of sociology. If and when a department needs to tap such expertise in sociology, the ASA can help.

As part of ASA's commitment to helping departments and chairs create strong, vital programs, ASA's Academic and Professional Affairs Program (APAP) sponsors the *Department Resources Group* (DRG), a cadre of more than 80 sociologists from universities, colleges, and community colleges who are experienced and trained in consulting with sociology departments and assisting in departmental reviews or evaluations. The consultants receive training each year at ASA's Annual Meeting. DRG consultants also facilitate workshops for faculty and/or students on curriculum, teaching, and faculty development issues.

The DRG consultants reflect a wide range of institutional affiliations and substantive interests, but all share a common concern for the enhancement of departmental programs and curriculum. DRG consultants work with both undergraduate and graduate programs, sociology programs or joint programs, and newly developing and changing departments.

Most DRG consultants have completed ASA's specialized training for conducting

departmental visits; others have developed expertise through conducting visits over the years. All are dedicated to empowering department chairs and faculty during periods of self-reflection, external review, or general departmental revitalization. Like many learned societies, ASA does not accredit programs. The DRG is an ASA service to departments. The consultants' views reflect their own professional judgments.

The role of ASA is to match the department request with someone from a similar institution with expertise in the topics most relevant to a department's needs. ASA charges *no fee* for the matching service and maintaining a cadre of trained sociologists. Departments cover the DRG consultants' expenses and provide a reasonable honorarium, which varies depending on the particular circumstances of each visit and the extent of preparation and follow-up. For departmental reviews for which a detailed report is expected, the honorarium should cover at least a day for writing such a report. Most program review visits take a day and a half and the consultants will confer with the department about the agenda, with whom to meet, etc.

Visit the ASA website www.asanet.org/members/drg/ for basic information, and for information about arranging a DRG visit, contact: Carla B. Howery, Director, Academic and Professional Affairs Program, (202) 383-9005 x323; howery@asanet.org.

ASA Welcomes Newest Section, Embraces Its "Animal Side"

ASA is pleased to officially welcome its newest section, Animals and Society. ASA members may join this section and can easily do so on the 2003 membership renewal form.

By its very nature, sociology is a field with a great many interests, which are reflected in the broad array of special topical divisions available for ASA members. The total number of sections now stands at 42. Most sections have active and ongoing electronic communications, regular meetings each August, sessions at the ASA Annual Meeting, and regular published newsletters alerting members to items of interest within their area of interest.

ASA Council policy allows for the formation of new sections by providing a two-year window within which groups wishing to form a section must establish themselves by recruiting at least 300 dues-paying members. After meeting that criterion, they can be sanctioned as an official section. As of October 1, Animals and Society had exceeded that requirement with 308 members and has moved from the

ranks of "Section-in-formation" to a full-fledged Section with all of the rights and responsibilities that go with that status.

David Nibert of Wittenburg University in Springfield, Ohio, has been a driving force behind the efforts to establish this newest section and has worked tirelessly this fall to spread the word about the Animals and Society Section. At the time they initially approached the ASA governing Council to create this new section, organizers stated, "The purpose of the Section on Animals and Society is to encourage and support the development of theory, research, and teaching about the complex relationships that exist between humans and other animals. In the process, it is anticipated that the light we shed on these issues will increase the well-being of both humans and other animals."

At this time, there is one other section-in-formation, a proposed section on Ethnomethodology and Conversational Analysis. This proposed section has approximately 150 members and another 11 months in which to reach the 300-member threshold.

Call for Submissions

ASA Teaching Materials

The following products are under development or revision during 2002-2003. As materials are completed, they will be announced in *Footnotes* and distributed through ASA's Teaching Resources Center (www.asanet.org/pubs/syl.html or contact apap@asanet.org). If you have pertinent materials, please contact the editors listed below. They are interested in course syllabi, class exercises and assignments, examinations and evaluation instruments, reviews of computer software and films, and essays on pedagogical challenges and opportunities involved in teaching courses. It is important to send your materials electronically.

Children/Childhood: *Sociology of Children/Childhood*, Sue Marie Wright, Department of Sociology, Pat. 314, Eastern Washington University, Cheney, WA 99004-2429; swright@ewu.edu.

Collective Behavior: *Syllabi & Teaching Resources for Courses in Collective Behavior and Social Movements*, Bob Edwards, Department of Sociology, East Carolina University, Greenville, NC 27858; edwardsr@mail.ecu.edu.

Community College: *Teaching Sociology in a Community College*, Maria Bryant, PO Box 6325, Waldorf, MD 20603-6325; mariab@csm.cc.md.us.

Community-Based Research: Kerry Strand, Department of Sociology, Hood College, Frederick, MD 21701; strand@hood.edu.

Demography: *Syllabi and Instructional Material in Demography*, Loretta Bass, Department of Sociology, 331 Kaufman Hall, University of Oklahoma, Norman, OK 73019; lbass@ou.edu.

Development: *Sociology of Development and Women in Development*, Basis Kardaras, Department of Behavior Sciences, Capital University, Columbus, OH 43209; bkardara@capital.edu.

Deviance: *Teaching the Sociology of Deviance*, Martin Schwartz, Department of Sociology, Ohio University, Athens, OH 45701; Schwartz@ohio.edu.

Discussion: *Discussion in the College Classroom: Applications for Sociology*, Jay R. Howard, Indiana University-Purdue University-Columbus, Department of Sociology, 4601 Central Avenue, Columbus, IN 47203; jhoward@iupui.edu.

Environmental: *Syllabi and Instructional Material in Environmental Sociology*, Rik Scarce, Science and Technology Studies, Lyman Briggs School, W-28 Holmes Hall, Michigan State University, East Lansing, MI 48825; scarce@msu.edu.

Family Violence: *A Handbook for Teaching About Family Violence*, Barbara Keating, Department of Sociology & Corrections, 113 Armstrong Hall, Minnesota State University-Mankato, Mankato, MN 56001; Barbara.keating@mnsu.edu.

Peace and War: *Teaching the Sociology of Peace and War*, John MacDougall, Department of R.E.S.D., O'Leary 500 - 61 Wilder St., University of Massachusetts, Lowell, MA 01854; john_macdougall@uml.edu. (Revision expected in 2003)

Proseminars: *Proseminars in Sociology: Graduate and Undergraduate Programs*, Jean Beman, American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC 20005; apap@asanet.org.

Race, Gender & Class: *Race, Gender & Class: Toward an Inclusive Curriculum*, Barbara M. Scott, 7201 South Paxton St., Chicago, IL 60649; b-scott1@neu.edu.

Religion: *Syllabi and Instructional Materials for Sociology of Religion*, Lutz Kaelber, University of Vermont, Department of Sociology, 31 S. Prospect Street, Burlington, VT 05405; lkaelber@zoo.uvm.edu.

Science, Knowledge and Technology: *The Sociology of Science, Knowledge and Technology*, Jennifer L. Croissant, Program on Culture, Science, Technology, and Society, CSTS/MSE Bldg. 12, University of Arizona, Tucson, AZ 85721; jlc@u.arizona.edu.

Social Psychology: *Syllabi and Instructional Material in Social Psychology*, Robert Kettlitz, Hastings College, Department of Sociology, 800 Turner Dr., Hastings, NE 68901; rkettlitz@hastings.edu.

Software: *Software and Sociology: An Annotated Bibliography of Programs, Journal and Articles*, Grant Blank, 5521 Englishman Place, N. Bethesda, MD 20852-4657; grant.blank@acm.org. (Revision expected in 2003).

Welfare: *The Welfare State Revisited*, Robin Roth, Lesley University, 29 Everett Street, Cambridge, MA 02138; rroth@mail.lesley.edu.

Call for Applications . . . Deadline December 15, 2002

Integrating Census Data Analysis into the Curriculum

ASA seeks applications from sociology departments interested in integrating data analyses into the undergraduate curriculum. Departments, not individuals, will apply to participate in this project and will implement data modules into non-research methods courses to foster students' inquiry skills and increase scientific literacy. Selected departments will infuse these changes into courses so that they penetrate and endure in the curriculum and are more than the initiatives of individual faculty members. The "Integrated Data Analysis" (IDA) project consists of intensive work with 12 departments. Departments must make a commitment as a group to infuse data analysis into the lower division courses. A critical mass (at least half) of the departments' members will attend a four-day workshop in June, and then would further develop and use data modules in courses the following academic year(s). Each department would receive "technical assistance" from the ASA-SSDAN (Social Science Data Analysis Network) team, including a site visit to campus to work on the implementation plans the department has set for itself. Departments selected to participate would receive support for travel and on-site costs for the summer workshops. The complete application packet (including department and faculty forms) is available on the ASA website at <http://www.asanet.org/members/ida.html>.

Creating the Perfect Sociology Building Beyond Good Luck and Good Politics

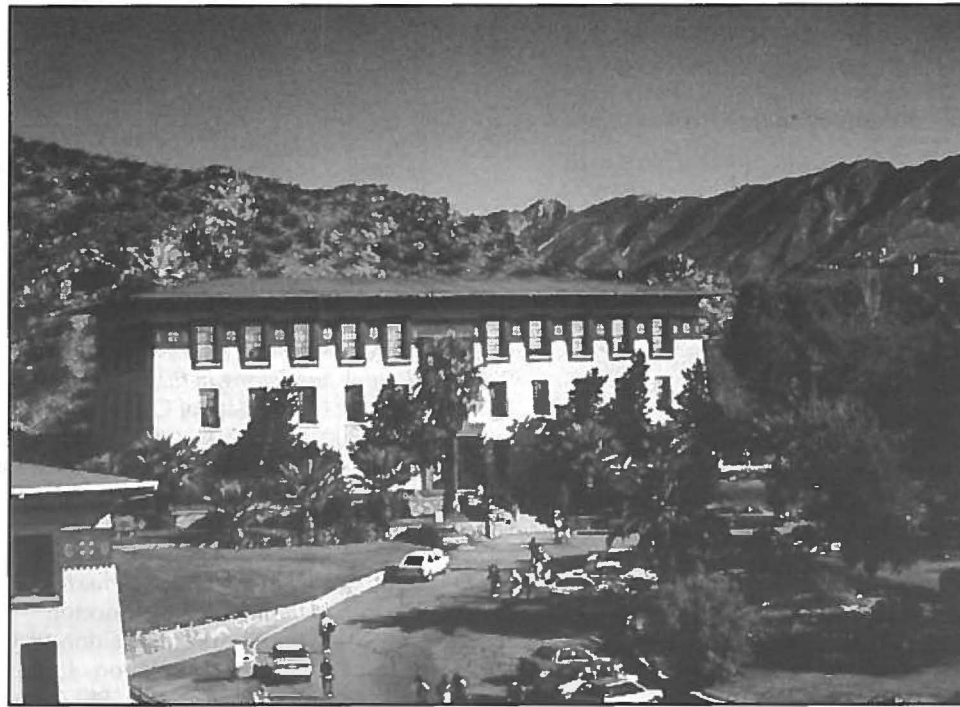
by Meghan Rich
Academic and Professional Affairs

Sociology departments are often in the basement of 'Old Main,' in the less desirable of facilities. Thankfully, there are exceptions to this rule. Some rare departments are not only housed in lovely buildings, but in ones in which sociologists had a hand shaping. Two excellent examples of sociologists assisting in the design of their department's facilities are the Department of Sociology at Kent State University and the Department of Sociology and Anthropology at University of Texas-El Paso.

Merrill Hall at Kent State is a sociologist's dream—a three-level building wholly dedicated to the Sociology Department, complete with unique design features. It houses not just faculty and graduate offices, but a survey research conference room, a computer-assisted telephone lab, a learning resource center, library/seminar room, computer classroom, LAN server room, numerous seminar rooms and classrooms, a faculty resource/technology room, and four research suites.

Technology, Collaborative Research Style Require Space

When Kent State first split the anthropology and sociology department into two separate entities, department chair Robert Johnson had a large hand in obtaining Merrill Hall for the sociology department. He argued that sociologists, as scientists, need as big a space as the anthropology department, and second, that sociological research is not done purely by independent researchers whose work can be accommodated easily within



The Old Main Building at the University of Texas-El Paso.

their private offices. Rather, sociologists conduct research that requires space to work collaboratively. Johnson also argued that sociologists need the room and resources for the technology required in teaching research methods to students and doing sociological research.

By describing in detail the activities that were to be done within each space of the building, Johnson was able to convince the administration that the sociology department would use each room effectively. He asserts that in order to be effective researchers and teachers, the space must be designed so that people can easily interact. "There's always good luck and good politics, but

we redefined ourselves as scientists that need access to lab space, rather than social thinkers that work independently," explained Johnson.

Preserving Function in Historic Buildings

Howard Daudistel, Professor of Sociology and Dean of Liberal Arts at the University of Texas-El Paso (UT), found that luck was on his side for his joint department's building. Housed in the actual Old Main of the campus, his building was declared a historical building and in need of renovation. Because of the unusual architectural style of the original campus buildings at UT-El Paso—the only

buildings in the Western Hemisphere in a traditional Bhutanese style, which look like monasteries—there was an enormous effort to preserve the integrity of the buildings, regardless of cost.

Beyond good luck, good politics came into play as Daudistel was given the opportunity to participate in the design process by working with the building's architects as well as the University of Texas System Office of Planning and Construction. Daudistel was pleased that both groups were open to suggestions, and they were motivated to create a building that was fully functional for those working there. As Department Chair, he wanted to represent the interests of the many working groups within the department, so he shared each draft with the faculty and requested their reactions. "We tried to create spaces that remained flexible because we knew that over time, needs would change.... That's the biggest challenge—what works today, may not work well tomorrow."

One of the things that has worked well is having a lot of space so that opportunities for students and faculty to work together are maximized. There are a number of open spaces and modular offices that allow easy access to both groups of people. Daudistel states that he had no problem convincing the administration of the need for lab space, and they succeeded in obtaining a computer lab dedicated to sociological instruction and research.

Regrets?

What would Johnson and Daudistel redo about their buildings if they could? Johnson regrets separating the graduate students from the faculty, especially since there is a focus on student/faculty interaction at his department. While collaboration is fostered at UT-El Paso through open space, Daudistel regrets that there was no thought put into security issues, and there have been a few problems with theft. Both say that planning for future technology is imperative, because even a building renovated in 1995 does not always have the technological infrastructure to support new innovations. Form and function must go hand-in-hand if a space is to maintain utility for a department.

A New Building

The University of Richmond's sociology-anthropology department will have similar opportunities to assist in the creation of their new building, scheduled to be constructed by fall semester of 2003. The center, which will be named Weinstein Hall in honor of Marcus and Carole Weinstein's 7 million dollar donation to the University of Richmond, will include many social science departments. It will also house the Richmond Research Institute, a new research center for social issues and public policy study. The university plans on having virtually every student that enrolls at the university to take part in classes and programs in the new building.

For more information on the planning of Merrill Hall and Old Main, contact Robert Johnson, Department of Sociology, Merrill Hall, Kent State University, Kent, OH 44242, rjohnson@kent.edu; or Howard Daudistel, College of Liberal Arts, University of Texas-El Paso, El Paso, TX 79936, hdaudistel@utep.edu.

Sociologist Becomes Executive Vice Chancellor for University of Texas System

Sociologist and long-time American Sociological Association (ASA) member Teresa A. Sullivan, was appointed Executive Vice Chancellor for Academic Affairs at the University of Texas System (UT). With her appointment commencing on October 1, Sullivan became the first woman to serve in this role at UT. Prior to this appointment, Sullivan was Vice President and Graduate Dean at the University of Texas-Austin.

Sullivan, a past Secretary of the American Sociological Association, had been the Vice President and Dean of Graduate Studies since 1995. Since 1981, she was professor of law and sociology at Austin. Her other administrative positions at Austin included, vice provost, chair of the sociology department, and director of women's studies.

Sullivan's primary responsibilities at UT include furthering teaching and learning in the academic components, including issues of faculty and student quality, degree programs and curriculum development, assessment and accountability, and program linkages to the health components. She also has general oversight over UT's K-16 initiatives.

Equal Education

In May, Sullivan gave a keynote address on "New Ways of Thinking about



Teresa A. Sullivan

Diversity and Affirmative Action," to participants of ASA's MOST (Minority Opportunities through School Transformation) conference (see July/August 2002 *Footnotes*), and Sullivan carries her concern for equal education into her new position. "I'm a little apprehensive about the general decline in the understanding of higher education as a collective good and not just a private good, with the corresponding reduction of state support," said Sullivan. "Texas has a growing population with large minority groups that must not be left behind, and yet state appropriations have softened at

the very time that we need to expand capacity. I'd like to see if we could renew the belief that a well-educated populace is the best guarantor of democracy and prosperity."

On Americans' Debts and a National Asset

Sullivan's other interests include social demography, labor force and occupations, law and society, and the sociology of cultural institutions. Most recently, her research has focused on credit and debt in America. Author of six books, her latest is *The Fragile Middle Class: Americans in Debt* (Yale University Press, 2000).

"Terry Sullivan has a proven record as a strong, wise leader, not only on this campus, but also in a national context," said Larry Faulkner, President of UT-Austin. "I especially prize her impeccable integrity and her fine imagination."

In addition to Sullivan's work with ASA, she is a Fellow at the American Association for the Advancement of Science; she has a Faculty Fellowship in Law from two firms, and has been awarded numerous other honors, including a Students' Association Teaching Excellence Award. □

Congratulations to 2002 ASA Section Award Winners

ASA is proud to announce the winners of the various awards of ASA's special interest sections. Not all 43 ASA sections give awards, but the vast majority of sections have now reported their 2002 awards to ASA and they are listed here. A hearty congratulation is extended to each of these stellar ASA members!

Aging and the Life Course

- **Distinguished Scholarship Award:** Martin Kohli, Free University of Berlin
- **Graduate Student Paper Award:** Tay K. McNamara, Boston College, for "The Role of Couple-Level Adaptive Strategies in the Joint Retirement Decision"

Asia and Asian America

- **Outstanding Book Award:** Margaret Abraham, Hofstra University, *Speaking the Unspeakable: Marital Violence among South Asian Immigrants in the United States* (Rutgers University Press, 2000)
- **Outstanding Student Paper Award:** Young-Jin Choi, University of Hawaii, for "Managerial Styles, Workforce Competition, and Labor Unrest: East Asian Invested Enterprises in China," and Jun Xu, University of Indiana, for "Why Do Asian Americans Register Less?"

Collective Behavior and Social Movements

- **Distinguished Book Award:** Jeff Goodwin, New York University, for *No Other Way Out: States and Revolutionary Movements, 1945-1991* (Cambridge University Press, 2001) and Dingxin Zhao, University of Chicago, for *The Power of Tiananmen: State-Society Relations and the 1989 Beijing Student Movement* (University of Chicago Press, 2001)
- **Outstanding Student Paper Award:** Deana A. Rohlinger, University of California-Irvine, for "Movement-Counter-movement Dynamics in the Abortion Debate: An Examination of Media Coverage Outcome"
- **Best Published Article:** Steven Pfaff, University of Washington and Guobin Yang, University of Hawaii, for "Political Commemorations and the Mobilization of Protest in 1989" (*Theory and Society*, 2001)

Community and Urban Sociology

- **Student Paper Award:** Isaac Martin, University of California-Berkeley, for "Dawn of the Living Wage: The Diffusion of a Redistributive Municipal Policy"
- **Park Paper Award:** Susan Eckstein, Boston University, for "Community as Gift-Giving: Collective Roots of Volunteerism" (*American Sociological Review*, 2001)

Comparative and Historical Sociology

- **Reinhard Bendix Award for Best Graduate Student Paper:** Peter Stamatov, University of California-Los Angeles, for "The Political Resources of Performance: Patriotic Uses of Giuseppe Verdi's Operas in the 1840s"
- **Barrington Moore Book Award:** James Mahoney, Brown University, for *The Legacies of Liberalism: Path Dependence and Political Regimes in Central America*

Crime, Law, and Deviance

- **Graduate Student Paper Award:** Devah Pager, University of Wisconsin-Madison, for "The Mark of a Criminal"

- **James Short Award:** Dana L. Haynie, Ohio State University, for "Delinquent Peers Revisited: Does Network Structure Matter?" (*American Journal of Sociology*, 1991)

Environment and Technology

- **Distinguished Contribution Award:** John Bellamy Foster, University of Oregon
- **Marvin Olsen Student Paper Award:** Andrew Jorgenson, University of California-Riverside, for "The Effects of Trade Dependence, Consumption, and Organic Water Pollution on Infant Mortality: A World Systems Approach"
- **Outstanding Publication Award:** Carlo Jaeger, Ortwin Renn, Eugene A. Rosa, Washington State University and Thomas Weblar for *Risk, Uncertainty and Rational Action* (Earthscan, 2001)

History of Sociology

- **Distinguished Scholarly Career Award:** Mary Jo Deegan, University of Nebraska-Lincoln
- **Distinguished Scholarly Book Award:** Michael R. Hill, University of Nebraska-Lincoln and Susan Hoecker-Drysdale, Concordia University (eds.), for *Harriet Martineau: Theoretical and Methodological Perspectives* (Routledge, 2001)
- **Graduate Student Paper Award:** Erin Leahey, University of North Carolina-Chapel Hill, for "Alphas and Asterisks: The Development of Statistical Significance Testing Standards in Sociology"

International Migration

- **Thomas and Znaniecki Award:** Alejandro Portes, Princeton University and Ruben Rumbaut, University of California-Irvine, for *Legacies: The Story of the Immigrant Second Generation* (University of California Press and Russell Sage Foundation, 2001)

Latina/o Sociology

- **Distinguished Contributions to Scholarship Book Award:** Pierette Hondagneu-Sotelo, University of Southern California, for *Domestica: Immigrant Workers Cleaning and Caring in the Shadow of Affluence* (University of California Press, 2001)

Marxist Sociology

- **Best Book Awards:** Kenneth Neubeck, University of Connecticut, for *Welfare Racism: Playing the Race Card Against America's Poor* (Routledge, 2001)
- **T.R. Young Award:** Deborah L. Rapuano, Loyola University of Chicago
- **Al Szymanski Award:** Jason Moore, University of California-Berkeley, for "Modern World Systems of Environmental History"
- **Lifetime Career Awards:** James Petras and James Geschwender, SUNY-Binghamton

Mathematical Sociology

- **Career Achievement Award:** Harrison White, Columbia University
- **Outstanding Publication Award:** Andrew Noymer, University of California-Berkeley, for "The Transmission and Persistence of 'Urban Legends': Sociological Application of Age-Structured Epidemic"
- **Best Graduate Student Paper:** Same as above.

Medical Sociology

- **Leo G. Reeder Award for Distinguished Contributions to Medical Sociology:** R. Jay Turner, Florida State University

Methodology

- **Paul F. Lazarsfeld Award for Distinguished Contribution to Knowledge:** J. Scott Long, Indiana University

Organizations, Occupations, and Work

- **Max Weber Award:** Pierette Hondagneu-Sotelo, University of Southern California, for *Domestica: Immigrant Workers Cleaning and Caring in the Shadow of Affluence* (University of California Press, 2001) and Glenn Carroll and Michael Hannan, Stanford University, for *The Demography of Corporations and Institutions*
- **James A. Thompson Award for an Outstanding Paper by a Graduate Student:** Man-Shan Kwok, Princeton University, for "Market Transition and Corporate Control: Circulation of Chief Executive Officers in China, 1981-2000" and Julie Kmec, University of Pennsylvania, for "Minority Job Concentration and Wages"
- **W. Richard Scott Award for Best Article:** Brian Uzzi, Northwestern University, "Embeddedness in the Making of Financial Capital: How Social Relations and Networks Benefit Firms Seeking Financing" (*American Sociological Review*, 1999)

Peace, War, and Social Conflict

- **Elise Boulding Graduate Student Paper Award:** Connie D. Frey, University of Nebraska-Lincoln, "Jane Addams on Peace and Bread and the Implications for Enduring Freedom"
- **Robin Williams Award for Distinguished Scholarship:** Mady Wechsler Segal, University of Maryland

Political Economy of the World-System

- **Distinguished Scholarship Award for a Book:** Denis O'Hearn, Queens University, for *The Atlantic Economy: Britain, the United States and Ireland* (Manchester University Press, 2001)
- **Distinguished Scholarship Award for an Article:** Jason Moore, Johns Hopkins University, for "Environmental Crises and the Metabolic Rift in World-Historical Perspective" (*Organization and Environment*, 2000)

Political Sociology

- **Distinguished Contribution to Scholarship (Best Article):** Evan Schofer, University of Minnesota, and Marion Fourcade-Gourinchas, Princeton University, for "The Structural Contexts of Civic Engagement: National Politics and Individual Association Membership" (*American Sociological Review*, 2001)
- **Distinguished Contribution to Scholarship (Best Book):** Mounira M. Charrad, University of Texas, for *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, Morocco* (University of California Press, 2001)
- **Special Achievement Award:** George A. Kourvetaris, Northern Illinois University, current and founding editor, *Journal of Political and Military Sociology*
- **Outstanding Graduate Student Paper:** Genevieve Zeitlin, University of Chicago, for "'We, the Polish Nation': Ethnic and Civic of Nationhood in Post-Communist Constitutional Debates"

Race, Gender, and Class

- **Distinguished Book Award:** Kenneth Neubeck and Noel A. Cazenave, University of Connecticut, for *Welfare Racism: Playing the Race Card Against America's Poor* (Routledge, 2001)
- **Graduate Student Paper Award:** Donnell Butler, Princeton University, for "When Race Matters: Racial Variation in College Enrollment Revisited"

Racial and Ethnic Minorities

- **Oliver Cromwell Cox Award:** Kenneth Neubeck, University of Connecticut, for *Welfare Racism: Playing the Race Card Against America's Poor* (Routledge, 2001)

Rational Choice

- **James S. Coleman Award for Outstanding Book:** David Willer, University of South Carolina, for *Network Exchange Theory* (Praeger, 2001)

Science, Knowledge, and Technology

- **Robert K. Merton Professional Award:** Helen Longino, University of Minnesota, for *The Fate of Knowledge* (Princeton University Press, 2001)
- **Hacker-Mullins Graduate Student Award:** Kjersten Clare Bunker, Stanford University, for "Patterns of Discrimination in Public and Private Science: The Effects of Gender and Discipline" and Park Doing, Cornell University, for "'Lab Hands' and the 'Scarlet O': On Models, Identities, and Technology Studies"

Sex and Gender

- **Sally Hacker Graduate Student Paper Award:** Kimberly Richman, University of California-Irvine, for "Lovers, Legal Strangers, and Parents Negotiating Parental and Sexual Identity in Family Law"
- **Distinguished Book Award:** Pierette Hondagneu-Sotelo, University of Southern California, for *Domestica: Immigrant Workers Cleaning and Caring in the Shadow of Affluence* (University of California Press, 2001)
- **Distinguished Article Award:** Judith Stacey, University of California-Davis and Timothy Biblarz, University of California, Los Angeles, for "(How) Does the Sexual Orientation of Parents Matter?" (*American Sociological Review*, 2001)
- **Martin Levine Dissertation Award:** Jeff Sweat, University of California-Davis, "Queer Coalitions and Identity Work"

Social Psychology

- **Cooley-Mead Award:** Bernard P. Cohen, Stanford University
- **Graduate Student Paper Award:** Reef Radford Younggreen and Christopher D. Moore, University of Iowa

Sociological Practice

- **Student Practitioner Award:** Kirsten Sletten, St. Cloud State University
- **William Foote Whyte Distinguished Career Award:** Julia Mayo, St. Vincent's Catholic Medical Centers

Sociology and Computers

- **Outstanding Contributions to Instruction:** Robert Wood, Rutgers University-Camden
- **Outstanding Graduate Student Program, Paper, or Application:** Julian

(continued on next page)

Economic Sociology and the Nobel Prize

by Arne L. Kalleberg and Ivar Berg

The awarding of the 2002 Nobel Prize in Economics to Daniel Kahneman (a cognitive psychologist) and Vernon L. Smith (an experimental economist) for helping to explain how people actually make decisions contributes further to the encouraging openness to enriching economic theory with insights from other social sciences that was suggested by last year's prize. The 2001 Nobel Medal winners—George A. Akerlof, A. Michael Spence, and Joseph E. Stiglitz—were cited for “translating” and applying the work of sociologists and anthropologists to the body of work in a trinity of related subsets of social science specialties long referred to as “behaviorism,” “managerialism,” and “marginalism” (Machlup 1967).

The citation accompanying Spence's Medal lauded him for “demonstrating how agents in a market can use education's signaling [of the productivity possibilities inhering in education] to counteract the effects of adverse selection Spence's main contributions were to develop and formalize this idea and to demonstrate and analyze its implication Informal versions of this idea [i.e., signaling] can be traced to the sociological literature; see Berg (1970).” Akerlof was

similarly credited with being “innovative in enriching economic theory with insights from sociology and social anthropology” (emphasis added). Stiglitz (2000:1471), in an article he wrote before he received his Medal, concluded: “Some [of the future advances in information economics] will entail an integration of economics with other social sciences ... with sociology, on, for instance, the creation of social knowledge and signaling conventions.” In acknowledging the contributions to economics of sociological and anthropological ideas, the Bank of Sweden implicitly made more room for sociologists' perspectives in dominant abstract marginalist economic theory than was ever accorded in the theory of the firm.

New Trend?

It is not likely that the citations in 2001 and 2002—and a few other “interdisciplinary” medals prior to 2001 (e.g., Gunnar Myrdal and Herbert Simon)—signify that the Bank of Sweden's Alfred Nobel Medal in Economic Science is moving away from the marginalist majority and modern economic price theory. But the Bank indeed legitimized the logic of economists drawing on allied sciences for dealing with problematic gaps in the otherwise highly principled body of

price theory.

The stakes are not trivial: economists have long had a large influence on public servants' perspectives, in legislatures, courts, and executive branches in the nation's and state capitals. A prominent example is the long-standing rationalization of education as legitimizing income inequality. The price theory perspective assumes that better-educated Americans earn more than less-educated peers because they are more productive, and that this is the reason rational managers use education as a signal in allocating jobs. This view was questioned long ago by sociologists such as S. M. Miller, who suggested that employers raised educational requirements not as price theory compelled but because they believed in educational achievements as credentials for work. Ivar Berg's (1970) study demonstrated that the relationship between education and productivity was zero or even negative. It is not clear what employers have learned from 30 years of unsuccessful efforts to show that education enhances productivity. In 1971, a unanimous Supreme Court had already decided that discrimination against “protected groups” members was illegal unless employers could prove

“a business necessity” for an educational requirement for job openings, a judgment that was also informed by Berg's study.

Given the importance of economists' work to the character of public policy, sociologists may hope that economists continue to seek modifications to their simplifying productivity assumptions, and their sometimes relentless devotion to uncritical applications of the price theory, which too often stereotypes all markets as price driven.

“Visible Hand” of Enron et al.

Managerialists and their kin in sociology lately have received ever-growing public documentation of the subversive effects managers can have, and have inflicted, on so-called “market forces.” They point to recent examples of corporate price setting, debt concealment, overblown earnings statements, and wildly self-serving dealings in salaries, bonuses, stock options, and “insider information.”

The Nobel Prizes for economists' methods for dealing with “asymmetric” information and decision-making in uncertain situations have been timely! These deserving winners might well pool their borrowed insights to help the citizens of A. A. Berle's “American Economic Republic” to appreciate essentially all corporate doings by managers—especially those citizens who have been downsized, “short sheeted” by corporate pension managers, cheated (as California taxpayers have been) by energy suppliers' rigging of markets, and victimized as investors by brokerage analysts whose incomes are entangled in conflicts of interest.

Managers are not simply driven by prices but have choices, as behaviorists and managerialists have long argued. None of these events reflect market forces so much as the “visible hands” of managers (Chandler 1977), who understandably do not like price competition's devastating effects on earnings. Sociology can contribute much to helping understand these choices and avoid reliance on a problematic faith in “market forces” and in price competition postulated in abstract theoretical analyses.

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- Chandler, Alfred D. (1977.) *The Visible Hand*. Cambridge, MA: Harvard University Press.
- Machlup, Fritz. (March 1967.) “Theories of the Firm: Marginalist, Behavioral, Managerial,” *The American Economic Review*, Vol. LV11, No. 1, pp. 1-33.
- Stiglitz, Joseph E. (November 2000.) “The Contributions of the Economics of Information to Twentieth Century Economics,” *The Quarterly Journal of Economics*, Vol. CXV, No. 4, pp. 1441-1478.

Additional Reading

- Altman, Daniel. (2002.) “A Nobel that Bridges Economics and Psychology.” *New York Times* on-line edition, October 10.
- Bank of Sweden Prize in Economic Sciences, in Memory of Alfred Nobel 2001, www.nobel.se/economic/laureates/2001, October 16, 2001. □

Award Winners, from page 6

Dierkes, University of British Columbia, for *The SocioLog: Julian Dierkes' Comprehensive Guide to Sociology On-Line*

Sociology of Children and Youth

- **Graduate Student Paper Award:** Kathryn Gold Hadley, Indiana University, Bloomington, for “Children's Word Play: Resisting and Accommodating Confucian Values in a Taiwanese Kindergarten Classroom”

Sociology of Culture

- **Best Book Award:** Wendy Griswold, Northwestern University, for *Bearing Witness: Readers, Writers, and the Novel in Nigeria* (Princeton University Press, 2000)
- **Best Article Award:** Vincent Roseignio and William Danaher, Ohio State University, for “Radio and the Mobilization of Textile Workers in the South” (*American Sociological Review*, 2001) and Marion Fourcade-Gourinchas, Princeton University, for “Politics, Institutional Structures, and the Rise of Economics: A Comparative Study” (*Theory and Society*, 2001)
- **Best Student Paper Award:** Genevieve Zubrzycki, University of Chicago, for “We the Polish Nation: Ethnic and Civic Visions of Nationhood in Post-Communist Constitutional Debates”

Sociology of Education

- **David Lee Stevenson Graduate Student Award:** HyunJoon Park, University of Wisconsin, Madison

Sociology of Emotions

- **Graduate Student Paper Award:** Tim P. Hallett, Northwestern University, for “Emotional Feedback and Amplification in Social Interaction”
- **Lifetime Achievement Award:** David R. Heise, Indiana University
- **Outstanding Recent Contribution Award:** Jonathan H. Turner, University of California-Riverside, for *On the Origins of Human Emotion: A Sociological*

Inquiry Into the Evolution of Human Affect (Stanford University Press, 2000)

Sociology of the Family

- **Distinguished Career Award of Scholarship and Service Award:** Alan Booth, Pennsylvania State University
- **Outstanding Graduate Student Paper Award:** Matthew Weinschenker, University of Chicago, for “Imagining Family Roles: Parental Influence on the Expectations of Adolescents in Dual-Career Families” and Lori Wiebold-Lippisch, University of Kansas, for “The Ungloried Self: Identity Transformation of Parental Caregivers”
- **William J. Goode Best Book Award:** Glen H. Elder, University of North Carolina-Chapel Hill and Rand D. Conger, University of California-Davis, for *Children of the Land: Adversity and Success in Rural America*

Sociology of Law

- **Graduate Student Essay Award:** Deoah Pager, University of Wisconsin, for “The Mark of a Criminal Record”
- **Undergraduate Student Essay Competition:** Yen P. Nguyen, University of California-Santa Barbara, for “Creating Computer Crime Units.”

Sociology of Mental Health

- **Leonard I. Pearlin Award for Distinguished Contributions:** Bruce Link, Columbia University

Sociology of Population

- **Otis Dudley Duncan Book Award:** Richard Rogers, University of Colorado, Robert Hummer, University of Texas-Austin, and Charles Nam, Florida State University, for *Living and Dying in the USA: Behavioral, Health, and Social Differentials in Adult Mortality* and Lynne Casper, National Institutes of Health and Suzanne Bianchi, University of Maryland, for *Continuity and Change in the American Family*

- **Student Paper Award:** Gretchen Livingston, University of Pennsylvania, for “Ties That Bind: Gender, Social Capital, and Economic Outcomes among Mexico-U.S. Migrants”

Sociology of Religion

- **Distinguished Book Award:** John H. Evans, University of California-San Diego, for *Playing God: Human Genetic Engineering and the Rationalization of Public Bioethical Debate* (University of Chicago Press, 2002)
- **Distinguished Article Award:** Mansoor Moaddel, Eastern Michigan University, for “Conditions for Ideological Production: The Origins of Islamic Modernism in India, Egypt, and Iran” (*Theory and Society*, 2001)
- **Graduate Student Paper Award:** Kelly Besecke, Colorado College, for “Religion as a Societal Conversation about Transcendent Meaning”

Sociology of Sexualities

- **Outstanding Graduate Student Paper:** Meika E. Loe, Colgate University, for “Sex and the Senior Woman: Pleasure and Danger in the Viagra Era” and Salvador Vidal-Ortiz, for *Sexuality, Gender, and Race: LGBTs at the Crossroads of Santeria Religious Practices and Beliefs*
- **Simon and Gagnon Award:** Martin S. Weinberg, Indiana University

Teaching and Learning in Sociology

- **Hans O. Mauksch Award:** Carol Jenkins, Glendale Community College

Theory

- **Theory Prize:** R.S. Perinbanayagam, Hunter College of the City University of New York, for *The Presence of Self* (Rowman & Littlefield, 2000)
- **Edward Shils-James Coleman Memorial Award:** Adam Isaiah Green, New York University, for “Gay But Not Queer: Toward a Post-Queer Study of Sexuality” □

Teaching with the Case Method: From the Classroom to the Web

by John Foran
University of California-Santa Barbara

Teachers of sociology should be aware of a useful website devoted to the case method of learning, a pedagogy that has proven very successful—at least it has been useful in *my* classroom. Originally developed with graduate students and faculty at the University of California-Santa Barbara, and recently greatly improved with an ASA Teaching Enhancement Grant, the website (www.soc.ucsb.edu/projects/casemethod/) contains an introduction to the method, a number of materials on how to teach with it, and a set of cases, many covering international and global topics, that teachers may use in their classes. These cases come complete with teaching notes on how to do them.

Student-Centered Learning

The case method of teaching and learning is a student-centered, highly interactive pedagogy, which changes the classroom process into a collective search for an analysis and/or solution to a

specific problem based on a "case." The latter is a text that provides information about a situation, without analyzing it. Students encounter the "facts" much in the same way as historical actors do—finding them messy, partial, and ambiguous. The job of the students, with the teacher, is to fashion solutions to the problem through a process of facilitated dialogue. The goals of the method include the development of critical thinking skills, learning through decision making and role playing situations, developing confidence in defining, confronting, analyzing, and solving problems through interactive discussions, and exercising and developing skills in public speaking and group problem solving.

Long known and used in professional degree programs such as law, business, and education, the case method has only recently been introduced into the social sciences, and we have adapted it accordingly into a style of case writing that we believe is particularly well suited to sociology and that I call the "Santa Barbara School" of cases. Unlike most

existing cases, ours tend to put the students very directly into the shoes of characters, sometimes real, sometimes fictitious, to make the cases—and in particular the role plays we do—more realistic.

At the heart of learning from cases is the class discussion. This is a collective exercise. One might think of the class as a group of community members or colleagues, or perhaps a team of government ministers or members of a political party that has been collectively tasked to work on a problem. At other times the cases entail a single central protagonist facing a seemingly intractable predicament. The typical "flow" of a case discussion starts with a series of factual questions that set the scene and allow students to enter the discussion comfortably at a low cost, followed by a lively role play, in which they "inhabit" the case and debate the terms of the dilemma (sometimes this ends with a vote on a set of alternative courses of action), and moving on to an extensive analytic section in which the larger implications of the discussion are drawn out.

Active, Enjoyable Learning

After their initial surprise at being called upon to take such an active role in class, it is clear that students tend to find case learning an enjoyable and valued experience. Students learn how to present their ideas with conviction, and to support them with as much care and persuasion as they can. At the same time, they acquire new abilities to listen to the comments of their classmates, to keep an open mind, and to incorporate ideas of other students when they find them persuasive. Participation levels soar: in a class of 70 students, it is possible to have half or even more say something in the course of a 75-minute discussion. In the end, the class discussion most often moves toward constructive solutions to the case, even where such solutions seemed nonexistent to individual students at the outset.

I believe that this teaching approach has a bright future in sociology and the social sciences more generally, as more teachers become aware of its existence and potential. It is a pedagogy suited to a democratic culture, one whose citizens are prepared to consider and debate various alternatives to their problems. For if the future is going to be more humane and hopeful than the present, today's and tomorrow's students are going to have to make it so, and the skills they hone through the case method make us all better prepared to participate in a changing society, and indeed, in changing society.

Foran is professor of sociology in the Department of Sociology at the University of California-Santa Barbara and will offer a teaching workshop on "Teaching with the Case Method of Learning" at the 2003 ASA Annual Meeting in Atlanta. He can be reached at foran@soc.ucsb.edu. □

New Internet Tool Makes Population Analysis Popular in Classrooms

by Kerry J. Strand, Hood College and
ASA Visiting Sociologist

As big as the United States census is, it is necessarily dense and deep. And the idea of using this magnificent resource in our teaching can be downright daunting. However, a new Internet tool may offer the perfect solution to the problem of how to make census data appealing, accessible, and manageable enough for classroom use.

CensusScope, developed by the Social Science Data Analysis Network (SSDAN) at the University of Michigan, brings new Census 2000 data and trends from previous censuses to researchers, students, and the public in a user-friendly, graphics-based website (www.CensusScope.org). The site features colorful charts, engaging maps, and reams of interesting statistical information using an interface that is intuitive for even the least web-, tech-, or data-savvy. CensusScope features a clear main menu from which you can choose maps, charts, trends, or rankings. Selecting "maps," for example, produces a U.S. map that is colorfully keyed to present national distributions of any of a number of interesting population data on factors such as age, households consisting of unmarried partners, American Indians, and "dominant generations." Clicking your mouse on a state brings up charts and tables showing the same data at the state, county, and even metropolitan levels. For those who prefer their data in tabular form, all the data are available for viewing in tables or for copying and pasting into a spreadsheet.

CensusScope.org is continually expanding options and adding new data from Census 2000 as they are released. One of the newest additions to CensusScope's line of topics is racial and ethnic segregation. The special segregation section of the site, which is based on work by SSDAN director William Frey, presents charts and tabulated data for

"neighborhood compositions" (i.e., exposure indices) and dissimilarity indices. It uses block groups from Census 2000 and provides segregation data for metropolitan areas as well as for all cities with a population greater than 25,000. And like other topics on the site, CensusScope allows users to see ranked dissimilarity indices for the nation's metro areas or for cities within a state. SSDAN will continue to add new data from Census 2000 with topics such as income and poverty, housing, and transportation slated for future updates.

Its user-friendliness and its capacity for investigation of small geographical areas make CensusScope ideal for classroom use. With very little preparation, instructors can access population trends and patterns from the local area or the whole country to introduce a wide range of sociological topics. Or they can send students off on their own to explore the site for fascinating facts and figures about geographical areas that are meaningful to them—the county where they live, the city in which their college is located, or the state where their parents grew up, for example.

CensusScope is especially effective at helping students see how demographic data—about changes in family patterns, racial segregation, migration, and income inequality, for example—support and clarify ideas and concepts from their sociology courses. It also may help them develop greater comfort with quantitative information, a central aim of the ASA/SSDAN's IDA (Integrating Data Analysis) project. In fact, several project participants were inspired to develop entire teaching modules around CensusScope at their June IDA workshop, once they realized how accessible and appealing the site is.

But sociologists are not the only ones who have taken notice of CensusScope. The site was chosen as a Yahoo! "Pick of

the Day" in June, was featured on the New England Cable Network, and is gaining popularity as a resource for all kinds of people who work with population data, including educators, grassroots activists, and marketing professionals. The site offers easy access to raw census data. To see and learn more, visit www.CensusScope.org. Additional information about SSDAN, including other demographic media and tools for classroom data integration, is available at www.ssdan.net. □

Proposals Due December 15, 2002 . . .

Fund for the Advancement of the Discipline

ASA/NSF Small Grants Program

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by ASA through a matching grant from the National Science Foundation, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities. FAD awards provide scholars with "venture capital" for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds. The amount of each award **shall not exceed \$7,000**. Payment goes directly to the principal investigator (PI). Grant money may not be used for convention expenses, honoraria, or PI's salary. No overhead expenses are provided, if institutions assist in administering the award for applicants. Awardees are encouraged to continue the tradition of donating to FAD any royalty income derived from projects supported by the grant.

Application Information:

Web: <http://www.asanet.org/members/fad.html>
Contact: Roberta Spalter-Roth, Project Co-Director
E-mail: spalter-roth@asanet.org
Phone: (202) 383-9005 ext. 317
Mail: FAD Awards, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701

Instituting Systemic Departmental Change to Increase Student Diversity

New Book on MOST Program Released

The American Sociological Association (ASA) released *Promoting Diversity and Excellence in Higher Education Through Department Change* at the ASA Annual Meeting on August 16, 2002. The release of this volume signifies a milestone for ASA and its MOST (Minority Opportunities through School Transformation) program. This program was an intensive effort to enhance the pipeline of students of color in sociology by instituting systemic change in sociology departments that had been competitively selected because of their commitment to alter "business as usual" practices.

Operating over a nine-year period, and with the Ford Foundation providing its primary financial support, the MOST program was led by former ASA Executive Officer Felice Levine (now Executive Director of the American

Educational Research Association) and, for most of this period, by Havidán Rodríguez (University of Puerto Rico-Mayagüez), and Carla B. Howery (ASA Deputy Executive Officer). Its primary aim was to cause departments to rethink how best to educate and train students in order to achieve excellence and inclusiveness.

The 100-page publication captures in rich detail the unique features of MOST, as well as the successes and lessons learned during the life of the program. Levine, Rodríguez, and Howery authored the report along with Alfonso R. Latoni-Rodríguez (now at the National Institute on Aging), who joined the national ASA team in 2000. The origin, nature, and results of MOST are presented in the report, including quantitative and qualitative indicators on the success and consequences of this

initiative in the 11 participating departments. Also highlighted are ten "best practices" drawn from departments' experiences with the MOST program (see inset). The book's epilogue synthesizes assessments and recommendations from a Capstone Conference held in June 2002 about what MOST achieved and possible next steps for transporting the "MOST model" to other disciplines and institutions. The volume also includes case studies on each participating department.

A central feature of the MOST program was how best to transform education to address racial disparities, attract a talent pool of persons of color to sociology and to careers as faculty members, and enhance education and training for all. The work of MOST focused on five key areas of the educational process—curriculum, research training, mentoring, climate, and pipeline.

"MOST demonstrated that the academic department can be an instrument of systemic, institutional change," said Levine. "With guidance and ongoing strategic support, sociology departments demonstrated the capacity to change the curriculum, recast the academic climate, make mentoring more available and use it strategically to promote diversity, and conduct their own recruitment and training. We considered departments to be the strategic location of change in higher education, and the project's results bear us out."

The results of the MOST program are compelling: The data demonstrate significantly increased diversity among students and faculty and a transformed curriculum and climate in sociology departments at the participating institutions. For example, when MOST was launched in 1993-94, about one quarter of the courses dealt with diversity, compared with more than 50 percent by 2000-2001. Overall, the percentage of graduating minority majors nearly doubled over the course of the program. At the outset of MOST, 18 percent of graduating majors at the participating departments were minorities. By the end of the 2000-2001 academic year, 33 percent of graduating majors were minorities. MOST also succeeded in encouraging minority

students to move on to graduate study, with several institutions experiencing striking improvements in this domain.

Selected on a competitive basis, 11 sociology departments worked on a program of change for a full eight years. These departments, which represent the broad range of U.S. colleges and universities, include: Augusta State University; University of California-Santa Barbara; Grinnell College; University of Nebraska-Lincoln; Pennsylvania State University; Pitzer College; University of Puerto Rico-Mayagüez; Southwestern University; Texas A&M University; University of Texas-El Paso; and William Paterson University.

"The MOST program is an invention whose time has come," Levine emphasized, "by making excellence and inclusiveness the 'day-to-day' job of academic departments. It is impressive and gratifying that MOST succeeded at all institutions—large and small, public and private, with or without PhD-conferring programs, majority minority or majority white. Its success demonstrates that deliberate change, aimed at the department level in institutions of higher learning, enhances the education of students of color and of all students. The program's lessons are relevant to all departments, to faculties in other fields and disciplines, to college and university administrators, and to the public and private foundation communities."

Promoting Diversity and Excellence in Higher Education Through Department Change provides a framework for enhancing the presence of persons of color in graduate and undergraduate training. As this volume emphasizes, "MOST points the way to a change model that is readily transportable from sociology to other disciplines. Whether to enhance the liberal arts education of students or the training of future social and behavioral scientists, or other scientists and scholars, MOST provides a set of aspirations and a plan of action that matters."

For more information about *Promoting Diversity and Excellence in Higher Education Through Department Change*, (including how to order copies of the report), see the ASA homepage at www.asanet.org/publications. □

Learning from the Past: On the "Etiology" of Sociology

by Donald W. Light

Oxford University Press has recently published a major history of medical sociology that also illuminates the development of sociology as a field. *The Word as Scalpel*, by Samuel W. Bloom, approaches its subject with wide scope that clarifies the relations between sociology as a profession and the society on which it depends. Writing with fluid grace, Bloom explains that the title was inspired by a distinguished physician-turned-sociologist, Lawrence J. Henderson, when he commented in 1935 that a misplaced word could do as much damage as a slip of the scalpel. Bloom adds that well-placed words can "help if used with disciplined knowledge and understanding." Bloom's history describes both the skills and slippages of sociologists as diagnosticians and change agents of society.

At their founding in the 19th century, the social sciences were regarded as a utilitarian activity concerned with the reforms needed to address the problems of urban and industrial development. Several champions of the new scientific base for public health and medicine advocated for the right to medical services as a natural corollary of scientific progress for mankind. Bloom includes vivid contemporary accounts of the primitive social conditions that characterized this young nation as it absorbed millions of immigrants and needed reform. At Harvard, sociology began as advocacy in the Department of Social Ethics in 1920, and its head, Richard Cabot (another physician), emphasized the impoverished conditions of most patients. But advocates of sociology as "a pure or descriptive science" won out, and in 1931 a department of sociology replaced the department of social ethics. Bloom traces similar developments nationally, especially at Chicago and in New York, as sociology shifted from social advocacy to academic legitimacy. He focuses on portraying leading figures to give this history a human face.

By the time of the Depression, leading sociologists had established themselves as scientific experts on social problems and served on national

committees. World War II called for far more such participation, and Bloom details some of its moral dilemmas in cases like the study of racial segregation in the Army. But after the war, the McCarthy Era had a chilling effect, even as opportunities in higher education expanded rapidly. Bloom details the roles of private foundations and the federal government in sponsoring as well as shaping research.

Bloom's postwar history is informed by long, personal interviews he conducted over the past 20 years with leading figures who witnessed the tensions, rivalries, shifts, and successes of major departments of sociology and of medical sociology. Bloom, a recipient of the Reeder Award for a career of distinguished contributions, has been a leading figure in the development of medical sociology. His work includes a seminal multi-layered model of doctor-patient relations and their interactions with the social and organizational context suitable for the layered interactions of managed care today. Bloom's contributions also include a bold analysis of power and pretension in academic medicine. With modest reserve, Bloom judiciously inserts his own experiences and assessments as lived history. The book concludes with an analysis of the changes engendered by the corporate take-over of U.S. health care during the past 20 years.

Paradoxically, as issues of health and health care became ever more encompassing and dominant in the nation during the 1980s and 1990s, medical sociology fell out of favor in mainstream departments. Yet medical sociology has it all—a topic having importance at both individual and community levels, ever-widening importance, strong methods and research, substantial funding, and strong appeal to students. Now medical sociology seems to be experiencing a revival, as one of the generative specialties in its own right and for sociology as a whole. How auspicious, then, to have this richly textured history of both the specialty and the discipline for students and faculty to read. To see this 20-year project to fruition is a gift to us all.

The book is available from Oxford University Press. □

Guiding Principles In MOST's Systemic Reform Approach

Promoting Diversity and Excellence in Higher Education Through Department Change describes ten "best practices" drawn from departments' experiences with the MOST program:

- (1) Important curricular change can occur deliberately, yet incrementally.
- (2) Traditionally informal processes, such as mentoring students, need not be left to chance. Departments can put in place systemic ways to ensure that mentoring reaches all students.
- (3) Student engagement is essential.
- (4) Department chairs, department committees, and other university administrators must be engaged in the process of reform in order to achieve lasting change.
- (5) Students need to see the connections between what they do in class, what they are studying, and what underlies this work.
- (6) Modeling of professional behavior draws students into the profession.
- (7) Minority recruitment requires intentional outreach and persistence.
- (8) Physical space and informal opportunities matter greatly to department climate.
- (9) Multi-year, long-term projects can make lasting changes in the culture and mindset of a department.
- (10) Scientific and scholarly societies are an important source of leadership and

A Ten-year Perspective on the Status of Sociology

by Stacey S. Merola

ASA annually compiles data on the "vital statistics" that describe some key aspects of the sociologist's world. The accompanying table provides a snapshot of this "state of sociology" for long-term trends—in research funding, faculty salaries, degrees earned, and graduate enrollments—during the decade between 1990 and 2000. The

table also highlights recent short-term trends between 1997 and 2000.

In brief, the long-term trend for degrees awarded, faculty salaries, and R&D expenditures was upward. Bucking these positive trends was the recent short-term drop in graduate enrollments, which may be a function of a strong job market for college graduates during that period.

ISA, from page 1

Brisbane meeting included:

- Ann Denis (Canada), vice president for the research council;
- Sujata Patel (India), vice president for the national associations;
- Ari Sitas (South Africa), vice president for the 2006 program;
- Susan McDaniel (Canada), vice president for publications; and
- Bert Klandermands (Netherlands), vice president for finance and membership.

Model of Diversity

The new ISA executive committee is a model of international diversity, with 18 countries represented among the 16 elected members and six officers of the association. Doug Kincaid (Florida International University), who serves as the ASA's official representative to the ISA, was the only U.S. sociologist elected to the executive committee.

One highlight of the Congress came at a presidential session on the last day, when Neil Smelser (University of California-Berkeley) was awarded the ISA's first Mattei Dogan Foundation Prize for a distinguished career in sociology. In his acceptance speech, Smelser offered a thoughtful synthesis of the approaches of comparative analysis, interdisciplinarity, and internationalization in sociology. Seeking to navigate between the opposing shoals of naïve positivism and anti-scientific relativism, he advocated a comparative research strategy based on (1) "systematizing contexts," by which he referred to the need for multiple, context-sensitive measures for given variables; (2) a commitment to working across disciplinary boundaries as the necessary means to achieve such measures; and (3) a collaborative enterprise among scholars across national and cultural boundaries as the only project form within which broadly valid and reliable social scientific knowledge is likely to be achieved. Smelser concluded by arguing that the achievement of such knowledge will be an extremely long-term proposition, confronting as it does the obstacles of ethnocentric scientific beliefs, geographically skewed training, and parochial organizational infrastructures, but that ultimately it is both possible and desirable.

Like many of the national associations that are ISA affiliates, the ASA sponsored a panel at the ISA meetings. Titled "The Internationalization of American Sociology: A Centennial Challenge for the ASA in 2005 and Beyond," the session was designed to generate discussion around issues and possible strategies for an international component in the ASA's centennial celebration in 2005. Panelists included Craig Calhoun (Social Science Research Council and ASA Council member), who



ASA Past President Neil Smelser received the the first Mattei Dogan Foundation Prize for a distinguished career in sociology.

spoke on the ambiguous international legacy of American sociological research and the persistent national orientation of sociology worldwide, even as global trends have allowed for a more collaborative model of scholarship; Doug Kincaid, who argued that sociological education in the United States is lagging in recognizing the importance of an international perspective; Sally Hillsman (ASA Executive Officer), who surveyed the range of institutional linkages between American sociology and its counterparts; and Immanuel Wallerstein (Yale University and ISA Past-President), whose critique was encapsulated in the observation that American sociologists are not more provincial than their counterparts abroad but fool themselves into thinking that they are less so. Following the presentations, a lively discussion with the audience ensued, touching on issues such as the cultural influence of American sociological textbooks used abroad, the emergence of regional sociologies, and the intellectual impact of the international career trajectories that take many foreign sociologists through U.S. institutions. Arne Kalleberg (University of North Carolina-Chapel Hill and ASA Secretary) chaired the session.

The final registration total for the Brisbane congress was 2,830. The largest delegations were from Australia, the United States, the United Kingdom, Canada, Germany, and Japan, but as might be expected, attendance from Asian and Pacific island countries was especially noteworthy, topping 350 participants. The next ISA congress will be held in Durban, South Africa, July 23-29, 2006, and will be hosted by the South African Sociological Association. For more information about the ISA, see the website at <http://www.ucm.es/info/isa/>.

Kincaid is Vice Provost for International Studies at Florida International University and can be reached at kincaidd@fiu.edu. □

Salaries

Faculty salaries for all ranks (in constant 2000 dollars) rose by 6.1 percent overall between 1990 and 2000. Much of this change is due to large increases during the peak years of the economic boom, between 1997 and 2000. Full professors experienced the largest rise (9.5 percent) in salaries after adjusting for inflation. Full professors received a 6.5 percent increase in salaries in the recent short-term. This is the highest rate of increase of all the ranks. In comparison, between 1990 and 1997, the salaries of this group had risen by only about 2.5 percent. All ranks experienced a 3.6 percent increase in salaries in the short-term, while between 1990 and 1997 the increase was only about 2.5 percent (after adjusting for inflation), so the boom seems to have had a beneficial effect on faculty salaries.

Enrollments

When the economy is good, graduate student enrollment tends to fall and this was true between 1997 and 2000, after enrollments rose 14.3 percent between 1990 and 1997. Between 1997 and 2000, full-time graduate student enrollments in sociology declined by 25.2 percent. The number of full-time graduate students enrolled in sociology programs was 5,521 in 2000, a 14.5 decrease in enrollments from 1990.

Degrees

The number of people receiving BA degrees in sociology rose by 60.1 percent over the decade. The increase was very large until the mid-1990s, and then leveled off. Concurrent with the fall in

graduate student enrollments was a surge in the number of students receiving graduate degrees in sociology in 2000. Between 1990 and 2000, there was a 41.5 percent increase in the number of doctorates awarded in sociology and a 67.2 percent rise in the number of masters degrees. These high numbers of degrees are likely due to the successful completion of programs by students that had entered graduate school earlier in the 1990s when enrollments were rising.

R&D Expenditures

The amount of money spent on research and development (R&D) in sociology by the federal government and other sources (e.g., private foundations) increased consistently across the 1990s. Federal R&D expenditures rose by 60 percent (in constant 2000 dollars) between 1990 and 1997 and 8 percent between 1997 and 2000. Expenditures from other sources rose by 54 percent between 1990 and 1997 and 13.3 percent between 1997 and 2000. Overall, between 1990 and 2000 there was a 73.5 percent increase (in 2000 constant dollars) in research and development expenditures from all sources.

The 1990s largely seemed to be a good decade for sociology. How the current downturn in the economy will affect these trends remains to be seen. Potentially there may be increases in graduate student enrollments and smaller raises for faculty. For further information on trends in sociology and other social science fields, visit ASA's website (www.asanet.org/research/faqintro2002.html), where information will be updated as it becomes available. □

Overview of the State of Sociology: Long- and Short-term Trends, 1990-2000

	1990	1997	2000	Short-term trend (97-00) % change	Long-term trend (90-00) % change
Number of Degrees Awarded					
Doctorates	448	601	634	+6.0%	+41.5%
Masters	1,213	1,752	2,028	+15.8%	+67.2%
Bachelors	15,993	24,750	25,600	+3.4%	+60.1%
Number of Graduate Students Enrolled					
Full-time	6,458	7,383	5,521	-25.2	-14.5
Part-time	2,507	2,978	2,590	-13.0	+3.3
Total	8,965	10,361	8,111	-21.7	-9.5
Average Faculty Salary (in 2000 dollars)					
Full Professor	\$64,255	\$65,873	\$70,150	+6.5	+9.2
Associate Professor	50,436	50,571	52,022	+2.9	+3.1
Assistant Professor	40,745	41,070	42,890	+4.4	+5.3
New Assistant Professor	38,449	39,354	40,983	+4.1	+6.6
Instructor/Lecturer	33,012	32,284	33,633	+4.2	+1.9
All Faculty Ranks	52,311	53,599	55,506	+3.6	+6.1
R&D Expenditures (in thousands of 2000 dollars)					
Federal Government	\$79,203	\$126,811	\$136,991	+ 8.0	+73.0
Other Source	94,846	145,606	164,899	+13.3	+74.0
Total	174,049	272,417	301,890	+10.8	+73.5

Sources:

- Degree data 1990,1997:** National Science Foundation, Division of Science Resources Statistics. 2001. *Science and Engineering Degrees: 1966-1968*. NSF 01-325, Arlington, VA: National Science Foundation.
- 2000 doctoral degree data:** National Science Foundation, Division of Science Resources Statistics. 2001. *Science and Engineering Doctorate Awards 2000*. NSF 02-305, Susan T. Hill (Arlington, VA) Table 1; 2000.
- BA and MA degree data:** Department of Education, National Center for Education Statistics. 2002. *Digest of Educational Statistics, 2001*, NCES 2002-130, Washington, DC: National Center for Education Statistics. Table 300. Retrieved June 14, 2002 (<http://nces.ed.gov/pubs2002/digest2001/tables/dt258.asp>).
- Salary data:** College and University Professional Association for Human Resources, *National Faculty Salary Survey*, Selected Years. Washington, DC: College and University Professional Association for Human Resources.
- Enrollment and R&D expenditure data:** National Science Foundation, *WebCASPASAR Database System* (<http://caspar.nsf.gov/cgi-bin/WebC.exe?template=nsf/srs/webcaspar/start.wi>).

Notes: Constant dollars based on the Consumer Price Index - All Urban Consumers, Bureau of Labor Statistics, US Department of Labor. Computations by the American Sociological Association; R&D expenditures are in thousands of constant 2000 dollars.

Post 9/11 Reactions

Public Support for International Education Remains Strong

Overall public, student, and faculty support for international education, study-abroad, and language training remains strong following the terrorist attacks on September 11, according to the results of a public opinion poll released in September by the American Council on Education (ACE).

The poll, *One Year Later: Attitudes about International Education Since September 11*, compares the results from random-sample telephone surveys of more than 1,000 respondents, age 18 or older, collected in March 2002 (margin of error = 3.1) and April 2000 (margin of error = 3.1). Also included in the report are preliminary data from a written survey of 1,000 undergraduates and a telephone survey of more than 1,200 college faculty members.

Seventy-seven percent of Americans surveyed in March 2002 supported international course requirements in college, a finding virtually unchanged from 2000. Nearly three out of four Americans agreed that higher education has a responsibility to educate the public on international issues, events, and cultures. Surprisingly, one in four Americans said in the March 2002 survey that their formal education did not give them the knowledge to fully understand current international events.

"The public's overall support for international education has not been diminished by the events of September 11," said Madeleine F. Green, vice president and director of the Center for Institutional and International Initiatives at ACE. "Our combined survey

results indicate that the decrease in public support that many feared would happen after September 11 generally has not occurred."

Older but More Cautious?

While support for study-abroad programs and the presence of international students and scholars on local campuses remains strong, there is some apprehension on the part of Americans age 45 and older.

In 2002, 79 percent of Americans agreed that students should have a study-abroad experience, compared with 75 percent in 2000. However, support for study-abroad experiences has become somewhat conditional, as slightly over 40 percent of Americans said they were less likely to encourage a

family member to study abroad, but among Americans older than 45, 58 percent were less likely or much less likely to encourage a family member to study abroad.

Eighty percent of Americans in 2002 agreed that the presence of international students on U.S. campuses enriches the learning experience for American students. However, support among some Americans, especially those over age 45, may be conditional. Since September 11, 42 percent of Americans, including a majority of those over age 45, said they would be less likely to support an increase in the number of international students and scholars at their local institution.

"[These] survey data have important implications for college and university leaders as they promote international learning," said Green. "First, the existence of widespread public support for international education should encourage campuses to forge ahead in bringing global perspectives to their students. The strong support for foreign language learning should be especially heartening, and the priority given to international learning . . . is good news."

Sociologists Involved in Local School (Systems)

by Kerry J. Strand, Hood College and
ASA Visiting Sociologist

Many sociologists not only are educators, but also parents, volunteers, and community activists. As sociologists, many of us also share a deep and critical understanding of social institutions, including education. Thus, it is no surprise that sociologists all over the country are making various important contributions to their local school systems as classroom volunteers, PTA officers, and school board members. Some are even taking their academic skills and expertise into newly forged careers as school administrators.

David Karen, a sociologist at Bryn Mawr College, is in the third year of his four-year term as a member of the school board of Upper Merion, Pennsylvania. With two children in elementary school, some PTA experience under his belt, and expertise in the sociology of education, Karen says he was ready to "help realize some of [his] personal goals for public education." Increasing community involvement and input was a central aim of his platform, and he says that he has realized at least a few successes. They include making the web page, emails of board members, and coverage of meetings more accessible to the community and getting school board members to attend meetings of the PTC-the Parent-Teacher Committees.

Applying Applied Political Sociology

Karen finds that being a sociologist is important to many aspects of his work as a school board member. Some understanding of applied political sociology helped get him elected, as he organized a campaign that included two distinctively successful strategies: targeting particular voters based on their participation in past elections, including the elderly and those without youngsters in the school, and "working" networks of parents reached through other parents in a snowball fashion. He also believes that his expertise in the sociology of education, his doctorate, and his work on the Curriculum Committee and the Library Committee at Bryn Mawr had appeal to some voters and thus improved his election chances.

Sociologists would seem to have a critical contribution to make to educational policymaking, as they can bring relevant research to bear on discussions and debates. While Karen has done this—citing research findings to argue for reducing class size in elementary grades, for example—he notes that getting decision-makers to consider research findings in their policy decisions at the local level is every bit as difficult as at the national level, as political agendas far outweigh research results as shapers of

public policy. While he is discouraged sometimes, he says that he has learned to be even more sensitive to the fact that, for most school board members, "local knowledge trumps research knowledge." Another important lesson he has learned is patience: that people take time to warm to new ideas, and that "right now" is not always—in fact, is not usually—the most opportune time to push for changes.

Karen's deep involvement in his local school system has had a positive impact on his students and his sociology classes at Bryn Mawr as well. He says that he brings to his teaching a far greater understanding than before of the politics of schools and school boards. This provides him a variety of in-class anecdotes and out-of-class community-based learning opportunities that his students find engaging and "real."

Lessons from Dyslexia

Teresa Ankney, a sociologist at Hood College in Frederick, MD, has pursued another kind of involvement in the local educational system. It started when she and her husband, Richard Gorby, brought legal action against the Frederick County school system to get the county to provide or pay for specialized reading instruction for her two severely dyslexic sons. The suit was ultimately unsuccessful and Ankney has since enrolled them in an expensive specialized private school two hours from her home. But the experience turned her into an organizer and activist on behalf of dyslexic children and their parents, and this year she has even taken leave from her Hood position to serve as interim principal of a small school for dyslexic children.

Ankney sees all kinds of connections between her sociological training—particularly her main area of expertise, social movements—and her work to make school systems responsive to the educational needs of children with dyslexia. Her research some years ago on the Weirton Steel Company showed that labor laws are of little value when a company relentlessly fights their enforcement—a pattern she says also characterizes many school systems' resistance to federal laws requiring that they meet the needs of the one-quarter of children who are dyslexic. Although there are "islands" of compliance with those laws, they are typically the result of pressure from organized parent groups or expensive legal challenges. Ankney reminds us that while affluent parents have always known where to go to get the education their dyslexic children need—and, of course, can pay for it—the majority of dyslexic children have no recourse. Hence, despite their typically average or higher intelligence, many remain illiterate into adulthood.

As a result of her commitment to getting

school systems to change the ways they teach reading, Ankney helped found the Parent Advocacy Group for Educational Rights (PAGER), a statewide grassroots organization whose purpose is to "address the many problems encountered in educating dyslexic children" (www.pagergroup.org). She was also named one of five Maryland "Women of Achievement" in 2002, was recently appointed to the Maryland Literacy Committee, and is working to establish an institute at Hood in honor of Margaret Rawson, an educator and dyslexia activist who taught at the college many years ago. And this year, Ankney has taken a leave from Hood College to become acting "Head of School" of Friendship School in Eldersburg, MD, a small private school for dyslexic children, where she will help the school address some organizational problems as well as work to establish cooperative relationships with the area public schools—all part of her ongoing commitment to see to it that *all* children have a chance to learn to read.

Superintendent of Schools

Another sociologist who has assumed a position of pre-K through 12th grade educational leadership is Patricia Weitzel-O'Neill, a sociologist and former vice president for academic affairs and dean of the College of Arts and Sciences at Trinity College in Washington, DC. This past March, Weitzel-O'Neill was appointed as the new superintendent of schools for the Archdiocese of Washington, a position that involves overseeing 83 preschool, elementary, and secondary Catholic schools in DC and five surrounding Maryland counties. As the mother of two grown children educated in parochial schools and herself the product of the Detroit Catholic school system, Weitzel-O'Neill has a longstanding commitment to faith-based education. She was a long-time active volunteer in her children's schools, serving as the president of her parish's Home-School Association and chairing the advisory board at her daughter's high school. She brings all that valuable experience, along with her 22 years of teaching and higher education administration, to her new administrative post.

In response to a question about her career shift, Weitzel-O'Neill maintained that the differences between college and primary/secondary school education are not all that significant, as they have essentially the "same mission of teaching and learning." This—and the keen sociological "eye" that each brings to her or his work—might best explain the real value that all these academic sociologists offer their local schools. □

Other key attitude changes since September 11

- Seventy-four percent of Americans supported a college foreign language requirement in 2002, compared with 71 percent in 2000.
- Support for foreign language requirements is particularly striking among minorities. In 2000, 52 percent of minorities reported that they strongly supported foreign language requirements in college compared with 36 percent of whites. In 2002, this support increased to 63 percent among minorities and 45 percent among whites.
- Eighty percent of Americans supported a high school foreign language requirement in 2002, compared with 77 percent in 2000.
- More than 40 percent of Americans said they were more likely to favor an increase in state funding for foreign language at their local college or university since September 11.
- In 2002, 54 percent of Americans agreed that knowledge about international issues would be important to their careers over the next 10 years, virtually unchanged from the 2000 survey. In addition, more than 90 percent agreed that knowledge about international issues would be important to the careers of younger generations.
- More than one-third of undergraduate students responded that they were more likely to take elective courses that focus on other countries, cultures, or global issues since September 11.
- Opinion on international collaboration was divided, with almost one-third of Americans saying they would be more likely to support an increase in international partnerships between local colleges and colleges in other countries, while one third said they would be less likely to support expansion of collaborations.
- Overall public interest in and attention to international news has changed little in the two years between surveys, with Americans generally more concerned about regional or national news. In 2000, 89 percent of respondents reported that they follow state and local news, 82 percent followed national news, and 64 percent followed international news.

2002 ASA/AAAS Mass Media Fellow Report

News from Newsweek

by Marcia Hill Gossard
Washington State University

This past summer, I had a unique opportunity to work in New York City at *Newsweek* magazine as ASA's Mass Media Fellow, sponsored by the 2002 AAAS (American Association for the Advancement of Science) Media Fellowship Program. Working at this large, national weekly publication allowed me to observe first hand what journalists do, and I was exposed to the process by which information becomes news. More important, I was able to participate in the "news process" myself by researching, reporting, and writing about technical subjects and scientific findings aimed at the magazine's general audience, a worldwide readership that is much larger in size than the mind-bogglingly large 4.4 million nominal subscribers.

Trained in environmental sociology with specific research interests in consumerism, technology, and energy, I had anticipated working in the Science and Technology section of the magazine. Yet, upon my arrival, I was assigned to the Society section in the "back of the book," which generally runs longer feature articles than the "front of the book," which consists mainly of shorter weekly or

breaking news items. Unlike society sections in many newspapers, *Newsweek's* society section covers many topics (such as health, religion, family, and lifestyle), allowing me to constructively tap my social science background and statistical training. Luckily, because of the fortuitous location of the Science and Technology section on the same floor, I was able to work with writers from both sections.

This gave me the unexpected opportunity to research and report on a wider variety of topics throughout my fellowship including stories about dreams, computer weblogs, the psychological effects of the September 11 terrorist attacks, and concerns about hormone replacement therapy.



Marcia Hill Gossard

My training as a social scientist was invaluable ... because I was not only able to provide comments to the writers about statistical or methodological concerns, but it also helped me formulate interview questions that penetrated quickly to key aspects of the research.

Getting a Byline

It was during the second week of the fellowship that my editor asked me to report on a story about dreams that would run as a sidebar (a small story within a bigger story) to a cover story on sleep. After I finished reporting, I was eager to try my hand at writing, but since I was working at a national magazine in which page space is highly constrained, I had not expected to have that opportunity. With the guidance of a generous senior editor, I wrote the article and by my fourth week I had a byline. Yet, it was not until the next week—after the announcement of the National Institutes of Health Women's Health Initiative hormone trials—that I began to get a sense of the medium's limitations.

Not only is space tight, so is time. We had only five days to research, report, and write the story, and I quickly learned about the pressures of researching and reporting (accurately and fairly) under an unforgiving deadline.

Both of these stories (as well as others I worked on) required that I read research articles and interview researchers from many different disciplines. My training as a social scientist was invaluable to my work there because I was not only able to provide comments to the writers about statistical or methodological concerns, but it also helped me formulate interview questions that penetrated quickly to key aspects of the research.

Time for Additional Insights

After the NIH story, the pace slowed down for a couple of weeks and I had the chance to talk with writers and editors about their careers, how they develop story ideas, and ways in which to improve communication between scientists and the media. There are many practical ways for scientists to reach a general audience—for example, in an academic setting, working directly with the university's Public Information Officer (PIO) to publicize research. Scientists can also have a greater impact on news stories by being involved in the writing of press releases, giving clear and concise language for quotes, being sensitive to deadlines, and understanding media time and space constraints.

One of the most important benefits from these exchanges between sociologists and journalists is the dissemination of social research to the public in a way that does justice to the research, within the length and time constraints found in both print and broadcast journalism.

Through my experience at *Newsweek*, I learned a great deal more about the importance of communicating science to the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—or translators—between scientists and the public. I am now more convinced that those in scientific fields need to make a steadfast effort to interact with the media—either through PIOs, editorials, or even letters to the editor in an effort to improve coverage of science and technol-

ogy in the media.

One of the most important things science writers can do is to bring science into people's lives and explain how it is relevant, important, or simply interesting. As scientists, we are the ones who can explain to journalists how and why our research is important and relevant to readers.

To paraphrase the sociologist William Foote Whyte, I believe that as a sociologist my work should be useful to society and so I feel very fortunate to have been able to participate in the ASA-AAAS Mass Media Science Fellow Program. It is one of the few programs that provide the potential for developing the invaluable dialogue between scientists, the media, and ultimately the public.

Gossard is a PhD candidate and is currently working on her dissertation about the energy situation in California. She can be reached at mgossard@wsu.edu. For information on applying for the 2003 Mass Media Fellowship (deadline is Jan. 15, 2003), visit www.asanet.org/members/massmed.html. □

Deadline January 15, 2003

ASA/AAAS Media Fellowship

The American Sociological Association is pleased to announce a fellowship opportunity for sociologists to enhance their skills in, and commitment to, the presentation of social science in the media. The ASA fellowship is a collaboration with the American Association for the Advancement of Science (AAAS), which for 21 years, has sponsored a summer fellowship called the *Mass Media Science and Engineering Fellows Program*.

The 1997 Fellow was Anne Boyle, Yale University, who worked at the *Albuquerque Tribune*; 1998 Fellow, Sara Eichberg, University of Pennsylvania, worked at the *Detroit Free Press*; 1999 Fellow, Daniel Harrison, Florida State University, worked at the *Richmond Times Dispatch*; 2000 Fellow, Rachel Rinaldo's placement was with the *Raleigh News Observer*; and the 2001 Fellow, Quynh-Giang H. Tran, Pennsylvania State University, worked at the *Chicago Tribune*. The latest fellow is Marcia Gossard who worked at *Newsweek*.

This initiative is an excellent opportunity for the Association to better prepare sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will join colleagues from other fields of science in the AAAS-led orientation session at the beginning of the summer in Washington, DC. Thereafter, all Fellows are placed in an internship site for ten weeks, followed by a regrouping for a final session back in Washington at the end of the summer. AAAS sets the summer placement dates. The Fellow must be willing to relocate for the summer to the placement site. While the applicant does have input over preferred sites and opportunities, AAAS makes the final decision for the mentorship and experience they provide; Fellows cannot find or choose their own placement.

While a significant number of program alumni have been encouraged by their fellowship experience to pursue careers related to science journalism, the goal of the ASA-AAAS initiative is to encourage better public communications among those continuing active careers as sociologists.

"Because one of ASA's core goals is increasing awareness of the uses and contributions of sociology, supporting an ASA Fellow represents a terrific opportunity," says Sally T. Hillsman, ASA Executive Officer. The Spivack Program Advisory Committee is very enthusiastic about funding the Fellow. After the summer placement, the ASA Fellow will be encouraged to continue to communicate to public audiences and will have opportunities to work with the ASA Executive Office on writing for *Footnotes*, for the media, and to participate in the Annual Meeting.

Application Deadline:	January 15, 2003
Stipend:	Weekly stipend totaling \$4,500 for the summer (from which housing is paid) plus travel expenses
Eligibility:	Advanced graduate student (ABD) or PhD or equivalent in sociology

For more information and an application form, visit the ASA homepage at www.asanet.org/members/massmed.html or contact Johanna Ebner, Public Information Assistant, (202) 383-9005 ext. 332 or pubinfo@asanet.org.

2003 Regional Meetings

Eastern Sociological Society: February 27-March 2, 2003, Philadelphia, PA. Contact: James H. Mahon, Executive Officer, William Paterson University, 300 Pompton Road, Wayne, NJ 07470; (973) 720-3689; fax (973) 720-3522 fax' e-mail ess@wpunj.edu; www.essnet.org/.

MidSouth Sociological Association: November 5-9, 2003, Baton Rouge, LA; www3.uakron.edu/hefe/mssapage.html.

Midwest Sociological Society: April 16-19, 2003, Chicago, IL. Contact: Department of Sociology, Drake University, 2507 University, Des Moines, IA 50311-4505; (515) 271-4108; fax (515) 271-2055 fax e-mail mss@drake.edu; www.themss.org.

North Central Sociological Association: March 27-29, 2003, Cincinnati, OH. Contact: Dean A. Purdy, Executive Officer, Department of Sociology, Bowling Green State University, Bowling Green, OH 43403; (419) 372-2217; e-mail dpurdy@bgnet.bgsu.edu; www.higher-ed.org/ncsa/

Pacific Sociological Association: April 3-6, 2003, Pasadena, CA. Contact: Dean S. Dorn, Secretary/Treasurer, Department of Sociology, California State University Sacramento, 6000 J Street, Sacramento, CA 95819-6005; (916) 278-5254; fax (916) 278-6281; e-mail psa@csus.edu; www.csus.edu/psa/index.html.

Southern Sociological Society: March 26-30, 2003, New Orleans, LA. Contact: Idee Winfield, e-mail winfieldi@cofc.edu; www.msstate.edu/org/sss/.

Southwestern Sociological Association: April 16-19, 2003, San Antonio, TX. Contact: Tracy Dietz, P.O. Box 25000, Department of Sociology and Anthropology, University of Central Florida, Orlando, FL 32816; e-mail tdietz@mail.ucf.edu; www.cas.ucf.edu/soc_anthro/SSA/. □

Pax Soziologie

The past years have been a challenge for those with societal or systemic orientations regarding individual and group behavior. Neighborhood book stores stock shelves of self-help books trumpeting supremacy of the self. The compelling personal anecdote frequently trumps measured reasoning. Aberrant behavior gets explained away either as sheer self-determination or ravaging pathology of the id. Racism is viewed by some as more an intellectual construct than cultural or social phenomenon. In short, free will—or a variant thereof—reigns supreme as popular thought's unit of analysis.

Then came 9/11/01. Although perhaps an overstated dichotomy, the horrific actions of late have reenergized a societal view of behavior and group life. Pundits now focus much more energetically on opportunity by class, the structure of a global economy, religious affiliation, deviance via strain, and the civil society. Robert Putnam's thesis in *Bowling Alone* regarding the fraying of civic engagement and social capital may be turning on its ear.

Provided that Americans' increased connectedness to one another through family, neighbor, and community is sustained over the coming years—and there are a number of reasons to believe that it will be—sociology will strengthen its position in the academic and public policy communities as the intellectual clearinghouse (i.e., the most relevant and resonant way) to predict and explain the core ills of the global community. Here is one promising sign: the National Science Foundation recently awarded grants to conduct post-disaster site assessments and to study human and social behavior responses to the terrorist attacks of 9/11. Of the 13 grants, five awards went to sociologists.

It would appear that sociology has an opportunity to leverage and extend its position in the Academy and in public policy by clearly framing the correlates of differential opportunity, ultranationalist fallout, economic strain, and the like in a way that will resonate with the widest possible audience.

At the end of the day, it's all about establishing the clear link between the R² and the town square.

Steve Rice, University of Florida; rice@ufl.edu

On Ibrahim

Saad Eddin Ibrahim, a human rights activist and distinguished sociologist and founder/director of the Ibn Khaldun Center for Development Studies at the American University of Cairo, was sentenced (along with several co-workers) by an Egyptian court to seven years in prison this summer. He had served 300 days in prison on the same charges brought the year before, which were invalidated last February by Egypt's highest appeals court, an independent judicial body, which ordered a retrial. However, both trials were conducted in the Supreme State Security Courts, under the control of the executive branch.

A chorus of concern was expressed following the sentencing. In addition to the American Sociological Association (see www.asanet.org/public/humanrights.html), among the more prominent sources of this concern were the *New York Times*, the *Cairo Times*, *The Economist*, the *Washington Post*, and Amnesty International.

In the words of a July *Washington Post* editorial, "Mr. Ibrahim ... has for years courageously and peacefully promoted the very values [President] Bush has said must be strengthened in the Arab world: free elections, civic participation and nondiscrimination against women and religious minorities."

The severe sentence was particularly harsh in light of the fact that Professor



Ibrahim suffers from a serious neurological disorder and has recently had a series of strokes. Those familiar with his situation fear for his life.

Both Amnesty International and Ibrahim's wife, Barbara, who, like her husband, is a U.S.-trained sociologist, are convinced that his case is not hopeless and stress the importance of persistent efforts by fellow sociologists around the world to convince the Mubarak government to change its mind.

Professor Ibrahim not only is an outstanding sociologist with an expertise in the Middle East but a courageous voice of reason and a spokesman for democracy and religious minorities in the Arab world. All who value intellectual freedom—but sociologists in particular—should take the time to contact the Egyptian government on his behalf. Equally important, they should contact key members of the U.S. Congress and their own representatives.

For a list of Egyptian officials and U.S. representatives on committees with special relevance to the case, see www.democracy-egypt.org/URGENT%20APPEAL2.htm. The following website also provides information about the case: www.democracy-egypt.org/FactSheet2.htm.

In addition, an Ibn Khaldun Solidarity Fund has been established to support the defendants. Those interested should send a check (made out to Alternatives/Ibn Khaldun Solidarity Fund) to Alternatives, 3720 Parc Ave., #300, Montreal (Quebec) H2X 2J1. Contributions are eligible for tax deductions and corporate matching. (Consult your tax advisor regarding the former.)

Chandler Davidson, Rice University

Sociologists, Political Scientists' Manifesto for International Nonviolence

Sociologists and Political Scientists Without Borders (Socpolsf; Sociólogos y Politólogos sin fronteras), a democratization advocacy organization, has published its *Manifesto of 22/09/02*, which states:

Sociologists and Political Scientists without borders deplore the belligerence and arrogance of the political leaders of a country that was the first constitutional democracy, whose Constitution they are subverting.

Socpolsf join the NGOs and INGOs, pacifist movements, and popular initiatives who are today asking for a just, non-violent international order maintained through democratic authorities.

Socpolsf make a call to Social Scientists to assume our responsibility in nourishing the conscience of citizens in that respect.

This statement requires no elaboration, as it simply affirms efforts to achieve cooperation to promote nonviolence and a peaceful international order, and it protests that the United States is hindering these efforts.

This is an important document for sociologists in three other respects. First, the 22/09/02 *Manifesto* was issued in Spain jointly with similar declarations made by other Spanish NGOs, illustrating how sociologists can play a distinct role in civil society. Second, it shares with Doctors Without Borders and Journalists Without Borders the conviction that the needs of peoples are not defined by their memberships in particular groups or nations. Third, in this particular context, it shows that it is possible to advocate peace and speak out against powerful nations from a position that is grounded in the tradition of sociology. In order to clarify this third point, we summarize below the principles that were

adopted at Socpolsf's founding in Madrid on June 29, 2001, and then draw on discussions at the 2002 International Sociology Association's Brisbane conference.

The founding document of 29/6/01 invited sociologists and political scientists "to employ their professional capabilities in the service of countries and groups that lack resources to measure and evaluate their circumstances." Socpolsf objectives are: "helping to clarify situations of dependence and/or oppression," and making a "contribution to the globalization of human rights ... to identify targets of study and action and to invest some time and energy to organize projects where it can apply professional skills."

Socpolsf, in other words, shares with other organizations a commitment to document and speak out against causes of oppression, but it does so by drawing from sociology's own traditions. We observe the following:

- First, the origins of sociology can be traced to critical curiosity, and throughout its history people from many backgrounds, and with different interests and levels of education, have contributed to sociological knowledge and understanding.
- Second, an objective of sociologists has always been to question the status quo and to challenge the interpretations of powerful elites.
- Third, sociologists have never been particularistic. That is, there is no Spanish, French, or Anglo-Saxon sociology, and sociologists everywhere share the same conceptions about the sui generis nature of power and oppression.

As corollaries to the above and in the context of globalization processes, Socpolsf adopts the following principles:

- First, the critical tradition of sociology now needs to focus on the growing inequalities in resources, rights, and well-being between developed, western peoples and formerly colonized, Third World peoples.
- Second, sociologists do not have visions, doctrines, or reform plans for others. This is particularly important as sociologists relate to peoples in the Third World, whose autonomy and freedom have been denied by colonists, missionaries, undemocratic political leaders, reformers, and capitalists.
- Third, sociologists have the responsibility of taking initiatives in working with and serving peoples in the Third World, as they too wish to exercise their rights as citizens rather than subjects, to turn dictatorships into democracies, and to have the same protections from multinationals that people from rich nations have.

The Manifesto of 22/09/02, though penned within a distinctly European tradition of dissent, may be generally useful. In our view, advocating peace and denouncing aggression is not political or partisan, but rather, sociological. That is, recognizing that the highest priority for global order is to reduce global inequalities, the position of Socpolsf is that war and its ensuing instabilities would impede working toward that goal.

For more information about Socpolsf, see: www.socpolsf.com/english/english.htm. Contact: Alberto Moncada at amoncada@terra.com.

Judith R. Blau and Alberto Moncada (Blau is U.S. Representative to Polsof and Alberto Moncada is President of Polsof)

Sociological Knowledge and Terrorism

Three years ago (April 1999, *Footnotes*, Public Forum, "Have Our Efforts Succeeded?") I traced changes in sociology's ability to understand and address social problems between the 1970s—when Donald Gelfand and I founded ASA's Sociological Practice Section—and the end of the century. I concluded: "... all of our well-intentioned efforts have yielded very little ... at least relative to the scope of problems which now confront modern society. For example, what have we learned about the forces which presently are pushing accelerating possibilities of nuclear, chemical, or biological terrorism?"

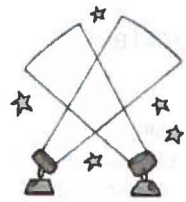
Focusing specifically on terrorism, the January, February, and March 2002 *Footnotes* appear to indicate progress. In January we read about the SSRC's new September 11 website (with some 50 articles and as many as 2000 hits per day). The February issue mentioned "aggressive steps" by the federal government (e.g., establishment of a "Committee on Science and Technology for Countering Terrorism," which included Neil Smelser). We learned in March of the Peace Studies Association, an organization that has helped increase the number of peace studies programs within higher education from a handful two decades ago to more than 200.

While welcome, these efforts constitute no more than the proverbial drop in the bucket. Fighting terrorism effectively is a technology that must build on a solid platform of integrated knowledge. Yet our 40-plus Sections of ASA, which rarely communicate with one another—paralleling the social sciences generally—suggest that technologies for combating terrorism will be built on sand. Jonathan Turner in the January issue of the Theory Section's newsletter *Perspectives* cited "hyperdifferentiation of the field" as a fundamental problem in our quest for a scientific sociology.

My three-year quest for an alternative also perhaps amounts to little more than a drop in the bucket. But in *Beyond Sociology's Tower of Babel: Reconstructing the Scientific Method* (Aldine, 2001), I attempt to move beyond programmatic debate about the scientific method to build bridges connecting our specialized areas. Similarly, *Toward a Sociological Imagination: Bridging Specialized Fields* (a volume edited by Harold Kincaid, Thomas Scheff, and myself and published by University Press of America, 2002), derives from the same multi-specialty approach, with contributions from Howard Becker, David Britt, Chanoch Jacobsen, James Kimberly, Richard Lachmann, David Maines, Suzanne Retzinger, and the editors. Finally, upcoming conferences sponsored by the informal "Sociological Imagination Group" for the evenings of the next three ASA meetings promise similar fare under an umbrella theme: "Toward a Sociological Imagination: The Web Approach to Theory" (Atlanta), "The Web Approach to Terrorism" (San Francisco), and "The Web Approach to Education" (Philadelphia). For example, the Atlanta conference aims to include work by Hans Bakker, Joseph Berger, Kevin Gotham, Paul Johnson, Jim Kimberly, Harold Kincaid, David Knottnerus, Louis Kontos, Lauren Langman, Thomas Scheff, Sandro Segre, Robert Stebbins, Jonathan Turner, and myself.

Sociologists are in a better position than any other group to make headway on such complex problems as terrorism. We must learn to integrate whatever knowledge we have and then build on that knowledge to help address the escalating problems of our times. These are our urgent responsibilities at this time in history. Otherwise, we are burying our heads in the sand and waiting for the bombs to fall.

Bernie Phillips; bernieflps@aol.com □



Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Pacific Lutheran Sociology Department "Goes to the Mat" to Achieve Goals

by Jean Beaman, Academic and Professional Affairs Program Assistant

Even when sociology departments develop goals for their academic program, they sometimes fade into the background when important decisions are being made. Add the realities of faculty transitions, and departmental standards may lack continuity and consistency for the sociology major.

The sociologists at Pacific Lutheran University have kept the department's goals front and center. They created a chart of the learning goals for each academic year. Department Chair Anna Leon-Guerrero laminated the charts, believing that they would be harder to misplace or file away than an ordinary sheet of paper. Because of its shape and laminated surface, the department affectionately refers to the chart as a "placemat." The "placemat" is prominently displayed in each faculty members' office and is brought to all department discussions on curriculum or

assessment, ensuring that all are reminded of their collective responsibility for meeting these agreed-upon learning goals.

In response to a university-wide assessment, the sociology department developed its own cumulative competencies in 1998. The starting point for their assessment was the senior capstone course, in which students conduct research and write a thesis. In the capstone course, students are expected to utilize, integrate, and apply all the skills they have learned in the previous three years. This course allows the department to assess whether students have mastered particular competencies in the major and whether the department has been successful in imparting them. Because Pacific Lutheran's sociology department is small and offers a limited number of courses, the team-taught capstone course is required of all majors and functions as the culmination of the major.

After recognizing that students

consistently lacked certain skills coming into this course, the department decided to "work backwards" in determining competencies for each academic year. They relied heavily on materials from the American Sociological Association (ASA) including the *Teaching Sociology* article, "Building the Sociological Imagination through a Cumulative Curriculum: Professional Socialization in Sociology," and the syllabi set, *Teaching Sociology at Small Institutions*.

"As we reviewed ASA materials from other departments and programs," explained Leon-Guerrero, "it was reassuring to discover that we were consistent with other schools. We recognized that our goals for our majors were appropriate and not far fetched." The department decided on its own to start with the capstone course in deciding what a senior sociology course should look like. "We began noticing that some seniors were unable to articulate a research question or struggled with writing a literature review. As a department, we started to identify where in our curriculum we expected students to learn or develop these basic sociological skills. This process has been beneficial for our students, but also for our teaching," said Leon-Guerrero.

By 1999, the competencies were completed. In the 2000-2001 school year, the department held a curriculum retreat, discussing all major courses and syllabi to see how each course met respective goals for each level as outlined in the "placemat." Selected standards include: in year one, students enrolled in Sociology 101 must see sociology in practice through critically analyzing journal

articles or miniature independent research projects; in year two, students take social problems or a social stratification course, both of which require a literature review; in year three, students take research methods and statistics courses as well as upper division subject courses related to their own areas of interest; and, finally, in year four, students are enrolled in the senior sequence (theory and capstone) and should be able to complete an independent research project.

"This process has allowed us [department faculty] to see how student learning is related to each course and how each of us contribute to the students' learning experience," said Leon-Guerrero. The "placemat" allows for consistency throughout the department, between different classes and faculty. The "placemat" has been so well received that the department has also developed a "placemat" to help ensure departmental grading consistency and increase students' understanding of faculty grading and evaluation procedures.

Pacific Lutheran University is a small, private liberal arts school in Tacoma, Washington, with 3,400 students. The joint sociology and social work department has five sociology professors and two social work faculty.

For more information on the "placemat," department goals, and the sociology program at Pacific Lutheran University, contact: Anna Leon-Guerrero, PhD, Department of Sociology and Social Work, Pacific Lutheran University, Tacoma, WA 98447; (253) 535-7559; e-mail guerreay@plu.edu. □

Deadline for Applications: February 1, 2003

Community Action Research Initiative

The Sydney S. Spivack Program in Applied Social Research and Social Policy seeks applications for the 2003 Community Action Research Initiative

PROGRAM DESCRIPTION: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Appointments will run for the duration of the project, whether the activity is to be undertaken during the year, in the summer, or for other time-spans.

ELIGIBILITY: Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but the funding cannot be used to support doctoral dissertation research.

PROJECT IDEAS: Sociologists are expected to work in relevant community organizations. The proposed work can include activities such as needs assessments, empirical research relevant to community activities or action planning, the design and/or implementation of evaluation studies, or analytic review of the social science literature related to a policy issue or problem. Innovative placements and plans are encouraged. They may also be called upon by ASA to participate in press briefings, testimony, or other presentations related to the subject area of the fellowship. Standard research projects, however interesting, are not appropriate for this funding. The goal of this program is to link sociologists with community action groups and to use sociological research to advance the goals of those groups.

AWARDS: Grants are likely to range from \$1,000 - \$2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend (including course release). Approximately four awards will be made each year.

APPLICATION PROCESS: Applications will be accepted until February 1, 2003. Write to ASA for an application form or download one on the ASA webpage (www.asanet.org). Applications should include:

- Completed application form, including a detailed budget. The application is intended to set forth the goals of the project, how it will be carried out, and how these goals fit into the objectives of the community organization. Any products that will result from this activity should also be described, as well as how they will be disseminated. The dissemination phase need not occur during the time of the fellowship.
- A time schedule showing how a specific organization will use your research to carry out its goals.
- Resume of applicant(s).
- A letter from an organizational sponsor, including a description of the organization's goals, funding, and endorsement of the applicant's project.

Please send application to: Spivack Community Action Research Initiative, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005. Direct questions or comments to Carla Howery, 202-383-9005 x323, howery@asanet.org.

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| <i>Included in Sociology: Learning Climates that Cultivate Racial and Ethnic Diversity</i> | \$21.00/\$26.00 |
| Edited by Catherine White Berheide, Jeffrey Chin, and Dennis Rome; published by the American Association of Higher Education in cooperation with ASA. 188 pp., 2002. Stock #100.I02. | |
| <i>Teaching about Genocide: A Guidebook for College and University Teachers (3rd edition)</i> | \$15.00/\$19.00 |
| Edited by Joyce Apsel and Helen Fein. 214 pp., 2002. Stock #366.T02. | |
| <i>Teaching Sociology from a Marxist Perspective (2nd edition)</i> | \$18.00/\$22.00 |
| Edited by Martha E. Gimenez and Brian V. Klocke, in cooperation with the Marxist Sociology Section. 252 pp., 2002. Stock #330.T02. | |
| <i>Organizational Sociology: A Handbook of Syllabi and Other Teaching Resources (2nd edition)</i> | \$17.00/\$21.00 |
| Edited by Donna C. Bird. 223 pp., 2002. Stock #333.T02. | |
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The 2001 ASA Audit

Investment Income Down, but Bottom Line Healthy

Reproduced below is the 2001 audit of the Association, summarizing assets, liabilities, fund balance, revenues, and expenditures.

The 2001 bottom line reflects the spending of restricted funds whose income was recorded in prior years. The market also had an impact on the Association's change in net assets. Operationally, the Association was slightly better than budget for the year. The Committee on Executive Office and Budget and the ASA Council have reviewed the full audit. Members interested in the full audit report may request a copy from the Executive Office.—*Sally T. Hillsman, Executive Officer*



Independent Auditor's Report

To the Council
The American Sociological Association
Washington, D.C.

We have audited the accompanying statement of financial position of The American Sociological Association (the Association) as of December 31, 2001, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Association's 2000 financial statements. The financial statements of the Association for the year ended December 31, 2000 were audited by us and our report dated April 13, 2001, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining,

on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The American Sociological Association as of December 31, 2001, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As described in Note 1, the Association changed its method of defining cash and cash equivalents.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 22, 2002 on our consideration of the Association's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

McGladrey & Pullen, LLP
Bethesda, Maryland
March 22, 2002

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities: The American Sociological Association (the Association) is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to stimulate and improve research, instruction, and discussion, and to encourage cooperative relations among persons engaged in the scientific study of society.

A summary of the Association's significant accounting policies are as follows:

Basis of presentation: The financial statement presentation follows the recommendation of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial*

Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Association is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Cash and cash equivalents: For purposes of reporting cash flows, the Association considers all money market accounts and certificates of deposit with an original maturity of three months or less to be cash equivalents. During the year ended December 31, 2001, the Association changed its policy on cash and cash equivalents held

by investment managers. Cash and cash equivalents held by investment managers are now considered investments.

Financial risk: The Association maintains its cash in bank deposit accounts, which at times may exceed Federally insured limits. The Association has not experienced any losses in such accounts. The Association believes it is not exposed to any significant financial risk on cash.

The Association invests in equities, cash and cash equivalents, and certificates of deposit, fixed income and U.S. Government

See Audit, page 17

STATEMENT OF ACTIVITIES
Year Ended December 31, 2001
(With Comparative Totals for 2000)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2001 Total	2000 Total
Revenues:					
Publications	\$ 1,771,214	\$ -	\$ -	\$ 1,771,214	\$ 1,843,251
Membership and section dues	1,463,805	-	-	1,463,805	1,462,995
Program	121,040	711,536	-	832,576	788,574
Annual meeting	502,049	-	-	502,049	582,262
Investment (loss) income (Note 3)	(6,724)	(255,694)	-	(262,418)	149,036
Mailing list rental	111,038	-	-	111,038	92,960
Membership-subscription related	51,128	-	-	51,128	54,893
Administrative fees	61,248	-	-	61,248	53,858
Royalties	8,132	-	-	8,132	8,274
Other	46,610	-	-	46,610	98,617
Net assets released from restrictions (Note 8)	923,535	(923,535)	-	-	-
Total revenues	5,053,075	(467,693)	-	4,585,382	5,134,720
Expenses:					
Program	1,655,025	-	-	1,655,025	1,363,460
Publications	704,680	-	-	704,680	662,893
Meeting services	596,501	-	-	596,501	643,504
Membership and sections	400,000	-	-	400,000	478,777
Editorial offices	405,585	-	-	405,585	441,982
Management and governance	1,370,665	-	-	1,370,665	1,300,815
Total expenses	5,132,456	-	-	5,132,456	4,891,431
Change in net assets	(79,381)	(467,693)	-	(547,074)	243,289
Net assets at the beginning of the year	4,973,412	3,934,352	5,000	8,912,764	8,669,475
Net assets at the end of the year	\$ 4,894,031	\$ 3,466,659	\$ 5,000	\$ 8,365,690	\$ 8,912,764

STATEMENT OF CASH FLOWS
Years Ended December 31, 2001
(With Comparative Totals for 2000)

	2001	2000*
Cash Flows from Operating Activities		
Change in net assets	\$ (547,074)	\$ 243,289
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Increase in provision for doubtful accounts	321	4,492
Depreciation	141,917	105,644
Realized and unrealized losses on investments	673,854	228,966
Changes in assets and liabilities		
(Increase) decrease in:		
Receivables	(35,904)	(30,944)
Prepaid expenses and other assets	(19,875)	(8,389)
Increase (decrease) in:		
Accounts payable	22,217	(15,863)
Accrued expenses	5,528	(48,746)
Deferred revenue	11,090	(116,087)
Net cash provided by operating activities	252,074	362,362
Cash Flows from Investing Activities		
Proceeds from sale of investments	1,844,527	1,786,949
Purchase of investments	(1,712,480)	(2,130,459)
Purchase of property and equipment	(259,752)	(58,031)
Net cash (used in) investing activities	(127,705)	(401,541)
Net increase (decrease) in cash and cash equivalents	124,369	(39,179)
Cash and Cash Equivalents:		
Beginning, as previously reported	1,239,874	4,241,681
Cash and cash equivalents reclassified to investments	-	(2,962,628)*
Beginning, as reclassified	1,239,874	1,279,053
Ending	\$ 1,364,243	\$ 1,239,874

STATEMENT OF FINANCIAL POSITION
December 31, 2001
(With Comparative Totals for 2000)

ASSETS	2001	2000*
Assets		
Cash and cash equivalents	\$ 1,364,243	\$ 1,239,874
Receivables, net (Note 2)	344,089	308,506
Prepaid expenses and other assets	205,774	185,899
Investments (Note 3)	7,980,064	8,785,965
Property and equipment, net (Note 4)	394,994	277,159
	\$ 10,289,164	\$ 10,797,403
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 199,139	\$ 176,922
Accrued expenses	53,182	47,654
Deferred revenue	1,671,153	1,660,063
	1,923,474	1,884,639
Commitments and Contingency (Notes 6, 7, and 9)		
Net Assets		
Unrestricted		
Operating	4,473,357	4,506,830
Council designated	420,674	466,582
	4,894,031	4,973,412
Temporarily restricted (Note 8)		
	3,466,659	3,934,352
Permanently restricted		
	5,000	5,000
	8,365,690	8,912,764
	\$ 10,289,164	\$ 10,797,403

* Reclassified to conform to current year's presentation. (See Note 1)

* Reclassified to conform to current year's presentation. (See Note 1)

Audit, from page 16

obligations. Such investments are exposed to various risks such as market and credit. Due to the level of risk associated with such investments and the level of uncertainty related to changes in the value of such investments, it is at least reasonably possible that changes in risks in the near term would materially affect investment balances and the amounts reported in the financial statements.

Provision for doubtful accounts: The provision for doubtful accounts is based on management's evaluation of the collectibility of existing receivables.

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are reflected at fair market value. To adjust the carrying value of these investments, realized and unrealized gains and losses are recorded as a component of investment income on the Statement of Activities.

Property and equipment: Depreciation is provided on the straight-line basis over the estimated useful lives of the assets which range from 3 to 10 years. Leasehold improvements are being amortized over the shorter of the life of the asset or the lease term.

Revenue: Membership dues are recognized as revenue ratably over the membership year. Dues received in advance are reported as deferred revenue and are recognized during the period of membership.

All donor-restricted revenue is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Temporarily restricted net assets are reported as unrestricted net assets if the restrictions are met in the same period received.

Conference fees are recognized at the time of the conference. Amounts received in advance are recorded as deferred revenue.

Permanently restricted net assets: Permanently restricted net assets of \$5,000 are restricted to the Roberta Simmons fund, which is a special award fund for dissertation work.

Expense allocation: The costs of providing various programs and other activities have

been summarized on a functional basis in the Statement of Activities. Management and governance expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Association.

Income taxes: The Association is generally exempt from Federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code. In addition, the Association qualifies for charitable contribution deductions under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). Income, which is not related to exempt purposes, less applicable deductions, is subject to Federal and state corporate income taxes.

Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period.

Prior-period information: The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Association's financial statements for the year ended December 31, 2000, from which the summarized information was derived.

Reclassifications: Due to the Association's change in accounting policy for cash and cash equivalents held by investment managers, the Association has reclassified \$2,117,476 from cash and cash equivalents to investments at December 31, 2000. At December 31, 1999, \$2,962,628 has been reclassified from cash and cash equivalents to investments.

Note 2. Receivables

Receivables at December 31, 2001, consist of the following:

Accounts receivable	\$201,216
Grants receivable	109,527
Accrued interest	48,529
	359,272
Less allowance for doubtful accounts	15,183
	\$344,089

Note 3. Investments

Investments at December 31, 2001, consist of the following:

Equities	\$2,760,875
Fixed income	2,065,199
Cash and cash equivalents	1,401,083
Certificates of deposit	1,075,756
U.S. Government obligations	677,151
	\$7,980,064

Investment income for the year ended December 31, 2001, consists of the following:

Dividends and interest	\$411,436
Unrealized (losses) on investments	(448,326)
Realized gains (losses) on investments	(225,528)
	\$(262,418)

Note 4: Property and Equipment

Property and equipment and accumulated depreciation at December 31, 2001, and depreciation expense for the year ended December 31, 2001, are as follows:

Asset Category	Estimated Lives	Cost	Accumulated Depreciation	Depreciation Expense
Leasehold improvements	10 years	\$143,802	\$40,290	\$14,789
Office furniture and equipment	5 years	308,151	226,735	31,018
Computer equipment	3-5 years	824,654	614,588	96,110
		\$1,276,607	\$881,613	\$141,917

Note 5. Retirement Plan

The Association has a voluntary retirement plan for its eligible employees. Under the program, the Association contributes 5% of the employees' salary to the Teachers Insurance and Annuity Association. In addition, if an employee contributes a percentage of his/her salary to the retirement plan, the Association will make matching contributions of up to an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to \$81,191 for the year ended December 31, 2001.

Note 6. Commitments

The Association has entered into several agreements with various hotels for meetings. In the event of cancellation, the Association is required to pay various cancellation fees as stipulated in the contracts, the amounts of which are dependent on the date of cancellation.

Note 7. Lease Commitment

The Association entered into a lease for office space on October 21, 1998 with a commencement date of January 1, 1999 at an annual rental of \$162,000. The lease expires in December 2008 with an option to renew for an additional five-year term.

Note 8. Temporarily Restricted Net Assets

(See table and text at bottom left for details.)

Note 9. Contingency

The Association participates in a number of Federally-assisted grant programs, that are subject to financial and compliance audits by the Federal agencies or their representatives. As such, there exists a contingent liability for potential questioned costs that may result from such an audit. Management does not anticipate any significant adjustments as a result of such an audit.

Independent Auditors' Report on the Supplementary Financial Information

To the Council
The American Sociological Association
Washington, D.C.

Our audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information which follows is presented for purposes of additional analysis and is not a required part of the basic financial statements. The supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

McGladrey & Pullen, LLP
Bethesda, Maryland
March 22, 2002

(See table below)

NOTES TO FINANCIAL STATEMENTS

Note 8. Temporarily Restricted Net Assets

Temporarily restricted net assets at December 31, 2001 and 2000 are available for the following programs. Net assets were released from restriction during the years ended December 31, 2001 and 2000, by incurring expenses satisfying the restricted purpose. Net assets were released and are available for the following programs:

	2001			
	January 1, 2001	Additions (Losses)	Released from Restriction	December 31, 2001
Spivack Fund	\$ 1,690,209	\$ (51,083)	\$ 78,429	\$ 1,560,697
Rose Fund	1,057,720	(34,325)	72,296	951,099
American Sociological Fund	676,731	(64,394)	5,119	607,218
Ford Foundation/MOST	244,282	(84,841)	35,869	123,572
ASF Congressional Fellowship Award	109,718	(16,864)	6,399	86,455
M.P. Levine Memorial Fund	63,535	2,786	150	66,171
Kellogg Foundation/Race	33,894	-	14,214	19,680
Spencer Foundation	25,000	-	24,908	92
Albert J. Reiss, Jr. Award	11,189	511	1,150	10,550
Preparing Future Faculty	8,677	70,000	51,956	26,721
David L. Stevenson Memorial Fund	5,832	655	500	5,987
Russell Sage Foundation / Millennium Project	5,760	-	-	5,760
Scholarship of Teaching	1,805	-	177	1,628
Roberta Simmons Fund	-	679	150	529
Jim Short Award	-	500	-	500
HHS - National Institute of Mental Health (MFP)	-	551,933	551,933	-
National Science Foundation (FAD)	-	45,640	45,640	-
National Science Foundation #5 (FAD)	-	17,905	17,905	-
NIH - Human Subjects	-	16,740	16,740	-
	\$ 3,934,352	\$ 455,842	\$ 923,535	\$ 3,466,659

**SCHEDULE OF UNRESTRICTED REVENUES, EXPENSES, AND CHANGES IN NET ASSETS
Year Ended December 31, 2001**

	Operating	Council Designated	Total Unrestricted
Revenues:			
Publications	\$ 1,771,214	\$ -	\$ 1,771,214
Membership and section dues	1,342,306	121,499	1,463,805
Program	85,016	36,024	121,040
Annual meeting	502,049	-	502,049
Investment income	(6,724)	-	(6,724)
Mailing list rental	111,038	-	111,038
Membership - subscription related	51,128	-	51,128
Administrative fees	61,248	-	61,248
Royalties	8,132	-	8,132
Other	46,610	-	46,610
Net assets released from restrictions	923,535	-	923,535
Total revenues	4,895,552	157,523	5,053,075
Expenses:			
Program	1,556,983	98,042	1,655,025
Publications	704,680	-	704,680
Meeting services	596,501	-	596,501
Membership and sections	294,611	105,389	400,000
Editorial offices	405,585	-	405,585
Management and governance	1,370,665	-	1,370,665
Total expenses	4,929,025	203,431	5,132,456
Change in unrestricted net assets	(33,473)	(45,908)	(79,381)
Net assets at the beginning of the year	4,506,830	466,582	4,973,412
Net assets at the end of the year	\$ 4,473,357	\$ 420,674	\$ 4,894,031

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These coupons are for your convenience in ordering memberships, journals, books, and software offered at special rates to members of the American Sociological Association. Orders and payments are to be mailed directly to the publishers. Do not send orders, payments, or correspondence for these items to the ASA.

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Pacific Sociological Association

Regular Rate: \$20.00 Faculty, \$10 Students
Rate to ASA Members: \$17.00 Faculty; \$8 Students

The Pacific Sociological Association was founded in 1929 and has over 1,300 members. The Association's 74th annual meeting will be held April 3-6, 2003, in Pasadena, CA. Membership includes three issues of the PSA newsletter and four issues of the PSA journal, *Sociological Perspectives*, published by the University of California Press. Discount available for new PSA members only.

Send orders to: Pacific Sociological Association, Department of Sociology, California State University-Sacramento, 6000 J Street, Sacramento, CA 94819-6005; (916) 278-5254; fax (916) 278-6281; psa@csus.edu; www.csus.edu/psa.

Journals

Administrative Science Quarterly

Quarterly
Regular Rate: \$65.00 Rate to ASA Members: \$56.00
Add \$16.00 surface, \$68.00 air mail outside the U.S.

ASQ, the premier interdisciplinary journal in organizational theory, publishes empirical and theoretical articles from fields such as sociology, psychology, public administration, and industrial relations that advance understanding of organizations. ASQ publishes award-winning papers, issues on special topics, and discussion forums, as well as reviews of books on organizations.

Send orders to: Administrative Science Quarterly, 20 Thornwood Drive, Suite 100, Ithaca, NY 14850-1265.

American Journal of Economics and Sociology

Five issues/year
Regular Rate: \$49.00 Rate to ASA Members: \$39.00

The American Journal of Economics and Sociology (AJES) was founded in 1941, with support from the Robert Schalkenbach Foundation, to provide a forum for continuing discussion of issues emphasized by the American political economist, social philosopher, and activist, Henry George (1839-1897). Today, the exciting encounters between sociology and economics remain a natural subject to explore, and AJES continues to publish carefully crafted essays in the field.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

The British Journal of Sociology

Quarterly
Regular Rate: \$98.00 Rate to ASA Members: \$46.00

Well established, widely read and highly respected, *The British Journal of Sociology* is essential reading for all sociologists wanting to keep abreast of current developments across the whole discipline.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdom, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

The British Journal of Sociology of Education

Quarterly
Regular Rate: \$163.00 Rate to ASA Members: \$122.00

This journal publishes academic articles from throughout the world which contribute to both theory and empirical research in the sociology of education. It attempts to reflect the variety of perspectives current in the field.

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Canadian Journal of Sociology

Quarterly
Regular Rate: \$57.50 Rate to ASA Members: \$48.50
Orders outside Canada, remit payment in U.S. dollars;

GST included in Canadian orders.

The *Canadian Journal of Sociology* publishes rigorously peer-reviewed research articles and innovative theoretical essays by social scientists from around the world, providing insight into the issues facing Canadian society as well as social and cultural systems in other countries.

Send orders to: University of Toronto Press-Journals Division, 5201 Dufferin Street, Toronto, ON M3H 5T8, Canada; (416) 667-7810; toll free fax (800) 221-9985 (Canada and U.S.); journals@utpress.utoronto.ca; www.utpjournals.com.

Canadian Journal on Aging

Quarterly
Regular Rate: \$49.00 Rate to ASA Members: \$41.00
Orders outside Canada, remit payment in U.S. dollars; GST included in Canadian orders.

The *Canadian Journal on Aging* is a refereed, quarterly publication of the Canadian Association on Gerontology. It publishes manuscripts on aging concerned with biology, educational gerontology, health sciences, psychology, social sciences, and social policy and practice.

Send orders to: University of Toronto Press-Journals Division, 5201 Dufferin Street, Toronto, ON M3H 5T8, Canada; (416) 667-7810; toll free fax (800) 221-9985 (Canada and U.S.); journals@utpress.utoronto.ca; www.utpjournals.com.

Comparative Sociology

Quarterly
Regular Rate: \$116.00 Rate to ASA Members: \$87.00
Send orders to: Brill Academic Publishers, 112 Water Street, Suite 400, Boston, MA 02109; cs@brillusa.com.

Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice

Quarterly
Regular Rate: \$57.00 Rate to ASA Members: \$42.00

The *Contemporary Justice Review* is an interdisciplinary journal for scholars, practitioners, and activists around the globe who seek to explore new models and demonstration projects of justice that have applicability for creating just social arrangements at the local to the international level.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdom, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

Critical Sociology

Three issues/year
Regular Rate: \$47.50 Rate to ASA Members: \$35.00
Send orders to: Brill Academic Publishers, 112 Water Street, Suite 400, Boston, MA 02109; cs@brillusa.com.

Cultural Geographies

Quarterly
Regular Rate: \$104.00 Rate to ASA Members: \$93.00
Send orders to: Turpin Customer Services, Blackhorse Road, Letchworth, Herts, SG6 1HN; subscriptions@turpinltd.com.

Diaspora: A Journal of Transnational Studies

Three issues/year
Regular Rate: \$31.00 Rate to ASA Members: \$26.35
Orders outside Canada, remit in U.S. dollars; Canadian orders, add 7% GST or 15% HST where applicable.

Diaspora is breaking new ground and providing a forum for the comparative study of old and new diasporas. Written for a broad public audience, *Diaspora* addresses the need for serious thinking about cultural, economic, and political matters as they play into the human impulses toward separatism and communality.

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Economy and Society

Quarterly
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Economy and Society plays a key role in promoting new debates and currents of social thought. The journal

explores the social sciences in the broadest interdisciplinary sense, in innovative articles from some of the world's leading sociologists and anthropologists, political scientists, legal theorists, philosophers, economists and other renowned scholars.

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European Societies

Quarterly
Regular Rate: \$136.00 Rate to ASA Members: \$102.00

Developed by the European Sociological Association as an international platform for the sociological discourse on European developments, *ES* publishes research on Europe rather than research by Europeans. The journal covers social theory and analysis on three levels: the European level itself, comparative research on Europe, and Europe in international perspective.

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Gender, Work and Organization

Five issues/year
Regular Rate: \$40.00 Rate to ASA Members: \$32.00

Gender is a central and essential theme of all social science research in the field of work and organization. *Gender, Work and Organization* brings together wide-ranging research on this theme from a variety of academic disciplines into a new international forum for debate and analysis. The journal is dedicated to advancing theory, research and analytically driven applications concerning gender relations at work, the organization of gender and the gendering of organizations.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Information, Communication & Society

Quarterly
Regular Rate: \$84.00 Rate to ASA Members: \$63.00

Drawing together the most current work upon the social, economic and cultural impact of the emerging properties of the new information and communications technologies, this journal positions itself at the center of contemporary debates about the information age.

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Innovation: The European Journal of Social Science Research

Quarterly
Regular Rate: \$128.00 Rate to ASA Members: \$76.00

European integration and enlargement pose fundamental challenges for policy, politics, citizenship, culture and democracy. *Innovation* provides a unique forum for discussing these processes. It welcomes articles on all aspects of European developments that contribute to the improvement of social science knowledge and to the setting of a policy-focused European research agenda.

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International Journal of Aging and Human Development

8 issues in two volumes
Regular Rate: \$323.00 Rate to ASA Members: \$274.55

Additional postage of \$20 U.S./Canada, \$35 elsewhere
Emphasis is upon psychological and social studies of the aged. Also introduces other fields illuminating the "human" side of gerontology and covers other events relating to older people.

Send orders to: Baywood Publishing Company, Inc., Attn: Mary McCormack, 26 Austin Avenue, Amityville, NY 11701; baywood@baywood.com.

International Journal of Social Research Methodology

Quarterly
Regular Rate: \$148.00 Rate to ASA Members: \$89.00

A key feature of this journal is the mix of academic and theoretically-slanted methodological articles relating to

Continued on next page

Coupon Listing, continued

research practice in professional and service settings. It thus addresses an audience of researchers within academic and other research organizations as well as practitioners-researchers in the field.

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International Migration Review

Quarterly
Regular Rate: \$39.00Rate to ASA Members: \$33.15
Send orders to: Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1122.

International Review of Sociology/Revue Internationale de Sociologie

Three issues per year
Regular Rate: \$86.00Rate to ASA Members: \$51.00
International Review of Sociology has been entrusted to the Faculty of Statistics at Rome University. This reinforces the view that sociology is not conceived apart from economics, history, demography, anthropology, and social psychology. Rahter, sociology is a science that aims to discover the links between the various areas of social activity.

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Journal of Social Philosophy

Five issues/year
Regular Rate: \$43.00Rate to ASA Members: \$34.00
The purpose of the journal is to facilitate communication among those interested in the topic of social philosophy without being committed to any particular school or method of philosophy. The journal is wide-ranging, peer-reviewed, and has published some of the most distinguished scholars in social philosophy. In addition to four issues per year of the *Journal of Social Philosophy*, institutional subscribers receive the acclaimed annual publication *Midwest Studies in Philosophy*.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Journal of Youth Studies

Quarterly
Regular Rate: \$70.00Rate to ASA Members: \$52.00
Journal of Youth Studies is an international scholarly journal devoted to a theoretical and empirical understanding of young people's experiences and life contexts. Over the last decade, changing socio-economic circumstances have had important implications for young people: new opportunities have been created, but the risks of marginalization and exclusion have also become significant.
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The Justice Professional

Quarterly
Regular Rate: \$65.00Rate to ASA Members: \$48.00
The *Justice Professional* publishes articles that deal with substantive criminal justice and criminological issues. The journal welcomes articles in fields relevant to criminal justice such as public administration and public affairs. Literature reviews and summary reports of innovative research projects will also be considered.
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The Milbank Quarterly

Quarterly
Regular Rate: \$54.00Rate to ASA Members: \$43.00
The *Milbank Quarterly* is devoted to scholarly analysis of significant issues in health and health care policy. It presents original research, policy analysis, and commentary from academics, clinicians, and policymakers. The in-depth, multidisciplinary approach of the journal permits contributors to explore fully the social origins of health in our society and to examine in detail the implications of different health policies.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

OMEGA: Journal of Death and Dying

Eight issues/two volumes

Regular Rate: \$323.00Rate to ASA Members: \$274.55
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Outstanding guide for social workers and health professionals dealing with problems in crisis management, terminal illness, suicide, and bereavement. Offers outstanding information on death and dying.

Send orders to: Baywood Publishing Company, Inc., Attn: Mary McCormack, 26 Austin Avenue, Amityville, NY 11701; baywood@baywood.com.

Perspectives on Global Development and Technology

Quarterly
Regular Rate: \$97.50Rate to ASA Members: \$73.00
Send orders to: Brill Academic Publishers, 112 Water Street, Suite 400, Boston, MA 02109; cs@brillusa.com.

Police Practice and Research: An International Journal

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Regular Rate: \$59.00Rate to ASA Members: \$44.00

Police Practice and Research presents current and innovative police research as well as operational and administrative practices from around the world. Articles and reports are sought from practitioners, researchers and others interested in developments in policing, analysis of public order, and the state of safety as it affects the quality of life everywhere.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdom, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

Policing and Society: An International Journal of Research and Policy

Quarterly
Regular Rate: \$114.00Rate to ASA Members: \$85.00

Policing and Society is concerned with the activity of policing and the factors which affect it. A major part of this material will concern the police but space will also be devoted to the relationship between what the police do and the policing decision and functions of community groups, private sector organizations and other state agencies.

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Progress in Human Geography

Bi-monthly
Regular Rate: \$170.00Rate to ASA Members: \$143.00

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Review, A Journal of the Fernand Braudel Center

Quarterly
Regular Rate: \$28.00Rate to ASA Members: \$23.80

Add \$8 for postage outside the U.S.
Send orders to: Journal Secretary, Review, Fernand Braudel Center, Binghamton University, P.O. Box 6000, Binghamton, NY 13902-6000.

Social Forces

Quarterly

Regular Rate: \$44.00Rate to ASA Members: \$37.50

Add \$12 for postage outside the U.S.
Send orders to: Social Forces Subscriptions, University of North Carolina Press, CB #3355, Chapel Hill, NC 27599-3355.

Social Policy and Administration

Six issues/year
Regular Rate: \$67.00Rate to ASA Members: \$54.00
Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Sociology of Health and Illness

Seven issues/year
Regular Rate: \$71.00Rate to ASA Members: \$57.00
Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Books

Annual Review of Sociology

Karen S. Cook/John Hagan, editors (2002, 600 pages)
List price (cloth): \$67.00Price to ASA Members: \$53.60
Add \$4.00 outside the U.S.

The *Annual Review of Sociology* provides a valuable "macroview" of current primary research with critical review articles written by leading sociologists. Visit Annual Reviews online at www.annualreviews.org for the table of contents, complimentary abstracts, and other information.
Send orders to: Customer Service, Annual Reviews, 4139 El Camino Way, P.O. Box 10139, Palo Alto, CA 94303-0139.

Contested Concepts in Gender and Social Politics

Barbara Hobson, Jane Lewis, and Birte Siim (2002, 256 pages)

List price (cloth): \$85.00Price to ASA Members: \$55.00
Add \$8 outside Canada and the U.S.

Send orders to: Edward Elgar Publishing, 136 West Street, Suite 202, Northampton, MA 01060-3711.

The End of Marriage? Individualism and Intimate Relations

Jane Lewis (2001, 256 pages)

List price (cloth): \$75.00Price to ASA Members: \$52.75
List price (paper): \$30.00Price to ASA Members: \$24.00
Add \$8 outside Canada and the U.S.

Send orders to: Edward Elgar Publishing, 136 West Street, Suite 202, Northampton, MA 01060-3711.

Invitation to the Life Course: Toward New Understanding of Later Life

Richard A. Settersten, Jr., PhD (2002, 368 pages)

List price (paper): \$54.95Price to ASA Members: \$46.70
Add \$5.50 postage in the U.S. (elsewhere priced according to destination)

Discusses challenges of age, time, and social contexts for studying aging. Tells of significant challenges related to time and life patterns. How greater attention to these matters can affect how we evaluate social policies and programs.

Send orders to: Baywood Publishing Company, Inc., Attn: Mary McCormack, 26 Austin Avenue, Amityville, NY 11701; baywood@baywood.com.

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Correction

In the September/October "Members' New Books" column, Earl Wysong's name and book title were incorrectly listed. The correct listing is: **Robert Perrucci**, Purdue University, and **Earl Wysong**, Indiana University-Kokomo, *The New Class Society: Goodbye American Dream?*, 2nd edition (Rowman & Littlefield, 2003).

Call for Papers

CONFERENCES

Bradley University, Berlin-Prague Seminar, June 15-28, 2003, for social and political scientists and others interested in the culture, society, economy, and politics of Central Europe. Applications due February 5, 2003. Contact: John A. Williams, Department of History, Bradley University, Peoria, IL 61625; (309) 677-3182; e-mail johnw@bradley.edu; <bradley.edu/academics/las/his/Berlin>.

College and University Work/Family Association (CUWFA), 8th Annual Con-

ference, March 19-22, 2003, University of Pennsylvania, Philadelphia, PA. Theme: "Leading the Way: Work/Life Strategies for Institutional Change." For additional information and to submit a proposal, visit <cuwfa.org>.

European Sociological Association, Sixth Conference, September 23-26, 2003, Murcia, Spain. Theme: "Ageing Societies, New Technologies." The deadline for submitting abstracts is January 15, 2003. For more information, visit <cum.es/ESA/>.

Hawaii International Conference on Social Sciences, June 12-15, 2003, Sheraton Waikiki Hotel, Honolulu Hawaii, sponsored by: University of Hawaii-West Oahu. Submission deadline: January 16, 2003. Mail submissions to: Hawaii International Conference on Social Sciences, P.O. Box 75023, Honolulu, HI 96836; (808) 947-7187; fax (808) 947-2420; e-mail social@hicsocial.org. For more information about submissions, see <hicsocial.org/cfp_ss.htm>.

Institute for Women's Policy Research (IWPR). Seventh International Women's Policy Research Conference, co-sponsored by the Women's Studies Program of George Washington University and the Friedrich Ebert Foundation, June 22-24,

2003, Capital Hilton Hotel, Washington, DC. Theme: "Women Working to Make a Difference." Abstracts are due December 6, 2002. See the IWPR website <iwpr.org> for further information.

International Association of Genocide Scholars, Fifth Biennial Conference, June 7-10, 2003, Irish Human Rights Center, Galway, Ireland. Theme: "Genocide and the World Community: Accountability, Consequences, and Preventions." Send two copies by January 15, 2003, to: Robert Melson, Department of Political Science, Purdue University, 1363 Liberal Arts and Education Building, West Lafayette, IN 47909-1363; fax (765) 494-0833; e-mail melson@polsci.purdue.edu.

International Institute of Sociology, 36th World Congress, July 5-11, 2003, Beijing, China. Theme: "Social Change in the Age of Globalization." The deadline for submitting session and papers proposals is December 31, 2002. Contact the organizers: Jing Tiankui, Chair, IIS Congress Organizing Committee, Institute of Sociology, Chinese Academy of Social Sciences, 5 Jianguomen Nei Dajie, Beijing 100732, P.R. China; 86-10-6513-8276; fax 86-10-6513-3870; e-mail shxs@sociology.cass.net.cn. For more information, visit <iis2003beijing.com.cn>.

Society for the Study of Social Problems invites proposals for its 53rd Annual Meeting, August 15-17, 2003, Wyndham Hotel, Atlanta, GA. Theme: "Justice and the Sociological Imagination: Theory, Research, Teaching, Practice and Action." Submission deadline: January 31, 2003. Complete papers, abstracts, or outlines should be sent to the Program Co-Chairs: Mona Danner, Old Dominion University, BAL 900, Norfolk, VA 23529-0076; (757) 683-4338; fax (757) 683-5746; e-mail SSSP2003@odu.edu; and Nancy Wonders, Criminal Justice, P.O. Box 15005, Northern Arizona University, Flagstaff, AZ 86011-5005; (928) 523-6336; fax (928) 523-8011; e-mail sssp-p@jan.ucc.nau.edu.

PUBLICATIONS

Communication Education invites manuscripts for a special issue "Racial, Cultural, and Gendered Identities in Edu-

cational Contexts: Communication Perspectives on Identity Negotiation." Deadline for submissions is January 15, 2003. Queries and manuscript submissions should be addressed to: Ronald L. Jackson II, Guest Co-Editor, *Communication Education*, 234 Sparks Building, Department of Speech Communication, Pennsylvania State University, University Park, PA 16801; e-mail commed@psu.edu; (814) 863-6260 or to: Katherine Grace Hendrix, Guest Co-Editor, 143 Theatre and Communication Arts Department, University of Memphis, Memphis, TN 38152; e-mail khendrix@memphis.edu; (901) 758-0636.

Contemporary Justice Review calls for essays for a special issue: "The Birth of Another World: Utopian Visions of Justice and Human Well-Being in Literature, Theory, and Practice." The title/abstract of about 200 words should be sent by March 15, 2003 to: CJR Managing Editor, Lisa Trubitt, University at Albany, LC SB 31, 1400 Washington Avenue, Albany, NY 12222; fax (518) 442-3847; e-mail LTrubitt@uamail.albany.edu.

Race, Gender, and Class in Sociology: Toward an Inclusive Curriculum, ASA's Teaching Resource Center publication calls for essays, syllabi, and course materials for a revised edition. E-mail submissions to all three editors: Barbara M. Scott, b-scott1@meiu.edu; Marica T. Segal, Msegal@ius.edu; and Joya Misra, misra@soc.umass.edu. Deadline: December 31, 2002.

Syllabi and Instructional Material in Demography, fourth edition. The editors of this ASA publication invite submissions for this edition to be published Summer 2003. Deadline, January 15, 2003. Send to: Rebecca Nees, Department of Sociology, University of Oklahoma, 331 Kaufman Hall, Norman, OK 73019; e-mail rnees@ou.edu.

Meetings

November 15-16, 2002. A symposium sponsored by the *Center for Bioethics* at

the University of Pennsylvania, School of Medicine and the Acadia Institute. Theme: "Doctoring in Hard Times." Contact: Gloria Jones, (215) 898-7136.

December 13-15. An Interdisciplinary Symposium on Trauma, co-sponsored by the University of California-Los Angeles and the Foundation for Psycho-cultural Research. Theme: "Trauma, Culture and the Brain: Biological, Clinical, and Cultural Approaches to Trauma's Effects." Contact the Foundation, (310) 454-1417; e-mail connie@thefpr.org; <thefpr.org/events/donference.html>.

December 18-20, 2002. *Indian Sociological Society*, 28th All India Sociological Conference, ITT Kampur. Theme: "Globalization and the Indian Society." See <ittk.ac.in>.

January 5-19, 2003. *The Ho Chi Minh National Political Academy and Nature, Society, and Thought (NST)*. Vietnam Conference/Study Tour. Theme: "The Global Economy and the National State." E-mail marqu002@tx.umn.edu.

January 28-29, 2003. The 9th biennial Symposium on Statistical Methods, sponsored by the Centers for Disease Control and Prevention (CDC), the Agency for Toxic Substances and Disease Registry (ATSDR); Crown Plaza Ravinia, Atlanta, Georgia. Theme: "Study Design and Decision Making in Public Health." Visit <cdc.gov/od/ads/sag> for additional information.

April 11-13, 2003. *Boston University*, African American Studies Conference. Theme: "Blacks and Asians in the Making of the Modern World." See <bu.edu/afam> or call (617) 358 1421.

Continued on next page

Deadline: December 31, 2002

Call for Applications for 2003 Minority Fellowship Program Competition

The ASA Minority Affairs Program announces its competition for the Minority Fellowship Program (MFP) for 2003-2004. The MFP Fellowship is a pre-doctoral training program intended for underrepresented minorities interested primarily in mental health issues and research. This training program is supported by a grant from the National Institute of Mental Health's (NIMH) Division of Mental Disorders, Behavioral Research and AIDS. Sociological research on mental health and illness is germane to core areas of emphasis within NIMH, specifically, and in the National Institutes of Health, more generally. Research on the social dimensions of mental health includes attention to prevention as well as causes, consequences, adoptions, and interventions.

In addition, general MFP Fellowships in all areas of sociology are available. These are made possible by contributions from ASA members and from other sociological and regional associations. While these fellowships do not stipulate a specific area of focus, they are fewer in number than those supported by NIMH.

Thus, there are two types of fellowships for which students can choose to apply. *MFP Fellowships funded by NIMH* provide an annual stipend of \$16,500, and *general MFP Fellowships* provide a minimum of \$13,000. For both fellowship types, arrangements for the payment of tuition will be made with universities or individual departments. The combined total number of both types awarded each year is 8 to 10. MFP provides a package of additional training and mentoring in addition to the stipend.

Applicants must submit their complete application package to the Minority Fellowship Program (in one package) by December 31, 2002. The complete application package consists of:

- (1) Fellowship application
- (2) Essays
- (3) Three (3) letters of recommendation
- (4) Official transcripts
- (5) Other supporting documents (optional), such as curriculum vitas or resumes, research papers published or presented at professional conferences, GRE scores, etc.

All MFP Fellows must be citizens or non-citizen nationals of the United States. Non-citizen nationals must have been lawfully admitted to the United States for permanent residence and have in their possession an Alien Registration Card. They must also be accepted and/or enrolled in a full-time Sociology doctoral program in the United States. In addition, applicants must be members of a racial or ethnic minority group, including Blacks/African-Americans; Latinos (e.g., Chicano, Cuban, Puerto Rican); American Indians or Alaskan Natives; Asians (e.g., Chinese, Japanese, Korean, Vietnamese); or Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino).

For application forms and additional information, write to: American Sociological Association, Minority Fellowship Program, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701; (202) 383-9005, x322; e-mail minority.affairs@asanet.org.

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Academy for Educational Development announces the National Security Education Program 2003 David L. Boren Graduate Fellowships. Deadline January 31, 2002. Apply to <aed.org/nsep>; (800) 498-9360; or (202) 884-8285; e-mail nsep@aed.org.

American Institute for Yemeni Studies (AIYS) offers fellowships for research and study in Yemen. For details about specific programs, eligibility, and application requirements, contact: Maria Ellis, Executive Director, AIYS, P.O. Box 311, Ardmore, PA 19002-0311; (610) 896-5412; fax (610) 896-9049; e-mail mellis@sas.upenn.edu; <aiys.org/fellowships>.

University of Hawaii-Manoa, Office for Women's Research. Rockefeller Humanities Fellowship. Gender and Globalization in Asia and the Pacific. Application deadlines: For fall 2003, December 1, 2002; for spring 2004, April 1, 2003. Detailed information and application materials available on the University of Hawaii Women's Studies, Office for Women's Research website at <soc.hawaii.edu/ws> or contact Kathy Ferguson, Director, Women's Studies Program, University of Hawaii, 2424 Maile Way, Saunders 722, Honolulu, HI 96822; (808) 956-8835; fax (808) 956-9616; e-mail kferguso@hawaii.edu.

Institute for Experiential Learning in cooperation with **Association of American Colleges and Universities** offers a faculty fellows internship program. The deadline for fall semester applications is March 30, 2003, and spring semester applications is July 31, 2003. Contact: Faculty Fellows Internship Program, Institute for Experiential Learning, 1776 Massachusetts Avenue, NW, Suite 201, Wash-

ington, DC 20036; (800) 435-0770; e-mail info@ielnet.org.

National Science Foundation, Directorate for Social, Behavioral, and Economic Sciences (SBE) offers minority postdoctoral research fellowships and related supporting activities in an effort to increase the participation of underrepresented groups in selected areas of science in the U.S. Applications are due December 2, 2002. For more information, consult the program announcement at <nsf.gov/pubs/2001/nsf00139/nsf00139.html>, or contact John Perhoni, (703) 292-7279; e-mail jperhoni@nsf.gov.

Network on the Scientific Workforce has received resources from the Alfred P. Sloan Foundation, to support dissertation fellowships, and is currently pursuing a wide range of projects that examine the supply and demand for the scientific workforce. Applications are due December 1, 2002. Direct inquiries to Ronald L. Oaxaca, University of Arizona, Fellowship Program Administrator, e-mail rlo@u.arizona.edu.

New York University, International Center for Advanced Studies announces 2003-2004 fellowships in the Project on the Cold War as Global Conflict. Theme: "History, Governance, Alternatives." Deadline January 15, 2003. See <nyu.edu/gsas/dept/icas> for additional information.

Social Science Research Council and the **American Council of Learned Societies** announce the 2003 competition of the International Dissertation Field Research Fellowship program, designed to support graduate students in the humanities and social sciences conducting dissertation field research in all areas and regions of the world. For information see <ssrc.org> or e-mail idrf@ssrc.org.

Society for the Study of Social Problems (SSSP), is recruiting applications for the 2003 Minority Scholarship. Deadline for submission is March 15, 2003. For additional information and an application, contact: Michele Koontz, Administrative Officer, SSSP, 901 McClung Tower, University of Tennessee, Knoxville, TN 37996-0490; (865) 689-1531; fax (865) 689-1534; e-mail mkoontz3@utk.edu; <it.utk.edu/sssp>.

University of Virginia, the Center on Religion and Democracy. Residential and nonresidential postdoctoral fellowships available for 2003-2004 academic year. Deadline: December 1. Contact: Joseph Davis, Center on Religion and Democracy, University of Virginia, P.O. Box 400178, Charlottesville, VA 22904; e-mail CoRD@virginia.edu; <religionanddemocracy.lib.virginia.edu>.

U.S. Community Forestry Research Fellowships provide support to graduate students for fieldwork in U.S. forest communities. Deadline: February 2, 2003. Contact: Carl Wilmsen, CFRF Program Coordinator, College of Natural Resources, 101 Giannini Hall #3100, University of California-Berkeley, Berkeley, CA 94720-3100; (510) 642-3431; e-mail effellow@nature.berkeley.edu; <cnr.Berkeley.edu/community_forestry/>.

Competitions

Association for the Study of Food and Society announces its student paper competition for the William Alex McIntosh Award, graduate, and the William C. Whit Award, undergraduate. Deadline for submissions is March 1, 2003. Submit five copies to: William C. Whit, Department of Sociology, Grand Valley State University, Allendale, MI 49401; e-mail whitw@gvsu.edu.

University of Chicago. National Opinion Research Center announces the annual General Social Survey Student Paper Competition. Deadline: February 15, 2003. For more information contact: Tom W. Smith, General Social Survey, National Opinion Research Center, 1155 East 60th Street, Chicago, IL 60637; (773) 256-6288; fax (773) 753-7886; e-mail smitht@norcmail@uchicago.edu.

Independent Institute announces the 2003 Olive W. Garvey Fellowships Contest open to college students and junior faculty for essays on the meaning and significance of economic and personal liberty. See <independent.org/garvey.html> for additional information.

North Central Sociological Association is accepting nominations for the 2003 Scholarly Achievement Award. This award is granted for a published research monograph that makes an outstanding contribution to the advancement of sociological knowledge. Nominations should be received by November 16, 2002, and directed to: Steve Carlton-Ford, Chair, NCSA Scholarly Achievement Award Committee, Department of Sociology, P.O. Box 210378, University of Cincinnati, Cincinnati, OH 45221-0378; fax (513) 556-0057; e-mail Steve.Carlton-Ford@uc.edu.

Population Association of America (PAA). Pre- or postdoctoral students are invited to submit papers for the 2003 Dorothy S. Thomas Award competition. The deadline for receipt of submission is January 6, 2003. The student should mail six copies of the paper and a letter from their research advisor confirming eligibility to: John Iceland; U.S. Census Bureau; HHES Division, Building 3, Room 1472; Mail Stop: 8500; Washington, DC 20233-8500; e-mail jiceland@census.gov. Details about eligibility, length, and submission procedures are available at: <popassoc.org/dt_award.html>.

Society for the Study of Social Problems (SSSP), Law & Society Division. The Alfred R. Lindesmith Award is annually given to the best paper presented at the previous year's SSSP annual meeting that is law-related and written by one or more untenured faculty and/or graduate student(s) and has not been submitted for publication prior to presentation at the SSSP meeting. Submit three (3) copies of the paper to: Mathieu Deflem, Chair, SSSP Law and Society Division, Department of Sociology, University of South Carolina, Sloan College 217, Columbia, SC 29208; (803) 777 6596; e-mail Deflem@gwm.sc.edu. The deadline for submissions is March 1, 2003.

In the News

Peter L. Berger, Boston University, was quoted in the *Chronicle of Higher Education*, September 26, 2002, in an article on globalization and religion.

Robert Brooks, American University, had his research about alcohol use in comic strips cited in a *Washington Post* article, September 15, 2002.

Chiquita A. Collins, University of Texas-Austin, was quoted in the *Fort Worth Star-Telegram*, September 17, 2002, in an article on how the recent gains in income among African Americans and Hispanics in

Texas did not reduce the disparity with Anglo-American incomes.

Randall Collins, University of Pennsylvania, published a "Point of View" article in the September 27, 2002, *Chronicle of Higher Education* titled "The Dirty Little Secret of Credential Inflation."

Amitai Etzioni, former ASA President and George Washington University professor, was quoted on the front page of the *Washington Post*, September 8, 2002, in an article titled "Altered Lives, Changing Attitudes: In Poll, Most Americans Say 9/11 Affected Them Permanently."

James Max Fendrich, Florida State University, was quoted by the *Tallahassee Democrat* in an Associated Press story about why 15 of 19 hijackers lived in Florida prior to September 11, 2001.

Cheryl Townsend Gilkes, Colby College, was quoted in the *New York Times*, August 24, 2002, in an article discussing dressing down for summer worship.

Stanford W. Gregory, Jr. and **Timothy J. Gallagher**, of Kent State University, had their research on predicting the outcome of presidential elections when measuring the candidates voice modulations, cited in the *Washington Post*, September 15, 2002, and the *New York Times*, September 17, 2002.

Jerome Krase, Brooklyn College-CUNY, was quoted in the *New York Times*, September 17, 2002, and the *Los Angeles Times*, September 22, 2002, in articles about how the ethnic reputation of a community can persist even as it changes.

Jack Levin, Northeastern University, had his research on the decline of *People* magazine cover stories, cited in a September 29, 2002, *Washington Post* article.

Lee Maril, University of Texas-Pan American, was cited for his work on poverty, low-wage workers, and welfare reform in Oklahoma in an article in the *Christian Science Monitor*, July 18, 2002.

David Naguib Pellow, University of California-San Diego, was profiled in the *Chronicle of Higher Education*, September 13, 2002, for his environmental work and protest of an incinerator in Chicago and his book *Garbage Wars: The Struggle for Environmental Justice in Chicago*.

Jack Nusan Porter, University of Massachusetts-Lowell, was interviewed by the *Newton TAB*, June 20, 2002, on a recent "hate letter" blaming Jews, Gays, and "Liberals" for an override tax vote.

Continued on next page

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In the News, continued

John Reynolds, Florida State University, and **Stephanie Burge** (sociology graduate student) were interviewed by WFSU-FM radio, *USA Today*, and *The Chronicle of Higher Education* on their research that shows how early gender differences in college plans are part of the reason girls attend and complete college at a higher rate than boys.

Barbara J. Risman, North Carolina State University, was quoted, September 9, 2002, in a *Newsweek* article detailing the changing demography of the American Heartland as immigrants and others move to small-towns.

Jeffrey Ian Ross, University of Baltimore, was interviewed by WJZ TV in connection with recent indictments of alleged ringleaders of the "Lexington Terrace Boys," September 18, 2002; by the *Baltimore Sun* in connection with allegations of inappropriate behavior on the part of Baltimore Police Commissioner Norris, August 21, 2002; and by Fox 45 TV (Baltimore) regarding ethical appropriateness of the Sheriff in Howard County, August 7, 2002. He appeared on the Marc Steiner Show (along with Stephen C. Richards) to discuss *Behind Bars*, August 5, 2002. His co-authored/co-edited books *Behind Bars* and *Convict Criminology* were profiled in the *Chronicle of Higher Education*, July 2002. He was quoted by Pete Designis at ABCnews.com regarding what the CIA needs to do to recruit individuals who have terrorism expertise, June 5, 2002; interviewed by Rebecca Klein, Fox 45 TV (Baltimore) in connection with profiling in the wake of 9/11, June 4, 2002; interviewed by WJZ TV, Channel 13, on the anniversary of the Chandra Levy disappearance, April 30, 2002; interviewed by the *Los Angeles Times*, on lethal technology, March 12, 2002; and quoted by the *Milwaukee Journal Sentinel*, regarding Canadian vs. American homicide rates, March 9, 2002.

Saskia Sassen, University of Chicago, was quoted in the September 20 *Chronicle of Higher Education* about cutting-edge technologies in geography, math, information technology, and criticism.

Juliet B. Schor, Boston College, was quoted in the *New York Times*, September 15, 2002, about logos on products.

William G. Staples, University of Kansas, was quoted in the *New York Times*, September 29, 2002, in an article about the use of surveillance cameras.

Barry Truchil, Rider University, was quoted in the *New York Times* on the feasibility of moving the New Jersey Nets to the Meadowlands (June 9) and why New Jersey residents are not clamoring for potassium iodine as are those in other states who live near nuclear reactor sites. (July 17).

Lynn Weber, University of South Carolina, was quoted in the *Chronicle of Higher Education*, September 27, 2002, about rules for classroom discourse.

Awards

Kevin Bales, University of Surrey Roehampton (UK), was part of a team honored with two Emmy awards for the film "The Carpet Slaves." The documentary exposes one form of slavery with implications for the global economy.

Pablo J. Boczkowski, Massachusetts Institute of Technology, received the Kyoou Hur Dissertation Award from the Mass Communication Division of the International Communication Association.

Julie Elizabeth Jackson, University of Washington, won the Predoctoral Program 2002 Competition from the Association for Women in Science Educational Foundation for her paper "Organizing the Air: Aircraft Accidents, the FAA, and Organizational Complexity."

James D. Orcutt, Florida State University, received an Excellence in Teaching Award, for the 2001-2002 academic year.

James B. Pick, University of Redlands, received a senior Fulbright-Garcia Robles scholar award in 2001 and visited Universidad Iberoamericana in Mexico City. He received the University's outstanding research award in 2000.

People

Kevin Anderson has joined the Department of Political Science at Purdue University-West Lafayette.

Mary-Ellen Boyle, Clark University (MA), received a Hodgkins Junior Faculty Fellowship, summer 2002.

Florida State University gave four faculty named professorships: **Larry Isaac**, Claude and Mildred Pepper Professor of Sociology; **Melissa Hardy**, Ralph Bellamy Professor of Sociology; **Elwood (Woody) Carlson**, Charles B. Nam Professorship in the Sociology of Population; and **Isaac W. Eberstein**, Charles Meade Grigg Professor of Sociology.

Shmuel Noah Eisenstadt, Hebrew University-Jerusalem, received a Doctor of Humane Letters from Duke University, May 2002.

Jack Nusan Porter, University of Massachusetts-Lowell, returned from Ukraine and Austria as a recreation of his parents' escape from Europe 57 years ago.

Adrian Raftery, University of Washington-Seattle, was the world's ninth most cited mathematical scientist in the decade 1991-2002.

Stephanie Robert, University of Wisconsin-Madison, received National Institutes of Health funding for a new research project titled "Community Context and Health Over the Life Course."

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

Members' New Books

Paulo de Carvalho, University Agostinho Neto and Center of African Studies ISCTE, *Audiencia de Media em Luanda* [Media Audience in Luanda] (Editorial Nzila, 2002).

Nazlie Kibria, Boston University, *Becoming Asian American: Second-Generation Chinese and Korean American Identities* (Johns Hopkins University Press, 2002).

Peter M. Nardi, Pitzer College, *Doing Survey Research: A Guide to Quantitative Research Methods* (Allyn & Bacon, 2002).

Francie Ostrower, The Urban Institute, *Trustees of Culture: Power, Wealth, and Status on Elite Arts Boards* (University of Chicago Press, 2002).

Irene Padavic, Florida State University, *Women and Men at Work*, 2nd edition. 2002. Irene Padavic and Barbara Reskin. (Pine Forge Press, 2002).

Robert Perrucci, Purdue University, and **Earl Wyson**, Indiana University-Kokomo, *The New Class Society: Goodbye American Dream?*, 2nd edition (Rowman & Littlefield, 2003).

Jack Nusan Porter, University of Massachusetts-Lowell, *Jewish Radicalism: A Selected Anthology*, and *The Jew as Outsider* (Spencer Press, 2002).

David Simon, University of California-Berkeley, *Tony Soprano's America: The Criminal Side of the American Dream* (Westview Press, 2002).

Contact

Due to flooding in Prague, more than 30,000 volumes in the library of the Institutes of Philosophy and Sociology of the Czech Academy of Sciences were lost, including many journals. If you are interested in contributing books or journals to the Academy of Sciences of the Czech Republic, send them to: Marie Cermakova, Director, Institute of Sociology, Academy of Sciences of the Czech Republic, Jiliska 1, 110 000 Praha 1, Czech Republic.

Caught in the Web

National Center for Education Statistics released two School Crime and Safety Reports, "Are America's Schools Safe,?" NCS 2002-331 and "Indicators of School Crime and Safety 2002", NCS 2002-064. To view or download go to <nnces.ed.gov> and click "What's New!"

Summer Programs

Chinese-American Cultural Bridge Center. A trip to China for educators. Travel dates: June 25-July 9, 2003. Contact the center at (877) 592-7072; e-mail services@cacbc.org; <cacbc.org/go/explorchina>.

National Center for Curriculum Transformation Resources on Women and the Center for Women's Studies, Zagreb, Croatia, are hosting a summer institute, June 1-8, 2003. Theme: "Comparative Perspectives on Gender, Race, Ethnicity, and Nation in Post-Socialist Societies and the United States." See <townson.edu/ncctrw> for more information.

Obituaries

Norman Paul Hummon (1944-2002)

Norm Hummon died at home on August 17, 2002, after a long struggle with cancer. His family was especially important to Norm and he was with them at the time of death. He thought his greatest contributions were in the lives of his children, Peter, Amanda, and Daniel and his wife, Kathy. Sociology, while very important to Norm, never dominated his family life.

He attended the University of Michigan where he received his baccalaureate in Electrical Engineering (1966), Yale Uni-

Continued on next page

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Obituaries, continued

versity where he received a Master's degree in Administrative Science (1969), and Cornell University where he received a doctorate in Sociology (1973). His varied backgrounds meant that Norm was unusually diverse in the skills, ideas and perspectives that he mobilized in studying social life.

He spent his entire professional career at the University of Pittsburgh (1971-2002) and chaired the Department of Sociology from 1985 to 1988 and from 1995 to 1998. He held joint appointments with Industrial Engineering (1991-2002) and Environmental Systems Engineering (1971-1977). He chaired the University's Executive Committee for Academic Computing (1994-1995), directed the Technology and Society Research Institute (1977-1980) and directed the Environmental Systems Engineering Laboratory (1972-1977). He was always a good citizen for the Sociology Department and the University.

Norm made major contributions to modeling dynamic social systems, the study of technology and its impact on social life, computational sociology and social network analysis. In the area of modeling dynamic social systems he developed software for estimating the parameters of differential equation systems. He did extensive work on technology and its impact in human societies where he examined, among other things, urban ecologies, large scale policy models, the roles of the automobile in society, technological change as a societal process, technology transfer, risk assessment, urban traffic systems, electrical power distribution systems and magnetic fields, radon exposure and trout fishing. He was an extremely deep student of social life in many realms.

He was an early participant in the simulation of social systems and a pioneer in the use of object-oriented approaches to computation. The simulation models that he built examined actor utilities and social network evolution, the dynamics of structural balance processes for signed networks, the evolution of hierarchies in social systems and expectation-states structuralism. He made significant con-

tributions to computational methods beyond simulation studies. He pioneered connectivity methods for studying the structure of social networks, especially citation networks. This work was and remains on the frontier of research in sociological theory and methodology, where much of the new work is done in teams in the kind of collaborative situation in which Norm functioned so well. His presence at this frontier will be sorely missed.

Norm was an avid fly-fisher and spent many hours fly-fishing in Potter County, PA, one of his favorite places on the planet. While on a sabbatical at Australian National University, he found time for a fishing trip to the wilds of Tasmania. He taught fly-fishing to underprivileged children in a local high school and so opened them to experiencing the environment. He frequently taught courses on Society and Environment for the sociology department and introduced many students to the systematic and rigorous study of environmental issues and the role of humans in the physical environment.

Norm Hummon was one of those people who make a difference in the lives of others by giving generously of his time and talents, always with patience and a ready chuckle in reaction to human foibles. He could lead easily but with moral uprightness, quietly mastering a situation both through careful analysis and admirable interpersonal skills. In his academic leadership roles, he persuaded rather than manipulated people, combining his considerable intuitive and scientific knowledge of formal organization with a talent for bringing out the best in his colleagues. And this extended to his collaborations as well, as those of us who were privileged to work with him will always remember—our professional as well as our private lives were illuminated by the light of his grace as a human being and a sociologist.

Patrick Doreian and Thomas J. Fararo, University of Pittsburgh

David J. Pratto (1938-2002)

David J. Pratto, Professor Emeritus of Sociology of the University of North

Carolina-Greensboro, died at home after a valiant three-year struggle with primary brain cancer. Surviving him are his wife, Marlene Massaro Pratto, his mother, Bertha Pratto, his children, Felicia, Anita, Alec, and Paul, and five grandchildren as well as many in-laws, nieces, nephews, and godchildren.

David was born on November 2, 1938, in Aguilar, Colorado. Proud of his Italian-American and Hungarian-American roots in ranching and coal-mining, David graduated from Holy Trinity High School in Trinidad, Colorado, and served as a radio specialist in the U.S. Navy 1956-59. He attended Diablo Valley College (California) and the University of Colorado where he earned a BA (1963) and PhD (1972) in Sociology.

David was our great colleague and dear friend. For 31 years David energetically served the University of North Carolina-Greensboro (UNCG) in many extraordinary ways. Early in his career, for example, David chaired a committee to anticipate the future of computing in university life. David conscientiously filed the majority committee report, but then courageously filed his lone dissent, ambitious and prescient, that became a model for integrating computers into university life. He became Professor of Sociology, was twice Head of the Sociology Department, and chaired the UNCG Faculty Senate. Young faculty and students sought him as mentor, and faculty and administrators respected his wise counsel. In 2000, he was awarded the Bullard Award for Excellence in Service to UNCG to tumultuous acclaim.

The North Carolina Sociological Association (NCSA) awarded David, a founding and charter member and former President, its Distinguished Contributions to Sociology Award. David was founding Editor of the NCSA Newsletter, which he named *Sociation* as a tribute to Georg Simmel. Reflecting his ethical concerns, he took particular pride in his service with the ASA as member and Co-Chair of the Committee on the Freedom of Research and Teaching. He was also active in the Southern Sociological Society and other sociological organizations. He was a charter member and co-founder of the North Carolina Association for Research in Education, of which he served as president.

Blessed with insatiable curiosity, David loved the play of ideas both profound and whimsical. He also believed in sociology for use and, accordingly, typically fashioned applied research to evaluate programs and their social benefit. He wrote numerous scholarly papers, articles and especially research reports that address many issues including family studies, adolescence, alcoholism, professional adaptations of two-clergy marriages, Roman Catholic priests, "latch key" children, medical school curricula and teaching methods, the court system, water resources in Greensboro, and NC competency testing. David participated widely as program chair, organizer, presenter, or discussant at countless sessions. He pioneered in advocating and implementing computer based instruction in the university classes. He and Marlene became devoted to the development of the next generation of student scholars, establishing scholarship funds at UNCG, the University of Colorado, and Trinidad (Colorado) State College. The Pratto Family Life Scholarship is awarded to students of the Good Beginnings for Teen Parents program in Greensboro.

David was a board member and advisor to many community organizations, including the Family Life Council, Greensboro Youth Council and took the initiative to become the first male to join the League of Women Voters in Greensboro. He was an active member of the University Catholic Community and St. Pius X Church. As an advocate for the marginalized members of society, he could be counted on to speak out on social and community issues and to actively seek change. He especially supported the role of faith in community advocacy of social justice in the U.S. and developing

countries; he strongly advocated the use of micro lending (Grameen Banks) as a self help strategy for the very poor in developing countries.

David's anger at social injustice was equaled by his surpassing warmth and humanity and his delight in people. The integrity of family and community, devotion to egalitarian standards of social justice, and the implementation of principles of fair and dignified treatment for students and colleagues—these beliefs were consistent life themes realized in what he studied and did. David loved all things Italian, the country and its culture: its language and food, its art and music (especially opera). He was the recipient of a Fulbright Hays Fellowship to study Italian society. Family and children as well as community were paramount in his personal and professional life, and the Pratto home has always been a place of hospitality for family and friends.

Donations may be made to the Peru Ministry of St. Pius X Catholic Church, 2210 North Elm Street, Greensboro, NC 27408; Discovery Fund for Cancer Research, Office of Development and Alumni Affairs, WFUBMC, Medical Center Boulevard, Winston Salem, NC 27157 1021; or the Family Life Council, 301 E. Washington, Greensboro, NC 27401.

William E. Knox, UNCG Sociology

Willis A. Sutton, Jr. (1917-2002)

Willis A. Sutton, Jr., Professor Emeritus of Sociology at the University of Kentucky, passed away at the age of 85 on September 18, 2002. He was a faculty member at the University of Kentucky from 1952 until his retirement in 1982. He remained an active part of the intellectual life of the department and the civic life of Lexington, KY, until only a few months prior to his death. Willis received his degrees from the University of North Carolina at Chapel Hill and devoted his career to research, teaching, and service related to his specialization in sociology of the community. He served as Executive Director of the Bureau of Community Service from 1955 to 1965. He helped found and became the president in 1964

of the Kentucky Council for Community and Area Development. He directed a number of interdisciplinary training programs for development workers from India, Pakistan, the Philippines, and Indonesia. He was an instructor for the University's training program for Peace Corps volunteers. In 1959-60, under the auspices of the Ford Foundation, he lived in India and conducted research concerning that country's community development program. The research led to the publication of *Village Level Workers and their Work*, published by the Indian Government in 1962. In the last several years before his official retirement (1976-1982), he served as Chair of the Department of Sociology. As Chair, he successfully encouraged open communication within a diverse department, worked for the effective integration of undergraduate education into a research-oriented university, and introduced many procedures that continue to be used by the department.

Willis had the personal characteristics that make for a wonderful colleague and a highly successful faculty member and department Chair. He had a lively sense of intellectual curiosity, a profound interest in local and global affairs, a disciplined and superbly organized approach to his work, and an unflagging commitment to the welfare of his colleagues. Those of us who were junior colleagues during his time as Chair found him to be a wonderful and consistently supportive mentor who willingly took the time to help us understand the vagaries of academia and the mysterious workings of the University's administration.

Willis Sutton is survived by his wife of sixty years, Dorothy Drake Sutton, three children, six grandchildren, and one great grandson. He was an elder of Second Presbyterian Church and active in several civic organizations. Contributions are suggested to Hospice of the Bluegrass, 2312 Alexandria Drive, Lexington, KY 40504, Second Presbyterian Church Memorial Fund, 460 E. Main Street, Lexington, KY 40507, or the Sociology Department Enrichment Fund, University of Kentucky, Lexington, KY 40506.

James Houglund, University of Kentucky

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

Editor: Sally T. Hillsman
Managing Editor: K. Lee Herring
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