

## ASA to Publish New Magazine; UC Press Gets the Nod

by Karen Gray Edwards,  
Director of Publications

The American Sociological Association (ASA) is pleased to announce that it has selected the University of California Press to publish *Contexts*, the Association's new quarterly magazine. In a contract signed this month by ASA and the Press, both parties were enthusiastic about the value of this new journal and its unique niche in the social and behavioral sciences.

In negotiating the arrangement, ASA Executive Officer Felice J. Levine praised the Press for the experience they bring for publishing scholarly magazines. She also noted the "important vision that led ASA to create *Contexts*, and the talent and dedication that inaugural editor Claude Fischer brings to the table."

*Contexts* will publish its first issue in Winter 2002.

ASA Council initially approved the publication of a general perspectives journal in August 1998. After an intensive review of competitive candidates, Fischer (University of California-Berkeley) was appointed editor of the journal in August 1999.

The 2000 year was devoted to developing *Contexts* from vision to operating plan, and to identifying the right publisher to produce the journal on ASA's behalf. Fischer and Levine worked long and hard on this enterprise.

Directed to anyone interested in the latest sociological ideas and research, *Contexts* seeks to apply new knowledge, stimulate fresh thinking, and disseminate information. Its articles, both commissioned and unsolicited, will synthesize key findings, weave together diverse strands of work, draw out implications for policy, and debate issues of controversy.

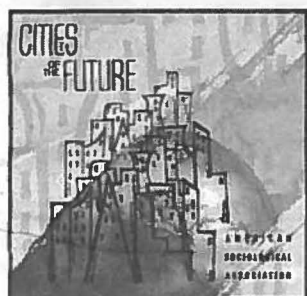
The hallmarks of *Contexts* will be accessibility, broad appeal, and timeliness. By design, it is not a technical journal, but a magazine for diverse readers who wish to be current about social science knowledge, emerging trends, and their relevance. It regularly publishes letters and opinions, brief notes on recent findings, feature articles with comments, and essay reviews of books. While significant as scholarship, articles published in *Contexts* will be prepared in an easy and engaging style. It aspires to be a meeting place for discussion among social scientists and the public.

The principal audience will be sociologists across subfields of interest and work sectors. The journal aims to be a "must read" for sociologists, irrespective of their primary professional roles, who wish to remain current and engaged in sociological knowledge and its potential develop-

ments or use (e.g., researchers, teachers, survey researchers, program officers, academic or private foundation administrators, graduate students). The journal also seeks to gather an audience of social and behavioral scientists in aligned disciplines. Because of the intended readability and broad appeal of the articles, the journal expects over time to find a readership among policy makers, journalists and others in the media, social critics, public intellectuals, and the "educated citizen."

*Contexts* welcomes suggestions for articles that advance these goals. See accompanying box for submission information.

The publication of *Contexts* is a hallmark for the Association and its members, the discipline of sociology, and the wider public. We encourage all members to support this exciting new initiative by submitting ideas in 2001 and subscribing in 2002. □



by Victoria Namkung, University of  
California, Los Angeles

Southern California has always been associated with car culture, particularly cruising and hotrodding in the fifties and sixties. The *American Graffiti* days are over, so I spent two years conducting

### 2001 Annual Meeting Reinventing the Wheel: Import Car Racing and Asian American Youth in Orange County, California

research in Orange County, California and studied the newest form of car culture: import car racing. Predominantly involving Asian American youths, import racing officially made its mark in 1991. It is different than the Chicano lowriding or Anglo muscle car traditions. This form of racing is unique

because participants "fix up" or modify sub-compact, import cars in order to make the vehicles lighter, faster, and visually exciting. Many participants use their cars day to day, just "showing" rather than racing. The city of Irvine has become such a haven for import racers that local residents have nicknamed the University of California, Irvine (UCI) as "The University of Civics and Integrals."

Import racing is largely an Asian American phenomenon, which makes sense since Orange County has one of the fastest growing Asian American populations in the country. Import racers are typically Asian American males between the ages of 16 and 21. There are plenty of female racers and non-Asian American participants, but it is estimated that at least 50 percent of Orange County import racers are Asian American males. Some import shows and races in the southern California area draw up to 15,000 participants in one weekend. These events are interesting because there are different racing crews or groups who travel and hang out together. There is also a significant camaraderie within ethnic groups. While racing in general is multiethnic and non-discriminatory, there are car crews based on ethnicity or neighborhood. They may also be based on generation. Most import racers are 2<sup>nd</sup> generation, but there is a tendency for car clubs to be formed by social groups. Non-Asian American participants are accepted into the car culture based on their car performance or show ability as opposed to ethnic origin. Almost everyone involved will explain that "it's all about

See Car Racing, page 11

### Looking for the Preliminary Program Schedule?

Forget the mailbox! The best place to find information on the upcoming Annual Meeting, including the preliminary program schedule, is the ASA website ([www.asanet.org](http://www.asanet.org)). The complete daily schedule, including detailed session listings, will be at your fingertips no later than May 22.

In August 1999, Council approved moving to an electronic online format to replace the print edition of the preliminary program schedule. Last year, we experimented and asked for member comments. In response to member feedback, online search capabilities have been upgraded. It will be much easier to locate presentations by keyword, presenters from a specific institution, and types of sessions.

As a result, the traditional *Preliminary Program* as a 176-page booklet crammed with small print is a thing of the past century. A streamlined burst of program highlights will be printed with the May/June issue of *Footnotes*, along with information on registration, housing, and special events.

Other internet innovations abound. This year, for the first time, ASA is creating an online papers database for abstracts and papers. Instead of a place-based "paper sales" at only the Annual Meeting, searchable abstracts will be available online and papers can be purchased via the internet.

Authors may also use the website to post or revise their abstracts, file their meeting papers, and order audio-visual equipment for their presentations. Online AV orders will open on May 1. Abstract and paper services will open around May 15.

Attendees may also reserve a hotel room and register for the Annual Meeting via the ASA website. Information on housing and registration opened online in April.

Members and departments without access to the internet may request a hard copy of the detailed program schedule. Contact: ASA Customer Service, 1307 New York Avenue NW, Suite 700, Washington, DC 20005; phone (202) 383-9005, x389; fax (202) 638-0882; [customer@asanet.org](mailto:customer@asanet.org). □

### Contexts Invites Ideas

*Contexts*, ASA's new general perspectives journal (inaugural issue anticipated in early 2002), solicits ideas for both feature stories and short "Discoveries" notes. When proposals are accepted, editors will work with authors to develop articles that are both scholarly in substance and engaging to nonspecialists. Ideas that have broad appeal across sociology, the social sciences, and other interested publics are encouraged. To submit an idea for a feature article (2,000-4,000 words), contributors should send a proposal that includes:

- (1) a title likely to attract general readers;
- (2) a "context"—30-50 words that summarize the significance of the topic;
- (3) a short summary or abstract of roughly 100-200 words—or, alternatively, an outline—of the article.

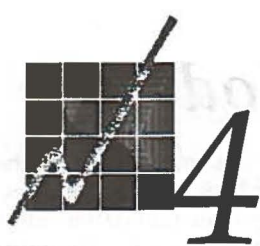
If possible at this stage, a draft of a lead paragraph that would draw in the general reader would also be helpful. We also welcome ideas for articles with suggestions of someone else who might write it.

To send in a note for "Discoveries," please write a 200-400 word précis of a published or in-press sociological study. It should be written so that non-field specialists in sociology as well as non-sociologists would both understand the research and care to read about it. Suggest, also, a title that would engage non-sociologists.

Send these proposals to [Contexts@socrates.berkeley.edu](mailto:Contexts@socrates.berkeley.edu), or to Editor, *Contexts*, Department of Sociology #1980, University of California, Berkeley, CA 94720-1980.



## In This Issue . . .



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Check out the ASA homepage for new tables about trends in the discipline and profession.



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## The Executive Officer's Column

### Speaking Out for Human Rights



Major media outlets have covered the situation of Dr. Gao Zhan, American University scholar, who was detained in China on February 11. Knowledge of this arrest first became public on March 22. Since that time two other situations of sociologists detained in China have come to public attention: first, the situation of Dr. Li Shaomin, who is Princeton trained and teaches at the City University of Hong Kong, and Dr. Xu Zerong of Oxford University. Dr. Li was detained on February 25, and Dr. Xu last fall. All three sociologists are dedicated to scholarly work on academic subjects that bring them to do research in China. All reports appear to confirm that they are legitimate scholars conducting scientific research. As of this writing, only Dr. Gao has subsequently been charged with spying for foreign intelligence agencies, but the Chinese government has offered no evidence to support this claim.

ASA has expressed itself in the strongest possible terms since the news of Dr. Gao first reached us in March. President Massey and I sent a letter protesting that situation (see below), and we are coordinating closely with the Science and Human Rights Program of the American Association for the Advancement of Science (AAAS) as well as with the Academic Freedom Program of Human Rights Watch. We sent a second letter on April 2 in collaboration with Human Rights Watch and the New York Academy of Sciences on behalf of Drs. Gao, Li, and Xu. In monitoring this situation closely and working on it day-to-day, we are relying on the ASA's homepage to communicate our views and keep our members informed. Therefore, between issues of *Footnotes* and for timely information, please check the ASA homepage at [www.asanet.org](http://www.asanet.org).

For a scientific society like ASA, it is a fundamental value and responsibility of our body to speak out in the face of human rights violations of scholars and other infringements on the capacity of sociologists to pursue their ideas and present their work free of constraints. In speaking out, ASA has made the point that China signed the International Covenant on Civil and Political Rights on October 1998, thus committing itself to strive to provide all individuals the right to be free from "arbitrary arrest or detention," and to guarantee all the "freedom to seek, receive and impart information and ideas of all kinds." Essentially the ongoing detention of these scientists violates these fundamental rights.

Sociologists for Women in Society (SWS) learned of the situation of Dr. Gao through a posting on its listserv (as did I). ASA is well situated to monitor these situations, and I have worked closely with SWS President and long-time ASA leader Myra Marx Ferree in providing information and sharing our steps. SWS' leadership role has added an important voice. Dr. Gao's work focuses on women's roles in China and Taiwan, including a particular focus on women students who return to China after studying abroad. Thus, SWS' stepping in is central to its mission and expertise. SWS has written a letter as well on behalf of Dr. Li.

We encourage sociologists to write individual letters expressing your concerns as part of the community of scholars. The AAAS Human Rights Action Network—known as AAASHRAN—provides briefing materials and sample letters on cases or developments where scientists' human rights are being violated. Thus, those wishing to act or receive such updates can access AAASHRAN through the ASA homepage or directly at <http://shr.aaas.org/aaashran.htm>. If you take action, please send me a copy of your posting at [levine@asanet.org](mailto:levine@asanet.org).

I wish I could conclude this column with some sentiment that events like those in China are quite rare. AAASHRAN reports posting one case or issue each week. Indeed, those who scan the AAASHRAN homepage now will immediately learn of attacks on March 1 and March 10 against Professor Khadija Cherif, a sociology professor at the University of Tunis in Tunisia. I can conclude by saying—indeed promising—that, whatever the frequency of such events, ASA is paying close attention, and we will continue to take action and report. Please know that you can learn about these situations from us; please also keep us posted so that we can learn from you.—Felice J. Levine

■ ■ ■

March 24, 2001

Ambassador Yang Jiechi  
Embassy of the People's Republic of China  
2300 Connecticut Ave. NW  
Washington, DC 20008

FAX: 202-588-0032  
202-328-2500

Dear Ambassador Jiechi:

On behalf of the American Sociological Association (ASA), we are writing to urge that authorities in the People's Republic of China take immediate steps to release Dr. Gao Zhan who has been detained since February 11, 2001. Dr. Gao, a sociologist, has pursued her scientific research over the years in China. We understand that she has been confined without counsel and that members of her family have not been able to contact her. We ask that you assure her safety and well being and unconditionally release her from detention.

The American Sociological Association, the national membership organization of sociologists in the United States, is deeply concerned that Dr. Gao's detainment was motivated by an effort to limit her work as a scientist in her field. Dr. Gao holds an appointment as a Faculty Fellow at the American University in Washington, DC, where she conducts research on women's issues and economic reforms in China. Although she was born in China, Dr. Gao is a Permanent Resident of the United States. She holds a Ph.D. in Social Sciences from Syracuse University and an M.A. in Sociology.

We would appreciate timely action to release Dr. Gao. Absent a change in these circumstances, we remain gravely concerned about the conditions under which scholarly inquiry and scientific exchange can occur in China.

Sincerely,

Douglas S. Massey, PhD  
President 2001

Felice J. Levine, PhD  
Executive Officer

Cc: Secretary of State Colin Powell  
Ambassador Joseph W. Prueher, Beijing  
ASA Council  
AAAS Science and Human Rights Program





## ASA Congressional Fellow Report Congressional Committee System

by Larry Burmeister  
ASA Congressional Fellow

My work in Senator Kent Conrad's office has brought me into contact with the committee system in Congress. My major assignment has been to "staff" ongoing hearings of the Senate Agriculture, Nutrition and Forestry Committee (hereafter the Agriculture Committee). The job entails preparing written briefings for the Senator and other staff on issues likely to be covered in a scheduled hearing and attending hearings to monitor their legislative, regulatory, and/or administrative implications.

Political scientist William P. Browne (1995:5-10) argues that reforms undertaken in 1971-77, often referred to as the "subcommittee bill of rights," undermined the influence of previously all-powerful committee chairs and devolved more legislative initiatives to subcommittees. This change, according to Browne, democratized the legislative process. The end result is a more individualized Congress. In contrast to prereform practices characterized by iron-fisted committee chairs who held sway over particular committees for decades and controlled the legislative agenda, now individual legislators have greater opportunities to engage in legislative entrepreneurship.

My brief experience with the Senate Agriculture Committee suggests that there may be a lot of variation between committees and that the Senate situation may be quite different from that in the House. This Congress in particular, with the 50/50 party split in the Senate, is unique. Negotiations within particular Senate Committees between the Republican Chair and the Democratic Ranking Member have produced ad hoc Committee operational procedures. A brief Senate Agriculture Committee staff meeting was called several weeks ago to announce that Chairman Lugar (R-IN) and Ranking Member Harkin (D-IA) have reached agreement on Com-

mittee staffing and budgeting issues. Member assignments on the four subcommittees were quickly determined by the staffers present, with indications that many Senators were not consulted beforehand about their subcommittee assignments. It was noted in a matter-of-fact aside that Senate Agriculture Subcommittees rarely meet, so these assignments did not matter much.

It is obvious that in the Senate Agriculture Committee, Chair Lugar and Ranking Member Harkin have called the shots regarding hearings I have staffed. This Committee, as do all Congressional committees, has its own majority and minority staff. From my brief observations, Agriculture Committee staff seem to function more as adjuncts to the offices of the Chair and Ranking Member than as coordinators who solicit input from other Committee members about how to conduct Committee business. As a result of the 50/50 split in the Senate, Democrats have been allocated an equal number of Committee staff. In normal times, the minority party is allocated only one-third of the committee staff. I was curious as to whether this new situation has made a difference in the hearing agendas and the composition of the expert witness lists, but responses from insiders have so far produced a negative answer. Maybe this perception occurs because Lugar and Harkin have worked in tandem before as Chair and Ranking Member on this Committee and that they have similar ideas about how Committee business should be conducted. It is one of the numerous questions about how Congress works that have caught my attention and that I will continue to reflect on during the course of my Congressional Fellow work.

### References

- Browne, William P. 1995. *Cultivating Congress: Constituents, Issues, and Interests in Agricultural Policymaking*. Lawrence, KS: University of Kansas Press. □

## PUBLIC AFFAIRS UPDATE

✓ **ASA Advocates for Social and Behavior Support at NIH . . .** As part of the Coalition for the Advancement of Health through Behavioral and Social Science Research, the American Sociological Association joined nine other societies in testimony submitted to the Committee on Appropriations, U.S. House of Representatives, urging a fiscal year 2002 budget for the National Institutes of Health (NIH) that makes continued progress toward budget doubling goals and seeks a 15 percent increase (to \$23.75 million) for the NIH Office of Behavioral and Social Sciences Research to effectively continue its important leadership.

✓ **Amendment Aimed at Adding Funds for NSF . . .** On April 5, the Senate passed an amendment to the budget resolution led by Senators Christopher "Kit" Bond (R-MO) and Barbara Mikulski (D-MD) and others that would increase the National Science Foundation's (NSF's) 2002 budget over 2001 by \$674 million (an increase of 15.3 percent). The amendment would keep NSF on a budget doubling strategy, but it is at odds with the Bush administration seeking only a 1.3 percent increase. ASA works as part of the Coalition for National Science Funding (CNSF) in advocating for NSF. For latest updates see [www.cnsfweb.org](http://www.cnsfweb.org).

✓ **New NIJ Director Named . . .** On April 9, Sarah Hart was appointed Director of the National Institute of Justice (NIJ) at the Department of Justice (DOJ). A prosecutor in the Philadelphia District Attorney's Office for 16 years, she has served since 1995 as the Chief Counsel for the Pennsylvania Department of Corrections. The Directors of this important research agency and of the Bureau of Justice Statistics (among others) report to the Assistant Attorney General for the Office of Justice Programs (OJP). The Bush administration filled the Assistant AG slot with Deborah Daniels, a partner in an Indianapolis law firm, who directed the Weed and Seed Program at OJP to reduce crime and improve communities in 1992-93.

✓ **Child Trends Releases Three New Products Online . . .** Child Trends continues to make readily available timely data and analyses on children and families at [www.childtrends.org](http://www.childtrends.org). See "What Works" tables on effective strategies for improving school readiness based on an extensive body of research, a new research brief on *Births Outside of Marriage: Perceptions and Reality*, and the latest facts on how Hispanic children and families are faring.

✓ **Speaking of Children, New Research Support Opportunity . . .** Responding to a 2001 Congressional directive, the Social, Behavioral, and Economic Sciences Directorate (SBE) announced a program solicitation on *The Children's Research Initiative: Integrated Approaches* with awards totaling \$5 million expected. Proposals are due June 4, 2001. Large-scale, center-based research; planning grants that could lead to large-scale, center research projects; workshops and small conferences; and individual investigator research can be considered. For further information, see solicitation NSF 01-85 at [www.nsf.gov](http://www.nsf.gov) or contact Dr. Rodney Cockling at [rcockling@nsf.gov](mailto:rcockling@nsf.gov).

## Tran and Waldron Selected as Media Fellows

Two advanced graduate students have been selected as ASA-AAAS Media Fellows: Quynh-Giang Tran, Pennsylvania State University and Linda Waldron, Syracuse University. ASA collaborates with the American Association for the Advancement of Science (AAAS) to sponsor sociologists in a summer placement with a media organization. After a training and orientation session in early June in Washington, DC, with more than a dozen other AAAS Science Fellows, Tran and Waldron will begin a ten-week placement, at the *Chicago Tribune* and the *Voice of America*, respectively.

Tran's interests center on demography, families, and immigration. Her dissertation is titled "*The American Dream: Homeownership, Household Structure, and Income Pooling among Asian Immigrants*." In addition to expertise on timely topics, she adds communications and leadership training from Toastmasters International



Quynh-Giang Tran



Linda Waldron

and a commitment to communicate science to the public. "Most citizens do not fully understand demographic information, but with some translation, they can come to see the Census and other sources of data as very relevant to the decisions they make," she says.

With a Master's degree in television, radio, and film from the Newhouse School, Waldron shifted to sociology for doctoral work. The shootings at Columbine High School encouraged her "to examine how teenagers themselves understood school violence, and how the media and educational systems have influenced their perspectives," which is the focus of her dissertation research. Throughout her years in graduate school, Waldron has worked in local radio production and in television. Her interest and graduate certificate in women's studies shine through in programs on domestic violence, global justice for women, and a series called "Women's Voices."

After their summer placement, Fellows are expected to write for *Footnotes* and the media, and to participate in the Annual Meeting. This media fellowship is an initiative of the Spivack Program in Applied Social Research and Social Policy. The goal is to better prepare sociologists to emphasize public communication and public understanding in their professional work. The next deadline for applications is February 1, 2002. □

Coming in May from the ASA Issue Series in  
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## American Sociological Review Focuses on Families

The April issue of the *American Sociological Review* (ASR) features articles on themes related to well-being of families, parenting, and marital relationships. The five articles are scholarly contributions based on research studies, but the topics covered include issues of wide public interest and debate, including: Does the sexual orientation of parents matter? What effect does the employment of wives have on the dissolution of marriages? What consequence does the dissolution of marriage have on the standard of living of men? Does motherhood affect an employed woman's wages? How do parental influences affect the division of labor among their adult children?

In their article on "(How) Does the Sexual Orientation of Parents Matter?" Judith Stacey and Timothy J. Biblarz (University of Southern California) explore what prior research has shown about effects of parental gender or sexual orientation on children's sexual preferences and behavior. Opponents of lesbian and gay parental rights claim that children of lesbian parents are at higher risk for negative outcomes. Most research in psychology, however, concludes that there are no differences in developmental outcomes between children raised by lesbian parents and those raised by heterosexual parents. Yet, the authors argue, this narrow and defensive research approach has constrained intellectual progress in this field. After considering various conceptual frameworks, they assess findings from 21 psychological studies conducted between 1981 and 1998 that addressed sociological questions about how

parental sexual orientations matters to children, and suggest that interesting and stimulating research could be developed if researchers would not downplay differences among children based on sexual orientation of parents.

Two of the articles examine issues relating to divorce. Scott J. South (University of Albany, SUNY) analyzes the impact of wives' employment on marital dissolution in his article on "Time-Dependent Effects of Wives' Employment on Marital Dissolution." His analysis of data on more than 3,000 married couples between 1969 and 1993 from the Panel Study of Income Dynamics (PSID) shows that the impact of wives' employment on marital dissolution has become increasingly positive. Moreover, as marriages age, the positive effect of wives' employment becomes stronger and the negative effect of wives' education becomes weaker. In the first three years of marriage, the predicted annual risk of divorce among married women with less than a high school education is over twice that for wives of high school education, and almost four times the risk for wives with some college education.

In "Losers and Winners: The Financial Consequences of Separation and Divorce for Men," Patricia A. McManus (Indiana University), and Thomas A. DiPrete (Duke University), show that, contrary to conventional thinking, the majority of partnered men in the U.S. lose economic status when their unions dissolve. Also using PSID data, the research addresses the reasons for the decline in living

standards or economic stability some men face after divorce. The data show a trend towards interdependence among American couples, which appears to increase the proportion of men who face a reduced standard of living.

The "Wage Penalty of Motherhood," explores the reasons why working mothers earn less in wages. Michelle J. Budig and Paula England (University of Pennsylvania) find a wage penalty of 7 percent per child among young American women in their research using data from the 1982-1993 Longitudinal Survey of Youth. One-third of the penalty is explained by years of job experience and seniority (e.g., work was part-time, or motherhood led to breaks in employment), but two-thirds of the penalty remains—even after controlling for elaborate measures of work experience. The portion of the motherhood penalty unexplained probably results from the effect of motherhood on productivity and/or from discrimination by employers against mothers.

In "Parental Influences on the Gendered Division of Housework," Mick Cunningham (Western Washington University) explores intergenerational data to determine parental predictors of the division of household labor among adult children. Children learn which types of housework belong to a particular gender through modeled behavior, by entry into a particular context, and through family experiences. The effect of parental behaviors is greatest at children's early childhood than at adolescence. The

early household parental division of labor is a significant predictor of the division of labor in later life for sons but not for daughters. The analysis is important to parents in understanding the influence of their behaviors in early childhood, especially for sons.

To purchase this issue of ASR or to subscribe to the journal, contact Customer Service at the American Sociological Association (202) 383-9005 x389, or go to the ASA web site at [www.asanet.org/forms/pubord](http://www.asanet.org/forms/pubord). □

## ASA Council Continues Four-Day Annual Meeting

The ASA Council has approved a change to a four-day Annual Meeting. As we look ahead, this means a shorter but richer gathering in Chicago in 2002, Atlanta in 2003, San Francisco in 2004. The site for 2005, where ASA will observe its centennial year, is still to be determined.

The four-day meeting experiment was put in place for the 2001 Annual Meeting in Anaheim, CA. The four-day span is more typical of annual meetings for an association of ASA's size. Council thought that a shorter meeting would maximize the presence of participants over more days of the meeting, increase the number of participants over the same days, and reduce member and association costs. See September/October 2000 *Footnotes*, "Open Window," for a discussion of the change.

For 2001, the Executive Office has worked with Sections to reconfigure their section days and session slots, including adding an additional session for those sections that meet on the final day. This practice of adding a session for sections slated on the final day will continue.

The Annual Meeting has grown in size and energy over the last decade. The four-day meeting will enrich this gathering of the sociological community—more members, exhibitors, and guests—together under one tent at one time. □

## ASA Reaches Beyond the Borders

The ASA Council has reaffirmed its support of reciprocal registration at member rates between ASA and other national sociological associations outside of the U.S. Based on a request this year, ASA members who attend the British Sociological Association (BSA) or Australian Sociological Association (TASA) annual meetings will be allowed to register at the member rates for these associations. Conversely, international sociologists (from any country) attending the ASA meeting may register at member rates.

The Council was enthusiastic about the importance of facilitating international collaboration and will pursue other cooperative agreements with associations in other countries. Currently, the Latin American Sociological Association has signaled an interest in a range of collaborative opportunities, which will be explored.

ASA members are encouraged to use this member benefit when attending the BSA or TASA meetings and to suggest associations outside the U.S. with whom ASA might forge such agreements. ASA's Task Force on International Focus of American Sociology is at work on additional ways to think globally. □

## Data on the Discipline Now on ASA Website

The ASA's Research Program on the Discipline and the Profession has added a wide range of information and data to the ASA's website, as part of their responsibility to develop and disseminate knowledge on sociology. These data address issues of interest to scholars, students, faculty, administrators, or anyone needing data on the field of sociology. At the Research Program's section of the website (<http://www.asanet.org/research/>), visitors are presented with three main options: "frequently asked questions," "data briefs and articles," and the "research brief series."

The frequently asked questions section provides tables containing answers to the questions most often requested from the Research Program, such as "I have to see my Dean today about a new position, can you tell me how many women and minorities are in the PhD pipeline?" Tables are organized under the broad categories of enrollments, degrees, race/ethnicity, gender, employment, and salary. The data are both from the ASA's primary data collection efforts and other secondary sources such as the National Science Foundation and the National Center for

Education Statistics. These tables should provide quick-turn-around answers to questions asked. For an example of the most recently added table on unemployment and employment of sociologists and other social scientists, see the box below.

The "data briefs and articles" section contains short, issue-specific reports produced by the Research Program for dissemination in a variety of venues, including *Footnotes* and the ASA Annual Meetings. Each of these reports is available in either Adobe format or as simple text. Issues addressed include profiles of the ASA membership, use of adjunct and part-time faculty, faculty salaries, growth trends in degree production, and the pipeline for faculty of color.

Finally, the "research brief series" section contains descriptions and ordering information for the Research Program's ongoing series of stand-alone, published research briefs. These briefs examine topics more broadly and in-depth than do the shorter data briefs and can be ordered at a nominal cost. Currently there are two issues available and two more in the pipeline for 2001. Briefs currently available to order are *New Doctorates in Sociology: Professions Inside and Outside the Academy*, and *Gender in the Early Stages of the Sociological Career*, both of which are based on data gathered from the ASA's 1998 Survey of Recent PhD Graduates in Sociology. A third research brief, *Minorities at Three Stages of the Sociology Pipeline* will be available soon.

The information on the homepage will be updated and expanded as new data and new briefs become available. The ASA encourages everybody to visit the site by clicking first "Sociologists" on the home page ([www.asanet.org](http://www.asanet.org)) and then clicking on "Research: Data on the Discipline." For additional information contact Roberta Spalter-Roth ([spalter-roth@asanet.org](mailto:spalter-roth@asanet.org)) or Drew Sutter ([research@asanet.org](mailto:research@asanet.org)). □

**Selected Employment Characteristics of Doctoral Social and Behavioral Scientists, 1999**

	Unemployment Rate	Labor Force Participation Rate	Involuntary Out-of-Field Rate
Economics	1.1	88.0	1.9
Political and Related Sciences	1.1	87.6	5.0
Sociology	1.2	87.3	4.5
Other Social Sciences	1.2	89.9	6.7
Psychology	1.2	91.5	2.8

Source: National Science Foundation/Division of Science Resource Studies, 1999 Survey of Doctorate Recipients

Note: Labor force is defined as those employed (E) plus those unemployed and seeking work (U). The labor force participation rate (RLF) is the ratio of the labor force to the population:  $RLF = (E+U)/P$ . The unemployment rate (RU) is the ratio of those who are unemployed but seeking work (U) to the total labor force (E+U):  $RU = U/(E+U)$ . Involuntarily out-of-field rate is the percent of individuals who reported they were working part-time exclusively because suitable full-time work was not available and/or working in an area not related to the first doctoral degree (in their principal job) at least partially because suitable work in the field was not available.

Sociologists and other social and behavioral scientists benefited from a strong labor market and experienced unemployment rates of only about one percent in 1999 (the latest year for which data are available). About nine out of 10 sociologists were in the labor market (including the one percent who were unemployed). This labor force participation rate is similar to PhDs in all of the other behavioral and social science disciplines. The majority of the remaining one out of 10 sociologists who are not in the labor force is retired. About one out of 20 sociologists who report that they are working are employed part-time because they could not find what they considered to be a suitable job for a sociologist.



## SSDAN and ASA Join Forces

# New NSF Award to Promote Undergraduate Data Analytic Skills

by Carla B. Howerly  
Deputy Executive Officer

The National Science Foundation (NSF) Program in Course, Curriculum, and Laboratory Improvement (CCLI) has awarded over \$900,000 for a collaborative project to work with faculty at the sociology department level to introduce scientific reasoning and data analytic skills into the undergraduate curriculum. Effective May 15, 2001, this three-year project represents the realization of ASA's longstanding work and commitment to enhancing undergraduate research skills and experiences in sociology.

The project entitled "Integrating Census Data Analysis into the Curriculum" is being led by principal investigators William H. Frey, University of Michigan, and Felice J. Levine, ASA Executive Officer. The project constitutes a collaboration between the successful Social Science Data Analysis Network (SSDAN) at Michigan and the ASA's major initiative to work with departments on how best to achieve excellence and inclusiveness in education and training.

For many years, Frey has offered the Social Science Data Analysis Network (SSDAN) project at the University of Michigan (see [www.SSDAN.net](http://www.SSDAN.net)). Frey works primarily with college faculty and also high school teachers to transform their courses to integrate specially tailored, data

analysis modules into substantive social science courses at all levels. The ASA's Minority Opportunities through School Transformation (MOST) Program works with entire departments of sociology to alter the curricular in ways that ensure structural change toward improved research training of students of color and all students.

This new project will introduce SSDAN approaches as department-wide interventions in a critical mass of courses in the curriculum of 16 sociology departments. The data-based modules will be drawn from the Census data, including Census 2000, and other relevant data sets like the Current Population Survey (CPS) and the General Social Survey (GSS). The project also extends ASA's initiatives to infuse undergraduate research training in the curriculum, especially in non-research methods courses.

"Research training is central to quality education for sociology majors," says Levine. To convey the excitement of the inquiry process, from conceptualization to analysis, we need ways to expose students early and often to research of all kinds." The SSDAN approach will address the "scientific literacy" gap for undergraduate students in sociology in two ways:

First, building on the success of MOST, this project will incorporate scientific reasoning into the curriculum of departments in ways that reach all students. Rather than work with individual faculty on course improvements,

this project centers on departments making a collective commitment to infuse data analysis into lower division courses. This pervasive shift in the curriculum should ensure that students would experience the hands-on excitement of scientific discovery, ideally in developmentally sequenced ways.

Second, this project will make census data from the 2000 Census more broadly available to more users and departments extending the use of SSDAN curriculum materials in their impact on undergraduate student learning in the social and behavioral sciences. Students would learn the factual lessons from the data, as well as the potential of the Census as a data source for a wide range of questions. From intensively working with 16 sociology departments, new lessons will be learned that can be used in other departments and disciplines and national dissemination through the SSDAN website will be enhanced.

While almost every undergraduate sociology major includes one or more courses in research methods, this segment of the curriculum poses challenges for faculty and students. Sociology has one of the latest declaring majors. Even when the research component is required early in the major, students either put it off or find themselves taking it as seniors new to the major. In some programs, formal research training is disembodied from other course experiences throughout the major. For several years the ASA has recommended research training "early and often" preferably with several developmentally sequenced courses and projects. Furthermore, sociology plays a major role in general education. Lower division courses provide an important opportunity for conveying the excitement of scientific discovery to students who will major in other fields or may major or minor in sociology.

This new project will commence with a call

for applications in fall 2001 for the first cohort of departments. The project will involve intensive work with selected departments (half beginning in summer 2002 and half the following year). Departments make a commitment as a group to work on the infusion of data analysis into the lower division courses. A critical mass (at least a majority) of the department's faculty members would attend a 4-day summer workshop in Ann Arbor, Michigan, in late June or early July 2002, and then would implement the SSDAN modules in courses the following academic year. Each department would receive "technical assistance" from SSDAN and ASA staff and site visits to campus to work more intensively on the implementation plans the department has set for itself. A second set of departments would cycle through the workshop and implementation in summer 2003.

"We are excited about working with departments, as we have done with those in the MOST program, to strengthen and make systemic undergraduate research preparation," says Levine. The lessons we have learned from our MOST departments will be helpful with this new project. Further, our new collaboration with the Council on Undergraduate Research (CUR) gives us a new vehicle to showcase faculty-student research, at the CUR annual conference or in their journal, as well as in the ASA itself."

This collaborative award is about equally split between the University of Michigan and ASA teams. The ASA grant from NSF totals \$417,241 over the three years. More information about the new project as well as application materials will appear in *Footnotes* and on the ASA homepage in the fall. □

## NHA Leads Advocacy for NEH

More than 130 humanists from universities, scholarly societies, museums, libraries, state humanities councils and other humanities organizations came to Washington, DC on March 26-27 to advocate the cause of the National Endowment for the Humanities (NEH) under the banner of Jefferson Day 2001. The event was organized and sponsored by the National Humanities Alliance (NHA) in collaboration with 22 other national Organizations, including the American Sociological Association.

On March 26, Jefferson Day 2001 began with a briefing at the Kennedy Center led by Catherine Rudder, Executive Director of the American Political Science Association and current President of the National Humanities Alliance. Jason Hall (American Association of Museums), John Hammer (NHA), Kathleen Kruse (Office of Senator Edward Kennedy), and Chris Topik (Majority Staff, Subcommittee on Interior and Related Agencies, Appropriations Committee) provided updates on policy and legislation impacting work in the humanities. A second panel composed of Kathy Bailey Mathae (Association of American Universities) and Bruce Craig (National Coordinating Committee for the Promotion of History) discussed the basics of advocacy. NEH Chairman William E. Ferris spoke about new initiatives and the importance of the National Endowment for the Humanities to strengthen teaching of humanities on all levels.

Senator Thad Cochran (R-MS) received the NHA's Sidney R. Yates Award for Distinguished Public Service to the Humanities at a reception immediately following the briefing. About 300 people attended the reception, which was also held at the Kennedy Center prior to the Annual Jefferson Lecture.

Playwright Arthur Miller was the 30th annual Jefferson Lecturer. His presentation, entitled "Politics and the Art of Acting," was centered on the recent presidential election and his perceptions of the various roles played during the long drawn-out process through which George W. Bush emerged as

president.

The following day, armed with an NEH Sourcebook, and special materials about NEH funding history and programs intended to leave behind with legislators and staff, the advocates for NEH spread out and worked individually and in teams to visit more than 140 Congressional offices representing 33 states. A preliminary review of written visit worksheets combined with a Hill debriefing session attended by approximately 30 advocates produced a picture that included the following:

- Because the President's actual budget proposal was not available at the time of this event, there was considerable uncertainty on the Hill about the NEH budget and its relationship to proposed tax cuts;
- Both Democrats and Republicans were encouraging about their plans to seek higher funding for NEH than the flat funding of \$120 million mentioned in President Bush's budget sketch released in February;
- NEH Chair Bill Ferris' many meetings with legislators and staff has clearly raised the agency's profile in a favorable way;
- As last year, several advocates reported confusion on the part of staff as to NEH's separate role from the National Endowment for the Arts.

NHA Director John Hammer reports that he is pleased with this year's event. "In its second year, we think it is progressing well. When combined with Humanities on the Hill [an annual event celebrating the work of state humanities councils], Jefferson Day is an important development in making the humanities and NEH more visible to Congress."

A comparison with the first Jefferson Day (2000) shows that the event last year had 11 co-sponsors and about 100 participants who visited 82 Congressional Offices.

For more information please contact: John Hammer, Director National Humanities Alliance, 21 Dupont Circle NW, Suite 604 Washington, DC 20036; (202) 296-4994; fax (202) 872-0884; < <http://www.nhalliance.org/> > □

## Council Approves New Task Forces

### Nominations for Service Sought by May 25 Deadline

In response to member proposals, at its February 2001 meeting, the ASA Council approved three task forces to address timely issues about the discipline and profession. Nominations, including self-nominations, are sought for these task forces. The deadline is Friday, May 25, 2001. Nominations should include a statement of interest and brief biographical sketch on relevant background and expertise.

Council encourages the broad participation of members in these task forces. The Council subcommittee on task forces will review nominations and recommend a slate to Council by the end of June 2001. It is anticipated that all three task forces will convene an initial meeting at the Annual Meeting in August. Interested persons should submit materials to the Task Force Subcommittee, c/o David Bachman, governance coordinator, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005, or to [governance@asanet.org](mailto:governance@asanet.org).

#### Task Force on the Undergraduate Sociology Curriculum

The purpose of this Task Force is to undertake a revised and updated edition of the ASA report *Liberal Learning and the Sociology Curriculum*, published in 1990, which set forth recommendations for the major. A great deal of new research on teaching and learning and many new curricular innovations have occurred over the last decade that should inform the Task Force's work. In addition to a focus on baccalaureate degree granting institutions, the Task Force will examine the sociology

curriculum in community colleges. The Task Force will present a preliminary report at the Chair Conference in August 2002. A final report will be submitted for Council's consideration at its winter 2003 meeting.

#### Task Force on Contingent Employment in the Academic Workplace

The purpose of this Task Force is to assess current practices and make recommendations concerning employment issues related to the teaching of sociology, including attention to the preparation of graduate students to teach, hiring practices, faculty development, and possible policies on contingent employment (part-time, contractual, and adjunct appointments). The Task Force will present a preliminary report at the Chair Conference in August 2002. A final report will be submitted for Council's consideration at its winter 2003 meeting.

#### Task Force on Opportunities Beyond Graduate Education: Post Doctoral Training and Career Trajectories

The purpose of this Task Force is to examine the postdoctoral experience and the role of postdoctoral opportunities in sociology. The Task Force report will assess the nature of the postdoctoral experience, consider the potential for such training, and make recommendations on how best to structure and enhance the postdoctoral experience as integral to a sociological career. The Task Force will have an open discussion at the Chairs conference in August 2002 and prepare a report to Council by August 2003. □



## Teaching Enhancement Fund Supports New Projects

The American Sociological Association made five awards to advance teaching from the Teaching Enhancement Fund. The Fund supports innovative projects on teaching sociology, which can be transportable to other settings. Three projects center on active learning strategies, and two proposals will provide workshops on teaching for departments. The funded projects are as follows:

- **Kathleen McKinney** (Illinois State University) plans on using a multi-method approach to determine the out-of-class learning experiences of sociology students at a large, public university. Majors enrolled in a Senior Experience course will be asked to complete a self-administered questionnaire that asks about their involvement in out-of-class learning, reasons for participation or lack thereof, and their perceptions of its impact. McKinney would like to answer several questions through this project: What is the degree and nature of out-of-class learning for majors? What barriers do students see to engaging in such experiences? How might faculty and staff encourage such participation? In future research, she hopes to ask alumni-related questions to see if perceptions about out-of-class learning change after they enter graduate school or the workforce.
- **David E. Rohall** (University of New Hampshire) will bring "active learning" to the classroom by developing a series of in-class exercises for teaching sociological methods. In these exercises, students would not only assist in

developing and administers projects but become "living data" by participating in experiments, surveys, focus groups, and other forms of data collection. The exercises would make the data-collection processes more concrete for students and would allow them to discuss the problems related to different data collection methods from the perspective of the researcher and the subject.

- **John Foran** (Smith College) proposes to develop a one-stop website for sociology teachers interested in using the "case method of teaching," a student-centered pedagogy involving collective analysis of factual texts. This useful free tool would contain the information needed to start teaching with cases, which assist students make connections between abstract concepts and "real life" applications. It would also have a library of available cases to draw from. Foran hopes to increase this library through other contributions to the site and to contribute to the establishment of the case method of teaching as an effective pedagogical tool.

Two teams of graduate students wrote proposals to offer workshops on teaching. While these initiatives are located in departments, each team has broader aspirations to share models of how to make teaching more "community property." Also, the departments will provide matching funds to sustain and augment the workshops.

- **Nicole Breazeale, Terri Viggiano, and Brian Gran**, graduate students at the University of Kentucky, will sponsor an intensive department workshop on teaching sociology using visual materials. Professor Douglas Harper, chair of the Department of Sociology at Duquesne University and editor of *Visual Sociology* from 1986 to 1999, will lead the workshop. The long-term benefits of this workshop will be to stimulate interest in integrating multimedia into and improving teaching in sociology.
- At Princeton University, **Wendy Cadge, Eszter Hargittai, and Nina Bandelj** started a teaching initiative for sociology graduate students within the department called TIPS, Teaching Initiative for Princeton Socgrads (<http://www.princeton.edu/~tipsweb>). TIPS's goal is to provide preparation for teaching for graduate teaching assistants. With Teaching Enhancement Funds, TIPS will bring a visiting faculty member in the Fall and one in the Spring to present a workshop in their on-going monthly teaching workshop series.

The next deadline for applications is February 1, 2002. For guidelines on submitting a proposal, contact the ASA's Academic and Professional Affairs Program ([apap@asanet.org](mailto:apap@asanet.org)) or the homepage.

The Teaching Enhancement Fund is supported by contributions. Watch for details about a fundraising event at the 2001 Annual Meeting. □

## Entering the Cyber Society: The GSS Internet Module

There have been many surveys and studies done to gauge the impact of the Internet on society. The Internet questions on the year 2000 General Social Survey (GSS) merit particular attention, however, because of the quality of the sample selection and the wide variety of behavior and attitude GSS questions that have been asked since 1974. Supported by a grant from the National Science Foundation, a battery of Internet questions was asked of a national cross-section of 2,363 adult GSS respondents interviewed in their homes in the Spring of 2000.

Among the initial findings from this important new study (that has just been released):

- Not quite half of GSS respondents (48.5%) reported using the internet, either for e-mail (42%) or for surfing the web (37%). That is somewhat lower than found in telephone surveys (about 54%) but somewhat higher than the 43% reported in the August 2000 CPS "Digital Divide" supplement conducted by the Census Bureau and NTIA.
- More than 40% of GSS respondents kept in e-mail touch with friends and relatives in the previous year; that is still much lower than the 96% contact rate by phone, 94% in person and 75% by posted mail. Of those who used e-mail, however, 23% reported being in e-mail touch with more than 15 friends or relatives—the same level as for posted mail (23%) and only 10 points lower than for phone (33%) or in person (33%).
- Among (the 43% of GSS respondents) who reported seeking health information in the previous year, higher proportions reported using the internet for that information (44%) than by radio or television (34%), newspapers (28%), general magazines (37%) or health magazines (42%)—and almost as high as for conversations with friends or relatives (48%). While generally lower use was found for political information, almost as many respondents used the Internet (39%) as discussed politics in person (43%).
- E-mail users estimated receiving 15 messages a day, while sending about nine messages. Of these e-mail messages, about two-thirds were personal one-on-one messages rather than group or general postings.
- Some 30% of web users reported going to chat rooms, news groups or bulletin boards.

"These are just some initial findings from this rich source of data on changing American life," noted John Robinson of the University of Maryland, who directed the study along with Paul DiMaggio of Princeton University. "The real fun comes in seeing how these electronic communication activities relate to the many GSS questions on other social behaviors (like socializing, using media and having sex) and various social and political attitudes (like tolerance and conservatism)."

Along with Maryland colleague, Alan Neustadt, Robinson plans to reinterview these GSS respondents later this year to track the internet's further incursions into American life. □



## Spotlight on Departments

*An occasional column showcasing accomplishments and innovations in sociology*

### Change in Tenure Review Procedures Assists Tenure-Track Faculty at Middle Tennessee State University

Soon after landing the coveted tenure-track faculty position, many junior faculty members' thoughts turn to tenure. As the tenure clock keeps ticking, many tenure-track faculty find themselves scrambling to get published, polish the teaching skills, perform service work, and assemble documentation about their accomplishments.

In order to ameliorate this "scrambling" of the tenure-track faculty member, some sociology departments have initiated a mentoring system to guide junior faculty to and through tenure. The Department of Sociology and Anthropology at Middle Tennessee State University has an annual, formalized review policy for pre-tenure faculty to provide more systemic and helpful feedback. Enacted in 1994, the Annual Review of Tenure-Track Faculty was started at the request of tenure-track faculty who needed help in getting feedback from tenured faculty; they collaborated on the policy that provides mentors from the senior faculty. Jackie Eller, Professor of Sociology and one of the draftees of this policy, asserts that "The whole goal of the policy is not to just point out weaknesses in the tenure-track faculty member but to emphasize strengths. It is to be a shared process for those going up for tenure and those who are tenured. We try to bring faculty into the program by making an open, friendly evaluation each year."

By standardizing the tenure review

process, tenure-track faculty have a better idea of what to expect when they go before the tenure committee. Each tenure-track faculty is to have a tenured faculty mentor, who is responsible for serving as an official go-between for the Tenure Committee, the Department Chair, and a tenure-track faculty member. They also should encourage and monitor all aspects of the tenure-track faculty's professional activities, including teaching, research, and service. The goal is to ease tenure-track faculty members into their new professional life, while also connecting them with tenured faculty members in the department. These connections can be even more effective if the tenure-track faculty member is able to pick a new mentor each year.

Each Spring, the tenure-track faculty have their classes evaluated. Two tenured faculty observe and evaluate (using a standard form) the tenure-track faculty's teaching. They evaluate such factors as the effectiveness of lecturing style, sensitivity to issues of diversity, responsiveness to the class and students engagement.

In September, the tenure-track faculty present a self-evaluative portfolio that includes their yearly professional goals and their successes and difficulties. The Tenure Committee reviews the tenure-track faculty's self-evaluation (which includes the four evaluative areas of teaching and advising, research, service, and professorship and collegiality), their student evalua-

tions, their classroom evaluations, documentation of publication activities, and any other materials they find relevant. Members of the Tenure Committee then use an evaluation form on which they are asked to rate the tenure-track faculty and write comments. In October, the Tenure Committee meets again to discuss the tenure-track faculty individually and to vote by secret ballot whether to retain him or her.

While it seems that a yearly tenure review could be quite anxiety producing, its goal is to assist tenure-track faculty become tenured—without any nasty surprises at the time of tenure review. Kevin E. Smith, a tenured Associate Professor of Anthropology, was one of the first to go through this review process. He states that this system allows one to be more self-evaluative and helps to put the Tenure Committee comments in context, as you become more aware what the department's goals are and what is expected of faculty members. He found that the formalization of the yearly tenure review was "empowering" for tenure-track faculty because they helped shape the policy, which was designed for newly tenured faculty success in mind.

For more information, contact: Jackie Eller, Department of Sociology and Anthropology, P.O. Box 10: MTSU, Middle Tennessee State University, Murfreesboro, TN 37132; (315) 898-2508; [jaeller@mtsu.edu](mailto:jaeller@mtsu.edu). □



## Publishing Social Science Research in *Science*

by Brooks Hanson, Deputy Managing Editor, *Science*

*At Science*, the journal of the American Association for the Advancement of Science, our goal is to publish, cover, and represent the top research in all fields of science. We view the "top" research as that most advancing science or science policy; this can include theory, analysis, new results, and controversy, among many others types of papers. Although most of our submissions are in the core areas of physical and biological sciences, we strongly encourage submissions in the social sciences in the broadest sense—from geography and anthropology, to economics, political science, and history of science.

To accommodate a variety of subjects and manuscripts, we have several manuscript types. All of these have length guidelines, yet in all categories we can accommodate (and encourage the use of) supplemental information that presents primary data or provides additional information (for example, on methods) or analysis. Such supplemental data is archived on our www site, permanently linked to the paper, and is available free to all users. Most of the submissions are as Reports and Research Articles, which present new research findings. We also welcome submissions for Perspectives (discussion of recent research), Reviews,

and Policy Forums. We welcome presubmission inquiries, and would be happy to discuss potential submissions with authors. Most manuscripts are now submitted electronically through our www site: [www.submit2science.org](http://www.submit2science.org). Further information is available through our information to contributors: <http://www.sciencemag.org/misc/con-info.shtml>.

We strive to reach decisions on papers promptly. The review process at *Science* is now primarily electronic. Papers are handled by one of 20 editors based in Washington DC, Cambridge UK, and Boston, MA; several of these have some expertise in areas spanning the social sciences. Manuscripts are initially evaluated by the editors and at least one external advisor of our Board of Reviewing Editors. For papers where we do not have an appropriate expert on the Board, we still often consult other outside scientists. We now have two members of our Board of Reviewing Editors who cover some aspects of the social sciences. Using this process, we reject about 2/3 of submissions without detailed external review within about 1 to 2 weeks of submission. The remaining manuscripts are sent to at least two external referees, selected from scientists worldwide as most appropriate to evaluate the research presented in the paper. Authors can exclude referees if they

so desire. The review process at *Science* is anonymous. In most cases authors can expect to hear a final decision on their paper within 1-2 months following submission, and most papers are published within 120 days of submission. Important questions addressed during the review process for Reports and Research Articles are the novelty and significance of the work. Reports and Research Articles must contain original research that has not been previously published, including on the internet or in book chapters. Policy Forums, however, can be based on previously published research.

*Science* receives about 8,000 submissions a year in all categories of papers, and publishes about 1,000 papers. Currently, the number of submissions in the social sciences is low (most are in anthropology, archeology, and geography) as are the number of papers published. We also try to cover top research presented in other journals through Editor's Choice, news items, or in Perspectives or Policy Forums. We welcome suggestions of research papers and conferences published or held elsewhere that may deserve notice. This may be one of the best ways to expand the presentation and highlighting of top social science research in *Science*. □

## Report from the AAAS Meeting

by A. Douglas Kincaid  
Florida International University

Professional meetings in San Francisco are probably always more exuberant than the norm, but the 2001 conference of the American Association for the Advancement of Science (AAAS) had an especially electric quality to it. Held Feb. 15-20, the same week as the breakthrough reports on the mapping of the human genome were published in *Science* (the AAAS journal) and *Nature*, the meetings were dominated (or maybe determined) by the genome.

In his plenary address, Francis Collins, director of the National Human Genome Research Institute and head of the international consortium of laboratories that worked on the project, classified the decoding of the genome on the same plane with Darwin's achievements, and laid out a series of predictions for rapid advances in medical science over the next three decades. A packed house of 1,500 scientists gave him a standing ovation. A day earlier, in her presidential plenary, AAAS president Mary Good had proclaimed that if the 20<sup>th</sup> century had been the century of physics, the 21<sup>st</sup> century would be the century of biology.

As usual, social science was present at the AAAS meeting, but you had to look closely to find it. The most noteworthy social science event was Troy Duster's featured lecture on "Human Genetic Technologies and Taxonomies: Old Wine in New Bottles or New Wine in Old Bottles?" Noting that biogenetic research reports have tended to reinforce an increasingly prevalent set of arguments that the concept of race has no scientific validity, except as a purely social construct, the Berkeley sociologist begged to differ. Citing evidence from

blood typology and transfusion practices, forensic investigations into genetic markers of racial and ethnic group categories, and differential group sensitivities to screening for genetic disorders such as cystic fibrosis, Duster argued that socially defined categories of race (or ethnicity, or religion) can have feedback loops into the biological organism, which can in turn produce new social consequences. Far from seeking to discredit them, he concluded, scientists should recognize that such concepts will always be "a complex interplay of social and biological realities with ideology and myth."

Behind the scenes, meanwhile, the ASA's Task Force on ASA/AAAS Relations was pursuing its agenda of seeking ways to raise the profile of sociology, and social science more generally, within the country's largest professional organization of scientists. Members of the Task Force, accompanied by ASA Executive Officer Felice Levine and Howard Silver, Executive Director of the Consortium of Social Science Associations, met with Peter Raven, president of the AAAS for 2001-02, to discuss how the Task Force's objectives might intersect with his own presidential agenda.

Raven, a renowned botanist and head of the Missouri Botanical Garden, has designated "Science in a Connected World" as his theme for the 2002 AAAS meeting in Boston. The preliminary outline of the meeting promises to make this the most social science-friendly AAAS meeting in many years. Planned thematic tracks for the symposia that make up most of the AAAS program include "Science and the Public Trust in a Connected World", "Connecting Diverse Disciplines", "Communicating Across Boundaries", "Cultural and Social Diversity in a

Changing World", and several others that might readily incorporate sociological contributions. Raven expressed support for getting social scientists more involved with the AAAS and offered the group several suggestions for influencing the 2002 program, publishing in *Science* (see accompanying article), and other initiatives.

A consensus emerged in the meeting that an increased social science presence at AAAS meetings and in *Science* should not be pursued on purely representational grounds, as if there were a quota for each discipline's content. Instead, it should be constructed as an integrative effort that seeks to bring social scientists, physical scientists, medical researchers, engineers, and others into a continual dialogue. The genome project may be getting all the ink at present, but it is only the latest of a series of scientific and technological innovations that are dramatically reshaping human existence. Social science research and perspectives must be part of the scientific discourse on these developments.

One thing that has hampered past efforts to promote this integration is the lack of data on existing levels of ASA member involvement or interest in the AAAS. In this context, our Task Force would like to hear from you. If you are or have been a member of AAAS, have any experiences with the AAAS or *Science* that you would like to share, or are otherwise interested in getting involved, please let me know at [kincaidd@fiu.edu](mailto:kincaidd@fiu.edu).

A. Douglas Kincaid, chair of the Task Force on ASA/AAAS Relations, is vice provost for international studies and associate professor of sociology at Florida International University. □

## Can the Sociology of Sport Go for the Gold?

by Carla B. Howery  
Deputy Executive Officer

In the season of March Madness, the Masters, and "opening day," sociologists of sport have little need to find interesting research and teaching topics. The North American Society for the Sociology of Sport (NASSS) reflects the lively inquiry into the micro and macro world of sport.

The Association celebrated its 20<sup>th</sup> annual meeting in 2000 and has a lively meeting planned for October 31-November 3, 2001 in San Antonio, TX. The group formed as a result of a conference of the Big 10 Symposium on the Sociology of Sport, held in 1978 at the University of Minnesota. About 20 sociologists of sport—such as Eldon Snyder, Susan Greendorfer, Lee Vander Velden, and Andrew Yiannakis— assembled at the conference and talked of ways to continue this work. They planned a newsletter and another conference, which was held in 1980, and NASSS was born.

The Association's journal began in 1982, the *Sociology of Sport*. It serves as the primary outlet for scholarship in this specialty, a complementary publication to the *Journal of Sport and Social Issues* (published out of Northeastern University's Center for the Study of Sport and Society).

"Our intellectual agenda mirrors some of the trends in sociology more broadly," says current NASSS President Michael A. Malec, Boston College. "Areas of race, class, and gender are common topics of concern. Sport in the post-WWII era is a powerful social phenomenon—our time and money go into sport; sport has implications for formal education, media, socialization of children; our cultural ideals of masculinity and femininity are shaped by sporting experiences, for better or worse." In recent years, he notes more attention to critical studies, postmodernism, sociology of the body and sociology of emotions, and possibly less emphasis on race and class work. "For whatever reason, the heart of our scholarship centers on the collegiate level of sports," notes Malec, "even though these topics could apply to K-12 or professional athletics as well."

The Association currently has 350 members and 250 participants attend the annual meeting. "We have been fortunate to have many people from fields of physical education, kinesiology, leisure studies, American and Canadian studies, and cultural studies participate," says Malec.

Malec does not yet see a tremendous amount of growth within the field of sociology or for NASSS. "Usually there is only one person in a department with an interest in sociology of sport, and it might not be the primary research interest," he adds. In the *ASA Guide to Graduate Departments*, only three U.S. and two Canadian departments offer a specialty in "leisure, sport, or recreation." Malec encourages students with an interest in sociology of sport to become a good general sociologist with sport as an area of application and a teaching interest.

Malec came to the field like many faculty do, through an interest in



## The Student Forum

# Connecting ASA and the Next Generation of Sociologists

by Johanna Ebner  
Public Information Assistant

With the hope of engaging more students in the American Sociological Association (ASA) and the discipline, the ASA Council approved the formation of a Student Forum in August of 1999. ASA realizes the importance of the next generation of sociologists and the early professional development of students. The Student Forum is an opportunity to strengthen the connections of students with the important opportunities and activities provided by the Association. It also connects students to ASA sections, the Annual Meeting, publications, and programs. All ASA undergraduate and graduate student members are automatically members of the Forum.

Student Forum members receive mailings, electronic communication, and have access to the programming, which enables networks among students. In order to do this, the Forum proposes five sessions for the Annual Meeting, communicates and works with ASA students throughout the year, and provides a limited amount of funding to assist students with the cost of attending the Annual Meeting.

"The opportunities created through my engagement with the ASA have catapulted my academic career on many levels," said Kevin Irwin, a Student Forum representative. "From professional development, to

networking, to training, and overall disciplinary familiarity, ASA-related involvement can only enhance any student's experiences, if they so choose. This makes the mission of the Student Forum all the more meaningful and vital to the future of the discipline."

John Kennedy, Director of the Center for Survey Research, Indiana University, is the Faculty Advisor to the Student Forum. Below is a brief description of the Student Forum Advisory Board representatives.

- **Lisa Geason**, chair, is a PhD candidate in sociology at Michigan State University. She is also on the Travel Award Committee. She is a member of Sections on Family, Environment and Technology, and Social Psychology.
- **Celeste Atkins** is in her second year as a PhD program in sociology at the University of Southern California (USC), funded by a National Science Foundation Fellowship as well as USC's All University Pre-Doctoral Diversity Fellowship. She received her BA from California State University, San Bernardino in 1999 with high honors. Her areas of specialty are race and gender. Her research includes black women in film, rape in the black community, and pedagogical approaches to marginalized students.
- **Diane Bessel**, secretary, is a PhD student at the University at Buffalo, SUNY where she also did her undergraduate studies in sociology, history, and psychology. Her areas of interest are family, especially adolescence, race and ethnicity, gender, and social psychology. Her dissertation is on adolescent social networks and sexual activity. She has been in the Student Forum since its inception.
- **Benjamin Bolger** was one of the founding Board Members of the ASA Student Forum. He joined after completing the 1999 American Sociological Association Honors Program in San Francisco. He is currently a graduate student at Columbia University and an Adjunct Faculty Member at Queens College, Baruch College, and the Pratt Institute. He received his BA in sociology from the University of Michigan, Ann Arbor—graduating with a perfect 4.00 GPA. He has gone on to study at the University of Oxford (Sociology), the University of Cambridge (Politics), Dartmouth College (Liberal Studies), and Stanford University (Education).
- **Lisa Martin**, a PhD candidate in sociology at Case Western Reserve University, is pursuing her interest in medical sociology at the Center for Liver Diseases at INOVA Fairfax Hospital where she currently works as the Manager of Epidemiology and Biostatistics. Her specific interest is in the Hepatitis C

infection (such as its social construction, patients' adherence to treatment, and stigma).

- **Kevin Irwin** joined the Student Forum in 1999 as an undergraduate at Syracuse University and is currently in his first year in the PhD program in sociology at Yale. His interests are in Medical Sociology, Sociology of Health and Illness, and Gender with particular interest in the political economy of HIV/AIDS research, prevention, intervention, treatment, relief and risk in social context.
- **Wei-Der Shu** received his BA in 1991 from the National Taiwan University. His interests include race and ethnicity, collective behavior, and theory. He is a member of the Political Sociology and Asian America Sections.
- **Emily Fairchild**, a first year in the sociology PhD program at Indiana University, began her involvement with the Student Forum at the 1999 Annual Meeting. She did her undergraduate studies at Purdue University. Her interests are focused on gender, identity, and social psychology. She is in the Gender and Social Psychology Sections.
- **Sam Michalowski**, PhD candidate in Sociology at CUNY, Hunter, has his teaching certificate and has been a K-12 teacher pursuing a topic within the sociology of education for his dissertation. Other areas of interest include sociology of childhood, work and organizations, and qualitative and quantitative methodologies. Besides the Student Forum, he is a member of the Society for the Study of Social Problems.
- **Jeremy Vidito** has an interest in cultural sociology, education, and alcohol and drugs. He is part of the Theory, Social Psychology, and Alcohol and Drugs Sections. □

## Understanding Racial Inequality and Segregation Through a Virtual Laboratory

by Meghan Rich, Academic and Professional Affairs Program Assistant

For those of us who live in large metropolitan areas, ethnic and socioeconomic segregation is quite evident. While some cities in the U.S. have higher levels of ethnic segregation than others, all cities have a fair amount. We "know" that certain neighborhoods are predominantly black, white, Latino, or Asian; yet, the extent to which the urban landscape is shaped by racial discrimination, ethnic preferences for in-group contact, socioeconomic status, access to quality housing, and suburbanization is staggering.

Students in sociology classes often come to sociology "knowing" about segregation, but they tend to have difficulty grasping the sociological hypotheses and statistical evidence that suggest why racial segregation may be so pervasive. To assist students' comprehension of the different dimensions of segregation, Mark Fossett of the Department of Sociology at Texas A & M University developed an interactive Virtual Laboratory in Racial and Ethnic Stratification and Inequality (VLAB-RESI), thanks to a grant from the National Science Foundation (Division of Undergraduate Education, Course, Curriculum, and Laboratory Improvement, Educational Materials Development Program). This laboratory is an internet-based resource that consists of different programs with interactive maps, figures, and graphs. One program, "InterGen," implements a sociological model of status attainment to provide a tool for exploring the impact of 'status inheritance' dynamics on the persistence of ethnic inequality" (<http://vlab-resi.tamu.edu/intergen/overview/>

overview.htm). The two inter-generationally linked status attainment equations are for education and socioeconomic status. Because the program is graphic in nature and can be manipulated, it is user friendly for the student who does not have a statistics or sociological background. It allows the student to manipulate the program to examine the impact different variables may have on status, such as severity of discrimination, or changes in the economy or social policy.

Two other programs available on the Virtual Laboratory in Racial and Ethnic Stratification and Inequality provide maps so that students can view racial segregation visually. "SegMaps" shows the racial segregation of 21 different cities, and the racial composition change over a ten year time span. Fossett usually begins his introduction to the concept of racial segregation with these maps by showing cities to the class that students may be familiar with. He then compares and contrasts a hyper-segregated city (such as Chicago, where the majority of the south side is 80% or more Black and the north side is 80% or more White) with a less segregated city. The class is asked to come up with some predictors for such high levels of racial segregation, for which they almost always state socioeconomic status differences. The program "SimSeg" allows Fossett to manipulate different predictors of segregation to simulate the outcomes of many different scenarios. For instance, if Fossett takes the advice of his students and only economic factors are at play in a city, the "SimSeg" city will not have very much racial segregation (shown instantly on the computer screen with each color representing a racial group). As the students suggest other variables that may affect segregation, the map transforms drastically with each manipulated vari-

able. Access to higher-quality housing, suburbanization, racial discrimination, ethnic preferences for in-group and out-group contact are all variables that can be manipulated by students to create a virtual city, which can then be easily interpreted.

Because the Virtual Laboratory in Racial and Ethnic Stratification and Inequality is created to be user friendly and is accessible from the web, Fossett has students prepare hypotheses and run experiments for homework assignments. They acquire hands-on experience with sociological methods yet do not have to actually understand very much about statistics to get some valuable knowledge out of the exercises. He currently utilizes the VLAB-RESI in his Urban Sociology and Minority Groups classes, where at least half of the students are not sociology majors. He is presently discussing the option to have the Methods in Social Research class at Texas A & M use the VLAB-RESI programs to compute statistical tests. Faculty can incorporate data-based projects into the classroom without the longer lead time that primary data collection and human subjects review require.

The VLAB-RESI is being improved and updated for the next two to three years. Additional programs will be added if NSF funding continues. Fossett welcomes comments and suggestions from anyone regarding the beta-site programs, especially from those who utilize them for teaching.

For additional information, contact, Mark A. Fossett, Department of Sociology, 311 Academic, Texas A&M University, College Station, TX 77843; (409) 845-5133; email [m-fossett@tamu.edu](mailto:m-fossett@tamu.edu); <<http://sociweb.tamu.edu/Faculty/FOSSETT/index.htm>>. □

Now available from the American Sociological Association!

### "Professing" Humanist Sociology

Edited Glenn A. Goodwin and Martin D. Schwartz, Ohio University

A joint project with the Association for Humanist Sociology (AHS), this resource contains essays about the nature of humanist sociology and how to teach it. Included in this compilation are pedagogical approaches for the humanist sociologist in the classroom, humanist approaches to teaching introductory and family courses, qualitative methods and the humanist, and class exercises. Also contains a special section on teaching Criminology from the humanist perspective. 10% discount for AHS members.

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# The AIDS Epidemic and Sociological Enquiry

by Bronwen Lichtenstein, University of Alabama-Birmingham

The AIDS epidemic captured the public imagination in an unprecedented way when it emerged in the U.S. in early 1980's. Widespread concern was fanned by iconographic images of a "gay plague" and the cataclysmic spread of disease among "innocent populations" (assumed to be heterosexuals). These images of a new, deadly epidemic yielded a substantial body of literature on the biomedical, epidemiologic, and social aspects of HIV/AIDS. Sociologists have been active contributors to this literature, at the forefront of advancing academic understandings of the social dimensions of HIV/AIDS. Their work shaped governmental, state, and community responses to the epidemic, including in such agencies as the National Institutes for Health and the Centers for Disease Control and Prevention (CDC).

Despite an admirable record in public health policy and activism, there is the question about how well the sociology of HIV/AIDS has fared within our discipline. It has been suggested informally that sociologists seeking to publish on HIV/AIDS may have fared better in interdisciplinary forums than in sociology itself. The sociological contribution to the interdisciplinary literature on HIV/AIDS has, in fact, been praised as: "rapid, sophisticated and productive" (*Sociology of Health and Illness*, 1990: 247). However, for sociologists seeking a home for AIDS-related articles there is no specialist journal on AIDS in sociology, nor even one that addresses the social dimensions of epidemic diseases. A few health-related journals do exist in U.S. sociology (for example, the *Journal of Health and Social Behavior*), but AIDS-related manuscripts must vie for publishing space with all of the others that fall under the rubric of medical sociology or the sociology of health. It is important to know how much publishing on

HIV/AIDS exists in mainstream forums within sociology itself.

The data presented below outline the trends in publishing and presenting on HIV/AIDS in mainstream sociology journals and at ASA national meetings.<sup>1</sup> The ten journals presented in Figure One were selected on the basis of their reputation and readership in the discipline. The list is certainly not exhaustive, but it does offer an insight into the publishing history on HIV/AIDS in U.S. sociology. As shown in this figure, the AIDS epidemic does not appear to have captured the sociological imagination of the journals in any meaningful way.

Figure 1 shows that journals, such as the *American Journal of Sociology*, *American Sociological Review*, and *Social Forces*, published no articles on HIV/AIDS during the review period, and others such as *Symbolic Interaction*, *Social Perspectives*, and *Qualitative Sociology* published very few. Even the health-related *Journal of Health and Social Behavior* published only 16 articles during the 14-year period of review. The British-based *Sociology of Health and Illness* fared better, with a total of 20 articles. Although not depicted in Figure 1, another British-based journal, *Social Science and Medicine*, had published 206 articles within the same period. However, *Social Science and Medicine* is an interdisciplinary publication, and its record on HIV/AIDS only serves to highlight the relative absence of articles on HIV/AIDS in the sociology journals. Whether this absence is due to lack of submissions or editorial disinterest is unclear. My inquiry to journal staff was unfruitful, with incomplete databases and editorial policy making this type of information unavailable for research purposes.

The ASA national meetings are also an important venue for sociological work on HIV/AIDS. Figure 2 offers an insight into the trends in AIDS-related work at these meetings. The total number of presentations in all sessions is shown in light shading over a 15-year period from 1986 to 2000. The darker

shading at the top of each column represents the proportion of AIDS-related papers for each year. Few AIDS-related papers were presented at national meetings before 1986.

There are two trends of interest to sociologists in Figure 2. First, the number of papers on AIDS-related topics (for example, AIDS and drug use, AIDS care, HIV prevention, community activism) modestly increased from 1986 to 1994, and then began to decline. The percentage of contributions on HIV/AIDS stands at 5.5 percent of the total, after peaking at 10.7 percent in 1989. In contrast, the number of presentations in all categories has increased more than twofold over the review period.

When combined, the trends show more definitively the steady rise in all categories of presentations at ASA national meetings and the declining number of presentations for HIV/AIDS. This decline may be for disciplinary reasons, such as fewer submissions on HIV/AIDS, or it could be influenced by broader trends, such as the prevailing belief that HIV/AIDS is "treatable" or "curable," and therefore of less concern to the general public. The comparison data of ASA presentations and sociology journals in Figure 3 show more definitively that interest in HIV/AIDS is waning, particularly in the reviewed journals.

These comparison data reveal parallel trends, such as increasing attention to HIV/AIDS during the late 1980s and early 1990s, then a modest decline during the late 1990s. Overall, there are more articles and paper presentations now than at the beginning of the review period, especially at ASA meetings. However, the recent decline in published work has occurred at a time when it may be more important than ever to present HIV/AIDS as a sociological issue. The structural dimensions of the epidemic are becoming more apparent, even as HIV/AIDS is being presented in media and popular discourse as a chronic social problem like crime, prostitution, or illicit drug use. The stigma, blame, and marginalization that are associated with HIV/AIDS are socially constructed phenomena that afflict people with AIDS and those who are at risk of HIV transmission. Increasingly, the AIDS epidemic is disproportionately afflicting minorities in the U.S., and the sociological perspective is important for social policy initiatives affecting this sector of the population.

The dearth of AIDS-related articles in the reviewed journals suggests that AIDS has

never truly been perceived to be a sociological issue, and thus, sociologists writing about HIV/AIDS may feel compelled to publish in the interdisciplinary literature. The data presented here strongly suggest that sociology journals are not the best venue for work on HIV/AIDS. Unfortunately for the sociologists seeking to publish AIDS-related work outside the discipline, there are signs that HIV/AIDS may be losing ground in the interdisciplinary literature as well (Bloor, 1995).<sup>2</sup>

This review presents a challenge for the new millennium. The HIV/AIDS epidemic is not waning, but it should not be perceived to be an intractable problem beyond the realm of sociological analysis or intervention. Sociologists should therefore not be reactively bound by popular conceptualizations about AIDS as "intractable," "chronic," or "hopeless," which makes the impact of HIV/AIDS easier to discount or dismiss. Instead, we, as sociologists, should be creating an independent epistemology of AIDS to explicate the macro-structural factors that shape the epidemiologic patterns of HIV/AIDS, and we should also seek to reframe popular discourse on HIV/AIDS to reflect sociological conceptualizations. This course of action would seem crucial if claims by sociologists about the social construction of disease and its representations are to be heeded. The sociology journals, in particular, could advance this agenda by actively fostering a scholarly interest in writing and publishing on HIV/AIDS. It may also be time for a new journal that addresses the sociology of HIV/AIDS and other emerging diseases with an epidemiologic locus in what is often referred to as "social context."

For more information, contact: Bronwen Lichtenstein, PhD, Assistant Research Professor, Department of Sociology, 237 Ullman West, University of Alabama-Birmingham, 1212 University Boulevard, Birmingham, AL 35294-3350; e-mail blichten@uab.edu.

## Footnotes

<sup>1</sup>The methods and data gathered for this analysis are available upon request from the author.

<sup>2</sup>Bloor, Michael. 1995. *The Sociology of AIDS Transmission*. London: Sage.

Figure 1: Sociology Journal Articles on HIV/AIDS 1986-1999

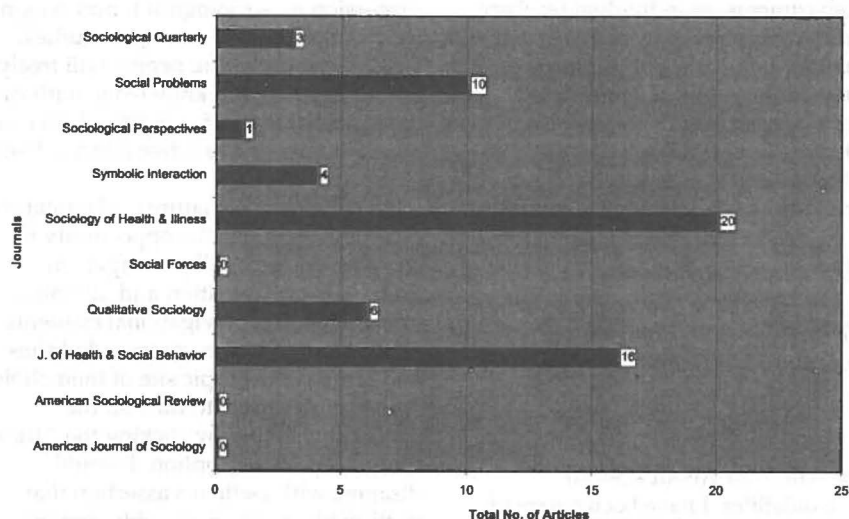


Figure 2: ASA National Conference Presentations for HIV/AIDS and All Categories 1986-2000

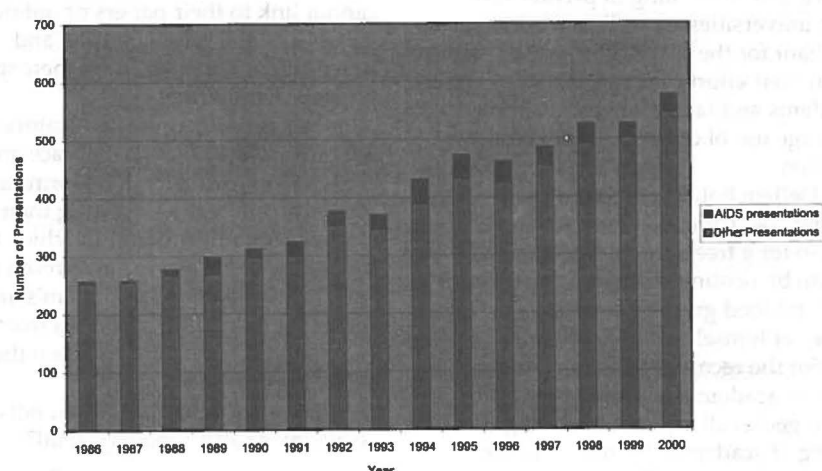
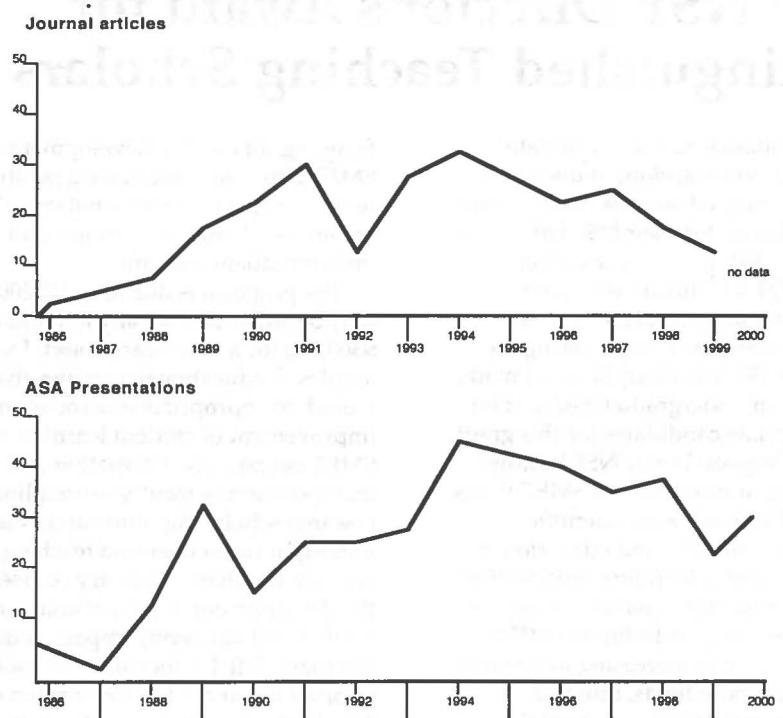


Figure 3: Comparison of Trends on HIV/AIDS in Sociology Journals and at ASA Meetings: 1986 - 2000





## Sociology Well Represented in Indiana Teaching Awards

Five sociologists from various Indiana University sociology departments received awards this year for outstanding teaching and mentoring.

### President's Award

Patrick J. Ashton, Indiana University – Purdue University, Fort Wayne

Ashton is a dedicated teacher who works in the Summer Bridge program, a program designed to assist students of diverse backgrounds navigate their way through college. He is mentor to four Bridge students and teaches a sociology course in the program. He also assists high school sociology teachers by orchestrating teaching workshops. In 1999, he received the John P. Ulmer Outstanding Service to Minority Students Award and the North Central Sociological Association's Distinguished Contributions to Teaching Award. He is a member of Indiana University's Faculty Colloquium on Excellence in Teaching (FACET) and works with the Indiana University – Purdue University Fort Wayne Center for the Enhancement of Learning and Teaching (CELT) and the Faculty Leadership Institute.

### President's Award

Charles P. Gallmeier, Indiana University Northwest

Gallmeier's lively teaching methods have made him a popular teacher, and one that has sparked many students' "sociological imagination." His lectures draw on current events, his research experiences, and his own life experiences to illustrate theories and concepts. He teaches classes for Swingshift College, an outreach program for steel workers in local mills. Gallmeier also advises the Sociology Club and Alpha Kappa Delta and in 2000, he chaired the Midwest Student Sociology Research Conference.

### President's Award

Jay R. Howard, Indiana University – Purdue University Columbus

Howard is an extremely active instructor and researcher at IUPUI Columbus, where he is the only full time

sociologist. He is responsible for the coordination of sociology classes, teaching five classes a year, and advising 30 students per semester, as well as doing original research and publishing on the topic of religion and popular culture. He encourages students to become actively involved in sociology, and since 1993 has sponsored 25 students to present their research papers at the Midwest Student Sociology Conference. Four students have co-authored refereed publications with him. As an active educator, Howard participates in regional and national teaching initiatives sponsored by the American Sociological Association and the North Central Sociological Association.

### Wilbert Hites Mentoring Award

Brian Powell, Director of Graduate Studies, Indiana University-Bloomington

As an encouraging faculty member, people tend to flock to Powell for advice. His informal open-door policy means that students and faculty feel comfortable with seeking his help. With Powell's guidance, the Preparing Future Faculty program (sponsored by the American Sociological Association) was created to assist graduate students become excellent teachers and mentors themselves by providing classes and instruction on issues of teaching, the university community, and academic careers.

### Lieber Memorial Teaching Associate Award

Camilla V. Saulsbury, Indiana University-Bloomington

An instructor in the area of the sociology of mental illness, Saulsbury won the 2000 Edward H. Sutherland Award as an outstanding instructor in the Department of Sociology, two Teaching Excellence Recognition Awards, and the 1998 Instructor of the Year Award from the Division of Recreational Sports. A person with diverse interests, she also teaches kickboxing and cooking. She has been involved in the Preparing Future Faculty project as well. □

## Deadline May 10

## New NSF Director's Award for Distinguished Teaching Scholars

The National Science Foundation (NSF) is currently seeking individuals with distinguished records of educating undergraduates for their NSF Director's Award for Distinguished Teaching Scholars (DTS). Scholars who have substantially impacted research in a science, mathematics, engineering, or technology (SMET) discipline and made an impact on undergraduate education are appropriate candidates for this grant. This is the highest honor NSF bestows for teaching and research in SMET fields. NSF's goal is to advance scientific knowledge, research, and education by supporting and celebrating outstanding teaching scholars in science, mathematics, engineering, and technology. This grant will assist in increasing awareness of careers in these fields, building connections between fundamental research and undergraduate education,

fostering innovative developments in SMET education, and have a positive impact on the winning scholars, other faculty, academic institutions, and undergraduate students.

The proposal is due May 10, 2001 and may be submitted for any amount up to \$300,000 for a four-year project. Examples of educational activities that would be appropriate as a focus are the improvement of student learning in SMET courses, the translation and incorporation of faculty's disciplinary research scholarship into successful undergraduate classroom teaching, the creation of interdisciplinary courses, and the development of educational materials that will nationally impact undergraduate SMET education. For more information and a full description of the NSF Director's Award, go to: <<http://www.nsf.gov/search97cgi/vtopic>>. □



## Public Forum



## Different Views on About.com

In reaction to an announcement in the *Caught in the Web* section of the February 2001 issue of *Footnotes*, I wish to inform you that the online business About.com, which boasts a "sociology" section, is a commercial website that is primarily interested in much less than scholarly pursuits. The company has just merged with Primedia, itself a dubious e-venture. In February 2001, the Wall Street Journal reported that Primedia was pouring more and more money into all kinds of businesses in the hope of getting out of its dire financial situation. But Primedia's share actually plummeted 25% the day its merger with About, Inc. was announced.

About.com is also public, listed on Nasdaq (as BOUT), where its shares have gone neatly down, from more than \$90 a share last year to about \$22 a share in February 2001. I am absolutely sure that the editors at *Footnotes* did not intend to participate in this, but About.com's posting in *Footnotes* was nothing more nor less than a dot-com advertising ploy of yet one more troubled e-business.

The activities of About.com in sociology are dubious. The site links to other (often distinctly scholarly) websites while displaying advertisements. If you want to see webpages on Durkheim, Giddens, or crime, linked from academic servers but at the same time also displaying banners advertising Hotwire.com or Beliefnet and much more, then About.com is for you! Logging into the About.com site will also open pop-up windows with contests to win lucrative prizes!

I hope that as sociologists we can work to keep our discipline and profession on and off the internet free from the commercialism that dominates the world of e-commerce. We can and should develop our own sociologically appropriate webpages, in our departments, as individual teachers and researchers, in the ASA sections, and through other non-commercial means. If we remain autonomous in controlling sociology's presence on the internet, we can contribute in upholding the dignity of our profession and the standards of our discipline to advance sociological interests and the interests of sociology even in the cyber age.

Mathieu Deflem, Purdue University, e-mail e-mail DeflemM@soc.purdue.edu; <<http://www.sla.purdue.edu/people/soc/mdeflem/Apropos.edu>>

■ ■ ■

As the editor for About's Social Sciences GuideSites, I have been aware of Prof. Deflem's objections to his online papers being recommended by the sociology and anthropology sites on our network. I've also spent several years of my own career teaching in private and public universities, as well as working as a consultant for the City University of New York in their efforts to expand the horizons of students and faculty members and encourage use of online resources for education.

As Deflem boldly proclaims on his own personal web page, the internet is free medium for a free society. He enjoys this freedom by posting academic papers with dripping-blood graphics and links to pictures of himself wearing a Pantera t-shirt. For the record, I think this humanization of academia is something to be encouraged in all aspects, including the opening of academic discussion to the populous. Somehow, Deflem fails to see

that this medium which allows a Purdue professor to endorse right-wing rockers like Ted Nugent also provides learners from all aspects of society and all backgrounds to share in a collective human experience of knowledge, in a way not possible within the structure of a university system. Ironically, he has chosen the slogan "free Education now" in protest of a medium that is providing content and interaction free of charge to an Internet population who may not be able to afford the thousands of dollars required to attend private colleges.

One need only look at the actual activity on the About Sociology site, run by Professor Kathy Stolley, to understand how online sociology centers can serve the worldwide curiosity for understanding human behavior on a daily basis. Stolley's recent article on GroupThink capitalized on the popularity of the movie "Thirteen Days" in order to introduce movie and history buffs to some of the psychological decision-making habits that led to the Cuban Missile Crisis. Readers were pulled in by the movie but learned more about the sociological studies behind GroupThink theory and gave them a forum for discussing these connections further. The About Sociology Forum itself is a clear indicator of the bridges our sites constantly build among curious people from all backgrounds. Deflem's main objections seem to be about how those bridges are funded. As About is the sixth largest Internet property in the world, it's clear that most of our audiences, particularly in our academic-related channels do not share his objections. High school students, professors and random web surfers from America, Europe and Australia can be found engaged in free discussion on sociological topics ranging from pop culture to academic studies. Given a free medium, people will freely exchange ideas and knowledge with each other, with a level of energy and diversity nearly impossible to achieve in a college classroom.

In sum, the free nature of the Internet gives the populous the opportunity to choose how they will participate in exchanging information and attaining knowledge. Our navigational elements allow users to visit recommended sites and return to the topic site of their choice. It also allows users to turn off the navigation simply by clicking the "Turn off this top frame" option. I would disagree with Deflem's assertion that putting his work on a "public server" does not implicitly give the public permission to link to it or refer to it. There are many professors and educators who do wish to control who can and cannot link to their papers or online syllabi and the most common and practical method is to make their sites password-protected.

In my experience, the educators who are making the effort to embrace and exploit new media in all its forms are the ones who are really preparing their students for a new world in which the boundaries between the classroom and society are not so strict. Deflem's arguments for insulating academia from the Internet will only serve to retain these social boundaries.

Would he prefer that About not cover sociology or anthropology at all?

Bob Timm, Editor, About, Inc. □



## Car Racing, from page 1

the car" as opposed to the individual.

Unfortunately local law enforcement and business owners view this culture by its participants as opposed to the cars. Since the modified cars are often flashy with stickers or clear lights, they draw attention on the road. In Orange County, it is commonly understood that, if one has an import car and looks Asian American, he will have problems with the police. There have even been documented cases of racial profiling involving Asian American young men and import cars in parts of Orange County. Some local residents see the car crews more as gangs—thereby labeling them as oppositional or deviant groups. The ironic part is that most import racers are college students and live with their parents in middle or upper class neighborhoods. The few instances of violence occur from the illegal drag racing that takes place completely apart from organized events. Asian Americans and Asian immigrants have large populations in Orange County, especially in cities like Irvine and Westminster. Since many of the local high schools now have Asian populations well over 50 percent, there is an anti-Asian sentiment from some parts of the community. Import racing highlights the significance of race, thereby causing discrimination.

Import racing is an expensive hobby. Participation depends on one's socioeconomic background. Youths typically receive a car from their parents as a gift, but later they have to spend their own money from part time jobs fixing up their cars. It also involves time. While in school, many Asian American youths are not involved in after school sports or leadership roles, which leaves them plenty of time to work on their cars. Participants typically leave this hobby after college graduation when they begin their first job. When the racers leave home and start their career, it becomes difficult to keep up with the maintenance of their vehicles and lifestyle. Though they may still have an import car like an Acura or a Nissan, they will not fix it up enough to make a statement of identity. There is also less time to work on a car or go to events because many start full-time jobs right after graduation. While some complain that these participants spend too much time and money on their hobby, there is such

a huge market for these cars that the sellers often end up profiting and putting that money into their future vehicles.

Import racing is a hobby, sport, and lifestyle to thousands of high school and college students in southern California. Racers will spend thousands of dollars on additions and modifications to make the car look flashy, sound louder, and race at a higher performance. There are chat rooms online like "O.C. Racerz," where importers can network to trade parts or find events. You can find import car magazines at grocery stores in Orange County. There is also a connection with hip-hop and dance music and some of the import shows seem more like nightclubs with their strobe lights and loud music. These events also draw thousands of young women who are either there to participate, hang out with friends, or work.

As with any male dominated sport like football, boxing, or wrestling, females play a sidelined role that is typically sexual. Import racing is no different. Corporate sponsors like Budweiser and Toyo Tires hire scantily clad women to dance and pose with cars and participants. Flyers and ads for import events always feature a girl and a car to attract attention. Some of the women are Asian American, but most are Anglo. There are also female attendees (not hired to be there) who flash cameras and pose with cars. Several Asian American male import racers commented that they felt strange watching Asian American women play this role. While the Asian American males assert their masculinity, they often alienate and exploit female counterparts in the process.

On the other end of the spectrum are the women who race and fix up cars themselves. There are car clubs like "Go Gyr! Racing," which are there strictly for serious racers. While female participation only makes up around ten percent of the events, judges have added separate female categories because of the high influx. The culture is currently hyper-masculine and hyper-heterosexual, but the female racers are shifting things over time. Like their male counterparts, female racers see these events as a way to meet and socialize with friends and new people. Many

Orange County youths mention that they live in suburbia and are bored. Import racing gives them a chance to have fun and feel part of something important and meaningful.

Import racing is a reconstruction of a cultural form. When a few Asian American youths felt excluded by the V-8, Anglo dominated muscle car culture of the seventies and eighties, they decided to start their own events with their own cars. Ten years later, import racing has become the most distinct identity for Asian Americans in Orange County. In addition to being a sport and hobby for many, import car racing and its lifestyle culture has become a socializing tradition for Asian American youths. While import racing has no political agenda, I believe there are parallels to hip-hop culture and African Americans. Like hip-hop, import racing provides a sense of identity and empowerment for Asian American youths who typically feel marginalized from the mainstream. Import car racing made its mark in 1991 and shows no signs of slowing down. Unlike other Asian derived forms of popular culture like animation, Hong Kong films, or comic books, import car racing is clearly Asian American, and Orange County participants assure you that this is just the beginning.

*About the author: Victoria Namkung received her master degree in Asian American Studies from UCLA in 2000. She has taught journalism at UC-Santa Barbara and currently writes for InStyle and Los Angeles magazine.* □

## Sport, from page 7

*Sport* which first carved out this new specialty in the 1970s. "Sociology of sport is a wonderful hook to attract undergraduate students to sociology," he notes. If it is offered as a freestanding elective, students will come from all corners of the campus. "Sociology of Sport is the course where I get the most 'ah-ha' experiences with students who now see the world, or at least the world of sport, through the lens of the sociological imagination."

Of course sociology of sport has some predictable image problems that the NASSS hopes to remedy. It is not a well-funded specialty. At the moment, most scholars receive support from such places as the Amateur Athletic Federation, a spin off of the 1984 Olympics in Los Angeles. The Women's Foundation in New York City has funded some research. "On the one hand, there are some excellent recent books on sport, such as Shulman and Bowen's *The Game of Life*," says Malec, "but, because the authors are not sociologists, the acclaim does not feed back into our discipline."

NASSS seeks to strengthen its place within sociology and in the larger society. The Association has a list of experts on its website as part of its commitment to reach out to the media and offer a new slant on sporting events. Recently, NASSS members have been tapped to comment on NASCAR races and the strong identification fans have with them. Sociologists of sport have a strong identification with NASSS, enjoy the camaraderie and exchange of ideas, and consider themselves an important part of the sociology team.

For more information, contact [playlab.uncomm.edu/nas.html](mailto:playlab.uncomm.edu/nas.html). □

### Events at the 2001 ASA Annual Meeting for Department Leaders

#### Chair Conference

Friday, August 17: 12pm – 9:30PM to Saturday, August 18: 7:30am – 4:15pm  
\$95.00 for Department Affiliates, \$125.00 for Non-Department Affiliates

#### Director of Graduate Study Conference

Monday, August 20: 8am – 12:15pm  
Poster Session showcasing Graduate Programs at 2:30pm – 4pm  
Department Alumni Night at 9:30pm  
\$25.00 for Department Affiliates, \$45.00 for Non-Department Affiliates

For more information about the Chair Conference and DGS Conference agenda contact: [apap@asanet.org](mailto:apap@asanet.org). To register, use the ASA Homepage: [www.asanet.org](http://www.asanet.org). For those who have already pre-registered, you may add these conferences by sending in a form with credit card payment and these events will be added to your registration packet.

### Now available from the American Sociological Association!

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Edited by Carol A. Jenkins and Cathy Rakowski

*A joint project of the Rural Sociological Society/Kellogg Diversity Initiative, the American Sociological Association, and the ASA Section on Undergraduate Education*

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## Call for Papers

### CONFERENCES

**California Sociological Association** will meet October 19-20, 2001, at the Holiday Inn Capital Plaza in Sacramento, CA. Theme: "Sociology for the New Century." Deadlines are April 15 to volunteer to organize sessions, panels, workshops, or special events (but the earlier, the better), and July 1st is the last chance to submit papers to research sessions or roundtables. For more information, contact Elizabeth Nelson, e-mail elizn@csufresno.edu or (559) 431-2630.

**Defense Equal Opportunity Management Institute**, 4th Biennial Equal Opportunity/Equal Employment Opportunity Research Symposium, December 4-6, 2001, Cocoa Beach, FL. Contact: DEOMI (321) 494-2676 or <patrick.af.mil/deomi/deomi> for more information.

**Information Technologies in Health Care: Sociotechnical Approaches**, Erasmus University, Rotterdam, The Netherlands, September 6-7, 2001. This conference brings together academics from diverse areas such as Social Studies of Science and Technology, Health Informatics and Information Systems. To contribute to this conference, you should submit a title for your contribution and a one-page abstract before April 20, 2001. Please send all queries, applications, and submissions electronically to: ithc@bmj.eur.nl; Conference website: <http://www.bmj.eur.nl/smw/ithc/>.

**International Institute of Social History**, Amsterdam, The Netherlands, January 25-26, 2002. The IISH invites PhD students, involved with historical research on gender and welfare states in the 20th century, interested in reconsiderations of maternalism and eager to discuss the pitfalls of international comparisons, to participate in a two-day workshop "Maternalism Reconsidered: Mothers and Method in 20th Century History." Please send your proposals to: Marian van der Klein International Institute of Social History, Cruquiusweg 31 1019 AT, Amsterdam, the Netherlands; e-mail: mvk@iisg.nl; website <http://www.iisg.nl/research/maternal.html>.

**International Research Foundation for Development (IRFD)**, 2nd International Conference, Columbia University, Center for Urban Research and Policy, School of International and Public Affairs, June 4-6, 2001. Theme: "Urbanizing World and UN Human Habitat II" in conjunction with the United Nations Special Sessions of the Habitat II-Istanbul+5. The IRFD invites academic communities, urban researchers, policymakers, human settlement planners and practitioners, and NGO's to contribute to this global dialogue. ASA members are invited to present papers and organize panel and plenary sessions for the Habitat Agenda and for the Scott Greer honorary sessions. Final deadline for these proposals and abstracts is April 15, 2001. Contact, IRFD, 2830 South Holly Street, Cambridge, MN 55008; (763) 689-2963; fax (763) 689-0560; e-mail Neville@irfd.org or Jennifer L. Bryan, Columbia University, (212) 854-2020; fax (212) 854-2701; e-mail jlb254@columbia.edu.

**ISA Research Committee on Mental Health and Illness**, RC49 Interim Conference: Integrated Approach for Mental Health Kobe, Japan April 24-26, 2002. RC49 conference will be held as a satellite meeting of the International Conference of Health Behavioral Science. Abstracts for individual papers, panels, or roundtables welcomed. Accepted presentations will be published in a book of proceedings. To have your proposal considered, please send before May 20, 2001 to: Conference organizer Tsunetsugu Munakata, RC49 President University of Tsukuba Institute of Health and Sports Science 305-8574 Tsukuba, Japan; tel/fax 81-298-532625; e-mail munakata@taiiku.tsukuba.ac.jp.

**ISA Research Committee on Sociology of Childhood** International conference Kivenlahti/Espoo (near Helsinki), Finland, August 23-26, 2001. RC53 conference on "Comparing Childhoods" is organized jointly with NordBarn, Research Network for the Study of Nordic Conceptions of Childhood. To propose a paper, please send (preferably by e-mail) an abstract of your paper (max. 250 words) before May 1, 2001, to: Leena Alanen, Department of Early Childhood Education, University of Jyväskylä, POB 35 40 351 Jyväskylä, Finland; e-mail lalanen@edu.jyu.fi.

**ISA Research Committee on Sociology of Childhood**, RC53 Conference on Latin American Children and Youth, Marilia (Sao Paulo), Brazil, November 5-9, 2001. Sociologists who work on Latin American Children and Youth are invited to submit session and paper proposals before May 31, 2001 to the organizer: Ethel Kosminsky, Universidade Estadual Paulista-Marilia; e-mail ethelkos@ajato.com.br.

**Women's Worlds 2002**, Kampala, Uganda, July 21-26, 2002. Theme: "Gendered Worlds, Gains and Challenges." The call for papers has been extended to June 15, 2001. For more information, check their website: <www.wgs.or.ug>.

**Young Housing Researchers Pre-conference**, June 22-24, 2001, Warsaw, Poland. The European Network for Housing Research (ENHR) is holding its annual research meeting June 25-30, 2001 in Pultusk-Warsaw, Poland. The Young Housing Researchers' pre-conference will convene before the ENHR conference and they invite submissions of work in progress on any topic related to housing and urban development. This is an excellent opportunity to become part of a dynamic international network of young and established scholars! The full paper is due by June 1, 2001. Summaries, questions, and comments should be sent to Elena Vesselinov; e-mail ev6715@csc.albany.edu and Marco Bontje; e-mail m.bontje@frw.uva.nl. Also see <http://www.enhr.ibf.uu.se>.

### PUBLICATIONS

**Advertising & Society Review**, an interdisciplinary scholarly journal examining the role of advertising in society, culture, history, and the economy, began publication in fall 2000. It is an electronic-only journal published by The Advertising Educational Foundation, Inc., and distributed by The Johns Hopkins University Press through Project Muse. It can be accessed on the Internet at <aef.com> (follow links to JOURNAL). Manuscripts should be submitted as an e-mail attachment to william.obarr@duke.edu. *Advertising & Society Review* is peer-reviewed and published quarterly. Further information is available at <aef.com.eutermuse.press.jhu.edu/journals/asr>.

**Criminal Justice Review** is a biannual scholarly journal dedicated to presenting a broad perspective on criminal justice issues. They encourage the submission of articles, research notes, commentaries, and comprehensive essays that focus on crime and justice-related topics broadly defined. An abstract, not to exceed 200 words, must be included with submissions. Send to Michael S. Vaughn, Editor, Criminal Justice Review, P.O. Box 4018, Georgia State University, Atlanta, GA 30302-4018; (404) 651-3660; e-mail cjr@gsu.edu; <www.gsu.edu/cjr>.

**Cultural Studies/Critical Methodologies**, a new interdisciplinary journal from Sage Publications. CS/CM is an interdisciplinary, quarterly publication drawing from those scholarly traditions in the social sciences and the hu-

manities which are premised on a critical, performance-based cultural studies agenda. Preference is given to experimental, risk-taking manuscripts which are at the intersection of interpretive theory, critical methodology, culture, media, history, biography, and social structure. The journal publishes peer-reviewed research articles, critical analyses of contemporary media representations, auto-ethnography, poetry, and creative non-fiction. It provides an explicit forum for the intersections of cultural studies, critical interpretive research methodologies, and cultural critique. For details on submitting manuscripts, contact the Editor: Norman K. Denzin, Institute of Communications Research, 228 Gregory Hall, 810 South Wright Street, University of Illinois, Urbana, IL 61801-3645; (217) 333-0795; fax (217) 244-9580; e-mail n-denzin@uiuc.edu.

**Gender & Society**. Special issue, Global Perspectives on Gender and Carework. They seek papers on the allocation, meaning, and experiences of paid and/or unpaid carework in relation to globalization. Submit papers, including \$10.00 (US) submission fee, to *Gender & Society*, Christine Bose, Editor, Department of Sociology, SS340, University at Albany, SUNY, 1400 Washington Avenue, Albany, NY 12222. Deadline: December 15, 2001.

**Journal of Family Issues**. Seeks papers for a special issue called "Care and Kinship." Empirical papers that are grounded in theoretical and conceptual debates around caregiving broadly defined, including eldercare, childcare, and care for the ill and those with special needs are welcomed. Send five copies and a disk to Rosanna Hertz, Department of Women's Studies, Wellesley College, Wellesley, MA 02445. Deadline for submissions is August 26, 2001.

**Journal of Lesbian Studies**. Calls for abstracts and outlines for manuscripts for a special issue "Approaches to Addressing College Students' Heterosexism and Homophobia" (working title). Send a one-page outline and a 100-125 word abstract by April 30 to Elizabeth P. Cramer, Guest Editor, Virginia Commonwealth University, School of Social Work, P.O. Box 842027, 1001 W. Franklin Street, Richmond, VA 23284-2027.

**Sexual Lives: The Theories and Realities of Human Sexualities**, a co-edited anthology on the sociology of sexuality, seeks submission of articles (both original pieces and previously published) to include in the reader. The scheduled publication date is summer 2002. Submit proposals by May 15, 2001 to Betsy Crane or Robert Heasley, Department of Sociology, Indiana University of Pennsylvania, Indiana, PA 15705; (724) 374-3939; e-mail Heasley@grove.iup.edu.

**Sociological Perspectives**. Call for papers for a special issue on Sport and Gender. Deadline: August 1, 2001. Send five copies to Peter Nardi, Editor, *Sociological Perspectives*, Department of Sociology, Pitzer College, 1050 North Mills Avenue, Claremont, CA 91711. See <www.ucpress.edu/journals/sop> for additional submission information.

**Studies in Communications** is a series that presents contemporary scholarship on the central dynamic of society-communications. Volume 6, Human Rights and Media, invites submissions on: human rights and media; children/youth and new media; communities and information technology; communications and stereotypes; visual sociology. Deadline for submissions is May 1, 2001. General guidelines for authors for hard copy and electronic submis-

sions are available from Elsevier Science: a.davenport@elsevier.co.uk. Queries and submissions go directly to Diana Papademas, Sociology Department, State University of New York-Old Westbury, 3 Anchorage Lane 7B, Oyster Bay, NY 11771; e-mail Diana Papademas@worldnet.att.net.

**Substance Use & Misuse**. Researchers are invited to submit papers for review and possible inclusion in a special issue concerned with the social epidemiology of substance use and homelessness. Manuscripts should be submitted in triplicate to special issue Guest Editor: Timothy Johnson, Director, Survey Research Laboratory, University of Illinois at Chicago, 412 South Peoria Street, Chicago, IL 60607; (312) 996-5310; e-mail tjohnson@srli.uic.edu. Submissions should be postmarked by July 1, 2001.

**Teaching Medical Sociology**. Call for Syllabi and Instructional materials—ASA handbook for teaching medical sociology. Attention to those who teach courses related to Medical Sociology. It is time to revise the syllabi set for *Teaching Medical Sociology*. Please forward the following materials on a 3-1/2" diskette (WORD or Wordperfect, IBM compatible) to Robin D. Moremen, Department of Sociology, Northern Illinois University, DeKalb, IL 60115, by May 7, 2001: Syllabi from courses related to medical sociology, examples of audiovisual materials related to medical sociology, examples of in-class exercises related to medical sociology, examples of basic and special assignments in medical sociology, examples of internet resources and data sites related to medical sociology, examples of computer-based assignments and exercises related to medical sociology, materials on health care systems from a global comparative perspective, materials reflecting current health policy, materials related to methods of inquiry in medical sociology.

**Teaching Sociology of Consumption**. Call for Teaching Materials and Syllabi. We are assembling an ASA Teaching Resource Manual for consumption-related courses and resources to teach sociological concepts using the sociology of consumption as illustrations. The final product will be an invaluable resource for instructors developing sociology of consumption courses and those looking for new methods for teaching sociological concepts. Please contribute syllabi, assignments, suggestions, and ideas (preferably on disk or in electronic form) to George Ritzer, Department of Sociology, 2112 Art/Sociology Building, University of Maryland, College Park, MD 20742; e-mail ritzer@socy.umd.edu.

**Teaching Sociology**, a journal of the American Sociological Association, has agreed to produce a special issue on curriculum design and outcomes assessment. We invite the submission of manuscripts that emphasize the design and curricular implementation of sociology programs. The assessment of demonstrable student outcomes from existing goal-based sociology programs, assessment strategies for managing program improvements, or conceptual studies that link sociological principles with curricular frameworks. Manuscripts received by July 16, 2001 will be given consideration for publication in this special issue. For more information contact Bruce Keith at (845) 938-6321; e-mail zb9599@usma.edu.

**Unbecoming mothers/Becoming families**, a collection of original essays that critically examines the changing role of mothers who live apart from their children and the family structures that

Continued on next page

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## Call for Papers, continued

emerge from this "unbecoming process," invites research articles and discussion papers that address critical debates on mothers who leave or live apart from their children and the implications for changing family structure. Deadline for submissions September 1, 2001. Send to Diana L. Gustafson, Sociology and Equity Studies, 12<sup>th</sup> floor, OISE/University of Toronto, 252 Bloor Street West, Toronto Ontario, Canada M5S 1V6; e-mail [diana.gustafson@sympatico.ca](mailto:diana.gustafson@sympatico.ca).

**Visual Sociology and Using Film/Video in Sociology Courses.** Call for submissions, deadline April 30, 2001. A new supplement volume, edited by Diana Papademas, will emphasize new technologies, multi-media, and the broad range of visuals, including the www. Types of submissions include course syllabi (teaching visual sociology; teaching sociology with visual media on all topics), essays on projects and activities on courses (1500 words, including listings or sources), paragraph descriptions of recommended and applied visual sources, lists of recommended sources (websites, archives, film distributors), and suitable graphics (must be provided with appropriate permissions). Documents should be in Word for Windows and be submitted to Diana Papademas at [PapademasD@oldwestbury.edu](mailto:PapademasD@oldwestbury.edu).

## Meetings

**May 2-4, 2001. Development and Peace Foundation Bonn and Evangelische Akademie Loccum International Workshop.** Theme: "Stability and Peace in the Caucasus: The Case Nagorno-Karabakh." For more information and the program see [www.loccum.de/program/p0118.html](http://www.loccum.de/program/p0118.html).

**May 7-11, 2001. Third International Symposium on "Space Syntax",** College of Architecture, Georgia Institute of Technology. See: <http://www.arch.gatech.edu/~3sss>.

**May 30-June 1, 2001. Justice Studies Association,** Wheaton College, Norton, MA. Theme: "Restorative Justice: Seeds of Social Revolution or Just Another Correctional Alternative?" For additional information contact A. Javier Trevino at (508) 286-3656, or visit the website <http://www.justicestudies.org>.

**July 25-27, 2001. NIMH Conference on the Roles of Families in Preventing and Adapting to HIV/AIDS,** Los Angeles, CA. Theme: "Diversity and Disparities in Diverse Families." Contact Gail E. Wyatt, Associate Director, UCLA AIDS Institute, UCLA; (310) 825-0193; fax (310) 443-9719; e-mail [wpequegn@nih.gov](mailto:wpequegn@nih.gov).

**September 20-22, 2001. ISA Research Committee Sociology of Youth and Italian Sociological Association Research Committee Joint International Conference,** Vita Quotidiana, and others. University of Milano-Bicocca, Milan, Italy. Theme: "Family Forms and the Young Generation in Europe." Contact by e-mail [generations.sociologia@unimib.it](mailto:generations.sociologia@unimib.it) and [wallace@ihs.ac.at](mailto:wallace@ihs.ac.at).

**October 11-14, 2001. 23<sup>rd</sup> Annual International Symposium on Social Work with Groups,** Akron/Fairlawn Hilton, Fairlawn, OH. Theme: "1923-2001 and Beyond: Growth and Development through Group Work." For more information contact Claudio J. Carson (216) 687-4516; fax (216) 687-5590; e-mail [claudjcarson@cs.com](mailto:claudjcarson@cs.com); <[www.aaswg.org](http://www.aaswg.org)>.

## Funding

**Civilian Research and Development Foundation (CRDF), 2001 Cooperative Grants Program.** This program allows joint teams of U.S. and former Soviet Union (FSU) scientists and engineers to apply for one to two-year support for cooperation in any area of civilian research and development in the natural sciences, mathematics, engineering, and biomedical and behavioral sciences. Deadline for proposals is May 18, 2001. For full program announcement and application forms, see the CRDF website: <<http://www.crdff.org>>.

**Interuniversity Center for Social Science Theory and Methodology (ICS)** has 10 to 12 fully-funded PhD positions available at the universities of Groningen, Nijmegen and Utrecht, in The Netherlands. They offer a post-graduate program for a small selection of excellent graduates in the social sciences. For information see <<http://www.ppsw.rug.nl/ics>>. The application deadline is May 7, 2001.

**Sociological Initiatives Foundation** provides grants of \$5,000 to \$15,000 to support research and social action projects. Areas of interest include but are not limited to social welfare, human rights, literacy, language learning and use, dialect use and curricular issues in teaching second languages and non-native languages. The Foundation is also interested in supporting research by sociologists and linguists whose work may provide practical documentation of initiatives that may be useful to communities. Complete guidelines for the September 2001 application deadline are available at <<http://www.grantsmanagement.com/sifguide.html>>. For more information, contact Prentice Zinn at [pzinn@grantsmanagement.com](mailto:pzinn@grantsmanagement.com); (617) 426-7172.

## Competitions

**Fulbright Scholar Program** offers Lecturing/Research Awards in 140 countries for the 2002-2003 academic year. Opportunities are available, not only for college and university faculty and administrators, but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars and many others. For information, contact the Council for International Exchange of Scholars (CIES), 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; e-mail [apprequest@cies.iie.org](mailto:apprequest@cies.iie.org); <[www.cies.org](http://www.cies.org)>.

**National Council for the Social Studies** invites nominations for its major grants and awards. NCSS annually honors the outstanding performance of teachers, researchers, and other worthy individuals and programs, and encourages unique and innovative social studies education projects through its award and grant programs. For a list of the award and grant descriptions contact Ana M. Chiquillo Post, Manager of Recognition Programs and Special Projects; (202) 966-7840, ext. 114; fax (202) 966-2061; e-mail [apost@ncss.org](mailto:apost@ncss.org).

## In the News

**Thor Bjarnason,** University at Albany, co-author of the "European School Survey Project on Alcohol and Drugs," was quoted in a February 21, 2001 *New York Times* article about the report, which compares drug use by U.S. teens with that of European teens.

**Diane R. Brown,** Wayne State University, had her research on Black Christian women with disease using spiritual-medicinal care featured in a January 10, 2001 *Detroit News* article.

**Lee Clarke** was interviewed in February by French television and French radio for his keynote speech, "Risk, Disasters, and Expertise in an Organizational Society." The speech was given at France's National Center for Scientific Research.

**Robert Freymeyer,** Presbyterian College, was quoted in an article about the 2000 election and its aftermath entitled "Disunity for All" in the December 16, 2000, edition of the *National Journal*.

**James M. Jasper,** New York University, has discussed his latest book, *Restless Nation*, on radio networks and shows, including the Australian Broadcasting Company, "Marketplace" on Public Radio International, WNYC's "New York and Company," the Todd Mundt show from WKOM in Ann Arbor, and KPCC's "Talk of the City." The book has been reviewed in *Publishers Weekly*, the *New York Times*, and the *New Leader*, and has been discussed in columns in the *Times* and the *Daily Telegraph* of London, the *Chronicle of Higher Education*, and the *American Scholar*.

**Miliann Kang,** Skidmore College, was featured in the February 12 *Albany Times Union* in an article describing the difficulties of securing affordable quality child-care in the Albany, NY area.

**Jeylan Mortimer,** University of Minnesota, and **Steven Hamilton,** Cornell University, were interviewed on NPR radio's "Talk of the Nation." The show featured the National Research Council report, "Protecting Youth at Work."

**J. Timmons Roberts,** Tulane University, was quoted in the *Times Picayune*, July 11, 2000, in an article about neighborhood opposition to unwanted development in New Orleans.

**Eli B. Silverman** and **Andrew Karmen,** John Jay College of Criminal Justice, **Harold Takooshian,** Fordham University, and **Georjeanna Wilson-Doenges,** University of Wisconsin-Green Bay, were all cited in a *New York Times* article February 16, 2001 "A Sign of the Times: No More Signs."

**Robert Mark Silverman,** Wayne State University, was quoted in the *Detroit News*, and was a guest on "The Mitch Albom Show (760-AM Detroit)" on March 7, 2001. Both news items were related to the recent frenzy among consumers over Nike XI Retro Air Jordan sneakers.

**Zili Sloboda** and **Richard Stephens,** University of Akron, have received a \$13.7 million grant to study a new D.A.R.E. curriculum as reported in the *New York Times*, February 15, 2001.

**Doug Snyder,** Prince George's Community College, had a letter in the February 17, 2001 *Washington Post*, "The NBA's Real Trailblazers," correcting two misleading *Post* articles about the

first African Americans to play in the National Basketball Association during the 1950-51 season.

**David A. Sonnenfeld,** Washington State University, had his research on social movements and technological change cited in a new World Bank report, "Greening Industry: New Roles for Communities, Markets, and Governments," published by Oxford University Press.

**Toby Teneyck,** Michigan State University, was quoted in the *Manitoba Co-Operator*, February 22, 2001 in a story on irradiated food.

**Christopher Uggen,** University of Minnesota, was interviewed on the NPR program "All Things Considered" on February 7, 2001. The segment discussed voting rights for ex-felons in Florida.

**Anita M Weiss,** University of Oregon, was quoted in a front-page article in the *Columbus Dispatch* February 8, 2001, on arranged marriages and honor killings in Pakistan.

## Awards

**Ron Aminzade,** University of Minnesota, received the 2000-01 Award for Outstanding Contributions to Postbaccalaureate, Graduate and Professional Education.

*Continued on next page*

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## Awards, continued

C.D. Abby Collier, University of Georgia, received an Outstanding Graduate Teaching Award for 2000, and a Center for Humanities and Arts Research Grant Award for 2000-2001 for her project on the sociocultural impact of the increasing use of cremation in America.

Ingrid Arnet Connidis was selected as the 2000-2001 Petersen Visiting Scholar in Gerontology and Family Studies at Oregon State University.

Maureen T. Hallinan, University of Notre Dame, received the 2000 CHOICE Outstanding Academic Titles award for her text *Handbook of the Sociology of Education*.

Doug Hartmann, University of Minnesota, received a Postgraduate Research Grant Fellowship from the International Olympic Committee's Olympic Museum Studies Center in Lausanne, Switzerland for Summer 2001.

Barry Wellman, University of Toronto, was honored for his contributions to Canadian sociology over the past 30 years with a conference in his honor on April 16, 2001 at University of Toronto.

## People

Chris Bonastia, New York University, accepted a two-year post-doctoral position as a Robert Wood Johnson Foundation Health Policy Scholar at the University of California-Berkeley.

Joyce Chinen, University of Hawaii-West Oahu, was elected President of the Hawaii Sociological Association (HSA) for 2001.

Daryl E. Chubin, left the National Science Foundation to become Senior Vice President for Policy and Research at the National Action Council for Minorities in Engineering (NACME).

Michael Delucchi, University of Hawaii-West Oahu, was elected Vice President of the Hawaii Sociological Association (HSA) for 2001 and is President-elect of the HSA for 2002.

Peter Dreier, Occidental College, will be a visiting professor at the University of Oregon during its spring quarter.

Julian Go has begun a tenure-track position as assistant professor in the Department of Sociology at the University of Illinois-Urbana-Champaign. Beginning AY 2001-2002 he will take temporary leave of the University of Illinois to serve as an Academy Scholar at Harvard University, a two-year postdoctoral fellowship position at the Harvard Center for International and Area Studies.

Drew Halfmann, New York University, accepted a two-year post-doctoral position as a Robert Wood Johnson Foundation Health Policy Scholar at the University of Michigan.

Barry Johnston, Indiana University Northwest, was selected as a J. William Fulbright Scholar and will be in Moscow August-January next year.

Andrew W. Jones will join the faculty in the Department of Sociology at the University of Vermont as assistant professor in fall 2001.

Sharon Erickson Nepstad, Duquesne University, is a Post-doctoral Fellow at Princeton's Center for the Study of Religion for the 2001-2002 academic year.

George Ritzer was named Distinguished University Professor at the University of Maryland.

Charles V. Willie, the Charles William Elliot Professor of Education (Emeritus) at the Harvard Graduate School of Education, was elected chairman of the Board of Trustees of Judge Baker Children's Center. He previously served as a trustee and first vice chairman of the Center.

## Members' New Books

Mia L. Cahill, New York University, *The Social Construction of Sexual Harassment Law: The Role of the National, Organizational and Individual Context* (Ashgate, 2001).

Kathleen Thiede Call and Jeylan T. Mortimer, University of Minnesota, *Arenas of Comfort in Adolescence* (Lawrence Erlbaum Associates, 2001).

Ingrid Arnet Connidis, University of Western Ontario, *Family Ties and Aging* (Sage, 2001).

Hassan Elanjari, Dalton State College, *The Gulf War: Overreaction & Excessiveness* (Amazon Press, 2001).

Sandra Enos, Rhode Island College, *Mothering from the Inside: Parenting in a Women's Prison* (SUNY Press, 2001).

David O. Friedrichs, University of Scranton, *Law in Our Lives: An Introduction* (Roxbury Publishing, 2001).

Frances V. Moulder, Three Rivers Community College (ed.), *Social Problems of the Modern World: A Reader* (Wadsworth Publishing, 2000).

Dorothy Neklin, New York University, and Lori Andrews, *Body Bazaar: The Market for Human Tissue in the Biotechnology Age* (Crown Press, 2001).

Kim Reed, SUNY-Oswego, *Managing our Margins: Women Entrepreneurs in the Suburbs* (Routledge, 2001).

## Contact

Armenian sociologist seeks U.S. colleagues to collaborate on research projects. No funding available from Armenia. Contact: Dr. Rubik Yeghoryan, Vardanants str. 4/3, Yerevan 10, Republic of Armenia; e-mail egoryan@freenet.am or rubikyeghoryan@dr.com.

## New Publications

*Protosociology: An International Journal of Interdisciplinary Research*, announces Volume 15 (2000), "On A Sociology of Borderlines: Social Process in Time and Globalization." Each issue concentrates on a specific topic taken from the current discussion to which scientists from different fields contribute the results of their research. For information on ordering or subscribing, see <www.rz.uni-frankfurt.de/protosociology>

## Caught in the Web

Research Forum on Children, Families, and the New Federalism, at <www.researchforum.org>, encourages collaborative research and informed policy on welfare reform, child and family well-being, and community-related outcomes. The website features a searchable database of summaries of large- and small-scale research projects, pages with information and links related to key topics, and other useful resources. Barbara Blum is the Research Forum director. Jennifer Farnsworth maintains the site.

## Summer Programs

Center for Spatially Integrated Social Science (CSISS) is offering a series of workshops, intended primarily for graduate students and junior faculty, in various methodological topics re-

lated to the mission of CSISS. Scholarships are being offered. Further information can be found at <www.csis.org/events/workshops>.

Northwestern University. 6th Annual International Institute. "What Do the Best University Teachers Do?," June 27-29, 2001. The Institute stems from a 14-year study of the practices and thinking of highly successful teachers, those people who seem to have great success in helping and encouraging their students to achieve remarkable learning results. Registration deadline is May 1. For registration information contact the Excellence in Medical Education Program (847) 467-2338; <http://president.scfe.nwu.edu/Bestteachers2001.html>.

Universiteit van Amsterdam, 6th Summer Institute on Sexuality, Culture, and Society, July 1-26, 2001. The Institute is an intensive four-week program focusing on the study of sexuality across cultures and is taught by an international faculty team. Applications can be found at <www.ishss.uva.nl/SummerInstitute>.

## Policy and Practice

Peter Dreier, Occidental College, Jennifer Wolch, University of Southern California, and Manuel Pastor, University of California-Santa Cruz, coordinated a report (Sprawl Hits the Wall), by the Southern California Studies Center at USC and the Brookings Institute, Center on Urban and Metropolitan Policy, that shows the Los Angeles region is at a crisis point. There is limited additional land on which to grow, and there are few additional resources left to consume, which means that the region can no longer run away from its problems: a distressed regional core, a severely taxed environment, and a fractured governance structure. The report argues that the Los Angeles region should, and can, grow differently. The entire report is available at <http://www.brookings.edu/urban>.

## Deaths

Tpini Enoch Kyllonen, University of Missouri-Columbia, died February 9, 2001.

Will Lissner, Clearwater, FL, died in March 2000.

Audrey Meyer died February 6, 2001.

## Obituaries

Charles M. Barresi (1928-2000)

"Chuck" Barresi would not cite his long and varied career in urban sociology, theory, and social gerontology as his most important life achievement. "Most important" were his contributions to the productive, caring, fulfilling lives of his children, Ellen, Chuck Jr., Dorothy, Timothy and Patrick. And, to their children's lives.

"And did I tell you the big news?" was part of any phone or e-mail communication since his retirement a decade ago. He left full professorship at The University of Akron for Florida-based, part-time teaching and research. "The big news" was not typically about an invited ethnicity and aging paper he was presenting in Pisa, but about a new grandchild, a career change, move or special honor for one of his kids ("Dorothy's reading her poetry before Congress!"). The number and length of cross-country visits to Florida during Chuck's last year demonstrate his family's deep devotion and the love and

respect garnered in what he considered his most important roles, father and grandfather.

Charles M. Barresi, who received his BA, MA, and PhD (1965) from SUNY-Buffalo and did postdoctoral study at the Scripps Foundation, Miami of Ohio, was also a prolific and beloved "intellectual father." He was first a teacher and mentor. He was instrumental in developing the Akron/Kent State joint doctoral program in sociology. Like his biological children, his intellectual children are scattered across North America, modeling his teaching and research skills. From his 10 years at Rosary Hill College in Buffalo to his 24 years at Akron U., he leaves students who absorbed the foibles along with the great ideas of classical thinkers and students who chose aging as a field of work and study because he ignited a special interest. Terry Albanese puts it well: "He... (was) more concerned about the significance of the sociological issues of aging, furthering our knowledge and understanding of them, and helping students learn and achieve, than about personal gains..."

Robert Denton, head of Summit County Victim Assistance and a teaching colleague, comments that Chuck embodied what "professor" means, and that he was a "true gentleman," an asset to the community surrounding the university. (He helped found "Marriage Encounter"). Richard Gigliotti, former chair at Akron, now dean at New Jersey's Montclair College credits Chuck with helping develop the department into a sizeable PhD-granting program, which now attracts skilled sociologists from several research areas and is parent to a large health and social policy institute.

Chuck Barresi's research legacy is distinguished and includes many articles in key journals. He co-authored a number of books, most recently, with Donald Stull now of The University of Maryland's School of Nursing, *Ethnic Elderly and Long-term Care*, (Springer, 1994). Widowhood and caregiving are his other published topics in social gerontology. Chuck was also a founding fellow of the Institute for Life-Span Development and Gerontology at Akron.

Finally, Chuck Barresi's obsession was golf. It impacted his retirement location. And, he was proud to work several years in a Chichi Rodriguez program teaching underprivileged youth to golf. His dear friends from Ohio to California say he golfed as he lived... as a gentleman, and always with compassion and humor.

Chuck was preceded in death by his wife of four decades, Lenore. In addition to his adored children, grandchildren, and siblings, he is survived by his dear traveling buddy and wife of three years, Natalie.

Virginia L. Smerglia

Raymond V. Bowers (1907-1998)


Raymond V. Bowers died January 3, 1998, at Austin, TX, of pneumonia complicated by Parkinson's Disease. He was 90 years old. His contributions were chiefly in academic and research administration, especially in the field of military sociology. His career demonstrates the success of a combination of academic and applied research contributions, with emphasis upon the application of sociological knowledge.

Ray was born in Victoria, British Columbia, June 19, 1907, of U.S. citizenship at birth. He attended Victoria College (now University) and received his baccalaureate from the University of Kansas (1927), majoring in classics. His sociology training began at the Northwestern University with the MA (1930) and continued at the University of Minnesota, PhD (1934).

Ray was a Social Science Research Council Fellow, 1934-35, at Yale Univer-

Continued on next page

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Regression Models for  
Discrete Outcomes

J. Scott Long  
*Chancellor Professor of Sociology  
Indiana University*

WORKSHOP II  
JULY 17-21, 2001

ETHNOMETHO-  
DOLOGY AND  
CONVERSATION  
ANALYSIS

Doug Maynard  
*Professor of Sociology  
University of Wisconsin*



## Obituaries, continued

sity, studying experimental sociology and statistics. His sociological career continued at the University of Rochester where he progressed from Instructor to Chairman of the Department (1935-42). However, during 1940-41 he used a sabbatical to study personality and culture at Columbia University. His academic career was interrupted when he began government service as Assistant Chief of the research division of the Selective Service System, 1942-44.

His government service continued in the U.S. Naval Reserve. As Lieutenant he served in the American and Asiatic-Pacific Theaters. His military career continued to the rank of Colonel in the U.S. Air Force Ready Reserve with specialties in Psychological Warfare and International Affairs. He entered retired status in 1968.

Following active military service, Ray served as Deputy Executive Director and Executive Director of the Committee on Human Resources, Research and Development Board, Office of the Secretary of Defense (1947-1949). He then moved into research administrative positions in the Department of the Air Force.

Ray's administration of Air Force research programs resulted in fiscal support for research in intelligence gathering methods, organizational effectiveness, civilian-military relationships, interviewing of prisoners of war for intelligence gathering, psychological warfare, military manpower, personnel selection and other areas. He published *Studies in Behavior in Organizations* (1966), *Studies in Organizational Effectiveness* (1962), and *ARDC Studies in Personnel and Organizational Effectiveness* (1956).

Ray's academic sociological studies included contributions on scale construction, diffusion, ecology of an urban community, labor force morale, environmental factors in mental hygiene, and other topics in research methodology. He published in *Sociological Inquiry*, the *American Sociological Review*, and the University presses of the University of Minnesota and Georgia.

Ray's academic career continued in 1958 when he assumed responsibility as head of the Department of Sociology and Anthropology, the University of Georgia. In 1962 he transferred to the University of Arizona as Professor of Sociology and Head of the Department (1962-1971). In 1970 he was Visiting Scholar at the London School of Economics and Political Science where he studied the military sociology program in NATO. He became Professor Emeritus at Arizona in 1975.

Ray served as consultant to numerous study panels and commissions. Among them, the NATO Symposium on Professional Obsolescence (Cambridge University, England, 1970); Consultant for the Media Analysis Study for the President's Commission on Civil Disorders (1967); The Arizona Governor's Commission on Problems of the Aging (1965-66); Chairman of the Panel on Traineeships in Sociology of the National Science Foundation (1966); Consultant on Behavioral Sciences Research, Air Force Office of Scientific Research (1963-64); Consultant on Welfare Planning to the Welfare Administration, DHEW (1960); and others with such organizations as the Southern Bell Telephone and Telegraph Company, the AT&T, to the Supreme Commander, Allied Powers (Japan), and the U. S. Strategic Bombing Survey (Japan). Through these functions he found opportunities to apply the findings of his and others research.

Ray's work received both military and civilian recognition. He was honored by membership in Phi Beta Kappa. He was a Fellow in the American Association for the Advancement of Science. He received World War II Commendation Medals from both the Army and the

Navy, and American and Asiatic-Pacific Campaign Medal for World War II, and a Selective Service Medal, signed by the President. The Governor of Arizona gave him a Citation of Merit in 1966 for his work on aging issues.

Ray served the ASA with membership on the Executive Committee (1947-49), as representative to AAAS (1952-57) and as Chairman of the Committee on Committees and of the Research Committee, and a member of the Nominating Committee. He was elected to the Sociological Research Association in 1940. He served as President of the District of Columbia Sociological Society, 1948-49, Vice-President of the Pacific Sociological Association, 1965-66, and Sociology Chairman of the Rocky Mountain Social Science Association (1967).

His wife, Virginia D. Wallis Bowers predeceased him by several years. He is survived by two daughters, Sally Wittliff and her husband, Ray, of Austin, Texas, and Kay Arrell and husband, Ralph, of Midland, Texas, and by four grandchildren.

Abbott L. Ferriss, Emory University

### Mary Cuthrell Curry (- 2000)

Mary Cuthrell Curry died December 22, 2000 after a four-year battle with cancer. At the time of her death, she was an Assistant Professor in the Department of Sociology, University of Houston. Two years earlier, she and her husband Dave buried their only child, Anjorin Sebastian Curry in Brooklyn. Three days after the burial, Mary returned to Houston to teach. She could grieve in Houston as well as New York.

Mary grew up in Richmond, VA and attended Virginia Union University in Richmond where she and Dave met and married. She graduated in 1967 with a Bachelor of Science. Soon afterward she and Dave moved to New York where she received a Masters in Sociology from The New School for Social Research, in 1970. She was a Fellow in the ASA Minority Fellowship Program. She received her Doctorate in 1991 from the Graduate Center, City University of New York. During and after her doctoral studies she taught at various branches of City University.

She made important contributions to Sociology of Religion and to Methodology. Her studies of the Yoruba religion utilized a variety of methods, including participant observation. In her book, *Making the Gods in New York*, she discusses the difficulties of both being a participant and an observer. Mary also explains how she used informants to learn more about the people she was studying. Her main interest, however, was in using her observations to expand our knowledge of the Yoruba Religion, to critique existing theory, and to suggest alternatives. For example, she argued that the idea of "fictive family" did not adequately explain family structure in the religion, because God Parents, God Children were not intended to replace blood ties, but serve as a parallel structure. At the time of her death, she was engaged in developing an alternative concept that best described these relationships. She was not only a skilled observer, but a gifted writer. Her images of Yoruba evoke the feeling on the part of the reader that he/she is there.

She was an artist in addition to being a scholar. Her bead-work has been exhibited at museums throughout the country and Africa.

None of these accomplishments address her personal warmth and caring. She was a wonderful friend and a devoted mother and wife. In addition to her husband, she is survived by her mother Mildred Cuthrell Bryant, her brothers and sister, her Godparents, Godchildren and the priests she initiated in the Religion.

Susan B. Prager, Brooklyn College/CUNY, Stern College for Women/Yeshiva University

### Robert E. Franz (1939-2000)

Robert E. Franz, Associate Professor of Sociology at the University of Minnesota-Duluth, died Dec. 5, 2000, in his home. Bob struggled with a cancer diagnosed in early September. Born in St. Paul, Minnesota, Bob graduated *summa cum laude*, Phi Beta Kappa from St. Olaf College, and completed his MA and PhD at the University of Minnesota Twin Cities. He joined the Duluth faculty in 1967, where he spent his entire academic career. He served in many capacities at UMD; faculty member, department head, associate dean of the College of Letters and Science, acting dean of the College of Liberal Arts, and acting associate vice chancellor of Academic Administration. Among his many honors were the College of Letters and Science Outstanding Teaching Award, the Chancellor's Distinguished Service Award, and the College of Liberal Arts Outstanding Academic Advisor.

Bob was a beloved faculty mentor and advisor to hundreds of students over the course of his career. Known for his archival memory of campus policies and procedures, he was highly sought out as the "person in the know" on campus. Unassuming, hard working and focused, Bob's door was always open to faculty, staff and students. Students in his statistics classes always knew he was available for help. While he found attention to detail important and significant, he expected such exactness of himself, not just others. He was an "everyman" and enjoyed golf, his family—especially his grandchildren—and his work. He is missed dearly by family and friends, colleagues, and a campus which still says, "Bob would know the answer to that."

Sheryl J. Grana, University of Minnesota-Duluth

### William R. F. Phillips (1942-2001)

William R. F. Phillips, 59, Professor of Sociology at Widener University died peacefully at home in the company of his life partner, his brother, and friends on Saturday, March 11, 2001 after a long struggle with ALS.

Born in Chicago, he learned to love art and architecture, which became the basis for some of his sociological research and publications. An enthusiastic lover of cities and the urban lifestyle, Dr. Phillips passed that excitement on to students, friends, and colleagues many of whom have become passionate advocates for city living.

After finishing undergraduate studies at Stanford University in 1962, he went to the University of Wisconsin at Madison where he completed work on his masters degree in 1964 and received his PhD in 1970.

His first teaching position, at Temple University, brought him to Philadelphia, which became his home. From Temple he moved on to Bryn Mawr College and then to Widener University in 1976.

In 1971, he discovered the nascent Gay Liberation movement in Philadelphia and joined the Gay Activists Alliance. Here he found a place for himself and met his life partner, Joseph R.G. DeMarco. Together they worked on many projects that have helped change the face of Philadelphia for gays and lesbians.

He brought his activism to his work and to his church. In 1983, Dr. Phillips single-handedly pushed through a change in the Widener faculty by-laws/handbook to include a sexual orientation non-discrimination clause. At his church, Old First Reformed (UCC), Dr. Phillips was an Elder and Editor of *Old First/New Outlook*, the Church's monthly newsletter. In 1995, he initiated the Open and Affirming process at Old First, which, when successfully completed, permits a church to declare that they openly welcome gays and lesbians and will include them in the life of the congregation. Old First Reformed is such a

church today.

Dr. Phillips was a highly regarded member of the Widener faculty, regularly serving on numerous University committees and founding the Criminal Justice major. His lively teaching style was recognized with a number of teaching awards including "The Faculty Award for Excellence in Teaching" from the Widener College of Arts and Sciences and the Pi Gamma Mu Honor Society's "Outstanding Professor Award."

He also made a mark in his field publishing articles in books and journals as well as editing a number of volumes. In 1996, his deep interest in cities and city planning led him to publish an article in *Planning Perspectives* and, in 2000, to author a course online entitled "The Modern City." He led tours to New York City and actively participated in professional planning societies around the country.

Other interests led to articles published in *Gender & Society*, *Commonwealth: A Journal of Political Science*, *Women and Politics*, *Indiana Law Journal*, *Wisconsin Sociologist*, and *Social Forces*. He edited three volumes (with his colleague Janet Rosenberg) concerning the handicapped in society: *Changing Patterns of Law*; *The Origins of the Modern Treatment of Handicapped Children*; and *Social Scientists and the Physically Handicapped*. In addition, he and Rosenberg edited a series of thirty-nine book reprints on the handicapped. He co-authored a popular methods text, *Understanding Social Research* with his colleague, Alan Orenstein, and taught methods courses on the undergraduate and graduate levels.

He has presented papers around the world from Montreal to Trieste, Italy to Paris, and from Amsterdam to Bielefeld, Germany for Law and Society conferences, and for International Sociological Association, and International Institute of Sociology meetings. Dr. Phillips served as president of the National Council of State Sociological Associations as well as president of the Pennsylvania Sociological Society. He was inducted into Phi Beta Delta Honor Society for International Scholars and Phi Kappa Phi Honor society for which he served as president of the local chapter and on the board for many years.

Several awards were established at Widener University in his honor: The William R.F. Phillips Prize for a student who has promoted diversity; The William R.F. Phillips Criminal Justice Citizenship Award; and the Phi Kappa Phi William R.F. Phillips Research Award.

His friends and colleagues remember him as a man of convictions and great love. "If there is one word which typifies Bill, it is integrity," David Ward, Professor of Philosophy. "What I remember most about him is his tremendous spirit of generosity and not just with money. He touched a lot of people," Diana LeSturgeon, Professor of English at Widener. "One of his most admirable traits was that he was a principled man who stood up for what was right and for other people's rights even if he was the lone voice," Dr. Barbara Ryan, Professor of Sociology.

Dr. Phillips is survived by his life partner of more than 28 years, Joseph R.G. DeMarco, as well as by his mother Louise Bauer, a brother Louis Phillips and sister-in-law Mona, nephews Maxwell and Adam.

Barbara Ryan and Joseph DeMarco, Widener University

### Hendrik W. van der Merwe (1929-2001)

Hendrik W. van der Merwe (H.W.) died March 5, 2001. He was born June 24, 1929, in rural South Africa, about 130 miles east of Cape Town and he died on his farm near his birthplace. But he had traveled far in his life and helped bring his country with him. In the Forward to his memoir, *Peacemaking in South Africa: A Life in Conflict Resolution*, Nelson Mandela wrote about H.W.'s "long jour-

ney from a rural conservative and Calvinist environment as an Afrikaner farm boy to the cosmopolitan, multicultural rainbow nation of the new South Africa." Mandela continued, "These memoirs tell the story of the gradual development of a Calvinist dissident to an anti-apartheid activist and a Quaker peacemaker whose religious commitment and academic insights enabled him to reach out to all sides of the conflict in South Africa."

Hendrik received his BA in 1956 and his MA in sociology in 1957 from the University of Stellenbosch in South Africa. He was awarded the PhD in Sociology in 1963, from the University of California, Los Angeles. He returned to South Africa, to teach sociology at Rhodes University in Grahamstown, 1963-1968. In 1968 he became the founding director of the Centre for Intergroup Studies, based in Cape Town and remained its Executive Director until 1992, serving as Senior Consultant for two more years. He retired in 1994. In 1992, he became Emeritus Honorary Professor of the University of Cape Town. He visited and lectured at many institutions in Europe and the United States, including Northwestern University (1969-70) in Evanston, Illinois, and Woodbrooke College (1986-87) in Birmingham, England.

He pioneered in the development of conflict resolution and peace studies in South Africa. In 1981, he organized the first training courses in handling community conflicts and led in organizing conferences and associations related to conflict resolution methods. He acted to advance integration, playing a leading role in forcing the whites-only South African Sociological Society to become integrated in 1976.

He organized many regional, national and international workshops where he brought together political opponents who otherwise did not meet. Thus, he arranged the first meetings between government supporters and the ANC in exile in 1984. He developed strong links with the Mandela family and visited Nelson Mandela in prison. He mediated in local, regional and national conflicts, including between Inkatha and the United Democratic Front in Natal in 1985-86 and he arranged the first meetings between the ANC and the Afrikaner Freedom Foundation in 1992.

Hendrik's research and writing were highly related to his peacemaking activities, as indicated in his publications that include: *Peacemaking in South Africa*, published in 2000 by Tafelberg in Cape Town, "Restitution after Apartheid: From Revenge to Forgiveness," in the *Cambridge Review of International Affairs*, 1994 (8:2) and 1995 (9:1), "Principles of Communication between Adversaries in South Africa," in *Conflict: Readings in Management and Resolution*, J. W. Burton and F. Dukes, eds., (1990, St. Martin's Press), and *Pursuing Justice and Peace in South Africa*, (1989, Routledge).

He also published *Legal Ideology and Politics in South Africa*, with J. Hund (1986) and *White South African Elites*, with others (1974). He co-edited *African Perspectives on South Africa*, (1978) and *Race and Ethnicity: South African and International Perspectives*, (1980).

He is survived by his wife Elsbeth Siglinde Woody of Bonnievale, South Africa and Sillaching, Germany, his daughter Marieke O'Connor of Oxford, and his sons Hendrik of Cape Town, and Hugo, of Johannesburg, children of his marriage to Marietjie, who predeceased him in 1992, and his brother Laubscher van der Merwe of Bonnievale.

Hendrik's life was characterized by straightforward honesty and passionate moral convictions. His courageous work against apartheid and as a mediator contributed significantly to South Africa's peaceful transformation to democracy. He was brave and tenacious, too, in his long struggle with cancer. His life is inspiring.

Louis Kriesberg Syracuse University



### June 15 Deadline

## Time to Nominate Colleagues for ASA Awards

ASA Members and interested persons are encouraged to submit nominations for the 2002 ASA Awards. The deadline for all award nominations is June 15, 2001. The Award Selection Committees will make their final decisions in August 2001 and awards will be given in August 2002 at the ASA Annual Meeting in Chicago, IL.

*Jessie Bernard Award*

*DuBois-Johnson-Frazier Award*

*Award for Public Understanding of Sociology*

*Distinguished Career Award for the Practice of Sociology*

*Distinguished Contributions to Teaching Award*

*Distinguished Scholarly Publication Award*

*Career of Distinguished Scholarship Award*

For a description of the award criteria and to whom materials should be submitted, see page 5 of the February 2001 issue of *Footnotes*, or consult the ASA Homepage (<http://www.asanet.org/members/01awardscall.html>).

### Deadline Extended to May 1

## 2001 ASA Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations defended in the 2000 calendar year will be eligible for consideration for the 2001 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee's curriculum vita (with current address) to: Anthony Orum, c/o Governance Coordinator, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005, ext. 327; fax: (202) 638-0882; e-mail [amorom@uic.edu](mailto:amorom@uic.edu) or [governance@asanet.org](mailto:governance@asanet.org). The deadline for nominations for the 2001 Award is May 1, 2001.

## Association of Black Sociologists American Sociological Association

### Reader/Writer Partner Didactic Seminar

The President-Elect of the Association of Black Sociologists and the President of the American Sociological Association are pleased to announce a Reader/Writer-Partner Didactic Seminar to be held in Anaheim, California, at the 2001 Annual Meeting of the American Sociological Association. This seminar is intended to assist junior scholars with manuscripts-in-progress, offering criticism, feedback, and suggestions from editors of several leading social science journals, including the *American Sociological Review*, *City and Community*, *Race & Society*, and *Gender & Society*. Seminar-related activity will begin before the Annual Meeting, which will allow reader/writer partners to begin to correspond and work on manuscripts prior to meeting formally in Anaheim.

To ensure that participants and reviewers interact on a one-on-one basis as much as possible, enrollment will be limited to no more than 25 participants. Authors interested in participating in this writing seminar should submit the following application materials: (1) a cover letter that includes the author's contact information, including current institutional affiliation, and specifies which journal the author would like to work with; (2) a draft manuscript in the journal's format; and (3) a \$25 check made payable to ASA for the seminar fee. The application deadline is May 24, 2001. Send application materials to: ASA Meeting Services, Attn: ABS/ASA Writing Seminar, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701.

The selection of reader/writer partners to participate in the seminar will be made by the journal editors. Applicants should be aware that acceptance into the seminar is not a promise of manuscript publication. Because of limited space and pairing needs, persons interested in signing up for this special seminar should submit their applications as soon as possible. Applicants will be notified by June 15 regarding the status of their applications.

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## 2001 Guide to Graduate Departments of Sociology

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2003  
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Atlanta, Georgia

## Footnotes

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