Council Approves First Section Journal: City & Community

At its meeting in January 2000, ASA Council approved the first official ASA section journal, in accordance with the new publications portfolio guidelines. The journal, City & Community, will be sponsored by the ASA Section on Community and Urban Sociology. 

City & Community will bring together for the first time major work and meet in the areas of urban and community sociology. It will seek to furnish a unified, intelligent, and articulate forum for the study of the city and community. It will also serve to forge a link between sociology and other disciplines and subfields concerned with communities and urban policies.

Inaugural editor Anthony M. Orum (University of Illinois-Chicago) said, "I have great expectations for the new journal. We have an eminent group of editors and a terrific section membership that has been solidly behind the formation of the new journal. We formed the journal because we in the Section felt that urban sociology was not well represented in the current array of urban journals."

Negotiations with potential publishers are underway by ASA Executive Officer Felice J. Levine, along with the Section. It is the goal of the Section and the Executive Office to have a publication contract in place within the next several months, at which time the schedule for the inaugural issue will be determined.

Orum added, "We plan to publish a wide diversity of articles, ranging from urban ethnographies to studies of virtual communities to demographic work on race and ethnicity in the city. Most of all, we hope to provide a new and stronger voice for urban sociologists, one that will connect to our historic roots in the discipline and at the same time work to bring our major concerns into the arena of public dialogue and debate. Urban sociology, in other words, is alive and well. And City & Community will provide telling testimony of this vitality."

For additional information, contact Orum via e-mail at amorum@uic.edu.
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The Executive Officer’s Column
Institutional Review Boards and Sociologists’ Experiences

Last fall, the American Sociological Association and other social science and humanities societies participated in a meeting convened by the American Association of University Professors (AUP) on the role and scope of Institutional Review Boards (IRBs) in the academic workplace. Over the years, IRBs have played an increasingly prominent role in all campus research involving human subjects, not just federally-funded research (which they are minimally mandated to do). In the humanities, much more than in the social sciences, there has been less of a history of experience with IRB review and with general guidelines for the protection of human subjects.

All of us agreed that we needed to learn much more about IRBs, how they operate, and areas that might need improvement. The presence of IRBs in academic and other research organizations goes back to the late 1960s when federal guidelines were established for the Protection of Human Subjects (Title 45 CFR 46). While social and behavioral science research was included from the outset, much of the impetus for such guidelines grew out of concerns about informed consent and risks involved in biomedical research. Despite the passage of time, this model of science seems to color the operations of IRBs. Some of our discussion looked to how the work of IRBs might be enhanced by a fuller understanding of the methods and human subjects’ issues involved in behavioral and social science research.

As anecdotally, we report on researchers’ interactions and reactions to the spectrum of views—from considering the usefulness of the IRB review (and the preparation leading up to it) to complaining that IRBs prevent or delay research where human subjects have already been well protected. Those of us meeting last fall thought that we should seek to obtain more systematic information. Thus, the ASA, along with other scholarly societies in the social sciences and humanities, is collaborating with the AUP to examine the role and impact of IRBs on our research.

We are turning to our research communities to generate that knowledge. We know that Institutional Review Boards operate under federal guidelines that describe their policies and practices; yet, each institution’s IRB functions a little differently. In addition, within institutions, IRBs function differently as membership or institutional practices change over time. We expect there is substantial diversity in IRB practices, and we are interested in learning about these differences as well as commonalities.

Each society participating in the meeting agreed to solicit information from its members. We are interested in learning more about how IRBs operate in practice and about the actual experiences of faculty members with IRBs either in terms of their service on such boards or as a result of having had their research reviewed by them. We are interested in both positive and negative experiences while serving on an IRB or submitting research to an IRB for review or review.

Students whose work has been reviewed by IRBs are also encouraged to respond, but are asked to note that you are a student.

To gather this information, we invite you to respond to the following questions. You can send your answers to me at the ASA Executive Office via regular mail, e-mail (levine@asaonet.org), or fax (the secure fax number is 202-638-1129). The questions are also posted on the ASA website, where you can respond electronically. All responses will be held confidential, and no information that could link you to information you have provided will be shared.

Ethical practices in research and the protection of human subjects are important to our discipline. Having your views will contribute to doing this well. Thanks in advance for your participation.—Felice J. Levine

Service on an IRB
Have you ever served on an IRB? If so, please provide the following information:

• What institution?
• What year(s) did you serve? We are especially interested in more recent service.
• What were the circumstances that led to your appointment? Did you ask to become a member? Did someone at your institution ask you to serve?
• How much introduction or orientation were you provided to carry out your duties as a member of the IRB? Did you think it was adequate? Do you think the IRB understood fully the federal guidelines? Did it operate consistent with the guidelines?
• Did your IRB review only federally-funded research or did it review other types of research involving data collected on human subjects? Did it review unfunded research? Was student research reviewed? Was research related to course activities reviewed?
• Were there occasions when you or other members of the IRB were unfamiliar with the research methods under review and found it difficult to reach a decision? How did you handle it? Did you think your IRB was truly able to review all the research protocols that it received?

• How would you describe the level of agreement among the members of the IRB on their approval of research?
• Were you released from other duties (for example, through a reduction in your teaching load) while you worked on the IRB? Was your work on the IRB time-consuming? Was it in any other way especially taxing?
• Overall, did the IRB seem to operate fairly? Did it seem to operate efficiently?
• Is there anything else you would like to tell us regarding your experiences while serving on an IRB?

Interactions with an IRB
If your research has been reviewed by an IRB in the past three years, please answer some or all of the following questions:

• How many research protocols have you submitted for IRB review in the past three years? At what institution(s)?
• In general, how long did the review(s) take—days, weeks, longer? Did the time required for review seem appropriate? Was it too long? Too short?
• What type of review did your research receive (e.g., exempt, expedited)? Did you agree with the type of review?
• If you met with the IRB to explain your research or did you send materials for review? If you met with the IRB, do you think it helped or hindered your research protocol?
• Did you think the members of the IRB were familiar with research standards and practices relevant to your research? Did their lack of knowledge harm your research? Did their expertise help your research?
• Were you asked to alter your research project in some way? If so, what was your response to the request?
• Did the research eventually appear as you anticipated (e.g., in a peer-reviewed journal)?
• Did you find that your research benefited from having your research reviewed by the IRB? Overall, did it seem to operate fairly? Did it seem to operate efficiently?
• Is there anything else that you would like to tell us regarding your experiences with IRBs?
Murray Webster Returns to NSF
Sociology Program

Murray Webster, Jr., University of North Carolina-Charlotte, has returned to serve as Director of the Sociology Program at the National Science Foundation. In 1989-91 he held the position, which is responsible for funding basic research in sociology and in interdisciplinary projects across the Foundation. This time he shares responsibilities with Patricia White, a permanent Program Director at NSF.

Webster’s own work has centered on status generalization, social influence, and other social psychological processes. He is active in the ASA and its Section on Social Psychology. In addition to faculty positions at University of North Carolina-Charlotte, he has served on the faculty of University of Johns Hopkins University, and has held visiting appointments at Stanford, San Jose State, and Emory University.

“I am pleased to return to NSF and the Sociology Program and to contribute to some important new areas of work,” says Webster. “The most significant new trend at NSF is the growth of ‘special initiative’ funding. In fact, the majority of new research funds will come through initiatives rather than growth to Sociology and the other Program budgets. Initiatives often aim at cross-disciplinary projects, and they are usually large-scale.”

Last fall, Webster worked on the Infrastructure Oversight Board, helping to revise proposal guidelines for projects enhancing intellectual (e.g. large survey data bases) and physical (e.g. computer networks) resources for research communities. This year, the Infrastructure Panel, along with the Sociology, Economics, and Political Science Programs, will review several large social science data base projects.

Webster and previous Sociology Program Director Bill Bainbridge also work in the Office of Behavioral and Social Sciences Research (OBSSR), helping to select and chair Integrated Technology Research (ITR) Initiative panels. This initiative supports projects involving technology (i.e., computer) and social science. Its total budget this year is about $950. Anticipated for FY 2001 is about $300m. ITR proposals come in two sizes: under $500,000 per year and over $500,000. By comparison, the average grant by a regular NSF program last year was $70,000 per year. (Sociology was a little higher than that at about $90,000.)

According to Webster, sociologists now serve on several initiative review panels, but few have as yet submitted proposals to these programs. “They should,” he said. The place to start is the NSF web site: www.nsf.gov. “We have some successes already.” Last year David Willer and colleagues at Carolina were awarded over $1 million from the Digital Libraries initiative.

Webster says he plans to extend outreach, speaking on funding opportunities and proposal writing at universities and professional meetings, including those of the ASA. Through those talks he hopes to encourage sociologists to apply for special initiatives, women’s and minority funding programs, and dissertation improvement programs—areas that sociologists do not take as much advantage as they could. When sociologists write proposals to the Sociology Program, he hopes they will emphasize the theoretical importance of their research. How will this work change the scope of research? Who wants to know? Why?

Attention, Predoctoral Students! Travel Stipends Offered for OBSSR Conference

The Office of Behavioral and Social Sciences Research (OBSSR), the National Institutes of Health, is providing a limited number of travel stipends to predoctoral students to attend the OBSSR-sponsored conference on “Toward Higher Levels of Analytic Progress in Research on the Social and Cultural Dimensions of Health,” to be held June 27-28, 2000, in Bethesda, MD. (For an overview of this conference, see this page.)

To apply for a travel stipend, please send the original and four copies of a cover sheet-containing name, institutional designation, discipline, research area, sex (optional), ethnicity (optional), years in PhD or similar degree program; curriculum vitae; a brief statement (300 words or less) of why you want to attend the Conference; and a letter of recommendation (sent separately) from an academic advisor or professor. The materials should be sent via regular or express mail to:

Paula Skedsvold, Office of Behavioral and Social Sciences Research, National Institutes of Health, Building 31C, Room B1/C32, Bethesda, MD 20892.

Completed applications (cover sheet, curriculum vitae, brief statement, and letter of recommendation) must be received by April 30, 2000. Completed applications will be reviewed, and selected recipients will be notified of a travel award by May 15, 2000.

Selection criteria will be based on applicants’ research interests and experience, future career goals, rationale for attending, letter of recommendation, and time remaining until completion of the PhD or similar degree. An attempt will be made to ensure that disciplinary and demographic diversity is represented among the applicants selected.

To the extent possible, competitive applications awards will be based on the travel costs to attend the Conference. The amount of each travel stipend will depend on estimated costs of the applicant’s travel, and the number of applications. Questions may be directed to: Paula Skedsvold at skedsvold@od.nih.gov.

A copy of the conference program may be found on the OBSSR web site at: http://www1.od.nih.gov/obssr/events/conference.html.

Toward Higher Levels of Analysis Progress and Promise in Research on Social and Cultural Dimensions of Health

Sponsored by the Office of Behavioral and Social Sciences Research National Institutes of Health (NIH)

June 27-28, 2000
Natcher Conference Center
Bethesda, Maryland

The Conference will highlight the contributions of social and cultural factors to health and illness in order to achieve a better understanding of the interdependences of social, behavioral, and biological levels of analysis in health research. The Conference will address the following areas:

Sociocultural constructs such as race, ethnicity, SES, and gender
Sociocultural linkages between demographic factors and health
Social/cultural factors in promotion, treatment, and health services
Interpersonal, neighborhood, and community influences on health
Health justice and ethical issues
Global perspectives on health

Conference Co-Chairs
Christine Bachrach, National Institute of Child Health and Development
David Takeuchi, Indiana University-Bloomington

For additional information, contact Patricia Evans, TASCON, Inc., (301) 315-9000, x315; fax (301) 738-9786; e-mail obssr@tasonic.com.
The Sloan Center: Unparalleled Research on Working Families

by Roberts Slater-Roth, Director, ASA Research Program

On March 3–4, approximately 400 participants from the United States, the UK, Sweden, Norway, the Netherlands, Canada, Australia, Japan, Russia, Turkey, and Taiwan gathered in San Francisco for a conference titled Work and Family: Expanding the Horizons, co-sponsored by the AAHE Foundation, the University of California, Berkeley, the American Sociological Association, the League for Business and Professional Women’s Foundation. The multi-disciplinary conference highlighted the potential growth of research that captures and explains transformations in the political economy of families and workplaces around the globe. According to Barry Thumma, director of the Sloan Center, the growth of the field as well as the theme of the conference epitomized the growth in the field: "From the Shadows of Work to "Gendering Globalization: International Care Workers." Many papers explored structural shapings and constraints on time, including time crunches, time binds, flexible-time arrangements, time at home, and family time. According to Arlie Hochschild, the Center’s other co-director and plenary session speaker, the plenaries were designed to broaden conventionally defined work and family issues and to understand them within the context of global, race-ethnic, and class frame­work. The other plenary speakers included sociologists William J. Wilson, Bonnie Thornton Dill, Marcia Milliman, Domitilla Hernandez, Dorothy Hodgman-Sotelo, and others.

One conference theme was especially reflective of the cutting-edge work being done at the Berkeley Center: one of five centers currently funded by the Dual-Career, Middle-class Families Program at the Alfred P. Sloan Foundation. Three of these centers are directed by anthropologists, including the Berkeley Center, directed by Thome and Hochschild, the Alfred Sloan Center on Children, Families, and Work at the University of Michigan, co-directed by Linda Wolfe and Beth Schneider, and the Employment and Family Careers Institute at Cornell University, directed by Phyllis Moen. The remaining two centers are directed by sociologists, Tom Fricke is director of the Center for the Ethnography of Every­day Life (CEED) in the Department of Sociology at the University of Michigan, Sociologist Sandra Hafstad, a faculty member in the Michigan Center. The Emory Center for Myth and Ritual in American Life, headed by sociologist Brenda Shore, is the newest Sloan Center.

The centers are the vision of Kathleen E. Christensen, director of the Sloan Research Program at the Sloan Foundation and the author of several books on the transformation of employment and the family in the U.S. In Christensen’s vision the purpose of these centers is threefold: to facilitate the study of the “dual-earner, middle-class family” (broadly defined) a part of normal, as well as novel, social science research. Second is to train the next generation of scholars. Third is to use the understandings of middle-class life gained from research, to help to create alternative workplace structures, reduce hours of household labor, and encourage ameliorative public policy.

The result of Christensen’s vision is an unparalleled concentration of research on middle-class families. In choosing the sites for the Sloan Centers, Christensen was particularly taken with the relevance and potential of research on family well-being to sociologists now heading the Sloan Centers. Each of the four Sloan Centers or institutes has a different focus or emphasizes different methodological approaches.

• The Berkeley Center, established in 1998, emphasizes working families and culture. Studying the decline in public services and the out-sourcing of this work to women in families, the Center addresses research questions such as the impact of progressive policies on family well-being. The relationship between a family’s personal culture of care and broader institutional-bases of culture and how cultures of care vary by social class and ethnicity. The Berkeley Center specializes in comparative and qualitative research. For example, researchers use in-depth interviewing that captures voices not normally heard in work-family policy debates, as well as other methodologies.

• The Chicago Center, established in 1998, emphasizes working families and culture. Studying the decline in public services and the out-sourcing of this work to women in families, the Center addresses research questions such as the impact of progressive policies on family well-being. The relationship between a family’s personal culture of care and broader institutional-bases of culture and how cultures of care vary by social class and ethnicity. The Berkeley Center specializes in comparative and qualitative research. For example, researchers use in-depth interviewing that captures voices not normally heard in work-family policy debates, as well as other methodologies.

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The activities of the Chicago and Cornell Centers were in the political and academic families that were presented at the conference. The theme of the Cornell panel was Couples in the Context of Work and Family, which included papers that focused on family social capital, retirement transitions, work-family benefits, and religious participation, while the theme of the Chicago panel was Parents, Children and Work, which focused on how parents’ jobs were perceived on children’s ‘tots.’ Private working families and how to get information on various educational programs and workshops. The Berkeley Center can be reached at (510) 642-7777, the Chicago Center can be reached at (773) 636-4339, and the Michigan Center can be reached at (734) 763-1500.
What Do We Mean by "Assessment"?

by Charles F. Holm
San Diego State University

The word assessment conjures up different things for different people. In the widest sense of the term, academic assessment connects us to how an academic institution is viewed by the surrounding community, how it is viewed by peer institutions, how it impacts the local community's economy, the extent to which alumni are connected to the institution, how competent and efficient the administration is, and the extent to which student learning goals are being met.

It is the last item that most of us think of when we hear the word. More and more academic institutions are being asked to define their learning objectives and to measure the extent to which these objectives are being met. An increasing number of states are tying funding of academic institutions to academic performance. Presidents and Provosts are asking Deans, and Deans are asking Chairs and Chairs are struggling to establish learning outcomes that measure the amount of learning that is occurring.

Also, an increasing number of regional accrediting organizations are demanding assessment of student learning outcomes as part of the self-study. Indeed, a number of Research I Universities; and to help them develop their research, and to help them interpret their research findings, as well as alert students to other resources. The essence is to institutionalize the concepts of sociology to structural inequality by race, class, and gender, and help them to understand less the emotional explanation for society. The manual will be flexible enough to accommodate small group work or individual assignments in a range of institutional sizes and types. This resource will be made available in print and electronic formats to interested faculty.

Community Action Research Grants Announced

The ASA Spivack Program in Applied Social Research and Social Policy has announced the 2000 awards for the Community Action Research Grants Program. The programs are designed to stimulate and support sociologists bringing social science knowledge to bear in addressing community-identified issues and concerns. Each applicant described a program that would be for a community group, the group's need and priority, and the group's willingness. The Spivack Program provides up to $2000 for each program to cover direct costs associated with doing community action research. The seven proposals selected are:

- Parrett Handagune-Sotelu, University of Southern California (USC), Immigrant Workers' Rights Advocacy, will work with the Coalition for Humane Immigrant Rights Los Angeles (CHIRLA) on their Workers' Rights Project. She will canvas various religious organizations that serve immigrants to familiarize them with the project.
- John Krinsky, Columbia University, will engage a small number of workers in the local community in developing community action research projects. The project will be developed in consultation with the Metropolitan Action Commission.
- Harry Mike, Central Michigan University, will be the lead investigator for a research project on the role of workfare workers in aricultural workforces and then inter- view local workfare workers in the area.
- Mike Tiwminen, University of Washington, Assessment of Seattle Family Childcare Providers, will work with the Seattle Workers' Rights Project to bring his long-standing interest in conflict mediation to Northern Ireland. At their invitation, Mike will train local Programme staff on how to conduct an evaluation of their services and how to engage in strategic planning. The Greater Shankill Alternatives Programme provides an alternative to the way of life for many people in the local community. Mike will work with the group to develop presentations and papers on how the group can change its work practices.
- Brian Rich, Transylvania University, Lexington Hispanic Association, Inc. (LHAI), will use focus groups to hear from the community about the needs of Hispanic residents in Lexington, KY, and will identify and map the residential and non-residential locations of Hispanic communities in the Lexington area. This information will be used to develop strategies to help Hispanic residents to other resources. The project will be developed in consultation with the Metropolitan Action Commission.
- Judy Taylor, University of California, Santa Barbara, Project 10 Sturni, will survey and interview gay and lesbian teenagers to assess their needs and evaluate the high school "climate" for these students. Project 10 is a support program for gay, lesbian, bisexual, and questioning students in the Los Angeles Unified School District. Taylor has developed her dissertation research on and with Project 10 and will extend this work to the Project with important needs assessment data.
- Maria Watherston, University of North Texas, Worthy Wages Task Force, an organization of childcare workers seeking to better their working and wages conditions. She will interview childcare workers and prepare a report that can be used in community education and legislative advocacy regarding family childcare providers.
- Ana Maria Wahi, University of Nebraska-Lincoln, will develop a guide for community education and legislative advocacy regarding family childcare providers.
- Karen Hanna, University of California, San Francisco, Neighborhoods Partnership for Children, will develop a project to link community residents to other resources. The project will be developed in consultation with the Metropolitan Action Commission.

Teaching Enhancement Fund Supports New Projects

The American Sociological Association made four awards to advance teaching from the Teaching Enhancement Fund. The four awards are to be used to support projects on teaching sociology, which can be transported to other settings. The projects are as follows:

- Elizabeth Esterchi (University of North Texas) will develop a student manual and exercises for courses that emphasize structural inequality. The activities will illustrate core concepts and summarize research findings, as well as alert students to other resources. The essence is to institutionalize the concepts of sociology to structural inequality by race, class, and gender, and help them to understand less the emotional explanation for society. The manual will be flexible enough to accommodate small group work or individual assignments in a range of institutional sizes and types. This resource will be made available in print and electronic formats to interested faculty.
- Jonathan Marx (Winthrop University) proposes working with secondary school teachers to help them interpret small data sets and analysis instruments currently available through PERRT, the Federal Electronic Research and Review Extraction Tool. PERRT, developed and supported by the Bureau of the Census and The Bureau of Labor Statistics, allows users to extract a small number of variables and create cross-tabs and frequencies. By teaching teachers in the use of social science software, Marx hopes that the excitement of data analysis and discovery will begin in high school.
- Jeffrey Chin (Emerine College), past editor of Teaching Sociology (TS) and Carnegie Scholar in Teaching, continues his meta-analysis of the teaching of sociology, looking at the articles in TS. He will use the funding to interview past editors of the journal about their perceptions of the cumulative nature of the scholarship of teaching.
- Helen Moore (University of Nebraska-Lincoln), current editor of Teaching Sociology, seeks to expand the journal's content by tapping into the rich heritage of Historically Black Colleges and Universities (HBCUs). She will support the participation of several sociologists from HBCUs to attend the ASA annual meeting and the ASA Fund Supports New Projects.
- Elizabeth Esterchi (University of North Texas) will develop a student manual and exercises for courses that emphasize structural inequality. The activities will illustrate core concepts and summarize research findings, as well as alert students to other resources. The essence is to institutionalize the concepts of sociology to structural inequality by race, class, and gender, and help them to understand less the emotional explanation for society. The manual will be flexible enough to accommodate small group work or individual assignments in a range of institutional sizes and types. This resource will be made available in print and electronic formats to interested faculty.
Public Forum

Rethinking Departmental Productivity

I was very sorry to see the article in Footnotes (February 2000) ranking sociology departments by measuring faculty productivity. It is my strong belief that the narrow measure of program strength has many potentially negative consequences for departments that lack advanced degree programs. This currently being met, however, with an ironic form of disciplinary denial where (if one regularly scans the Employment Bulletin) one notes that such articles, based on some kind of award for professional integrity. Robert J. Stevenson, Elkins, WV

A complete elaboration, i.e., all departments at all levels of output, might also reveal that many bite large chunks of programs, and yet produce, proportionately, very little that is published in the major or any other journals—a reality that is increasingly likely as one moves down the prestige hierarchy. Is it possible that there is some kind of departments that lack advanced degree programs. This is currently being met, however, with an ironic form of disciplinary denial where (if one regularly scans the Employment Bulletin) one notes that such articles, based on some kind of award for professional integrity.

Departmental productivity

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Discussion

By examining the "super producers"—the top ranking departments from among the large number that made the study, one necessarily excludes the handfuls of hundreds of others that did not qualify. Stanford is clearly an outlier; with more part-time than full-time faculty, one might expect that the full-timers there are being fried to write up a storm. They ranked 7th, however, suggesting that perhaps they are more interested in writing books (a concern not addressable by the data). However, those departments with the largest numbers of part-timers (expressed as a percentage of full-timers) did not make the "top ten." Namely, Johns Hopkins (21%); rank: 29); UC-Irvine (156%; rank: 15); Emory (143 %; rank: 20); and SUNY-Albany (68%; rank: 6). It appears that as the reserve army of part-time professors shrinks, there is a greater likelihood of a department being in the "Top 5," with Ohio State (30%); Vanderbilt (25%); and SUNY-Albany (2) being especially notable. These departments are extremely productive (or were in 1997); yet, they do not have part-timers. There may be a strong lesson here that would be revealed by a full exploration of the entire data set. I hope that one would find that the number of part-time sociologists is quite disproportionate to the number of chairs and that it appears to justify their preparation for purposes of "academic productivity"—at least where major journal article production is concerned.

Ménage à Trois: ASA, ASR, and Politics

Among sociologists, there has always been a ménage à trois between conserva­tives, methodologists, and quantitative-oriented and supporters of sociology as a hard science. Of course, the obverse was also true: Another ménage à trois between liberal, methodologically oriented and supporters of sociology as a social science. Perhaps the soft sciences (in the case of partial correlations, since other combinations were possible) but they all stayed in the same boat. Were they strange bedfellows? No, on the contrary. Maybe I should have said that they stayed in the same bed. A ménage à trois? Why not? They did not disparage each other as sociologists. A happy promiscu­ity, for Max Weber’s sake. A change, recently, in approach to what they call "task questions" and what to do about them. It was not whether but how seriously it was questioned? (I wholeheartedly—"enthusiastically"—second Professor Margaret Andersen, University of Delaware, November 1999, page 6. When the going gets tough, the tough get going, so it’s better to be exclusive than to be inclusive.

Down here in Buenos Aires, Argen­tina, my feeling is that we need you all. It is my strong belief that the narrow measure of program strength has many potentially negative consequences for departments that lack advanced degree programs. This is currently being met, however, with an ironic form of disciplinary denial where (if one regularly scans the Employment Bulletin) one notes that such articles, based on some kind of award for professional integrity. Robert J. Stevenson, Elkins, WV.
Congressional Fellow Update

Working in a Senate Office as a Congressional Fellow

by George Dowdall, ASA Congressional Fellow

I have not been working for several months in the office of Senator Joseph R. Biden, Jr. (D-DE). I function in part as a legislative assistant, though with the luxury of mostly working on subjects about which I have done extensive research and also of being able to slip into the role of learner very easily.

Most of my interactions with the Senator have been in staff meetings or more commonly through memos or brief discussions in his office. Most of my time has gone into working on the Biden (anti) binge drinking initiative. In 1998, Senator Biden introduced a resolution as part of the reauthorization of the Higher Education Act. Passed by both the House and the Senate and signed into law by the President, the Resolution was arguably the capstone to the many reactions to binge drinking on college campuses in the 1990s.

The Resolution called for colleges and universities to:

- Appoint a task force to establish a policy on reducing alcohol and other drug-related problems
- Provide students with an opportunity to live in an alcohol-free environment
- Ensure a zero-tolerance policy on the consumption of alcohol by minors
- Eliminate alcohol beverage-related sponsorship of on-campus events
- Ensure vigorously a college’s disciplinary codes against those who violate campus alcohol policy

For its text and much more about the Senator’s positions on major issues, see http://www.senate.gov/~biden

I have worked on several projects related to binge drinking, as I noted in my last essay. A few recent examples will suggest the range. The Senator accepted an invitation to offer remarks to a national videoconference sponsored by the University of South Carolina. Along with Marcia Lee, his substance abuse expert, I drafted talking points and then briefed him on his way to the Senate television studios for the taping. I also helped arrange several speaking opportunities, including the Senator’s appearance before the leaders of national higher education organizations.

I worked with his press offices in shaping an op-ed piece and a press release that would follow the publication in mid-March 2000 of the new Harvard data on binge drinking. As a result, the Reuters news wire story about Harvard findings ended with quotes from Senator Biden. I have spent the past several hours sifting through drafts of letters to the editor, and then working on my own op-ed piece about the Harvard data. In the next several weeks I will work on a report on binge drinking that will be issued by the Senator’s office later this spring and I will work on several legislative responses as well.

My interest in AIDS services had originally prompted me to apply for the ASA Congressional Fellowship. I was very pleased to be asked to monitor the progress of the reauthorization of the Ryan White CARE Act. Along with Senator Biden’s health legislative aide, Allan Glass, M.D., I met leaders from several AIDS care organizations visiting the Hill to lobby for passage. I watched the Senate reauthorization hearing, led by Senator Jeffords (R-VT), chair of the Health, Education, Labor and Pensions Committee. After reading the transcript, I then began preparing a several page memo urging that the Senator be an original cosponsor of the bill.

I have now served a bit less than half of my fellowship. I have learned a great deal about how the Senate operates as an institution, and hopefully been of some help to Senator Biden and his staff. I have been working the long days typical of Senate staff and also trying to keep up with my department and with research projects back home in Philadelphia. This has left a bit less time for exploring Washington, but I have had the advantage of spending all my time literally on Capitol Hill, a fascinating place in its own right. But that’s another story, for another place.

Public Forum from page 6

could mean that students will develop a short-sighted and narrow perspective of education, as notes to pass exams and the grade. However, irrespective of their potential, online notes companies pose many problems in principle. The most serious drawback is the lack of autonomy and authority of supervision. There is nothing equivalent to the degrees of accredited institutes and our various efforts to maintain our expertise. Neither is there an equivalent to the institutional rules that guide our educational duties. Instead of the safeguards to protect the standards of our profession, online notes companies benefit from a parasitic freedom. They are free to teach in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise. Additionally, they benefit from a parasitic freedom. They are free to teach in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise.

Furthermore, on the part of the companies there is an absence of quality standards and accountability. There are no procedures governing who provides online notes, which is probably best demonstrated by the recent case of a Michigan-based company which has been set up by four college drop-outs. Company employees are not exempt from educational duties. Instead of the safeguards to protect the standards of our profession, online notes companies benefit from a parasitic freedom. They are free to teach in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise. Additionally, they benefit from a parasitic freedom. They are free to teach in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise.

Thus, education as getting notes to pass exams and the grade, is probably best demonstrated by the recent case of a Michigan-based company which has been set up by four college drop-outs. Company employees are not exempt from educational duties. Instead of the safeguards to protect the standards of our profession, online notes companies benefit from a parasitic freedom. They are free to teach in educational matters and there is no authority of supervision. There is nothing equivalent to the degrees qualified teachers acquired from accredited institutes and our various efforts to maintain our expertise.
Washington, from page 1

bourgeois culture. In this context, the African American Civil War Memorial is a symbolic artifact of resistance and commemoration.

The memorial, dedicated in 1992, is located at the corner of Vermont Avenue and Independence Avenue, and consists of a large bronze statue of a semi-naked woman with a broken chain around her waist, symbolizing the end of slavery and the beginning of freedom. The statue is encircled by stars instead of representing liberty, thus challenging the conventional representation of African Americans.

In 1998, the memorial was dedicated by African American leaders and civil rights activists, including James Earl Jones and Harry Belafonte. The dedication ceremony was attended by thousands of people, including President Bill Clinton.

The memorial has been争议重重, with some critics arguing that it is a form of victimization and others praising it as a powerful symbol of African American struggle. Despite the controversy, the memorial remains an important landmark for African Americans and a testament to their struggle for freedom.

In conclusion, the African American Civil War Memorial is a powerful symbol of the struggles of African Americans for freedom and equality. It serves as a reminder of the past and a beacon of hope for the future.
The Association wishes to acknowledge the generous support of the following individuals whose contributions (via their dues renewal) have greatly aided ASA programs and initiatives.

**Fund for the Advancement of the Discipline**
- Adams, Douglas James
- Alcorn, Audrey L
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Official Reports and Proceedings

1999-2000 Council Minutes

Tuesday, August 10, 1999

President Joe Feagin convened the 1999-2000 Council for its first meeting at 12:40 P.M.


1. Approval of the Agenda

The agenda was approved as amended.

2. Report of the President

President Feagin reported on plans and progress for the 1999-2000 term. He indicated that the Program Committee's work is to 10 to 20 percent complete. He noted that the Program Committee is moving slowly. He reported that there will be two plenary sessions in this meeting, one plenary session in Boston, Massachusetts, and one plenary session in San Francisco, California. He noted that, earlier in the summer, and in consultation with Florence Bonner, he conducted an online public subscription survey on membership issues to gain information on member needs and concerns.

Florence Bonner provided a brief report on ASA's disciplinary memberships to date. She indicated that the average number of memberships to date is nine per member at a cost of $20. The retention rate remains high with a decline in the average number of members who renew their membership, 1999-2000 as compared to 1998. She noted that members-at-large are seeking new ways to make themselves visible to ASA's membership, particularly in the specialty areas.

Florence Bonner concluded her report by thanking Secretary Bonner for her presentation. She noted that she has been appointed by the Committee on Sections to chair the Committee on Sections for the 2000-2001 program.

3. Report of the Secretary

Secretary Florence Bonner provided a brief report on the status of council, task force, council, and sections. She noted that there are nine sections with ongoing sections, and that they are seeking to be made fully visible to the membership.

Florence Bonner noted that, earlier in the summer, she discussed the matter of membership with Janet Astner, and that she has also been involved in discussions with the Executive Office and the ASA staff. She noted that she has been working on the development of a council manual for the new term, and that the council manual will be released at a later date.

Florence Bonner highlighted a second area of importance: that council is working on, in collaboration with the council staff, to develop a council mission statement.

4. Report of the President-Elect

President-elect Maney introduced the topic of council restructuring and the need for changes in council. She noted that the council is working on a proposal to establish a new council committee on the development of council restructuring.

Florence Bonner serves ex officio on the committee. Motion: To approve the recommendations for the 2001 Program Committee.

5. Report on ASA Investments and Re­

Secretary and Executive Officer Levine gave an overview of ASA's invest­

6. Report on ASA Investments and Re­

8. Proposed Section-in-Formation on An­

Council discussed the restructured pro­

Motion: To approve the by-laws for the section-in-formation on History of Soci­

9. Committee on Sections

Council considered the matter of the composition of the Committee on Sections.

Council discussed the matter of the composition of the Committee on Sections.

Motion: That the program work on the proposal to establish a section on History of Sociology.

10. Follow-Up Discussion on Selections

ASA Council discussed the matter of the selection process for the proposed section on History of Sociology. The issue was considered at the last meeting of the Council on Sections. The Council discussed the matter of the selection process for the proposed section on History of Sociology, and the need for a new proposal to be worked on by the committee.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

11. Committee on Publications

At its recent meeting, the Committee on Publications considered the matter of the composition of the Committee on Publications.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

12. Committee on Elections

The Council discussed the matter of the selection process for the proposed section on History of Sociology. The issue was considered at the last meeting of the Council on Sections. The Council discussed the matter of the selection process for the proposed section on History of Sociology, and the need for a new proposal to be worked on by the committee.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

13. Committee on Members-at-Large

The Council discussed the matter of the composition of the Committee on Members-at-Large. The issue was considered at the last meeting of the Council on Sections. The Council discussed the matter of the composition of the Committee on Members-at-Large, and the need for a new proposal to be worked on by the committee.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

14. Committee on Sections

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

15. Committee on Membership

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

16. Committee on Nominations

The Council discussed the matter of the composition of the Committee on Nominations. The issue was considered at the last meeting of the Council on Sections. The Council discussed the matter of the composition of the Committee on Nominations, and the need for a new proposal to be worked on by the committee.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

17. Committee on Constitution and BY­

The Council discussed the matter of the composition of the Committee on Constitutions and By-laws. The issue was considered at the last meeting of the Council on Sections. The Council discussed the matter of the composition of the Committee on Constitutions and By-laws, and the need for a new proposal to be worked on by the committee.

Motion: To approve the by-laws for the section-in-formation on History of Soci­

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

21. Committee on Nominations

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

22. Follow-Up Discussion on Selections

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Motion: To approve the by-laws for the section-in-formation on History of Soci­

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Motion: To approve the by-laws for the section-in-formation on History of Soci­
Minutes, continued

Minutes: To approve the named list of nominees for the Presidents of the Annual Scientific Section Annual Penal Committees.

Council: Adjourned for the day at 6:30 p.m.

Wednesday, August 11, 1993

President Portes convened the Council Meeting.

The Council first turned to an item of business dealing with the internal review of a meeting proposal for the next Council meeting. The meeting was approved as presented.

13. Update on ASA Task Forces and Status Committee

Task Forces. Levine reviewed the process of how the Task Forces are structured and pointed out that the process went as anticipated by Council last year. She also requested that the subcommittee on Task Forces (the Task Force Structure) meet prior to the Annual Meeting to discuss the role of subcommittees for those that do not have a seat on the Council. Levine further reported that Status Committee will be able to discuss the current and on-going projects for the committee and to draft a proposed agenda for the next meeting.

14. Annual Meeting Issues

New Approaches for the Preliminary Program

Secretary Brown briefed members on the efforts underway to plan the Preliminary Program for the 1999 Annual Meeting. In particular, Robert DiMaggio suggested broadcasting to members a call for papers and also that Council had been concerned that, over the years, fees were last changed by the National Advisory Committee at their last meeting in January 1998. The change was anticipated to be $3 per person with all site fees and the results should be useful to the Status Committee. Levine further reported that a call for papers is scheduled for the Status Committee and that the status committee is asking the Council for time to discuss the proposed changes for the Annual Meeting Program.

Today's Council meeting continued with several topics on the agenda of the Annual Meeting.

1. Nomination Process

2. Annual Meeting Program

3. Preliminary Program

4. Council Structure

5. Annual Meeting Issues

To approve the adventures issued by diacritical and exhibit lists for the Annual Meeting. The list of fees was sent to the Council in 1992, having been deferred for a year because in 1997 the meeting was in May instead of August. Secretary Brown then reported several changes that the Executive Council should make before meetings are held to address potential problems. The cost for production of the 1998 Preliminary Program will be $49,000 ($3 per member).

15. Business Meeting Resolution

Resolution on CON and CON. Council members noted that the last resolution supported for sociologists in Sociology for Women (by) the author and member (s) of the San Francisco Bay Area Branch.

Executive Council. Furthermore, and in response to the resolution, the resolution was moved to support the by an index that otherwise would not more flexible access to preliminary information on the ASA website that this resolution was effective immediately. Furthermore, and in response to the resolution, the resolution was moved to support the by an index that otherwise would not.

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Minutes, continued

...the research. She noted that she was pleased to learn that Fellows have found this training valuable and that many individual interviews were conducted... Continued on next page


call should closely follow what SWI rec-
...some of the results of the most recent sick leave (SLS) and the establishment of a task force that would deal with CIC, COL, and related issues was discussed. The Board... that Council should acknowledge that we regret.

Meleisin: In accordance with the resolu-
...the Women’s History in Social Sciences (WHS) and recommended to Council by the... Continued on next page

April 2000 Footnotes

In the Executive Officer Program, Council... continued on the next page... Continued on next page
April 2000 Footnotes

Call for Papers, continued...
Lehigh University, Bethlehem, PA 18015-3390; e-mail: EBRIE@lehigh.edu or Kay Valentine, Department of Sociology and Anthropology, Nazareth College, Rochester, NY 14618; e-mail: ccvazil@naz.edu

International Journal of Public-Private Partnerships. Calling for papers, case studies, research, book reviews. A peer reviewed journal focused on current issues facing organizations crossing the Public-Private divide. Contact: Sheffiel Hallam University Press, Sheffield Hallam University, Adsets Centre, Sheffield S1 1WB, UK; e-mail: m.moseley@shef.ac.uk.

The Journal of Men's Studies plans to publish a special issue dealing with men's health issues. We are seeking original papers that address men's health from diverse theoretical perspectives and disciplines. Submit a 250-300 word abstract as a Word document, and a one-page proposed paper (papers limited to a maximum of 7500 words). Include author's name, affiliation, and an e-mail address with each proposal. Contact: Men's Studies Press, Attn: Men's Health, Jane Doyle, P.O. Box 32, Hartman, TX 77478; e-mail: editor@menstudies.com.

The Security Journal, the leading international journal in the field of security, is seeking contributions that examine the women and security issues in different professions and domains such as the workplace, public spaces, residences, schools, colleges and universities, prisons and on the Internet. E-mail a 150-word abstract to Barbereta@berkeley.edu or BonnieFishbein@bc.edu. Drafts of papers due August 1 and final drafts due November 1.

Meetings

May 20-2000. West Coast Group Process Conference, Santa Barbara, CA. Contact: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; (805) 953-2460; e-mail: friedkin@soc.ucsb.edu.


July 30-August 5, 2000. International Rural Sociology Association, 1st International Congress of Rural Sociology, Rio de Janeiro, Brazil. Theme: "Sustainable Rural Livelihoods." Contact: Michael M. Cernea, Chairperson, 6113 Robinwood Road, Bethesda, MD 20817; e-mail mcerea@worldwide.org.

August 3-5, 2000. Association for the Study of the Cuban Economy Third Annual Meeting, Biltmore Hotel, Coral Gables, FL. Theme: "Ten Years of the Special Period: Retrospective and Perspectives." Contact: Jose Perez-Lipes, Chair, Program Committee, 5881 6th Street, Falls Church, VA 22041; (703) 379-8812; e-mail: perejolips@bellsouth.com.

August 9-12, 2000. Association of Black Sociologists Annual Conference, Georgetown University, Washington, DC. Theme: "Shattering the Silence" Beyond the Black/White Paradigm: Identity Development in the New Millennium." Contact: Worsie L. Reid, ABD Program Chair, Cleveland State University, Cleveland, OH 44115; (216) 687-5490; e-mail: wwor123@csuohio.edu.

September 27-30, 2000. Russian Sociological Congress, St. Petersburg, Russia. Theme: "Society and Sociology: New Relations and New Ideas." Contact: Mikhail Sinioutine, Organizing Committee of Russian Sociological Congress, Department of Sociology, St. Petersburg State University, Uli. Smolny, 1/3, Enter 9, St. Petersburg 19900, Russia; 7- 812-1104077; 7-812-2719223; fax: 7-812- 100077; e-mail sin@siseb.ru; <http://www.soc.pu.ru/.

September 28-30, 2000. University of Minnesota-Duluth Interdisciplinary Conference, Duluth, MN. Theme: "The Bonds Between Women and Water." Contact: Women and Water, University College Duluth, University of Minnesota- Duluth, 253 Darland, 10 University Drive, Duluth, MN 55812-2499; (218) 726-6296; fax (218) 726-6356; e-mail wwa_mw@ud.umn.edu; <http:// www.nd.um.edu/ women_water/.


THE UCLA LEROY NEIMAN CENTER FOR THE STUDY OF AMERICAN SOCIETY AND CULTURE

Presents a conference on:

POWER IN AMERICA: THE BIG ISSUES
May 18-19, 2000
UCLA Faculty Center

The question of where power lies has always been hotly debated but recent developments have fueled the discussion and raised new issues.

These developments include the rise of the Internet, the spread of stock ownership in the United States to almost half the adult population, the critical role played by public opinion consultants in modern political campaigns, the defection of the South from the Democratic party, the impact of globalization on the modern state, the increased blurring of the lines between high and popular culture, the growing intrusion of standardized testing in the K-12 curriculum, and the rise of "informal" or non-traditional families.

The idea of the conference is to examine the question of "Who holds power in America" over several areas: politics, economics, the family, welfare, the Internet, culture, professional sports, and education.

The LeRoy Neiman Center was established through a gift from Janet and LeRoy Neiman.

Presenters to include:

LeRoy Neiman - Artist
Paul Abramson - Political Science, Michigan State
Robert Schapiro - Political Science, Columbia
Larry Jacobs - Political Science, Minnesota
Mark Granovetter - Sociology, Stanford
Marc Smith - First Research Sociologist, Microsoft
William Domhoff - Psychology, UC Santa Cruz
Naomi Gerstel - Sociology, U Mass Amherst
Thomas Dye - Political Science, Florida State
Cynthia Epstein - Distinguished Professor, Graduate Center, CUNY
Larry Harper - Seattle Mariners and President Goodwill Foundation
Louise Mirrer - Vice Chancellor for Academic Affairs, CUNY
Jan Avgikos - Art History, Columbia
Jeanne Oakes - Co-Director Center X, Education,
UCLA
Judith Setzer - Sociology, UCLA
Walter Allen - Sociology, UCLA
Maurice Zeitlin - Sociology, UCLA
Peter Kollock - Sociology, UCLA
Jerry Rabow - Sociology, UCLA
David Halle - Director LeRoy Neiman Center, Sociology, UCLA

For more information and details on accommodations contact:

1365 Hershey Hall, Box 951551
Los Angeles, CA 90095-1551
(310) 794-4418
http://www.LeRoyNeiman.scssnet.ucla.edu
E-mail: LNCenter@ucla.edu

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Walter Allen - Sociology, UCLA
Maurice Zeitlin - Sociology, UCLA
Peter Kollock - Sociology, UCLA
Jerry Rabow - Sociology, UCLA
David Halle - Director LeRoy Neiman Center, Sociology, UCLA

For more information and details on accommodations contact:

David Halle, Director
Jill Stein, Executive Director
Bennie Terry III, Technical Director
Meetings, continued

and Policy: Prosperities for the 21st Century. Contact: Center for Arts and Cul- ture, att: SPTA Conference, 405 F St. NW, Suite 334, Washington, DC 20004; (202) 783-5277; e-mail center@culturepolicy.org.

October 25-29, 2000. American Sociology Association 2000 Annual Meeting, Columbus, OH. Theme: "Contesting Concepts of Culture." Contact: John Roberts, African and American Studies Department, Ohio State University, 465 University Hall, 230 North Oval Mall, Columbus, OH 43210-1335; e-mail: roberts.420@osu.edu; www.asanet.org.

Funding

The Fullbright Scholar Program is now accepting applications for lecturing and research grants in 130 countries. Application deadlines: May 1, 2000 for destination awards in Europe, Canada and Russia; August 1, 2000 for lecturing and research grants worldwide; November 1, 2000 for spring/summer awards. Contact: Fulbright Office, 1200 19th St. NW, Washington, DC 20008-0109; (202) 488-5200; e-mail: fulbright@usa.alumni.ac

Social Science Research Council, The Abe Fellowship Program supports postdoctoral research on contemporary popular culture, and the sociology of culture, crime, law, or inequality. Begin- ning in October of 2000, 30 fellowships will be awarded. Research grants will cover the nine-month fellowship period. Contact: Tilden Street NW, Suite 5L, Washington, DC 20008-3009; (202) 887-3135; e-mail: info@ssrc.org.

The Foundation for the Promotion of Social Science Research on World Societys funded selected proposals for research on the structure of and change in modern societies. June 30, 2000 is the dead- line for applications for financial support for projects to start in January 2001. Con- tact: World Society Foundation, Sociolo- gical Institute, University of Zurich, Room 60, 3011-CH Zurich, Switzerland; phone: (41-41) 634-2511; fax: 41-634489; <http://www.wsuf.ch>.

Andrews Baker, Ohio University, was quoted in the February 14 Time Maga- zine about her research on Internet rela- tions and youth. The article, "Talk of the Nation" on PBS radio. Newspapers which quoted her about the issue included The Miami Herald and the Cleveland Plain Dealer.

Shelby Brumley, University of Michigan, received her research on the career paths of schools featured in the September 8 issue of the New York Times.

Peter Drews, Occidental College, wrote a feature article in the February 2000 Win on the role unions can play in working class people.

Constance Gargett, Swarthmore College, received nationwide newspaper and magazine coverage on her research on the time teens spend doing housework.

Buffy Hult, University of Massachusetts—Amherst, was interviewed by the BBC Worldwide for a Millennium Program in Islamic Science.

Don Ishii, Hamline University emer- itus, was interviewed by the Canadian Tribune on his political activism in Fort Worth, Texas.

Bas E. Mitchell and Douglas E. Mitchell, University of California-Riverside, had their research on traditional alienation, which was featured in Education Week, September 8.

Robert W. Shelly was also quoted in an ar- ticle in the October 22 issue regarding the school calendar.


Kevin Anderson, Northern Illinois Uni- versity, and Eric Plaut had their book, Faces on Sarcasm, reviewed in the December 29 issue of the Frankfurter Allgemeine Zeitung.

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Obituary

Kurt W. Back (1959-1999)

Kurt W. Back, James B. Duke Professor of Sociology (emeritus) at Duke University, died on June 2, 1999, in Durham, North Carolina of pneumo­nia following a short illness. Kurt was born on December 25, 1929, in Pennsylvania and emigrated from there to the United States in 1941 with his parents as refugees from the Nazis. He entered New York University as a junior and graduated and received a PhD in 1959. While at NYU, he met his wife, Mary Lou, who later gained national at­ tention as an intercollegiate athletic director and a leader in the field of women’s athletics. Kurt joined the Duke faculty in 1959. Before that, he had held research positions at the University of Minnesota, the University of Puerto Rico, the U.S. Bureau of the Census, Air Force Avionics Group, and the Bureau of Applied So­ cial Research at Columbia. Kurt said that he learned more from his students and his wife than from any other source. His doctoral dissertation produced a new direction for the department of sociology at Duke. His earlier work focused on the family, but his interest and expertise grew in the field of social psychology. His research, especially in the domain of communication, was central to his career. His work on the influence of social psychological dynamics as the critical influence in low­ status behavior among women was a key component of his research. He enjoyed a rich and varied career that spanned several fields of study, contributing to the advancement of social science in multiple ways. His work on the influence of social psychological dynamics as the critical influence in low­ status behavior among women was a key component of his research. He enjoyed a rich and varied career that spanned several fields of study, contributing to the advancement of social science in multiple ways. His work on the influence of social psychological dynamics as the critical influence in low­ status behavior among women was a key component of his research. He enjoyed a rich and varied career that spanned several fields of study, contributing to the advancement of social science in multiple ways.

(From the Duke University website)
New Teaching Materials from ASA Publications

New Resources

Sociology of Mental Health

$16.00/$20.00
Edited by Tera Schedl and William Magie. In addition to syllabi, this publication contains a section on teaching resources. Materials include student discussion questions, popular media, class projects and handouts, and even student assignments. 250 pp., 2000.

The Sociology of Alcohol and Drugs: Syllabi and Teaching Materials

$16.00/$20.00
Edited by Paul Roman, J. Aaron Johnson, Richard Dembo, Amanda Abraham VanDevender, and Jessica Chikagos. Contains syllabi on general courses on Alcohol and Drugs, courses on Problem Drinking and Alcoholism, and courses on specific topics in alcohol and drugs. Plus, it includes multimedia resources and bibliography section. 230 pp., 2000.

Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology

$26.00/$30.00
Edited by James Ostrow, Gary Hesser, and Sandra Enos. Published by the American Association for Higher Education in cooperation with the American Sociological Association. This volume is one in a series of 18 volumes covering a range of specific disciplines. The book explores the use of service learning to critically examine social life, the pedagogical advantages of service learning, and action or change-oriented research. It also includes a bibliography and 3 sample syllabi. 228 pp., 1999.

The Social World of Higher Education

$53.00/$63.00
Edited by Bernice A. Axsom and Ronald Aminzade. This publication purpose is to help understand the dynamics of social change in higher education and challenges posed by the new century. It combines a set of broader essays with a collection of readings and tips on a variety of teaching issues. 646 pp., 1999.

Sociology Student Club Toolkit

$5.00/$7.00
Created by Steve Hoffman. A collection of information to help departments strengthen the professional socialization of their students, starting with student handbooks, clubs, and special activities. 26 pp., 1999.

Updated Editions

Teaching Criminology/Resources and issues

$16.00/$20.00
Edited by Richard A. Wright. Divided into 4 parts: Essays on teaching criminology, projects, exercises, and assignments; criminology syllabi; and syllabi for related courses. 241 pp., revised 2000.


$15.00/$19.00
Edited by Gleny R. Cox and Robert A. Bendiksen. Overview of the sociology of death and dying designed to help the novice teacher. This collection contains syllabi for courses on death and dying, or modules within another course. Contains class projects, teaching techniques, resource organizations, journals, programs, and bibliographies. 145 pp., 2000.

Teaching About Families

$17.00/$21.00
Edited by Ginger E. Macheski, Kathleen S. Lowery, Carmen Kroudom-Marini, and Michael Spencer. Contains 4 essays, 8 syllabi in lower division courses and 8 syllabi in upper division courses. Plus, there are sections on "Projects and Assignments," Websites, and Bibliographies.

Social Stratification Courses: Syllabi & Instructional Materials

$16.00/$20.00
Edited by Scott Semanu, this publication contains 8 essays, 20 syllabi, and an audio-visual resource section. 189 pp., 2000.

Send prepaid orders to:
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2000 Annual Meeting

Special Roundtable on "New Directions in Sociology"
Deadline extended to June 1

The deadline for submissions to the special roundtable on "New Directions in Sociology for the New Century" has been extended to June 1, 2000. For complete information, see February 2000 Footnotes (page 16) or the ASA website at www.asanet.org.

2001 Annual Meeting

Additional Sessions Invited

July 1 Deadline

The 96th Annual Meeting will be held on August 18-22, 2001, in Anaheim, California. The Program Committee, chaired by Douglas Massey, seeks additional suggestions for topics and organizers of the following types of invited sessions:

- Special Sessions (invited panels on any topic in sociology)
- Author Meets Critic Sessions (book publication date must be 1999 or later)
- Professional Workshops (career development and professional resources)

Session proposals should provide the following information:

1. working title for the session,
2. brief description of the substantive focus,
3. rationale for inclusion of the session on the 2001 program,
4. recommendations (s) for session organizer, including address, telephone, and e-mail information, and
5. a list of potential participants.

Proposals must be typed or printed and should be no more than two pages in length.

Session proposals must be submitted no later than July 1, 2000. Proposals will be reviewed at the last meeting of the 2001 Program Committee this summer.

Send suggestions to the attention of: Janet Astner, Meeting Services Director, American Sociological Association, 1307 New York Avenue NW, Washington, DC 20005-4701, USA; meetings@asanet.org; fax (202) 638-0882.

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1307 New York Avenue NW, Suite 700
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August 12-16
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2001
August 18-22
Anaheim, California

2002
August 16-20
Chicago, Illinois

2003
August 16-20
Atlanta, Georgia

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Article submissions are limited to 1200 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research-oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "Public Forum" contributions are limited to 800 words. "Obituaries," 500 words; "Letters to the Editor," 450 words; "Departments" announcements, 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

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