Council Passes Resolution on Data Access
Environmental and Technology Section Provides Expertise

On January 27, 2002, the Council of the American Sociological Association unanimously adopted a resolution expressing its grave concerns with the rapidly increasing restriction on access to information previously available to citizens on environmental and health risks in the United States. This resolution (see page 9) expresses the Association's dismay with the removal of access to public data in what could very well be overlooked in the period since the events of September 11. ASA Council recognized the challenge of determining whether data previously made available might present security issues and called for a judicious approach and expert input in making these determinations.

The ASA Council, also by unanimous consent, commended the Council of the Environment and Technology Section for advising the Association about this situation and providing a report and draft guidance. ASA supports access to data consonant with protection of human subjects as a matter of longstanding policy and as set forth in the ASA Code of Ethics. The Association has over the years played an important role in educating and advocating for sound policy regarding data access and sharing. This resolution is balanced in its intent. It emphasizes the fundamental importance of retaining access to data available to researchers and to public decisionmakers and offers a process for reviewing whether circumstances could require limiting open access to certain information.

As Footnotes go to press, the Executive Office is taking appropriate action to implement the policy guidance of ASA Council. The Association is disseminating the resolution to relevant Federal agencies, Members of Congress, and the public and consulting with other social science societies on optimal next steps. As Executive Officer Felice Levine put it, "ASA has an important role to play in galvanizing attention to this situation in the scientific community and among other relevant publics. We believe the resolution adopted by Council offers a strategy of data access and assessment that can produce a win-win for all concerned. ASA wants to make this happen, and we will be persistent in doing so."

Levine has been in consultation with Ed Spar, Executive Director of the Council of Professional Associations on Federal Statistics (COPAFS), and will raise the topic at the February meeting of the Consortium of Social Science Associations (COSSA). "At this point," Levine said, "we need to work with COPAFS and government in that context in other scientific communities to see if we can devise an approach that can ameliorate this situation and maximally allow access to government information in the short- and long-term." 

Social Sciences Turn Expertise to Terrorism and 9-11; an ASA Priority for 2002 Annual Meeting, Too

The social and behavioral science community is turning its attention and expertise to terrorism and what we know and need to know. In September and October, many scientific societies including the American Sociological Association (ASA) issued statements and posted website information on experts and resources. The November issue of Footnotes reported on 13 rapid grants issued by the National Science Foundation to launch important research on 9-11 events, including five in the social sciences. January Footnotes also included a feature story on the launch of a major website by the Social Science Research Council that presents social science analyses on the situation "After September 11" with approximately 50 scholarly articles addressing this issue. The seriousness of purpose throughout the research community is palpable to ensure that sound knowledge is brought to bear or produced where it does not exist.

The science agencies of the Federal government and the National Academies of Sciences, Engineering, the Institute of Medicine, and the National Research Council have also taken aggressive steps. The Academies have established a high profile Committee on Science and Technology for Countering Terrorism to help the government to develop a science and technology program plan and research strategy for countering terrorism. For its first phase, the Committee has set forth accomplishing three tasks in six months: (1) delineate a framework for the application of science and technology for countering terrorism, (2) prepare research agendas in seven key areas, and (3) examine a series of cross-cutting analyses that producers and suppliers of data sets are responsible for having them reviewed by IRBs before making them publically available, and that, once certified as public use files, no additional review by IRBs is required. Also, recommendations addressed how IRBs can make the determination that data files can be classified as public use. At its last meeting, NHRPAC reviewed these recommendations and gave its official approval. While these recommendations are not reflective of the social and behavioral sciences, they are applicable to all public use data files.

Third Parties

ASA Council took official action on the issue of third parties. The topic surfaced on the agenda of NHRPAC and the SBS Working Group last March after the Virginia Commonwealth University case brought the topic to the public's attention. Since that time, there has been considerable debate about the status of persons referenced by human subjects in the course of their interaction with investigators. There was ready agreement that all information in identifiable form—whether about human subjects or others they refer to—should be given the highest possible protection from disclosure. The debate, however, concerned when or whether these third parties were themselves human subjects.

Formal and informal federal agency committees also weighed in and, at times, agreement seemed remote. Although the dust may or may not have completely settled on the issue at its January meeting, NHRPAC agreed, in concept and language, on a one-page statement of clarification as to the status of third parties. These recommendations are to be advanced to the Secretary of HHS and to the Director of the Office of Human Research Protections. The NHRPAC statement makes clear that the determination of who is a research subject rests with the IRB; third parties who are referenced in research are not necessarily considered human subjects; and, third parties referenced in research may become human subjects if they can be identified as such if the IRB, through careful analysis of a number of factors, determines that the focus of the research is really on the human subjects; and, third parties may become human subjects if they are applicable to all public use data files.

NHRPAC Takes Actions Vital to Social Science

As its January 28-29, 2002 Meeting, the National Human Research Protections Advisory Committee (NHRPAC) dealt with four issues—public use data files, third parties, risk and harm, and confidentiality—of critical importance to the social and behavioral sciences. All four were topics that have engaged the attention of NHRPAC's Social and Behavioral Sciences Research Group (SBS), co-chaired by ASA Executive Officer Felice Levine. (Levine is a member of NHRPAC.)

With unabashed enthusiasm, Levine gave a thumbs-up, calling these decisions "five stars." NHRPAC is a diverse group of persons knowledgeable about and deeply committed to advancing human subject protections and research," Levine said, "that this group came together after months of hard effort and reached strong consensus on such important issues affirms the significance of these recommendations and also that the recommendations of social science are very much on the 'page.'"

NHRPAC is appointed by the Secretary of Health and Human Services (HHS) to advise the Secretary and the Director of the Office of Human Research Protections (OHRP) on the protection of human research subjects and the operations of the human subjects protection system. NHRPAC reviews reports and recommendations to the HHS Secretary and OHRP Director for their consideration. As a high-profile advisory committee, NHRPAC's expert advice and recommendations are likely to be given due consideration.

Public Use Data Files

Heading the list of NHRPAC actions in January was a series of recommendations on Public Use Data Files. Increasingly over the past few years, institutional review boards (IRBs) at many institutions have been reviewing protocols when investigators used data files already available for public use (e.g., the General Social Survey, the Panel Study of Income Dynamics, Census data). Obtaining additional IRB approval has had major consequences for researchers and IRBs.

As reported in January Footnotes, NHRPAC, at its October meeting, approved in principle a set of recommendations on public use files advanced by its SBS Working Group. The essence of these recommendations was that data sets reviewed and approved by IRBs be de-identified and ready for public use do not need further protections and, further review by other IRBs prior to use.

Over the last several months, a NHRPAC subcommittee led by Levine crafted a set of recommendations that makes clear to IRBs and others what public use data files are,
International Roots
Dworkin finds familiar names in Ellis Island files; Doubt reports on sociology in Croatia.

A Tribute to Bourdieu
"Everything is social"...French sociologist Pierre Bourdieu is remembered.

Sociology PhDs
Research on who completes, who does not, and who is on the tenure track.

Student-Centered Teaching
Rutgers-Camden reaches out electronically to its students; new PhDs might take a look at faculty opportunities in community colleges.

"The Ideal Suburb"
Levittown, PA, celebrates its 50th anniversary.

Which Departments Produce Chairs?
Kathleen Tiemann and Tom VanValen compare trends over a 23-year span.

The Executive Officer's Column
Council Launches ASA Centennial Planning

At its January meeting, ASA President Barbara Reskin placed the topic of Centennial Planning high on the agenda of the ASA Council. While 2005 and the 100th anniversary of the American Sociological Association has been referenced in Council, it has not been a prominent item on the agenda for discussion and exchange. The mid-year meeting in January provided just the right setting for Council to engage in creative thinking about how best to celebrate the centennial year of the Association in a way that addresses the history of ASA and of sociology and future opportunities for the discipline.

How best to celebrate the Centennial is a large charge. As the primary elected body of the membership, it makes good sense to engage Council in this task. While a project like this will need to be delegated to a Centennial Committee, it also needs guidance from Council as to the "touch and feel" that Council wishes to convey to the discipline and about ASA through special projects, activities, and events.

Related discussions have already been launched. The Committee on Publications and journal editors have begun to think about what the ASA journals might do individually or as a group to mark this important date. Publications Committee Chair Bernice Pasosolado has asked the Committee to consider what types of scholarly works might enrich the discipline and to generate ideas about special publications, including special issues of journals, "reviews," and so forth.

President Reskin, Past President Massey, Secretary Kalberg, and I along with Doug Kincaid, ASA representative to the International Sociological Association (ISA), have been discussing how best to reach out to the international community of sociologists to launch the next century hand-in-hand with sociologists around the globe. (With the XV World Congress of Sociology taking place in July 2002, it might be an apt time to take up this issue with social scientists.)

At these early stages of thinking and planning, President Reskin and other officers want to ensure that the conversation is wide-ranging and inclusive. This is very much the tone that President Reskin set and the spirit that animated ASA Council deliberations on January 25th. To stimulate discussion, I provided a background memorandum to map what some possibilities are. These included:

- Outreach to the Public
- Lectureship series (similar to the Jefferson Lecture)
- Travelling exhibit for museums and schools
- Special programming in high schools
- Film/video presentations

Outreach to the Sociological Community
- Lectureship series at regional and state sociological society meetings
- Special materials (see Publications) on teaching, history of sociology, and major events in the field
- Attention to the international sociological community

Electronic Outlets
- Creative use of the internet, including its role as a primary outreach tool

Events
- Special symposia on key themes or accomplishments
- Public policy seminars

Annual Meeting
Note: the 2005 President will not be known until spring 2003, so substantive plans for special Centennial events will need to be made prior to that Program Committee's formation.
- Substantive work brought to fruition at the Annual Meeting
- Special sessions and events

Publications
- Commission an updated history of the ASA
- Commission a history of ASA by historians, historical sociologists, and/or sociologists of science; involve or consult with those with prior experience preparing histories of other learned societies and disciplines
- Special "century review" type publications
- A Presidential volume of the addresses of past ASA presidents (there has been some interest in such a product and it has been under consideration)

Collaborations
- Other social science associations looking at the future of social science
- International collaborations, real and virtual
- Outreach to international sociological community to collaborate on Annual Meeting planning and products

The discussion at Council went well beyond this framework without in any sense reaching closure. Council saw the value of thinking of the Centennial as a year-long opportunity for sociology, despite what will be important events linked to the 2005 Annual Meeting in Philadelphia.

President Reskin has appointed two committees of Council to engage in more concrete deliberations and offer some "working" plans. Because of the time urgency of launching any historical project(s), including the possibility of an oral history, one committee, chaired by Craig Calhoun and including Council members Ivan Starrenyi and Paul DiMaggio, is to bring forth plans and options for historical works quite quickly. The mandate of this committee includes consulting with sections and other individuals or groups with relevant expertise. The other committee is charged with thinking broadly and creatively across what might become a nested set of possible projects, activities, and events. That group is being chaired by Pamela Waller and includes Victor Nee, Robert Crutchfield, and Reskin. Meanwhile, I will get more of a perch on your workplace, and add your thoughts and views. Ultimately ASA will need to craft this initiative in light of sociologists' interests, engagement, and willingness to commit time to this collective project. While a Centennial Committee will bring this effort to fruition, all of us will need to add and join in...
John H. D'Arms, ACLS President, Dies

John H. D'Arms, President of the American Council of Learned Societies (ACLS) since 1997, died January 22, 2002. After a five-month illness. While serving as President, D'Arms was also an Adjunct Professor of History and Classics at Columbia University. Before joining the ACLS staff, he was Professor of Classical Studies and Professor of History at the University of Michigan, Chairman of the Department of Classical Studies, Dean of the Horace H. Rackham School of Graduate Studies, and Vice Provost for Academic Affairs.

He has been a spokesman for the Humanities at a national level, as a Trustee Emeritus of the American Academy in Rome, member of the national committee for Motion Picture Fellowships in the Humanities, and a former member of the Board of Directors of the ACLS. He is a former President Clinton to membership on the National Council for the Humanities and was formerly a member of the American Academy of Arts and Sciences and the American Philosophical Society. He held a BA degree from Princeton University and a PhD in classical philology from Harvard.

The ACLS mourns the loss of its president, and states that he “strengthened ACLS immeasurably and multiplied several-fold the support we can provide to the Humanities and related Social Sciences. His overwhelming dedication sets a very high standard.”

A member organization in ACLS and ASA, Executive Officer Felice J. Levine expressed the condolences of the Association to ACLS staff. She said that “John will be sorely missed by the scholarly community and all of the organizations he served as a Trustee Emeritus of the American Academy in Rome, member of the National Council for the Humanities, and former member of the Board of Directors of the ACLS.”

With this move, Brintnall has been serving as Executive Director of the National Association of College and University Business Officers (NACUBO) since 2001. The study was conducted for the National Association of College and University Business Officers (NACUBO) and was for the National Association of College and University Business Officers (NACUBO) by TIAA-CREF. For additional information see www.nacubo.org.

Footnotes

\[ \text{For the complete report, see http://www.brook.edu/GS/CPS/50gp/} \]

\[ \text{With this move, Brintnall has been serving as Executive Director of the National Association of College and University Business Officers (NACUBO) since 2001.} \]

\[ \text{For first professional degrees to racial and ethnic minorities was substantially more favorable than doctorates. Women earned 60 percent, 57 percent, and 58 percent of associate's, bachelor's, and master's degrees, respectively. A showing of 22 percent for first professional degrees to racial and ethnic minorities was substantially more than for any other group. For the complete report, see http://www.nces.ed.gov/pubsout/backtoschool01.htm} \]

\[ \text{For the complete report, see http://www.nces.ed.gov/pubsout/backtoschool01.htm} \]
Traveling Sociologists: An Ellis Island Survey

by A. Gary Dunnink

The University of Houston

Early works in the sociology of race and ethnic relations stemmed in part from analyses of the immigrant experience in America, including at the screening and processing center at Ellis Island. Park and Miller's Old World Traits Theory (1921) and Blumer's Ethnic Relativism (1933) documented the individual and collective transitions made from the Old World to the new. The National from Croatia, Gin documented the millions of individuals who arrived at the Port of New York between 1820 and 1957. Ellis Island functioned as the gateway to the U.S. for 60 million immigrants between 1892 and 1954, while a total of 22 million individual passengers (immigrants, American citizens, and visitors) and ships' crews came through during the years 1892 and 1924. A computerized database has opened in 1990 and in within the last two years the American Family Immigration History Center was established on the world wide web. A web site provides access to passenger records (ships' manifests) and information, including photographs, of the ships that brought the immigrants. Mormon volunteers have entered the data from passenger records and ships' manifests into an electronic database (www.ellisislandrecords.org). After registering, one can conduct a search on a variety of fields for the passengers, and then refine the search by gender, year of arrival, ethnicity, age on arrival, port of departure, country of origin, and ship's name. Further refinements can be requested by asking for exact matches, close matches, or alternative spellings of the name.

The process can be time consuming despite efforts to make records more legible. The records may exist because immigration and America are thoroughly intertwined. As social scientists in Croatia measure the impact of globalization on their nation and its relation to the international community, they need to measure the degree to which the persuasiveness of globalization is charismatically guided. Notice an irony here: If the argument in this popular intellectual book, Empire, is valid, then a nation whose legitimacy is grounded in either legal rationality or cultural tradition may be less susceptible to globalization than a nation whose legitimacy is grounded in charismatic authority. As sociologists in Croatia measure the degree to which their national, religious, or international cultural tradition, they need to measure the degree to which their nation's tradition to charismatic authority. In turn, a nation whose legitimacy is grounded in charismatic authority may have closer affinities to the inner character of globalization and thrive more fully under its domination. At the same time, as Weber points out, a nation whose legitimacy is grounded in charisma rather than legal rationality or tradition is less stable than a nation whose legitimacy is grounded in legal rationality and tradition. What indeed will be the consequences of globalization for this new nation as well as the rest of the world? The situation is paradoxical, and sociologists, more than other disciplines, can help expose these paradoxes.

Croatian Sociology Steps Forward

On November 16 and 17, 2001, the Croatian Sociological Society held its first annual conference since the war that started in Yugoslavia a decade ago. The idea was the initiative of the Society's President, Dr. Davorka Matic, and the theme was "Globalization and Croatian Sociology." The conference format was much like a typical four-day sociological conference, with each session on a different topic. The opening session of the conference was held at Stuhlau's invitation, as the opening paper was presented by Keith Dight. The opening paper was titled "Chasing the Concept of Legitimacy in Negri and Habermas' Theory." According to this popular postmodern book on globalization, the form of legitimacy that best explains the domination of globalization is neither traditional authority nor rational authority, but charismatic authority. While Michael Hardt and Antonio Negri implicitly draw on Max Weber's theory of legitimacy throughout their analysis of the political consequences of globalization, they do not acknowledge the degree to which they employ the ideal type of charismatic authority to explain their subject or the degree to which their commitment to postmodernism is embedded in the same ideal type. As social scientists in Croatia measure the impact of globalization on their nation and its relation to the international community, they need to measure the degree to which the persuasiveness of globalization is charismatically guided. Notice an irony here: If the argument in this popular intellectual book, Empire, is valid, then a nation whose legitimacy is grounded in either legal rationality or cultural tradition may be less susceptible to globalization than a nation whose legitimacy is grounded in charismatic authority. As sociologists in Croatia measure the degree to which their national, religious, or international cultural tradition, they need to measure the degree to which their nation's tradition to charismatic authority. In turn, a nation whose legitimacy is grounded in charismatic authority may have closer affinities to the inner character of globalization and thrive more fully under its domination. At the same time, as Weber points out, a nation whose legitimacy is grounded in charisma rather than legal rationality or tradition is less stable than a nation whose legitimacy is grounded in legal rationality and tradition. What indeed will be the consequences of globalization for this new nation as well as the rest of the world? The situation is paradoxical, and sociologists, more than other disciplines, can help expose these paradoxes.

Keith Dight is chair of the Department of Sociology at Wittenberg University. He became interested in the former Yugoslavian states during the Bosnian war and started reading and writing about, and traveling to, the region. He is the author of Revolution. After Bosnia and Kosovo: Recovering Justice, published by Rowman & Littlefield Publishers, Inc. in 2002.
“Everything is Social”: In Memoriam, Pierre Bourdieu (1930-2002)

Pierre Bourdieu died on 23 January 2002 from complications of cancer. Born on 1 August 1930, he was the grandson of a sharecropper and son of a farmer who became the subjects of museum research on museums and their publics published as The Love of Art (1966), and extensive studies of the religious, intellectual, moral, and political eras; and on the weight of the world, especially in the transformation of the field of painting in which he played a pivotal role. Bourdieu's sociology of intellectuals, meant to overcome the opposition of the Republic and traditionists to the idea of sociology as a science, as cultural anthropology (anchored by a conception of human beings as forever in a state of flux with their own (hermeneutic) relation to the social world into the minds of the people they observe.

Bourdieu's approach to culture and power drew also on a series of influential studies of the role of symbolic power and cultural capital in social inequality and the ways in which apparently meritocratic educational institutions, starting in the mid-sixties with Photography: A Middle-Brow Art (1964), in which he explored the arbitrariness of the value assigned by Flaubert, Baudelaire and others. Bourdieu's ‘bureaucratic’ work is arguably its companion study, a sociological investigation of the field of painting in which he played a pivotal role. Bourdieu's sociology of intellectuals was also a perspective he shared in The Logic of Practice (1972) and The Logic of Practice (1987).

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A Sociological Lens on Graduate School Attrition

by Carla B. Honigley, Deputy Executive Officer

Higher education has a long-standing concern over the high attrition rate of PhD students. The problem is particularly acute for students in the social sciences. A survey of PhD programs conducted by the American Sociological Association showed that over 50% of students fail to complete their PhD within six years. This attrition rate is not only costly to the students themselves but also to the academic institutions and the wider community. Understanding the factors that lead to timely attrition is crucial for improving graduate education.

Loxitts and sociologist Barbara Lovitts, a member of the Carnegie Corporation of New York, have conducted research to understand the dynamics of attrition in social science graduate programs. Their study highlights the importance of several critical factors that contribute to attrition.

1. **Financial Support**: Students who are not provided with adequate financial support are more likely to leave their programs. This can be due to the lack of fellowships or the insufficiency of teaching assistantships.

2. **Social and Academic Bonds**: Strong social and academic bonds are crucial for student retention. Students who feel isolated or unsupported are more likely to drop out of their programs.

3. **Research Opportunities**: Limited research opportunities can lead to attrition. Students may feel dissatisfied if they are not provided with adequate opportunities to engage in research.

4. **Career Readiness**: Students who feel unprepared for their future careers are more likely to leave their programs. This includes the lack of job placement services and the difficulty of transitioning from academic to non-academic roles.

5. **Departmental Culture**: The culture of the department can significantly influence student retention. Departments that foster a supportive and inclusive environment are more likely to retain students.

Lovitts suggests that sociologists should be proactive in addressing these issues. They should work with the Directors of Graduate Studies to improve the training and support that students receive. This includes working closely with students to identify and address any problems that may be contributing to their attrition.

Lovitts also emphasizes the importance of institutional support. Universities must be willing to make the necessary investments in graduate education to ensure the success of their students.

In conclusion, understanding and addressing the factors that contribute to attrition in social science graduate programs is crucial for improving graduate education. By working together, students, faculty, and institutions can create a more supportive and engaging environment that promotes student success.

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**National Projects on Doctoral Education**

This is an exciting time in doctoral education. Events in and across many sectors are taking place and building momentum in doctoral transformation, including newly released studies, new doctoral initiatives, and new available resources. The Re-envisioning the PhD website (http://grad.washington.edu/re-envision) is one to find the latest available information in doctoral education related to:

- News and Updates (recent publications, media coverage, and events)
- Re-envisioning Project Resources (publications, webinars, and research)
- The Project’s 2020 Conference, PhD career resources, and stakeholder requests
- National/International Resources (national/international research, projects, and initiatives addressing doctoral education)
- Promising Practices (hundreds of innovative practices and resources in doctoral education) from around the country and abroad. The site has a GOOGLE search capability for more resources (http://grad.washington.edu/re-envision/about/search.html).


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**Majority of New PhDs Have Tenure Track Jobs Four Years Later**

In the four to five years since they were awarded their degrees, an additional 18 percent of recent PhDs obtained tenure-track jobs. Even though in 1997 almost equal percentages of academics had tenure-track jobs as had non-tenure-track jobs, by 2001 the overwhelming majority of academics had obtained tenure-track jobs. In 1997, about 44% of the respondents were in tenure track positions and 49% were in non-tenure-track academic positions (Figure 1). In 2001, 62 percent of the students were in tenure track jobs, and 18 percent were in non-tenure-track academic positions (Figure 1). Of the tenure track academics in 2001, about half have positions at research and doctoral institutions, and about half have positions at schools where the highest degree granted is a masters or a bachelors degree. In 2001, the ASA Research Program conducted an update to the 1998 Survey of Recent PhD Graduates in Sociology. Respondents to the original survey comprised a cohort of sociologists who received their PhDs between July 1, 1996 and August 31, 1997. To date, of the original cohort, about 73 percent have responded to the 2001 update.

These results are preliminary since the update is still in the field. Any cohort members who have not responded are urged to do so. Because this is an ongoing study, it is very important that as many members of the original cohort respond as is possible. For additional information, please contact Roberta Spalter-Roth, spalter-roth@asanet.org, or Stacy S. Merola, merola@asanet.org, staff of the ASA’s Research Program on the Discipline and Profession.

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**ASU Project**

The ASU Project focuses on four graduate departments that are making changes, as a department, in their curriculum, climate, mentoring, outreach, and research training to better engage and retain students. The Council on Graduate Schools, the Carnegie Foundation, and the Woodrow Wilson Center each have initiatives to enhance graduate education and reduce some of the difficulties that Lovitts’ data document. Attrition is costly to all parties and putting the best minds to solving it seems a worthy endeavor.
A World of Opportunity in Community College Teaching

by Carla B. Hovroy, Director, Academic and Professional Programs

Community colleges remain the least known and least understood segment of higher education by PhD holders and PhD students. With over 1,000 community colleges nationwide in the United States, this academic sector offers opportunities for new PhDs. Faculty positions are also on the rise in community colleges; retirements are projected to increase in the next decade, and student growth will further fuel this increase. Over 3,000 full-time faculty positions were advertised in 1999-2000, and sociology was number seven out of the top ten fields requested in job advertisements.

The sociology program at the University of California-Los Angeles (UCLA) Graduate Division in the Department of Sociology has introduced a post-doctoral fellowship that offers special initiatives to prepare future faculty for community colleges. Some of these initiatives are for Schools of Education and some are within sociology department.

At the University of Arkansas, Dr. James Hammons, Professor of Higher Education, crafted "The Fullbright Program to Prepare Community College Faculty." Graduate students in any field may apply. They complete two credit courses and a three-week internship in a community college. "This program offers their students an orientation to community colleges by exposing them to the history, culture, and language of community colleges. Further, it gives students practice in developing teaching methodologies that cause optimum learning to occur," says Hammons. Students prepare a teaching portfolio, sample curriculum plans, and engage in role-playing interviews, all "to show them their competencies and limitations when applying for community college faculty positions."

Hammons and his students have done research on community college positions and the qualities that deans seek in making faculty hires. Deans prefer candidates with an MA degree, but look for one to three years of teaching experience, preferably in a community college. In response to Hammons' survey, deans identified the following as "essential skills" for faculty:

- Be student-oriented
- Be flexible
- Be adaptable and flexible about incorporating necessary changes in the classroom
- Be skilled at teaching students of diverse backgrounds
- Be committed to his or her own personal development
- Have a demonstrated ability to motivate and inspire students
- Be willing to spend time with students and be able to establish rapport with them
- Possess expertise in and commitment to critical thinking skills, outcome assessment, and distance learning.

George Mason University has developed a Doctor of Arts degree for Community College Professionals, in collaboration with the Virginia Community College System. The program is administered by the University's National Center for Community College Education. Students work jointly with a department and with the Center to complete degree requirements including an internship placement in a community college, seminars on teaching and on leadership, and a doctoral project linked to community college teaching. One advantage for the program is current community college faculty holding a MA degree but seeking a doctoral program. Contact http://www.gse.gmu.edu/department/nccce/handbook.htm

Sociology departments have also explicitly taken up the challenge to prepare future community college faculty. Humboldt State University Sociology offers an MA in sociology, with an option to concentrate on community college teaching. The department collaborates with Redlands Community College in a 12-unit at-risk program called College Faculty Preparation Program. Those MA students have a teaching seminar and practice in addition to the other MA degree requirements. Contact http://www.humboldt.edu/~soc/grad.htm

California State University-Fullerton also offers a seminar called Community College Symposium, as a graduate elective course.

Appalachian State University (NC) has just begun an MA concentration in community college teaching, and the Masters of Arts in Social Sciences (MASS). The degree requires two of coursework including a course in leader­ship and higher education, and two 18-hour concentrations in social sciences. There is no thesis requirement, but students do take a comprehensive exam. Faculty engaged in mentoring graduate students about employment opportunities can look more closely at these programs to prepare future faculty for community colleges. In addition, there is substantial literature on teaching in community colleges, which is appropriate for seminars for post-doctoral fellows, for proseminars, and for individuals.

Footnotes

1Community College Week. The Chronicling of Higher Education, and Community College Journal of Research
2Accreditation guidelines require 38% of faculty to be full-time.
3The sociology programs are: North Carolina State University, University of Nebraska-Lincoln, Texas A&M University, and Indiana University. For more information on PFF, contact the website, or visit the ASA homepage or phbNaru.rew.pec.us.
4Hammons, James O. 2000. "Career Opportunities in Community Colleges for Non-PhD Graduates," presentation at the Preparing Future Faculty Program.

Call for Applications: Deadline March 1, 2002
ASA Honors Program

2002 ASA Annual Meeting, Chicago, IL, August 15-19, 2002

The American Sociological Association seeks applications from exceptional undergraduate sociology majors who would like to be considered for admission into the 2002 ASA Honors Program.

Honors Program students participate actively in the annual meetings of the ASA, develop important networks with their peers across the nation, and have the opportunity to meet with prominent professionals in the discipline.

Interested students complete an application and provide letters of support. For additional information, both sponsors and students should contact Dr. Duane Dukes, Director, ASA Honors Program, Department of Sociology, John Carroll University, University Heights, OH 44118; (216) 397-4607, fax (216) 397-4736; e-mail duke5@jcu.edu.

For Honors Program applications, requirements, costs, and other important information, please go to http://www.jcu.edu/sociology/asaasahonor.htm.

Enhancing the Curriculum through the Web at Rutgers-Camden

by Meghan Rich, ASA Academic and Professional Programs

The Department of Sociology, Anthropology, and Criminal Justice at Rutgers University-Camden has created an interactive departmental website to promote effective learning and the acquisition of transferrable skills. Their "web-enhanced curriculum homepage" holds innumerable resources, which are designed to clearly define departmental expectations, provide tutorials and guidelines for the department's courses, increase communication among students and faculty, and publicize research and other opportunities for students.

The site has links to specific classes, individual faculty assignments, bibliographies, pedagogy, MicroCase, Excel, methodology, undergraduate research, and other sociology related resources, are not hyperlinks to journals. There are also innovative streaming audio and video resources, and the site was first introduced to Rutgers University as a whole by the department. The faculty also have plans to add to this technology by introducing streaming narrated slideshow tutorials for reviewing content and procedures that students are expected to know from earlier coursework.

This focus on a web-enhanced curriculum reflects a recognition of students' needs. Robert Wood, Chair of the department, states that "by focusing our curriculum more on identifiable and transferrable skills, we could both prepare students better for the workplace and at the same time give the sociology major itself more coherence and depth." Because so many students of today are not graduate school bound, giving students exposure to computing and research skills is imperative if students are to move on to a technologically based job market.

Rutgers University-Camden is largely a commuter campus, which makes at-home access to educational resources essential. The Department of Sociology, Anthropology, and Criminal Justice's web-enhanced curriculum homepage provides resources for students who cannot be on campus every day or spend time meeting with professors outside of class. Because there are limited amounts of all of every aspect of the department and these disciplines (including links to disciplinary associations, scholarly journals, and professional organizations), every student has access to resources that assist in learning and research. Key elements of student-centered pedagogy are available on the site, so that students can have something to guide them through the process of writing papers.

Because the site is both broad and specific in focus, it allows students to use resources as needed throughout their undergraduate career. It also gives them a larger view of the disciplines through the linkage of outside sources to the site. Dr. Wood found through informal conversations and a formal questionnaire that as many as 80 percent of the students access and use the web-enhanced curricu­lum on a regular basis. Almost all express satisfaction with it, and a number are appreciative of the department's efforts in this area. As one student wrote, "As a sociology major, I have used the computer much more often than in my previous major. I feel that learning how to utilize technology is immeasurably important as we enter into the 21st century. Rutgers-Camden has a great model in the Sociol­ogy Department; hopefully, such technol­ogy enthusiasm will soon pervade other departments!"

While Dr. Wood contends that technology does not automatically make faculty teaching and a department's curriculum better, the faculty feel that their efforts to move more into a web-enhancement of individual courses to the web-enhance­ment of the curriculum has paid off in many ways. "Almost all express low-cost innovation that can strengthen departmental resources," says Professor Herideen. Dr. Herideen, contact: Dr. Robert Wood, Chair, Department of Sociology, Anthropology and Criminal Justice, Rutgers University-Camden, NJ 08102; e-mail wood@rac.rutgers.edu.
The Ideal Suburb Turns 50

by Stacy S. Merola

When people think of the ideal American suburb, one of the places that might come to mind is Levittown, PA. Levittown, PA is not far from New York, and U.S. society is still feeling the effects of this pre-WWII phenomenon. Levittown is infamous for its "cookie-cutter" style homes, Levittown sparked the exodus to the suburbs that began after World War II and formed the basis for many taken-for-granted aspects of our lives today. The impacts of Levittown have been both broad and diverse; ranging from longer commutes to work and "sprawl," to a democratization of home ownership that placed the American dream within the reach of many.

In 1946, William Levitt was the second of the building projects created by Bill Levitt, president of Levitt and Sons. The first project was Levittown, New York, which opened with 6,000 homes in 1947. In this first Levittown, Levitt and Sons used that new system to quickly and cheaply building quality homes by mass-producing them. The homes in this first community were small and sparsely apart and made of pre-assembled components. These pre-assembled components were then added to concrete slabs at the site. Bill Levitt's success in selling these homes came from being able to present these communities as both a new ideal form of American life, and the middle-class dream, which was available at an affordable price. He also made the process of buying a home very simple.

As described by Chad Kimmel, a graduate student at the University of Michigan, when he was building his third Levittown in Burlington, County, NJ. At that time, the New Jersey Superior Court ruled that since sales policies violated the state constitution. Prior to this ruling, in 1957 a black family purchased a home in Levittown, PA sparking large protests. The Meyers family was able to purchase a house through a private transaction over which Levitt had no control. White mobs formed outside of the home burning crosses and insuring bomb threats. The state of Pennsylvania eventually won a permanent injunction against the mob leaders and the Meyers family moved to York, PA in 1961.

Of course, Levittown PA has changed over the past 50 years. Kimmel attributes the alterations over the years to changing family demographics, growing wealth disparities, a rising sense of individualism, and an aging population. To commemorate this occasion, the 50th year anniversary committee is planning a year of events including concerts, plays and events. As a Levittown memoraibla. Information on the plans can be found on the web at www.levittownpa.org, or by e-mailing info@levittownpa.org.
Locating the State of High School Sociology on the Academic Map

by Michael A. DeCesare
University of Massachusetts

The topic of my PhD dissertation is in sociology in American high schools is in sociology in public high schools. During the course of my work thus far, I have become sociology. For instance, the quality of high sociological training of the teachers who offer them (see Dennick-Brecht 2000; Dorn Weber 1978), and utilized poor instructional school, students would be able to college, and how many of us teach it, but change in the enrollment of undergraduate college sociology courses. Having a more introductory courses (see Persell 1962; Kraft 1981; Weber 1978), the better and declare sociology as a major. The better and more majors, more courses, and even more details regarding the work to date of the courses have often lacked clear objec­

sions immediately after the September 11th terrorist attacks, government agencies saw the need to remove access to certain public data. The Association also under­

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sion please contact the ASA, 1800 Connecticut Ave., NW, Suite 1100, Washington, DC 20009 (202) 383-9005, or via e-mail at education@asanet.org.

Resolution

WHEREAS, federal, state, and local governmental authorities are actively restricting access to public documents; and

WHEREAS, access to data through the Freedom-of-Information Act (FOIA) has been further limited after a memorandum issued on October 12, 2001 by the Attorney General that instructed federal agencies to further exercise caution in disclosing information collected under FOIA, THEREFORE, BE IT RESOLVED,

that the American Sociological Association urges that immediate consid­

eration be given to the rationale for restrictions on environmental and public health information by relevant Federal agencies and official bodies and by Members of Congress with jurisdiction over these matters.

that recognized scientific, academic, and citizens organizations engaged in lawful use of such data be granted access to such information through data access procedures,

that an advisory committee on public access to environmental and public health data be formed, with representatives of the National Academy of Sciences, National Science Foundation, National Institutes of Health, the American Association for the Advancement of Science, and other relevant organizations and agencies, to guide government agencies in maximizing reasonable public access.

CARRIED, unanimously.

2002 Student Travel Awards

Applications Due May 1

General Information

The Student Forum of the American Sociological Association (ASA) administers student travel awards to the ASA Annual Meeting. We anticipate granting approximately 25 awards in the amount of $200 each. These awards are made on a competitive basis and are meant to assist students by defraying costs associated with attending the Annual Meeting. All applicants are encouraged to seek additional sources of funding to attend the Annual Meeting.

Four copies of the complete application must be submitted no later than May 1, 2002. Decisions will be announced no later than June 15, 2002. No part of the application may be submitted by fax, and only applications from individuals on their own behalf will be accepted.

Eligibility

Applicants must be students pursuing an undergraduate or graduate degree in an academic institution and a current student member of ASA (at the time of application), and attending the Annual Meeting (i.e., they may not be employed, on any other basis, for purposes of attending (e.g., workshop organizers, Honors Program participation), student need, the availability of other forms of support, matching funds, and the potential benefit to the student are among the factors taken into account in making awards. Award winners will be selected by a travel award committee of the Student Forum convened especially for this purpose.

Application

The 2002 Student Travel Award Application is available on ASA’s website (http://www.asanet.org/forms/travelapp.pdf) or by request in hard copy. For more information please contact the ASA, 1800 Connecticut Ave., NW, Suite 1100, Washington, DC 20009 or via e-mail at education@asanet.org.
New Departments Move to Top (Graduate) Chair-Producing List

by Kathleen A. Tiemann, University of North Dakota, and Thomas L. Van Valey, Western Michigan University

Between 1974 and 1986, there was an apparent monopoly in chair production by less than chairs. Ohio State and Wisconsin appeared nine times each or 75 percent of the time. Minnesota, Indiana, Ohio State and Wisconsin were among the top 10 chair-producing departments for six of the 12 years examined. The remaining top 17 departmental chair-producers made the list between one and five times. The middle column of Table 1 shows each department's rank as a top chair-producing department in the 1974-1985 period (including ties). An examination of these time periods shows both stability and change. For example, Chicago maintained its track record as a top chair producer. It appeared on the list of top producers 12 times in each time period. Texas and Wisconsin also appeared 12 times each between 1986-1997, but were much lower in rank than in the period between 1974-1985. Columbia and Michigan were both on the list of the top producers for 11 years in 1974, but those departments appeared only six and five times respectively in the latter time period. By 1986-1997, Michigan has slipped from the top ten. The situation is more striking for Iowa, Michigan State, Yale University, and Louisville State. While these departments were on the list for at least seven years each between 1974-1985, they made the list only once between 1986-1997. Thus, overall none remained in the top ten departments producing chairs of graduate departments.

To summarize, the data show the strength of a cluster of schools to produce chairs over a long span of time (1974-97). In the first span, due to a tie, 12 schools were on the top ten list. Taking these top 12, eight of these schools or two-thirds remain in this strong position. The data also make clear that the dominance displayed in the period from 1974 to 1985 is not entirely stable. There was a measure of turnover in chair-producing departments between 1974-85 and 1986-97. While Iowa, Michigan, Yale, and Louisiana State dropped during the recent period, the University of Texas, the University of Minnesota, Indiana University, and Princeton University moved into higher rankings as chair-producer departments.

One might speculate as to why some of the departments that had dominated so clearly in the earlier 10-year period were unable to maintain their levels of chair production from 1986-97. One explanation might simply be that departments have broadened their searches for chairs to include more candidates from other universities. Increasing the competition in this manner would quite likely result in more successful candidates coming from a wider range of departments. In such instances, it might be that prior experience as a chair in a department of similar size or institutional context is a more important selection factor than the prestige of one’s alma mater or possibly even the length of one’s vita. A second explanation is related to the costs and benefits of being a chair. Perhaps the people trained in the top-ranked universities are more likely to see the role of chair as a hindrance to their research careers and thus their personal prestige and/or mobility. In many cases, the commitments of time and energy involved in chairing a department often leave little remaining for personal research and scholarship. Thus, they may define the costs of being chair as greater than the benefits, at least until they have reached a stage in their academic careers where they see that additional research experience has less marginal utility for them than administrative experience.

Regardless of the explanation for the relatively few changes in chair production data, the fact remains that most of the people who chair graduate departments come from a relatively small number of relatively high prestige institutions. This pattern was clear from 1974 to 1985 (Van Valey & Tiemann, 1989) and it remains equally clear from 1986 to 1997. It only remains to be seen how long the pattern continues.

Now Available for Early Career Sociologists from the ASA!

Advice from the Field: New Faculty Discuss Academic Job Searching

by Sheila Cotten, Jammie Price, Shirley Keeton, Russell Burton, and Janice Clifford Wittekind

This useful guide aims to demystify the job search process for sociologists moving into assistant professor positions, while at the same time providing a sociological analysis of this process. The authors report and analyze their experiences as they moved from graduate school, post-doctoral fellowships, an applied research position, and a non-tenure track teaching position to assistant professor positions. They detail the process of going on the market, how to find positions, supported documents that are needed to prepare application materials, how to arrange the schedule, and prepare for interviews, what to expect during and after interviews, what to do when you receive (or do not receive) an offer, commonly negotiated terms, and the transition process once you have accepted an offer. 43 pages, 2002. Stock #132.A02. $5.00 for ASA members, $7.00 for non-members.

New Faculty Discuss the First Year as an Assistant Professor

by Jammie Price, Sheila Cotten, Shirley Keeton, Russell Burton, and Janice Clifford Wittekind

The authors of New Faculty Discuss Job Searching present their experiences of transitioning to assistant professors in the 1999-2000 academic year. They cover the following topics: settling into a new job, teaching expectations and activities, research expectations and activities, service expectations and activities, summer terms, negotiating multiple responsibilities, job satisfaction, career aspirations and professional development, and recommendations for change for new assistant professors, graduate departments hiring institutions and the discipline. 34 pages, 2002. Stock #133.N02. $5.00 for ASA members, $7.00 for non-members.

All orders must be prepaid. Send check or money order to: ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701. Credit card orders call (202) 383-9005 x389 or see the ASA home page at www.asanet.org.

Bourdieu, from page 5

pensions, job security, open access to higher education, and other provisions of the social state—against budget cuts and other attacks in the name of free markets and international competition. In the process, he became one of the world’s most famous critics of neoliberal globalization, a theme central to his two short volumes, Acts of Resistance (1998) and Firing Back (2002) and to his forthcoming volume of political essays, Interventions, 1961-1991. In alliance with Günther Grass, Hans Haacke, and others he sought to join progressive intellectuals in a new internationalism. Though remarkably famous—apart to be recognized in the streets of Paris, streetnelly after he was featured in the award-winning film, Sociology is a Martial Art (2000)—Bourdieu was a very private and rather shy person. He loathed academic pomp and official honors. He steadfastly refused to appear on television and was expressed shock at the willingness of Americans to talk publicly about their marriages, sexual mores, and personal habits—even while they refused to have open political arguments. The French were the opposite, he said, and he might have meant himself personally. He sheltered his family life and felt acutely the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with the sacrifices public life demanded of time with his wife and three sons. For decades he quietly supported students from Kabylia in the pursuit of higher education, a fact that speaks not only to his personal generosity, but to his faith that, for all their complicity in social reproduction, education and science remain as areas of critical resistance. He will be missed deeply both by those who knew him well as well as by those who are struggling with
The new edition of *American Sociological Association Syllabi* is now available from the American Sociological Association! This new edition of the Association's best-selling textbook series includes the following titles:

- *Marketing and Consumer Culture*
- *The Sociology of Sexuality and Culture*
- *International Consumer Culture in Modern Europe*
- *McDonaldization, Social Theories of Consumption, Shopping*
- *Customer Service, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701*
- *Credit and Debit: The Sociology of Consumption and Consumer Behavior*

These syllabi are designed to provide educators with a comprehensive overview of key topics in the field of sociology. They cover marketing and consumer culture, sexuality, and the sociology of consumption. Each syllabus includes specific topic syllabi, assignments, and exercises. The new edition also includes instructional resources such as reading lists, journals, and films for reaching about sexuality.

To subscribe in 2002, members of the Community and Urban Sociology Section, Section membership is $38 for regular members and $26 for student members, and includes a subscription to City & Community. Non-members must subscribe through Blackwell. See http://www.blackwellpublishers.co.uk/journals/cls/ for additional information.

For additional information, see the City & Community website at www.communityjournal.org/index.html.

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

In order to vote in the upcoming ASA election, your membership renewal must be received by March 31, 2001. The ASA "Member Only" area on the homepage continues to feature more and more useful resources for your use. Only current members, using their member ID number, have access to these directories and information, so please send in your renewal today.

American Sociological Association
1307 New York Avenue NW, Suite 700
Washington, DC 20005-4701
Minutes, continued

Motion: to approve the recommended
resolution (p. 3 of this package), as presented. Carried unanimously.

Recommendation from the Committee on Research and Data Collec-
tion (CODC). Secretary Kalberg presented a state of the society for the
vacant position on the CODC.

Motion: to approve the recommended
state. Carried unanimously.

14. Dates for the Winter Meeting

Motion: to continue the Annual Meeting
dates during the first two weeks in August. (Approved, 7 opposed)

Council member Nee spoke against
conducting a sample survey and supported the defense in person to the winter
Council meeting when the Executive Off-
cise could provide more information.

Council further discussed options for
surveys, for the scope of the questions, in-
cluding asking members why they do or
do not attend. There was consensus that
the timing of a survey should not con-
trict with the special full membership ref-
ereendum already planned.

Motion: to gather the opinion of ASA
members about meeting dates through the use of a survey, of the form to
which would be submitted to the children.

Motion: to table the discussion to the
winter Council meeting and ask that the Executive Officers report back
about options, pros and cons and if
information could be made. (4 approved, 2 abstained)

Levine indicated that she would con-
tact the subcommittee to find out how
they went about making a change and
report back to Council in January. COUN-
cil indicated its support of this process.

Motion: to approve the recommendation to hold the 2007 Annual Meeting in San Francisco. Failed, asapproved, 7 opposed, 3 ab-
stained.

15. Information Technology Briefing

Deputy Executive Officer Phoebe
Stevenson reported on the successful
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Minutes, continued

and approved the proposed By-Laws. With Council's approval of the By-Laws, Labor and Motion was carried. Carried

also approved the proposal By-Laws for Labor and Labor. Carried unanimously.

14

With Council's approval of the By-Laws, the next session will begin in the 2002 mem-

ber year.

Minutes are approved by the By-Laws for Labor and Labor. Carried.

Baldy also reported on COS' recommenda- tions to better align the Annual Membership dues with fewer than 4. Rental of Mailing List and mem-

b.
Robert Murray Hunter (1933-2001)

Robert Murray Hunter, Professor Emeritus of Sociology at Colorado Boulder, died on December 26, 1990, in Boulder, CO. He was 57 years old.

Robert was born September 18, 1933, in Lansing, MI, the son of Robert James Hunter and Edna F. Harper Hunter. He married Eleanor Berre Moore on June 11, 1957, and they had five children. Robert graduated high school in Howe Military Academy in Indiana. He earned a Bachelor's degree in Political Science at the University of Colorado in 1959, and a Master's degree in 1960, both from the University of Colorado. He had lived in Boulder, CO, since 1950.

Robert served as a Commissioned Officer in the U.S. Navy from 1955 to 1958. After leaving the Navy, he became a Professor of Sociology at the University of Colorado (CU) where he taught for 30 years until his retirement in 1992. At CU, he also directed an Internship Program to prepare students for careers in the Juvenile Justice and Adult Correctional Systems and other social service careers.

Robert was the Director of the Center for Action Research for the Bureau of Sociological Research (INAS) whose studies would support social legislation, Natalie was chosen to head it. During sabbaticals she taught at Columbia University. She leaves her husband, her three children, and two grandchildren. He was preceded in death by a daughter, Allison Hunter, on Sept. 26, 2002.

Obituaries, continued

Concerns. He made every effort to be a gentleman and to conduct himself in a manner that was consistent with the values of the University.

In addition to his teaching and research, Robert was an active member of the American Sociological Association and served as its President in 1992. He was also a member of several professional organizations and served as a consultant to numerous government agencies.

Robert was a leader in the field of sociology and is remembered for his contributions to the discipline. He was dedicated to the principles of social justice and equality and worked tirelessly to promote these values throughout his career.

Robert Murray Hunter was a scholar and social justice advocate who left a lasting legacy in the field of sociology. His contributions to the discipline and his commitment to social justice will be remembered and honored for many years to come.

Official Reports and Proceedings

2001-2003 Council

August 22, 2001


President Barbara Rien called the meeting to order at 9:05 a.m.

1. Approval of the Agenda

The agenda was approved as presented.

2. Welcoming Remarks

President Rien welcomed incoming Council members and expressed appreciation to continuing members for their service to the Association. Rien indicated that the council would first address some items of unfinished business from the last meeting, followed by a discussion of the upcoming meeting.

3. Report on Committee on Sections

Council member William Bailey reported on the activities of the Committee on Sections (COS) and the meeting of COS with sections chairs. He indicated that the upcoming meeting would be conducted in person and would focus on substantive interests.

4. Inaugural Address

President Rien welcomed incoming Council members and expressed appreciation to continuing members for their service to the Association. Rien indicated that the council would first address some items of unfinished business from the last meeting, followed by a discussion of the upcoming meeting.

5. Welcome to New Members

President Rien welcomed incoming Council members and expressed appreciation to continuing members for their service to the Association. Rien indicated that the council would first address some items of unfinished business from the last meeting, followed by a discussion of the upcoming meeting.

6. Approval of Conference Proceedings

The council approved the conference proceedings as presented.

7. Approval of Final Report

The council approved the final report as presented.

8. Adjournment

The meeting adjourned at 10:30 a.m.
Meetings
March 4-6, 2002, 12th Annual National Conference for Children's Mental Health 
Congress, University of South Florida, Research and Training Center for Children's Mental Health. Theme: "A System of Care for Children's Mental Health." Expand the Research Base. For more information: <http://rickds.imsb.usf.edu/rcodeconference/rcode.htm> or e-mail Catherine Bolotina, e-mail n_bolotina@journal.psu.edu.

April 18, 2002, Federal Forecaster's Conference, Washington, DC. The conference is open to government researchers and related professionals. Details on how to register for the conference will be mailed to attendees until March 31, 2002. For more information: <http://www.mvr.gov/ffc/> or e-mail Catherine Bolotina.


Funding
Foundation for the Promotion of Social Science Research on Women, Society World Foundation funds selected proposals for research on the structure and change in world society. Researchers may submit a short proposal of only two pages showing their research intention for which they seek funding and which must be no longer than 1,000 words. For more information, contact: Dr. Barbara Meier, Diversity Scholars-In-Residence. To apply, contact the selected finalists and the host campuses or the Foundation to discuss and finalize the proposal. Applications are also available at <http://www.foundations.org/ftsmt/1999/0322/3.html>.

Competitions
The 10th Stein Rocker Prize for Comparative Social Science Research will be awarded in 2002. The prize will be presented to an investigator working in the fields of comparative women's studies, gender, or comparative sociology. The prize may be awarded in 2002. The laureate will be announced at the 2002 AAA Annual Meeting in Seattle, Washington. For more information, contact: Heide Rodrigues, e-mail: hrodrigues@asu.edu. For applications, contact: Dr. Barbara Meier, Diversity Scholars-In-Residence. To apply, contact the selected finalists and the host campuses or the Foundation to discuss and finalize the proposal. Applications are also available at <http://www.foundations.org/ftsmt/1999/0322/3.html>.
In the News, continued

Post, October 7th, 2001, in an article on the Japanese Federal of the United States
and relations between African-American con-
sciousness of the parent/child communication
story on racial diversity,
fluence of church attendance on at-risk
variable Broadbent, University of Minnesota,
• Profiles
• Interviews
YEAR: $2-5
Subdivision."