Contexts Magazine Wins Publisher's Award

The Professional and Scholarly Publishing Division (PSP) of the Association of American Publishers awarded ASA's quarterly Contexts magazine with its Best Journal Award in the Social Sciences. Both ASA Executive Officer Sally T. Hillman and University of California (UC) Press's Assistant Director for Journals Publishing Rebecca Simon accepted the award on February 4, 2003. (ASA publishes the magazine in collaboration with UC Press.)

The PSP Awards are given annually to acknowledge excellence in book, journal, and electronic publishing in all disciplines represented by professional, scholarly, and reference publishing.

“This is a very high profile award in the publishing world,” said Simon, “and wonderful news for Contexts.” ASA “rang in the new year” in 2002 with the inaugural issue of Contexts. It is the Association’s newest entry into the publication world and represents an entrepreneurial foray into research-oriented magazine publishing. It has sought to be informative, debunk myths or commonplace erroneous assumptions about what we know, and foster new thinking and new ideas in innovative ways. At the same time it has remained accessible to anyone interested in sociological trends, social change, and the implications of sociological knowledge for policy and public debate. The magazine is popular among audiences of all types including sociologists, teachers, journalists, students, and the public.

Editor Claude Fischer, University of California-Berkeley, said “Contexts stands out thanks to its accessibility, broad appeal, and topicality. It shows that sociologists can speak, and speak plainly, to the wider public.” Contexts contains feature articles with brief, readable descriptions of the latest sociological research. In addition to feature articles, it also includes engaging descriptions of discoveries, field notes, book reviews, and photo essays.

In addition to formally recognizing Claude Fischer’s able stewardship of the magazine in collaboration with UC Press, the PSP also recognized the magazine in collaboration with UC Press for its excellence in promotion and design.

Has Sociology Suffered the Declines Predicted Ten Years Ago?

by Roberta Spalter-Roth, Director, Research Program on the Discipline and the Profession

In 1993, in a climate of government reductions in funding and fears of too many PhDs chasing too few jobs, outgoing President George H.W. Bush’s Council of Advisors on Science and Technology recommended that universities eliminate or downsize departments. Universities were urged to focus on eliminating those departments that did not meet “world class” standards, even if they were successful in meeting the needs of local, regional, or “niche” markets.

Sociology, a discipline that had experienced periods of enormous growth in numbers of students and faculty in the 1960s and 1970s, followed by deep declines in the 1980s, seemed especially vulnerable to cutbacks.

Articles in the Chronicle of Higher Education written at the time suggested that many sociologists expected a continued weakening of the discipline, given the recent closings of a few visible departments. Others pointed to the negative effects of the continuing debate about the field’s direction. (For example, some said the growing number of paradigms and specialties in the discipline represented “peaceful pluralism,” while others said it represented incoherence and the “lack of a core.”) Still others were concerned about what they saw as a decline in the field’s reputation, with sociology as the “ Rodney Dangerfield” of disciplines, accorded little respect by other disciplines, according to a letter in a 1992 issue of the Chronicle. Some saw the increasing feminization of the discipline as exacerbating its declining prestige, as was happening with other disciplines and professions.

Now that we are ten years out from

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2003 Annual Meeting... The Question of Culture

Atlanta’s Historically Black Colleges and Universities

The first in a series of articles highlighting the sociological context of ASA’s next Annual Meeting location... Atlanta, Georgia...

by Obie Clayton, Morehouse College

The ASA Annual Meeting this year will feature a 2.5-hour tour to introduce Annual Meeting attendees to the world of higher education in black Atlanta. Atlanta is home to the largest consortium of black colleges in the world, the Atlanta University Center, a sprawling urban campus that boasts six independent colleges and universities. These include: Clark Atlanta University, The Morehouse School of Medicine, the Interdenominational Theological Center, Morehouse College, Morris Brown College, and Spelman College.

Many readers know that W.E.B. DuBois taught at Atlanta University in the late 1890s, and many argue that his Atlanta laboratory was one of the first sociology departments in the United States. ASA Annual Meeting attendees on the tour will visit the sites where he taught and wrote.

The Atlanta University Center was also home to other prominent social scientists, including E. Franklin Frazier, Whitney Young, Anna Harris Grant, and Robert Bullard.

What many readers may not know is that the Atlanta University Center was home to the civil rights movement in Atlanta and the South, with four of its institutions assuming prominent roles in this historic American social movement: Morehouse College, Spelman College, Atlanta University, and West Hunter Street Baptist Church.

Preparing for ASA’s Centennial Year in 2005... Want to Learn the Ins and Outs of Writing a History of Your Department?

Join history of sociology experts Patricia Madoo-Lengermann and Jill Niedergruwe-Bantley, both of American University, in a special workshop being planned for the 2003 Annual Meeting in Atlanta. This workshop is part of ASA’s developing pro-gra to celebrate the association’s centennial year in 2005. Sociology department chairs and representatives are encouraged to attend. Watch future Footnotes, 2003 Annual Meeting literature, and the ASA website (www.asanet.org) for further details.

Doris Smith, and the Rev. Ralph Abernathy, who pastored West Hunter Street Baptist Church when he was head of the Southern Christian Leadership Conference, all were associated with the Atlanta University Center.

This bus and walking tour will take Annual Meeting attendees past seven key buildings, which are on the list of national historic sites. We will see one of the largest collections of African-American art in the nation, housed in the galleries of Clark Atlanta University and Spelman College. Attendees likely will thoroughly enjoy the works of artists such as Aaron Douglas, William Henry Johnson, and Frederick C. Flemister.

This tour promises to be exciting and educational. When tour registration opens later this Spring, sign up and learn more about the nation’s preeminent Historically Black Colleges and Universities.
In This Issue . . .

Nominations for ASA Awards
ASA award selection committees seek nominations for outstanding professional contributions.

A Tribute to Patsy Mink
The Hawaii Sociological Association honors the late Congresswoman for her contributions to equal educational opportunity.

New York to Belarus
SUNY-Cortland and State University of Belarus interact in an international distance-learning classroom.

Sociology News for the Dinner Table
A new occasional column highlights ASA articles and research that could be interesting to a general audience.

New ASA Staff
Introducing new full-time staff at ASA headquarters.

Social Science and NSF
NSF environmental agenda names social science as major component.

Public Forum
Continuing the debate about research on student binge drinking.

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The Executive Officer's Column
The Sociology Pipeline Begins in High School
A very small percentage (0.3%) of students declare sociology as a major when they enter college. This small number is in part due to a lack of exposure to the field in high school. Guaranteeing a full pipeline of students flowing into higher education sociology departments across the nation is an important objective, and to address this, ASA has engaged in a number of activities to help enhance the pipeline's flow.

In January, ASA summarized some of these activities in a presentation at the National Science Foundation's (NSF) Conference on Educational Reform and Human Resource Development in the Social and Behavioral Sciences. The meeting was called to examine shared needs across social science disciplines, none of which is well integrated into the nation's K-12 level (kindergarten through 12th grade) educational system. Results of the meeting will be used to organize a national workshop and to develop a long-range plan of action for educational reform, research, and human resource development in the social and behavioral sciences.

Thus, ASA isn't alone in identifying the high school constituency as key to a science discipline's future. For example, just last month the NSF announced the latest of its major K-12 education reform programs, a $20-million five-year effort. The program solicitation (NSF 03-332), titled NSF Graduate Teaching Fellows in K-12 Education (GK-12), supports fellowships and associated training that enable graduate students and advanced undergraduates in science, technology, engineering, and mathematics to serve in K-12 schools as resources knowledgeable about both the content and applications of these disciplines (see www.nsf.gov/pubs/2003/nsf03332/nsf03332.htm). This is an excellent opportunity for sociologists wishing to make a positive impact on the presence of social and behavioral science in the K-12 domain.

Advanced Placement
ASA's Task Force on the Advance Placement (AP) Course in Sociology is working to develop a quality course and course materials and to undertake teacher preparation. Regardless of whether the College Board approves a sociology AP exam, this course will provide a model for teachers. The day after the ASA 2003 Annual Meeting in Atlanta, ASA will sponsor a day-long continuing professional education course on "Teaching an Advanced Placement-level High School Sociology Course." Finally, ASA is also collaborating with the National Council on the Social Studies to increase the social science component in social studies curricula in the K-12 domain.

High School Affiliate Program
In August 2002, ASA, with Council's enthusiastic endorsement, approved the creation of a formal "affiliate relationship" between ASA and high school teachers (and their social studies departments). ASA launched this High School Affiliate program to better link high school teachers with the ASA and to help us share ideas and materials (see December 2002 Footnotes, "ASA Launches New Link with High School Sociology"). While some high school teachers are full members of ASA, the affiliate relationship provides nonmember high school teachers (and their departments) with an opportunity to access key publications at member prices, and to be informed of the special professional opportunities to advance their sociological education. We have already received numerous inquiries about the program in response to a recent promotion. High school departments subscribing to the High School Affiliate Program receive a subscription to Contexts magazine as well as the opportunity to order Teaching Sociology and other ASA teaching resources at ASA member prices. With its very readable articles, accessible format, attractive design, and focus on social issues with a high appeal to general audiences, Contexts is uniquely suited to appeal to high school audiences. In its effort to actively recruit high school departments to this program, I invite readers to recommend the program to your local high school sociology teachers. Considering contacting apasusanet.org e-mail to obtain copies of brochures about the program or other information.

Other ASA education-focused activities serve high school teachers and students less directly, but they too enhance the attractiveness or familiarity of the discipline to high school students and benefit the discipline in other ways. Though less directly impacting high school students, these efforts nonetheless are important potentially to increase the number of students who view sociology as an inviting undergraduate major. Let me mention some of these activities.

Undergraduate Research
As the result of a separate ASA effort to enhance scientific training in undergraduate sociology, we may also increase the attractiveness of college-level sociology to promising high school students who otherwise might choose other courses and majors. The typical undergraduate major has a two-or three-course sequence in research methods and statistics. However, that sequence is typically disconnected from other sociology courses in the curriculum, either lower-division courses or other


AAAS, ASA Honor Saad Ibrahim

On Saturday, February 15, 2003, the American Association for the Advancement of Science (AAAS) and ASA jointly recognized the unwavering courage and commitment to human rights of Egyptian-American sociologist Saad Eldin Ibrahim at a reception at the AAAS annual meeting in Denver, CO. ASA member and recent elect to AAAS Fellows, Sally A. Schef ´en of the University of Maryland-College Park, formally represented ASA at the reception and delivered remarks in Ibrahim's recognition of securing Ibrahim's freedom from jail in Cairo, Egypt. She was joined by Ibrahim's daughter, an attorney, who also spoke at the reception and represented her father. When Ibrahim was freed, he received himself because of his trial in early February for alleged crimes relating to his research on democracy and human rights issues. The court will reach a verdict on March 18, 2003.

The reception was hosted by the Ibn Khaldun Center for Development Studies, a Cairo-based think tank that conducts research on democracy, civil society, and minority issues.

Since the news of Ibrahim's initial arrest on June 30, 2000, ASA has prepared formal responses to Egyptian officials and provided critical information to ASA members about the case in order to allow them to take action to protect his imprisonment. This has been an important cause not only for human rights but also for scientists worldwide. The Science and Human Rights Program of AAAS has hosted a reception at its Annual Meeting since 1994 to recognize a scientist, who, through action and example, has made significant contributions to human rights, usually at great personal risk. The receptions provide an opportunity to learn about ongoing work by ASA members and societies and the plights of persecuted scientists in other countries, as well as human rights issues that affect scientists worldwide.

New American Community Survey Is In Jeopardy

Congressional budget inaction slows innovative U.S. Census program to provide community policymakers with useful stream of demographic data

By Torrey Androski, ASA Executive Assistant

The U.S. Census Bureau's proposed American Community Survey (ACS) is a new program designed to address the fast pace of modern demographic change by providing public data users with a comprehensive source of timely data on American communities. The program's nationwide start in 2005, however, is in jeopardy due to a professional inaction on the federal budget bill that has delayed the necessary funding to conduct the survey.

In fact, as this issue of Footnotes went to press, a number of federal agency appropriations bills awaited the 108th Congress' action in January. While the Senate had passed an omnibus spending bill that incorporated all of the pending bills, negotiation with the House remained to be completed. Until Congress completes negotiations on these funding bills, the government is operating at last year's spending levels (or less), and ACS nationwide implementation would require an additional $60 million over last year's budget to perform the pilot testing.

The annual ACS would replace the Long Form distributed by the Census Bureau (once every ten years) by collecting data on demographic, housing, social, and economic characteristics. The Long Form currently strives to provide accurate data because the responses it generates once a decade rapidly become out of date and unreliable. As a result, planners and other data users, whose decisions about critical government functions affect thousands of citizens, are relying on out-of-date and unreliable data from the current Long Form. The ACS was intended to help provide these federal, state, and local government officials with the information base for the administration and evaluation of government programs and policies.

Innovative Plan Is On Hold

The new ACS may miss a timely launch unless Congress acts on the appropriations bill. Currently, the Census Bureau is funded through a temporary spending measure (a continuing resolution, or "CR"), but the provisions of this resolution expired on January 11, 2003. When the 108th Congress convened in January, Senate legislators began to unwind the federal government's 2003 appropriations. If negotiations with the House are not resolved quickly, Congress could choose to extend the CR, which would leave the Census Bureau with no funding increase over last year's levels.

To begin the collection of data for ACS in 2003 the Census Bureau would require $124 million, a $646 million increase over last year's budget. Without this money, ACS will only be able to collect data through the Supplemental Survey, which is a national sample of 700,000 housing units. Without the Supplemental Survey, which is an helpful addendum to the Long Form, it cannot collect the information comparable to the ACS.

The ACS is most vulnerable now, during the window of time when additional funding is needed to bring the project to the next level. The administration had hoped that the appropriate funding was provided in 2002, but in 2003, the Census Bureau will be able to eliminate the Long Form in the 2010 Census.

Despite the uncertain prospects for ACS's initiation, stakeholders have continued to advocate full funding and national implementation of the ACS.

Recently, the Decennial Census Advisory Committee, chaired by the Secretary of Commerce recommending that the necessary funding be made available and that Congress be made aware of the importance of adequate funding for ACS in 2003. The National Association of Towns and Townships, National Conference of State Legislatures, the U.S. Conference of Mayors, the American Sociological Association, and the National Association of Counties have also expressed support for the ACS.

The ultimate decisionmakers are in Congress. The are the ones that need to be convinced that the $124 million needed to finance the 2003 ACS will be a helpful addition to the Long Form, it is an effective and a long-term funding commitment from Congress, the ACS will be a beneficial resource to help us better understand and efficiently manage our American communities.

 Addiction research Volkswagen to head drug abuse institute . . . A leading biomedical researcher, Nora D. Volkow, who has focused on the brain's dopamine system and the neural mechanisms underlying reinforcing, additive, and toxic properties of drugs, has been selected to head the National Institute of Drug Abuse (NIDA). Currently Professor of Psychiatry and Associate Dean of the Medical School at SUNY-Stony Brook, she also heads the medical department at the Brookhaven National Laboratory in Upton, NY. Volkow was appointed to this position on April 15, becoming the first woman to head the nation's $900-million/year basic re­ search agency, which supports more than 55 percent of the world's research on health aspects of drug abuse and addiction. She considers addition to be a disease and is a proponent of the relatively new perspective that addiction produces permanent changes in the brain. Among her scientific achievements is a research competing that drug addicts have fewer pleasure-related dopamine receptors, causing them to use dopamine-stimu­ lating drugs (e.g., cocaine). She has also studied the effect of love and food on brain chemical activity, showing that the simple sight of a tasty food stimulates pleasure-associated chemical activity in the brain. Volkow replaces Acting Director Glen R. Hanson.

Justice Department issued first terrorism grant solicitation derived from scientific research . . . The Department of Justice will award grants up to $750,000 each to entities directly stemming from social science advice given to the President's National Science and Technology Council (NSTC) which was issued this fall. The Social, Behavioral and Educa­ tion Sciences Working Group (SBESWG) will accept applications directly stemming from research on terrorism and counter-terrorism. Applications are due in 30 days. The Social, Behavioral and Education Sciences Working Group (SBESWG) was established last May by the NSTC's National Advisory Council for Science, have solicited applications directly stemming from research on terrorism and counter-terrorism.

Bush administration appoints human-subjects research advisory panel members . . . The Bush administration has named 12 members to its new advisory panel on federal protections for human research subjects and the scientific community has anxiously awaited the announcement of the new members, concerned that political ideology would trump the committee's scientific credentials. The National Human Research Protections Program (NHRPP) in the Office for Human Research Protections (OHRRP) will be charged with proposing changes in federal regulations aimed at protecting people who volunteer in medical, behavioral, and social science studies. NHRPP is an independent Office of the Department of Health and Human Services (HHS), established by the Social Security Act of 1965 to protect the rights and welfare of people participating in medical research studies.

The panel will be comprised of 12 members representing the president, the secretary of health and human services, and Senate and House minorities. Membership includes representatives from anesthesiology, bioethics, behavioral research, cardiovascular research, cancer research, clinical research, genetics, psychiatry, pediatrics, psychology, public health, and the general public. Members will be appointed for a three-year term.

The new panel will be charged with advising on whether to define embryos as human subjects and one new member has publicly declared his opposition to embryonic stem cells. The president-appointed panel will also have the power to modify or eliminate parts of the president-appointed panel's regulations.

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ASA seeks 2004 award nominations

ASA members and interested persons are encouraged to submit nominations for the following awards for the 2004 ASA Awards. The deadline for award nomination is June 15, 2003. For questions, contact the ASA Dissertation Award follows a different schedule; see the detailed information below. Award selections are made by members, nominated by the ASA Committee on Committees and appointed by ASA Council. The committee reviews nominations. These awards will be presented at the 2004 Annual Meeting in San Francisco, California, with the exception of the Dissertation Award, which will be presented at the 2003 Annual Meeting in Atlanta, Georgia. Unless otherwise stated in the award descriptions below, the deadline for all nominations is June 15, 2003. Nominations should be sent to: Governance Office, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701; (202) 386-9005; fax (202) 638-0882; e-mail governance@asanet.org.

Jennie Bernard Award

The Jennie Bernard Award is given in recognition of a sociologist who has enlarged the horizons of sociology to encompass fully the role of women in society. The award may be for empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women only and is not restricted to works by sociologists. The works need not be recent publications; however, the publication date must precede the date of nomination. Only members of the Association may submit nominations. Nominations for career achievement should include a letter of nomination, copies of the vita of the nominee, and examples of relevant scholarship or other materials.

DuBois-Johnson-Frazier Award

Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the academic community or for an academic institution for its work in assisting the development of scholarly efforts in this tradition. Nominations should include a summary of the nominee's career or achievement, and the way in which the work follows or diverges from the traditions of these outstanding African-American sociologists and educators. Nominations should include a one-to two-page statement and a vita, if applicable.

Distinguished Contributions to Teaching Award

The American Sociological Association is pleased to announce the formation of the ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. This award is given for a series of contributions spanning several years or an entire career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individual departments, schools, or other collective authors are eligible. Nominations should include the name of the nominee and a one- to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2001, 2002, 2003) preceding the award year. Two members of the Association must submit letters in support of each nomination for the award. Nominations should include name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award. Nominations for the 2004 award must be received by June 15, 2003. The winner of this award will be announced at the 2004 Annual Meeting. Regional and state sociological associations/societies may apply to ASA to receive this award. Members of the Association or other interested parties may submit nominations. The deadline for nominations for the 2004 award is April 1, 2003.

Ask ASA . . .

How will ASA guarantee the confidentiality of my online vote in the 2003 election?

As in past ASA elections, your ballot will be returned to an independent, outside election agent, whether you submit your ballot via online voting or traditional post mail. This ensures that all ASA member ballots and votes are strictly confidential. Visit the ASA website at www.asanet.org/governance/candidates.html for the latest updates on candidates' biographical sketches for the 2003 ASA election.

This election is the first in which ASA members will be offered the opportunity to vote either electronically or by traditional post mail. ASA recognizes the advantages available the electronic voting option. In addition to giving members more options to vote, the electronic voting option will demographically representative of all ASA members. In order to ensure that all members are counted, we strongly encourage you to vote in this way. The deadline for voting is June 15, 2003.

This year, all members will receive an e-mail notice with the current election mailing address by the end of February for the upcoming election mailing. If you have any questions about the candidates or the election, contact us at governance@asanet.org. Candidates' statements will be published in the March 2003 issue of Footnotes. Watch your mailbox around April 1:

ASK FOR YOUR BALLOT, VOTE TRADITIONAL POST MAIL, OR REGISTER NOW FOR THE ELECTRONIC VOTING OPTION.

Expanding Opportunities for Students to Participate in the Annual Meeting

Undergraduate Student Research Roundtables

The American Sociological Association is pleased to announce the formation of the Undergraduate Student Research Roundtables for the 2003 Annual Meetings in Atlanta (August 16-19). The Minority Opportunities through School Transformation (MOST) Program, in 2002, provided a unique learning experience. Continuing in the spirit of MOST, ASA is organizing these open refereed roundtables and inviting undergraduates from all institutions to participate. Papers should be no more than four pages in length and submit a research paper for a roundtable presentation. Accepted papers will be grouped into tables on similar topics. Each table will have a presider and discussant. The roundtables are an excellent opportunity for students to share their work in a supportive setting.

The deadline for papers is April 15, 2003, and they should be sent to: Dr. Joan H. Shin, Interim Director, Minority Affairs Program, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701; e-mail shinh@asanet.org.

Note: All participants on the Annual Meeting program must pre-register for the meeting by May 31, 2003. Submitters should include all contact information.
A Tribute to Patsy Mink, "Mother" of Equal Educational Opportunity

by Joyce Chin, Past-President, Hawaii Sociological Association

Congresswoman Patsy Takemoto Mink (D-HI) passed away on September 28, 2002, after a month-long intense battle with viral pneumonia. This tribute to Patsy Mink is late since she had been preoccupied with taking care of my father Wallace who just passed away last week. I mention his passing because they were both born and raised on the island of Maui, and came of age in about the same in an edical period, when the agency system, plantations, sugar and pineapple industries, and hilo (white) colonization dominated the Hawaiian islands. Their similar experiences of subordination and exploitation of the Hawaiian islands, and attended the University of Hawaii, where she received a degree in sociology. Patsy Mink's feminist consciousness and commitments were shaped by her own experiences. She mentioned in many speeches that her decision to train in law came after her applications to many law schools were rejected.

Patsy Mink was born on December 6, 1920 in Paia, Maui. As a land poko, the area where she was raised, and where her father worked as a land surveyor for East Maui Irrigation Company. After graduating from Maui High School, she moved to the island of Oahu and attended the University of Hawaii, where she received a degree in sociology and social work, ensuring that the agency system, plantations, sugar and pineapple industries, and hilo (white) colonization dominated the Hawaiian islands. Their similar experiences of subordination and exploitation of the Hawaiian islands, and attended the University of Hawaii, where she received a degree in sociology. Patsy Mink's feminist consciousness and commitments were shaped by her own experiences. She mentioned in many speeches that her decision to train in law came after her applications to many law schools were rejected.

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Highlight on Departments

Appalachian State’s “All-for-one” Master’s Degree

by Anila Khalaf, Academic and Professional Affairs

When the time comes to pursue a graduate degree, many may find themselves torn when having to choose between academic and personal goals. Appalachian State University created a multidisciplinary Master of Arts in Social Science (MASS) Education Program for students who want an advanced education in more than one field.

MASS is designed to prepare students for teaching more than one social science. This program combines diverse content from eight disciplines—anthropology, criminal justice, economics, geography, history, political science, psychology, and sociology—as well as required coursework in teacher training for the social sciences.

This graduate program is unique in its two main purposes. First, the program allows teachers to earn certification to earn additional accreditation at the graduate level. Second, it meets many state community college requirements for teachers to have a minimum of 18 hours in a particular discipline.

Appalachian State University is the only institution in the United States to launch such a program, making it very popular with current teachers seeking to advance their education. This distinctive and well-constructed program was one reason the graduate school was ranked high in the U.S. News & World Report’s 2003 America’s Best Colleges Guide, which placed it third among the south’s top public master’s degree-granting universities.

Ken Muir, the MASS Program Director and Assistant Professor of Sociology and Social Work, ensures that the program works in concert with the state’s primary focus to strengthen the educational system in this part of the state and community colleges. The concentration in secondary school education provides an individual with an advanced license level education to teach in any social science area. The concentration in community college teaching differs, as it requires two 18-hour disciplinary concentrations as well as the professional education requirements for leadership and higher education. A benefit of the program is that it prepares teachers to teach two disciplines, whereas other graduate programs prepare teachers for only one.

As this multidisciplinary approach to graduate education strengthens, some wonder whether it will detract from the discipline of sociology. "In our MASS program classes we stress the importance of the overlap between the disciplines," says Muir. "You can begin to understand each of these few fields by approaching it first from a sociology perspective. The multidisciplinary approach, such as the Master of Arts in Social Sciences, is another way of broadening the appeal and application of sociology." The MASS program ensures that teachers have a handle on sociology and all other social sciences. A multidisciplinary, social science program brings an innovative approach to the expansion of sociology.

With a current enrollment of 20 students, the Master of Arts in Social Science Program at Appalachian State University was accredited in the early 1980s. For more information on the MASS Program, contact Ken Muir, Department of Sociology and Social Work, Appalachian State University, Boone, NC 28608, e-mail muirkb@appstate.edu.

Anila Khalaf is a student at McDaniel College and served as an intern at ASA’s national office in Washington, DC, during January.

Patsy Mink went on to be the first woman of color elected to the U.S. Congress, serving in the House of Representatives until 1977. When she lost her race for U.S. Senate in 1978, she became the Assistant Secretary of State in charge of Oceans and International Environmental and Scientific Affairs in the U.S. Department of State, and then became the National President for the Americans for Democratic Action from 1978-81. She later served at the municipal level on the Honolulu City Council (1983-87), chairing the City Council from 1983-85. She ran for national office again, and from 1990 until her untimely death this year, served in the U.S. House of Representatives.

Patsy Mink practiced law in the interstates between elective offices, but she continued to be involved in community issues and struggles. In the early 1980s, she was involved in the Waipahu community’s struggle to stop the city government from building a garbage-to-energy processing plant. Mink served as an unpaid consultant, keeping the community informed of action dates and organizational trends to testify at hearings, and the Waipahu residents prevailed. In the late 1980s, seeing the need for better information sharing on the legislative process, Mink established a non-profit watchdog project to monitor and inform the public on the daily working of the legislative committees.

In her various offices and positions, Patsy Mink was often the first or a "lone voice." She was one of the few legislators who spoke out against the Vietnam War when most others supported it; she supported environmental concerns even when most did not; she supported gay and lesbian issues when they were not prominent; she supported working and poor families, especially those in rural areas, when the nation was greedy. And she was a feminist before feminism became fashionable. She emerged from a generation in a fiery public controversy, but she was not only about rhetoric and idealism. Patsy Mink was a woman of color reviewing Patsy Mink’s career trajectory, I am struck by how consistent, yet non-linear it was. She was the first to run for national office again, preparing herself sitting in a briefing session for agencies and individuals like myself involved in programs for the re-authorization of the Temporary Assistance to Needy Families Act (1996), while she pointed out that our desires to drop the five-year lifetime limit is not only, given the current congressional composition. Instead of a frontal assault on the time limit, she had tried to craft amendments that would mandate provisos that would indefinitely nullify the time limit. Ever smart and savvy, she was always aware of the interests of the less privileged in mind.

As a feminist sociologist and a woman of color reviewing Patsy Mink’s career trajectory, I am struck by how consistent, yet non-linear it was. She was the first to run for national office again, preparing herself sitting in a briefing session for agencies and individuals like myself involved in programs for the re-authorization of the Temporary Assistance to Needy Families Act (1996), while she pointed out that our desires to drop the five-year lifetime limit is not only, given the current congressional composition. Instead of a frontal assault on the time limit, she had tried to craft amendments that would mandate provisos that would indefinitely nullify the time limit. Ever smart and savvy, she was always aware of the interests of the less privileged in mind.
Preparing Future Faculty Project Capstone

take two prosemens. One is designed to prepare students for research, publishing, and ethics. The other focuses on teaching. The department has made strides in developing appropriate roles for the diverse students of the future. The department has strengthened its mentoring program for graduate students, and has tapped the talents of alumni, and the staff of the campus Center for Teaching Excellence.

- University of Nebraska-Lincoln (Helen Moore), Alcorn State University, Creighton University, Little Priest Tribal College, New Mexico Highlands University, Texas A&M-Corpus Christi, University of Nebraska-Omaha Central Nebraska wanted partner schools that taught primarily to students of color and students to shadow faculty there. All of the Claremont University, Mariano University, Indiana University-South Bend, Indiana University-Kokomo, Indiana University-Columbus, and Butler University

The department offers a three-course sequence: Teaching Sociological Methodology; Introduction to Sociological Research; and Research in Higher Education (which includes a research project/product). The sequence mirrors research sequences in substantial respects. Students receive a certificate of completion. The department offers a brown bag series on topics of interest to students, and has a formal mentoring program. In addition to shadowing the partner faculty, students talk with visiting scholars who come to the Indiana University campus about the nature of their work as a sociologist. The department, which won the ASA’s Distinguished Contributions to Teaching Award (2001), has been a leader on campus on teaching improvement. Two collaborative initiatives saw the founding of a center for the Scholarship of Teaching and Learning, and a university minor in the scholarship of teaching and learning.

- North Carolina State Universi­ty (Barbara J. Risman), College of Humanities and Social Sciences, Florida State University, University of California-Davis, University of Colorado-Boulder, University of Pennsylvania, University of Wisconsin-Madison.

In early December 2002, the project leaders met with representatives of the advisory panel met with their counterparts in the five other discipline-specific clusters. The faculty capstone event had three parts. For the first cohort, the PFF teams offered advice to campus leaders, and conducted site visits to each cluster. The advisory panel included: Judith Howard, University of Washington; Carla B. Howery, University of California-Los Angeles; Nancy Sacks, SUNY-Old Westbury; Marcia Tedig Saraco, University of Massachusetts-Boston; and Jean H. Shin, McDaniel College. In early December 2002, the project leaders met with representatives of the advisory panel met with their counterparts in the five other discipline-specific clusters. The faculty capstone event had three parts. For the first cohort, the PFF teams offered advice to campus leaders, and conducted site visits to each cluster. The advisory panel included: Judith Howard, University of Washington; Carla B. Howery, University of California-Los Angeles; Nancy Sacks, SUNY-Old Westbury; Marcia Tedig Saraco, University of Massachusetts-Boston; and Jean H. Shin, McDaniel College.

The PFF sociology clusters worked closely with an advisory panel, whose members offered advice and support, and conducted site visits to each cluster. The advisory panel included: Judith Howard, University of Washington; Carla B. Howery, University of California-Los Angeles; Nancy Sacks, SUNY-Old Westbury; Marcia Tedig Saraco, University of Massachusetts-Boston; and Jean H. Shin, McDaniel College. In early December 2002, the project leaders met with representatives of the advisory panel met with their counterparts in the five other discipline-specific clusters. The faculty capstone event had three parts. For the first cohort, the PFF teams offered advice to campus leaders, and conducted site visits to each cluster. The advisory panel included: Judith Howard, University of Washington; Carla B. Howery, University of California-Los Angeles; Nancy Sacks, SUNY-Old Westbury; Marcia Tedig Saraco, University of Massachusetts-Boston; and Jean H. Shin, McDaniel College.

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New York State and Belarus Sociology International-Distance-learning

by Jean Beanum, Academic and Professional Affairs

Sociology truly encircled the globe this past fall when students at SUNY-Cortland and students at the State University of Belarus in Minsk, Belarus, took a course via the SUNY Learning Network (SLN). The SUNY SLN offers distance-learning classes to students on a number of SUNY campuses. Because neither of the professors had previously taught an online course, they decided to keep the structure simple, and with the help of the SUNY-Cortland department and the State University of Belarus, they were able to support the project. SUNY permitted Belarusian students to enroll in the particular class for free, which allowed students to take the course who might not otherwise have been able to.

Student Mix

The class enrolled a mix of students including traditional students, graduate students, and non-traditional adult students, five of whom were Belarusian students who took the class from SUNY. The course, conducted in English, was divided into five modules. Each module was concluded by a professor via the SLN, and was assigned reading material, a set of reading questions, student-led discussion, an essay assignment, and a web-based assignment. The course syllabus indicated the start and end dates for each module and assignment due dates. Each student was required to participate in the student-led discussion by posting questions about the reading and maintaining a discussion thread. The course was considered to be an integral part of the course, Little commented that as they interacted using a website, they were able to highlight the exchange of students' knowledge and opinions.

Educating the “Walking Wounded”

Community college teachers connect personally through Family Violence courses

by Jean Beanum, Academic and Professional Affairs

Many sociology faculty find that the subject matter of their courses connects with the personal experiences of their students, family violence being one such course. In some cases, students speak about deeply personal experiences of abuse for the first time. Particularly in community colleges, teaching Family Violence to victims and survivors of family violence is a common phenomenon with which professors Barbara Johnston, of Northeastern Community College in Brooklyn Park, MN, and Kathy Smith, of Columbia State Community College in Lewisburg, TN, are experienced. Both of their classes often include many students who are victims or survivors of family violence. This classroom composition dramatically impacts how they teach the course.

Emancipation Through Education

In a society where more than four million women are battered by their husbands or partners, with approximately 2,000 die as a result of the battering, and where the children in those homes witness that violence, it is not surprising that those affected by family violence are everywhere. According to Johnston, college and community colleges that cater to nontraditional students are often a “safe space” for victims of abuse. Johnston explained, “The door to emancipation for abused women is education.”

For Johnston, the classroom is a place for sociological knowledge and understanding of personal experiences to meld. By stressing understanding and trust as part of classroom norms, students feel comfortable sharing their experiences, and they can put them in context with the sociological insights they are developing. In her Family Violence course, Smith said that the students “are not judgmental. I can work without condemning anyone in such a setting” [as a result of teaching “Walking Wounded”].

Structural/Functional, Symbolic Interaction, Exchange, and Conflict theories allow students to look at a sociological context in which “batterers can come to think that they have a right to behave in an inappropriate way and how they can often comes to the conclusion that if he or she had only behaved differently, the battering would not have occurred,” said Smith.

Professional Origins

Johnston first developed her course in Family Violence in 1982 for professionals with mandatory obligations to report abuse: nurses, social workers, educators, and law enforcers. “I came up with an understanding of victimization that was new,” Johnston said. “We were able to address issues that were not covered before.”

Johnston’s former students was a scholarship finalist. There are many insights to heal and move forward. “I have been able to offer a course that gives the ‘walking wounded’ a set of insights to heal and move on.”

2003 Student Travel Awards Available

The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards for undergraduate or graduate students during the 2003 ASA Annual Meeting in Atlanta, GA. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply for a student travel award, complete and submit four (4) copies of the application form no later than May 1, 2003. Decisions will be announced by June 15, 2003. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

Applicants must meet the following requirements: be an undergraduate or graduate sociology degree, be an academic student and a current member student of ASA at the time of application, be involved in research (e.g., paper sessions, roundtables, poster sessions), have some involvement (e.g., presenting a paper, discussing in a poster session Program participation), 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. For more information about this award, contact the ASA Executive Office at (202) 385-9005 extension 327, or via e-mail at studentforum@asanet.org.
The right to vote is a cornerstone of democratic governance, yet there are populations in this country disenfranchised from this civic process. The United States, unique among postindustrial democracies in that most states have established restrictions on voting rights for incarcerated felons, which make up three-quarters of the disenfranchised felon population. Currently 48 states disenfranchise felons (although ballot restrictions are specific to each state). The incarcerated are primarily the working-class poor and African Americans who enjoy little democratic governance, yet there are restrictions on voting rights that disenfranchise felons. Had only ex-felons been enfranchised in Florida and participated at the estimated rate of Florida turnout (27.2 percent) and with the Democratic preference (68.9 percent), they would have yielded an additional 60,000 net votes for Gore. This would have been more than enough to overwhelm Bush's narrow victory.

"If disenfranchised felons in Florida had been permitted to vote, Democrat Gore would certainly have carried the state, and the election," said Uggen and Manza. "We can thus conclude that the outcome of the 2000 presidential race hinged on the narrower question of ex-felon disenfranchisement rather than the broader question of voting restrictions on felons currently under supervision."

...But All Politics Is Local

The researchers examined only national presidential and senatorial outcomes and did not explore the potential consequences of felon disenfranchisement on U.S. House, state, local, and district-level elections (e.g., in urban legislative districts, where felons and ex-felons are concentrated geographically and where disenfranchisement therefore likely has an even greater impact).
ASA Executive Office Welcomes New Staff

As is pleased to announce the arrival of four new full-time staff at ASA headquarters, as the organization continues to build on the excellent human resource pool at the Association’s Washington, DC, office. Until you have an opportunity to meet these new staff at an upcoming ASA Annual Meeting or other venue, here are some brief introductions . . .

Publications Production Manager

Redante Asuncion-Reed

joined ASA in January as Publications/Production Manager in the Publications Department. Prior to ASA, Redante worked for Georgetown University as the Managing Editor of the Journal of International Business Studies. Redante is actually a familiar face in the ASA Executive Office. Prior to his Georgetown position, he worked from 1998 to 2000 as ASA’s Publications Assistant.

He brings to ASA experience in publications management, desktop publishing, and writing and editing. He credits his 1998-2000 experience at ASA for his start in publishing as a career. Since that time he has expanded his role in publications departments for organizations to include staff and budget management and independently running the day-to-day operations of a publishing operation. He is also a member of various Washington, DC, professional organizations related to publishing.

Characterizing himself as “a bit of a techno geek who gets excited about learning the latest software used in desktop publishing and web development,” Redante said he is looking forward to using advanced programs such as Pagemaker, Photoshop, and Dreamweaver, on which ASA increasing relies to accomplish its publishing and website maintenance tasks.

Majoring in sociology, Redante graduated from the University of Vermont in 1994. He spent the next several years traveling and living in different parts of the United States (California, Vermont, Virginia, and Wisconsin) and overseas (Philippines and Japan). Redante enjoys traveling a great deal but has perhaps satisfied his ‘traveling bug,” as he settles down again in Washington, DC. Redante is originally from the Philippines—his family immigrated to the United States when he was 14 years old. He grew up in Philadelphia, PA, but feels very much at home in the Adams Morgan section of Washington, DC, where he has lived since 1990.

His interests include 1980s pop culture, professional wrestling, web development, playing guitar, and cooking. He is a dog and cat lover.

Though he and his wife do not have pets at the time, they look forward one day to having sufficient space to accommodate some furry creatures in their home.

Research Associate

William Erskine

joined the ASA Executive Office in January as Research Associate in the Research Program on the Discipline and Profession. His interests and possibilities include statistical analysis of departmental and faculty data, new technologies for data dissemination, and a variety of duties for the FAD (Fund for the Advancement of the Discipline) program.

“While at ASA, I hope to promote access to data gathered by the research program, which I believe is a worthwhile dataset for social scientists. I look forward to participating in new research initiatives, such as the next wave of a partnership study of the 1996-97 PhD graduates,” commented Bill on his new ASA position.

Prior to joining ASA, Bill served as Senior Research Analyst at the American Society of Training and Development (ASTD) in Alexandria, VA, an association of 70,000 human resource professionals engaged in workforce development and education. While there, Bill authored or co-authored several reports comparing training investments and practices of more than 5,000 companies and nonprofit organizations participating in ASTD’s Benchmarking Service. He also worked on a variety of other studies including Department of Labor research on state-funded workforce initiatives and joint labor-management educational programs. He designed and managed several online surveys, developed a training investment market segmentation model, and through his analytical work analyzed factors for improving employee retention rates. He uncovered patterns of international inequalities in workforce training.

A life-long baseball fan by birth and a Midwesterner in disposition, Bill began exploring sociology as a high school student in Orlando, FL. He continued his studies of sociology and political science at Florida State University and Indiana University, with substantive training in the sociology of work, organizations, stratification and inequality, and political sociology. A lifelong Orioles baseball fan by birth and a Midwesterner in disposition, Bill enjoys riding bikes, home brewing and visiting with friends and family in the Midwest, the Blue Ridge Mountains, and up the East Coast. Bill is also a avid jazz fan, and volunteers for the Kinsey Institute, and other peace and social justice organizations.

Membership and Customer Service

Kathy Lamb

joined ASA in May 2002 as a consultant to manage membership, customer service, and retaining members, and marketing meetings, certification programs, awards programs, ads, and books.

In each of these organizations, Kathy succeeded in boosting membership, increasing retention, and enhancing the overall revenues for the organizations. She thoroughly enjoys combining her experience in sales, customer service, and marketing in order to enhance value in membership and increase the revenues of an organization. Kathy has also held several interim in other fields, such as real estate appraisals, counseling, child welfare, and sales. She enjoys membership because of the challenges it provides.

“I have worked hard to find a career that challenging and interesting to me by changing careers, moving across the country, and attending graduate school. The ASA membership and marketing is greatly appealing to me.”

Kathy is a native Washingtonian, but she has lived in his years in New York and Oregon. She returned to the DC area four years ago. She has a Bachelors of Arts from George Washington University and a Masters Degree in Social Work from New Mexico State University.

Working closely with Kathy is Glen D. Grant, who joined ASA in December 2002 as a Member/Client/Publications Representative. Much of Glen’s professional career has been in the nonprofit sector, where he has worked for the American Psychiatric Association, the American Psychological Association, and the International Personnel Management Association. He also worked at an association management company, where he was responsible for five association accounts.

Glen spent many years as Circulation Manager with Science and Government Report, an influential, inside-the-Washington-DC-beltway proprietary newsletter reporting to key policymakers about the interaction between science and the federal government.

Glen’s strengths include circulation management, editing of membership processes; publication inventory management; promotion and fulfillment; and data entry and database management in both membership and publications functions. He has experience with several proprietary and customized database management programs, has worked on website maintenance, and done extensive customer service work for his previous association employers.

“I am happy to be a part of ASA’s membership department and am enjoying working with such warm and friendly people,” Glen said of his new job and colleagues. (We didn’t even twist his arm to say this.)

Glen is a veteran of the U.S. Navy. He has lived in the Washington area for more than 30 years. He and his wife Anne Kienzle, who has also specialized in the nonprofit area, most recently as Director of Education for the American Academy of Otolaryngology-Head and Neck Surgery, live in northern Virginia.

Courses Enrich Annual Meeting

The 2003 Annual Meeting in Atlanta expands the continuing professional education courses began last year. Five daylong special courses head the list. Watch Footnotes for information about these courses as well as additional seminars and workshops to be held this August. The Program Committee seeks to offer intensive educational training opportunities for attendees with top-notch faculty. The five daylong courses and lead faculty are as follows:

August 15, 2003 (the day before the Annual Meeting)

Human Research Protections in Sociology and the Social Sciences

Felice J. Levine, American Educational Research Association

Teaching about Contemporary Families

Maxine Afflitto, North Carolina State University

Conducting Focus Groups

David Morgan, Portland State University

August 20, 2003 (the day after the Annual Meeting)

Infusing Inquiry and Research Experiences into Undergraduate Courses

Kerry J. Strand, Hood College

Teaching an Advanced Placement-Level High School Sociology Course

Marcia Norwegian, New York University

To enroll in these courses, participants need to register for the ASA Annual Meeting and the courses using the registration form on the ASA homepage (www.asanet.org) in May. Attendees must register and pay an additional course fee. Space is limited. Upon completion of the course, participants will receive a certificate of attendance. Mark your calendar now and register in May.

Correction

A page-6 story in the December 2002 issue of Footnotes ("Early Head Start Field Positive, but Early Results" or "Footnotes mislabeled the number of years the Health and Human Services Department study had been assessing the Head Start Program. The national assessment was conducted over a seven-year period.

Kathy D. Grant
New NSF environmental agenda names social science as major component of portfolio

When the National Science Foundation (NSF) released its "10-year outlook" report regarding its Environmental Research and Education portfolio on January 8, 2003, during a formal briefing, the term social science was being uttered by every one of the podium speakers, including Director Rita Colwell. And the reason the report had such a clear focus on the importance of social science as a common thread in this newly planned portfolio was in large part because of the substantial input from the social science community, including members of ASA's own Environment and Technology Section.

The report, Complex Environmental Systems: Synthesis for Earth, Life, and Society in the 21st Century, was written by the NSF Advisory Committee for Environmental Research and Education (AC-ERE) and outlines an ambitious agenda of NSF-funded environmental research and training over the next decade. NSF's fiscal year 2001 environmental research and education budget totaled nearly $1 billion, and while social science has traditionally accounted for only a small slice of this, the expectation is that research and education emphases on human-environmental science has typically done.

NSF clearly treated the release of the report rather seriously, as evidenced by the fact that Colwell and National Science Board Chairman Warren Washington participated in the report's opening. Dietz is a member of the section on environment and society, and was acknowledged in the oral presentation of the speakers and in the publication materials accompanying the report's release was a welcome occurrence. This high visibility of social science—a research domain not known for its understanding or linking with the social sciences—with a direct function of the work contributed by sociologists Tom Dietz, George Mason University; Louis A. Lutzenhiser, Portland State University; and others was acknowledged in the NSF report as a contributor. Dietz is Chair of the U.S. National Research Council Committee on Human Dimensions of Global Change.

The sociological public comments submitted to the advisory committee were developed by a subcommittee of the Council of ASA's Section on Environment and Technology (including Lutzenhiser, chair; Dietz; Phil Brown, Brown University; as chair-elect; and Rik Saxe, Michigan State University), with review by four other members. Lutzenhiser said that sociologists will "continue to be committed to providing whatever assistance we can to help bring crucially needed social science insights and methods to bear on the study of significant problems in the society-environment dilemma."

Commenting on the agenda, Lutzenhiser said, "NSF's direction has nearly completely been set in the past by natural scientists, whose interests naturally lie with biophysical systems/problems and 'science'-including, for example, laboratory, machine, and satellite—research investments. While these are all necessary, we need to focus on the social aspects of the human/environment systems and the risk this has led to largely neglected (or at best haphazardly supported) at NSF." Explaining what he believed to be the major problem facing our society, he stated, "Any success in influencing the rethink of the NSF environmental research agenda was also due to the substance of our comments, which pointed to insights about the society/environment dynamics from which environmental sociologists over the past half century, though with little federal support, have gained much of our insight." And in summarizing the sociological community's longstanding efforts to better recognize the key role of social research in this domain of science, Lutzenhiser indicated that "there are many stories that could be told about all of this, but the sociological statement submitted to the advisory committee represents an effort to constructively engage an NSF that seems to have renewed interest in humans in the environment." Among the report's findings are that NSF's investments in fundamental, complex environmental science and engineering systems research across broad areas. NSF environmental programs need to be expanded, according to the report, in the social sciences, cyberinfrastructure, observing systems, and education. Synthesis-based research is a touchstone for environmental research and education, and long-term support of environmental research is necessary to fulfill its promise.

The AC-ERE was formed in response to a National Science Board (NSB) report, Environmental Science and Engineering for the 21st Century: The Role of the National Science Foundation. The report recommended an increase of $1 billion per year in NSF support for environmental research, education, and assessment and an emphasis on interdisciplinary approaches. The NSF report was catalyzed by the efforts of the National Council for Science and the Environment.

New NSF agenda highlights need for social science input

Sociological Issues in Environmental Research and Education

Following is a brief synopsis of the main points submitted by sociologists to NSF's Advisory Committee:

Sociologists have contributed a great deal to environmental science over the past three decades. Methodologically, they apply tools as diverse as attitudinal surveys and ethnography to explore how, and how much, people value the environment and the meanings that they create for environmental particulars such as wetlands, national parks, and the like.

Sociologists have contributed to basic knowledge of the institutional and cultural processes at the heart of the society-environment relationship. Sociological analysis has examined the development and implementation of environmental programs by legislative bodies and governmental agencies. From census data to longitudinal surveys, the social sciences have played an important role in gathering data about environmental problems and processes and the like.

Sociologists have contributed much more to basic environmental science; given the opportunity, comments on the draft agenda focused on the following eight issues:

(1) The impacts of environmental change affect diverse populations differentially as a function of race, ethnic, gender, and economic status. Using disaster research as a guide, non-white, the poor, and women deserve disproportionately the effects of environmental change. NSF needs to sponsor extensive research on this.

(2) The joint EPA/NSF Decision Making and Valuation for Environmental Policy (DMVEP) grant program should be expanded. Coupled Human and Natural Systems Area, and the DMVEP program has been the source of important new research into the measurement of human values. This work is especially important in the extent that it seeks other methods of understanding and stating environmental values and meanings beyond simply monetary ones.

(3) It's a positive and hopeful development that Human Health and the Environment is another of the four primary emphases within the Coupled Human and Natural Systems Area. NSF need not eschew biomedical topics, in deference to the National Institutes of Health's domain, as they relate to environmental research.

(4) Social science data are essential for the kinds of quantitative work NSF envisions in cyberinfrastructure/cyber infrastructure. From census data to longitudinal surveys, the high quality data—when combined with that of ecologists, geographers, and others—have the potential for yielding provocative insights regarding both the causes and the effects of environmental change.

(5) Some of the most valuable insights about human environment interactions are not obtainable through quantitative means and they are not (immediately) modelable. NSF needs to help train decision makers in the heuristics (versus the absolutism) of modeling; it might sponsor research into combined qualitative and quantitative environmental decision-making. Sociology can add significant value to large-scale information and modeling efforts through both a) interdisciplinary discussions of the appropriate species of models, and b) sensitive social science research on parameters, and error estimates in those models, and b) insights into the limits of such models and the social contexts of their use.

(6) One of the primary means creating positive environmental change is through education. More of an emphasis should be placed on elementary education. NSF's research emphasis should be on which curricula have the greatest impact on environmental education.

(7) NSF should explore how it can be more explicitly involved in curbing and rectifying environmental abuses through its basic science mandate; a tighter coupling of basic research and education. Valuation is a prime example of the effects of environmental changes, the impacts of mitigation efforts, and the real-world dynamics of policies, programs, and incentives all need to be developed even as they take place.

(8) More serious research into the teaching of environmental change, as well as in rectifying those changes, is necessary. A basic investigation into the relationship of industrial capitalism, regulatory regimes, and global ecology is warranted.
Binge Drinking Prevention Research

We appreciate the space Footnotes devoted in the December 2002 issue to the important topic of binge drinking among college students ("Sociological Ap­ proach Hold Promise for Campus Drinking."). The nature and extent of the problem have been well documented. But could this important question be more clearly articulated? What can be done about it? The foundations to that answer are solid theory, measure­ ment, and data.

The Harvard School of Public Health College Alcohol Study (www.hsph.harvard.edu/ods) is guided by a preventive medicine framework that draws on theory from multiple disci­ plines, including sociology, economics, psychology, and public policy. It is widely used in policy debates, and has achieved significant successes in implementing prevention efforts. It is now evident that the question of how to reduce binge drinking is not only a pressing one, but one that draws on the rich traditions of sociology.

Public Forum

Sociology, from page 1

those predictions of the decline of the discipline, we can examine how prophetic they were. How have sociology depart­ ments changed in the last decade? Is there dimensional stability (e.g., by departmental size) or do significant changes seem to have occurred? Are we approaching the predicted end of the discipline? What is true for sociology is likely true for other disciplines. To move forward, we must look at the past, but we must also keep an eye on the future. How do we measure the health of the discipline?

Department Structure

Despite the early 1990s fears of wholesale elimination, data from the National Center for Education Statistics suggests that the number of sociology departments that awarded at least one BA degree appears to have changed by only one percent during the 10-year period, declined by 16 (from 1,109 to 1,093) departments. It is difficult to attribute much significance to the small percentage change, in part because the methodologies for the two comparison years were not precisely identical. The percentage change in departments awarding a graduate degree remains relatively stable, increasing from about 4 percent in 1991-92 to 4 percent in 1992-93. The number of departments offering graduate degrees declined by 13, from 827 to 814, in the same period. The overall trend is one of stability. The median number of undergraduate majors per department increased by 18 percent (from 2.1 to 2.8) during the 10-year period. This is a surprising result, given the predictions of the decline of the discipline.

Faculty

Despite reports of an increasing reliance on part-time faculty, the number of full-time faculty per department remained stable from 1991-92 to 2001-02. This stability in the faculty could not be true in the future, however. The number of faculty who had left the department in the previous year as a result of retirement, failing to obtain tenure, or moving to another position increased by 42 percent (from 2.1 to 3.0). While the number of faculty replacements and the possibility of future downsizing.

The response rate was 56 percent. Table 1 presents the results from the BA-granting sociology programs responding to the survey. The results show the importance of sociology in the curricula of departments across the country. The data show that the social norms approach to prevention is supported. The findings do not suggest that the approach is isolated from other fields of sociological research. The social norms approach is part of a larger movement to shape our understanding of the social world in which we live. The findings also show that the importance of sociology is widely acknowledged in academic programs.

Prevention Approaches

The social-norms marketing approach is one of the most well-known and widely used approaches to preventing unwanted behaviors such as binge drinking. It is based on the belief that individuals are more likely to adopt behaviors that are accepted by others in their social environment. This approach involves promoting the norms that are perceived to be normative within a specific group or community. For example, in college settings, the social norms approach may involve promoting the norms that are perceived to be normative among college students, such as the norm that binge drinking is not acceptable. The approach is also based on the assumption that individuals are more likely to change their behavior in response to social pressure. This approach has been used to prevent a range of behaviors, including binge drinking, substance abuse, and risky sexual behaviors.

Table 1. Comparison of Sociology Departments Awarding BA/BS Degrees or Higher, 1992 and 2002.

<table>
<thead>
<tr>
<th>Department Structure</th>
<th>1992</th>
<th>2002/03</th>
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<tbody>
<tr>
<td>Percentage of Departments Awarding BA/BS Degrees (%)</td>
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<tr>
<td>Departments with Graduate Program (%)</td>
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<td>26.3</td>
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<td>Undergraduate Students</td>
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<td>Mean / Median Number of Sociology Majors per Department</td>
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<tr>
<td>Mean / Median Number of Sociology Majors per Department</td>
<td>24/14</td>
<td>24/14</td>
</tr>
<tr>
<td>Mean / Median Number of Sociology Majors per Department</td>
<td>67/39</td>
<td>67/39</td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Number of Applications for Graduate Programs per Department</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>Mean Application Rate to Graduate Programs</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Number of Full-time Faculty per Department</td>
<td>7.5</td>
<td>7.4</td>
</tr>
<tr>
<td>Mean Number of Full-time Faculty per Department</td>
<td>(N)</td>
<td>(N)</td>
</tr>
<tr>
<td>Mean Number of Full-time Faculty per Department</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Mean Number of Full-time Faculty per Department</td>
<td>0.3</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Source: Data from the American Sociology Association's Annual Survey of Sociology Departments, 1992, and Supplemental Survey of Sociology Departments: Graduate Programs, 1992.

Ultimately, Wechsler and Nelson attempt to discredite the social norms approach, claiming it is supported by the alcohol industry—"promoting guilt by association." This position ignores the fact that, regardless of one's opinion about industry funding in any context, the social norms approach has been a significant contribution to the study of public health. It is a valuable tool for understanding and changing social behaviors. The approach is grounded in a fundamental sociological tradition and has been used to influence and shape public policies.
Call for Papers

CONFERENCES

Theme: "Women, Race, and Transnational Solidarity: Domestic Work and Transnational Solidarity." Abstracts by March 15, 2003, to both editors: Dana Rosenfeld, Colorado College, Department of Sociology, Ute Pass Road, Colorado Springs, CO 80901; e-mail drosenfeld@uccs.edu and Christopher Fairclough, North Florida.

South Georgia Veterans Health System, 1601 SW Archer Road, Gainesville, FL 32607. E-mail Christopher.Fairclough@mev.gov.

Meetings


April 22-24, 2003. Philippine Asia and Pacific Cultural Association, World Conference, The Gormanda Hotel & Congress Centre, 151 Don Christian Road, Quezon City, Philippines. Theme: "Arguing Across Borders: The Key to a Safe Future." Contact the Conference organizer, "Dialogue of Civilizations" - the Key to a Safe Future (RFA), which is available at the following web address: <rgs.asa.org/files/1502/index.html. Send to Thaddeus V. Gromada, Chair, ASA, P.O. Box 3664, Evanston, IL 60204, (847) 961-5056; e-mail to rgasla@asa.asa.org.

Institute for Educational Sciences (formerly CERI) seeks applications for grants to support time-sensitive research projects aimed at curbing alcohol consumption on college campuses. Applications may be submitted at <grants.nih.gov/grants/grant_guide/rfa-files/RFA-AA-03-00B.html>. See <grantsl.nih.gov/grants/notice_02_31.html> for further information.

Call for Papers


During the holidays, the National College Athletic Association ran a television ad with the young woman who drove into a pool announcing, "I swim. I study sociology." The ad stars Melody Lomberry, Class of '99, who did both at the University of California at Berkeley.


Till McKee, Northern Illinois University, was interviewed on October 31, 2002, for a CFI affiliate station (WFPR, Rock­ ford, IL) on the series death penalty moratorium in Illinois. She was also quoted in an article on race, economics, and sentencing appearing in the Fort Daily Report, December 27, 2002.

Jeylan Mortimer, University of Minnesota, was interviewed on CHQR, Calgary, November 6, 2002. "It's only a radio interview. The interviews featured reports of the Canadian Census of Personal Income: The Future Century: An International Perspective," supported by the WT Grant Foundation.

Gary Stanley, Louisana Tech University, was featured for an Associated Press story that appeared on CBS News (December 13, 2002) and on CNN (December 12) about parents of college students becoming too involved in their children's lives.


In the News

Mohammed A. Baniyaz, Georgetown University, was featured in the Associated Press story, "Radio's Diane Rehm Show, December 3, 2002, for a discussion on the political and cultural situation in the Middle East.

American Association for the Advance­ ment of Science (AAAS), Public Policy Fellowships 2002-2003 for Sociologists. For application instructions and further information, contact the American Association for the Advanc­ ment of Science Public Policy Fellowships, 1200 New York Avenue NW, Washington, DC 20005; (202) 334-6700; e-mail science_politics@aaas.org; <www.aaas.org/policyfellowships>.

Boston College, Center for the Study of Science, Technology, and Society, Ethics and the Life Sciences Grant Program for Junior Faculty. For application information, contact the Center, Library 421, Chestnut Hill, Mar­ ron, February 13, 2003. Contact Kevin Callah, (617) 552-1459; e-mail ccr@bc.edu; <www.bc.edu/ ccr>.

Foundation for German-American Co­ mity, a Grant Association for the Promotion of Sciences and Humanities in Germany and the United States. The grant is open to American social scientists, IR specialists, contributing historians, political econom­ ists and international lawyers. The clos­ ing date for the receipt of proposals is September 18, 2003, for consideration at the April 2004 annual meeting. For application information, contact the Foundation, 166 Encien, D-10-4222 Eisern, 3D; (49 0021 41 193 105); fax: +49 0021 41 193 105; e-mail kunre.kruger@vserven.de.

Harvard University, School of Public Health, Yerba Todobackward Program, seeks to position minority sci­ entists and policy analysts in roles of policy­ making and leadership, teaching, research, public service and national health policy. You can download the brochure and application mate­ rials from the Division of Public Health's website <shsp.harvard.edu/php/>. Deadline March 1, 2003. Contact John Johnson, Program Administrator, (617) 495-8545; e-mail john.johnson@hsph.harvard.edu.

Institute of Education Sciences (formerly CERI) seeks applications for grants to support time-sensitive research projects aimed at the applications research and program application requirements is contained in the application materials available from the Institute for Research on Unlimited Potential. Send to Thaddeus V. Gromada, Chair, ASA, P.O. Box 3664, Evanston, IL 60204, (847) 961-5056; e-mail to rgasla@asa.asa.org.

Institute for Educational Sciences (former­ ly CERI) seeks applications for grants to support time-sensitive research projects aimed at curbing alcohol consumption on college campuses. Applications may be submitted at <grants.nih.gov/grants/grant_guide/rfa-files/RFA-AA-03-00B.html>. See <grantsl.nih.gov/grants/notice_02_31.html> for further information.

Call for Papers

Karen E. Glass, Humboldt State Univer­ sity, and J. David Knottnerus, Oklahoma State University, editors, Director, Culture and History: Recent Issues in Social Theory (Rowman & Littlefield, 2002).


Frederick Van de Poot-Knottnerus, Oklahoma State University, and J. David Knottnerus, Oklahoma State University, editors, Literary Narratives in the Nineteenth and Early Twentieth Century: Russian and European Literary Systems: Rivals and Total Institutions (Edwin Mellor Press, 2003).


Caught in the Web


Summer Programs

Office of Behavioral and Social Sciences Research at the National Institutes of Health is offering a seminar this summer; <nih.gov/ocbb/; rel­ evant to Conduct of Randomized Clinical Trials In­ formation."<nihgrants.nih.gov> <nihgrants.nih.gov>. <nihgrants.nih.gov> <nihgrants.nih.gov>
Deaths

Beryl Murray Brown, Rose State College, died July 7, 2002, at age 68. A specialist in Russian literature, she authored a book on premodern testing and found that the Russian language connotes more service for users of the anti-smart drug metilquilo.

Robert Wilson, University of North Carolina at Greensboro, emeritus, died December 20, 2002.

Obituaries

B. Meredith Burke

2/10/03

B. Meredith Burke, 55, a California de­

mographer and writer who argued that 

U.S. immigration policy was the main 

factor in sharp rises in California's popu­

lation and a root cause of environmental 

degradation, died Dec. 11 in Santa 

Barbara. Authorities said his death was 

an apparent suicide.

She was a senior writing fellow for 

Santa Barbara-based Californians for 

Population Stabilization, where in her 

commentaries—published in major 

newspapers—she campaigned to limit 

immigration.

Dr. Burke also wrote on women's rights and public health issues.

Dr. Burke authored a book on prenatal testing and found that the Russian language connotes more service for users of the anti-smart drug metilquilo.

From the Washington Post January 4, 2003

Lewis S. Feuer

1923-2003

Emeritus ASA member Lewis S. Feuer of Newton, MA, died Sunday, November 23, 2002. He was 89.

A scholar and prolific writer on the 

psychological roots of European philoso­

phy and modern science, he authored 

more than 300 articles and 10 books, 

among them Sisyphean and the Reef of 

Ideologies (1958), The Scientific Intel­

lectual (1963), Einstein and the Genera­

tions of Science (1984), and The Crue­

lty of Generations (1969). The latter work was written from his experience as a major faculty figure 

during the student revolt at Berkeley in 1964.

He also compiled a paperback anthol­

ogy of the writings of Marx and Engels (1959). This collection, appearing just in time for the 100-year anniversary of medical students protests that swept the nation in the 1960s, was originally titled "The New Left."

In addition, Feuer combined his scholarly interest in the philosophical foundations of science with a passion for Sherlock Holmes in a whimsi­

cal and highly original detective novel, 

The Case of the Renovator's Daughter (1983), in which the famous detective is hired by Karl Marx to investigate the disac­

peareance of his daughter Eleanor, who 

committed suicide in 1898.

Dr. Feuer was born in a tenement in 

New York City and grew up in the Lower 

East Side. He attended City College of 

New York and was among a group of Jewish students befriended by Florence Rockefeller. He received a doctorate de­

gree in philosophy from Harvard in 

1935.

A prolific writer, he served as a bible for the 

Journal for the History of the Behavioral Sciences, and gave it

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Carole McCann and Seung-hyun Kim, Editors

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Sarah Susan Wilke

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ment to the persistence of race, and the sub­

sequent refection for it in race and gender..." --David Claris.

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STRAIGHS FOR SOCIAL RIGHTS IN LATIN AMERICA

Raza, Gender, Labor and Subordination

Mabel Vanegas and Timothy P. Willingham, Editors

"...a vastly illuminating and important work..." --Peter Kuznick, co-author of Nuclear Wars: The Next Century

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Continued on next page

February 2003 Footnotes

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Obituaries, continued

Belle Boone Board Award of the South- ern Sociological Society. Rachel was rec-ognized distinguished scholarship and outstanding of gender in society. She was awarded the Laura C. Hoggard Professorship for outstanding research in Sociology at Mississippi State University. She and her family moved to Arizona in 1998 Alpha Kappa Delta honor society speaker at Mississippi State University. Rachel was active in the Southern Sociological Society, serving as Vice President (1997-98), President-elect (2000-01), and President (2001-02). She has also been a deputy editor of the American Sociological Review (1997-99) and at the time of her death was chair of the Publications Committee of the American Sociological Association.

Rachel did not have children. She bal-anced career pressures against her rela-tively weak defense of Collings of her own, and reckoned that any maternal cravings she had could be satisfied by being a wonderful aunt to her nieces and nephews: Rachel “Shay” Kohli, Nathan Peter, and Carson Asher. She was devoted to Leah Boby, Rosalind, Reid Koths, and Josh Pong. She later expanded her “collings” by becoming an equally devoted godmother to François' children, Claire and Sam Neuman.

Rachel's death touches an unusually large circle of people because of her spe-cial and unique ability to form and maintain deep friendships with many of the women and men on whom she had a profound influence (current and former) students and profes-sors, and through her work on a wide range of issues on maintaining institutiona l subscriptions. However, this decline is a well-acknowledged and widely discussed phenomenon. It is because libraries tend to wait only three months on the job prior to the Annual Meeting, there has been a steep learning curve, but one that has been managed effectively with the assistance of elected officeholders, ASA staff, and other.

Next page

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Minutes, continued

ere. Previous Executive Officer Lewin has been helpful and will continue to be involved in some programs. Chairwoman of the Executive Office has been supportive and helpful in making the transition work. Overall, the transition has gone quite well, but transitions can take as long as six months to a year to fully complete.

The transition of senior staff leadership is always somewhat difficult for any organization, but ASA has faced additional challenges with the departure of several other key people, including the Deputy Executive Director, the Coordinator, the Membership Director, and the MAP Director. In addition, several staff are new to the organization, including Kevin Brown, Director of Information Services, Michael Murphy, Governance and Sections Coordinator, Lee Herrell, Director of Public Policy, Karem Jenkins, Meeting Services Coordinator, and Terri Androski, Executive Assistant. Hillman assured Council that the organization has an energetic Executive Office staff with many new ideas that is working hard to make the ASA an even stronger organization.

There are a number of important future directions that the Association will address in the months ahead, including an examination of electronic publishing and the availability of copies for the ASA. Hillman added that in the months ahead she would be moving to make external contacts with essential outside groups such as COSSA, regional associations, federal agencies, and other learned societies.

B. Annual Meeting

Secretary Kalleberg earlier provided an overview of the annual meeting. Staff has done long hands that situations that inevitably arise with sensitivity and finesse. For the average member, the fact that a labor dispute is happening has already been nearly invisible in terms of service provided.

C. 2002 Election Update

Election participation has declined a bit over recent years, but the current 50% participation rate is excellent for a profession. A detailed proposal will be presented at tomorrow's council meeting to add new electronic features to the ASA election.

D. Department Affiliates

The Department Affiliates program is a core activity of the organization. The staff is pleased to see growth in this area, especially at a time when departments are not flush with money.

E. Member Contributions and Donations

At the time individuals renew their membership in the association they are given the opportunity to make contributions to the organization and specific programs. The number of members who make such contributions is not large but it provides important means for the organization. The Minority Fellows Program and the ASA Sociology Foundation continue to receive the largest number of member contributions.

A total of 27 departments gave $6,675 for the honorary reception this year; this is down slightly from last year.

F. Contributions in the ISA Meeting

ASA was officially well represented at the recent International Sociological Association meeting in Brisbane, Australia with attendance by ASA Secretary Arne Kalleberg, ASA Representatives Doug Kincannon, and Executive Officer Sally Hillman. In addition, the ASA was able to secure a $53,000 grant from the National Science Foundation to support US members' travel to the ISA meeting. As part of this review process, a total of 35 members received some financial assistance to participate in this year's ISA meeting.

6. Committee on Publications

A. Additional Pages for JESP

The editor of the Journal of Health and Social Behavior has announced publication of 10 additional pages for a special issue on issue on race and mental health.

D. Copyright Issues

Council considered the issue of copyright in the context of implying electronic publishing. The Communication Committee reported that current policy is that all articles and letters to the editor are retained by ASA. Technically, users of the journal are free to copy articles to individual websites or send PDF files to others without violating copyright restrictions. Users can electronically share the text of an article with others and even make new models since anyone can share the texts with many others. Members agreed that this is a transition period as the organization between the desire to share knowledge widely and copyright restrictions. In addition, members agreed that Council must keep an eye on developments and consider making more explicit the type of use permitted by the journal editor.

E. Task Force on Undergraduate Sociology Major

Council received a progress report on the Council's charge to the Task Force on the Undergraduate Sociology Major. The task force is making final decisions on visiting sites in the 1991 report on Liberal Learning and the Sociology Curriculum they report to publish following Council approval. Members of the Task Force held an open forum earlier during the meeting to obtain input. Much of the work is done but the final decisions are still up in the air.

F. MOST Conference and Report

Copies of the MOST final report, Promoting Diversity and Excellence in Higher Education through Department Chairs, were distributed to members but the lack of time prevented a discussion of the report.

9. Centennial Planning

The planned discussion of the ASA's centennial year (2005) was postponed until the Council meeting the next day.

10. Finances

A. Final 2001 Financial Reports and Audit

Secretary Kalleberg presented the results of the audit of 2001 financial records. ASA ended 2001 with a $30,000 deficit. Council voted to continue funding ASA's long-term investments, which were down slightly from last year to $59,000. The audit report indicates that the organization is functioning well financially.

B. Analysis of Investment Performance

Secretary Kalleberg reported that the ASA lost money on long-term investments in 2001, along with almost every other investor in the financial markets. The EOB met with the association's investment advisor on July 30th. The investment currently has a strategy for investments as opposed to a value strategy. This strategy is sound, but has not been successful over the last few years with the markets in decline.

Council voted to accept the report from the Investment Committee noting that caution income projections and performance is much lower in future reports.

II. Adjournment

Reskin thanked the outgoing members of Council for their service. Members expressed their appreciation for Reskin's leadership over the last year. With no additional business for the meeting, Council adjourned at 6:18 pm.
ASA Workshops at Upcoming Regional Meetings

Midwest Sociological Association
Chicago, April 16-19, 2003
Teaching Sociology in High School
Friday, April 18th, 8:30 a.m. – 12:00 p.m.
Undergraduate Research Experiences: Early and Often
Thursday, April 17th, 1:15 – 5:00 p.m.

North Central Sociological Association
Cincinnati, March 27-29, 2003
Undergraduate Research Experiences: Early and Often
Friday, March 28th, 8:30 – 11:30 a.m.

There is no fee for these workshops, but preregistration is preferred. Send your name and affiliation by March 17 to apap@asanet.org.

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, 2003. 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
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