

# Footnotes

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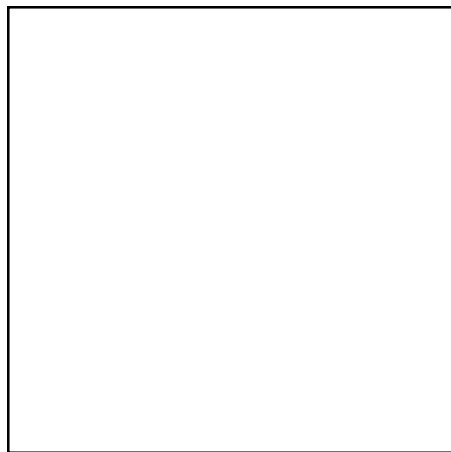
## Mirra Komarovsky (1907-1999) Old World Grace and New World Ideas

by Jonathan Rieder, Chair  
Barnard College, Columbia University

When Mirra Komarovsky died on January 30, Barnard lost more than a beloved colleague who could boast three quarters of a century connection with the college. We lost a totem of the institution itself, the emblem of its sacred values.

Mirra was born in Russia in Baku, in 1905, into an upper-middle class Jewish family that prized the life of the mind, for women no less than men. In 1922, in the wake of anti-Semitism and Bolshevik efforts to exterminate the middle class, her family fled Azerbaijan for Wichita, of all places. After a brief stint in the heartland, she moved to New York.

Mirra came to Barnard in 1923 and never really left. She studied with Boas, Ruth Benedict, and William Ogburn. When she was a senior, Ogburn asked her about her plans; she told him she wanted to teach college sociology. He countered, "Not a realistic plan: You are a woman, foreign born and Jewish. I would recommend some other occupation."



Mirra Komarovsky

Undeterred, Mirra began teaching as an instructor at Barnard in the mid-1930s, received her PhD from Columbia in 1940, and was soon a full-time member of the Barnard faculty. She flourished under the reign of Milicent MacIntosh, whom she credited as an exuberant champion of female intellect. Mirra chaired the department for 17 years, retiring in 1970, only to return as

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## Section Journals Now Possible

## Council Affirms New Guidelines for Establishing and Retaining ASA Journals

ASA Council approved new guidelines for the ASA publications portfolio at its February 1999 meeting. The guidelines were prepared after almost a year of study by the Committee on Publications and review from the "seated" journal editors. In approving these guidelines, Council voiced its enthusiasm about establishing a process that would support and encourage a dynamic publications portfolio at ASA.

One aspect of the guidelines relates to the possible adoption of journals by an ASA section or sections. In 1997-98, the Committee on Sections undertook an extensive review of section guidelines recommending a number of changes including lifting the constraints on sections potentially publishing journals under their aegis. In August 1998, Council approved the final language for the *Manual on Sections*. As stated in the *Manual*:

The Association encourages innovation by sections consonant with the Association's publication policies and procedures and the Association's overall publication objectives. Publication ideas from sections for journals, annuals, or other periodicals (whether print or electronic) should be brought to

the ASA Publications Committee for review and recommendation to ASA Council. Based on the recommendation from the ASA Publications Committee, the ASA Council may determine to pursue and idea as an ASA-wide publication or will advise the section whether it may pursue a publication prospect and, if so, under what circumstances.

When the Committee on Publications began the task of developing guidelines, it was with benefit of the knowledge that new guidelines would need to be framed to guide sections in potentially considering journal publications. Also, at this same time, several sections, learning of the Association's more flexible policy, approached the Publications Committee about how to develop such proposals.

The guidelines set forth the substance and procedures for evaluating proposals for either new Association-wide journals or for ASA section journals, and for evaluating the ongoing viability of existing ASA-wide and section-sponsored journals. The preamble to the guidelines makes clear the ambition and orientation of the Publications Committee and of Council in adopting this new framework. As specified in the preamble:



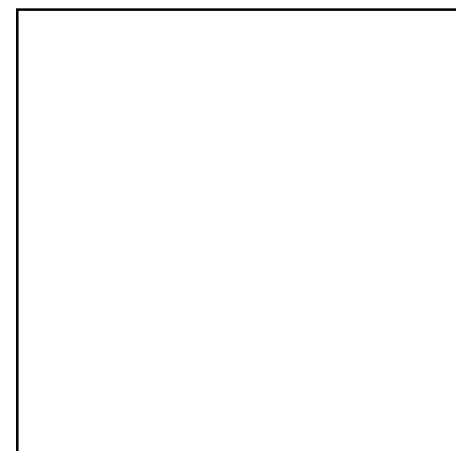
## 1999 Annual Meeting Chicago With Kids

Fifth in a series of articles in anticipation of the  
1999 ASA Annual Meeting in Chicago

by Christena Nippert-Eng,  
Illinois Institute of Technology

Chicago is a city seemingly made for visiting families. If you can handle the presence and demands of loved ones while also networking and delivering papers, or if you're looking to escape from the latter with the former for a bit, this is a place for you—all of you.

Every family has its own style of touring. The system that works for us is a base camp approach. With snacks and juice boxes, we head out in the morning for a couple of hours, return for a little R&R in early afternoon and venture out again later. Our conference hotels make this approach quite easy. Some of Chicago's major attractions are distributed around the huge, rectangular "Grant Park." (This is where you'll find the immense water fountain seen at the beginning of the sitcom, "Married With Children," by the way. While the value of watching the fountain is not—especially at night when a light show accompanies the choreographed water sprays.) The Hilton Chicago and Towers is across the street from this park; the Palmer House is two blocks west of the Park.



Chicago's 12th street beach.

Along with the fountain, Grant Park boasts diverse musical concerts and food fests with the kind of spontaneous activity and beautiful grounds that say "Summer!" in the City by the Lake. The Park also serves as the main pedestrian thoroughfare for destinations such as Lake Michigan's waterfront. Directly east of the Park, for instance, you can rent rollerblades and bicycles for the 30-plus miles of bike trails that run alongside the Lake.

Heading south on the east side of the Park is the stunning and most excellent Shedd Aquarium, with a remarkable oceanarium for Northwest Pacific sea mammals. Brush up on your Raffi for we hope to have healthy baby Belugas by the time of our meetings. Continue south and out onto a small peninsula for the recently renovated Adler Planetarium. Older parts definitely are for patient readers, but the newly added top floor has some exciting exhibits that the young ones will enjoy. And everyone loves the domed StarRider Theatre shows, even the tired parents and babies who frequently fall asleep during them. Just to the south is the family-friendly and newly restored 12<sup>th</sup> Street beach. In August, the water temperature should be fine. The kids will like it, anyway, especially if you remember to bring along a (spare ice) bucket and spoon/shovel. Flight fanciers will relish the planes and helicopters that fly overhead. Meigs Field is right next door—a remarkable small craft airport on the Lake that hosts our famous summer Fly-In.

The Field Museum of Natural History with its utterly exhaustive collection is at the south end of the Park. It includes a dynamite new exhibit on dinosaurs (home of the world's largest T-Rex and a lab in the lobby where fossils are restored,) traditional taxidermists' contributions, an awesome exhibit on Northwest Pacific culture, an Egyptian exhibit ("real live mummies") and a great deal of Margaret Mead's collection, to name a few. Behind this museum, farther to the south, is Soldier Field stadium. Here you can see a

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Nominations are sought for representatives to serve on the ASA Student Forum Advisory

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## The Executive Officer's Column

### Planting the Seeds for Curriculum Change



As we near the end of the decade and the century, there is more than the usual amount of reflection about the role of and opportunities for learned societies like ASA. I find myself jotting notes about trends, accomplishments, problems, and even pitfalls so that those of us seeking to advance the discipline can build on the best of what has been done and yet remain dynamic and open to change.

One of ASA's "best" is in the area of teaching and curriculum change. Even our small steps have had a very tangible impact on curricular development. For example, in 1990, the ASA participated in a national project under the auspices of the American Association of Colleges and Universities (AAC & U) called "Study in Depth." This project aimed to articulate goals and content for undergraduate students in the liberal arts. Along with twelve other learned societies, ASA convened a task force<sup>1</sup> to address a common set of questions about purposes and practices in liberal arts majors. The final report was published by the Association as *Liberal Learning and the Sociology Major: Study in Depth in Sociology*.

The 13 recommendations elaborated in the report suggest that departments:

- articulate and publish goals and rationales for programs;
- assess and address needs and interests of students;
- structure the major to increase the intellectual development of students;
- offer at least four levels in a sequence of courses in the major;
- show connectedness between sociology and other disciplines;
- give students experience in posing sociological questions and bringing data to bear on them;
- provide and nurture a productive learning community of faculty and students;
- structure the curriculum to integrate learning within the department and across departments;
- underscore the centrality of race, class, gender;
- increase exposure to comparative and international materials;
- encourage the application of sociological knowledge to policy issues;
- structure curriculum to develop higher order thinking skills and skills in written and oral communication;
- assess the major on a regular basis using multiple sources of information.

Since 1991, the report has been disseminated directly to departments, considered at regional and national meetings, and used in training workshops. In addition, ASA's consultant service, the Departmental Resources Group, was extensively briefed on the recommendations and was encouraged to use the document in department reviews. One of the hallmarks of the report is the guidance it provides to departments themselves using the report.

Over my years as Executive Officer, I am struck with how frequently the report is mentioned by department chairs as an instrument for rethinking the curriculum and catalyzing important change. The *Liberal Learning Report* is practically a "household" term at our annual conference for chairs (now in its sixth year). At our annual meeting of MOST departments (i.e., the 18 departments participating in ASA's Minority Opportunities through School Transformation Program), chairs and coordinators invoke the report and, more importantly, use it in considering curriculum development and change.

Almost a year ago, Jeanne Ballantine<sup>2</sup> conducted interviews with representatives of about twenty departments who had used the report. The impetus underlying the use of these guidelines is quite diverse. In some cases someone in the department—the chair or a senior faculty member—pushed for change, often with the motivation to move away from the "ferris wheel" model (i.e., "introductory sociology is the ticket for students to get on board, selecting courses as they come by"). In other cases, curriculum revision was mandated by reviewing bodies or deans, and or by changes in personnel or conversion to a new semester structure. From beginning to end, the process on average takes three to four years.

Key to a department transforming the undergraduate program from a collection of courses to an integrated curriculum is working as a group. Of the departments Ballantine interviewed, all worked as a committee of the whole on this effort or all faculty had input into the process. As Mankato State indicated, "Now it is seen as 'our' program, not my course." Many stated that this was the first time the department discussed and set clear goals and objectives for its curriculum. Departments felt ownership over the process as a result of the regular meetings, retreats, and sometimes assistance from external consultants.

While several departments pointed out that curriculum revision is slow and time-consuming, all believed that the results are worth the time. The process itself involves developing departmental goals and objectives, or reviewing those on the books within the framework of the ASA/AAC & U guidelines. Bemidji State, for example, developed "Quality 7" objectives, and San Francisco State revised detailed mission and goal statements.

Curriculum change has benefits for the faculty as well as the student. For students, there are the advantages that flow from a better integrated and sequenced curriculum where they gain knowledge and the ability to ask sociological questions and bring data to bear. For the faculty, there are the advantages that flow from examining together how the "mosaic" of the program fits. Without exception, departments are pleased that they began the process of reviewing their program using these guidelines. Several departments (e.g., Mankato State, Mississippi State, St. Cloud State<sup>3</sup>) stressed the importance of the process for department solidarity, increased interaction among faculty, and reduced competitiveness. In addition, departments reported having clearer goals about where they are going and what they are providing students.

In the final analysis, a well planned curriculum is greater than the sum of its constituent (course) parts. Departments which have taken up the challenge of looking at the whole, identifying goals, measuring outcomes, and undertaking change report positively on both the process and the results. The ASA will continue to work with higher education associations and continue to seed the field with information and support. We are pleased that departments have embraced the care and feeding of the sociology curriculum. We welcome suggestions about other arenas where our expertise and national perch can help.—Felice J. Levine □

<sup>1</sup>The Sociology Task Force included: Paul Eberts, Cornell University, scribe; Carla B. Howery, ASA, chair; Catherine White Berheide, Skidmore College; Kathleen Crittenden, University of Illinois-Chicago; Robert Davis, North Carolina A & T University; Zeldia Gamson, University of Massachusetts-Boston; Theodore C. Wagenaar, Miami University.

<sup>2</sup>Ballantine, Department of Sociology at Wright State University, brings considerable expertise on teaching and the scholarship of teaching. She served as the ASA Field Coordinator during the mid-1990s.

<sup>3</sup>See Sherohman, James. 1997. "Implementing 'Study in Depth' at St. Cloud University." *Teaching Sociology* 25 (2):160-167.





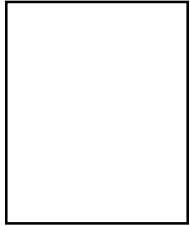
## PUBLIC AFFAIRS UPDATE

## NHA Holds Annual Meeting in April

### ASA's Levine Elected to Board; NEH's Ferris Speaks to Group

The Annual Meeting of the National Humanities Alliance was held on April 30, and, among other business, elected Executive Officer Felice Levine to its 20-person Board. The NHA was established in 1981 "to

advance the cause of the humanities by promoting the common interests of its members with regard to national policy, programs, and legislation that affect federal agencies related to the humanities." With over 80 scholarly and professional associations including ASA in the Alliance, NHA plays a pivotal role in promoting federal support for humanistic scholarship and teaching. In accepting this appointment, Levine stated that "she was privileged to serve on a body so essential to ensuring support for sociological knowledge



William R.  
Ferris

grounded in the humanistic traditions." She noted in particular how essential NHA had been to the protection and now the effort to rebuild the National Endowment for the Humanities (NEH).

The National Endowment was very much on the agenda of the National Humanities Alliance once again this year. The highpoint of the Annual Meeting was a "deep" briefing from Bill Ferris, Chair of the National Endowment for the Humanities (NEH). Ferris' candor and savvy about working to promote NEH and raise its visibility produced a frank exchange among those attending. Ferris outlined his efforts to meet with members of Congress and to garner enhanced support through focusing on the local interests of representatives (e.g., examples of where communities are better off by virtue of NEH programs).

Funding for NEH eroded substantially in the 1980s, and the agency was cut severely in 1996 by almost 40 percent. In 1999 dollars, NEH is only 33 percent of what it was in the peak year of 1979. Ferris is working to restore and

increase resources. The National Endowment for the Humanities is the primary federal agency concerned about the development and support of scholarship and other humanistic activities, including "those aspects of the social sciences which have humanistic content and employ humanistic methods."

Ferris, himself an anthropologist and folklorist and founding director of the Center for the Study of Southern Culture at the University of Mississippi, is passionate about humanistic study, the preservations of diverse cultural heritages for the country, and the need for new knowledge and education as a public good. Seeking a fiscal year 2000 appropriation of \$150 million, Ferris is working the halls of Congress in an effort to achieve a sizable gain. He thanked the NHA, and especially Executive Director John Hammer, for all NHA is doing to make this dream a reality. He also thanked all of the member organizations and associations that comprise NHA for working hand-in-hand to build a strong and vital NEH. □

## Action Update: Keep Opposition Up! Use of FOIA for Data Sharing

As *Footnotes* is going to press, members of Congress are paying more attention to the proposed use of the Freedom of Information Act (FOIA) to make data produced with Federal grants available to the public. The Office of Management and Budget (OMB) was instructed by Congress as part of the 1999 Omnibus Spending Law to revise Circular A-110, which governs the management of Federal grants, to include access to data through FOIA. For reasons specified in the February, March, and April *Footnotes*, the proposed change had extensive problems and would effectively undercut sound data access policy, important research, and the research enterprise as it serves the public interest.

The ASA has been actively involved in opposing the proposed change and encouraging sociologists and other social and behavioral scientists to do so. In March, the ASA responded to the OMB call for comments. While OMB is still deliberating what to do based on 10,000 submitted comments, members of Congress have been hearing about this proposal (both pro and con) so that it is no longer considered an easy issue. In the April issue of *Footnotes*, ASA urged ASA members (now that the OMB April 5 comment period has passed) to focus on Congress. Information was provided about H.R. 88, which essentially seeks to repeat the proposed provision. This bill has about three dozen sponsors from the Democratic and Republican sides, and has framed issues worthy of ASA member attention and support.

Other compelling attempts have emerged to "slow the train" so that data access policy could be developed that is based on more thorough study and deliberation. The most notable legislative proposal comes in the form of an amendment to the Treasury and General Appropriations Bill 2000 introduced by Congressmen James Walsh (R-NY) and David Price (D-NC). This amendment would delay implementation of the data release provision for one year and require OMB to contract with the National Academy of Public Administration to develop recommendations that OMB must consider in its revision to Circular A-110. In an effort led by the Association of American Universities (ASA has been hosting meetings that include AAU), a wide number of scientific and educational associations, including ASA, wrote immediately and strongly urged support for this bi-partisan amendment. While quick consideration and a vote were expected, other pressing business intervened.

By the time this issue of *Footnotes* is received, action on this amendment may have been taken. Also, other Congressional activities may have surfaced worthy of member interest. OMB should be close to issuing some form of revision, with an expected comment period to follow. ASA members and other interested *Footnotes* readers are urged to turn to the ASA homepage (<http://www.asanet.org>) or contact Felice Levine, Executive Officer, by e-mail ([levine@asanet.org](mailto:levine@asanet.org)) for updates. Action and vigilance seem to be making a difference; continue appeals to Congress opposing this use of FOIA are sought. □

## Immediate Action Needed!

# Press for Restored Support for NEH

As part of the National Humanities Alliance (NHA), the ASA seeks to call member attention to the importance of pressing for restored support for the National Endowment for the Humanities (NEH) this year. This is the first time since the erosion of agency funding started in 1979 that there are positive signals on both sides of the aisle about the NEH. **Letters are needed now urging Congress to support the President's budget request of \$150 million for FY 2000 and for long-term, continued funding for NEH.** Please contact representatives in Congress and key committees in the House and Senate and also copy the House and Senate leadership.

The word from the Hill is that members are very interested in hearing from their constituents about the NEH and the difference that humanities support makes. Despite substantial reductions in budget over 20 years, NEH remains the largest funder of humanistic scholarship in the United States. Beyond support for scholarship, well known to sociologists are the important improvements made possible through NEH in teacher training and curriculum development in colleges and universities throughout the nation. With signs that the momentum might turn, expressions of support are critical—especially if they come by mid-June.

The National Humanities is leading this effort and provides extensive information and tips on what to do when contacting members of Congress (see the NHA homepage at <http://www.nhalliance.org>). The NHA prepared an excellent handbook, *Making a Case to Congress*, which is also available

online or through contacting NHA by phone or e-mail. All the tools are there for interested scholars and teachers to

use. The NHA sent an urgent memorandum in an effort to mobilize action and tangible support (see box insert below).

### URGENT MEMORANDUM

DATE: May 1999  
TO: NHA Members and Friends  
FROM: The National Humanities Alliance, Washington, DC  
RE: ACTION NEEDED TO SUPPORT NEH

Your active support is needed in the campaign to increase funding for the National Endowment for the Humanities (NEH). The House and the Senate Interior Subcommittees on Appropriations are currently considering President Clinton's request for \$150 million for the agency's FY-2000 appropriation. If passed by Congress, this would be the first significant increase for NEH in four years. The agency was severely cut from \$177 million in FY-1995 to \$110 million in FY-1996 (nearly a 40% cut).

Funding for NEH in the present fiscal year (FY-1999) is \$110.7 million. We are asking you to write, phone, and/or meet with your representatives in Congress to voice your support for increased funding for NEH within the next thirty (30) to forty (40) days (see below for more information). This year's appropriations process is especially turbulent due to the new budget caps under which Congress and the administration are working.

An expanded version of this memo is being posted on NHA's web site (<http://www.nhalliance.org>) under "What's New," as well as:

- practical tips on contacting Congress
- House/Senate Appropriations committee assignments
- sample advocacy letter
- background material on NEH
- history/analysis of funding
- updates

You can contact NHA by phone (202/296-4994) or via e-mail for a wide range of assistance: John Hammer (Director): [jhammer@cni.org](mailto:jhammer@cni.org); Jessica Jones (Research Assistant): [jessica@cni.org](mailto:jessica@cni.org)

We also ask that you keep NHA advised of your communications with legislators and staff (including telephone conversations) as your feedback is invaluable in assessing progress with Congress. Please send copies of any e-mails or letters to Congress via e-mail to NHA or by mail to National Humanities Alliance, 21 Dupont Circle NW #604, Washington, DC 20036. Thank you in advance for your support.



## Colleagues Remember Mirra Komarovsky

*A*s a Jewish child whose parents were Europeans, I had never had a teacher who was like me until I went to college and met Professor Mirra Komarovsky. I was intrigued by her dignified manner, her accent, her mysterious intelligence, and the large folders of yellowing notes she brought to each class. Not only did I feel somehow that we were tied by background, but subconsciously I must have imagined that if I tried hard, I could become like her. I'm not sure I understood everything she talked about—blue-collar marriages, cultural lag, and more. But I knew she was the best and that's what I wanted to be. There was also, somehow, a sadness about Mirra Komarovsky. Although we never spoke personally, I knew that she was a widow, a single, brilliant woman. How difficult that must be, I mused.

When I left Barnard and began graduate studies at Brandeis University, I began to write personal letters to Professor Komarovsky, telling her about my achievements and questions. She answered! With warm, albeit brief, notes. I sent her Rosh Hashana cards, hinting that I knew we were both Jewish. Her very act of responding to me made me feel that I was entering the world of sociologists. Years later, Mary Jo Deegan invited me to write a biographical essay for her compendium on female sociologists.<sup>1</sup> I approached Professor Komarovsky and finally was able to ask her about her life. She was reticent, but pleased in the end. She shared her muted, hesitant frustration about never having been a member of the faculty at Columbia University and told me about having been steered away from becoming a sociologist "because" she was a woman and Jew. I am very happy that she lived to see the day when that no longer is the case.

Shulamit Reinharz  
Brandeis University

<sup>1</sup>Editor's note: See Reinharz' chapter in Deegan, Mary Jo, ed. (1991) *Women in Sociology: A Bio-Bibliographical Sourcebook*. New York: Greenwood Press.

*M*y wife Judith and I have been friends of Professor Mirra Komarovsky for the last quarter century of her life. I actually met her briefly when I was a graduate student at Columbia University, where she taught at Barnard, when I was a graduate student at a party in the later forties. But it was only when I returned to Columbia as a faculty member that we had regular contact with her, at our monthly house at 45 Claremont or on our visits to her home about ten blocks south on 106<sup>th</sup> Street at Riverside.

After my retirement in 1970 when we moved to Chapel Hill in North Carolina, we continued to visit with her, though much less often, of course, a few times a year on our visits to New York. But I also kept in touch with her by phoning her between visits. She was a very charming woman and one of my best friends.

Mirra was an important sociologist and scholar, who made particularly significant contributions to the study of women and women's liberation. Her 1953 book, *Women in the Modern World: Their Education and Their Dilemmas*, was published before *Simon de Beauvoir's* and *Betty Friedan's* a decade later. But she did not confine her interest to women, as exemplified by her 1975 *Dilemmas of Masculinity: A Study of College Youth*. In what I believe was her last book—*Women in College: Shaping New Feminine Identities*—she returned to feminist issues in her sixties.

Peter Blau  
ASA President (1974)

*I* was familiar with Mirra's work long before I met her while a graduate student at Columbia University in the late 1940's and early 50's. Like Jessie Bernard, she was a forerunner pioneer in sociological studies of academic women, sex and gender roles, and family issues, for a decade and more before the feminist movement of the late 1960s.

It was difficult for any graduate student in sociology at Columbia to have contact with Mirra Komarovsky: Unlike C.W. Mills whose primary academic appointment was in Columbia College, Mirra's appointment was in Barnard College. It seemed to be a taken-for-granted fact of academic life that Mills gave graduate seminars and sponsored

doctoral students, but Mirra did not. My only contact with her was therefore by extending invitations to her to speak at meetings of the graduate student sociology club during my tenure as its president. I think I was not alone among the women graduate students in finding her fascinating both for her research topics that engaged her, for her personal beauty, and for the lovely lilt of her Russian accent. One very special keen memory of her was as the chair of a special session on the relationship between history and sociology at the Eastern Sociological Society in New Haven, at which I gave my first professional paper. I don't know who impressed me more—Mirra or the commentator on my paper, Sam Stouffer. It was also a source of some amusement to myself and some friends in the audience that she introduced me as "Ms. Kitt" but after Sam's high praise, she referred to me as "Dr. Kitt," some four years before I earned that title!

Over the years since then, it was always a pleasure to see and speak with Mirra on the rare occasions when our attendance at ASA meetings overlapped. It remains a tribute both to her and to ASA and its members that she was honored with nomination and election to its presidency.

Alice S. Rossi  
ASA President (1983)

*D*uring the period that Mirra Komarovsky served us as our President, the ASA, like the rest of the academic world, suffered from the kind of political and ideological strife that can easily lead to incivility. Yet, when President Komarovsky was chairing meetings of our governing Council, I cannot recall an ad hominem accusation or a voice raised to interrupt a speaker's argument. With Mirra Komarovsky in the Chair, rude behavior would have been inappropriate.

When her name is invoked, the first word that will come to mind for many will be scholarship; for others, beauty; for still others, warmth and supportiveness. For me, the first word that comes to mind is dignity.

When Mirra Komarovsky was chairing a meeting, it would have been unthinkable to challenge her competence. At a time when it was an important contribution to our Association, she quietly insisted on dignity in its deliberations and governance.

Raymond Mack  
Northwestern University

*T*he name of Mirra Komarovsky and citations to her work are rarely seen in the literature on the sociology of gender nor among the "theorists" cited among the classic works in the field. Yet her groundbreaking work on the sociology of sex roles and gender formed the basis of much of the work we take for granted today. Her book, *Women in Modern World: Their Education and Their Dilemmas* (1953), her important articles "Cultural Contradictions and Sex Roles" (1946); and "The Functional Analysis of Sex Roles" (1950) pointed to the structural and cultural factors that undermine women's aspirations and choices in professional and public life. She showed how the problems women faced were not psychological but social, and to be defined as a social problem. Before *Simone de Beauvoir's* *The Second Sex* found an American audience, and before *Betty Friedan's* *The Feminine Mystique*, Komarovsky laid out many of the problems and explanations for them that were incorporated into the sociological vision of sex and gender—a process that her colleague Robert K. Merton ("brilliant critic and generous friend") refers to as "obliteration by incorporation."

When I interviewed Mirra Komarovsky just ten years ago for the *Eastern Sociological Society's* newsletter; she had just returned from class—active in her 60<sup>th</sup> year of teaching.—most of it at the undergraduate level at Barnard College. She told me how as a refugee from Baku, a city in Azerbaijan, she fled to the United States with her family as a teenager, pursuing her studies to the PhD level—not an easy task for a penniless immigrant, a woman and a Jew. Always discrete about the behavior and attitudes of the many famous social scientists she knew and worked with, some of whom were certainly guilty of biases, she would speak only

of their contributions to the social sciences, saving her analysis of bias to the larger issues of structural and cultural factors in society. "I was interested in the big issues" she told me, "I was interested in the causes of the Russian Revolution" and "the causes of women's inequality."

Komarovsky was never an activist in the traditional sense. She did not participate in organizations but she did consult with such policy makers as Eleanor Roosevelt. And, of course, she was active in making women's roles in society and the analysis of attitudes toward them into the university curriculum. I asked her what she thought now (1989) about the place of women in the university and how she thought they were faring. I remarked on the small percentage of tenured women who held appointments in the elite universities such as Columbia. "It's been a harder job than we thought we'd have," she said. "Who reads our work? Other women. We're ghettoized." "What is to be done?" I asked. Her eyes flashed, as was typical of this passionate and determined woman. Without equivocation she answered, "push."

Cynthia Fuchs Epstein  
CUNY-Graduate Center

*M*irra—sociologist extraordinaire. She provided a sociological bridge from her studies of the Great Depression to life in the late 20th century.

She was a powerful, though gentle, voice for women sociologists.

She could hold her own against any of her male counterparts "across the street."

She will be long and lovingly remembered.

Matilda White Riley  
ASA President (1986)

*M*irra Komarovsky was a feminist foremother. Even though she wasn't actively involved in feminist politics, she was an early and long-time member of SWS. As the second woman president of ASA (1973-74), she was a visible milestone in opening up ASA to women. Her earliest work was prescient for studies of gender. She published a classic article, "Cultural Contradictions in Sex Roles," in the *American Journal of Sociology* in 1946. Her first book on women's issues, *Women in the Modern World: Their Education and Their Dilemmas*, was published in 1952.

Her research on the structure as well as the psychology of college men's "role strain" over changes in women's and men's roles and college women's paradoxical position (aspiration for career, marriage, and motherhood without institutional or personal support) in *Dilemmas of Masculinity* (1976) and *Women in College* (1985) is good feminist data. In a retrospective note accompanying "The concept of social role revisited," published in *Gender & Society* (1992:301-13), she says she thought that the data in *Women in the Modern World*, would have a political impact by itself but that she failed to confront "the problem of male resistance to change in gender stratification." She concludes that a 1991 edition of *Women in the Modern World* would have been "a more radical feminist text."

Judith Lorber  
Brooklyn College and Graduate School, CUNY

*I* did not know Mirra personally, but her book, *The Unemployed Man and His Family*, is still one of the very best examples of a holistic analysis of data from a non-random survey. Her work taught me how to think about multiple case analysis when I was planning becoming a two-job family and could find few other models for what I wanted to do.

Her finding that men who thought of themselves as providers only suffered much more from unemployment than those who had identities as fathers and husbands is particularly important.

Jane Hood  
University of New Mexico

*I* only came to know Mirra personally fairly recently, when she showed up at a talk I gave on profeminist men at the Barnard Women's Center in about 1988. She was so supportive of my work—more than I could have imagined—and read an early manuscript draft of *Manhood* in America out of interest.

And so I'd like to also remind the sociological community of her contribution to the study of men and masculinity as well. Her PhD dissertation, published in 1940 as *The Unemployed Man and His Family*, was a significant sociological portrait of the effect of the Great Depression on conceptions of masculinity. She was the first researcher who offered a sociological analysis of the effect of unemployment on men's feelings about themselves as men. Contrary to all predictions, what she found was that the hardest part of unemployment was the humiliation they felt at home, not in the public sphere. Her interviews with those 59 men are also masterpieces of intelligent fieldwork. It stands up well today, in the era of downsizings and layoffs, as the men in studies by researchers like Kathy Newman echo Komarovsky's own subjects.

Michael Kimmel  
SUNY-Stony Brook

*I* have many memories of Mirra, but the most prominent one is her total dedication to sociology and her equally total persistence in keeping up with the latest developments to the end of her life. She remained curious about what was happening in the discipline long after her final retirement from Barnard in the late 1980s—a decision, incidentally, that she regretted ever after.

When Mirra reached her 90s, she stopped buying tickets to the several chamber music series which had given her an excuse to invite friends and colleagues. Thereafter, I visited her in her apartment, and our sessions, which were quite regular, were devoted to two topics. One was the memories of earlier life that many older people like to share, but the more important topic was to find out what was new in sociology, or what did I think about something in an article she had just been reading—or as I will never forget, what exactly did sociologists mean by "postmodern."

In addition, Mirra continued to attend undergraduate classes in sociology in a variety of subjects at Barnard and Columbia, usually one a semester, and I can still see her sitting there among fellow students who were 70 years younger. She went to class for the same reason that she asked me questions: to keep up with the field, and to continue to be an intellectually active sociologist.

I used to joke with her about starting all over again, re-entering graduate school after she had taken enough undergraduate courses, then writing a second dissertation and finally going back on the job market for another career as a sociologist, perhaps by the time she was 100. At least I think I was joking, because Mirra's ability to remain young at heart and in mind never ended. It is still hard to imagine that she is gone.

Herbert J. Gans  
ASA President (1988)

*M*irra Komarovsky's research, spanning over half a century, addressed two major themes. One involved the cultural contradictions in sex roles induced by industrialization. In this she was ahead of her time, writing perceptively about the conflicts of educated women as early as 1946; to my knowledge no other social scientist born before 1920 saw this as much of a problem in the 1940s or 1950s. In 1953, she attacked with devastating politeness a book (written by a former women's college president) that favored "practical" higher education for women. In 1976, she discussed dilemmas of masculinity; many Columbia graduates wanted an educated wife who would stay happily at home. In 1985, she showed how college affected women's choices

## Mirra Komarovsky, *from page 1*

the director of the women's studies department. She received the Emily Gregory Award for teaching excellence, the Barnard Distinguished Alumna Award, the Medal of Distinction. She really was a Barnard woman.

In books like *Blue-Collar Marriage*, *Dilemmas of Masculinity*, and *Women in College: Shaping New Feminine Identities*, Mirra explored the dynamics of family and gender. The outlines of her thinking are evident in her 1946 article in the *American Journal of Sociology*, "Cultural Contradictions and Sex Roles." She showed that women's ambivalence was a response to institutional contradictions that stifled women's sense of self; that progressive attitudes without institutional rearrangement would not guarantee sexual equality; that women's playing dumb was a way to cope with paradox—higher education compromised their success with male students; that functionalist accounts of family life missed the role of conflict between the sexes.

Writing in *Harpers* in the early 1950s, she decried the neo-anti-feminism of the times. The president of Mills college had suggested that "learning how to prepare Basque paella would be as fulfilling for women as a course in post-Kantian philosophy." Mirra fired back with *Women in the Modern World*, a polemical brief for sexual equality.

Eventually, Mirra would earn recognition in the sociology profession: presidencies of the American Sociological Association and the Eastern Sociological Society, the Distinguished Career Award of the ASA, the Common Wealth Award and much more would come her way.

A remarkable continuity, of interest and spirit, marked Mirra's life. In recent years, when you were allowed to visit—when she felt good enough and looked good enough to entertain—you would witness the same old-world grandness, the twinkling eyes, the precision of phrasing, her beauty, the gentle irony, and always, her virtually life-long immersion in the sociological enterprise.

In 1991, Mirra received poor evaluations for her gender class. She was 86 years old. She ticked off the criticisms: "Poorly organized, difficult to understand lectures, and the like. It was all the more disheartening because it came as a surprise." Typically, ever the good empiricist, she set about researching the cause; in 1992, she received the best evaluations in years. "I need to prove

the following calumny wrong," she declared: "A sociologist says things everyone knows in a language nobody understands."

Around the same time, Mirra was writing about new developments in gender theory; I think it was a piece for the *Annual Review of Sociology*. Trying to get the hang of all the fashionable work on "discourse" and gender, she asked me what I thought: I said that discourse sounded fancier than Mirra's preferred word—"role"—which sounded square, and a bit clunky, but was perfectly serviceable: it had the virtue of saying plainly what she meant so that everyone knew what she was saying. She just smiled since she knew all this.

Mirra's empiricism was not philosophically shallow; unflashy did not mean inelegant, and surely not unstylish. Her sociological work was based on the elegance of understatement, of clarity, of the rejection of narcissism: Her interest remained in the object of her curiosity.

It is no cliché to say that Mirra was ahead of her time; I close with a few selections from fifty years ago that evoke her spirit and her substance.

"If men believed for a moment that the rearing of children is as difficult and important as building bridges, they would demand more of a hand in it."

"I now state even more explicitly that equality for women in the public spheres will not be realized as long as we maintain traditional role segregation within the family, with no alternative options."

"*Women in the Modern World* did not re-ignite the women's movement the way, a decade later, Friedan's *Feminine Mystique* deservedly did. The time was not ripe but much more importantly, my book was written in tones of sweet reasonableness; it was friendly to men. It did not, as a revolutionary tract must, summon the reader's rage. In fact, its rueful satire of our society was so subtle, at least for Friedan, that she used a paragraph of mine as illustration of the prevailing counsel of adjustment to the status quo."

"I support the values of family, but not only in rhetoric and not for women only. We could not convince women that child-rearing was a most valued social task unless men believed it too; unless our whole society became oriented toward values that cherish strength and compassion, nurturance and creativity." □

*Komarovsky was not given to self-promotion, which may help to explain why sometimes, especially in the 1970s and 1980s, she received less credit as a pioneer than she deserved. Today it is clear that her work yields an invaluable record of lives in particular places at particular times.*

Joan Huber  
ASA President (1989)

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## "It's in the ASR . . ."

### Collective Violence and Group Solidarity

by Susan G. Singley  
ASR Graduate Assistant

Sociological accounts of group conflict typically ignore, or treat as unproblematic, *intra*-group collective action problems facing groups in contention. Rather, the focus of such inquiries tends to be on the sources of inter-group tensions that can escalate to conflict and violence. Shared interest and action are taken as givens, and, indeed, are assumed to be strengthened or made more likely by external conflicts. In the June 1999 issue of *ASR*, Roger Gould challenges the standard assumptions of group conflict research, proposing that the tension between individual and collective interests *within* groups creates obstacles to group unity, and these obstacles in turn are central forces in the generation of group violence. He tests his thesis using nineteenth century court data on violent incidents in Corsica, a society with a strong tradition of family honor and prestige, and a collectivist social organization.

Gould argues that individual-level costs and benefits are central to understanding the process of group conflict: While individuals benefit from the protection offered by group membership they must also be willing to offer themselves—potentially their lives—as part of that protection. *Individuals* in dispute will summon their respective allies for support in order to demonstrate strength to their adversaries. The effectiveness of this demonstration, however, is only as strong as the perceived sincerity of the solidarity, and adversaries may refuse to back down in order to test this sincerity. Levels of sincerity on the part of disputants' kin, for example, are themselves driven by individual-level decisions about how high a price one is willing to pay to (potentially) reap future benefits of mutual aid and protection. "Expressions of group solidarity are therefore double-edged: They may succeed in forestalling escalation, but they intensify the violence that occurs if

they fail to do so" by involving two groups rather than two individuals, and raising the stakes for all involved.

The Corsican data provide support for the author's arguments about the "double-edged" nature of group solidarity. For example, Gould finds that, even in a society known for its feuding family groups, one-on-one violence was the norm: Individual violence did not lead automatically to group violence. In addition, evidence of group-level involvement was greater among those conflicts that did not lead to lethal violence than among those that did. Further, among those disputes that did lead to lethal violence, groups were much more likely to be involved if at least one of the groups had engaged in some form of dispute-related group action prior to the violence, suggesting that group solidarity had previously become a salient issue. Similarly, collective violence was more likely to occur in conflicts involving long-time adversaries, among whom reputations for group solidarity would be especially important.

Gould's thesis and results suggest that within-group dynamics involving the tension between individual and collective interests—expressed most clearly in the development and maintenance of "group solidarity"—are central to understanding group conflict. However, "[t]he principal insight in this account is that it is the fragility of group solidarity, not its strength, that leads to the intensification of conflict."

#### Also in the June ASR

In addition to the Gould article, the June 1999 issue of *ASR* contains an article on the principles of cohesion in cohabitation and marriage; a qualitative study of VE day commemoration in Germany; a sociophysiological study of the dynamics of social interaction; an article on the structuring of organizational populations; and two articles on immigrants, minorities, and residential segregation. □

## What's New in JHSB?

by John Mirowsky, Editor

The June issue of the *Journal of Health and Social Behavior* presents innovative studies in biosociology, health policy and organizational change, and marriage and mental health, along with the memoirs of a founder of contemporary medical sociology.

Biosociology examines the biological consequences or causes of social relationships. Allen Fremont, of Brigham and Women's Hospital and Harvard's Fellowship Program in General Internal Medicine, and Chloe Bird, of Brown's Community Health and Sociology, summarize the development and goals of biosociology. Two research reports illustrate the contributions sociologists can make. Alan Booth, David Johnson, and Douglas Granger examine the association between men's depression levels and their testosterone levels. They argue that medical science considers low testosterone a problem, because it represents an organic dysfunction. Behavioral science considers high testosterone a problem, because of related aggressive or antisocial behavior. Booth, Johnson, and Granger exploit a military survey of veterans to test their hypothesis of a u-shaped relationship between depression and testosterone levels. They also test the hypothesis that social pathology accounts for elevated depression associated with above-average testosterone. Switching to biology as dependent variable, Mark Peyrot, James McMurry, and Davida Kruger test the effects of social stress on glycemic control in diabetics. They distinguish between direct effects and those mediated by adherence to medical regimen. They nicely describe the distinct pathologies of Types I and II diabetes as they relate to the hypothetical direct and indirect effects of social stress.

Two studies of policy and change analyze large-scale social adaptation. Steve Harkreader and Allen Imershein analyze the conditions needed for state action in Florida's health care market. They describe Florida's political climate during a critical period of restructuring in the medical industry. They summarize each relevant state bill of the period. Using Boolean algebra, they find the combination of conditions that characterize the bills resulting in state action. Thomas D'Aunno, Thomas Vaughn, and Peter McElroy examine another recent large-scale change. They analyze the response of drug treatment organizations to the AIDS epidemic. The organizations had to adopt public health goals and approaches that often conflicted with their traditional ones. The study analyzes the effects of organizational attributes and relationships on HIV prevention efforts.

On the personal level, Robin Simon and Kristen Marcussen examine the beliefs about marriage that enlarge or shrink the effects of a change in marital status on change in depression. Using the National Survey of Families and Households, they show that the strength of certain beliefs appears to enlarge the emotional benefits of getting married and the emotional costs of getting divorced. In the absence of the beliefs changes in marital status appear to have little or no association with depression.

The issue begins with a return to the roots of contemporary medical sociology. Robert Straus, winner of the 1998 Leo G. Reeder award, gives his personal perspective from fifty years of work in medical sociology. In a fitting beginning to the issue, he sketches the critical decades of sociology's integration into the clinical and basic medical sciences. □

## Tribute, *from page 4*

about career and motherhood.

The second theme of Komarovsky's writing, blue-collar lives, appeared in two studies. In *The Unemployed Man and His Family* (1940) Komarovsky asked how a man's bread-winning ability affected his authority at home. In *Blue-Collar Marriage* (1962), probably her best-known book, women respondents explained in their own words what seemed awry in their lives. While she was sympathetic with husbands, she illuminated marital problems of blue-collar wives in a way that heralded the new women's movement later in the decade.

In all her work, her primary research tool was the case study. A limited number of interviews evoked an immediacy of experience and a sense of the complicated fullness of lives that cannot be attained in large sample surveys. At the same time, she never lost sight of the limits of case methods, taking great pains to ensure that her research described reality as accurately as possible.



# Associations Give New Attention to Civic Engagement

by Carla B. Howery  
Deputy Executive Officer

On April 29, 1999, the American Council on Education (ACE) convened a meeting, in Washington, DC, on civic engagement. The alphabet soup of association representatives, including the American Sociological Association, shared initiatives currently underway to engage students (and faculty) in community service, political participation, and civic responsibility.

ACE framed the problem this way: "The quality of civic life in America seems to be at risk. Scholars such as (sociologist) Robert Bellah<sup>1</sup> worry that Americans overemphasize individual choice and personal development without a corresponding civic commitment. Reports including the National Commission on Civic Renewal's "A Nation of Spectators,"<sup>2</sup> and calls for action by political scientists such as Robert Putnam (*Bowling Alone*) warn that civic health has declined steadily since 1974. Distrust of government, declining volunteerism, low voter turnouts, impoverished urban and rural areas, and divisive race relations point to weak civic health."

Where are the colleges and universities in this discussion? Higher education's lack of visibility and impact on civil life led Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching to lament: "What I find most disturbing...is a growing feeling in this country that higher education is, in fact, part of the problem rather than the solution, [that] the overall work for the academy does not seem particularly relevant to the nation's most pressing civic, social, economic, and moral problems."

The day-long conference was bracketed by information and exchange. For example,

the American Association of Universities (AAU) representing large research universities, illustrated their work in the urban areas in which many of the campuses are located. They have a useful publication called *Universities in Service to Communities*, with illustrations of projects, such as Tulane University's involvement with the New Orleans Housing Authority. More information is available on the AAU home page (<http://www.tulane.edu/~aau>).

The American Political Science Association (APSA), the other disciplinary society represented at the meeting, has a Task Force on Civic Education for the Next Century. The Task Force is designed to expand and disseminate research on the political disaffection of youth. In their initial work, they have identified four themes to educate students about participatory democracy: teach tolerance; teach collaboration; teach analysis; teach our traditions. The homepage for this project is <http://www.apsanet.org/CENnet/>.

The American Association of Community Colleges (AACC) has a major initiative in service learning. Given that community colleges are so well grounded in the community, the link to civic participation is highly compelling. The AACC offers model programs, best practices, mentors who have started such programs, and a clearinghouse for resources. Additional information is available from [www.aacc.nche.edu/spcproj/service/service.htm](http://www.aacc.nche.edu/spcproj/service/service.htm) or (202) 728-0200 x254. One of the AACC's model programs is an initiative called America's Promise - The Alliance for Youth, a non-profit organization headed by Gen. Colin Powell. Powell is looking to community college faculty and students to engage in community outreach and mentoring to

youth. More information can be found on the AACC homepage at [www.aacc.nche.edu/americaspromise](http://www.aacc.nche.edu/americaspromise).

The National Association of Schools of Public Affairs and Administration (NASPAA) has a campaign underway, entitled "Calling Students to Public Service Careers." They have a tool kit of resources for faculty advisors, career centers, and administrators providing profiles of students, tips on promoting these careers, and how to prepare for them. Additional information is available from [kmorrill@naspaa.org](mailto:kmorrill@naspaa.org) or (202) 628-8965.

ACE itself is holding a series of regional forums, *Listening to Communities*, at which diverse community, civic, business, philanthropic, religious, government, and educational leaders meet with leaders of local colleges and universities to discuss how higher education can best fulfill its role as educators of future civic leaders and partners in solving community problems.<sup>3</sup>

## Upcoming Conferences

*The National Society for Experiential Education* will sponsor a public policy institute on "Civic Responsibility and Public Deliberation" at the University of Virginia, Charlottesville, VA, June 10-12, 1999.

"*The Forum on Volunteerism, Service and Learning in Higher Education*" is slated for June 19-22, 1999, at the Georgia Institute of Technology, Atlanta, GA. Contact: [www.the-forum.org](http://www.the-forum.org).

*The Compact* will convene a conference on the engaged campus on October 24-26, 1999, in Rhode Island, with others to follow in 2000 and 2001, contact [campus@compact.org](mailto:campus@compact.org).

*Diversity, Democracy, and Social Responsibility: A Global Symposium*, sponsored by the American Association of Colleges and Universities and the Ford Foundation's Campus Diversity Initiative, will be held on October 28, 1999, in Albuquerque, NM. The meeting continues with a conference on improving minority participation in postsecondary education, "Educating All of One Nation: Diversity, Equity, and Democracy: Optimizing our Future", October 28-30, 1999, in Albuquerque, led by the ACE. Contact ACE at (202) 939-9395.

*The Society for Values in Higher Education* will sponsor conference on Heritage and Horizons, July 29-August 3, at Hampton University, Hampton, VA. □

## Endnotes

<sup>1</sup>Co-author of *Habits of the Heart*, ASA Council member Ann Swidler, University of California-Berkeley, wrote a useful essay for the *Chronicle of Higher Education* (May 16, 1997) called "To Revive Communities, First Strengthen National Institutions."

<sup>2</sup>Sociologists who have been active in the Commission include Alan Wolfe, Boston University; James Davidson Hunter, University of Virginia; Theda Skocpol, Harvard University; and Harry Pachon, Tomas Rivera Policy Institute. Another related group in which sociologists have been active is the Communitarian Network, founded by Amitai Etzioni. Contact them at <http://www.gwu.edu/~ccps>.

<sup>3</sup>For more information on Listening to Communities, contact the project director, Nancy Thomas at [nltandmhn@aol.com](mailto:nltandmhn@aol.com). □

## Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology departments

### An Open House for Prospective Graduate Students at Northwestern University

The Sociology Department at Northwestern University takes as a serious task reaching out to the 12-18 prospective graduate students accepted for admission. Evolving over many years, the Department hosts (and funds) an ambitious two-day "Open House" that works quite effectively. According to Professor Bernard Beck, who has played a large role in designing the current edition of the Open House, the Northwestern tradition of welcoming prospective graduate students in this way dates back twenty years—to when Andrew Gordon was in charge of graduate recruitment. The Open House has continued and been refined with such additions as allotted time slots for prospective students to meet with current graduate students and learn the "inside scoop," a chartered bus tour of Chicago with urban sociologist Al Hunter at the helm, and a substantive colloquium which brings recent Northwestern graduates of prominence in the discipline to discuss their current research.

Northwestern has also utilized the Open House as a means of professional socialization of its current graduate students. The Secretary of the Graduate Recruitment Committee Rosline Jerome commented that current graduate students have a very strong voice and a great deal of latitude to propose new ideas and features for the event: "In the three years that I have been involved, the graduate students have become much more involved. Graduate students really have a voice in the department, and people have a good sense of

what they are getting themselves into when they volunteer."

The Northwestern Open House is scheduled to coincide with the University of Chicago's welcoming day (to make life easier for prospectives visiting both departments of sociology) and to coincide with Northwestern's "Thursday Colloquiums" (which bring prominent sociologists to the campus for substantive discussions). In addition to this timing issue, the Open House also reflects Northwestern's sense of its reputation in the discipline. As Beck put it, "People do their homework before they get here, but the Open House may be the clincher . . . Northwestern doesn't take it for granted that we are so hot that we can get anyone."

One major benefit of bringing together the entire prospective entering cohort is that they have the opportunity to meet one another. By the time they come to this event, everyone has been accepted into the program, so there is no competition. Students are excited to meet one another and even plan to keep in contact, hunt for apartments together, and so forth. They look to the start of the semester with anticipation of seeing new friends rather than the apprehension that can occur when everything is new. The "cohort effect" produces a high proportion of acceptances even before the end of the "Open House." It also well launches the graduate student experience. □

## Carnegie Academy Focuses on Scholarship of Teaching and Learning in Sociology, Selects Fellows

by Carla B. Howery and Steve Hoffman  
Academic and Professional Affairs Program

The Carnegie Academy for the Scholarship of Teaching and Learning has selected four sociologists as Pew Scholars. The Pew Scholars investigate and document significant issues in the teaching and learning of their fields; their work is one component of the three-part Carnegie Academy initiative to promote scholarly work on teaching and learning within the disciplines.

The sociologists honored are: Jeffrey Chin, Le Moyné College, outgoing editor of *Teaching Sociology*; John Eby, Messiah College; Mona Phillips, Spelman College; and Ted Wagenaar, Miami University.

The Pew Scholars program is designed to develop a scholarship of teaching that will: foster significant, long-lasting learning for all students; enhance the practice and profession of teaching; and bring to faculty's work as teachers the recognition and reward afforded to other forms of scholarly work in higher education. Funding comes from the Pew Charitable Trusts. With additional support from their home institutions, each Scholar will complete a project that will contribute to the field.

Because the underlying philosophy of the project is that faculty need scholarly peers in teaching as in research, the Pew Scholars Program focuses on selected disciplines each year to form a *cohort* who can work together and have an impact on their campus and in their field. For each of the disciplines, the Academy is working closely with the respective scholarly and professional societies. ASA's Academic and Professional Affairs Program is actively involved and will assist in

dissemination of the Pew Scholars' projects.

The fifteen members of the pilot-year (1998) group represented four fields of study: chemistry, English, management, and psychology. The second year (1999) includes the fields of Chemistry, Mathematics, English, History, Psychology, **Sociology**, Business (including management and accounting), and Performing Arts. The entire group of fellows will meet for two weeks this June at the Carnegie Academy in Menlo Park, CA, to collaborate and launch their projects.

Chin's project will focus on the evolution of the scholarship of teaching from 1983-1998, using papers published in the American Sociological Association's journal *Teaching Sociology* as a database.

Service learning is the topic for Eby's project. He will redesign the introductory sociology course to integrate service learning and to assess the impact of this approach on learning concepts.

Drawing on her experience teaching theory, Phillips will examine the impact of theory courses on students' knowledge in other courses, on their activism, and on career choices.

Wagenaar's project will focus on how to better teach students core sociological concepts across the sociology curriculum. His experience in teaching both the introductory and the capstone classes led to his interest in this issue.

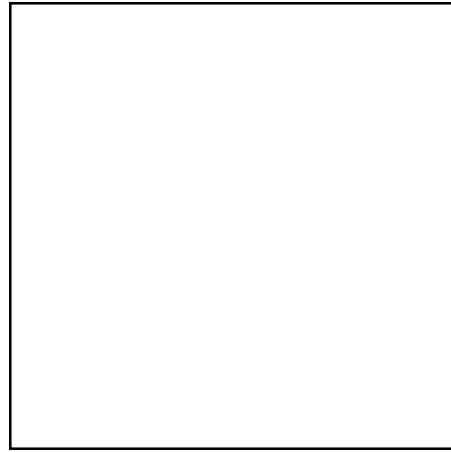
For further information about the Pew Scholars, consult the Carnegie Foundation website: [www.carnegiefoundation.org](http://www.carnegiefoundation.org)]; go to "Programs" and then to "Pew Scholars."

Sociologists may also apply for next year's competition, joining the cohort of four sociologists just selected. □

## ASA Testifies on NSF Appropriations

On April 28, Executive Officer Felice Levine testified before the House Committee on Appropriation's Subcommittee on VA, HUD, and Independent Agencies on fiscal year 2000 appropriations for the National Science Foundation (NSF). In addition to submitting written testimony (now available on ASA's homepage at <http://www.asanet.org>), Levine and spokespersons from other scientific societies addressed key issues and concerns in oral remarks. In a long day of hearing testimony in a small room, subcommittee members moved rapidly, but listened attentively.

As part of the Coalition for National Science Funding (CNSF), ASA urged a budget increase for the fiscal year 2000 appropriations of 15 percent for NSF, instead of the 5.8 percent being requested. Also, ASA loaned its support to agency-wide initiatives on informa-



Executive Officer Felice J. Levine testifies.

tion technology and biocomplexity—both of which include significant social and human issues requiring research. Levine pointed out that in some areas—for example, the earmark for study of the social, economic, and ethical

implications of the information revolution—the NSF Directorate for Social, Behavioral and Economic Sciences (SBE) has substantial expertise and can take the lead.

Levine's written and oral testimony linked the 15 percent request with a "clear and present need" for enlarged resources for basic research in the social and behavioral sciences. "In size and number of grants and duration of support, the dollars are simply not there," she said. Subcommittee members visibly responded when Levine illustrated the potential payoff from basic science by describing the NSF-funded National Consortium on Violence Research (NCOVR). She provided the subcommittee with information on an NCOVR video on *Violence in the Schools* produced last summer to help teachers and administrators address this issue.

Levine focused on two areas as examples of where added funds are essential:

First, while praising SBE for its increased attention to research on children, she noted how meager the response has been across agencies to the 1997 report, "Investing in Our Future: A National Research Initiative for America's Children for the 21<sup>st</sup> Century," issued by the National Science and Technology Council (NSTC). That report outlined significant science that needs to be done on the "influences of families, peers, schools, communities, media, and other social institutions." Levine emphasized that the SBE Directorate was well

situated to support this work were funds to be present.

Second, she also praised SBE for taking seriously and rethinking investments in infrastructure over the last two years. She emphasized that this renewed attention has not come "a moment too soon," noting that by 1996 investments in data resources had diminished by about 35 percent in 1980 dollars. But, Levine cautioned that "the need for resources far outstrips dollars, absent a larger allocation to SBE for infrastructure. Just this March, the research community responded to the SBE call for proposals with about 100 major submissions but, at most, six to eight can be funded."

Levine concluded the testimony with a pitch that the Committee on Appropriations take a leadership role in building sound policy on data sharing and data access. Citing NSF as an agency that, a decade ago, crafted a data sharing policy that works, she expressed grave doubts about the Congressional instruction to the Office of Management and Budget (OMB) to use the Freedom of Information Act (FOIA) to make accessible all data produced with federal grants. Others testifying on behalf of scientific and educational associations similarly urged the subcommittee.

By day's end, the subcommittee was provided with much information to buttress the CNSF recommendation to increase the NSF budget by 15 percent. Also, testimony laid a solid foundation for social and behavioral science support. The outcome of all of this in terms of net gain remains uncertain. □

## Sociology Doctoral Student and Activist Honored

by Kim Cameron-Dominguez,  
Minority Affairs Program

Syracuse University doctoral student Henia Johnson is inspired to organize, lead, support, assist, and console. Already the recipient of numerous community service awards, she is now being recognized nationally as this year's winner of the National Organization on Adolescent Pregnancy, Parenting, and Prevention Award (NOAPPP). NOAPP is a national membership-based organization centered on adolescent pregnancy, parenting, and prevention issues. Her three proud daughters nominated Johnson for the award, which honors a woman who has overcome the obstacles of teen motherhood to "achieve extraordinary personal and/or professional success."

Madonna Harrington, Syracuse University, who is Henia's mentor, says that Henia has worked "very hard to achieve successes others sometimes take for granted. She is very devoted to her family and to her work to help mothers who have had difficult times. Her research work right now concerns the experiences of mothers who have been sentenced to jail time. This commitment to other mothers who have to struggle to overcome serious setbacks is the reason she received this award."

Before beginning graduate work, Johnson empowered others as a community activist, particularly helping female and male inmates. Further, she provided support to families of victims of violent crimes as the founder of many community outreach organizations, including Voices Over Inner City Crime Exchanging Solutions (VOICES). The catalyst for the creation of VOICES was a 1991 National Crime Victim's Right's event that Ms. Johnson coordinated in Cleveland, Ohio. She heard first hand how victim's families wanted to learn how to deal with their grief of losing a family member to violent crime and how to share this healing process with other families suffering the same type

of loss. However, Johnson did not intend for VOICES to be just a grief support group; she and the other members, mostly mothers of crime victims, wanted it to be a means of empowerment. VOICES monitors how public and social service agencies respond to the needs of African-American crime victims. Members confront the negative images of African-American crime victims and work to broaden the community's awareness of violence and crime.

Johnson's activism extends to address the needs of those who commit the crime. In 1992, she created the Circle of Change, Discovery & Growth. This group worked directly with inmates in the Grafton Correctional Institution in Cleveland. There she spearheaded several projects including the production of a play entitled *Fragmented*, with the inmates responsible for all aspects of the play's production. *Fragmented* reveals the life a single urban mother and the paths her two sons choose to take, one goes to college and the other to prison. This dramatic outlet provided the inmates with a opportunity to face the consequences that their own choices had made in the lives of their families.

Johnson is currently planning a summer research project at Syracuse University that will focus on how women who have just been released from prison make the transition to "freedom" especially when facing the challenge of seeking employment or regaining custody of children lost to them during their imprisonment. She will be working with the Diversity Institute on Parenting Plus I and II for Incarcerated Women.

No one recognizes Johnson's devotion to helping others more than her family. Harrington adds that Henia "has a very extensive network of friends and family with whom she remains in close contact and from whom she draws on in times of need." The fact that Henia's daughters feel that their mother should be recognized nationally for her success confirms that Henia is not only inspired, but she also inspires. □

### ASA-COSSA Toast

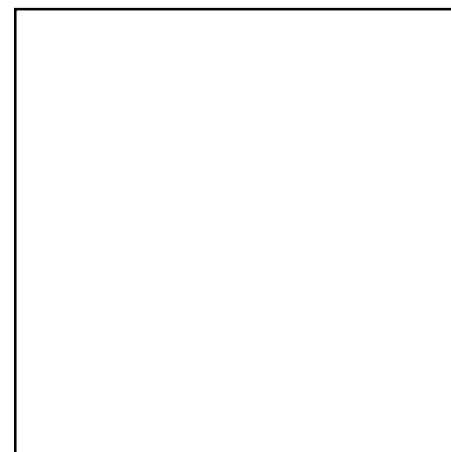
## Wilson Honored for National Medal of Science

April 26-27 marked two days of Washington celebration of the 1998 National Medal of Science and National Medal of Technology Laureates, including William Julius Wilson. Wilson was the only social and behavioral scientist to be so honored. The formal events started with a black tie dinner, a virtual "who's who" in science and science policy, hosted by William Daly, Secretary of Commerce; Neal Lane, Assistant to the President for Science and Technology; and Rita Colwell, Director of the Na-

tional Science Foundation. The following day, the medals were presented at a White House ceremony for the award winners, with immediate family and a small group of high ranking federal officials attending.

Wilson was acclaimed for his significant work on urban sociology; poverty; and the interaction of race, class, and location. A lengthy citation outlining Wilson's contributions concluded with the following: "His guiding hypotheses about the relationships among urban industrial decline, black job loss, residential segregation and the problems of family instability and communal dysfunction have stimulated a new generation of social, economic, anthropological and psychological research."

Not to be outdone by the official schedule, ASA and COSSA (the Consortium of Social Science Associations) kicked off the two days with a private luncheon of social and behavioral science leaders honoring Wilson. Toasts, table talk, and a tone of celebration permeated the room. In a brief but serious moment, ASA Executive Officer Felice Levine expressed the sentiments of the group in saluting Wilson for "passion, compassion, and commitment both to excellent science and to work of significance on behalf of the public good." □



From left: Bennett Berthenthal, NSF; William Julius Wilson; Howard Silver, COSSA; Felice J. Levine, ASA; David Johnson, Federation of Behavioral, Psychological, and Cognitive Sciences; and Florence Bonner, Howard University





## Public Forum



### Members Comment on ASA's Publication on Affirmative Action

#### The Power of Positive Thinking Revisited Positive Psychology Project Launched

by Carla B. Howery  
Deputy Executive Officer

Martin Seligman, past-president of the American Psychological Association, recently convened 18 scholars who will form the nucleus of a new field tentatively called "Positive Psychology," a field that focuses on positive health and strengths.<sup>1</sup> The group met in Akumal, Mexico last January.

Positive psychology is "the scientific study of optimal human functioning. It aims to discover and promote the factors that allow individuals and communities to thrive," according to Corey Keyes, an Emory University sociologist who was part of the Mexico meeting. This approach "is an attempt to complement the disease model of health which targets only sick individuals, focuses only on their ailments, and attempts to alleviate the source of human suffering, the positive model focuses on all individuals, attempts to identify what permits optimal functioning, and tries to promote human flourishing. A positive social science examines ideas like "the good life", "optimism," "flow" (that state in which we are wholly absorbed and perfectly happy in what we are doing, a "peak experience" when we lose time and enjoy ourselves tremendously), as well as social and psychological well-being – asking the questions: who has achieved these things, how did they achieve them, and how do they sustain them?

Positive psychology argues that simply being free from disease or disorder is not equivalent to being healthy. For example, Keyes and colleagues found that about 20% of the population report that they have nothing good in their lives (using quality of life measurements like "are you happy?" and "do you feel a purpose in

your life?"). These people have very low levels of "well-being," but are not necessarily distressed or depressed. According to a traditional disease model, they are healthy. According to the positive model, these people are sick, because they have the absence of good things in life. Positive psychology identifies these people as leading "quiet lives of despair" and would attempt to help them learn to focus on the positive things in their lives.

This shift from psychology's embeddedness in the "disease-oriented" model converges with sociological frames of reference that center on social context, social structure, and social change. There are a variety of applications of positive psychology, many of which would interest social psychologists and sociologists of health and mental health. For example, the positive psychology frame can be used at the level of organizations or communities by asking questions about "the good life." What is a good community? In what type(s) of communities do individuals thrive? How can we intervene at the community level to promote the good life? From a life-course perspective, researchers can look at how the sequencing of roles and events affects the quality of life: How does our start in life (looking primarily at SES) affect our sense of well-being? How does the way events unfold over our lifetime affect our sense of well-being? How can we intervene in these events to promote a sense of well-being? Similar questions might be also asked at the organizational level by examining organizational culture and trying to promote well-being as part of a workplace environment.

Keyes has been asked, with the support of the Gallup Organization, to organize two meetings of scholars

devoted to the conceptualization and measurement of the "good life." This project will be an important venue for the involvement of both sociologists and psychologists in the understanding of positive mental health. The first meeting will be held later this summer at Gallup's international headquarters. A follow-up meeting is being planned for later this year or into 2000 and will be held at the Rockefeller Foundation's Bellagio Center in Italy. Keyes will be editing a book on "human flourishing," based in part on the proceedings from these meetings. Initial funding from Gallup, says Keyes, "will seed research on such topics as subjective well-being, components of the positive work life, the importance of play, positive social relationships, and ultimate concerns (e.g., 'Why am I here and what is my legacy?')."

"I would like to see more sociologists devoting time to understanding positive aspects of social life and functioning as much as they spend time and research money on understanding what is 'broken down' or 'diseased.' It is simply clear to me that fixing and repairing problems does not lead to preventing and promoting the positive and good things of life. For example, we are now more able to successfully treat many mental disorders. Yet, the incidence of disorder and disease has not been curbed, in fact, depression has only risen over the last half of the century." These issues are ripe for collaboration among social, behavioral, and biomedical researchers.

<sup>1</sup> For a detailed article about this specialty, see the article in the *Chronicle of Higher Education*, February 12, 1999, pages A13-15.





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**Public Forum**, *from page 8*

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**Student Forum Advisory Board Seeks Undergraduate Representation**

Nominations are sought for two (2) undergraduate representatives to serve on the ASA Student Forum Advisory Board. Nominees must be student members of the ASA, and must be continuing in an undergraduate program during the 1999-2000 academic year. Nominations should include a statement of interest, a brief biographical sketch, and a summary of relevant background experiences or expertise. Self-nominations are encouraged. The deadline is July 10<sup>th</sup>. Send four (4) copies of nomination materials and contact information (mailing address, phone number, and e-mail address for the summer) to: Student Forum Nominations Subcommittee, c/o ASA Governance, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701

A subcommittee of the ASA Student Forum Advisory Board will review all nominations and select a list of candidates. These candidates will be presented to the Student Forum membership at the Student Forum Business Meeting on August 7, 10:30 a.m.-12-15 p.m., during the ASA Annual Meeting in Chicago. Official election will take place during this meeting. Nominees are encouraged to attend the ASA Annual Meeting as the term of service will begin immediately following the balloting by the Student Forum membership. □

# Rethinking Outreach as Professional Service in Higher Education

by Carla B. Hovey

Academic and Professional Affairs Program

Over the past several years the higher education community has been engaged in a national conversation about the meaning and value of professional service. The issues are knotty. While the roots of this conversation stem from an interest in rethinking the nature of faculty roles and rewards in a changing higher education, it occurs at a time when there are calls for faculty accountability, questions about productivity, assessment requirements, and a general unrest about the professorate from parents and legislators.

The nomenclature swirling around professional service in the current context may muddy the waters. Most commentators writing on this topic stress that service involves *external professional expertise* that is in line with the *institutional mission*. Generally speaking, the new conversation does not center on most institutional and disciplinary service as faculty members and departments think about it, such as traditional committee work or activities like service as an editor or on a peer review group. While this work is important, worthy, and needs to be done and rewarded, it is not at the center of the current discussion of professional service. The more recent conversation is about *professional*

*service involving the application of our disciplinary knowledge to meet the agenda of a non-disciplinary audience or group.*

A number of sociologists are actively working on this issue. Zelda Gamson (University of Massachusetts-Boston) directs the New England Research Center for Higher Education (NERCHE) which is engaged in a project with departments to develop effective models of evaluating professional service. Another sociologist who has thought seriously about professional service is Sue Marx Smock, Dean of Metropolitan Studies at Wayne State University. With Sandra E. Elman, she wrote the monograph *Professional Service and Faculty Rewards* (1985), which was one of the early volumes that stimulated an interest in this subject.

The Smock and Elman book was undertaken under the auspices of the National Association of State Universities and Land Grant Colleges. It is no coincidence that the publication has such a sponsor. Land grant universities have fused faculty roles of teaching, research, and service in a more congruent way than have other types of institutions. Indeed, Elman and Smock use the land grant institutions and their agricultural extension agents as the model for professional service.

Urban institutions also tend to emphasize service to the community. Marquette

University was highlighted in a recent (April 30, 1999) story in the *Chronicle of Higher Education* for its role in reducing urban blight. Several other urban campuses (e.g., California State University-Sacramento, with sociologist Dean Dorn as coordinator) are working under a Pew grant to explicate the relationship between a campus and its urban home.

This outreach is not as broad and deep as it might seem based on examining the reality of professional service in public institutions today. In Lynton's book, *Making the Case for Professional Service* (1995), he summarizes the situation as follows: "Much of the outreach and service provided by American universities are carried out primarily by peripheral units, with only limited involvement of the core faculty. The enormous intellectual potential represented by over 150,000 faculty members in more than 300 public universities is only marginally utilized. To mobilize this valuable resource more effectively will require a basic change of the faculty reward system so as to place more emphasis and provide more incentives for the assimilation, synthesis and transmission of knowledge. . . . The crucial task is to create conditions to ensure that professional outreach and service activities of faculty will be taken seriously by academe" (p. 5).

Every field or discipline faces a chal-

lenge in determining what forms of activity are worth pursuing in light of the core of a field, the strengths of a department, and the mission of the institution. While these are not easy questions, Lynton provides a strategy for developing answers. Building on the work of the late Ernest Boyer and sociologist Eugene Rice, he urges broadening the band of faculty work that is encouraged and rewarded. His focus on professional service centers on the use of scholarly expertise and how institutions with different missions set forth policies to accomplish this goal.

Lynton's book and its companion volume written with Amy Driscoll, *Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach* (1999), provide useful tools for initiating this discussion. In particular, Lynton recommends that a department "walk through" ten questions that are intended to be suggestive not prescriptive:

1. What kinds of outreach activities are possible within our discipline or professional field?
2. Which of these activities are particularly consistent with the mission of our school, college, and/or university?
3. Which of these are of greatest potential value in enhancing our department's undergraduate and graduate programs? Which could best provide opportunities for direct student involvement? Which are likely to benefit classroom instruction?
4. Which of these activities are of greatest potential value to, and can most benefit from, basic and applied research carried out by members of the department and related units?
5. In light of our answers to the preceding questions, what should be our collective priorities with regard to professional service provided by members of the department?
6. Do any of these priorities depend on collaboration with other departments? If so, how could that collaboration best be structured?
7. What would we consider to be characteristics of scholarship germane to our discipline or professional field, and how could these characteristics be manifested in professional service?
8. What measures of scholarly quality make sense for us?
9. What documentation would be appropriate for the kind of professional service we want to encourage?
10. How can we best communicate with potential clients of our professional service so as to get their input with regard to needs and priorities?

Experts on this issue note that departments cannot engage in rethinking professional service in a vacuum. What an institution sees as its mission is the critical underpinning for this discussion. Some institutions have given professional and community service a higher priority than others. Portland State University, Tulane University, Pitzer College, and University of Pennsylvania are four that have advanced this agenda. Those that do so most successfully seem to make that priority clear, and follow up with appropriate assessments and rewards.

## Sources Cited

- Driscoll, Amy and Ernest Lynton (1999). *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. Washington, DC: American Association for Higher Education.
- Elman, Sandra K. and Sue Marx Smock (1985). *Towards an Integrated Structure*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Lynton, Ernest (1995). *Making the Case for Professional Services*. Washington, DC: American Association for Higher Education □

## Chicago, from page 1

game with the Chicago Fire, our men's champion professional soccer team.

Roosevelt University's Auditorium Theatre is at the southern end of the west side of Grant Park, featuring a rousing itinerary of shows in a grand, old-style theatre. You'll find the Museum of Contemporary Photography run by Columbia College a bit farther north of there. It is loaded with influential work, but some of it may disturb younger children. Because of a recent fire, check at the time of our meetings to see if they have reopened. Farther north on this side of the Park is the Chicago Cultural Center. It features magnificent rooms and interiors, hosting a great line-up of lectures and concerts and a small (free) and very intergenerational Museum of Broadcast Communication.

Across the street on the east side of Michigan Avenue is the indomitable Art Institute. You know better than I whether your children will enjoy a trip to this amazing house of treasures. The Goodman Theatre is located behind the Institute, too, along the northern border of the Park. It has an excellent line-up of shows that the family might like.

Slightly to the northwest of the Park at Michigan and Wacker is the boarding spot for an experience not to be missed: the Chicago Architecture Foundation's River Tour. There is no more stunning and enlightening way of seeing Chicago or enjoying fresh summer air than with a one-and-a-half hour boat tour up and down the Chicago River, including a quick jaunt through the locks onto the Lake. Get your reservations as early as possible; this is a popular experience. If you can't get on this tour, try one of the rival company's boats on the other (north) side of the River.

Other boating experiences may be found at Navy Pier, including a ferry that runs through the harbor to and from the Shedd Aquarium. The Pier is located several blocks north of Grant Park, extending out into the Lake. It is a kid visitor's dream. Keep your wallet handy, though, or establish well ahead of time what the budget will be. Just walking out on the Pier, surrounded by water and activity and looking back at the City is great. With the festive air of a boardwalk, nightly (free and often competing)

concerts, fireworks every weekend, a huge Ferris wheel and carousel, lots of souvenirs for purchase, tons of food to buy—outside and in—and several options for those who want to go out onto the Lake by boat, this is a happening place. Check out the Crystal Garden on top with its indoor shooting fountains. Here is where you'll find the renowned Children's Museum as well as an OmniMax 3-D Theatre, sure hits with everyone in the family. Save the outside garden of fountains at the entrance to the Pier for one last splash before leaving.

Had enough of the downtown scene? Want to visit my all-time favorite museum in a city of hard choices? Looking for a couple of city playgrounds or amazing bookstores? Always wondered what the faux-Gothic campus of the University of Chicago and the remarkable collection of Egyptian artifacts (and others) at the Oriental Institute looks like? Head to Hyde Park for a day or two. It's a 15-minute trip from downtown.

Here is the extraordinary Museum of Science and Industry, my favorite, housed in some of the original buildings constructed for the Colombian Exhibition over a hundred years ago. Get your tickets for the OmniMax movie as soon as you get there; the shows sell out quickly. In the summer, the lines for favorite exhibits (indoor rides!) can be daunting, but try visiting more popular exhibits in late afternoon, when most people have petered out. Ride a cage elevator down a pitch-black shaft then hop on a train as you see and hear the equipment used in coal mining. Ride the Navy's two flight simulators (several times) and walk through the simulated flight carrier deck. Tour and learn the dramatic history of a real German U-boat. Try out the demo exhibits on the physics of flying near the 727 plane hanging off the balcony. Watch baby chicks being born. Visit the other four-fifths of the museum, including wonderful places for hands-on fun for little ones! Go early to your OmniMax show. Have someone save your place on line and look at the exhibit on space travel and exploration, too.

You can find maps, admission rates and hours, and more information on all kinds of sightseeing tours (check out Al Capone's

Chicago hangouts, for instance) on the two best general web sites I've found for visiting Chicago: [www.chicago.il.org](http://www.chicago.il.org), or [www.ci.chi.il.us/Tourism/](http://www.ci.chi.il.us/Tourism/), or call 1-800-2CONNECT for a free Visitors Guide.

Although most of the sites I've mentioned are located around Grant Park, the Park is big—over two miles long and half a mile wide. After walking around a museum for a couple of hours you may not feel like hoofing it to your next destination. There are information booths throughout the Park and near the Aquarium where you can get public transit information. Children 6 and under ride free with a paying adult, 7-11 year-olds are half price. Indoors, institutional staffs are always helpful. Cabs are plentiful and easy to hail.

You also may wish to visit the extensive—yet free—Lincoln Park Zoo, a few minutes' north of our hotels on Fullerton Street. The collection includes a wide range of captive and domesticated animals. A visit to the incomparable Marshall Fields Department Store at State and Randolph Streets—very close to our hotels and west of the El—may be fun. (This is the same elevated train where Harrison Ford did a rather hair-raising scene in "The Fugitive.") If nothing else, the kids will love the nine-floor, central escalator and the candy departments downstairs at Fields. There are many dining options for lunch.

The museums I've mentioned have cafeterias and restaurants where you can get a (rather high-priced) kid-friendly and often wholesome meal. If you're looking for other restaurants appealing to children, check out the area around Ontario and Wells. Here is my best (loud) pick for kids: "Ed Debevic's," a 50's diner-style joint where the milk shakes almost as much as the countertop dancing waitstaff. Their motto: good food, fresh service. The burgers are to die for. Across the street you'll find Planet Hollywood, the Hard Rock Café, McDonald's, and others, and not far away is the Rainforest Cafe.

Whatever you choose to do while you're here, I hope you'll consider bringing your kids with you. Chicago is one of the best places for a sociologist to integrate home and work, and the meetings are a great excuse to do so in this most adventuresome way. □

## Corrections

The call for nominations for the **2000 Dissertation Award** was listed in error in the Call for 2000 Award Nominations. Unlike other awards that are now being selected a year in advance, this award will continue to be made during the year it is conferred for dissertations defended in the prior calendar year. The deadline for submission for dissertations successfully defended in 1999 will be February 15, 2000. The Selection committee will consider dissertations up through that period.

## Call for Papers

### CONFERENCES

**Association for the Study of the Cuban Economy**, (ASCE) Ninth Annual Meeting, August 12-14, 1999, Biltmore Hotel, 1200 Anastasia Avenue, Coral Gables, FL. ASCE invites papers on a variety of subjects related to the Cuban economy and society. Individuals interested in presenting a paper or serving as discussants should contact: Jorge Pérez-López, ASCE Program Committee Chair, 5881 6th Street, Falls Church, VA 22041; (703) 379-8812; e-mail perezlop@erols.com for requirements and instructions. A selection of the papers presented at the meeting will be published by ASCE in its annual publication *Cuba in Transition*.

**California Sociological Association**, Tenth Annual Meetings, October 29-30, 1999, Berkeley Marina Radisson. Theme: "Work and Leisure in the New Millennium." Proposals for sessions, papers, and roundtables are invited on all sociological topics. Student papers are especially welcome. Send proposals by July 1 to the Program Chair: Carole Barnes, Department of Sociology, California State University, Sacramento, CA 95810-6005; (916) 278-5737; e-mail cwbarne@csus.edu.

**International Conference on Socio-Cultural and Policy Dimensions of Health Care**, November 20-22, 1999, Singapore. Jointly organized by the Policy Research Program of the National University of Singapore and the Research Committee on Sociology of Health of the International Sociological Association. Deadline for abstracts (not exceeding 250 words) is September 15, 1999. For abstract, registration forms and further information please contact: Conference Co-Chair Stella Quah, Department of Sociology, National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260; e-mail socquahs@nus.edu.sg or Conference Secretariat, (65)-874-4989; fax (65)-779-1489; e-mail cofsec@nus.edu.sg.

**International Society for Intercommunication of New Ideas**, Fifth International Congress, August 18-21, 1999, Mexico City, Mexico. Proposals for papers or full sessions are welcome. The deadline for submissions for ASA members is June 23, 1999. Individual participants should send either an abstract or full paper. Contact: Edgar Ortiz, Program Chair, Apartado 21-712, Col Coyoacan, Del Coyoacan, 04000 Mexico, D.F.; (525) 658-1949; fax (525) 658-1949; e-mail edgaro@servidor.unam.mx.

**22nd Annual North American Labor History Conference**, October 19-21, 2000, Wayne State University, Detroit, MI. Theme: "Labor and the Millennium: Class, Vision, and Change." The Program Committee invites proposals for panels and paper. Submit proposals (including a 1-2 page abstract and curriculum vitae for all participants) by March 15, 2000, to: Elizabeth Faue, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525; fax (313) 577-6987.

**The Rhetoric(S) of Masculinity**, March 2-4, 2000, Seville, Spain. Proposals (500-words abstract in either English or Spanish) should be sent before September 27, 1999 to: Carolina Sanchez-Palencia (e-mail

csanchez@siff.us.es); Juan Carlos Hidalgo (e-mail jhidalgo@siff.us.es); Departamento de Literatura Inglesa y Norteamericana, Universidad de Sevilla, C/. Palos de la Frontera, s/n, E-41004 Sevilla, Spain; fax 954551552.

**State University of New York-Buffalo** Graduate School of Education in conjunction with the Institute for Research and Education on Women and Gender (IREWG), National Conference, April 14-15, 2000, The Adams Mark Hotel, Buffalo, New York. Theme: "Urban Girls: Entering the New Millennium." Proposals must be postmarked no later than September 15, 1999. Potential participants will be notified by November 1, 1999 as to their inclusion in the program. Mail proposals to: Urban Girls Conference, Graduate School of Education, State University of New York, Buffalo, NY 14260.

### PUBLICATIONS

**Contributions in Sociology Series**, Greenwood Press, welcomes scholarly manuscripts (60,000-85,000 words) monographs/edited volumes on a wide array of subjects in sociology and related disciplines. Submit proposals to the Series Advisor: Dan A. Chekki, Department of Sociology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9, Canada; fax (204) 774-4134; e-mail sociology@uwinnipeg.ca.

**Innovative Techniques for Teaching Sociological Concepts and the Sociology of Gender**. Instructional materials are currently being sought for this more focused edition of Kain and Neas's, *Innovative Techniques for Teaching Sociological Concepts* (1993). We are looking for creative ways of teaching gender to high school and college students of sociology. This set of materials will include a range of approaches from in-class to out-of-class assignments geared toward individuals, groups, or large classes. We will also include essays of varying lengths on practicing feminist pedagogy. Submissions are welcome on an IBM compatible

diskette (MS Word) or as an e-mail attachment. Please send materials by June 15th to: Julie Childers Boettcher, Department of Sociology, McGuinn Hall 426; Chestnut Hill, MA 02467; e-mail julie.childers@bc.edu.

**Journal of Contemporary Ethnography** seeks submissions of and/or about ethnography broadly defined and without regard to disciplinary or national boundaries. Please send your submissions to: Rob Benford, Editor, *Journal of Contemporary Ethnography*, University of Nebraska, Lincoln, NE 68588-0390.

**Research in Community Sociology** (JAI Press). Volume X invites papers on various dimensions of communities: discussions of theoretical and methodological issues, and empirical research, case studies and analyses of micro-macro linkages, and critical studies on community structure/change, problems, policy-planning and related issues. ASR format, not more than 50 pages, three copies. Submit papers before October 15, 1999. Contact the Editor: Dan A. Chekki, Department of Sociology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9, Canada; fax (204) 774-4134; e-mail sociology@uwinnipeg.ca.

**Research in the Sociology of Work**, the JAI journal, invites submissions to its special issue on "Remaking Work Organizations," scheduled for the year 2000. The issue seeks to lend greater clarity and cogency to sociological thinking about the structural shifts currently reshaping work organizations throughout the advanced capitalist world. The length and form of submissions should conform to usual journal-style conventions (double-spaced, with abstract, bibliography, end-notes, etc.). The deadline for submissions is December 15, 1999. Submissions should be sent to: Steven P. Vallas, School of History, Technology, and Society, Georgia Institute of Technology, Atlanta GA 30332-0345; e-mail steven.vallas@hts.gatech.edu.

**Right Wing Women Across the Globe**. Paola Bacchetta (University of Kentucky)

and Margaret Power (Illinois Institute of Technology) would like to invite contributions to their forthcoming co-edited book, *Right Wing Women Across the Globe*. This book will be interdisciplinary, with articles that shed light on why women join the right, their ideologies, how women are used by right wing organizations, how right wing women might feel they "benefit" from their involvement, images of right wing women in the discourses of male right wing organizations, and what differences women's involvement might make. The book at this stage includes articles from South Asia, Latin America, the USA, Turkey and France. Contributors writing on Europe (other than France), North and sub-Saharan Africa, Southeast Asia and the Middle East are invited to send abstracts by June 1, 1999, to: Paola Bacchetta, Women's Studies Program, 915 Patterson Office Tower, University of Kentucky, Lexington, KY 40507; e-mail pbacc0@pop.uky.edu.

**Sexuality & Culture** is a quarterly interdisciplinary journal published by Transaction Publishers at Rutgers University. The journal welcomes the submission of original manuscripts dealing with issues of sexuality and culture. Manuscripts should be double-spaced and include a summary of approximately 200 words. Four copies of the manuscript should be submitted to the Managing Editor: Roberto Refinetti, *Sexuality & Culture*, 504 Lake Colony, Drive, Birmingham, AL 35242; e-mail refinetti@msn.com. For further information, see the journal's web site at <www.csulb.edu/~asc/journal.html>.

**Social Stratification Courses: Syllabi and Instructional Materials** is being revised for a Fourth Edition. Submissions of syllabi from courses on inequality and social stratification are welcome. Courses which examine inequality with a special focus such as comparative, gender, education, power, and so forth are also invited. Also welcome are essays and ac-

*Continued on next page*



## Call for Papers, *continued*

tivities relating to social stratification, especially those stressing engaging and challenging students. Materials can be sent to: Scott Sernau, Department of Sociology, Indiana University-South Bend, South Bend IN, 46634-7111.

**Teaching About Ethnoviolence, Hate Crimes, and Related Phenomena.** The ASA Teaching Resource Center would like to receive relevant course outlines and syllabi, bibliographies and filmographies, games and simulation exercises, catalogs, and other materials that may be of value to teachers and workshop leaders. Brief didactic pieces will also be considered. Send your contributions (disk and hard copy) to: Howard J. Ehrlich, The Prejudice Institute, 2743 Maryland Ave., Baltimore, MD 21218; e-mail prejinst@aol.com.

## Meetings

**June 24-27, 1999.** *Machiavelli, Power and the Future of Cities: Cities and the Future of Civic Leadership in an Open Society Conference*, University of Akron, Akron, OH, Quaker Square Hilton. Theme: "Knowledge as a Source of Power and Cities as Centers of Cultures Producing Knowledge." Contact: Richard V. Knight, Institute for Future Studies and Research, Public Administration and Urban Studies Department, Buchtel College of Arts and Sciences, The University of Akron, Akron, OH 44325-7904; (330) 972-5117; fax (330) 972-6376; e-mail Machiavelli@uakron.edu; <http://www.uakron.edu/machia>.

**June 28-29, 1999.** *Improving HIV Care and Prevention Into the 21st Century Conference*, Omni Shoreham Hotel, Washington, DC. There are no registration fees but all individuals must pre-register by June 10, 1999. To receive a registration form contact: Andrea Hall, (301) 986-4870; or register online at <http://meetings.s-3.com/hivcare>.

**July 11-14, 1999.** *Jane Addams Hull House and Toynbee Hall International Conference*, Chicago Sheraton Hotel and Towers, Chicago, IL. Theme: "Settlement Houses: Transcending Boundaries." For more information call (312) 906-8600, ext. 333; or (800) 448-0083; e-mail conf@hullhouse.org.

**August 7-8, 1999.** Chicago, IL. *Eighth Annual Conference of the International Coalition Against Sexual Harassment*. Theme: "Creating Change: Sexual Harassment Research, Training, and Advocacy for the 21st Century." Program includes panels, symposia, and workshops. For information or registration material contact James Gruber (313) 593-5611; e-mail jegruber@umd.umich.edu or Susan Fineran (617) 353-7912; e-mail sfineran@bu.edu.

**August 8-12, 1999.** *National Social Science Association Summer Seminar*, San Francisco, CA. Theme: "Teaching the Social Sciences." Special emphasis on using technology in the classroom. Contact: NSSA Summer Seminar, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636; e-mail natsocsci@aol.com.

## Competitions

The International Committee of Social Gerontology is presenting a prize for social gerontology work on an international level. The first prizewinner will get 30,000 FFR which will be presented in Paris in 2001. Topics may include: aged populations, the aging process, demographic and pathological aging in relation to the social, economic, cultural and medical factors, position and role of aged groups in society, socio-cultural ways of life, behavior of aged groups and influences on their behavior. The scientific works will put together all conditions required by scientific research. The scientific works (in triplicate) will be written in French and the complete summary will be in English (or vice-versa). Closing date: May 1, 2001. Contact: Comité de Prix International de Gérontologie Sociale, 282, Avenue du Maréchal Juin, 92100 Boulogne, France.

## In the News

**Howard Aldrich**, University of North Carolina, was quoted in the article, "Working Together: Family Business Ownership" in *The Durham Herald-Sun*, April 18th. He discussed the issues that arise when couples work together as business owners.

**Kevin Bales**, Roehampton Institute London, was interviewed and quoted in the *Wall Street Journal* about contemporary slavery. Subsequently he was interviewed on the NPR program *Fresh Air*; the Los Angeles program *Up for Air*; *Capital Newsbeat* in Washington DC; *The Source Report* on NBC Radio; *The Voice of America*; *New York and Company* on WNYC; the NPR program *To the Best of Our Knowledge* and the syndicated *G. Gordon Liddy Show*; and April 30 in the *Chronicle of Higher Education*.

**Chloe E. Bird**, Brown University, received media attention for her paper "Gender, Household Labor and Psychological Distress: The Impact of the Amount and Division of Housework" published in the March issue of the *Journal of Health and Social Behavior*. She was interviewed on March 15 for NPR's *Here and Now*, on March 17 for BBC's *All Night Long* and on March 29 for CNN *Headline News*. Bird was quoted in *USA Today* (March 15), *The Daily Telegraph* (London, March 16), the *Christian Science Monitor* (March 17), the *Chronicle of Higher Education* (March 26), and the *Chicago Tribune* (March 31).

**David G. Bromley**, Virginia Commonwealth University, was quoted in the September 14, 1998 *The New Yorker* and the October 11, 1998 *St. Petersburg Times* about the Rev. Sun Myung Moon's Unification Church.

**Craig Calhoun**, New York University, was interviewed by ABC television news on March 24, by CNN *World News Tonight* on March 30, and by FOX *Live* on April 5 concerning the crisis in Kosovo. The interviews were broadcast nationwide.

**Anthony Cortese**, Southern Methodist University, was interviewed on camera by FOX television news on immigration and international matchmaking organizations.

**Donna Gaines**, Barnard College of Columbia University, was interviewed about Marilyn Manson fans in December 15, 1998 by *Salon*. In "American Psycho", in the January issue of *SPIN*, she was quoted about the trial of underground 'zine publisher Jim Goad. That month she was also interviewed by *Teacher* magazine about the use of rock music in the classroom. On February 28 Gaines' work on suburban youth subculture was cited by Eric Bogosian in a *New York Times* feature on art and changing images of the suburbs. An interview with Gaines about girls' magazines and images of the body appears in the May issue of *Brill's Content*.

**Kathleen Gerson**, New York University and **Jerry Jacobs**, University of Pennsyl-

vania had their research on working time and work-family conflict profiled in the April 12 issue of *Business Week* and in the April 11 *Chicago Tribune*.

**Fred Hoffman**, University of Southern California, was quoted in a March 21 article in the *Los Angeles Times* on his research on Hispanic adaptations of Alcoholics Anonymous.

**Richard Ingersoll**, University of Georgia, was interviewed and quoted about his research on the organizational sources of underqualified teaching in high schools for a front page article in the February 15 *Washington Post*.

**Eric L. Jensen**, University of Idaho, was quoted in a front-page article in the March 3 *The Idaho Spokesman-Review*, from his research which found that the existing mandatory waiver statute for designated offenses in Idaho did not serve as a deterrent to serious violent crimes by juveniles.

**Julie Press**, Temple University, was quoted in an April 1 article in the *Philadelphia Daily News* on how marriage affects womens' chances for success in their careers.

**Kimberly A. Reed**, Queens College, City University of New York Graduate Center, was featured in the *New York Times* on February 21, Real Estate Section, in the article, "Lofty Prices Send Loft Pioneers in Search of New Frontiers," discussing the art community and gentrification on the Brooklyn waterfront.

**Wornie Reed**, Cleveland State University, had a feature profile done on him and his work as director of the Urban Child Research Center in the *Cleveland Plain Dealer* on March 26. He also had an op-ed piece in this newspaper on February 25 which critiqued the "return to orphanages" movement. A monthly expert guest on urban issues for the local radio station WZAK, he is frequently interviewed by the *Plain Dealer* and local radio stations, including recent interviews about child welfare issues on WCPN (April 2), and urban development by the *Plain Dealer* (March 31).

**Barbara Katz Rothman**, CUNY-Baruch College, was quoted in a *New York Times* article on March 31 about a case of switched embryos at an in vitro clinic, in relationship to her book, *Genetic Maps and Human Imaginations*.

**William L. Smith**, Georgia Southern University, was interviewed on April 6 by CNS (Catholic News Service) of Washington, DC about Irish priests in America.

**Gregory Squires**, University of Wisconsin-Milwaukee, was featured in an April 20 article in the *Chronicle of Higher Education* about urban universities' work with the local community.

**Stephen Steinberg**, CUNY-Queens College, wrote an opinion piece in the April 19 *Newark Star-Ledger* on racial profiling. He was also interviewed and quoted in a

February 28 article syndicated by the Newhouse News Service on affirmative action in college.

**Janis C. Weber**, University of Wisconsin-Stevens Point, was interviewed in March by WSAW television, the CBS affiliate in Wausau, Wisconsin. The topic was the increasing membership of the Ku Klux Klan and the sociological implications of this phenomenon. In April, Weber was a guest on *To the Point*, WWSP Radio. Structural influences of the shootings in Littleton, Colorado were discussed.

**Charles V. Willie**, Harvard University and **Sarah S. Willie**, Swarthmore College, were featured in an article in the *Bay State Banner* on April 1 about sessions on race-relations in the Eastern Sociological Society's 69th Annual Meeting.

## Awards

**Patricia A. Adler**, University of Colorado-Boulder, received the Boulder Faculty Assembly Teaching Excellence Award, named for the most outstanding teacher in the College of Arts and Sciences.

**Ramón Bosque-Pérez**, CUNY-Hunter College, received an honorable mention from the PEN Club of Puerto Rico for a book he co-edited with **José Javier Colón**, *Las Carpetas: Persecución Política y Derechos Civiles en Puerto Rico: Ensayos y Documentos*.

**Leo Driedger**, University of Manitoba, will be given the 1999 Canadian Sociology and Anthropology Association Outstanding Sociologist Award in June.

**Drew Halfmann**, PhD candidate, New York University, received a Doctoral Dissertation Improvement Grant from the National Science Foundation for his dissertation research: *The Contentious Politics of Abortion Policy in Comparative and Historical Perspective, 1950-2000*.

**Kevin Irwin**, Syracuse University, has received a coveted Remembrance Scholar designation for the 1999-2000 term. There are 35 of these awards given to outstanding students in remembrance of those SU students who perished in the tragic Pan Am 103 bombing ten years ago. Kevin is also a holder of a Chancellor's Scholarship, is an American Sociological Association Undergraduate Honor Student, and an SU Honors Program participant.

**Valerie Jenness**, University of California-Irvine, has been awarded the Alfred R. Lindesmith Award by the Law and Society Division of the Society for the Study of Social Problems for her article, "Managing Difference(s) and Making Law: The Racialization, Sexualization, and Gendering of Federal Hate Crime Law."

**Martha McCaughey**, Virginia Tech, was this year's recipient of the Recognition Award for Emerging Scholars, the American Association of University Women's national award which recognizes the early

professional achievement of a non-tenured woman scholar from any field who has a record of exceptional early accomplishments and who shows promise of future distinction.

**Mary Kris McIlwaine**, University of Arizona, received the University's Graduate Instructor Distinguished Teaching Award on April 12.

**Anne Schlay**, Temple University, won the University Research Award for research productivity and scholarship.

**Richard Sennett**, New York University, was awarded the Amalfi Prize for his new book *Corrosion of Character*. This prize, given by the European Sociological Association, is generally considered Europe's highest distinction awarded for a book in sociology.

**Merrill Silverstein**, University of Southern California, has been awarded a Fulbright grant to lecture and conduct research in Sweden on family and government support to the elderly.

**Ida Harper Simpson**, Duke University, and **Richard Simpson**, University of North Carolina-Chapel Hill, received the 1999 Contributions to Sociology Award from the North Carolina Sociological Association.

**John K. Thomas**, Texas A&M University, received the Excellence in Teaching Award presented by the Southern Rural Sociological Association at its annual meeting in Memphis, TN.

*The following sociology graduate students received Fulbright Awards:* **Deok Keun Ahn**, Columbia University, Estonia; **Erin Augis**, University of Chicago, Senegal; **Jennifer Brav**, no institutional affiliation, Nepal; **Eric Cohen**, Williams College, Canada; **Sandra Comstock**, Cornell University, Bangladesh; **Gretchen Elias**, no institutional affiliation, Germany; **Amanda Fields**, Duke University, Morocco; **Daniel Jasper**, New School University, India; **Jennifer Johnson**, University of Chicago, Mexico; **Christel Kesler**, University of Wisconsin-Madison, Germany; **Matthew Semino**, Cornell University, Singapore; **Jennifer Sowerwine**, University of California-Berkeley, Vietnam; **Erika Washburn**, Texas A&M University, The Netherlands; **Joshua Whitford**, University of Wisconsin-Madison, Italy

*1999 Winners of Guggenheim Fellowship Awards:* **Rogers Brubaker**, University of California-Los Angeles; **John Foran**, University of California-Santa Barbara.

*1999 Winners of the Midwest Sociological Society Annual Student Paper Competition:* (Graduate Division) **Tim Hallett**, Northwestern University, 1st prize; **Ann M. Meier**, University of Wisconsin, 2nd prize; **Katherine M. Acklin**, University of Nebraska-Lincoln and **Caleb M. Bush**, University of Illinois, Urbana-Champaign, 3rd prize tied; (Undergraduate Division) **Stephen P. Hagan**, Southern Illinois University-Carbondale, 1st prize; **Sarah A. Johnston**, Ripon College, 2nd prize; **Kristie Vise**, Northern Kentucky University, 3rd prize.

*1999 Awards Presented by the Pacific Sociological Association:* **G. William Domhoff**, University of California at Santa Cruz, won the Distinguished Scholarship Award for his book, *Who Rules America? Power and Politics in the Year 2000* (Mayfield). **Dean S. Dorn**, California State University-Sacramento, was honored for his outstanding service to the Association. **K. William Wasson**, California State University-Long Beach, won the Distinguished Contribution to Practice Award.

## People

**Rob Benford**, University of Nebraska-Lincoln, has been selected as the next editor of the *Journal of Contemporary Ethnography*.

**Amy Blackstone** received a Foreign Language and Area Studies (FLAS) Fellowship from the Institute for Global Studies. Amy will study Norwegian in preparation for fieldwork on health care in Norway.

**Anthony Cortese**, Southern Methodist University, gave the guest lecture at the

(continued on next page)

## People, continued

Alpha Kappa Delta, Texas A&M University chapter, initiation of new members.

**Leo Driedger**, University of Manitoba, became a fellow of the Royal Society of Canada in November, 1998 and became the first Professor Emeritus in sociology at the University.

**Mark Fisch**, Centenary College, is the new chair at Roanoke College.

**Tom Gerschick**, Illinois State University, was promoted to Associate Professor with tenure.

**Liena Gurevich**, PhD candidate, New York University, received a grant from the National Science Foundation to support her dissertation research, "Criminal Processing and Courtroom Construction of Infanticidal Parents."

**Lynne Haney**, New York University, received an American Council of Learned Societies Postdoctoral Fellowship for Fall 1999. Haney will use the grant to conduct comparative research on welfare state development in East/Central Europe.

**Donald J. Hernandez**, SUNY-Albany, has been elected to the Governing Council of the Society for Research in Child Development.

**Richard Kania** has been appointed chair of Sociology, Social Work and Criminal Justice at the University of North Carolina at Pembroke and will assume his duties there in July 1999.

**Joya Misra**, has joined the faculty at the University of Massachusetts-Amherst.

**Val Moghadam**, Illinois State University, received tenure.

**Stephen J. Morewitz**, Morewitz & Associates/California College of Podiatric Medicine, was selected for *Who's Who in Diabetes Treatment, Education & Research, 1999-2000* (American Diabetes Association).

**Peter Nardi**, Pitzer College, is incoming editor of *Sociological Perspectives*, the journal of the Pacific Sociological Association.

**Jack Nusan Porter**, University of Massachusetts-Lowell, took part in inaugural ceremonies in Little Rock, AR on February 26-28 at the investiture of the new president of Philander Smith College.

**Juliet Saltman**, Kent State University, gave the keynote speech in Philadelphia on March 25 at the West Mt. Airy Neighbors' celebration of 40 years of success as a stable, integrated community.

**Kathleen Tiemann**, University of North Dakota, was promoted to full professor.

## New Books

**Kevin Bales**, Roehampton Institute London, *Disposable People: New Slavery in the Global Economy* (University of California Press, 1999).

**Linda M. Blum**, University of New Hampshire, *At the Breast: Ideologies of Breastfeeding and Motherhood in the Contemporary United States* (Beacon Press, 1999).

**Pranab Chatterjee**, Case Western Reserve University, *Repackaging the Welfare State* (National Association of Social Workers Press, 1999).

**James J. Chriss**, Newman University (editor) *Counseling and the Therapeutic State* (Aldine de Gruyter, 1999).

**James J. Chriss**, Newman University, *Alvin W. Gouldner: Sociologist and Outlaw Marxist* (Ashgate, 1999).

**Gordon Clanton**, San Diego State University, **Lynn G. Smith**, *Jealousy*, Third Edition (University Press of America, 1998).

**Lee Clarke**, Rutgers University, *Mission Improbable: Using Fantasy Documents to Tame Disaster* (University of Chicago Press, 1999).

**Anthony Cortese**, Southern Methodist University, *Provocateur: Images of Women and Minorities in Advertising* (Rowman and Littlefield, 1999).

**Donatella della Porta** and **Hanspeter Kriesi**, *Social Movements in a Globalizing World* (St. Martin's Press, 1999).

**Thomas J. Durant, Jr.**, Louisiana State University, and **J. David Knottnerus**, Oklahoma State University (editors), *Plantation Society and Race Relations: The Origins of Inequality* (Praeger Publishers, 1999).

**Michael G. Flaherty**, Eckerd College, *A Watched Pot: How We Experience Time* (New York University Press, 1999).

**Frank F. Furstenberg, Jr.**, University of Pennsylvania, *Managing to Make It: Urban Families and Adolescent Success* (University of Chicago Press, 1999).

**Charles A. Gallagher**, Georgia State University, *Rethinking the Color Line: Readings in Race and Ethnicity* (Mayfield Press, 1999).

**Susanne Jonas** and **Suzie Dod Thomas** (editors), *Immigration: A Civil Rights Issue for the Americas* (Scholarly Resources, 1999).

**Edith W. King**, University of Denver, *Looking into the Lives of Children: A Worldwide View* (James Nicholas Publishers, 1999).

**Matthew Melko**, Wright State University, *A Professor's Work* (University Press of America, 1998).

**Stephen O. Murray**, Instituto Obregon, *American Sociolinguistics* (John Benjamins, 1999).

**Stephen O. Murray**, Instituto Obregon, and **Will Roscoe**, *Boy-Wives and Female Husbands: Studies of African Homosexualities* (St. Martin's Press, 1999).

**Jack Nusan Porter**, University of Massachusetts-Lowell, *The Sociology of Jewry* (American Sociological Association, 1999); *L'Matara: for the Purpose: Jewish Partisan Poems and Stories from the D.P. Camps of World War II* (The Spencer Press, 1999).

**Andrea L. Press**, University of Illinois, Urbana-Champaign, and **Elizabeth R. Cole**, Northeastern University, *Speaking of Abortion: Television and Authority in the Lives of Women* (University of Chicago Press, 1999).

**Raka Ray**, University of California-Berkeley, *Fields of Protest: Women's Movements in India* (University of Minnesota Press, 1999).

**Gail Satler**, Hofstra University, *Frank Lloyd Wright's Living Space: Architecture's Fourth Dimension* (Northern Illinois University Press, 1999).

**Steven P. Schacht**, SUNY-Plattsburgh, and **Doris W. Ewing**, Southwest Missouri State University (editors) *Feminism and Men: Reconstructing Gender Relations* (New York University Press, 1999).

**Barbara Schneider**, University of Chicago, and **David Stevenson**, *The Ambitious Generation: America's Teenagers, Motivated but Directionless* (Yale University Press, 1999).

**Mia Tuan**, University of Oregon, *Forever Foreigners or Honorary Whites? The Asian Ethnic Experience Today* (Rutgers University Press, 1999).

## Other Organizations

**Canadian Sociology and Anthropology Association (CSAA)** announces the formation of the Urban & Community Section. Anyone interested in joining the Section is encouraged to subscribe to the Section's email list URBCOM-L. Section members should also be CSAA members, although during this initial growth period we would like to encourage new membership and welcome anyone who expresses an interest in participating. To subscribe to URBCOM-L send the following message in the body of an email message to [listserv@listserv.utoronto.ca](mailto:listserv@listserv.utoronto.ca); SUBSCRIBE URBCOM-L firstname lastname. Please direct all queries regarding the Urban & Community Section of the CSAA to the

Section Coordinator Keith N. Hampton; e-mail [khampton@chass.utoronto.ca](mailto:khampton@chass.utoronto.ca).

*Cuba in Transition, Volume 8*, containing selected papers and commentaries presented at the 1998 Annual Meeting of the Association for the Study of the Cuban Economy (ASCE), is now available. Papers included in the volume deal with the implications of political and economic experiences of Latin America for Cuba; macroeconomic and transition issues; specific sectors such as tourism, agriculture, and the external sector; the environment; investment; legal issues; the effects of the U.S. embargo on health and nutrition in Cuba; and the culture of opposition, among others. To order *Cuba in Transition, Volume 8* and earlier volumes, please contact ASCE Books, 2000 Osborn Drive, Silver Spring, MD 20910-1319; tel/fax (301) 587-1664; e-mail [jalonso@erols.com](mailto:jalonso@erols.com).

*Political Analysis*, the official journal of the Political Methodology Section of the American Political Science Association and the Society for Political Methodology, is now in its 25th year of publication. As of this year, it has been transformed from an annual to a quarterly journal. Every member of the Political Methodology Section will receive a subscription to this journal as part of their annual dues. A value-added Web edition will also be available to all members free of charge. Those interested should see the APSA website <<http://www.apsanet.org/index.html>>. Authors interested in submitting to *Political Analysis* should see submission instructions on our homepage or send email to the editor, Nathaniel Beck ([beck@ucsd.edu](mailto:beck@ucsd.edu)). Our mandate is to print articles concerned with political methodology, broadly defined.

## Caught in the Web

The **Feminist Theory Website** has been fully updated and expanded to include over 5000 bibliographical references, nearly 600 internet links, material on feminism in 130 different countries, and in-depth profiles of 80 internationally-known feminists. You can access this new and improved reference site at this address <<http://www.cddc.vt.edu/feminism/>>.

**Please visit** <<http://teachpol.tcnj.edu/conference/>>, where a virtual conference on teaching in political science is taking place. We've relaunched our teaching site, and you might want to take a look at it as well as the audio portion. Contact: Catherine E. Rudder, Executive Director, American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036-1206; (202) 483-2512; fax (202) 483-3657.

## Summer Programs

**University of California-Los Angeles.** The California Geriatric Education Center is sponsoring a 1999 Summer Intensive Program, the *Interdisciplinary Faculty Development Program in Cultural Diversity in Health and Aging* on June 22-26, 1999. The Health and Aging Faculty Development Program offers visiting faculty the opportunity to examine cultural diversity among aging populations. For more information, please contact: Melanie Gironda, UCLA, Interdisciplinary Faculty Development Program, Box 951656, Los Angeles, CA 90095-1656; fax (310) 206-37564; e-mail [mgironda@ucla.edu](mailto:mgironda@ucla.edu). Further information also available at <<http://geronet.ph.ucla.edu>>.

## New Programs

The Department of Sociology at George Washington University has established an Institute on Crime, Justice, and Corrections. William J. Chambliss and James Austin will lead the Institute.

## Policy and Practice

**Jeffrey Broadbent**, Center for Advanced Study in the Behavioral Sciences, has received a grant of \$35,000 from the Pacific Basin Research Center Social Capital Grants Program for the analysis of environmental policy networks in Japan. The grant is provided by the Soka University of America, and is administered through Harvard University.

**Peter Dreier**, Occidental College, wrote an article entitled "There's No Racial Justice without Economic Justice: Shortcomings of Clinton's Race Initiative Report," for *Social Policy*, Winter 1998.

## Deaths

**Gerd Schroeter** passed away unexpectedly on February 16.

## Obituaries

**W. Roy Cook (1932-1998)**

W. Roy Cook, age 66, died December 17, 1998 in Mankato, Minnesota. At the time of his death, he was Professor Emeritus from the Department of Sociology and Corrections at Minnesota State University, Mankato (formerly Mankato State University). He retired in 1996.

Roy was born January 22, 1932, in Detroit Lakes, Minnesota to Leonard James and Lois (Dunn) Cook. Roy grew up and went to school in Detroit Lakes. He received his BA degree from Hamline University and his Master's and PhD from the University of Wisconsin-Madison. He taught sociology at North Dakota State University at Fargo and at Monash University in Melbourne, Australia before coming to Mankato State University in 1969. His specializations included rural sociology, social psychology and research methods.

Roy was one of the founders of Sociologists of Minnesota (SOM) in 1972 and served as the long-time archivist for this state association. He was also active in

American Association of University Professors. He was an expert in organizational constitutions and parliamentary procedure frequently serving on by-laws committees and as the parliamentarian for several organizations. Colleagues remember him often guiding us through the intricacies of proper procedure.

Roy was responsible for changing the name of the Mankato State University athletic mascot from "Indians" to "Mavericks." He was a counselor at Big Brothers and was Camp Director for many years with Camp Wells in Big Lake, MN. His other interests included acting in various plays in the Mankato Community Theater. He was a very active member of the Unitarian Universalist Fellowship of Mankato and a Volks Marcher.

He is survived by one son, Kevin, of Altura, MN; two sisters, Lois Gjernsvig and Esther Holmquist, both of Detroit Lakes; special friend and ex-wife, Lisa Cook of Mankato; and many nieces and nephews. He was preceded in death by his parents; seven brothers and one sister, and a foster son, Keith.

*Barbara Keating, Minnesota State University, Mankato*

**Carolyn R. Dexter (1927-1999)**

Carolyn R. Dexter, Professor of Management and Marketing at the University of Pennsylvania-Harrisburg, died on February 22, 1999 after a long illness. Her academic career began at Columbia University, where she earned a PhD degree in sociology in 1967. She joined the faculty at Penn State in 1969, where she filled various administrative and faculty leadership positions, and served as Chair of the Management Program for several terms. Before beginning her academic career, she also held a variety of positions at John Hancock Mutual Life Insurance Company, the Girl Scouts USA, International Business Machines, and the First National Bank & Trust Company.

Dexter was a strong contributor to the academic community and to the sociological profession. She was Chair of the Section on Sociological Practice from 1979-1980, a Board Member for two terms, and on the Committee on Organizations and Professions in 1982. In addition, she was active on committees in the Eastern Sociological Society, the North Central Sociological Association, the International Sociological Association, and Society for the Advancement of Socio-Economics.

Her major professional activities, however, were within the Academy of Management, in which she worked toward perspectives that were more sociological, international, relevant to practice, and fair to women. She served as President and Fellow of the Eastern Academy of Management, and Director of International Programs and Director of Membership of the National Academy. In addition, at the time of her death she was President-Elect of the International Federation of Scholarly Associations of Management. She represented the Academy on the IFSAM Council since 1994, and also served for two years as Secretary.

Dexter played a key role in several important initiatives in the Academy, establishing an international computer network, the all-academy doctoral program, and the international best papers award. In the Eastern Academy, she initiated the women's network, the regional doctoral consortium, the small school network, and other innovations. She was also one of the founders of the biennial international conferences held by the Eastern Academy of Management since 1985. In addition, she held various offices in the Management History, Women in Management, and R&D Technology and Innovative Management Divisions, and was active in the Southern, Southwestern, and Western Academies of Management.

Besides her many activities in the Academy of Management, Dexter was active in the American Marketing Association, and various regional and state marketing associations. She also served as Book Review Editor for the *Journal of Organizational Behavior* from 1994-97 and as an Associate Editor for the *Journal of*

*Management Inquiry* beginning in 1995.

Dexter's recent research focused on international and women's issues. She tirelessly promoted the importance of these issues in all of her professional endeavors. She also sought out and mentored many academic women with wise and practical advice on how to further their careers. Often, she would find a project or activity for them to do that would give them visibility and contacts, and then persuade them that they could do it. She never took "no" for an answer because she believed that if you just committed yourself to a goal, you would find the inner resources to achieve it. In these and other ways, she encouraged many women to enlarge their goals and achieve their aspirations. Academic women in the social sciences have lost a valued champion and friend.

The alumni association of the School of Business Administration at Pennsylvania State University-Harrisburg has established a scholarship fund in Dexter's name. Those wishing to contribute may send checks to the attention of Mrs. Lois Jordan, Development Office, Penn State University-Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057-4898. Checks should be made payable to Penn State University and should include a notation that the check is for the Dexter Scholarship Fund.

*Janice M. Beyer, University of Texas-Austin*

**Albert E. Gollin (1930-1999)**

Albert E. Gollin died in his home in New York City on March 24, 1999. He was 68 when he succumbed to Shy-Drager syndrome, a rare, progressive neurological disease related to Parkinson's.

Gollin was born in Chicago on December 8, 1930, the son of Morris and Ida Gollin. He received his BA magna cum laude in psychology at Queen's College in 1952; a Certificate in Clinical Psychology from the U.S. Army Medical Corps in 1953; and a PhD with Distinction in Sociology at Columbia University in 1967. Among his teachers were Robert K. Merton, Paul F. Lazarsfeld, and Herbert H. Hyman.

Starting as a study director at Columbia's Bureau of Applied Social Research in 1958, Gollin had a series of inter-related research careers. He left Columbia in 1963 to become a research associate at the nonprofit Bureau of Social Science Research in Washington, DC. In 1977, he returned to New York to become vice president and research director at the Newspaper Association of America (formerly the Newspaper Advertising Bureau), the major trade association of the newspaper business. He retired in 1994 and became president of Gollin Research. During the 1995-96 academic year, he was a senior resident fellow at the Freedom Forum Media Studies Center at Columbia University. He was an adjunct professor of sociology at Howard University from 1969 until 1971 and a visiting professor at the American University from 1971 until 1974.

Gollin's research and publications contributed importantly to four areas: (1) public opinion and mass communication, (2) newspaper research, (3) social problems and social policy, and (4) international development. He earned an international reputation for his studies of newspaper readership trends. He also conducted important research on the selection of Peace Corps volunteers and on social protest movements. He organized and directed large-scale studies of the 1963 March on Washington and of the 1968 Washington-centered Poor People's Campaign in the wake of the assassination of Dr. Martin Luther King, Jr.

In 1994, the American Sociological Association recognized Gollin's contributions to applied social research by awarding him its Distinguished Career Award for the Practice of Sociology. His activities on behalf of the Association began when he chaired its Committee on Expanding Employment Activities (1976-78). He was invited to organize and co-chair a joint ASA-Soviet Sociological Association seminar on public opinion, held in Moscow in 1989. He served on both the section and the committee on Socio-

logical Practice and he was a member of the 1992 Conference Program Committee.

In 1998, the American Association for Public Opinion Research gave him its highest honor, the AAPOR Award, noting in the citation both his substantive contributions to the field and his contributions to the association he had served as president.

Gollin published widely in the fields of public opinion and mass communication and he was a frequent session chairman, speaker, and discussant. He served on the editorial board of five professional journals and was himself a superb editor. Many of his colleagues are forever indebted to him for insisting that they make important changes in their manuscripts.

Gollin was known to his many friends as Albie, and they found him to be both unusually informed on many topics and unusually witty. He was happiest when engaged in erudite and fast repartee. He was a dedicated craftsman in his research and a keen critic of the work of others. He had a passion to combine his research expertise with his commitment to such programs as advancing civil rights, supporting public education, and improving political representation.

Albie married Ann K. Stern in 1991, who survives him. He is also survived by two children by his first marriage to the sociologist Gillian M. Lindt: Karin Lindt Gollin of Manila, the Philippines, and Mark A. Gollin of Seattle, Washington; and by three step-children, one grandchild, and four step-grandchildren.

A memorial service was held at the Riverside Chapel in New York City on April 2, 1999. The common themes in the remarks of the 13 eulogists were Albie's erudition, warmth, wit, courage in the face of a devastating illness, and loyalty to family and friends.

*David L. Sills, Social Science Research Council (emeritus)*

**Niklas Luhmann (-1998)**

On November 6, 1998 Niklas Luhmann died at his home in Oerlinghausen near Bielefeld, Germany after a long and debilitating illness. With his death came to close one of the most productive, wide-ranging, and profound scholarly careers of the twentieth century. This career is all the more remarkable in that it did not begin in academia, or even in sociology. Niklas Luhmann was educated in the law at the University of Freiburg im Breisgau, and began his career in the public administration of the State of Lower Saxony. The turning point, however, came in the early 60s when, as a grant recipient, he came to study at Harvard University with Talcott Parsons. After a year at Harvard, Luhmann returned home to work as a Referent at the Verwaltungshochschule in Speyer before going on to the University of Muenster to study with Helmut Schelsky and Dieter Claessens. While at Muenster Luhmann was able to foreshadow the scholarly career that was to come by achieving something virtually unheard of in German academic life. He completed his doctoral degree as well as his habilitation not merely in the same year, but in the same semester! Such an achievement was hardly to go unnoticed. In 1968 Luhmann was called to the newly-founded University of Bielefeld as its very first professor. This was a relationship that was to last--despite many invitations--for his entire career.

In Bielefeld Luhmann began his thirty-year project of providing nothing less than a theory of modern society with a claim to universality. The core of this theory is a change from an interpretation of society as differentiated hierarchically to society as differentiated by function. Society no longer possesses a directive center or apex, but is constituted of separate, non-substitutable systems that possess their own functions: science, law, politics, religion, the family, the economy, art, the mass media, and education. These function-systems, and indeed all social systems, are characterized by their self-referential reproduction-autopoiesis. The theory of society required a separate

(continued on next page)



## Obituaries, continued

investigation for each of these systems. And Luhmann provided nothing less. Extensive studies were dedicated to each of these function-systems of society, along with complementary studies of the transition from a hierarchically-structured to a functionally-structured society. While in an entire series of volumes, dedicated to *Soziologische Aufklärung*, Luhmann consciously plays with the two-fold sense of the German word "Aufklärung" to indicate the task of sociology.

In addition to the works dedicated to the individual systems of society, Luhmann also provided two works, separated by ten years, that present the outlines of this theory in its most general aspects. *Social Systems* and *Die Gesellschaft Der Gesellschaft* provide a theoretical tour de force that is unrivaled in late twentieth century sociology. The latter work, a two volume endeavor, was completed shortly before his final illness.

The uniqueness of Luhmann's thinking may have clashed with that of his contemporaries. But he was always open to discussion with them. The collection of essays contained in the volume *Theorie Der Gesellschaft Oder Sozialtechnologie: Was Leistet Die Systemforschung*, which he published with his counterpart Juergen Habermas in 1970, indicates how Luhmann was willing to enter into discussion with contemporaries from the very beginning of his career. This willingness extended throughout his career and was not limited to those in high academic positions.

Openness to discussion, modesty and humor in encounter, and an intellectual achievement second to none guarantee Niklas Luhmann a lasting and unique place in twentieth century scholarship. It is hard to imagine how one person could have planned, no less achieved, so much. It is still harder to imagine that, given more time, he would have carried it even further.

John Bednarz, Jr., Clifton, NJ

### Donald R. Ploch (-1999)

Donald R. Ploch died suddenly at Baptist Hospital on March 5, 1999. He received his undergraduate degree at the University of Virginia, his bachelor of divinity at Drew University, his master's degree at the University of Connecticut-Storrs, and his doctorate at the University of North Carolina-Chapel Hill. He was a member of the Holston Conference and served as a minister in the Wesley Foundation at South Dakota State University, Indiana University and Brown University. He also worked at National Science Foundation in Washington, DC. He was an assistant professor of sociology at Yale University. He served as Head of the Department of Sociology at the University of Tennessee-Knoxville. He recently retired as professor of sociology from the University of Tennessee-Knoxville.

He was preceded in death by his parents: Raymond H. Ploch and Martha Case Ploch. He is survived by his wife of 44 years, Gray S. Ploch; his brother Richard A. Ploch of Tampa, FL; three children, Margie Ploch and husband Dexter Pratt of Reading, MA, David D. Ploch and wife Darlene of Old Town, ME, and Craig H. Ploch and wife Angie of Kernersville, NC; nine grandchildren: Lauren, Cory, Adam, Riley, Eric, Taylor, Donielle, Jaren, and Jameson.

Family, friends, colleagues and students will miss Don. His infinite patience in teaching statistics to those of us slow with numbers; his understanding and succor in times of personal turmoil; his steadfast kindness and openness for each person regardless of status or idiosyncrasy; his Renaissance breadth of curiosity in matters material and spiritual; his love of kith and kin; his civility, humor, and gentleness abide as comforting memories.

Family requests that donations be made to Donald R. Ploch Memorial Fund, First Methodist Church, 3316 Kingston Pike, Knoxville, TN 37919

Donald W. Hastings, University of Tennessee-Knoxville

### Timothy P. Rouse (1950-1998)

Timothy Rouse, Associate Professor of Sociology at Middle Tennessee State University, Murfreesboro, Tennessee died on December 24, 1998 after a lengthy battle with cancer. Memorial services were held at both Murfreesboro and on the campus of Colorado State University, Fort Collins, Colorado where he received his MA (in 1988) and PhD (in 1992).

Tim was born in Escanaba, Michigan in 1950 and graduated from Gladstone High School. He moved to Colorado in 1978. He married Velta Straube in 1984. He was involved in alcohol and drug counseling before coming to sociology. His master's thesis was a study of Alcoholics Anonymous groups from the interactional/dramaturgical perspective. He found that these groups supported the continued sobriety of their members by involving them in ceremonies of status elevation (the opposite of status degradation) that socialized individuals into the roles and expectations of the "alcoholic." This novel interpretation was subsequently published as a paper in the journal *Deviant Behavior*.

In his dissertation, Tim continued with the study of alcohol in American society, but approached it from a historical perspective. He used newspaper news and feature items over the period of alcohol prohibition (1919-1933) to examine why the U. S. moved towards and then away from prohibition as a means of dealing with issues of alcohol use in this society. His friends and mentors at Colorado State remember the passion and commitment he brought to researching this issue and recall the countless hours he spent delving through old issues of newspapers from eight decades ago on microfiche. He was working on revising and polishing his dissertation for publication when cancer was diagnosed in 1995. Despite the diagnosis, Rouse remained professionally active, organizing the sociology section of the Western Social Science Association's annual conference and publishing in journals. His publications have appeared in the *Social Science Journal*, *Social Problems*, and *Teaching Sociology*. He also served as Associate Editor of *Deviant Behavior*.

In 1992, Tim joined Middle Tennessee State University where he quickly established himself as a dedicated colleague and a special friend to students. Initially, Tim was responsible for teaching criminology, juvenile delinquency, and graduate theory courses. He later developed new courses in drugs and society and gangs. Both became extremely popular with students. Tim was magical in the classroom and obviously had a true gift for teaching. His high teaching evaluations continued throughout his illness.

Tim was a warm, witty, caring individual who appeared to wear his passions on his sleeve. He was quick with a quip and anecdote and would strike up conversations of length and substance with everyone he came into contact with, often perfect strangers. Although Tim came to sociology and teaching later in life, it was clear that he loved the discipline and took the conveying of its liberating message seriously and passionately. His classes and seminars were charged with deep sociological discussions and debate and students remembered them and him long after graduating.

In 1994, Tim was nominated for "Outstanding New Scholar of the Year" in the Alcohol and Drugs section of the Society for the Study of Social Problems. At the time of his death, Tim was developing a new minor in Drug Dependency Studies and hoped to establish an Addictions Research Institute. His latest research, "Sickdopers: Reconceptualizing Becker's Social Reaction Theory of Marijuana Users as Applied to Cancer Patients," presented at the Society for the Study of Social Problems Annual Meetings in 1997, will appear in *Integrating Social Justice: Culture, Politics, and Identity*. The book, edited by Marilyn Corsianos and Kelly Amenda Train, will be published in 1999 by the Canadian Scholars Press, and fittingly will be dedicated to the memory of Rouse.

Survivors include his wife, Velta Straube; one stepson, Tarik Richards; his

mother, Frances Rouse; one brother, H. Peter Rouse; and numerous aunts, uncles, nieces and nephews. Memorial contributions may be made to the Timothy Rouse Memorial Fund, in care of Velta Straube, 1203 Glaze Court, Murfreesboro, TN 37130-4930.

Ron Aday, Middle Tennessee State University, and N. Prabha Unnithan, Colorado State University

### Stanley L. Saxton, Jr. (1939-1999)

Stanley L. Saxton, Jr., Professor of Sociology at the University of Dayton, collapsed outside his office and died of a heart attack April 6, 1999. He was 59. Born on September 4, 1939 in La Crosse, Wisconsin, Stan grew up a working class kid with a Huck Finn love of the Mississippi River. A favorite story he told has him at age 19 pumping gas for a living when he "sees" the other workers at the filling station—each in their forties and fifties—going nowhere with their lives. Shortly after this realization he applied to and began college at the University of Wisconsin, La Crosse where he received a Bachelor of Science degree with a double major in sociology and business administration in 1964. After two years of practicing social work Stan returned to school, receiving both an MA (1969) and a PhD (1973) from the University of Iowa.

Before coming to the University of Dayton, Stan taught sociology at Colorado State University from 1970 to 1974 and at Coe College from 1974 to 1977. He joined the faculty of the University of Dayton in 1977 as Chair of the Department of Sociology and Anthropology—a position he kept until 1985. Finding the department in disarray, Stan was charged with developing an undergraduate program that combined good scholarship and teaching in accordance with the University's Catholic, Marianist character. This he did, hiring young sociologists (conflict theorists and interactionists) with active research agendas, good teaching credentials, and a strong commitment to community service. In addition, Stan established the Center for the Study of Family Development in 1978, serving as its executive director until 1983.

Besides his administrative talents, Stan was an extraordinary sociologist, teaching and doing research primarily in the areas of social psychology and social problems. He was a marvelous and passionate teacher. Many of our students became sociology majors because they took a course from Stan. His courses were always full, and for many students it wouldn't be a complete UD experience unless they had taken Saxton's Social Problems. He nurtured students, inviting them to join a reading group or a research project. He invited them to his home to eat and talk. His students loved him and he loved them. I think he always remembered those professors who gave him a second chance and who noticed his work. As a good sociologist Stan returned the favor and thus continued the process.

Not the least of his accomplishments, Stan was a pioneer in research on interpersonal behavior using videorecording technology. He published numerous articles and edited several books in the areas of symbolic interaction and social problems and is, perhaps, best known for his recent work on pragmatism and sociologists as citizen scholars. Stan was an organizer and charter member of the Society for the Study of Symbolic Interaction, serving as Vice President in 1979 and as its President in 1995/96. In addition, he was an active participant in the Midwest Sociological Society, serving on and chairing numerous committees.

It is not possible to list all Stan has done and all that he means to us. We miss him greatly as a colleague, as a friend, and as a moral voice. He was a good man. He is survived by his parents; his wife, Virginia; four daughters; and three grandchildren.

Dan E. Miller, University of Dayton

### Shirley Wilson Strickland (1925-1999)

Shirley Willson Strickland, Professor Emerita at Randolph-Macon Woman's

College, died January 3, 1999; she was 74. Born in Staten Island, Shirley grew up in Durham, NC and graduated from Randolph-Macon Woman's College in 1945. The following year, she received her MA from the University of Pennsylvania, where she was advised against pursuing a career in race relations at that time because of her sex and youth. She taught at the Women's College of Georgia, in Milledgeville, from 1946 until entering UNC-Chapel Hill in 1951, where she completed her PhD in 1956; she then returned to Randolph-Macon as a faculty member.

Although she preferred to avoid the spotlight, she often found herself called to it, by principle, devotion to the College, and the respect of her colleagues. She was the first faculty representative to the board of trustees, and was known in gatherings large and small for her willingness to ask, if necessary, the pertinent (and sometimes impertinent) question. A witty and provocative speaker, she effectively represented the College and the discipline to a broad range of groups.

In the fall of 1961, Shirley introduced her course "Africa South of the Sahara," one of the first classes of its kind at any woman's college. A staunch feminist, Shirley joined with several other faculty in the early 1970s to pioneer courses in women's studies. The topics she addressed in her classes—patterns of inequality related to race, class, and gender—challenged students both intellectually and emotionally. Shirley taught by discussion. She lavished on students a quality of attention which was simultaneously a rare compliment, and a challenge. To borrow a phrase from *Passing on Sociology*, a book she liked very much, Shirley could be described as a "benign disrupter" who required students to re-examine deeply held, unquestioned assumptions about themselves and their society. The unsettling aspects of this "disruption" were balanced by the sense of enlarged possibilities it created for many students, by the evident delight that Shirley took in their insights, by the classroom atmosphere of tolerance and warmth that Shirley created, and, no doubt, by the "one good laugh" she tried to include in every class.

Shirley retired in 1986, and from then until her death she enjoyed indulging her longstanding interests in opera, politics, and sports. She was for many years an avid walker in the R-MWC neighborhood, known by sight to many who did not know her by name.

As a student, an alumna, and a professor, Shirley knew and loved Randolph-Macon well. The College was, in a real sense, her family, but her devotion to it was not narrow or parochial. For Shirley, "loving the College" was not a sentimental attachment to an icon from her past, but a

continuing commitment to the broadest and best aspirations that Randolph-Macon, or any college, can hold: the transformation of students' lives, and through them, of society itself.

Shirley is survived by a sister, Trurlu Strickland, of Charlotte, NC.

Jan Hullum, Randolph-Macon Woman's College

### Deborah Theado (1951-1999)

Deborah Theado, age 48, died in Lansing, Michigan, March 15, 1999. Born March 4, 1951 in Montclair, NJ, Theado had a BA from the Conservatory of Music at Oberlin College. She later worked for the State Legislature and the Department of Commerce of Michigan. As a doctoral student in Sociology and African Studies at Michigan State University, she won several awards including the Title VI African Language and Area Studies Fellowships, a Social Science Research Council Predissertation Fellowship, and a Fulbright Dissertation Research Abroad award to conduct her dissertation research in Angola and Kenya. Her PhD dissertation concerned "The Economic Sociology of Kenya's Lake Victoria Beach Communities: The Intersection of the Economy, Communal So-

cial Relations, and Gender."

She obtained her PhD from MSU in 1998 while serving as a faculty member in the Department of Sociology at Beloit College in Wisconsin. She was a member of the American Sociological Association, the African Studies Association, and the Association of Concerned Africa Scholars, as well as a member of the Corporation of the American Friends Service Committee, where she participated on the Editorial Board for the AFSC publication *A Certain Terror*. She loved music and played the guitar, drums, and classical double bass. She was a member of the Religious Society of Friends (Quakers) and attended meetings in East Lansing, Madison (Wisconsin), and in Wallingford, Pennsylvania.

She is survived by her two much loved sons, Peter and David Theado, her close companion, Jude Brandt, parents and siblings in New Jersey, and many loving friends who will sorely miss her. Cremation will be through Estes Leadley Funeral Home, Lansing, MI.

David Wiley, Michigan State University

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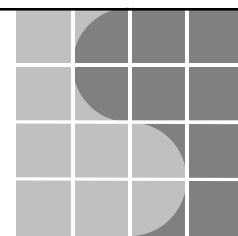
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