Statement of the American Sociological Association on the September 11 Terrorist Attack

On behalf of the American Sociological Association (ASA), the ASA Council expresses its profound grief at the shocking terrorist attacks in New York and Washington, and great sadness on the enormous loss of life in these incidents and the crash of the hijacked jet in Pennsylvania last week. The Association leadership extends its most sincere sympathies to the victims and their families on their terrible losses and injuries in this great national tragedy. The ASA is pleased to see the Welcoming Party, the Honorary Reception, the Student Reception, the Departmental Alumni Night, Just Desserts! A Teaching Enhancement Fundraiser, and the Minority Fellow­ship Program Benefit Reception.

There were many opportunities to socialize at well-attended events such as the Welcoming Party, the Honorary Reception, the Student Reception, the Departmental Alumni Night, Just Desserts! A Teaching Enhancement Fundraiser, and the Minority Fellowship Program Benefit Reception.

Photo by Jeff Steimel Photography

Attendants flock to the Welcoming Party Sponsored by the Hilton Anaheim on Saturday evening.

See Anaheim, page 6

2001 Annual Meeting
Four Full Days in Anaheim: A Stimulating Program!

The 96th Annual Meeting of the ASA took place in the west coast in sunny Anaheim, CA this year. Because it is home to Disneyland and near the sprawling city of Los Angeles, Anaheim is rapidly industrializing as well as urbanizing for human societies and the social relations within nations that are rapidly industrializing as well as those that lag behind by looking at the social organizations, economic structures, ecological patterns, and cultural forms that exist in cities. Massey and the 2001 Program Committee led a program of more than 570 sessions.

Thematic sessions addressed such issues as “Disney’s America and the World,” “The Multicultural Metropolis,” and “Cities of the Future: From Chicago to L.A.” They received much attention from meeting participants as well as the media.

More than 4,200 attendees were engaged and visibly animated by the many options in the 2001 Program. Besides thematic, special, and regular sessions, the meeting included two town meetings. The first featured speaker was Raymond Kington, Director of the Office of Behavioral and Social Sciences, National Institutes of Health, who spoke about social science research in health. Greg Koski, Director of the Office for Human Research Protec­tions, Department of Health and Human Services, focused on the review of social and behavioral science research involving human subjects.

President Massey addressed a topic of enormous significance in a thought-provoking paper on “The Origin and Role of Emotions in Social Life.” This Presidential Address followed the Awards Ceremony, where eight major ASA awards were given (see page 7).

Contexts

Contexts is Where It’s At!

Contexts, ASA’s newest entry into the publishing world, was officially launched on August 18 with toasts and fanfare at the Annual Meeting. With a formal program featur­ing inaugural editor Claude Fischer, there was much praise and commendation for Fischer and what he has achieved from ASA Executive Officer Felice Levine, ASA’s then President Douglas Massey, and Rebecca Simon, Director of the Journals Division at the University of California Press. The centerpiece of the evening, however, was Contexts. In poster form and with a prototype flyer to preview the first issue, Contexts came to life as an accessible, timely, and important sociological presence.

Contexts has already begun to generate its own buzz! Its touch and feel are distinct and palatable. Whether the context is crime, the effects of disasters on health, coping mechanisms in face of major conditions in societies (in the United States and in other countries) leading to use of violence and terror have been examined from a social perspective. As citizens of this nation and of the world, sociologists are committed to contrib­uting their knowledge and skills to ensure recovery from these destructive acts.

Through its Public Information Office, the ASA provides information to journalists and others who seek information about sociological works and sociologists with expertise in specific areas. The Public Information Office also regularly posts such information on the newswires and on its homepage.

Published by The American Sociological Association
The Executive Officer's Column

Support for the Human Rights of Sociologists—Its Continuing Relevance

As sociologists and citizens, we have all been preoccupied by the senseless events of September 11 that took the lives and devastated the worlds of so many. Elsewhere in this issue of Footnotes (see page 12), we include in their own voice sociologists' reflections on the tragedy and aftermath of these suicide terrorist missions. During this time, those in sociology and other learned fields have reaffirmed their resolve to produce social knowledge and to use the power of education to foster its constructive use.

Many of us found the well-known words of President Roosevelt in the wake of the horrific bombing at Pearl Harbor—"Yesterday . . . a date which will live in infamy"—to have renewed meaning 60 years later. From every walk of life and well beyond our borders, individuals and organizations are seeking to find their path to move ahead at a time of both infamy and new challenge. Yet, in the midst of the shock and disbelief that abounds our daily routines and interactions, it is hard to pick up the pieces of where we were before this tragic date. One significant strand occupying the agenda of the ASA up through the Annual Meeting in August remains as germane now as it was then: how best to promote openness of scholarship throughout the world and to urge a more respectful posture by the United States government in support of that important goal.

On August 20, during the Annual Meeting, the ASA released a resolution passed by the ASA Council calling on the State Department to take more assertive and proactive action in defense of U.S. scholars conducting responsible scientific research in other countries. While gratified by the releases of Li Shaomin, Gao Zhan, and Qin Guangguang, the ASA leadership said that these actions are by no means the solution to the underlying problems. Many other social scientists remain incarcerated, such as the Egyptian-American research and human rights and democracy advocate Dr. Saad Eddin Ibrahim and several of his colleagues. As Council and its leadership saw it, the threats to sociological and other social science research have not receded. If anything, they have grown.

The recent events in New York and Washington underscore the need for deeper knowledge and scientific study of social processes, social movements, and societies around the globe. Such work needs to be valued, and we also need fulsome training (including in language, history, and culture) to pursue our sociological work. Equally as important, and fundamental to the ASA Council resolution in August, is that sound social science requires that societies be studied free from government constraints. As then President Douglas Massey and Vice President Richard Alba put it, "with sufficient independence to make their workings transparent." Council also emphasized that social scientists must be able to disseminate their data and findings without restriction.

In commenting on this resolution in August, President Massey noted that sociologists are perhaps more at risk than scientists in other arenas because the issues they study inevitably touch on the distribution of power and resources in society and the methods they use frequently involve contact with ordinary citizens, as in surveys or observational studies. He reported that ASA Council was gravely concerned about challenges to academic freedom and the increasing numbers of U.S. scholars who are being detained abroad in the course of their work.

Repression wherever it occurs not only limits what we know but also dulbs the senses of everyone to know it. Since September 11th, across sectors of society, public officials; heads of foundations, corporations, and non-profit organizations; and leaders of academic institutions are urging that we recognize that the fight against terrorism requires such a Multi-faceted, sustained approach. To that end, it is essential to have visible public policy that both values scholarly knowledge and affirmatively supports its open production and dissemination. Essentially over this past year, ASA Council has been aggressively urging that positive steps be taken to alter the climate for open inquiry, not just that the U.S. government be willing to act when confronted with egregious cases. As we look to the long-term, Council's words are even more compelling than before.—Felice J. Levine

On August 20, the American Sociological Association released the following resolution duly moved and unanimously adopted by its Council.

RESOLUTION

Whereas over recent years, sociologists and other social scientists have increasingly been arrested, convicted, and incarcerated for activities relating to their scientific and scholarly work;

whereas the academic freedom of social scientists, and especially sociologists in China, Egypt, and other countries has been severely threatened; and

whereas the convictions of sociologists and other scientists are certain to have a chilling effect on other scholarly investigations,

be it therefore resolved that the American Sociological Association urges the U.S. Department of State to take a vigorous stand on behalf of all scholars whose human rights and liberties are threatened or violated, and to speak out assertively in support of academic freedom.

The ASA calls upon the State Department to go beyond merely working behind the scenes to secure the release and departure of social scientists once they are jailed. It is imperative that the State Department protects foreign-born sociologists who are naturalized citizens or permanent U.S. residents with the same vigilance it would apply on behalf of U.S.-born citizens; that it asserts and defends the values of free scientific investigation of human society—both in this country and abroad—without restriction and for its ultimately positive consequences for the nations under study; that it does not stand passively by while academic freedoms are systematically repressed abroad, and that it must act to curb research and thereby become a tacit participant in repressing those freedoms.
Human Subject Research Protections

by Paula Skedsvold
Senior Science Policy Analyst

The Social and Behavioral Sciences Working Group of the National Human Research Protections Advisory Committee (NHRPAC), co-chaired by ASA Executive Officer Felice Levine and by IOM, invites public input on ethical issues surrounding research involving human subjects. The Working Group aims to provide substantive input and guidance to the ASA and related authorities.

In the past year, the Working Group has held several meetings to discuss and debate issues related to human subjects research. These issues include the role of the Working Group in developing guidelines and policies, the role of the National Institutes of Health in overseeing human subjects research, and the relationship between research and confidentiality.

The Working Group has also been instrumental in developing new guidelines and policies for human subjects research. These guidelines and policies are intended to ensure that research involving human subjects is conducted in an ethical and responsible manner.

The Working Group is currently working on several new projects, including a comprehensive review of the existing guidelines and policies, and a new set of guidelines for research involving vulnerable populations. The Working Group is also working on a new set of guidelines for research involving minors, with a focus on issues of informed consent and confidentiality.

The Working Group is committed to ensuring that research involving human subjects is conducted in an ethical and responsible manner. The Working Group is dedicated to providing substantive input and guidance to the ASA and related authorities, and to ensuring that research involving human subjects is conducted in a manner that is consistent with the ethical principles of the research community.

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creates to suppress African Americans. In CORE, she organized rent strikes, participated in sit-ins, and helped to organize a free school for poor children. She remembers that time, both for what she learned about American racism and for the horror she experienced when a friend and fellow CORE member was crushed by a bulldozer while protesting the construction of a school that the city had strategically located to maintain racial segregation. 

Trying to make sense of the city’s response to CORE’s challenges to racism led Barbara to her first sociology class, a night class at Case Western Reserve. Sociology provided an intellectual structure that made sense of the world, and the discipline immediately appealed to her.

Returning to Seattle, she received her BA in 1968 at the University of Washington. Although it never crossed her mind that she could be a professor (she had never had a female professor), she went on to graduate school in the hope that the MA would save her from another clerical job. But she found a home in UW’s demography/economics program. Unlike myself and many of my academic friends, Barbara actually liked graduate school. She discovered both feminism and multiple regression, viewing the latter as a tool to be used in getting at the truth and hence fostering social justice. (As she got older, she had become increasingly convinced of the necessity of using both quantitative and qualitative methods to get at the truth.)

Within a year of Barbara’s arrival, the University of Washington started the Reproductive Counseling Center at the University, which gave her the opportunity to use her feminist identity in the workplace. Out of this came Barbara’s first published work (written with the assistance of Diane Hilton), a widely disseminated pamphlet entitled “How to Have Intercourse Without Getting Screwed.”

Studying social stratification spotlighted for Barbara discrimination in academia. Her recognition of the exclusionary ramifications of her own departments’ recruitment of faculty through old-boy networks was the first of several events in her academic life that illuminated the barriers outsiders faced. Barbara nonetheless had wonderful mentors in graduate school, especially for her dissertation—a comparison of the careers of male and female scientists. Barbara credits the publication of her dissertation as a book, Sex Differences in the Professional Life Choices of Chemists, to the high standards and pages of careful comments provided by her advisor, Herb Costner.

In the spring of her third year of graduate school, Barbara got a job offer out of the blue from University of California-Davis. Fearing that it might be her only chance at employment, she moved to Davis in January 1971 as an Acting Assistant Professor. She taught there for a year and a half, before going to Indiana University as an assistant professor. Although Lowell, whom she had met at the University of Washington, also moved to Indiana and they made life-long friends among other junior faculty, Barbara would later discover her scholarly and social change interests harden as an assistant professor than it had been as a graduate student. Duration mid-1970s, there was a lot of pressure to publish, and the profession was not ready for feminist approaches to sociology. One reviewer of the first paper she submitted from her dissertation showed sex differences in career outcomes called it “An Alice in Wonderland analysis,” and another chided her for using the term ‘discrimination.’ Later, when she got a large grant from NIMH to study jury verdicts in rape cases, her department chair dismissed her from accepting it because its hypothesis—that jurists’ notions about the victim’s appropriate gender role behavior and sexual property value would influence their verdicts—were grounded in feminist inquiries about the workings of social control systems. (Except in mistaken identity cases, Barbara and her co-authors Gary LaFree and Christy Vishur found that the feminist insights were right on track.)

After getting tenure and moving to Pennsylvania spent a sabbatical year at the National Academy of Sciences (NAS), directing a study of gender segregation in the workplace. The NAS study led to the publication of two important volumes, an edited interdisciplinary collection of essays on Segregation in the Workplace and a book co-authored with economists Heidi Hartman et al., Women’s Work: Women’s Segregation at the Job.

She decided that she had been mistreatment in her early approach to her work in this area. She thought that if people, as a sociologist, she had been more decisively that things were not just or fair, a policy maker would fix it. What she learned in Washington was that no one will necessarily act on social science research that shows a situation or process to be unfair or discriminatory. The social scientist who cares about justice should also write about how to fix these bad situations. She also learned that you cannot wait until policymakers come to ask about you. You need to ask them and tell them. This is what Renkin does in her work—she studies organizational practices that promote equal opportunity in the workplace. She has argued that external regulation through laws and the setting of goals and timetables for hiring is crucial. This engagement with the world beyond academia has had a powerful effect on how Barbara approaches her work. Thus, she not only has authored or co-authored some of the best science research documentation discrimination and segregation—Job Quotas, Gender Quotas (co-authored with Pat Ross) and Women and Men at Work (co-authored with Irene Padavic), but she also has devoted a lot of time and energy to policy briefs and policy analysis and to expert witness testimony in real-life discrimination cases.

After her stint at NAS, Barbara moved to the University of Michigan, where she taught Sociology and Women’s Studies. In 1985, she and Lowell moved to Illinois at Champaign-Urbana, and then in 1991 to Ohio State where Barbara also served as Department Chair from 1995 to 1995. In 1997, she came to Harvard’s Sociology Department; joined this fall by Lowell who will also be teaching at Harvard. It has taken a lot of time for Barbara to feel at home at Harvard. While the department is known for its informal and welcoming as most sociology departments in the country, it can certainly be, frankly, an elitist bastion of privilege. I think Barbara felt really at home for the first time last spring when she students in the University administration was advocating for a living wage. While a number of Harvard faculty and students and petitioners in favor of the students position, Barbara was a leading faculty supporter of the students. During the students occupation of the administration building and holding class in the open window so one of her students who was occupying the building could tell people what was happening. Barbara’s research addresses important questions of justice. She has documented the ways in which informal social practices at work maintain and produce gender and race segregation on the job. She has shown the cumulative disadvantages women face in a labor market in which employers assign them to particular roles and wages. She has branched out in recent years to study how race and ethnic discrimination and segregation operate in conjunction with gender the labor market. She recognizes that Realities of Affirmative Action (American Sociological Association, 1998), shows how affirmative action has helped to increase the hiring and promotion of women and minorities because it ameliorates informal discriminatory hiring mechanisms with fairer, formal mechanisms that are more difficult to evade. Like the fact that Barbara’s first academic job was one she never applied for I was a job Barbara received as a reward for her activism in the women’s movement, remains skeptical of the notion that academia or any American labor market is necessarily fair. On the other hand, her personal experiences have demonstrated that academia is not colorblind, and the ways in which qualified people can be excluded.

Barbara’s merits have been noticed and honored in the world of academia. She was recently elected as a Fellow of the American Academy of Arts and Sciences. She has received the Distinguished Scholar Award of the ASA Section on Sex and Gender. She was a Fellow at the Center for Advanced Study at Stanford, and was the third Cheryl Mills SWES Lecturer. She has been a leader in the profession, serving as Vice President of the American Sociological Association, Institutions, Organizations and Work. She is perhaps most proud of her role as mentor and supporter of junior faculty and students. Modeling her approach to mentoring on her mentor Costner’s painstaking mentoring, she has worked with students intensively through the graduate process, problem solving with them (often tape recorded) comments on drafts of papers, and intensive discussions about data analysis and research design. Many of these students have co-authored papers and books with Barbara over the years and gone on to distinguished careers of their own.

If we were to drop in on Barbara Renkin in the coming year, we would see occasional times when she is at rest. Lynn White, her friend and co-author from graduate school, has been teaching her to quilt in her classes. This morning, breakfast Barbaraiesel while Lowell reads aloud. But more often than not, we would come to see a Terry who is passionate about her activity. She will be busy studying race, ethnicity, and sex segregation in the workplace, continuing a study of race and gender in lawyers’ careers; testifying as an expert witness in a discrimination case; hearing to taped messages as she hurries to and from campus; and mentoring and supporting women students with the work added another task—leading the Academy Sociological Association, and I can assure you, we are in very good hands.
Making News: Segregation and Census 2000
by John Logan, University at Albany

Like many sociologist's contacts with the news media over the last two years, mine have been infrequent and entirely passive— unless I reported, did my best to provide a reasonable comment or explanation. In the last few months, that has changed radically. I am working, consciously now, to make news. As I write, in early September, I am about to take the next step in this direction, finishing a short report that I hope will be widely covered by the news media. I will send a draft of a press release to the professionals in Albany's Office of University Relations, which they will distribute nationally, and I will call several journalists who have covered similar stories to make sure they are aware of it. The report will be emblazoned from publication to give journalists time to work it into their schedules. Then, if all goes well, it will be news.

Why am I trying to make news? To a large degree, I followed it. I have long worked with census data to study community development questions and particularly to examine issues of racial and ethnic segregation. Two years ago I became director of a new urban research center at the University of Albany, the Lewis Mumford Center. It occurred to me last winter that the Mumford Center could design a web page specifically to report segregation indices from the 2000 Census, and that we could probably calculate these soon after the census data were released. I thought that there would be just a few academic researchers who would take advantage of that kind of data archive.

Then, just a week before the census began releasing information at the level of census tracts, I received one of those infrequent calls from a reporter—this one from the Christian Science Monitor. His question was about race and politics in the St. Louis mayoral election, which I knew about. I also knew he would be interested in information about segregation. And so, on March 14, Lewis Mumford posted an article of what we had learned from the first metro areas for which we had calculated segregation scores. USA Today, The New York Times, and the Washington Post followed, quickly. It was an article about the fact that a newspaper had reported the population counts for whites, blacks, Hispanics, and Asians, emphasizing the increasing racial/ethnic diversity of the nation, it was natural in the next few days to follow up with a story about how America deals with such diversity. All we knew was where people lived, so segregation was the natural place to turn.

I had stepped out of my usual role and was writing summaries of what we were learning from the data, posting these on our homepage, and contacting journalists who might be interested. For example, when the Las Vegas numbers were released, I noticed that Las Vegas had a surprising twist: segregation of African Americans dropped sharply, but segregation of Hispanics increased by an equal amount. This was front-page news for The Las Vegas Review-Journal.

Now reporters were calling me. My graduate assistants (especially Brian Shull, now at University of Florida, and Madhu Kumar) designed a set of programs and a web page (http://www.albany.edu/mumford/census) that would translate the population numbers released by the Census Bureau for a given state into segregation indices for every metropolitan region in that state, often with a turnaround time of 24 hours or less. This made it possible for editors and reporters to tailor stories to their local readers. The website is still extensively used. In the month of March alone, there were 10,000 web page hits, with an additional 16,000 in the first half of April. One meaningful outcome is the timeline of the site, by the press conference at the National Press Club in Washington on April 3rd. Up to that point, we were receiving between 600 and 1,000 hits per day. In the week after the press conference, we averaged more than 1600 hits per day, with a peak of 150 per hour the day after the press conference. Media interest has continued, with a major essay in The New York Times and a review essay in Review section in early August and a segment of PBS's NewsHour devoted to the story on August 27th. The Detroit News prepared a sequence of three weekly stories published in September, each in an 8-page pullout section, followed by a televised town meeting.

It is unusual for social science research to be so fully reported. A poll by the Pew Research Center for the People and the Press (http://www.people-press.org/cont还不错.htm) showed that by mid-April 50 percent of Americans had heard that "neighborhoods that were still mostly segregated," and more than 70 percent consider this a "bad thing."

The awareness and the thing. It extends sociological analysis out of the pages of academic journals. There may be a cost: People have a lot of pressure to get results out soon enough to be news, and there is a risk of making mistakes (our biggest one so far; fortunately, we spotted before going public with them).

There is little time for reflection, and even less time for dispassionate analysis. The luxury of the academe is that we often share our findings with others for a year or two before publishing them. We are giving plenty of chances to hear other views.

We settled on an interpretive framework in a matter of four weeks, concluding that the small overall decline in black-white segregation between 1990 and 2000 was too slight to treat as a turn around, especially because segregation of Hispanics and Asians held steady. Others (notably scholars associated with the Brookings Institution) reported it differently.

Should we follow a line of work because it is the newest? The recent project is about America's "New Latinos"—a phrase with no scientific meaning, but similar to Hispanics from everywhere except Mexico, Puerto Rico, and Cuba. Our intention was to analyze data from national-origin groups, but we found that Census 2000 had not counted them well. We devised a way to estimate better numbers, and which is a story in itself. Will it help generate interest in our concept of the "new Latino"? Or will it degenerate into Mumford's numbers version of a new scholarly framework? For now I am betting that we can manage the risks, that this project will eventually be part of the usual academic frameworks, and that the payoff in terms of public awareness (and perhaps later, public policy discussion) will be worth it.

Council Approves Cost Reduction for JSTOR
At its February 2001 meeting, ASA Council approved a plan announced by the Executive Office and Budget Committee, voted to reduce the cost of JSTOR access to ASA members from $60 to $50 per year, effective July 1, 2001.

In addition to a reduction in cost for the remainder of 2001, access will be offered for 2002 at $40 to ASA members. JSTOR is an online journal archive. Access to the archive is restricted to ASA journals (currently American Sociological Review, Contemporary Sociology, Journal of Health and Social Behavior, Social Psychology Quarterly, and Sociology of Education, with Sociological Methodology and Sociological Theory expected to become available by January 2002) offered to ASA members on a calendar year basis. The archive includes all of these journals from initial publication until five years prior to the current issue. For example, all issues of American Sociological Review are currently available from 1956 (except Vol. 1, number 1) through 1996. ASA members may subscribe to JSTOR with their 2002 membership renewal by paying the reduced price of $40.

As the fee is for access during a single calendar year, we encourage interested members to subscribe in 2001 so they renew their membership for 2002.
President's Address Highlights Role of Emotions in Understanding Social Life

Highlighting the theme of the 2001 Annual Meeting "Cities of the Future," Douglas Massey in his presidential address on Sunday, August 19 told an overflow audience that, "early in the 21st Century, two momentous events will occur. Toward the end of the current decade, probably late in 2007, humanity will cross a demographic rubicon: for the first time ever, more than half of all human beings will live in cities. From that point on, the bulk of population growth will occur in urban areas, thus guaranteeing that the human future will be an urban one."

Not only will a majority of human beings come to live in cities, said Massey, but a growing fraction will reside in extremely large cities. By the year 2025, a quarter of all humanity will live in places of one million or more, and increasingly, most of these large urban agglomerations will be located in the Third World. As a result, among both developed and developing societies, poverty will increasingly be urbanized and geographically concentrated. Within nations, the bulk of the poor will be housed in large urban agglomerations, and within these areas the poor will increasingly concentrate in poor neighbor-hoods, thus driving the spatial concentration of poverty to new heights. These transitions, Massey argued, have enormous consequences for human societies and pose significant challenges to scholars who study these phenomena. Massey particularly emphasized the implications of these trends for sociology. "While sociology, he said, should be well-poised to understand the nature and meaning of these incredible transitions, it is not, owing to several interre-lated conceits. A central theme of the presidential address was that sociologists have unwisely elevated the rational over the emotional in attempting to understand and explain human behavior. "It's not that human beings are not rational—we are," said Massey. "The point is we are not only rational."

What makes us human is the addition of a rational component to a pre-existing emotional base, and our focus should be on the interplay between rationality and emotionalism, not theorizing the former while neglecting the latter, or positing one as the opposite of the other. Attempting to understand human behavior as the outcome of rational cognition alone is not only incorrect, it leads to fundamen-tal misunderstandings of the human condition."

Massey explained these points by undertaking a brief review of human society from its origins to the present. Focusing on population, community, technology, subculture, and culture, he identified seven basic eras of social development, dating roughly from about six million years ago, through Agrarian societies where cities first emerged about 12,000 years ago, to modern, industrial societies. He noted that the proportion of people in North America and the world living in cities remained at no more than five percent during the era of both near Augustus and Queen Victoria, but for the former this implied a population of 13 million urbanites while for the latter a stock of 46 million city-dwellers.

Massey then turned his attention to conceptions on how human behavior has been modeled, and the implications of these differing analytic approaches for understanding the future of human societies. "If anything, he argued, emo-tionality supersedes rationality in timing and influence. Through historical, social, and biological evidence, Massey demonstrated that social communities grounded in emotion existed before they developed rational faculties, and using several contemporary examples—from marketing, advertising and political campaigning—showed how these conceptions and applications "have not simply recognized the duality between the emotional and rational brain, but have sought to cultivate and exploit it."

As an example of how emotion influences human affairs, Massey again returned to the reality that we will soon become, for the first time, a fully urbanized society. Sociologists, who have long studied the influence of urbanism on social life, have advanced different theories about the pathological effects of population density. Massey noted that recent work, however, has confirmed a clear relationship not between density and social maladies, but between the concentration of poverty and deleterious outcomes. Here, understanding function and operation of the emotional brain is of potentially great importance in illuminating the link between concentrated deprivation and behavior. Among other things, areas of concentrated poverty are characterized by high rates of crime, violence, and social disorder.

Massey concluded by saying that, while emotion is not totally absent from social theory and research, sociologists have approached it more in philosophi-cal than scientific terms. He urged sociologists to take advantage of the great advances in neuroscience, to end their hostility to the biological sciences and to work to incorporate the increas-ing well-understood biological foundations of human behavior into theoretical models. "We can and should ground our theories and models in actual knowledge about how people think and interact using both their emotional and rational brains," he said.

A report on the Presidential Address was carried by United Press Interna-tional on August 22. The Address will appear in a future issue of the American Sociological Review.

Cities in Celluloid

Throughout the Annual Meeting, participants and visitors at several locations around the Hilton hotel were entertained by a video, "Cities on Celluloid," a specially created feature for this year's meeting. The theme of the film was in keeping with this year's theme on urban issues, and in recognition of the Meeting's presence in the center of the film industry.

Clips about cities and life in cities from about 50 movies were produced into a 20-minute montage reflecting urban themes. The representations included scenes showing daily life in cities—work, play, drugs, gang violence, racial/ethnic tensions, and effects of poverty, racism, and segregation on music (Judy Garland singing "Meet me in St. Louis, Louis") and other song and dance routines depicted the more idyllic interpretation of urban life, although the focus was on the life on the street, with its raw language and struggle for survival.

Scenes showing city skylines with skyscrapers represented economic power and wealth. Landmarks and familiar architectural landscapes from cities around the world were flashed on the screen accompanied by the best of "Sakamoto no Ouji" by Haruomi Momoi and other contemporary music, showing the diverse people, cultures, and urban lifestyles.

Clips from films created over the past century were represented—including Charlie Chaplin in The Bank, to Platoon, Trains, and Automobilians, The Blues Brothers, Singing in the Rain, Viva Las Vegas, The Muppets take Manhattan, Batman, Rocky, King Kong, and Bugs in the Hood.
Major Award Recipients Honored in Anaheim

The 2001 recipients of the major ASA awards were honored on August 19 at the Awards Ceremony during the Annual Meeting in Anaheim, CA. The ceremony, presided over by Carole C. Marks, Chair of the ASA Committee on Awards, was attended by Annual Meeting participants, friends, family, and colleagues of the award recipients. The following citations are based on the introductions prepared by each Award Selection Committee Chair.

Dissertation Award
Jeremy Freese, Indiana University (2000), For "What Should Sociology Do About Darwin? Evaluating Some Potential Contributions of Sociobiology and Evolutionary Psychology to Sociology"

Jeremy Freese’s dissertation engages the advances made in modern evolutionary biology and explores their implications for modern sociology. In “What Should Sociology Do About Darwin?” Freese answers that query with degrees of insight and learning that are exemplary. He explores the work of sociobiology and evolutionary psychology, in particular, concentrating most of his attention on the results and theories of the latter field. He examines a number of intriguing results in this field, doing both several original empirical studies of major claims as well as rigorous theoretical analysis of the reasoning and logic behind them. Freese’s work propels sociologists to bridge the gap that now separates our field from the work of modern evolutionary biology.

Jessie Bernard Award
Barbara Laslett, University of Minnesota

Barbara Laslett’s career is the story of feminist sociology, from its emergence over three decades ago to its current influential reachability. As a new PhD, she was one of the founding members of the ASA’s Women’s Caucus that eventually became Sociologists for Women in Society. That commitment to both gender studies and to the advancement of women in the academy has remained the unifying thread and hallmark of her career. Laslett’s scholarship began with “Mobility and Work Satisfaction” in 1971 and then branched out to follow her increasing engagement with feminist themes and studies that explored the intersection of life history and intellectual pursuits. She has been an unflagging source of support and encouragement to feminist scholars, through mentoring of graduate students, as well as through her editorial and organizational work. In her own career, the intersection of biography with history has produced the kind of sociology pioneered by Jessie Bernard, the blending of scholarship with emotional depths and a commitment to gender equality.

DuBois-Johnson-Frazier Award
Troy Duster, New York University and University of California-Berkeley

Troy Duster received the DuBois-Johnson-Frazier Award from Linda Burton.

Troy Duster is honored for his many and varied contributions as an active researcher and public voice, asking the tough or unasked questions about race, inclusion, and social justice. In recent years, he has made major contributions to understanding the social implications of “advances” in the fields of molecular biology and genetics, including working with the National Center for Human Genome Research. Duster’s sage advice on academic life and diversity issues is evident in his appointment as a Board member for the American Association of Colleges and Universities and as a frequent consultant to the Ford Foundation. With service on such boards as the State of California Master Plan for Post-secondary Education, the American College of Traditional Chinese Medicine, and the National Coalition of Universities in the Public Interest, and currently as a member of the National Advisory Committee of the Decade of Behavior, Duster embodies the tradition of this award – serving effectively as a wide-ranging public intellectual, making significant contributions to racial justice and social equality in the academy and society.

Distinguished Career Award for the Practice of Sociology
David Mechanic, Rutgers University

David Mechanic has brought to bear his considerable scholarship in medical sociology to important applications. His rapid rise on the rungs of academia at the University of Wisconsin and Rutgers University, however, is but the institutional backdrop for his truly outstanding record of scholarship and for his respected and influential presence in a vast array of state and federal bodies, including participation in no fewer than 29 federal panels. In addition to his membership in the National Academy of Sciences, the Institute of Medicine, and the American Academy of Arts and Sciences, he has served as Chair of a panel that was part of the President’s Commission on Mental Health, Chair of the Subcommittee on Mental Health Statistics, and as Chair of the Program Committee of the National Institute on Aging. In many of the policy-shaping bodies in which he has participated, he has been a clear voice promoting large-scale data efforts that track major trends in health and health services. Probably more than any other individual, his advocacy brought sociology into forums influencing health policies.

Award for the Public Understanding of Sociology
Alan Wolfe, Boston College

Alan Wolfe (right) receives the Award for Public Understanding of Sociology from James Wright.

Alan Wolfe is perhaps sociology’s premier public intellectual: our ambassador to politically and culturally engaged readers. His writings transcend narrow partisan labels: he is simultaneously progressive, sympathetic, caustic, moral, and traditional. Wolfe’s most recent book, One Nation, After All (1998), is an exemplar of a morally informed, empirically grounded analysis of American politics, middle-class attitudes and beliefs. His book, Whose Keeper? (1989) won the C. Wright Mills Award from Society for the Study of Social Problems. His article “Mind, Self, Society, and Computers” won the ASA Theory Section prize, and was reprinted in his creative book, The Human Difference: Animals, Computers and the Narcissism of Social Science. Wolfe’s articles, essays, and reviews in numerous influential journals and magazines, such as the New Republic, are filled with sparkling insight, progressive but balanced, sympathetic to all but rigorously critical. In reaching a broad audience, Wolfe is able to convey the essence of the sociological perspective on politics, culture, morality, race, and religion.

Distinguished Contributions to Teaching Award
Department of Sociology, Indiana University

The Department of Sociology at Indiana University is honored for Distinguished Contributions to Teaching.

Indiana University’s Department of Sociology is honored for its efforts to train graduate students to teach and engage them in the scholarship of teaching and learning, a truly unique accomplishment among research institutions in academia. Although this award goes to the entire department for its outstanding work in promoting the excellence of teaching, three individuals deserve special recognition: Professors Brian Powell, Bernice Pescosolido, and Kent Redding. Their combined, synergistic efforts have made the department a leader in training graduate students to teach. The department’s commitment to excellence in pedagogy; special emphasis on the training of international instructors; a graduate teaching fellowship; a partnership with award-winning faculty at other Indiana colleges to plan courses, workshops, and conferences. The department was selected as one of four sociology programs in the ASA’s Preparing Future Faculty project. The legacy of this department shines in its graduates, many of whom have won numerous teaching awards in various colleges where they now teach, and they have published extensively in Teaching Sociology. This department reminds us that teaching need not, indeed cannot, be separated from research and that doing both well enhances our individual scholarship and institutional commitments to training graduate students.

Distinguished Scholarly Publication Award
William P. Bridges, University of Illinois-Chicago, and Robert L. Nelson, Northwestern University, for Legalizing Gender Inequality: Courts, Markets and Unequal Pay for Women in America (Cambridge University Press, 1999)

William Bridges (left) and Robert L. Nelson receive the Distinguished Scholarly Publication Award from Elaine Wethington.

William Nelson is honored for Legalizing Gender Inequality: Courts, Markets and Unequal Pay for Women in America. This book provides a unique integration of legal, economic, and sociological theories to address the question of how gender inequality is produced, and how it is minimized or maximized in the labor market. Nelson’s book wins this award in large part through its empirical analysis of court decisions, which shows the effects of legal and regulatory changes on women’s wages and work experience. Nelson’s book also stands out for its contribution to both feminist sociology and legal sociology.
Submissions Are Invited for the 2003 Annual Meeting Program!

It is not only ASA officers and staff who think about two Annual Meetings simultaneously. ASA members, too, should look ahead to the 2003 Annual Meeting as they are submitting papers and planning to be involved in other ways in 2002. The 2003 program is just starting to take shape under the leadership of President-elect William T. Bielby and the Program Committee. “The Question of Culture” is a theme that begs to be answered by a variety of sociological work in diverse formats.

What Role Will You Play in ASA’s 2003 Annual Meeting?

Help shape the program for 2003 and share your professional work with colleagues. Proposing thematic sessions, special sessions, and paper sessions, workshops, or suggesting a book for an Author Meets the Critics session or a video for screening, contribute to an intellectually exciting meeting. At this time, the 2003 Program Committee is interested in topics and organizers for the various component parts of the program (other than that planned by sections).

Please submit proposals and make your suggestions before November 27 for the Committee’s first meeting, and before February 1 for consideration at the second meeting. The Program Committee’s initial work is directed to the development of a skeletal structure of session types and organizers. The groundwork forms the “Call for Papers” that will appear next fall.

Program Components Feature All Major Subfields of Sociology

The wide variety of sessions on the Annual Meeting program reflects the ASA’s commitment to facilitate intellectual communication and the transmission of knowledge, information, and skills relevant to the field of sociology and aligned social sciences. Members are encouraged to send suggestions of topics and leaders for the following components of the program.

Thematic Sessions Delve into The Question of Culture

Thematic Sessions are specially designed and planned by the Program Committee to further examine The Question of Culture. The sessions are broad in scope and appeal and help make the theme of the meeting come alive. Ideas are encouraged that confront issues in new ways, undo the theme in various social institutions and settings, or bring new research together in new ways. Members should send proposals for thematic sessions (see guidelines), and suggestions for potential organizers and participants who would be invited to lead them.

Special Sessions Feature Significant Sociology or Explore New Territory

Special Sessions focus attention on new areas of sociological work, timely topics, and a variety of critical areas facing the world today, including criminal justice, immigration policy, religious freedom, consumerism, and labor markets, access to education, and more. Special Sessions may or may not relate to the theme. They generally address sociological issues, whether in research or its application, of importance to the discipline or of interest beyond. The Program Committee seeks proposals and organizers for such sessions that focus on significant or emerging topics in sociology and/or areas to which sociology is pertinent.

Topics and Organizers Needed for Regular Paper Sessions

For the Regular Sessions, the Program Committee selects over 100 broad topics, drawing on the experience of past programs as well as suggestions from the membership, its own ideas, and topics it considers to be timely or emerging. Once these topics are identified, they form the backbone of the Call for Papers that will appear in fall 2002. Regular Session organizers will be permitted to organize more than one session should the number of submissions warrant additional program space.

At this point, the Program Committee encourages proposed topics for open submission sessions. While topics recur from year to year, the Program Committee reviews all topics. Important new areas for this program component are welcome.

Workshops Provide Venues for Training and Idea Exchange

Workshops and Seminars provide the opportunity to learn about cutting-edge developments in research, theory, teaching, and practice. If you have tried a pedagogical approach that has been effective, or have wisdom to share about teaching a particular class or using sociology in practice, please volunteer to lead a workshop. If you have methodological or theoretical knowledge in an important area where skills need to be honed, we welcome a proposal for a didactic seminar.

The Annual Meeting Program includes over sixty workshops and seminars, grouped into four types:

Didactic Seminars address cutting-edge skills and topics in the field; these seminars may be two or four hours in length; participants register in advance and pay a small fee.

Professional Workshops help attendees develop skills in publishing, grant writing, use of data sets, job searches, and similar topics, for sociologists at all career stages.

Teaching Workshops provide promising practices in teaching a particular course, or using a pedagogical technique.

Academic Workshops address overarching issues for departments, chairs, and individuals or committees responsible for such topics as curriculum reviews, assessment of student learning, or upgrading technology in the department.

Books and Movies are Featured, Too

Authors Meet Critics sessions highlight recent scholarly publications of major importance to social scientists. These interactive sessions encourage discussion by attendees as well as the invited panelists, making them one of the most interesting program activities. What are the exciting books that beg to be debated and who are the “critics” voices that should be heard?

Video Screenings of new releases enable attendees to update film/video libraries and add to teaching resources for the coming year. What videos can you recommend that illustrate sociological ideas and could be used in your research, teaching, and training?

The ASA meeting resonates as a program “of the people, for the people, by the people.” But a meeting of this size and scope requires advanced planning. Please propose sessions and session organizers, including yourself. With the collective input of the ASA members, the 2003 Annual Meeting program will be first-rate.

2003 Annual Meeting Theme

A Question of Culture

Two decades ago, the sociology of culture was a relatively well-defined and insubstantial field, focusing primarily on how collective action and social institutions shape production in the media and the arts. Since then, the study of cultural phenomena has expanded tremendously across subfields of sociology. It has also proliferated throughout the humanities via the interdisciplinary field of cultural studies, though with scant participation from sociologists.

The theme of the 2003 Annual Meeting, “The Question of Culture,” is an invitation to assess critically how the concept of culture is used across the full range of areas of social inquiry and to take stock of alternative approaches to theory, method, and explanation developed outside of our discipline. What is the empirical and theoretical status of the concept of culture, not just in fields that deal centrally with symbolic realms such as arts, media, and religion, but also in traditionally more social structural subfields such as demography, organizations, and stratification? How has “the cultural turn” changed our understanding of social categories, or order, race, class, and the way we study social processes ranging from identity formation to globalization? How do we address issues of meaning, representation, and interpretation, and what are their implications for sociology as an explanatory science? The 2003 Annual Meeting will be an occasion for lively debate on these and related issues, for sharing new ideas for theorizing and research, and for experiencing first hand the culture of Atlanta—one of the world’s most vibrant multicultural urban centers.

2003 Program Committee

William T. Bielby, President-Elect and Committee Chair, University of California, Santa Barbara

Evelyn Nakano Glenn, University of California, Berkeley

Alex Hicks, Emory University

Joyce Ulatowski, Keystone University Research Corporation

Anne L. Kallberg, Secretary, University of North Carolina, Chapel Hill

Verna Keith, Arizona State University

Felice J. Levine, Executive Officer, American Sociological Association

Ross Matsueda, University of Washington

Ivan Sealey, Vice President-Elect, Yale University

David T. Takeuchi, University of California, Santa Barbara

France Winddance Twine, University of California, Santa Barbara

Linda J. Waite, University of Chicago

Guidelines for Session Proposals

Session proposals should provide the following information:

• working title for the session;

• brief description of the substantive focus;

• rationale for inclusion of the session on the 2003 program;

• designation of the session type: Thematic Session, Special Session, Regular Session, Didactic Seminar, Professional Workshop, Teaching Workshop, Academic Workshop, Author Meets Critics Session, Video Screening;

• recommendation(s) for session organizers, including address, telephone, and e-mail information, and

• a list of potential participants if the session is to be an invited panel.

Proposals must be typed or printed and should not be more than two pages in length. Proposed Thematic Session topics must be closely related to the meeting theme; Special Session topics may be in any area of sociological subfield.

Those submitting suggestions for organizers to deal with paper submissions should be aware of the organization’s eligibility policy for the Program Committee. Any member who organizes an open submission session for the 2003 program or who will serve as an open submission session organizer for the 2003 program is considered ineligible to be nominated as an open submission session organizer for 2003. The eligibility restriction applies the benefits and burdens of organizing across the meetings and helps ensure that no one individual affects general program access for an extended period of time.

Session proposals should be submitted as soon as possible, and no later than February 1, 2002. A long lead in planning time is needed in order for the Program Committee to publish the list of sessions and regular session topics in the fall of 2002 to allow members time to prepare their papers.

Program suggestions should be sent to the attention of: Janet Ashton, Meetings Services Director, American Sociological Association, 1373 New York Avenue, NW, Washington, DC 20005-4701, (202) 538-6982.
Former MFP Fellow Publishes Book on Multiculturalism, Curriculum Change

by Alfonso R. Latorre de la Cigüeña,
Director, Minority Affairs Program

Sociologists' lived experience often stimulates scholarly projects. Such is the case for Daniel Yamane, Assistant Professor of Sociology at the University of Notre Dame, Indiana. He has recently published a book entitled Student Movements for Multiculturalism: Challenging the Curricular Color Line in Higher Education (The Johns Hopkins University Press, 2001). His intellectual journey reflects his success as an ASA MOST Program participant and an MFP fellow.

According to Yamane, the story behind the book springs from the summer he spent in 1990 at the University of Wisconsin in Madison, as an undergraduate student in the first cohort of ASA's initial MOST Program - Minority Opportunities through Summer Training. "That summer," he said, "was crucial to my professional development because I was able, for the first time, to observe at first hand the practice of sociology and engage in that practice myself in a serious way." Under the mentorship of Professor Michael Olneck, Yamane was introduced to the sociology of education and began data collection on the development of the ethnic studies course requirement at UW-Madison. In the year following the MOST program at Wisconsin, he worked with his advisor at UC-Berkeley, Professor Jerome Karabel, to collect comparative data on the American curricular Color Line in the 1980s by students at UC-Berkeley and UW-Madison. Although not the first universities to diversify their curricula, they were the first to garner significant national attention for doing so. In both cases, students' efforts to address racism and racial inequality - to challenge the color line - in higher education led to the development of multicultural general education requirements. In the book's conclusion, Yamane argues, in contrast to Allan Bloom, that multiculturalism in higher education represents an opening rather than a closing of the American mind.

Student Movements for Multiculturalism suggests that the progress of multiculturalism in higher education, the progress toward racial justice in all aspects of American life, has not come without struggle. As an associate of the MOST and Minority Fellowship Programs, Yamane is one of the fruits of that struggle as well as an analyst of it.

Mochonis, Zygmunt Bauman, Eliezer Ben-Josef, and W. Zukowski. The keynote address entitled "Globalization: Theory: Lessons from the Exportation of Macrmdlization and Global Means of Consumption" was delivered by Professor George Ritzer of the University of Maryland. There were about 60 afternoon working sessions, and two evening podium discussions on various topics which shed light on the guiding theme.

All the papers provided broad opportunities for intensive discussions and contributed to the Congress' notable success. The IIS Annals volume stemming from the Krakow Congress will be available from Brill, IIS's official publisher, this winter. The Annals volumes from previous Congresses (1999 and 2001) are already available from Brill.

In 1990, the MOST Program was hosted at Jagiellonian University in Krakow, Poland. The summer he spent in 1990 at the University of Wisconsin in Madison was held July 11-15, 2003, at Jagiellonian University with Congress Coordinator, Dr. Krzysztof Andrzejski. The International Institute of Sociology Holds 35th World Congress

President George W. Bush nominated sociologist Roy L. Austin, Pennsylvania State University, to be Ambassador Extraordinary and Plenipotentiary of the United States of America to the Court of the President of the Republic of China (Taiwan). On September 25, the Senate approved the nomination and Austin expects to begin his tenure in Nanking in late October.

"Roy Austin has extensive knowledge of the histories and cultures of Caribbean nations," said President Bush, "and his longstanding ties to this region will serve him well as the next U.S. Ambassador to Trinidad and Tobago.

Austin's primary mission is to promote the interests of the United States and protect American citizens. Other responsibilities include promoting trade between the U.S. and Trinidad and Tobago, encouraging them to maintain their strong democratic tradition and help other countries in the region to develop and to maintain the same; promoting American investment; and assisting the countries in containing the spread of AIDS, protecting its natural resources, and preventing the degradation of its environment.

In a reference to the White House, Austin will help him in his new position. Austin said, "The knowledge I have accumulated will help me develop and maintain a relationship of friendship and respect with the government and people of the host country.'

Austin was recently appointed Director of the University's Africana Research Center and is associate professor of Justice, Sociology, and African-American Studies. For a number of years, he served as Assistant Professor of Law and Justice Program at Penn State. "A soft-spoken man who does not seek the spotlight, Roy combines integrity and compassion with a sort of pragmatic clear-headedness that makes him highly valued by students, faculty, and administrators alike," said Glenn Firebaugh, Head of the PSU Department of Sociology. "I am very pleased to contact Professor Karen Cook, General Secretary, at the Department of Sociology, Stockholm, Sweden, for a number of years, for a number of years, for a number of years..."
Integrating Census Data Analysis into the Curriculum

The American Sociological Association (ASA) seeks applicants from institutions and departments interested in integrating data analyses into the curriculum. This project is a collaborative effort between ASA and the Social Science Data Analysis Network (SSDAN) project at the University of Michigan. This project aims to work with departments to address the "scientific literacy" gap for undergraduate students in sociology.

Departments, not individuals, will apply to participate in this project and will implement data modules into non-research methods courses to foster students' inquiry skills and increase scientific literacy. Selected departments will infuse these changes into courses so that they penetrate and endure in the curriculum and are more than the initiatives of individual faculty members. SSDAN data modules will be tailored to specify courses in the curriculum. These modules will utilize Census data, including from the 2000 Census, and some other data sources as well. The department's faculty and follow-up methods courses to foster students' inquiry skills in this segment of the curriculum and are more than the initiatives of individual faculty members. SSDAN data modules will be tailored to specify courses in the curriculum. These modules will utilize Census data, including from the 2000 Census, and some other data sources as well. The department's faculty and follow-up methods courses to foster students' inquiry division courses provide an excellent application of research methods, this segment of the curriculum, a description of the curriculum and current data analysis and research training opportunities, the ways in which training and implementation research the training of the department's undergraduate students (majors, minors, and non-majors) in a sustainable manner, a project plan outlining the courses that provide a basis for integrating data analysis into the curriculum, the nature of department-wide discussion and support for participating in this project, and interest and willingness to help disseminate the experience to other social science departments at the applicant's institution. Applications must provide information on the number of majors and degrees conferred each year and the size and background of the faculty. The complete application packet (including department and faculty forms) is available on the ASA website at www.asanet.org.

Applications should specify a faculty member who will serve as the IVA coordinator and the appropriate unit will participate (including attendance at the summer workshop and use of modules in courses in the 2001-2002 and 2002-2003 academic years). At least half of a department's faculty must participate (at least seven for a department of 15 or larger). The department project coordinator will write semi-annual reports about the project training and implementation in the department, and assess its timing.

Funding and Support

Departments selected to participate will receive support at a level and on-site costs for the summer workshops. Additionally, departments receiving ongoing technical assistance and site visits would cover most, if not all, of the costs to them. The selected departments are responsible for securing implementation (e.g., a work study student or teaching assistant to help with technical issues) course release or other support for engaging in this project (applicants may provide matching funds).

Application

Applications should not exceed ten pages, including a statement of department goals for integrating scientific literacy into the curriculum, a description of the curriculum and current data analysis and research training opportunities, the ways in which training and implementation research the training of the department's undergraduate students (majors, minors, and non-majors) in a sustainable manner, a project plan outlining the courses that provide a basis for integrating data analysis into the curriculum, the nature of department-wide discussion and support for participating in this project, and interest and willingness to help disseminate the experience to other social science departments at the applicant's institution. Applications must provide information on the number of majors and degrees conferred each year and the size and background of the faculty. The complete application packet (including department and faculty forms) is available on the ASA website at www.asanet.org.

Applications should be sent to: Internet Data Analysis Network (IDAN), American Sociological Association, 1307 New York Avenue NW 8700, Washington, DC 20005, no later than December 1, 2001. For questions, contact Carla B. Howery at howery@asanet.org or (202) 383-0005 x 323 or Felice J. Levine at levine@asanet.org or (202) 383-9005 x 315. Obtain application materials and information on SSDAN at www.asanet.net.

Regional Associations

- Eastern Sociological Society: March 7-10, 2002, Baltimore, MD. Chair: Mary Pat Baumgartner (Executive Officer), Department of Sociology, 2507 University, Drake University, Des Moines, IA 50311; e-mail: mbaumgr@dru.edu. Philip Volson, Professor of Sociology (President), Department of Sociology, 5100 Rockhill Road, University of Missouri, Kansas City, MO 64110; (816) 235-2522; e-mail: phvolson@mu.edu. Website: http://www2.hanover.edu/ncsa/.
- Midwest Sociological Society: April 4-7, 2002, Madison, WI. Chair: James S. Darity (Secretary/Treasurer), Department of Sociology, 2507 University, Drake University, Des Moines, IA 50311; e-mail: jarity@drake.edu. Website: http://www2.hanover.edu/ncsa/.
- Pacific Sociological Association: April 18-21, 2002, Vancouver, British Columbia. Dean Purdy (Executive Officer), Office of Academic Enhancement, 101 University Hall, Bowling Green State University, Bowling Green, OH 43403; (419) 372-2217; e-mail: pacsoc@bgnet.bgsu.edu. Website: http://www2.banower.edu/ncsa/.
- Southern Sociological Society: April 3-7, 2002, Baltimore, MD. Martin L. Levin (Secretary-Treasurer), Department of Sociology, Mississippi State University, 200 Bowen Hall, Mississippi State, Mississippi 39762; (601) 325-2485; e-mail: mlevin@msstate.edu. Website: http://www.msstate.edu/Org/sss/sss.html.
Spotlight on Departments
An occasional column showcasing accomplishments and innovations in sociology

Texas A&M: Taking Steps to Attract and Retain Students

by Keisha T. Jones
Minority Affairs Program Assistant

Texas A&M's Department of Sociology wanted to deal head on with a problem not uncommon to sociology programs: Sociology has had a reputation of being labeled an "easy" major, and as a result, students who had not been successful in other majors went on to sociology. The department has undertaken major reorganization in its recruitment, advising, internships, and research training. As one of ASA's 11 MOST (Minority Opportunities through School Transformation) Program departments working intensively on change, Texas A&M has made outreach for excellence in education a priority.

Texas A&M University implemented a method of aggressive recruiting that has proven successful. To attract students to sociology, "We go after unaccepted students and unhappy students in other majors who are looking for a better educational experience. We also target high school students who might be interested in sociology," said Sam Cohen, the faculty member responsible for the undergraduate program. "Moreover, you cannot recruit the student without recruiting the parent." Since most students discuss their major choices with their parents, the Sociology Department at Texas A&M decided to capitalize on that leverage. They have prepared a booklet written by a Texas A&M Sociology alumna who has used her sociology degree to get on the fast track in a management career at Southwestern Bell. In the book she describes how sociology prepares students for business, and the precise way in which to use sociology to obtain a job. New recruits into the major are given two copies of this pamphlet, one for themselves and one for a family member.

Aggressive recruiting of undergraduates is a wonderful opportunity to work to combat the "late declaring major" problem and to nurture students into the pipeline sooner. Four years of sociological training provides much better preparation than two and a half years of training, and gives students more time to experience some of the departments most advanced curricular options. Even lower division courses at Texas A&M have a high percentage of students who care about sociology and have a professional identity with the field.

Students who are embarking on a career in sociology at Texas A&M are encouraged to have a one-on-one relationship with their advisers, as well as have frequent contact with the

Small Grants Program: February 1, 2002 Deadline

ASA Teaching Enhancement Fund

Applications are now being accepted for ASA Teaching Enhancement Fund Small Grants Program. These grants are intended to support projects that extend the quality of teaching in the United States and Canada. A Teaching Enhancement Fund Grant may be given to an individual, a department, a program, or a committee of a state/regional association. Individuals applying for the award must be a member of ASA. One or two grants will be awarded in 2002, for up to $1000 based on the recommendation of a review panel with teaching expertise. The principal criteria for the award are that the project is likely to:

1. enhance the teaching of sociology in North America
2. serve as a seed-project that will continue to have an impact in months and years to come
3. be systemic in its impact.

The criteria are intentionally flexible in order to accommodate innovative proposals. Given the fact that the award program is new, projects will be entertained even if they do not meet all three criteria for the award. A partial list of the kinds of activities that would be considered includes:

- Developing creative instructional materials (e.g. learning simulations or teaching software).
- Organizing and implementing faculty development programs or workshops to improve sociological instruction. Such in-service training programs might be designed for college, secondary, or elementary teachers.
- Producing new materials or products for teaching sociology in elementary and/or secondary schools.
- Establishing networks and resources which will support teachers of sociology.
- Researching and assessing the effectiveness of instructional methodologies or curricula.

Proposal limited to a maximum of five pages should (a) describe the project and the intended audience or beneficiaries, (b) explain how the financial support would be used, (c) describe the expected benefits of the project including systemic impacts, and (d) indicate how the project might have a lasting benefit.

Deadline for postmark of applications is February 1, 2002. Applications should be sent to American Sociological Association, Academic and Professional Affairs Programs, 1333 H Street, NW, Suite 700, Washington DC 20005. Notification of awards will be sent out by April 1.

If you wish to contribute to the Teaching Enhancement Fund, including as a memorial gift, please send contributions made out to TEF to the Office of the Vice Chancellor for Research and Memorial Gift, please send contributions made out to TEF to the Office of the Vice Chancellor for Research and Development at the University of Kentucky. Donations of TEF and its potential uses, visual sociology and its potential uses, visual sociology and its potential uses, visual sociology and its potential uses.

IVSA

In the book she describes how sociology prepares students for business, and the precise way in which to use sociology to obtain a job. New recruits into the major are given two copies of this pamphlet, one for themselves and one for a family member.

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Sociologists Reflect on the Events of September 11

Editor's note: From various sources, we have collected sociologists' essays, speeches, lectures, and reflections on the September 11 terrorist attacks. We share several of them here for your consideration.

The Challenge of Terror: A Traveling Essay

Risk, Trust, and Technology in the Aftermath of the Terrorist Attacks of September 11, 2001

An abbreviated lecture given September 15 by Michael R. Hill, Iowa Western Community College

The fatal facts of Tuesday, September 11, 2001, are now well known to us, and they will undoubtedly be recorded in an indelible chapter in the national history of the United States. . . . During the past few days, I have spoken with many people, trying to understand this heinous event, to come to grips with it emotionally, and each of us has been forced to reflect on our own personal and possibly human ways: with disbelief, despair, and great sadness. Collectively, we empathize with grieving families, friends, and colleagues who have experienced a great personal loss. . . .

First, we have never known an event that begins, sociologically speaking. The horrible human and physical tolls taken by the attacks in New York and Washington and Pennsylvania, we can, I think, also learn to respond in concert with and to empathize with the suffering of others around us. How were the attacks possible? This is an instructive question for us to ask. We must begin to understand the possibilities of terrorism, mass starvation, epidemics, and other large-scale human suffering in other lands as well as our own.

Tuesday's terrorist attacks present numerous questions, and some are easier to address than others. How were the attacks possible? This is an instructive question for us to ask. We must begin to understand the possibilities of terrorism, mass starvation, epidemics, and other large-scale human suffering in other lands as well as our own.

The realities and configurations of the world in which we live are sometimes shockingly low-tech resources and that we have overpriced our own technologies to the point that we are now, where we stand as a society, in light of the terrorist attacks of last Tuesday. It seems reasonable to conclude that we definitely live in a hyper-modern, technologically sophisticated, and complex world where people on occasion do terrible things as well as wonderful things, where things can go horribly wrong and joyfully right, and where people sometimes make mistakes but often perform flawlessly; that we live in a world in which we have lost the capacity to respond immediately and collectively to terrible tragedies. And, finally, that we live in a world where we necessarily encounter risk, and we must exercise trust in the face of risk.

• Some risks are essentially ageless: Will someone purposefully inflict injury on me, rob me of my wealth, or intentionally destroy my home? Will my lover betray me, will my employer cheat me? We have learned through centuries of experience that these inherently human risks cannot be avoided, and that without taking such risks ordinary life as we know it is impossible.

• Some present-day risks are technologically based: Will another multi-million dollar space shuttle launch be undermined someday by the material failure of yet another 10-cent rubber gasket? Will the brakes on my car fail as I head down a steep mountain road? If we are to live in the hyper-modern world, and enjoy the benefits of technological advances, then we must steel ourselves to the fact that these systems sometimes break down, and we must pay no matter how carefully we try to design and/or maintain systems. And finally...

• Some risks occur at the interface of human and technological systems: Will some unknown Homer Simpson fall asleep at the controls of a power plant? Will the pilot of my airline have a heart attack or a mental breakdown? Will the driver of the semi-trailer loaded with gasoline and headed in my direction see the red stoplight signal and avoid crashing into my car? We can try to prevent such problems, that is why airline pilots are required to have periodic medical examinations, and it is why we license nuclear plant operators and regulate special rules for the drivers of trucks loaded with hazardous materials. But, we know from experience, that human factors cannot be totally controlled. Such risks as these are part of our human condition today, we cannot avoid them.

We think, also learn to respond in concert with and to empathize with the suffering of others around us. How were the attacks possible? This is an instructive question for us to ask. We must begin to understand the possibilities of terrorism, mass starvation, epidemics, and other large-scale human suffering in other lands as well as our own.
terms that will help all nations comprehend that we are one world with deeper commonality than our apparent differences convey. It is a tall order to invoke forgiveness while we are hurting in ways few among us could even fathom before Tuesday. The rhetoric of attack and war only fuels feelings of rage and the urge to retaliate far and wide.

• We have reason to be disgusted; but that is no reason to hate.
• We have reason to want retribution, but never to respond in like terms.

Bringing perpetrators of evil to justice need not indict and crucify others for terms that will help all nations.

condolences, their love, and their memory; we are challenged to illustrate solidarity as we cope with our grief and justice to our world. But let us not pay attention to the daily flow of news about this disaster. But we read enough of the news to sense that our government is heading in the direction of violent revenge, with the prospect of sons, daughters, parents, friends in distant lands dying, suffering, and nursing further injuries against us. It is not the way to go. It will not avenge our son's death. Not in our son's name.

Our son died a victim of an inhuman ideology. Our actions should not serve our government in heading in the direction of violent revenge, with the prospect of sons, daughters, parents, friends in distant lands dying, suffering, and nursing further injuries against us. It is not the way to go. It will not avenge our son's death. Not in our son's name.

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• We can find consolation in each other and the collective mobilization of good will. I find consolation in the outpouring of compassion and humanitarian support from fellow citizens throughout the country. Age, race, sex, religion, or any other socially constructed differences are trivialized by our shared values and current distress.

I find comfort knowing my 11 year old deposited his allowance into a jar collecting contributions for relief to NYC victims. I find comfort in the words of friends and colleagues from many other countries who were moved by the horrendous events to send their condolences, their love, and their solidarity as we cope with our grief and see constructive solutions to prevent similar catastrophes elsewhere. Let us all find consolation and strength in the symbols and acts of unity that we have witnessed and the courage to lead the way for world peace and security through example.

In doing so, we can find inspiration in the words of Alfred Lord Tennyson's 'Ulysses.'

Come, my friends, 'tis not too late to seek a newer world.

For my purposes holds to sail beyond the sunset; and 'tho we are not that strength which in old days moved earth and heaven; that which we are, we are; one equal temper of heroic hearts, made weak by time and fate, but strong in will to strive, to seek, to find, and not to yield.

Juntos venceremos; no caminamos solos.

Not in Our Son's Name

Among the victims of the attack on the World Trade Center was the son of Orlando Rodriguez, an ASA member and the incoming chair of the Sociology and Anthropology Department here at Fordham. The authors of this statement, Phyllis and Orlando Rodriguez, are respectively, a teacher of the home bound and incoming chair of the Department of Sociology and Anthropology at Fordham University. Gregory Rodriguez, their only son, was 31 and head of computer security at Cantor Fitzgerald. Phyllis and Orlando circulated the statement late last week and a related story, "Grieving voice pleads for peace," by Juan Gonzalez, based on an interview with Orlando appeared in the Daily News on Tuesday, September 18, 2001 (page 26).

Our son Greg is among the many missing from the World Trade Center attack. Since we first heard the news, we have shared moments of grief, comfort, hope, despair, fond memories with his wife, the two families, our friends and his neighbors. His colleagues at Cantor Fitzgerald /JSPeed, and all the grieving families daily meet at the Ferry Hotel. We see our hurt and anger reflected among everybody we meet. We cannot pay attention to the daily flow of news about this disaster. But we read enough of the news to sense that our government is heading in the direction of violent revenge, with the prospect of sons, daughters, parents, friends in distant lands dying, suffering, and nursing further injuries against us. It is not the way to go. It will not avenge our son's death. Not in our son's name.

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Phyllis and Orlando Rodriguez

Predictions (Made on September 15, 2001)

Students of human affairs can hope to make two different kinds of predictions: unconditional predictions based on statistical regularity and if-then predictions based on causal regularities. In the first category, demographers compare questions to weather forecasters when it comes to anticipating, over large populations, how many children will be born tomorrow, how many people will be injured in automobile accidents, and so on—just as long as they remember which day of the week and year tomorrow is, making appropriate adjustments for weekly and seasonal cycles.

The second category brings us instantly onto controversial territory; at issue is not just the validity of the particular causal connection but a set of assumptions concerning the nature of social processes, causality, and knowledge of both social processes and causality.

I write out predictions in the two categories not because I know the answers better than anyone else, but for precisely the opposite reason. Most of us learn more from discovering that we were wrong, than inquiring how and why we were wrong, than from being right. I am hoping (a) to encourage colleagues to lay out their own contrary predictions, (b) to identify errors in my own knowledge and reasoning, (c) thereby to identify errors in the public discussion of what to do about terrorists and (d) perhaps to stimulate more creative and constructive thinking about alternatives to dividing up the world into Us and Them as a preliminary to dropping bombs on Them.

Unconditional Predictions

It will turn out that:

(1) More than four suicide crews set off to seize airliners on Tuesday, but only four succeeded in taking over their targets.

(2) Participants in the effort were never, in ever in their lives all in the same place in the same time.

(3) All four completed indirectly by networks of personal acquaintance, but not all had ever met each other, or knowingly joined a single conspiracy.

(4) Because of network logic, all were therefore connected to Osama bin Laden and a number of other organizations in sponsors of attacks on western targets.

(5) But no single organization or single leader coordinated Tuesday's action.

(6) Some participants in seizure of aircraft only learned what they were supposed to do shortly before action began, and had little or no information about other planned seizures of aircraft.

(7) Instead of emerging from a single well coordinated plot, these actions result in part from competition among groups, to achieve their goals and to demonstrate their greater devotion and efficacy to the (vaguely defined) cause of bringing down the enemy (likewise vaguely defined).

Contingent Predictions

(8) Bombing the presumed headquarters of terrorist leaders will a) shift the balance of power within networks of activists and b) increase incentives of unemboldened activists to prove their mettle.

(9) If the U.S., NATO, or the great powers in general, bomb all countries choose subsides (thus reconstituting a new sort of Cold War), backing that insistence with military and financial threats will increase incentives of excluded powers to align themselves with disidiends inside countries that have joined the U.S. side, and incentives of disidiends to accept aid from the excluded powers.

(10) Most such alliances will form further alliances with merchants handling illegally traded drugs, arms, diamonds, lumber, oil, sexual services, and so on.

(11) In Russia, Uzbekistan, Lebanon, the Caucasus, Turkey, Sudan, Nigeria, Serbia, Algeria, and a number of other religiously divided countries, outside support for disidiends Muslim forces will increase, with increasing connection among Islamic oppositions across countries.

(12) Bombing the presumed originator(s) of Tuesday's attacks and encouraging other countries to choose sides will therefore aggravate the very conditions American leaders will declare they are preventing.

(13) If no, democracy (defined as relatively broad and equal citizenship, binding consultation of citizens, and protection from arbitrary actions by governmental agents) will decline across the world.

Am I sure these dire predictions are correct? No, I wrote them out both to place myself on record and to encourage counter-predictions from fellow citizens and colleagues.

Charles Tilly, Joseph L. Butenmacher Professor of Social Science, Columbia University; ctilly@columbia.edu

September 11, from page 12
2001 AAAS Mass Media Fellow Report
Tips for Improved Media Coverage

by Quynh-Giang Tran, Pennsylvania State University, 2001 AAAS Mass Media Fellow

This past summer, I worked at the Chicago Tribune, my only daily newspaper and one of the most powerful media organizations in the country. Trained as a social demographer, I had the unique opportunity to bridge the media’s and the public’s understanding of science with the academic process of research. The Chicago Tribune has an extraordinarily strong science team, including several Pulitzer Prize winners in science. However, like all daily newspapers, science stories must compete with other international, national, and local news items.

Most other news agencies do not have the luxury of the Tribune, and most journalists that you encounter are not likely to specialize in science or social science research. Yet, as sociologists, our work can be as important as most news items and, sometimes, headline news. There is a need for communication with the media in a way they understand.

Developing a clear understanding of the newspaper process and the decision-making process of editors to publish stories is likely to vary from newspaper to newspaper. However, the basic practices are standard and relevant to sociologists interested in publicizing their work.

Tips for Authors

To ensure accuracy, review carefully any press release. If necessary, write the press release yourself. However, use plain English and not sociological or methodological jargon. Also, have someone review a draft who writes or edits for non-scientific audiences.

Work with your university’s Public Information Office (PIO) to publicize your work. If your PIO contacts you, respond immediately. Newspaper writers cannot wait for you and will simply move onto another story (unless your work is that important).

Be available when you know your story will be used or published. If you go on vacation, leave contact information on the press release.

As authors of released studies, journalists commonly contact you for comments. Be prepared to speak about the impact of your work, how it compares with previous studies, and any challenges any current understanding.

Do not assume that the writer either knows nothing or everything about your study. They may or may not. Journalists are not interested in reporting all the details of your study. Working at the Tribune, I was most interested in statements that explained the study, broadened the impacts, and made your sociological lens a good fit. As a sociologist, I saw my role as a connector and messenger of different knowledge, viewpoints, or realities. I found this same role working as a science writer, which makes communicating sociological research to the public vital whether one is a journalist or academic.

The Electronic Journal of Sociology (EJS) was founded by Mike Sooter in Canada in 1994 at the University of Alberta, Edmonton Canada. At the time, there was little departmental support for the first peer reviewed electronic journal in sociology on the Internet. However, patience and perseverance led to the journal being published at Athabasca University. Today it receives free production assistance and expertise from the International Consortium for Alternative Academic Publication (ICAAP) and found its permanent home at http://www.sociology.org.

Despite being a wholly electronic publication, the EJS, as a scholarly outlet, shares many of the attributes that characterize its as its more staid, paper counterparts.

The anonymous peer review process, acceptance rate (13-21%), and turnaround time (7-14) weeks is similar to other established peer reviewed print journals of high scholarly quality. Mean turnaround time to receive notification about the manuscript’s status (deflect, reject, revise and resubmit, accepted) is less than 12 weeks. As a general journal with a wide range of topics for submissions, the turnaround time might fluctuate more than for specialized journals.

Although the EJS shares many of the characteristics important for traditional scholarly publication, there are some differences that distinguish it from print journals. For example, the time from acceptance to publication is very short. The time between the acceptance of the manuscript to publication is on the average only four weeks. In addition, the publication media allows innovative hyperlinked or multimedia hypertext features and welcomes color graphics and tables of any size.

Independent global distribution makes it easier for us to publish on demand. Depending on the quality and the demand for the content we publish, we publish two to four issues a year. While uncommercially long publication times would be easier to justify than in print publication media, the length of the articles published in EJS is not untypical for print journals.

The EJS is indexed by Sociological Abstracts. However, compared to the limited traditional academic indexing systems of printed scholarly material, EJS is linked from at least 1,483 other web based sources. Free distribution, the freedom with which information flows on the Internet (when unencumbered by tariff or commercial barriers), and the extensive references to EJS contribute to its ongoing popularity. The EJS currently receives more than one million accesses a year. Obviously, putting this number in context and comparing it with the circulation rate of printed journals is not a straightforward process. For an interpretation we post Web Server Statistics for EJS at http://kaustantinen.start repercusreport/ejs.html#Month. Another indicator for an extremely high circulation rate are the encouraging results of the editors of sociological journals, using the same electronic publisher, that EJS received 50-150 more times its access rate than their journals.

While the lion share of access (70%) come from the United States, there is significant international readership. The top ten list in descending order (excluding the USA) includes Australia, Canada, United Kingdom, New Zealand, Singapore, Germany, Russia, Israel, and Japan. The remaining accesses are distributed among 81 individual nations.

In order to maintain equal access for academics of nations providing very different financial support, the editor recently opted against the imposition of fees. Clearly, free Internet distribution without the barriers imposed by different currencies allows a truly global diffusion of academic knowledge that is virtually impossible to attain by print journals of our day.

Do not assume that the writer either knows nothing or everything about your study. They may or may not. Journalists are not interested in reporting all the details of your study. Working at the Tribune, I was most interested in statements that explained the study, broadened the impacts, and made your sociological lens a good fit. As a sociologist, I saw my role as a connector and messenger of different knowledge, viewpoints, or realities. I found this same role working as a science writer, which makes communicating sociological research to the public vital whether one is a journalist or academic.

Applications Invited for Editor of Sociology of Education

Applications are invited for the position of editor of Sociology of Education (SOE). The official term for the new editor (or co-editor) would commence in January 2003 (the editorial transition actually starts in August 2002) and is for a minimum of three years (until December 2005), with a possible reappointment of up to an additional three years.

Sociology of Education provides a forum for studies in the sociology of education and human social development. It publishes research that examines how social institutions and individuals’ experiences within these institutions affect educational processes and social development. Such research may span various levels of analysis, ranging from the individual to the structure of relations among social and educational institutions.

In an increasingly complex society, important educational issues and experiences occur throughout the life cycle. The journal presents a unique opportunity to bridge the media’s role in the academic process of research to the public vital whether one is a journalist or academic.

Now in its 27th year, the American Association for the Advancement of Science (AAAS) Mass Media Fellowships Program has placed more than 400 students in fields of medicine and engineering, biology, natural, and social sciences, as science fellows in radio, television, and print media each summer. Sponsoring organizations include the Los Angeles Times, National Public Radio, Science, USAWeek, U.S. News and World Report, and others. AAAS sponsors one fellow per program.
Second Annual Carework Conference Bridges Scholarship and Policy

Editor's Note: The development of the carework field has been supported by a grant from the ASA Fund for the Advancement of the Discipline (FAD). For information about applying for grants and a list of the next round of proposals, see page 28 of this issue.

by Chris Wellin, Miami University, and Andrew L. Solum, Kent State University

Why, given the public celebration of family and children in the U.S., are childcare workers paid so little? What kinds of relationships develop between care recipients and their family members, and the women—often women of color—who provide childcare and elder care? What is the impact of carework on the children of foreign-born caregivers, children who often are left behind when their mothers emigrate to the U.S. in search of paid work? Indeed, how is the quality of life in American families ultimately dependent upon global "chains" of carework, involving families in other parts of the world?

Participants at the second annual conference on "Carework, Inequality, and Advocacy" addressed these and other questions in a session titled "Reflections and Questions." The conference was held at the University of California-Irvine on August 17, 2001, and built on the momentum that has developed since the founding of the Carework Network two years ago and its first conference, held last year at Howard University. A volume entitled "Child Care and Inequality"—Reflections for Carework for Women and Children: The Proceedings of a Selected collection of papers that were presented at the first conference, is forthcoming in August 2002 from Routledge. The organizers of this year's conference—Francisco Cancian, David Draper, William Sims Bainbridge, Cameron Macdonald, and Joya Misra—are sociologists, as are most of the 75 participants who were in Anaheim, CA, for the 2001 ASA Annual Meeting.

The "Carework Network" consists of researchers, policymakers, and advocates who focus on problems of carework across various domains, such as family, labor relations, and health. Network members seek to make connections and strategize across these separate sectors of research and political action, and to further our understandings of how race, class, gender, and global inequalities are implicated in the social organization and valuation of carework.

At this year's conference, authors presented papers in nearly a dozen thematic sessions. They addressed such issues as: relationships between paid and unpaid carework; comparisons of carework across different life stages, from early childcare to elder care involving chronic illness; care policies and supports within various welfare states; and inequalities in carework, which were documented both in terms of public access to care, as well as unequal racial divisions within the caregiving workforce. For example, one paper presented, for example, to have historically under­

need collective action between nurses and nursing assistants, which may continue today to undermine their collective power to advocate for high-quality patient care. In addition to some 60 original paper presentations, the Carework Conference offered two plenary sessions, addressing major themes in the research and activism surrounding carework. For example, political scientist Joan Tronto argued that a liberal ideology of multi-culturality may obscure an unequal division of caring labor, based upon racial, class, and genderpolitical divisions; Racheal Parrenes spoke to problems of care and colonialism, based on her research in the Philippines; Sharon Hays revealed cultural contradictions, between the current political ideology of "choice," and the economic policies that mandate work for women in America's poorest and most vulnerable families.

The conference's concluding session brought together locally and nationally important figures to address strategies for building and supporting careworkers' collective movements, and for forming coalitions among them. Recent changes, such as pay raises for in-home supportive care workers in California, were noted as hopeful signs for the future. However, speakers also spoke to barriers to improvements in the conditions and rewards of carework. For example, Marcy Whitebook, of University of California-Berkeley's Institute on Labor and Employment Law, and founder of the Center for the Childcare Worker, argued that the diversity and spatial isolation of childcare workers poses special challenges for collective action. Still, in an economy in which women across the childcare spectrum are underpaid, for example, by a factor of two, the numbers and quality and continuity of care for children and elders will remain central. For example, in her research over several years, Rose Ann DeMoro, Executive Director of the California Nurses Association, spoke forcefully about the position in support for nursing care in American hospitals in the current "managed care" environment. However, she also charged that the public, resentful over decreasing access and quality of health care, represent a potentially powerful ally in efforts to reassert greater power and autonomy to nurses and more humane health care generally. Finally, Karyl L. Draper, Director of Clinical Services at the AIDS Services Center of Los Angeles, talked about how frag­mented and inadequate community resources, the different agendas of community-based constituencies, and organizational rules undermine the efforts of front-line HIV/AIDS careworkers. Ultimately, she termed efforts toward gender and racial inequality cannot be separated from efforts to address the "care deficit" in American families, communities, and social policies.

As part of ongoing efforts to support and mentor carework scholars, this year the conference steering committee initiated a graduate student paper competition. Accepting this year's $200 prize was Julie A. Whittaker from the Department of Sociology at the University of Wisconsin, Madison. Her paper is entitled "Low-Wage Work but Wavy Fuzzy Feelings: Healthcare Employers, Compensating Differentials, and Gender Identities.

At the conference's concluding session, and again at the general meeting of the Carework Network at the ASA Annual Meeting, members endorsed another pre-ASA conference on Carework, to be held on August 15-17, 2002 at Loyola University in Chicago. The 2001-2002 Steering Committee (Denise Kure, Jacqueline Litt, Andrea Jordan, Joya Misra, Rachel Munoz, Lynet Uttal, and Judith Wittner) have begun to set the plans in motion for the February meeting.

For more information about the conference or program, and to join ongoing discussions at the conference's research and policy pages subscribe to the carework listserve by contacting Amy Armonia, the list administrator, at awarmonia@umass.edu. Additional information about the conference and the carework network can be obtained from http://www.sas.upenn.edu/wstudies/carework.

Spotlight, from page 11

doing the National Science Foundation (NSF)—

department's overall adviser, Dr. Carol Albrecht. Every student who chooses a major wants a job, so the department decided to link its curricular tracks with the actual jobs that undergraduates want. The undergraduate advisers have taken on the role of recruitment of detailed career training programs for each and every student they advise, major and non-major alike. The programs that personalized career advising is important to show the range of options in sociological career tracks to students who have begun to set the plans in motion for the February meeting.

For more information about the conference or program, and to join ongoing discussions at the conference's research and policy pages, subscribe to the carework listserve by contacting Amy Armonia, the list administrator, at awarmonia@umass.edu. Additional information about the conference and the carework network can be obtained from http://www.sas.upenn.edu/wstudies/carework.
The 2000 ASA Audit

The Association is Financially Stable

The following notes and tables from the 2000 ASA audit of the Association provide a summary of current assets, liabilities, and fund balance, as well as income and expense activities.

Overall, in 2000, ASA produced positive revenue over expenses. This favorable financial position reflects positive revenue over expenses. This favorable financial position reflects the Association's stability and commitment to financial transparency.

The Audit

The Association is Financially Stable, as evidenced by the favorable financial position reflected in the 2000 financial statements. The Association's management team, in conjunction with McGladrey & Pullen, LLP, has conducted a thorough review of the financial statements and has expressed an unqualified opinion on the reports for the year ended December 31, 1999.

Financial Summary

The financial statements for the year ended December 31, 1999, were audited by C.W. Ames & Company, LLP, independent auditors. The notes to the financial statements include a summary of significant accounting policies and details on the audit process.

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities: The American Sociological Association (the Association) is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to advance the science of sociology and the professional development of sociologists. The Association is governed by a Board of Directors.

Basis of presentation: The financial statements have been prepared in accordance with generally accepted accounting principles in the United States of America. The financial statements are presented in U.S. dollars.

The following notes and tables from the 2000 audit of the Association provide a summary of current assets, liabilities, and fund balance, as well as income and expense activities.

Note 2. Significant Accounting Policies

The principal purpose of the Association is to promote the study and discussion of sociology and to encourage cooperation among persons engaged in the study and discussion. The Association is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to advance the science of sociology and the professional development of sociologists. The Association is governed by a Board of Directors.

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The following notes and tables from the 2000 audit of the Association provide a summary of current assets, liabilities, and fund balance, as well as income and expense activities.

Note 12. Significant Accounting Policies

The principal purpose of the Association is to promote the study and discussion of sociology and to encourage cooperation among persons engaged in the study and discussion. The Association is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to advance the science of sociology and the professional development of sociologists. The Association is governed by a Board of Directors.

Basis of presentation: The financial statements have been prepared in accordance with generally accepted accounting principles in the United States of America. The financial statements are presented in U.S. dollars.

The following notes and tables from the 2000 audit of the Association provide a summary of current assets, liabilities, and fund balance, as well as income and expense activities.
Audit from page 16

management's evaluation of the collectibility of existing receivables.

Investments: Investments in equity securi-
ties are stated at readily determinable fair values and all investments in debt securities are
reflected at fair market value. To adjust the
carrying value of these investments, the
difference between cost and fair market
value is recorded as a component of invest-
ment income on the Statement of Activities
and Changes in Net Assets.

Property and equipment: Depreciation is
provided on the straight-line basis over the
estimated useful lives of the assets which
range from 3 to 10 years. Leasehold im-
provements are being amortized over the
shorter of the life of the asset or the lease
term.

Support and revenue: Membership dues are
recognized as revenue ratably over the
membership year. Dues received and
pledged in advance are reported as deferred
revenue and receivables and are
recognized during the year of membership.

All donor-restricted revenue is reported
as an increase in temporarily or permanently
restricted net assets, depending on the nature
of the restriction. When a restriction expires
restricted to the Roberta Simmons fund,
investments:

- exempt from Federal income taxes under the
carrying value of these investments, the

overall support and direction of the Associa-
tion. Invoices, which is a special award fund for dissertation
revenues and receivables and are

not a private foundation under

Provisions of existing receivables.

The Association has a voluntary
retirement plan for its eligible employees.
Under the program, the Association
contributes 5% of the employee's salary to
the Teachers Insurance and Annuity
Association. In addition, if an employee
provides a percentage of his/her salary to
the retirement plan, the Association will
match contributions of up to an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to $87,177 for the year ended December 31, 2000.

Note 6. Commitments
The Association has entered into agreements with various hotels for
minimum room rentals for their future annual meetings. These agreements
include guarantees by the Association that a minimum number of rooms will be
rented by attendees. The Association intends to hold their annual meetings at
the scheduled hotels.

Note 7. Lease Commitment
The Association entered into a lease for
office space on October 21, 1998 with a
commencement date of January 1, 1999 at
an annual rental of $10,020. The lease
expires in December 2009 with an option to
renew for an additional five-year term.

Note 8. Temporarily Restricted Net Assets
Temporarily restricted net assets at December 31, 2000, are available for
the following programs, and net assets during the year ended December 31, 2000, were
released from restrictions by incurring expenses satisfying the restricted purpose.
Net assets were released and are available in the following programs (see table below).

Note 9. Contingency
The Association participates in a number of Federally-assisted grant programs, which
are subject to financial and compliance audits by the Federal agencies or their
representatives. As such, there exists a
contingent liability for potential questioned costs that may result from such an audit. Management does not anticipate any
significant adjustments as a result of such an audit.

SUPPLEMENTAL FINANCIAL INFORMATION
SCHEDULE OF UNRESTRICTED REVENUES, EXPENSES AND CHANGES IN NET ASSETS
Year Ended December 31, 2000

<table>
<thead>
<tr>
<th>Revenues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
</tr>
<tr>
<td>Membership and section dues</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Annual meeting</td>
</tr>
<tr>
<td>Investment income</td>
</tr>
<tr>
<td>Mailing list rental</td>
</tr>
<tr>
<td>Membership - subscription related</td>
</tr>
<tr>
<td>Administrative fees</td>
</tr>
<tr>
<td>Registry</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
</tr>
<tr>
<td>Total revenues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Meetings</td>
</tr>
<tr>
<td>Membership services</td>
</tr>
<tr>
<td>Membership and sections</td>
</tr>
<tr>
<td>Management and governance</td>
</tr>
<tr>
<td>Total expenses</td>
</tr>
</tbody>
</table>

| Change in unrestricted net assets | $373,011 |

<table>
<thead>
<tr>
<th>Net Assets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Ending</td>
</tr>
</tbody>
</table>

| Consulting and equipment | $525,501 |
| Computer equipment | $62,294 |

Note 4: Property and Equipment
Property and equipment and accumulated depreciation at December 31, 2000, and depreciation expense for the year
ended December 31, 2000, are as follows:

<table>
<thead>
<tr>
<th>Asset Category</th>
<th>Estimated Cost</th>
<th>Accumulated Depreciation</th>
<th>Depreciation Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leasehold improvements</td>
<td>$143,602</td>
<td>$3,916</td>
<td>$142,686</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>445,536</td>
<td>460,215</td>
<td>37,515</td>
</tr>
</tbody>
</table>

Note 5. Retirement Plan
The Association has a voluntary
retirement plan for its eligible employees.
Under the program, the Association
contributes 5% of the employee's salary to
the Teachers Insurance and Annuity
Association. In addition, if an employee
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spry Fund</td>
<td>$3,168,297</td>
<td>$131,174</td>
<td>$1,296,575</td>
<td></td>
</tr>
<tr>
<td>Rose Fund</td>
<td>1,057,543</td>
<td>25,460</td>
<td>1,083,003</td>
<td></td>
</tr>
<tr>
<td>American Sociological Foundation</td>
<td>700,702</td>
<td>129,331</td>
<td>671,371</td>
<td></td>
</tr>
<tr>
<td>Ford Foundation/MOST</td>
<td>277,676</td>
<td>10,000</td>
<td>287,676</td>
<td></td>
</tr>
<tr>
<td>ASF Congressional Fellowship Award</td>
<td>123,891</td>
<td>9,832</td>
<td>133,723</td>
<td></td>
</tr>
<tr>
<td>M.P. Levine Memorial Fund</td>
<td>62,392</td>
<td>9,303</td>
<td>71,695</td>
<td></td>
</tr>
<tr>
<td>Kellogg Foundation/Race</td>
<td>33,394</td>
<td>0</td>
<td>33,394</td>
<td></td>
</tr>
<tr>
<td>Spencer Foundation</td>
<td>25,000</td>
<td>0</td>
<td>25,000</td>
<td></td>
</tr>
<tr>
<td>Albert J. Reis Jr. Award</td>
<td>10,071</td>
<td>668</td>
<td>10,739</td>
<td></td>
</tr>
<tr>
<td>Preparing Future Professors</td>
<td>60,000</td>
<td>668</td>
<td>60,668</td>
<td></td>
</tr>
<tr>
<td>David L. Snowden Memorial Fund</td>
<td>6,332</td>
<td>500</td>
<td>6,832</td>
<td></td>
</tr>
<tr>
<td>Russell Sage Foundation / Millenium Project</td>
<td>5,540</td>
<td>0</td>
<td>5,540</td>
<td></td>
</tr>
<tr>
<td>Scholarship of Teaching</td>
<td>5,000</td>
<td>3,195</td>
<td>1,805</td>
<td></td>
</tr>
<tr>
<td>NSF - National Institute of Mental Health</td>
<td>519,917</td>
<td>519,917</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ford Foundation</td>
<td>31,828</td>
<td>31,828</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching Survey</td>
<td>16,869</td>
<td>0</td>
<td>16,869</td>
<td></td>
</tr>
</tbody>
</table>

$4,058,915 $497,219 $751,745 $3,554,352

Independent Auditors' Report on the Supplementary Financial Information

The American Sociological Association
Washington, D.C.

Our audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information which follows is presented for purposes of additional analysis and is not a required part of the basic financial statements. The supplementary information is subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

McClade & Pullen, LLP
Networks, Miami
April 13, 2001
(See table to left)
Call for Papers

CONFERENCES
Business History Conference, 2002 Annual Meeting, Hagley Museum and Library, Wilmington, DE, April 19-21, 2002. Theme: "Corporate Governance." They invite proposals for papers concerned with the historical evolution of corporate governance. Submissions are invited on all chronological periods, and on non-traditional and non-U.S. forms of corporate governance. The deadline is October 15, 2001. Submit five copies of proposals to Roger Horner, Secretary-Treasurer, Business History Conference, P.O. Box 3630, Wilmington, DE 19801. Inquiries about proposals should be e-mailed to: davisrlc@udel.edu.

Center for Working Families, the Center for Childhood and Youth Policy, and other groups at University of California-Berkeley have announced a new call for papers for a national conference on race, gender, and community building. The Conference will provide an opportunity for young scholars on embedded enterprise to present research. The call for papers deadline is December 1, 2001. Submissions by December 1, 2001 are invited for papers on race, gender, and community building. The call for papers deadline is December 1, 2001. Submissions by December 1, 2000 are due by January 15, 2002. The call for papers deadline is December 1, 2001. Submissions by December 1, 2000 are due by January 15, 2002. The call for papers deadline is December 1, 2001. Submissions by December 1, 2000 are due by January 15, 2002. The call for papers deadline is December 1, 2000 are due by January 15, 2002. The call for papers deadline is December 1, 2000 are due by January 15, 2002.

Call for Applications

THE CENTER FOR U.S.-MEXICAN STUDIES
The Center for U.S.-Mexican Studies invites applications for visiting research fellowships at the predoctoral and postdoctoral levels to be held during the 2002-03 academic year. Researchers of any nationality are eligible. Awards support the week-long stay of research on any aspect of contemporary Mexico (except literature and the arts), Mexican history, and U.S.-Mexico relations. Postdoctoral fellows are expected to work on projects with a substantial Mexico component are encouraged. Special consideration will be given to research examining Mexico's demographic transition and the challenges of democratic governance; tensions between social equity and economic liberalization in Mexico; environmental policy and sustainable development in Mexico and the U.S.-Mexico border region; new forms of North American Integration (of money, knowledge, labor markets, communities, systems of justice, etc.) in the electronic age; judicial reform, public security, and the administration of Justice in Mexico; and Mexican migration to the United States. Scholars whose work deals with migration can apply jointly to the Center for U.S.-Mexican Studies and the Center for Comparative Immigration Studies (see below). Application forms and guidelines can be downloaded from http://www.ucsd.edu. Deadline for receipt of applications: January 1, 2002. For further information, contact Graciela Patero at gpatero@ucsd.edu, (858) 534-6065.

THE CENTER FOR COMPARATIVE IMMIGRATION STUDIES
The Center for Comparative Immigration Studies (CCIS) invites applications for Visiting Research Fellowships at the predoctoral and postdoctoral levels to be held during the 2002-03 academic year. CCIS fellowships are to support advanced research and writing on any aspect of international migration and refugee flows and their impacts on receiving and sending countries, in any of the social sciences, history, law, and comparative literature. Comparative research on experience in broader, cross-national perspective is especially encouraged. The fellowships are residential and cannot be used to support fieldwork or other primary data collection. Scholars whose work deals with Mexican migration to the United States can apply jointly to CCIS and the Center for U.S.-Mexican Studies. Application forms and guidelines can be downloaded from http://www.ucsd.edu. Deadline for receipt of applications: January 1, 2002. For further information, contact Carmen Rodriguez at carolpriced@ucsd.edu, (858) 534-4447.
In addition to traditional topics within sociology, the special thematic issue will publish papers that significantly extend, elaborate or question existing findings, or concern previously unexamined aspects of the relationship between families, selves, and paid work. Send submissions to the Editors, Journal of Sociology, Department of Sociology, Flinders University, GPO Box 2100, Adelaide, SA, 5001. Please send four manuscript copies and a U.S. $10 submission fee (payable to Jody Miller) by December 31, 2001 to: Jody Miller, JCE Guest Editor, Department of Criminology and Criminal Justice, University of Minnesota-St. Louis 7607 Natural Bridge Rd., St. Louis, MO 63132.

Journal of Sociology (of the Australian Sociological Association) plans a special issue "Feminist Perspectives on Gender, Crime and Injustice." The issue will focus on issues related to gender inequality, situated feminisms/masculinities, and their relations to crime, juvenile delinquency, and justice. In addition to traditional topics within criminology and criminal justice, the themes of crime and justice will be considered broadly to include legal, human rights, and labor issues associated with the commercial sex industry and other criminalized activities, as well as issues facing women in prison. If you are interested in reviewing for this issue, contact the Special Issue Editor, Jody Miller, e-mail miller@unix.uols.edu.au. (314) 516-5426. Please send four manuscript copies and a U.S. $10 submission fee (payable to Jody Miller) by December 31, 2001 to: Jody Miller, JCE Guest Editor, Department of Criminology and Criminal Justice, University of Minnesota-St. Louis 7607 Natural Bridge Rd., St. Louis, MO 63132.

Research in Sociology of Education invites submissions of well-researched, theoretically interesting papers for its 2002 volume, "Educational Stratification from a Comparative-International Perspective." Research in Sociology of Education, the continuation title for the series Research in Sociology of Education and Socialization, publishes peer-reviewed empirical research and commentary in the field of sociology of education. They seek manuscripts that address global, state policy, institutional, organizational, community, or micro-level factors influencing educational outcomes outside of the U.S. Send submissions by November 30, 2001 to 4 electronic attachments to Emily Hannum, hannum@unl.ne. upen.edu, Bruce Fuller, b.fuller@ ucl.ac.uk, and Regina Werner, r.werner@unr.edu, with "To Submission" in the subject line. If electronic submission is impossible, send a hard copy to Emily Hannum, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia, PA 19104-6299.

Women, Gender & Technology, University of Illinois Press. The editors, Sue V. Rouser, Mary Fran Fox, and Deborah Johnson, Georgia Tech University, invite proposals for volumes for the book series: The Women, Gender & Technology series brings together women's studies and technology studies, focusing upon women and technology, feminist perspectives on technology, and the gendering of technology and its impact upon gender relations in society. Direct inquiries and proposals to Sue V. Rouser, Ivan Allen College, Georgia Tech, Atlanta, GA 30332-0353; e-mail susan. rouser@gatech.edu; or Mary Fran Fox, Professor, Sociology of School, History, Technology, and Society, and Co-director, Center for Study of Women, Science, and Technology, Georgia Tech, Atlanta, GA 30332-0345; e-mail mary.fox@e.gatech.edu; or Deborah Johnson, Professor and Director of Program in Philosophy, Science, and Technology, School of Public Policy, Georgia Tech, Atlanta, GA 30332-0340; e-mail deborah.johnson@pubpol.gatech.edu.

Women's Health and Urban Life is an international and interdisciplinary journal funded by the Wallesley Central Health Corporation and located at the University of Toronto seeks manuscripts on topics relating to women's and girls' health. The orientation of the journal is critical, feminist, and social scientific. Both qualitative and quantitative manuscripts, and theoretical or empirical works are welcome. Comment Aysan Sever, Department of Sociology, University of Toront­ o, 3100 Dufferin Street, Toronto, Canada M6S 351, fax (416) 287-7299, e-mail sever@ sco.utoronto.ca.

November 16-17, 2001. Misssouri Soci­ ology Association Annual Meeting, Ozege Beach, MO. The main topic will focus on the relationship between professors and college students. Contact Robert Fennepst e-mail fennepst@crennasvab. cmuac.edu or (660) 543-8510 for informa­tion about the meetings or see <http:// www.missouri-society.org>

Funding

American Institute for Yemeni Studies announces fellowships for research and study in Yemen. Deadline: December 31, 2001. For details about the specific programs, eligibility, and application requirements, see <http://www.aiys.org/> or contact Maria Ellis, Executive Director, AIYS, P.O. Box 311, Ardsome, PA 19004-0311; (610) 896-5412; fax (610) 896-9494; e-mail mellis@aiys.org.

American Research Center in Egypt offers fellowships for research in Egypt for 2002-2003. Grants will be made in the areas of archaeology, architecture, art, economics, Egyptology, history, the humanities, Islamic studies, literature, Near eastern studies, political, religious studies, and the humanistic social sciences. The deadline for the receipt of the application and accompanying materials is December 5, 2001. A downloadable version of the application and guidelines can be found on the ARC website under the "Fellowship" heading at <http://www. aree.org>. For application materials via U.S. mail end for more information see <http://www.delta.edu/cr1/mass.html> or e-mail aghill@bphi.delta.edu.

For more information contact: American Research Institute in Turkey (ARIT) announces its fellowships for 2002-2003: ARIT/USA, NEH, ARIT, Kness, and ART/Mellon. The application deadline is November 15, 2001.

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Awards
Karen Albright, New York University, has been selected for the Henry A. Murray Dissertation Award granted by the Association for Research in the Developmental Origins of Health and Disease at the Radcliffe Institute for Advanced Study, Harvard University, for her dissertation research: "Downward Mobility in the Land of Success: How Race, Class and Immigration Are Shaping the Failure of the American Dream."

Roderic Bejatou, University of Western Ontario, has been awarded the Competitive Area Award from the Canadian Sociology and Anthropology Association for his book Fagr : The Boundaries of Race, Class, and Sexuality. Bejatou was awarded the 2001–2002 Robert G. Fordyce Fellowship at the Radcliffe Institute for Advanced Study at Harvard University.

David Maline, Oakland University, received the 2001 Oakland University Research Excellence Award. Resheen May, University of Georgia, won the Richard R. Russell Undergraduate Teaching Award. Resheen D'Silva, Auburn University, won the Student Government Association's Outstanding Student-Faculty Mentor of the Year Award.

Maclella Belloh-Ruiz, University of Alabama, received the 2001 Elon University Scholars Award.

Elizabeth Bristow, Williams College, in the International Research & Exchanges Board (IREX) first grantee of the John J. Albright Foundation.

Daniel F. Chambless, the Sidney Wirtz Professor of Sociology at Hamilton College, is the principal investigator for a grant from the Andrew W. Mellon Foundation. The grant is $530,000 to C. Wright Mills as one of a multi-phase project. The topic is "Social Capital and the Development of Student Learning Outcomes in a Liberal Arts Setting."

William Finlay, University of Southern Maine, won the College of Arts and Sciences Outstanding Teaching/Scholar Award for 2000-2001. Andrew Cheetham, Johns Hopkins University, won the Olivia Schieffelin North Award for excellence in writing in the field of population studies.

Stephen J. Cutler, University of Vermont, received the 2002 TIBBITS Award from the Association for the Study of Ethnicity in Higher Education.

Mady Wechsler, University of Maryland, received the 2001 Morris Raphael Maimon Award for Research Achievement from the D.C.-S.C. Sociological Society.

Ellen Watkins, Illinois College, won the Dunham Award for Excellence in Teaching.

Feng Yang, University of Southern Maine, won the University of Southern Maine's Faculty Award for Excellence in Research. Yang has also received funding to conduct oral history interviews with Chinese in Maine, part of a project to build an archive at the Maine Historical Society.

Members' New Books
Hugh Barlow and David Kaufleisch, Southern Illinois University-Murphysboro, Criminology (Prentice Hall, 2002).


Peter Derks, Occidental College, John Mollenkopf, City University of New York, and Todd Swann斯顿, Saint Louis University, Place Matters Metropolis for the 21st Century (University of Kansas Press, 2001).

Patria Ewinck, Clark University Manu­facturers, with A. Sarat, Studies in Legal Pol­itics, and Society Volume 21 (Elsevier, 2001).


Aubrey Coblyn, University of Florida, and Janet A. Heiber, Marquette University, eds. Handbook of Interview Re­search (Sage, 2002).


Jane Hellman, Brooklyn University, Irish Thirst: Racism and the Politics of Cul­ture (University of Toronto Press, 2000).

Ellis Jones, Ross Haessler, and Brett Johnson with Brian Kleecke, University of Colorado-Boulder, The Better World (Sage, 2001).

Scholarly Events
Rhonda Zissnag, Meredith College, is now the director of the College's undergraduate research program.

Other Organizations
American Association for the Advance­ment of Science (AAAS). Books and Films: Your Guide to Science Resources for All Ages (2001) is a reviewers' contact. Contact: 202-326-6466; e-mail bheesem@aaas.org.

Gift from Within, in a private, nonprofit distribution dedicated to those who suf­fer post-traumatic stress disorders, those at risk for it, and those who care for traum­atized individuals. Their philosophy is to rekindle hope and restore dignity to trauma survivors. Contact Joyce Buza Director, Gift From Within, <http://www.southernmaine.com/gifts/).

Contact
Current Sociology, published six times a year by Sage Publications, seeks a new editor to begin September 2002. Expressions of interest should be submitted to Christaine Ingles, RIA Vice-President for Publications, Multicultural Research Center, University of Sydney, New South Wales, Australia 61-99353156; fax 61-993514580; e-mail c.ingles@hur­duel.yed.au, by January 31, 2002.

Jean-Marc Tremblay, professeur de sociologie, Cégep de Chicoutimi, Prov­ince de Quebec, is working on a social sciences virtual library, unique in the world, especially in sociology, political economy, Marxism and anthropology. In addition, Tremblay holds a doctorate in sociology and an MA in sociology from the University of Toronto, and a BA in sociology from the University of Montreal.

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Continued on next page

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• HyperResearch 2.5
• Classic N4, NS and NVIVO
• WinMAX

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E-mail: InfoResearchTalk@att.net
Web: www.researchtalk.com
Caught, continued

International Consortium for Advance - ment of Academic Publications (http:// www.icap.org/), published scholarly journals in the field of sociology so that students in organizational science could take courses with her. Beyer was originally from Milwaukee, Wl. She received her bachelor's degree from the University of Wisconsin and her Master's of Science and PhD degrees in sociology, and a master's degree in social sciences, from George Washington University and a master's degree in applied statistics from George Washington University. She re- ceived her doctorate in sociology from Johns Hopkins University in 1970. In the 70's and early 1980's she did statistical work at the U.S. Census Bu- reau, Fairbanks County Office of Research and Statistics, the old Health, Education, and Welfare Department, and the Office of Management and Budget. She worked at the Library of Congress from 1983 until 1987. Her last position was with the Social and Legal Studies Division, and she has worked for a number of years in the field of social policy, education, and public welfare division.

On the next three years of education and work, Dr. Beyer began acting commissioner of the National Commission on Children's Bureau, and was named to the Senior Executive Ser- vice in 1990. In 1990 she was a recipient of the American Statistical Association's Roger H. St. Andrew Award for contributions to federal statistics. Her memberships included the Cor- nell Club, and she did volunteer work at the National Zoo. Survivors include her husband of 16 years, Andrew Orin Washington, her father, Benjamin Griffith Jr. of West Chester, PA; her mother, Patricia Patress Washington or Arlington; and a brother Benjamin Griffith III of North Wales, PA.


Hylian Garnet Lewis (1928-2001)

Hylian Garnet Lewis, the noted black scholar who masterfully combined ca- rismatic leadership, public service, and writing. He was born on March 8, 2001, and was the last of his 89 years. His work spanned more than 60 years, and he was a journalist, a college professor, a writer, a civil rights activist, and a political leader.

For over half a century, Lewis was a powerful civil rights proponent, anti-poverty activist, and pioneer in the field of racial equality. He was a significant figure in the civil rights movement, as well as in professional and political ac- tivation. He was an advocate of social change, critical of the status quo, and a relentless activist for civil rights that concerned with technology's impact on society was nurtured by his undergraduate training in physics (at Harvard) and his interest in the military-industrial complex (at the Signal Corps during World War II). He left the University of Chicago in 1946 to study sociology with William Fielding Ogburn, the great social theorist, and on July 18, 2000, a freshly placed plaque at a laboratory site on the cam- pus commemorated the first achieve- ment of controlled nuclear fusion. But Leo Szilard and the other physicists who were engaged in the Manhattan Project were deeply troubled by its consequences. Each issue of The Bulletin of the Atomic Scientists carried on its cover the image of a clock, with the minute hand approaching noon (or midnight). When international crises mounted, as Stalin moved to extend his empire, the hand came close to 12; it was set back when tensions abated. In Edward Shils's graduate seminar, the talk was centered on large themes, especially the nuclear war, and at one point Michael mentioned that great urgency was sustained by Don Michael throughout his lifetime. He would say earnestly, "We're walking on the edge of the precipice every minute," and his mannerisms, his furrowed brow, would relax into an infectious smile. Ret-urning to Harvard, Michael studied so- ciology on his own, not as a graduate student, and began pondering the issues of ten- sion-reduction and truth-building in in- ternational relations. Michael's early orientation to the physical sciences brought him to pio- neer re-examinations of the social im- plications of space exploration and development of the world as a single insti- tution (of which he was a staff member) published his first book, Proposal Spec- tacle of the Peaceful Activity for Human. The follow- ing year, he was appointed to the COHSOM, where he directed the Child Rearing Study of 1966, which produced Ellen Lipton's study of child care among other work. Michael was awarded a Guggenheim Fellowship in 1966-1967, and he was appointed to the Senior Executive Service in 1990. In 1990 he was a recipient of the American Statistical Association’s Roger H. St. Andrew Award for contributions to federal statistics. His memberships included the Cor- nel University and the Graduate Center of the City Uni- versity of New York. Survivors include her husband of 16 years, Andrew Orin Washington, her father, Benjamin Griffith Jr. of West Chester, PA; her mother, Patricia Patress Washington or Arlington; and a brother Benjamin Griffith III of North Wales, PA.


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Obituaries, continued

ich Gregor, a prolific author. The point is not just that he published numerous articles in academic journals and edited books, but also that his work was richly illustrated by his writing.

In the AIDS Epidemic, Bill tackled the social and political aspects of the disease. He wrote about the social and political aspects of AIDS, a disease he considered to be "one of the major public health issues of our time." He hoped that, by interpreting the disease in "terms of societal and psychological principles," the insights could be applied to understand public health officials, policymakers, and AIDS activists. His work was characterized by a dedication to the needs of his patients and his commitment to social justice.

But even in rationalized societies, medical knowledge and scientific reasoning do not always undermine atheistic or agnostic beliefs. When a disease is associated with what many consider to be immoral conduct, the social construction of that disease as a problem of moral concern is likely to persist. General concern with organizational governance issues also inspired studies on leadership in professional organizations, including studies on law firms, on the National Association of Medical Directors, and on the National Health Insurance Act. Medical knowledge and ethical considerations are essential in addressing these issues.

In sharp contrast to the organizational analyses of a wide range of health institutions, human resource expenditures, it is an adaptive institutional mechanism that has not been eliminated. It is a mechanism that may be a part of human resource management and human capital investment. Bill was passionate about this issue, and he wrote extensively on the topic. He was an active member of the Administration and Society Conference, and he was a significant contributor to the field of administrative studies.

Bill's writing was characterized by his commitment to the needs of his patients and his dedication to social justice. His work was richly illustrated by his writing, and his efforts were always directed towards improving the lives of those he served. He was a man of integrity, a true friend, and a mentor to many. He will be deeply missed by all who knew him. His legacy will continue to inspire future generations of medical professionals and social scientists to work towards a more just and equitable society.


Robert N. Stern, Professor in the School of Industrial and Labor Relations at Cornell University, passed away on April 21, 2003. He was a key figure in the field of health economics, with a particular focus on diabetes. He was a lecturer in the School of Industrial and Labor Relations at Cornell University, where he taught courses in health economics and policy, and he was a leader in the field of health economics.

Among the many questions that Stern's research addressed were: How do employers respond to the rising costs of health care? What are the implications of these costs for employees and employers? How do health care policy decisions affect the distribution of health care resources? How do changes in health care policy affect the costs of health care?

He was a leader in the field of health economics and policy, and his work had a significant impact on the field. He was a key figure in the development of the field of health economics and policy, and his work was widely cited by other researchers.

His MA and PhD in sociology at Vanderbilt University. As an undergraduate student, he worked closely with James C. Scott, with whom he had a strong and fulfilling relationship. Scott's work in the sociology of organizations and industrial relations was pivotal for his undergraduate studies at Vanderbilt University, where he was a member of theEta Sigma Chapter of Phi Gamma Delta and editor of the Vanderbilt Galle, and Mayer Zald. Under their mentorship, Bob developed an interest in empirical research, which he pursued in his professional career.

In his early years at Cornell, he began to explore specific problems of governance and conflict in employer-employee relationships and worker cooperatives. The problem of maintaining democracy in organizations continues to be a major focus of his research throughout his academic career, as he has engaged in several different streams of research. In his early years at Cornell, he began to explore specific problems of governance and conflict in employer-employee relationships and worker cooperatives. The problem of maintaining democracy in organizations continues to be a major focus of his research throughout his academic career, as he has engaged in several different streams of research.

He was very active in the Sociology of Organizations and Industrial Relations, and his research and teaching have focused on these areas. He has published extensively on these topics, and his work has been widely cited by other researchers.

Bob's academic interest in studying the NCFA was fired not only by intellectual curiosity, but also by a sense of responsibility toward the health and well-being of the people who depended on it. His work has been recognized with numerous awards, including the Status of Excellence Award from the University of Michigan, the Status of Excellence Award from the University of Michigan, and the Status of Excellence Award from the University of Michigan.

In his final years, his work was recognized with numerous awards, including the Status of Excellence Award from the University of Michigan, the Status of Excellence Award from the University of Michigan, and the Status of Excellence Award from the University of Michigan. He was also a mentor to many, and his work had a significant impact on the field of health economics and policy.

In addition to his academic work, Bob was a key figure in the development of the field of health economics and policy, and his work was widely cited by other researchers. He was a leader in the field of health economics and policy, and his work had a significant impact on the field.

He was a leader in the field of health economics and policy, and his work had a significant impact on the field. He was a key figure in the development of the field of health economics and policy, and his work was widely cited by other researchers.

His work on social transformations and emerging communities was recognized with numerous awards, including the Status of Excellence Award from the University of Michigan, the Status of Excellence Award from the University of Michigan, and the Status of Excellence Award from the University of Michigan.
Deadline: December 31, 2001
Call for 2002 MFP Competition

The ASA Minority Affairs Program announces its competition for the Minority Fellowship Program (MFP) for 2002-2003. The MFP fellowship is a predoctoral training program intended for underrepresented minorities primarily interested in mental health issues and research. This training program is supported by a grant from the National Institute of Mental Health, Division of Mental Disorders, Behavioral Research and AIDS. Sociological research on mental health and illness is germane to core areas of emphasis within the National Institute of Mental Health specifically, and the National Institute of Health more generally. Research on the social dimensions of mental health includes attention to prevention and to causes, consequences, adaptations, and interventions.

In addition, ASA members’ contributions and contributions from other sociological and regional associations provide funds for predoctoral fellowships in all areas of sociology. While these fellowships do not stipulate a specific area of focus, they are fewer in number than those supported by funds from NIMH.

An annual stipend of $15,060 is provided for the ASA/NIMH fellowships, and the general ASA fellowships are a minimum of $13,000. Also, arrangements for the payment of tuition will be made with universities or departments. Approximately 10-12 new awards are made each year. The Minority Fellowship Program provides a package of additional training and mentoring in addition to the stipend.

Applicants must submit their complete application package to the Minority Fellowship Program (in one package) by December 31, 2001. The complete application package consists of:

1. Fellowship application
2. Essays
3. Three (3) letters of recommendation
4. Official Transcripts
5. Other supporting documents (Optional) (e.g., curriculum vitae or resume, research papers published or present at professional conferences, GRE scores, etc.)

Fellows must be citizens or non-citizen nationals of the United States, have in their possession an Alien Registration Card, and must be accepted and/or enrolled in a full-time Sociology doctoral program in the United States. Fellows also must be members of a racial and ethnic group, including Blacks/African American, Latinos (e.g., Chicano, Cuban, Puerto Rican), American Indians or Alaskan Natives, and Asians (e.g., Chinese, Japanese, Korean, Southeast Asian) or Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino).

For application forms and additional information, write: The American Sociological Association, Minority Fellowship Program, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701; (202) 383-9005, ext. 322 or minorityaffairs@asanet.org.

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Proposal: Due December 15, 2001

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Supported by the National Science Foundation and the ASA, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities. PAF awards provide scholars with venture capital for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds. Maximum award is $7,000.

Application Information:
Web: http://www.asanet.org/students/raf.html
E-mail: research@asanet.org
Phone: (202) 383-8005 ext. 318
Mail: PAF Awards, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701

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