The Costs and Benefits of Temporary Faculty

by Johanna Ebner and Lee Herring,
Public Affairs Office

In order to make sound scientific policy decisions, the U.S. Congress and the executive branch have historically relied on scientists and engineers as knowledgeable sources. Many of these scientists serve in federal government positions as Presidential Appointees or they serve as advisors on Federal Advisory Committees. Nominations for these two roles should be based on merit, according to a new National Academies report, not on congruence with the President’s political beliefs. The report affirms that nominees to federal science and technology advisory committees should not be asked about their political opinions or affiliations prior to being nominated for federal positions or selected to serve on advisory committees.

The NAS Committee on Ensuring the Best Presidential and Federal Advisory Committee Science and Technology Appointments authored three reports in a series that have been released during the 2004 presidential election in order to advise the president about committee appointments. The earlier reports were released in 1992 and 2000. The latest report, Science and Technology in the National Interest: Ensuring the Best Presidential and Federal Advisory Committee Science and Technology Appointments, was released just after the 2004 presidential election.

Recommendations

According to the report, immediately after each election, a confidential “assistant to the president for science and technology” should be named to help quickly identify strong candidates for crucial science and technology appointment positions and provide reliable scientific advice in the event of a crisis. The recommendation to appoint the science assistant early has appeared in past NAS reports and was reiterated in the latest report given the delays by administration to appoint the president’s chief science advisor. George W. Bush not only appointed his science advisor very late into his first term, but he also reduced the stature of the position of the science advisor from a cabinet position.

Administrative authorities should make certain that appointments to advisory committees are not politicized. According to the NAS report scientists, engineers, and health professionals should be appointed based on their expertise, and integrity. It is inappropriate to ask appointees for information that should and would have no bearing on their scientific or technical expertise (e.g., their political party affiliation, voting record, or personal opinions on political or controversial social issues).

Failure to attract qualified people to high-rankimg S&T positions, or misuse of the federal advisory committee system, would compromise the government’s effectiveness on important issues,” said John E. Porter, chair of the committee that wrote the report and former Congressman from Illinois. “To address the challenges of the 21st century, we need solid leadership and advice in scientific, medical, and technical areas—and certainly well-grounded scientific and technical information.” At one level, these recommendations are applicable across presidencies and are designed to improve the influence of “sound science and technology in science and technology, page 3

2005 ASA Candidates

The American Sociological Association is pleased to announce the slate of candidates for ASA Offices, Council, and the Committee on Publications. Ballots for the 2005 ASA election will be mailed in early May 2005. The candidates are:

President-Elect
Larry D. Bobo, Harvard University
Frances Fox Piven, City University of New York Graduate School and University Center

Vice President-Elect
Bonnie Thornton-Dill, University of Maryland-College Park
Dane Vaughan, Boston College

Council Members-at-Large
Judith D. Auersbach, American Foundation for AIDS Research
Peter Conrad, Brandeis University
Evelyn Nkano-Glen, University of California-Berkeley
Carol A. Jenkins, Glendale Community College
Michele Lamont, Harvard University
Jane D. McLeod, Indiana University
Gay W. Seidman, University of Wisconsin-Madison
Donald Tomaskovic-Devey, North Carolina State University

Publications Committee
Kathryn J. Edin, University of Pennsylvania
Michael Hout, University of California-Berkeley
Verna M. Keith, Arizona State University
Mitchell L. Stevens, New York University

The elected members of the Committee on Nominations prepared this list of candidates for the 2005 election. As stated in the ASA Bylaws, members of the association may nominate additional candidates. Petitions supporting additional candidates for the offices of President-Elect and Vice President-Elect must be signed by at least 100 supporting voting members of the Association; petition candidates for other positions must receive the supporting signatures of at least 50 voting members. All petitions must arrive in the Executive Office by January 31, 2005, and be addressed to the attention of the ASA Governance Office. Mail petitions to: American Sociological Association, ATTN: Association Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20035. If you have any questions about the slate of candidates or the petition process, please send e-mail to governance@asanset.org or call (202) 383-9005 extension 327.

Nominations Invited for 2005 ASA Section Awards

ASA’s 43 sections honor work in their respective specialty areas through annual awards made to acknowledge noteworthy articles, books, dissertations, career achievements, and special contributions. The winners of the 2004 Section awards were featured in the November 2004 issue of footnotes newsletter.

2005 Annual Meeting News . . .

See page 15 for information on the availability of meeting space and table display space at the 100th Annual Meeting in Philadelphia. Information on the 2005 Call for Papers can be found on page 15 as well. For the most up-to-date information on the 2005 Annual Meeting, see the ASA Convention website at <www.asanet.org/convention/2005>

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by Roberta Spalter-Roth and
William Erskine, Research
and Development Department

Between 1993 and 1998, 40 percent of institutions of higher education educate half of all students. The major challenge for the United States’ Research and Development Development in collaboration with the ASA Task Force on Part-time and Contingent Work in the Academic Workforce. Sociology departments were immune to this trend, according to the brief, which examines the use of “supplementary” or adjunct faculty in sociology departments. Drawing on data from the ASA 2002 Survey of Baccalaureate and Graduate Programs in Sociology, the report also summarizes comments from 167 chairs of ASA’s 60 research departments collected from a recent open-ended online survey. The findings point to a number of trends in the use of both for both sociology programs and part-time faculty. The complete version of the report, including analysis of this survey defined “supplementary” faculty as graduate student or non-graduate student instructors who teach their own courses, are paid on a per course basis, and working without a contract.) Overall, about three-quarters of sociology department chairs surveyed report using supplementary faculty during the 2000/01 academic year.

Sociology Departments

As in other academic disciplines, supplementary sociology faculty is used to fill the gap between rising numbers of students and stable numbers of full-time faculty. Chairs report that 38 percent of faculty vacancies are filled by supplementary faculty. The ASA defined “supplementary” faculty as academic graduate student or non-graduate student instructors who teach their own courses, are paid on a per course basis, and working without a contract.) Overall, about three-quarters of sociology department chairs surveyed report using supplementary faculty during the 2000/01 academic year.

Departments at research institutions are most likely to employ supplementary faculty. The share of all sociology courses taught by supplementary faculty is 22 percent, but there is also significant variation between baccalaureate and smaller doctoral institutions. Budget constraints and the promise of cost savings are cited as reasons for the growth in supplemental faculty from the point of view of administrators. The research brief reports that sociology departments do save money when they use supplementary faculty.

See Faculty, page 4
Sociology Chairs Take Note

The Task Force on the Undergraduate Sociology Major has outlined its updated goals for the major.

Fund for the Advancement of the Discipline

Funding for sociologists studying gentrification to deliberate democracy made possible through ASA and NSF.

Professional Training in Sociology

Teaching sociology graduate students means more than research methods and theory; they need informal professional training too.

UC-Berkeley Working Conditions

Graduate students put a human face to wage inequality at the University of California-Berkeley.

Changing Demographics in Scientific Disciplines

Sociologists at an NSF conference highlight the changing age, gender, and national composition in the science fields.

Update on the Advanced Placement Placement Course

Sociologists are ready to work with high school teachers to develop an honors course at the high school level.

NSF Awarded $6.6 Million in 2003

The Sociology Program at the National Science Foundation awarded funds for 44 new projects and 45 dissertations.

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The Executive Officer’s Column

Opening Access to Pandora’s Box in Science Communication

“Open access” swiftly rose to buzzword status on Capitol Hill in the last few months among scientific journal publishers and advocates of greater public access to government-supported research results. “Open access” is many different things, but it encompasses an important concern about facilitating timely public access to taxpayer-funded health research. But the reason for the rapid ascent of “open access” in current Washington debate is the hasty speed with which the government cobbled together a proposal for what represents a new, untried business model for scientific publishing without public hearings or congressional dialogue.

Credible, timely, and understandable health research results are an important public good, but when Congress slipped a short note of guidance in the National Institutes of Health (NIH) FY 2005 funding bill this summer, NIH director Elias Zerhouni responded rapidly with a proposed government publishing approach that would post peer-reviewed scientific articles online six months after they were published in a peer journal publication. The idea ignored some very major issues, including that nonprofit scientific societies (ASA and PLoS) advocate for peer review, that copyright is undermined, and that confusion results from publicly archiving both draft and final manuscripts. Important players were also ignored, including nonprofit scientific society publishers whose authors and members have a significant stake in it, and how, the government enters the business of scientific publishing.

The “open-access” movement’s origin stems from understandable pressures as diverse as disease advocacy groups seeking to aid patient populations; a former NIH director and founder of PLoS (the Public Library of Science) advocating an author-pays publishing system; academic librarians dealing with increasing costs of some privately-owned medical journals; Congress’ doubling of the NIH budget, which has made NIH a political target for increased “accountability”; international resolutions regarding “knowledge society” obligations; and the 2003 Bush plan to post NIH research online. While the British government struck down a similar open access proposal this fall (because there was no empirical evidence that the science was not accessible), the proposal moves forward in Congress. It has, however, been slowed by the over 6,000 public comments to NIH, many of which raised serious issues about its hastily drafted plan. The NIH plan was not a cooperative venture, which Congress acknowledged; as it did a suspicion that the NIH cost estimates for implementing this electronic publishing venture appeared both naive and likely to tap into shrinking grant funds. ASA coordinated with other scholarly publishers in advising NIH. Below is a synopsis of a few of our comments to NIH. ASA members and sociology authors are clear stakeholders, since ASA publishes nine peer-reviewed scholarly journals, some of whose articles would be directly affected by NIH’s policy. But, since the NIH policy will undoubtedly become a model for “public access” publishing plans across the government, all ASA journals are implicated. ASA’s arguments were provided in the spirit of the Hippocratic oath to first “do no harm” and of ensuring that any plan would not, in the long run, reduce the quality or quantity of publicly funded science.

Nonprofit-society publishers contribute significantly to peer review and dissemination of health-related research, and they are a significant part of America’s capacity to sustain a robust industry of scientific communication. Nonprofit (and profit-making) publishers—not NIH—provide financial support and provide the peer review of NIH-funded research. Elements of the current proposal, however, are likely to have a detrimental impact on the nonprofit scientific publishers’ capacity to do so. For example, an NIH and ASA argument is that private-sector scholarly publishers would be unable to afford to publish; young scholars will be most disadvantaged. This problem will undoubtedly increase, providing scientific results without the quality assurance and credibility of current practice.

If the federal government assumes responsibility for electronic dissemination and archiving of scientific findings, will it be able to assure the permanent availability of scientific content in the absence of stable, long-term congressional and executive commitment of resources? As a policy matter, is it appropriate for government to play this role in a society that wishes to ensure the independence of scientific knowledge? If private-sector scholarly publishers are financially weakened or irreparably injured in the process, scientific societies’ journal programs will either perish or move to an author-pays model of publishing, as open-access advocates want (e.g., PLoS). That is, if library subscriptions do not pay for peer review and the editorial process (because the content is available online for free), then authors, their universities, or already inadequate research budgets will have to pay for the cost of submission and peer review of a manuscript. As authors divert more of their grants to publication rather than research, only authors with large grants, private wealth, or in financially secure universities will be able to afford to publish, young scholars will be most disadvantaged. This problem will be particularly acute in non-laboratory social sciences, where much important research and new knowledge is produced without significant grant support.

The NIH proposal is oddity counter to the current administration’s push for private provision of public services. The current increase in private-sector efforts to promote the electronic dissemination of research results (e.g., a collaborative “patient-FORUM” effort of the American Cancer Society, the American Heart Association, and the American Diabetes Association), although not yet fully developed, suggests it is premature for the federal government to designate itself the 800-pound gorilla of scientific publishing. NIH is required to develop an “open access” plan, but implicit in recent Congress concern is that NIH produce a thoughtful policy and work with the academic societies of scientific journals to maintain the integrity of the peer review system. “We are hopeful this will happen.”

—Sally T. Hillman
American Community Survey Survived Fiscal Year 2005 Appropriations

The American Community Survey (ACS), the U.S. Census Bureau’s 21st Century demographic assessment tool—designed to provide governments, commercial interests, communities, and scientists with strategically useful and timely data—has survived this November’s tumultuous appropriations approval process, which established in the 2005 omnibus spending bill an allocation of $146 million for the ACS. While this very tight budget is sufficient to launch this innovative survey’s first year, it is not adequate to cover the very important “quarterly” data collection that includes counting populations such as migrant workers, college dorms, and the homeless. 

ASA Executive Officer Sally T. Hillman explained in her November 2004 Footnotes Vantage Point column (p. 2) ASA has worked to support the ACS because our nation’s dynamic “24/7” on-demand commercial and public entities will benefit greatly from the ACS’s provision of much-needed microdata—for science, commerce, community needs assessment, and other public needs. The ACS is critical to local and national economic progress. Just as the November Footnotes went to press, appropriations committee leadership began negotiating the Bureau’s budget, which looked potentially catastrophic for ACS. The House had allocated $146 million for the nationwide launch of the ACS in 2005, below the Bureau’s request of $165 million, but the Senate committee had allocated much less ($65 million). This shortfall would have meant that the long form of the ACS would need to be revised for the 2010 Census. The FY 2005 funding bill will make this backward step unnecessary. ASA had worked with other organizations to secure the higher funding level and sent letters to congressional leadership (see www.asanet.org/public/acs_support.html).

The fight for ACS is not over, as the federal budget will continue to get tighter, and an allocation of ACS funds necessary to affect the credibility and reliability of small and large population estimates. The long-term consensus for the Census Bureau, in light of ACS funding, is to contain the cost of a 2010 census that does not include the long form.

Science and Technology, from page 1

informing public and social policy at the national level. At another level, the NAS recommendations read like a point-by-point challenge of the Bush administration’s record, a record that the ASA Council took notice of this past summer on the heels of extensive national and international press coverage, as well as science advocacy groups’ efforts and documentation (see Public Affairs Update, April 2004 Footnotes).

Specifically, at the 2004 ASA Annual Meeting, the ASA Council unanimously passed a statement, titled Maintaining the Integrity of U.S. Presidential Appointments of Scientists, that reads: ...[ASA] strongly urges the President to consider scientific expertise as the primary basis for soliciting and nominating or appointing advisors on scientific, technological, and health-related posts or governmental advisory committees. Upon recommendation of its governing Council, the ASA believes other criteria other than scientific expertise should play the dominant role (implicitly or explicitly) in the President’s decision. By adhering to professionally recognized scientific expertise in selection, the Administration, government agencies, and the American people will receive the best scientific knowledge and advice available when our nation formulates significant policy decisions. Such scientifically informed decisions can and should assure the continuation of America’s prominent position within scientific, technological, and health research domains as well as protect Americas international credibility and leadership within these areas.

The ASA Council action was also motivated by an incident specifically affecting a research institute. Janet Menken, Director of the Institute of Behavioral Science in Boulder, Colorado, had served on the grant review committee of the Fogarty International Center Advisory Board of the National Institutes of Health for her two-year term (2000-2002) when she inexplicably did not win reappointment. Many colleagues and others in the science community (e.g., Leshner, president and CEO of the American Association for the Advancement of Science, was among eight individuals nominated by President Bush to serve on the National Science Board for six-year terms ending in 2010. All eight were approved by the Senate. Trained as a research physiological psychologist, Leshner has held a number of prestigious positions including that of the Vantage Point column (p. 2) ASA has worked to support the ACS because our nation’s dynamic “24/7” on-demand commercial and public entities will benefit greatly from the ACS’s provision of much-needed microdata—for science, commerce, community needs assessment, and other public needs. The ACS is critical to local and national economic progress. Just as the November Footnotes went to press, appropriations committee leadership began negotiating the Bureau’s budget, which looked potentially catastrophic for ACS. The House had allocated $146 million for the nationwide launch of the ACS in 2005, below the Bureau’s request of $165 million, but the Senate committee had allocated much less ($65 million). This shortfall would have meant that the long form of the ACS would need to be revised for the 2010 Census. The FY 2005 funding bill will make this backward step unnecessary. ASA had worked with other organizations to secure the higher funding level and sent letters to congressional leadership (see www.asanet.org/public/acs_support.html).

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Task Force Outlines Goals for the Sociology Major

by Carla B. Howery, Director, Academic and Professional Affairs Program

The ASA Task Force on the Undergraduate Sociology Major completed its charge “to examine the undergraduate major in sociology in a variety of institutional contexts, and make recommendations to ensure a quality undergraduate major.” The resulting report, Liberal Learning and the Sociology Major: Meeting the Challenge of Teaching Sociology in the Twenty-First Century, endorsed by ASA Council, is the latest edition of a 14-year-old report. The new report will soon be available as a PDF file at www.asanet.org/forms/pubord.html. Departments are encouraged to use it to discuss and prepare sociology students in a developmental and cohesive manner. The report builds on ASA’s prior monograph, completed in 1990, that was commissioned by the Association of American Colleges and Universities, a higher education organization in Washington, DC, with a primary focus on liberal arts education. ASA and 12 other disciplinary associations prepared reports at that time. ASA’s well-received report, Liberal Learning and the Sociology Major, has been used by departments undertaking program reviews or curricular revisions. ASA’s consultants, the Department Resources Group, have also used the guidelines in their evaluations of departments. The original report contained 13 recommendations, most of which were retained in the new edition. For two examples of successful implementation of this earlier report, see James Sherbonah’s 1997 Teaching Sociology article, titled “Implementing ‘Study in Depth’ at St. Cloud State University,” (vol. 24, pp. 160-167) and see Edward Kain’s 1999 Teaching Sociology article, titled “Building the Sociological Imagination Through a Cumulative Curriculum: Professional Socialization in Sociology,” (vol. 27, pp. 1-16).

The new report focuses on changes in higher education and their impact on sociology, as well as the various structural arrangements in which sociology is taught (e.g., in joint departments, in schools with many (or few) transfer students). Institutional arrangements in this context require creative thinking about how to achieve the important principles the report emphasizes: the need for sequencing of courses; the value of “deep learning” in sociology generally and in one or more specialty areas; the importance of core courses and a capstone at the end of the major; and the importance of infusing research experiences throughout the major.

The Task Force does not advance a single curriculum for the sociology major. Rather, its 16 recommendations encourage departments to look systematically at what courses and experiences they offer their students and to consider modifications. Many curricula grow like a bad remodeling job, and courses that have not been taught for years remain on the books. Sometimes major shifts in the characteristics of the student body are reasons to change course offerings or the level (e.g., freshman vs. junior) of a particular course. The fundamental premise is that the sociology major is a collective enterprise of a department, not simply the accumulation of course credits by a student. The department needs to have goals for all students, and reasonable assurance that course and curricular offerings will allow those goals to be met. In this world of accountancy and assessment, departments need to have built-in ways to check to see how well goals are met.

Task Force members will offer workshops at the 2005 Annual Meeting on the report’s recommendations as part of the regular program and in the chairs’ conference. Send feedback and queries about the report to apap@asanet.org.

Faculty, from page 1

use part-time faculty. Although savings varied by type of school, departments saved about 20 percent (i.e., about $98,771 per department) over what their salary expenditures would have been if full-time faculty taught all courses. According to chairs, however, saving money is not the primary reason for hiring supplementary faculty (see Figure 1).

Chairs generally did not regard cost savings as a benefit for their depart-
ments, because any money saved typically accrues to administration budgets. Benefits and Costs

The most widely reported benefit of hiring supplementary faculty is “flexibil-
ity.” That is, these hires provide depart-
mements with the ability to respond quickly to shifting demands for numbers or types of courses. In addition, the use of supplementary faculty allows depart-
mements to maintain or enhance their programs when there is no money for a full-time faculty replacement. According to the chairs surveyed, the most valuable supplementary faculty are sociology specialists employed outside the university. For example, one chair noted, “a small cadre of three criminal justice professionals ... enable us to offer specialized ... courses to our criminal justice majors.”

Although one-quarter of all responding chairs indicated that supplementary faculty increased the quality of undergraduate education (especially when experienced practitioners teach specialty courses), about 4 percent said that the quality of undergraduate education suffered under part-time faculty. The latter observation that supplementary faculty are less available to assist students, as a result of limited office space and office hours, and their course materials were sometimes out-of-date. Some chairs also believed that supple-
mentary faculty lowered the quality of

ASA Council Action on the Recommendations by the Task Force on Part-time and Contingent Work in the Academic Workforce

1. Council accepts the report of the Task Force on Part-time and Contingent Work in the Academic Workforce, titled Academic Relations: The Use of Supplementary Faculty. Council recommends that the ASA Department of Research and Development continue to collect and analyze data on the use of contingent faculty.

2. ASA should continue to work with other professional associations to explore ways to improve working conditions of contingent faculty. Opportunities for discussion regarding the use of contingent faculty will be included on the agendas of the annual meetings of the department chairs and graduate directors.
ASA selects awardees to help advance the discipline

The American Sociological Association (ASA) is pleased to announce five new grants from the winter 2004 review cycle of ASA’s Fund for the Advance- ment of the Discipline (FAD), a competi- tive small grants program funded by matching grants provided by the National Science Foundation (NSF) and the ASA and administered by the ASA. These awards provide seed money to PhD scholars for innovative research projects and for scientific conferences that show promise for advancing the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

Mounia Charrad, University of Texas-Austin, received $7,000 for “Challenging Patriarchy: Rights and Opportunities for Women in Tunisia.” She is using her FAD funds to study whether the relatively liberal family law in Tunisia (eventually complemented with liberal legislation regarding other aspects of gender relations) resulted in improved opportunities for women in education and on the labor market. This study is part of a larger effort to analyze the relationship between state power and women in three Muslim countries. Two of these countries (Morocco and Algeria) are labeled as conservative in terms of their family law and one (Tunisia) is labeled as liberal.

John Evans, University of California-San Diego, Joseph Davis, University of Virginia and Keyon Harrold, Olaf College, received $7,000 for “A Conference for Furthering Women in three Sociologies of ‘Bioecology.’” They are using their FAD grant to hold a conference for sociologists working on bioethics in increasingly urgent public debates over technological developments in medicine. To date, the field of bioethics has been heavily influenced by a viewpoint borrowed from analytic philosophy. A major purpose of the conference is to demonstrate that the bioethics community has made and could make to the field of bioethics by introducing sociological tools and methods. A second purpose of the conference is to promote the development of a robust institutionalized sub-field to replace the current series of disparate studies.

Yen Le Espiritu and Denise Ferreira da Silva, University of California-San Diego, received $6,975 for “City Heights: Refugee Lives in a Global Neighborhood.” The researchers are using their FAD funds to study City Heights, a neighborhood in San Diego, “one of the most important sites for refugee resettlement from Southeast Asia, Central America, Eastern Europe, and East Africa in the United States.” Their primary interest is the global circulation of peoples and their cultures in relation to this neighborhood. The PIs are attempting to answer three questions: (1) What are the global historical processes that produced massive and multiple displace- ments and movements of refugees who ended up in City Heights? (2) Why did City Heights become the site for these refugees? and (3) What kind of commu- nity is being produced? To address these questions, the researchers will conduct a content analysis of local papers, develop and test a survey instrument, and conduct a chronology of global events that relates to periods of migration.

Mona Pressad, Northwestern University, and Andrew Perrin, University of North Carolina-Chapel Hill, received $7,000 for “Information, Emotions, and Opinion Change.” These PIs are using their FAD support to fund research that they call the “deliberative component” of voting, that is, how do you bring about changes in voting preferences? The PIs conducted a before-and-after experiment in two cities within the timeframe of the 2004 U.S. presidential election. In those experiments, they challenged political information and are comparing subjects who resisted the new information with those who did not. They interviewed both “loyalists” and “switchers” to determine the “triggers” for change among different demographic subgroups. According to the PIs, these triggers are emotion-based processes with demo- graphic or geographic variables only providing context. The findings should help students of deliberative democracy understand the subjects’ responses to challenging information.

George Steinmetz, University of Michigan, and Michael Chanan, Univer- sity of the West of England-Bristol, received $6,900 for “Living Among Ruins: Detroit (USA) and Komsomolsk-on Amur (Russia).” A Project in Docu- mentary and Visual Sociology.” The PIs are using FAD funding to complete a documentary that examines the ruins of two cities, once giants earlier in the 20th century, one the epitome of industrial capitalism and the other the center of state communism. The PIs hypothesize that the comparison will allow them to examine the role of oppression (of blacks and of slave prisoners, respectively) in the creation of the cities—a role that is invisible in the “heroic public narratives” about the glory years of both cities. They also are examining the demise of both cities within the context of the cycles of industrial capitalism and communism. They propose to go beyond the common depiction of both cities as wastelands and the individual problems of the residents and show the creative efforts of residents to “survive, resist, and even flourish in the face of daunting condi- tions.

Mangala Subramaniam, Purdue University, received $3,080 for “Group Level Effects on Four Different Empower- ment Models.” The PI is using her FAD grant to analyze already- collected data on more than 200 women in governmental organizations in four districts of India. The purpose of the study is to answer a series of questions about the effects of group structure and leadership on the empowerment of individual women members of the organizations. The study is based on a sample of 31 organizations. The organiza- tions include a range of group structures—from hierarchical to loose and informal. Empowerment is defined both in terms of perceptions and actions (i.e., the ability to recognize oppression and autonomy) and as the ability to mobilize collective resources in the social world. These resources include earnings, ownership of assets, access to cash, prestige within the household and community, ability to make household decisions, and belief that she can effect social change through collective action. Cluster analysis and hierarchical linear modeling methods are being used to define group structure and to investigate the relation- ship between organizational structure and feelings of empowerment.

Daniel Sullivan, Portland State University, received $4,359 for “Invasion-Succession or Welcome Mat? Examining Long-Term African-American Residents’ Opinions of New White Residents in a Gentrifying Neighborhood.” The PI is using his FAD grant to complete a series of interviews with African-American residents of a rapidly gentrifying neighborhood in Portland, which has gone from being predominantly black to predominantly white in a fairly short period of time. The PI is conducting in- depth interviews to better understand how blacks that have stayed in the neighborhood feel about their new white neighbors and whether they embrace the changes in their neighborhood. This set of interviews is part of a larger, ongoing survey in which the PI and his students are interviewing residents in one additional neighborhood each year in order to refine the survey questions and to continue to define “succession” to the survey findings. This self-contained research project can be linked to larger theoretical issues such as the creation or diminution of racialized space.

Continued on next page
The role of informal professional structures on career success

by David Shulman, Lafayette College, and Ira Silver, Framingham State College

Graduate students in sociology are rightfully concerned with how they can best advance themselves and launch successful careers. Since the sector of work that requires material and emotional sacrifices—not to mention the uncertainty of future employment—their circumspection is understandable. Sociological research on workplaces teaches us that individual skills and aspirations are impacted ultimately by informal professional norms to learn that can greatly impact career prospects, yet these norms receive surprising public dialogue or formal classroom attention.

Professional Socialization

For example, students must learn to manage relations with faculty, graduate student peers and publishing gatekeepers; they must tailor their research so that it can be published; and they must learn types of impression management and emotional labor that are critical in crafting identities as sociologists. Mastering these informal professional norms through which people actually practice the sociological craft is important. One way to support the best generations of sociologists, then, is to acknowledge, research and teach our professional culture more explicitly.

We considered these issues in our fall 2003 article, “The Business of Becoming a Professional Sociologist: Unpublished Informal Training of Graduate School,” published in The American Sociologist. We argued that much of the important professional socialization that transpires in graduate school occurs through faculty mentors, individual entrepreneurship, and, to some degree, chance. We also claimed that much of this professional knowledge is based on strategy and that more of it ought to be. Using a business analogy, we argued that graduate students must learn to be entrepreneurial intellectuals who are attentive to critical but informal aspects of career management. A selection of some we raised:

1. Graduate students must learn about professional infrastructures that mediate research success. For example, students must learn how to develop networks that can lead to testing hypotheses that can lead to publishing scripts for publication. How do people go through the manuscript submission process? In what ways can graduate departments help them navigate these processes?

2. Graduate students encounter problematic aspects of the relationship between teaching and research productivity in higher education. Graduate programs generally emphasize research productivity over teaching effectiveness. This preference reflects the fact that research publications are the coins of the professional realm. There are many implications of this valuation for disciplinary practice and for the graduate student experience, as well as for understanding the status system within the discipline.

3. There are obscured pathways to successfully entering the different labor markets that exist for PhDs in sociology.

Several job markets exist in addition to primarily university research and teaching-oriented labor markets. Some job opportunities allow people to be primarily activists for social change; other jobs outside the academy involve conducting research for government, business and private research organizations. The question is, how do these alternative job markets that are not well charted for graduate students who, if interested, typically must do their own leg work to uncover them?

4. Graduate students must actively work to craft networks that can enhance their career outcomes. Graduate education is accomplished through professional relations with professors that are funneled through an institutional structure. We receive PhDs through faculty advisors who help develop dissertation work and who sign off on paperwork and write recommendations that allow us, hopefully, to continue a career in the sociological profession. Though a degree comes from a particular institution, one’s professional pedigree is necessarily the result of the reputation and perceived investing of expertise and training in us by our faculty mentors. Graduate students must build networks with faculty who will mentor them, help advance their research and win employment, and assist them in meeting challenges along the way.

5. Graduate students must build mutually satisfying and professionally rewarding relationships with their peers.

Many sociologists consider the relationships that they formed with their graduate student peers to be vital aspects of their current career happiness and success. Interactions with graduate student peers are a critical form of professional socialization, a “Collegial 101.” What dynamics, missteps and strategies exist to optimize these relationships?

6. Graduate students must learn how to navigate the pathways for securing research funding.

Paying for graduate school requires money, as does conducting research. Attaining grants and fellowships is also an important prestige marker. What are good lessons in acquiring funding? How do students find out about these opportunities? How do they acquire the financial means to fund their career?
PUBLIC SOCIOLOGY
Sociology translates to public action . . .

This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and those working with communities have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expertise to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but contact Managing Editor Lee Herring (herring@asar.net, 202-383-9005 x320) prior to submitting your draft (1,000 to 1,200 words max-

Wages and Working Conditions at Berkeley
By Amy Schalet, Center for Reproductive Health Research & Policy, University of California-San Francisco, and Gretchen Purser and Ofir Sharon, University of California-Berkeley

A few years ago, inspired by student-worker activism springing on campuses across the country and by research journalist Barbara Ehrenreich’s popular work Nickel and Dimed: On (not) Getting By in America, the idea was born to study working conditions at the University of California-Berkeley (UCB). At the time, all three of us were graduate students in the Sociology Department. In the first few years, each of us had worked on issues of economic inequality and justice—Gretchen had been president of a student labor group at her undergraduate institution, and Amy had assisted in running an undergraduate seminar to educate students about the benefits of European-style welfare programs. Ofir had studied overwork and unemployment. Until that point, none of us had turned our sociological research skills and passions for social justice toward the university community of which we were part.

Finding the Message

The idea was simple: Take our tools as budding social scientists and use them to bring light to the wages and working conditions of the UCB service and clerical staff. Our goal was not just to report on the stark numbers regarding wage stagnation and inequality—though we did use whatever quantitative data we could find—but to use our training in qualitative methods to go beyond numbers and show the human face and experience of those who did the day-to-day work of keeping our university running.

Our goal was not just to report on the stark numbers regarding wage stagnation and inequality—though we did use whatever quantitative data we could find—but to use our training in qualitative methods to go beyond numbers and show the human face and experience of those who did the day-to-day work of keeping our university running.

We could not know at that time that three years later our eventual research project in new directions (e.g., to translate Berkeley’s Betrayal into Spanish, to research other campuses, to write an administrative book that would serve as a kind of how-to guide for administrators to understand how the factors that shape their decisions about resource allocation, to name a few). It is our hope that sociology graduate students and faculty will use Berkeley’s Betrayal as a teaching tool and as a source of inspiration to initiate similar projects at their own campuses.

About the authors: Gretchen Purser and Ofir Sharon are PhD candidates in the Department of Sociology at UC Berkeley. Amy Schalet is a PhD candidate at the Center for Reproductive Health Research & Policy at the University of California-San Francisco. Their report Berkeley’s Betrayal: Wages and Working Conditions at Cal can be viewed, downloaded, and ordered at www.berkeleybetrayal.org. The website also reports on ongoing research and organizing activities at universities across the country.

1 According to the California Budget Project, for a two-working-parent-family of four, both parents would need to earn $16.88 per hour in order to achieve a modest standard of living. Using 2002 UCB wage data, the authors calculated that 1,600 university workers are making less than $16.88.

Falling Short on Respect, Inclusion, Mission

When we began talking with UCB workers, we expected to hear about inad-

equately wages. What took us aback, however, was just how often and how in-

trinsically workers felt disrespected, excluded, and betrayed by the university. There are many reasons for this experience of betrayal—among them, lack of recognition for workers’ efforts and contributions to the university’s educational mission. For instance, report being provided with the slip-resistant shoes they need to maneuver safely around wet kitchen floors. Workers also tell of foregoing treatment of work-related injuries for fear of termination or other negative effects. These fears are well founded: campus workers often come to work at the university out of a deep desire to contribute to its educational mission. They are disturbed then to see big contracts with the university and corporations that result in corporate interests setting the research agenda. Kim, a student affairs officer, says she believes “the university will pretty much do anything for money. At some point, Saither Gate will be called McDonald’s Arches. The question is, for how much?”

In the months since we published Berkeley’s Betrayal, we have been overwhelmed and deeply gratified by responses from workers, faculty, students, and the media. We have received thousands of requests for the report, now in its second edition. And we have received hundreds of emails from students, faculty members, and workers across the state writing to corroborate our findings and share additional stories from Berkeley and other campuses. Even more powerful has been the tremendous energy we have witnessed at our speaking engage-

ments on various campuses, as workers, students, and faculty members gather to listen to each other, often for the first time, and strategize about how to improve working conditions on campus. As gratifying as these outcomes have been, as one administrator at a private East Coast University wrote to our website, “It’s tough all over. Your work may have just begun.”

Indeed, the work has only just begun, and we hope that the work won’t just be our own. On the Berkeley campus, a new student group has formed to work with unions, and members of the faculty, to exert pressure on the university to commit the resources necessary to improve wages and working conditions. But much more research and organizing are called for. We have received many requests to take our project in new directions (e.g., to translate Berkeley’s Betrayal into Spanish, to research other campuses, to write an administrative book that would serve as a kind of how-to guide for administrators to understand how the factors that shape their decisions about resource allocation, to name a few). It is our hope that sociology graduate students and faculty will use Berkeley’s Betrayal as a teaching tool and as a source of inspiration to initiate similar projects at their own campuses.

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Note

DECEMBER 2004 FOOTNOTES

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The Carnegie Foundation for the Advancement of Teaching, along with the Council for Advancement and Support of Education (CASE), have named Garry Hesser, long-time professor of sociology and metro-urban studies at Augsburg College, as the “2004 Minnesota Professor of the Year.” More than 5000 professors were nominated for the award, according to CASE officials. And, to top off the honor, Minnesota governor Tim Pawlenty sent Hesser a letter congratulating him on the day of the official announcement, as “Garry Hesser Day.”

A national and worldwide recipient of numerous awards and honors—particularly in the area of service and experiential learning—Hesser joined Augsburg’s sociology department in 1977. Since that time he has served as chair of the department, chair of the Social and Behavioral Science Division, and chair of the interdisciplinary Metro-Urban Studies Program. He was instrumental in the creation of Augsburg’s Center for Service, Work and Learning, a marriage of the classroom and the city that not only has emerged as a model for Augsburg education but also has served as a service-learning model across the nation.

In 2001 he was given the National Society for Experiential Education’s “Frederick S. Evans Award,” and in 2002 he was named “Distinguished Sociologist of Minnesota” by the Minnesota Sociological Association. Earlier, Hesser received the Campus Compact’s “Thomas Ehrlich Award” for national leadership and scholarship in advancing the field of service-learning as a teacher, researcher, and community partner.

Innovative Teaching

“In my view, Garry Hesser represents the best Augsburg College has to offer in its commitment to service-learning and teaching/scholarship,” said Kenneth Frame, president of the College, who wrote in support of Hesser’s nomination. In his letter, Frame said, “While it is true and indeed fortunate, that our institution has the benefit of Professor Hesser’s national reputation, it is most certainly his local impact that merits your award. His contributions to the teaching of sociology here in Minnesota and to the fostering of civic responsibility among students and colleagues at Augsburg are numerous. He has focused much of his scholarship on urban issues—multicultural communities, homelessness, and neighborhood renewal. He shares freely his research with student researchers and inspires their continued dedication to community-based research.”

Christopher Kimball, Augsburg Provost and Dean, who also wrote in Hesser’s behalf, said, “He makes 70 students aware of the lenses through which they view the world and helps them to formulate and develop new ways to move beyond their current stage. His unique preparation as a theologian and sociologist has proven fertile soil in which to cultivate a teaching life. He does so with energy and care and thereby provides a compelling example of Christian commitment to his students and his work.”

Counterintuitive Trends

Some of the same trends were evident in chemistry and physics. Sociologist Janel Kasper Wolfe of the American Chemical Society compared chemists under age 50 and those over 50. Those younger than 40 are employed in an increasingly diverse chemistry workforce and in a more highly multi-disciplinary work environment, compared to those over 40. Sixty percent of those under 40 work in government or education, especially pharmaceutical and related manufacturing, compared to smaller shares of older chemists in these venues. Older chemists are hardest hit by unemployment, with 30 percent of this cohort feeling pushed into retirement, with women working longer and having fewer retirement benefits than men. As with chemistry, new PhDs in physics are more likely to be non-U.S. citizens, more likely to complete postdocs and more likely to work in industry. Although there is a decline in the number of physics PhDs working full time, it is not clear, according to Kuh, that this decline results in good jobs for young PhDs.

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The National Science Foundation (NSF) is a significant source of federal funding for basic research in sociology. NSF provides grants to support a significant portion of the total such support for the discipline, according to national statistics on basic and applied sciences. In addition to support sociologists receive for work in interdisciplinary research, science and mathematics education, and social initiatives such as the $22-million Human and Social Dynamics initiative (see Interdisciplinary Research: September 2004 Footnotes, p. 5), NSF’s Sociology Program provides support for specifically sociological work.

This article lists NSF’s grants issued by the Sociology Program in fiscal year 2003. (See this month’s p. 3; and February 2004 initiatives such as the $22-million Human and Social Dynamics initiative, $578,444.

Enhancing Human Performance emphasized with the Political Science Research Center, Democratization, and Social Policy in Transitional Societies, $90,667.

Hobijn & Robert Lipsy established $54,000.


Delong, Gordon & Deborah Gerafe, Pennsylvania State University, “Welfare Reform and Migration of Poor Couples.” Jointly funded by the Geography and Regional Sciences Program, $322,090.

Bennett, Neil, Erica Groshen, Bart Axelrod, Robert establish $150,474.

Tolnay, Stewart, University of California, “The Role of History and Its Institutional Environments.” Jointly funded by the Office of International Science and Engineering, $135,976.

Suchman, Mark, University of Wisconsin-Madison, “Organizational, Professional & Legal Challenges of New Information Technologies.” Jointly funded by the Law and Social Science, and Innovation and Organizational Change Programs, $325,922.

Su, Ting, California State University-Los Angeles, “Cycles of Global Trade Structures,” $122,713.

Szelényi, Ivan, Yale University, “Workshop on Firm-level Gender Inequalities in Transnational Societies.” Jointly funded by the Office of International Science and Engineering, $135,976.


Western, Bruce, Princeton University, “Collaborative Research: Discrimination in Low-wage Labor Markets.” Jointly funded by the Office of International Science and Engineering, $134,843.


Evans, Peter & Youvonn Teo, University of California-Berkeley, “Racial Identities in Police Personnel Decisions,” $9,900. Jointly supported by the Law and Social Science Program.

Evans, Christopher & Julie Dowling, University of Texas-Austin, “The lure of Whiteness and the Politics of Otherness Mexican American Racial Identity,” $6,050.

Continued on next page


Dissertations


Blau, Judit & Tanya Golash-Boza, University of North Carolina-Chapel Hill, “caretaking, Gender, Gender, and Memory in Identity Construction: The Case of Kiliningard, Formerly German Occupation Zones, $7,488.


Brown, Phil & Patricia Widener, Brown University, “Transnational Activity and Oil Politics: A Demand for Participation and Environmental Justice in Ecuador,” $7,488.


Blee, Kathleen, University of Pittsburgh, “The Emergence of Social Movements.” $57,644.

Burnett, Myra, Spelman College, “Workshop on Fostering Competitive Social Science Research Activities of Historically Black Colleges and Universities (HBCUs).” Jointly funded by the Econom- ics Program, $51,905.


Depue, Robert, University of Kentucky, “Determinants of Households’ Initiated and Wife-initiated Divorces.” Jointly funded by the Geography and Regional Management Science Program, $162,555.


Hummer, Robert & Christopher Ellison, University of Texas-Austin, “Religious Fundamentalism and Confrontation in the United States,” $49,721.

Keister, Lisa, Ohio State University, “Nonmarket Work & Asset Accumulation,” $69,637.


Axiel, Robert, University of Michigan, “Agent-based Models of In-group Favoritism and Out-group Hostility.” Jointly funded with the Political Science Program and Empirical Implications of Theoretical Models emphasis area, $267,500.

Bayard de Volo, Lorraine, University of Kansas, “Determinants of Social Support for Political Conflict in Latin America.” Jointly funded by the Experi- ments in Social Life Program to Stimulate Competitive Research (EPSCoR), $49,475.


Response to Roussel, Cherwitz, The Sociology of Sociology

Nathan Rousselle (Public Forum, Footnotes September/October 2004) writes convincingly about how sociologists are the society they study rather than the society or other it new knowledge that couldn’t just as easily be offered by MBAs. One of his points concerns the rationalization of teaching, in which he notes how we build the mother, we willingly buy into this mentality without noticing what sociological instruction we may hence have picked up as undergraduates.

I wrote something similar in 1979, in an essay rejected by The American Sociologist, responding to an ASAn document, which suggested, without evidence, that teaching sociology consists of a finite list of behavioral routines: despite what we knew at the time from even our own ideological gurus. I simply ask that they not attempt to drag the rest of us in there with them.

Mark Lichter, Keystone University Research Corp., markllkirk@msn.com

Court of Justice listened to 14 governments and the Arab League, arguing that Israel’s right to defend itself does not extend to building a security fence. Even as the court met to deliberate this, a bomb exploded in Jerusalem, killing and wounding many. The court of those people made a mockery of the International Court of Justice at trial at which such notions of “underdeveloped human rights” as Sudan, Cuba, Belize, and Saudi Arabia voiced their criticism of Israel. The authors of the July/August opinion piece imply that they support terrorism as a legitimate position. I believe we should put terrorism on trial, not the state of Israel.

The ASA anti-war resolution manifests a false humanitarism or romantic depiction. Where were the ASA members who voted against the war when Saddam Hussein mass murdered his own people?

To the ASA members who voted for this resolution, I say very simply: Instead of complaining that America is not doing enough to save the world, let’s do it ourselves. I say, if given their collective head to do anything but study the society or offer it new sociological knowledge, why don’t those terrorists. 

Bonilla-Silva and Smith suggest that the United States did not respect international organizations and the doctrine of humanitarian intervention is a sideshow to international rule and democracy. The same international community, especially the European and Arab countries, are the ones who routinely side with the terrorists and blame Israel for all the evils of the Middle East. Are these the voices that we should listen to? Are these the voices of reason, fairness, and legitimacy? How can the same kind of compromise we should offer on the world

and the United States, $7,465.

Northwestern University, Expansion of the Rights for Women in the United States: Institutional Openness, State building, and Gender, $7,798.

Public Forum

NSF, from previous page

Northwestern University, Cooperative Financial Institutions: Economic Analysis of a Model of Interdependency, $7,500.

Political Science at Indiana University, $7,500.

University of California-Irvine, $7,499.

University of Iowa, $7,500.

University of Akron, $7,500.


Northwestern University, University of Akron, $7,500.


Werle, Charles & Tronadora Latimore, North Carolina State University, Race and Crime: Illuminating the Processes that Connect Crime to the Criminal Justice System, $7,483.

Richard A. Hilbert, Gustavan Adolphus College, rhilbert@gac.edu

Scott, Anthony & Andrew Reher, Northwestern University, Moving Out: Section 8 and Public Housing Reclusion in Chicago, $7,208.

Kesepol, Theda & Liu, Dongjiao, Harvard University, How World Conferences Matter: Transnational Influences and Organizational Change in Two National Women’s Movements, $6,490.

To what point is it possible to compromise itself out of existence. At that point, we would still hold jobs, but we would not be academicians or scholars or anything close to teachers. We wouldn’t be very good at that either.

But what is that point? At what point should we say, “Enough already.” Academia has run its course. It’s over. Maybe there will be a second Enlightenment at the other end of the emerging postmodern dark ages and maybe some of us will up in a monastic solace and preserve the high water mark, but as of now, our profession is finished. So society doesn’t need us anymore and won’t support us, so we’re done.

This is the question we ought to be asking ourselves. At what point will we compromise? It’s always better to draw a line somewhere and perhaps predict your own end than let it be woken up some morning and discover to your dismay that you are working for the University.

Because if we can’t help ourselves, if we can’t help our profession, then we have no business marketing ourselves to humanity as “public sociologists.” I say, leave it to the MBAs.

If you want to know the maximum impact sociologists could have on society if given their collective head to do whatever they want, look at the ASA. Do you really see evidence that ASA organization and procedures have been informed by people who take seriously sociological knowledge as demonstrated in published research, including their own published research? How then would their participation in public life be sociological?

Rousselle’s letter was a complaint and a plea. Rick Cherwitz’s letter in the same Public Forum is more familiar among the majority who see a divide between academia and the rest of society. He wants to make compromises. About academia in general, Cherwitz lists a series of questions in roughly that format: “How can we do...and still do...or [doing without doing].” Each of these strikes me as a subtle kind of demand on the order of: “How can we retain our pacifist commitments to non-violence and still help the military wins up cities.”

Such compromises are not the mindless imitative practices that Roussel and Cherwitz argue that they are deliberate. They are popular. From post-tenure review to program assessment to student-retention programs, compromises are being proposed by lots of people. And they stink of desperation.

If we have been a tension between academia and the rest of society, usually a friendly tension, always more than a healthy one. This becomes back centuries. But various current trends morph that tension into a death struggle, hence its extreme: “We'll be more like you, if you’ll let us exist.”

There is a point at which academia can compromise itself out of existence (Cherwitz’s apparent disdain for the distinctions between basic and applied research is at that point, we would still hold jobs, but we would not be academicians or scholars or anything close to teachers. We wouldn’t be very good at that either. But what is that point? At what point should we say, “Enough already.” Academia has run its course. It’s over. Maybe there will be a second Enlightenment at the other end of the emerging postmodern dark ages and maybe some of us will up in a monastic solace and preserve the high water mark, but as of now, our profession is finished. So society doesn’t need us anymore and won’t support us, so we’re done.”

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398–1950, $6,100.

Schwartzman, Kathleen & James Reher, Northwestern University, Moving Out: Section 8 and Public Housing Reclusion in Chicago, $7,208.

Kesepol, Theda & Liu, Dongjiao, Harvard University, How World Conferences Matter: Transnational Influences and Organizational Change in Two National Women’s Movements, $6,490.


Werle, Charles & Tronadora Latimore, North Carolina State University, Race and Crime: Illuminating the Processes that Connect Crime to the Criminal Justice System, $7,483.

Welch, Erik O. & Yue-Fan Lui, University of Akron, The Collaboration on Thin Ground: Contract Production Arrangements Between Transn-
Corrections

Teresa Smith, SUNY-Albany, had her affiliation incorrectly listed in the Sep- tember 2004 issue. Her correct affiliation is Department of the Paul Meadows Teaching 12 December 2004

Call for Papers

Conferences


The American Sociological Association Section on Reviewing books received by members of the section, as well as forthcoming in sociological journals, is the American Sociological Association, 1430 H Street, N.W., Suite 710, Washington, D.C. 20005. Books should be sent to: Daniel J. Laub, Editor, American Sociological Association. Theme: "Youth Employment in the Global Age." Call for Papers. Hofstra University, Hofstra Cultural Center, 1100 Hempstead Turnpike, Hofstra, New York, 11546-0001; (516) 463-7270. E-mail: jdefiore@francis.edu. Competitions

North Central Sociological Association Annual Conference, April 28-30, 2005, Omaha Hotel, Hilo, Hawaii, Com- munity, and Society, 9th Annual Conference, April 14-16, 2005, University of Hawai'i at Mano- toa, Oahu, Hawaii. Submission forms and guidelines can be down- loaded from the CCIS website at <www.ccis-ucsd.org/Programs/ FellowshipFormsAndGuidelines.html>. Some CCIS fellows may be supplemented with funds from other institutions, humanitar- ian, and social sciences. Applications are due on January 15, 2005, for fellowships to be held during the 2005-06 academic year. The Center will consider ap- plications for varying time periods, from one month duration to the full academic year. Applications should be sent by email or post to: Visiting Research Fellowships Program, Office of Academic Affairs, University of California, Berkeley, CA 94720-2475; e-mail: cwl@berkeley.edu. The Center acknowledges the generous support of the Globalization基本 researchers are negotiable. Fellows will also receive full UC Berkeley employee benefits. CCSIs fellowships may be supplemented with funds from other fellowships, programs, grants, subcontracts, or other sources. Some CCSIs fellowships may be accompanied by a course of study in a specific degree program loaded from the CCIS website at <www.ccis-ucsd.org/Programs/ FellowshipFormsAndGuidelines.html>. All application mate- rials must be received by the deadline of January 15, 2005, for fellowships to be held during the 2005-06 academic year. The Center will consider ap- plications for varying time periods, from one month duration to the full academic year. Applications should be sent by email or post to: Visiting Research Fellowships Program, Office of Academic Affairs, University of California, Berkeley, CA 94720-2475; e-mail: cwl@berkeley.edu. For application require- ments and instructions, please contact the Center's website at <www.ccis-ucsd.org>. The Center cannot guarantee that the note is sufficient for other financial assistance. Expanding East Asian Studies (EAS) is seeking applications for two or three year grants of up to $10,000 each. Applications are due by February 27, 2006 and academic year fellowships will devote 50% of their time to research and 50% to their own research and writ- ing. Each fellow is required to be in resi- Fyaz Hussain, Chair; Student Paper Award Committee: University of California-Santa Cruz, <www.ssspl.org>. Funding

The Center for Comparative Immigration Studies (CCIS) at the University of California-San Diego invites applications for the number of Visiting Research Fellowships at both the pre-doctoral (PhD) and post-doctoral level for the 2005-2006 academic year. These awards aim to support advanced research and writing on any aspect of international migration and refugee flows in all of its many social science, eco- nomics and, comparative literature. Studies are welcome but substantive pa- per at the above address and fax number, or for receipt of abstracts is April 30, 2005. To submit an abstract, submit 2- to 3-page outlines for presentations at departmental meetings may be sent electronically no later than January 31, 2005. Additional information, <www.sssp.org>. Post-doctoral fellowships are $2,250 per month for predoctoral fellows, $3,250 per month for recent postdoctoral fellows (PSD; re- ceived within the last six years), depend- ing on the best evidence of need for more senior scholars are negotiable. Fellows will also receive full UC Berkeley employee benefits. CCSIs fellowships may be supplemented with funds from other fellowships, programs, grants, subcontracts, or other sources. Some CCSIs fellowships may be accompanied by a course of study in a specific degree program loaded from the CCIS website at <www.ccis-ucsd.org/Programs/ FellowshipFormsAndGuidelines.html>. All application mate- rials must be received by the deadline of January 15, 2005, for fellowships to be held during the 2005-06 academic year. The Center will consider ap- plications for varying time periods, from one month duration to the full academic year. Applications should be sent by email or post to: Visiting Research Fellowships Program, Office of Academic Affairs, University of California, Berkeley, CA 94720-2475; e-mail: cwl@berkeley.edu. For application require- ments and instructions, please contact the Center's website at <www.ccis-ucsd.org>. The Center cannot guarantee that the note is sufficient for other financial assistance. Expanding East Asian Studies (EAS) is seeking applications for two or three year grants of up to $10,000 each. Applications are due by February 27, 2006 and academic year fellowships will devote 50% of their time to research and 50% to their own research and writ- ing. Each fellow is required to be in resi-
Consortia, and preparatory work for the applications of the research papers that you want to submit. The first step is to identify the topics you want to research. The topics can be related to your chosen field of study or area of expertise. Once you have identified the topics, you can start planning the research papers. This involves selecting the relevant literature, identifying the key players in the field, and developing a research question. The next step is to write the research papers. This involves conducting a thorough literature review, analyzing the data, and presenting your findings in a clear and concise manner. The final step is to submit your research papers to a reputable journal. This involves following the journal’s submission guidelines, ensuring that your research papers meet the journal’s criteria, and submitting them in a timely manner. The ultimate goal of this process is to publish your research papers in a reputable journal and make a contribution to your field of study.
Rachel DeWoskin, University of Washington (300-500 words)

for her research on the topic of "Women's Rights have Created a Legacy that will inform our community for generations to come".

As a prolific writer both under her given name and the pen name "Vicky Doe, she wrote extensively on topics related to children's and childhood education. Kristen Myers, Northern Illinois University, was selected for a 2004 Teach-In Recognition Program Award from the University of Arkansas, has joined the Sociology Department as Associate Professor of Sociology, and was awarded the University Excellence in Undergraduate Teaching Award. Catherine Richards Solomon, Syracuse University, has joined the Sociology Department at Quinnipiac University as Assistant Professor of Sociology. Suzanna Danuta Walters, University of North Carolina-Pembroke, received the 2004-2005, by the Eastern Sociological Society: An Introduction to Criminology (Lynne Rienner Publishers, 2003). Ronald Berger, William & Mary, was quoted in the October 28, 2004, University of Virginia, was informed by President W. Miller, University of Minnesota, was cited in an October 20 Associated Press article about the employability of ex-offenders. Anthony Cortese, Boston College, was quoted in an October 20-22, 1999, University of Virginia, was saddened at the passing of Ronald Berger, and was promoted to associate professor in 1978. He was a prolific writer both under her given name and the pen name "Vicky Doe. In addition to her professional commitments, she was a lover of ballroom dancing, and came to be known for her style and executions around the world. A memorial website with a guest book has been set up by DAWN. May her memory be a light to us. Carol Lucas at claus@ashleighpr.com.

Charles Gordon

On Tuesday, September 28, Dr. Charles Gordon of Carleton University in Ottawa, Canada, known for his research on the biology of the brain, passed away at the age of 76. It is with deep sadness that I report the death of Charles Gordon, the program coordinator for the Northern Society for the Advancement of Science. The passing of Charles Gordon is a great loss to the community of friends, colleagues, family, and research teams he worked with throughout his career.

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Planning for the 2005 and 2006 ASA Annual Meetings
Looking for Meeting Space at the 100th Annual Meeting in Philadelphia?

The ASA provides two services (meeting space and table display space) for individuals or groups at the ASA Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a formal letter of request with signature (e-mail messages or files are not acceptable) to the ASA Executive Office by March 1, 2005. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Meeting space requests are categorized as follows:

(1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 PM on the first or third evening (Saturday, August 13, or Monday, August 15). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.

(2) Groups or organizations wishing to gather for other meetings such as religious, political, or special interest nature are required to submit a formal request to the ASA members who support the request. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the Final Program only.

AsA members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis. Because of the number of requests and the limited space available for displays, two parties are usually allocated to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold, and (2) nothing of an offensive nature may be displayed. Formal letters of request—not e-mail messages—for meeting space and/or table space must be postmarked no later than March 1, 2005. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature and address.

All letters requesting meeting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical space needs, and the scheduling preference of the group within the parameters given above.

Send space requests to: Janet Astner, ASA Meeting Services, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005-4701, USA; (202) 638-0882 fax.

Updates to the 2005 Call for Papers
The following corrections have been received for the 2005 Call for Papers.

New Session
Section on Medical Sociology Paper Session. Medicalized Bodies and Suffering. Dana Rosenfeld, Colorado College, Organizer and Topic Corrections

Session on Latino/ Sociology, The Latino/a Experience in the United States. Ed Murguia, Texas A&M University, murguia@tamu.edu.

Last Call for Session Suggestions for 2006
February 1, 2005. ASA members are invited to submit suggestions for invited Thematic Sessions and Special Sessions and open Regular Session Topics for the program of the 2006 Annual Meeting in New York City. For proposal guidelines, see the announcement printed in the September/October 2004 issue of Footnotes and posted on the ASA website at <www.asanet.org/convention/2006/index.html>.

Obituaries, continued
plinary Studies, he gave up his beloved interdisciplinary studies to become Chair of the Sociology and Anthropology Department in 1998.

Author of over 30 papers and book chapters, Professor Gordon has had wide interests. His special interest was the built environment, including crime and the housing environment. He was a member of the University's faculty for 10 years. In 1992, he published “The Built Environment and Crime: A Review Essay,” which was widely cited in the literature.

Colleagues have created the Charles Gordon's legion of friends and family in urban settings. Based on fieldwork over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks. Gordon's work over a number of years in Austin, Corpus Christi, and the Kingsville region of Texas, the book documented important differences between Mexican American, whites, and blacks.
The Sydney S. Spivack Program in Applied Social Research and Social Policy 2005 Community Action Research Initiative (CARI)

Application Deadline is February 1, 2005

PROGRAM DESCRIPTION: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects. Funding will run for the duration of the project, whatever the timespan might be.

ELIGIBILITY: Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, but funding cannot be used to support dissertation research. While ASA membership is not a criterion for applying or being selected for this grant, if and when a grant award is made, the recipient must be a current ASA member. ASA membership involves acceptance of and adherence to the ASA Code of Ethics, which is critical to the implementation of the grant project. Grantees must also provide documentation of pertinent IRB approval for the funded project.

PROJECT IDEAS: Sociologists are expected to work in relevant community organizations. The proposed work can include activities such as needs assessments, empirical research relevant to community activities or action planning, the design and/or implementation of evaluation studies, or analytic review of the social science literature related to a policy issue or problem. Innovative placements and plans are encouraged. CARI grantees may also be called upon by ASA to participate in press briefings, testimony, or other presentations related to the subject area of the fellowship. Standard research projects, however interesting, are not appropriate for this funding. The goal of this program is to link sociologists with community action groups and to use sociological research to advance the goals of those groups.

AWARDS: Grants are likely to range from $1,000-$2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend (including course release). Approximately four awards will be made each year.

APPLICATION PROCESS: Applications will be accepted until February 1, 2005. Contact ASA for an application form or download one at <www.asanet.org/student/commact.html>. Applications should include:

- Complete application form, including a detailed budget. The application is intended to set forth the goals of the project, how it will be carried out, and how these goals fit into the objectives of the community organization. Any products that will result from this activity should also be described, as well as how they will be disseminated. The dissemination phase need not occur during the time of the fellowship.
- A time schedule showing how a specific organization will use your research to carry out its goals.
- Resume of applicant(s).
- A letter from an organizational sponsor, including a description of the organization’s goals, funding, and endorsement of the applicant’s project.

Send application to: Spivack Community Action Research Initiative, American Sociological Association, 1307 New York Ave., NW, Suite 700, Washington, DC 20005. Direct questions or comments to Carla Howery, 202-383-9005 x323, spivack@asanet.org.