Philadelphia: A Metro Area in Transition

The second article in a series highlighting ASA’s upcoming 2005 centennial meeting in Philadelphia

By Daril Kleie, Temple University

Like many eastern and midwestern urban areas, Philadelphia’s economy has undergone a major transition in recent decades. Roughly a half century ago, manufacturing dominated the economy of the city and suburbs, providing almost half of the city’s jobs and 58 percent of those in the suburbs. Today, education represents about 12 percent of city employment and 7 percent of suburban employment; health services, including social assistance, constitute 48 percent of city’s jobs and 12 percent of those in the suburbs.

Jobs in “Eds and Meds”

The largest employers in the region are health and educational institutions. A recent Brookings Institution study found that half of the top ten and four of the top five private employers were health or educational institutions and they constitute 18 percent of Philadelphia’s services, including social assistance, jobs and 12 percent of those in the suburbs.

Today, education represents about 12 percent of city employment and 7 percent of suburban employment; health services, including social assistance, constitute 48 percent of city’s jobs and 12 percent of those in the suburbs.

At this time 100 years ago . . . Albert Einstein changed human’s conception of time forever in 1905, introducing his theory of special relativity and setting a seemingly generous “universal speed limit” of 186,282 miles per second. Perhaps leveraging one of his postulated pockets of variant time, the American Sociological Society managed two years later to publish its first Index to the Sociological Papers & Reports of the American Sociological Society (see the 1906-30 cumulation at <www.asanet.org/centennial/>).

Health and educational institutions are the largest employers in the Philadelphia area.

ASA Seeks Award Nominations

ASA members and interested persons are encouraged to submit nominations for the 2006 ASA Awards.

The deadline for award nominations is June 15, 2005, except where stated otherwise. The ASA Dissertation Award and the Distinguished Scholarly Publication Award follow different schedules (see below). Award selection committees, appointed by ASA Council, review the nominations. Award decisions will be made by mid-summer, and awards will be presented at the 2006 Annual Meeting, with the exception of the Dissertation Award, which will be presented at the 2005 Annual Meeting in Philadelphia.

All nominations should be addressed to: American Sociological Association, c/o Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 383-9005. Send inquiries to governance@asanet.org.

Career of Distinguished Scholarship Award

This award honors scholar who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reinterprets the field in general or in a particular subfield. Nominations should include a copy of the nominee’s curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee’s curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. Therefore, nominations received by June 15, 2005, are considered for the awards given in years 2006 to 2010. Members of the Association and other interested parties may submit nominations. Nominations materials submitted in previous years for carryover nominees may be updated, but any such new material must be received by June 15, 2005.
NIH Open Access Policy
The NIH announced the decision and details of its controversial “public access” policy, which makes publicly accessible all scholarly journal articles that report research funded by NIH.

ASA’s History in a Nutshell
The “Cliff Notes” version of the ASA history tells of ASA’s birth to its 70th Meeting attendance.

The American Sociological Review celebrates its 70th
The flagship journal of the ASA looks back to note and celebrate some of its accomplishments.

The Science Behind Qualitative Sociology
A National Science Foundation workshop aims to enhance the scientific methodology behind qualitative research.

Linking Higher Education and the Criminal Justice System
A prison exchange program seeks to transform the methods addressing crime and justice.

UCLA and South Central Los Angeles Meet
UCLA students and South Central Los Angeles senior high students collaborated to create a social simulation game.

Recent Council Actions
ASA Council activity and decisions from the January meeting are summarized.

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The Executive Officer’s Column

A Price for U.S. Science
The White House sent Congress its $2.57-trillion proposed spending plan for Fiscal Year (FY) 2006 in February—the first step in an seven-month (ideally) public negotiation with Congress, ending with a new budget when FY06 begins on October 1, 2005. The budget includes $840.3 billion for discretionary (i.e., non-entitlement) programs. Funding for basic and applied science (R&D) in areas ranging from biomedical, health, and social science to education science (rather lean, especially in the context of significant increases for Department of Homeland Security R&D spending, according to the federal budget analysis of the American Association for the Advancement of Science (see <www.aaas.org/app/rd/fy06p.htm>).

Overall, the FY06 plan includes a 2.1% increase (less than inflation at 2.9%) in discretionary spending over last year, thereby reducing non-security discretionary spending and anchoring overall discretionary spending growth.

To achieve even this spartan budget, given other Administration priorities and a projected deficit of $390 billion (excluding funds for war in Iraq and Afghanistan), the President has had to designate 150 federal programs for the chopping block, including, as but one example, the National Archives’ National Historical Publications and Records Commission. The budget also sets flat funding for other programs (e.g., the National Endowment for the Humanities). The cost of the FY06 budget to the future of American science is likely to be steep. The AAAS analysis concludes that even after a “tough 2005 budget, we expected a tight 2006 budget, but it’s striking how much the budget retreats from federal investments in science and technology in important areas.

This proposed budget includes a 2.4%-increase (i.e., $132 million over FY05 to a $5.5 million total), for the National Science Foundation (NSF). NSF is the nation’s primary source of federal funding for non-biomedical basic research in many scientific areas, including approximately 41% of the total for sociology (see the January 2005 Footnotes, p. 5). But because FY05 saw a decrease in NSF’s final budget, this key R&D agency will remain virtually flat for two years in a row (and about $8 billion behind Congress’ budget-doubling target) if the President’s budget prevails. See <www.nsf.gov/about/budget/fy2006/fy2006_budget_fact_sheet.pdf> for details.

Another significant source of sociology research support is the National Institutes of Health (NIH). Its budget has doubled over the five years prior to FY05, but it was recommended to receive less than a 1% increase, most of it for bioterrorism research that does not include the social and behavioral sciences.

Details at this stage about individual program funding levels are not available, and Footnotes’ space constraints don’t permit analysis of the many programs that support our research through grants, training, or other mechanisms (at U.S. Census, National Institute of Justice, Bureau of Labor Statistics). So I concentrate here on just a few highlights from this budget season. Suffice it to say that research support appears to be in a dry spell, with potentially serious long-term costs to science and America’s future.

The White House Office of Science and Technology Policy (OSTP), headed by presidential science advisor John Marburger, and staff of the U.S. Office of Management and Budget (OMB) state that the proposed budget maintains funding for U.S. basic research at $26.6 billion, an historic high (see OSTP’s two-page talking points at <www.whitehouse.gov/omb/budget/fy06/Fy2006BudgetFactSheet.pdf>.) But the science community is fully aware that despite such assurances, an austere FY06 won’t bring the “large increases” (Marburger’s phrase) or even the minimal level of increases necessary to sustain U.S. science at the forefront of knowledge development and application. Congress’ commitment to doubling the NIH budget and its two-year-old authorization for a doubling of NSF’s budget are not likely to be fulfilled. Many science organizations also maintain that the government’s development of priorities in funding baseline discovery opportunities did not play a role in OMB/OSTP budget development.

NSF Director Arden Bement noted that “this modest increase allows [NSF] to assume some new responsibilities, meet [its] ongoing commitments, and employ more staff, with little room for growth in research education programs.” Efforts to reverse NSF’s decreasing support rate for applications, row at about 20%, but down from one-third a few years ago, will undoubtedly be further delayed.

On the social science home front, $199 million is slated for the Social, Behavioral and Economic Sciences (SBE) Directorate, a 1% increase over last year. However, there are still opportunities for expanding resources to SBE scientists by such things as leveraging funds from other disciplines for the NSF-wide Human and Social Dynamics (HSD) priority area and for cyber-infrastructure needs shared across sciences that could support improvements in SBE computational and communications needs. In fact, HSD is slated for an increase from $38.3 million in FY05 to $39.5 million in FY06. The social and behavioral sciences’ share of these funds has grown from $21.4 million (FY04) to $31.4 million in FY06. Other SBE priorities include increasing underrepresented groups’ participation in SBE sciences and exploring social dimensions of drug abuse and drug violence.

A proposed transfer of responsibility to the Department of Education of a large piece of NSF’s education directorate, bringing it from FY05’s $841 million to $547 million, has brought the K-12 science and math education communities and other educational researchers into the trenches, to defend NSF-style, high-quality, peer-reviewed research programs and an NSF role in the national Interagency Education Research Initiative.

As always, “the President proposes, and Congress disposes,” because only Congress can authorize expenditures of federal dollars. So the ball is in Congress’ court to kick around but to do so with a field constrained by the Administration’s efforts to minimize earmarking of research dollars and aim toward the President’s priorities. House Science Committee Republicans and Democrats agreed recently that they did not like the President’s R&D budget proposal nor its negative trends in the Administration’s analyses. We’ll be watching and working.

—Sally T. Hillsman
National Institutes of Health Implements Contested Public Access Policy

Financial underpinning of scientific publishing peer review could be affected

by Lee Herring and Johanna Elmer, Public Affairs Office

As of February 2, the National Institutes of Health (NIH) has finalized its controversial “public access” policy (see December 2004 Footnotes Vantage Point column, p. 2, <www.asanet.org/ footnotes/dec04/ accessed 1 February). NIH is expected to be officially implementing the policy beginning May 2, 2005. The result will be a new $2-million program managed by the National Library of Medicine (NLM) to support within scientific organizations journal articles that report research funded by NIH through NLM’s web-accessed PubMed Central.

Within the niche of scientific associations, societies (including ASA), and foundations, the imperial design by NIH to implement this new policy has been contests because of the central financial role that those organizations have in financing the peer review infrastructure, a system that is now threatened to be short-circuited by the federal government. Organizations and individual publishers, publishers and authors, and universities have been calling on NIH to extend the free availability of research articles to the public. ASA has collaborated with other scholarly organizations and publishers and submitted a 12-point set of recommendations to NIH last fall.

With journal articles becoming available free soon after publication, the question remains as to whether publishers’ print subscription revenues will be undercut, thereby threatening both the financial substrate of peer-reviewed science publishing and the many significant services that journal revenues support. The implementation of this new policy was designed to accelerate the public’s access to peer-reviewed research resulting from NIH-funded research, which most science publishers believe is a laudable goal. However, financial and other concerns by the publishing community about the proposed policy have been raised during a 12-period within which authors are expected to post their material in PubMed Central and NIH will encourage all NIH-funded research more readily accessible and make published results of NIH-funded studies to the public.

Weak Links

“Though the NIH policy is guided by a reasonable goal of increasing public access to knowledge, among other flaws, the new policy glosses over federal intellectual property rights. And the policy fails the Hippocratic oath to first do no harm’ to the financial integrity of the nation’s premiere peer review system, which relies on the non-profit science community’s associations and societies,” said ASA Executive Officer Sally Hillsman. ASA has been engaged extensively with other science publishers to fund the systems underpinning the peer review of science by scientific societies whose revenue is strongly tied to journal articles. The new NIH policy has been adopted by non-health federal R&D agencies, there are serious implications for the preservation and public access of all scientific peer review in the nation, Hillsman indicated.

Consequently, the long-term stability of federal funding and congressional commitment to freely available online access to the bulk of the small funding NIH has estimated as necessary to implement this new policy, and concerns about how useful highly technical scholarly articles are to the lay public are just a sampling of weak links that could undermine, among other flaws, and budgetary support for the PubMed Central policy. Undermining the financial basis of nonprofit associations’ peer review infrastructure and journals revenues, paradoxically could thwart the reduction of the amount of science publishing in health/illness domains. Future of Public Access

According to the NIH, the goals of the new policy are to: create an archive of peer-reviewed research publications resulting from NIH-funded studies to ensure the permanent preservation of these vital research findings; secure a searchable compendium of these research publications that NIH and its awardees can use to manage more efficiently and to understand better their research portfolios, monitor scientific productivity, and, ultimately, help set research priorities; and make published results of NIH-funded research more readily accessible to the public, health care providers, educators, and scientists.

As part of on-going efforts to evaluate this new policy, NIH plans to establish a Public Access Advisory Group. The Group will include representatives of the patient advocacy communities, scientific societies, library communities, and communities, and will provide advice on implementation issues and any necessary improvements in meeting the new policy’s stated goals.

Additional information on the new policy and related documents, including a “Questions and Answers” fact sheet, can be found at <pubmedcentralaccess/index.htm>. Contact ASA at pubaff@asanet.org for a copy of ASA’s comments concerning implementation of the new public access policy.

Can these freshmen congressmen relate to us? . . . Sleuthing Footnotes reporters have discovered that at least two freshmen U.S. Representatives have a degree in sociology. Rep. Virginia Foxx (R-NC) has an MACT in sociology, as well as a doctorate in education. And, Rep. G.K. Butterfield (D-NC) has a BA in sociology and a B.S. in education. If the “all politics is local” mantra holds true for “intellectual localities,” Foxx, maybe sociology has a foot in the door. Footnotes will keep you posted on their committee assignments, and other information as it becomes available.

Lingis chosen to direct NSF’s Social, Behavioral and Economic Sciences Directorate . . . Linguisticist David Lightfoot was named by the National Science Foundation (NSF) to head its Directorate for Social, Behavioral and Economic Sciences (SBE) in spring 2005. Lightfoot, the current Dean of the Graduate School for Arts and Sciences at Georgetown University and professor in the Department of Linguistics, will oversee NSF’s $397 million annual investments in fields such as sociology, anthropology, psychology, cognitive science, political science, linguistics, risk management, and economics. He replaces Norman Bradburn, who left NSF in March 2004. Until Lightfoot’s arrival, Wanda Ward will continue to serve as Acting Assistant Director for SBE. As the Dean at Georgetown University, Lightfoot promoted research collaborations in cognition and neuroscience, population health, statistics and computing, among other initiatives. He has authored 10 books and several dozen scholarly papers on the origin, acquisition, development, and historical evolution of language. He earned his BA from the University of London, King’s College, and his MA and PhD degrees from the University of Michigan.

White House releases report on behavioral science and terrorism . . . The National Science and Technology Council (NSTC), a presidential cabinet-level council that coordinates research and development policy across federal departments and agencies, released the report Combating Terrorism: Research Priorities in the Social, Behavioral and Economic Sciences. The report, about four years in the making, describes the potential contributions of social and behavioral sciences to respond to the threats of terrorists. Produced by the Sub-committee on Social, Behavioral and Economic Sciences, this is the first NSTC report on the role of the social and behavioral sciences (including sociology, psychology, anthropology, geography, linguistics, statistics, and data mining) in helping the American public and its leaders to understand the causes of terrorism and how to counter terrorism. The report focuses on how these sciences can help us to predict, prevent, prepare for, and recover from a terrorist attack or ongoing terrorists’ threats and describes the resources that the social, behavioral, and economic sciences can contribute to creating and maintaining effective anti-terrorism strategies. These sciences help understand the origins of terrorism and address how we can prepare for terrorist incidents. For more information or to read the report, see <www.whitehouse.gov/ostap/combatterrorism/science/combatterrorism-science.pdf>.

Federal alphabet soup update: Simpler forms for human research approved . . . The U.S. Department of Health and Human Services (HHS) announced a new simplified mechanism for all research institutions that receive HHS funding to obtain an assurance of compliance with HHS regulations for the protection of human subjects. A single web-based “Federalwide Assurance” (FWA) will replace the several types of assurances under which research institutions had operated in the past. The Office for Human Research Protections (OHRP) announced approval of the new FWA forms and related documents and the institutional review board (IRB) online registration form last month. These changes go into effect immediately. The FWA will be the only type of assurance accepted for review and approval by OHRP. For any institution currently holding an OHRP-approved FWA, the revised Forms of Assurance will go into effect with the next update/renewal of its FWA. Institutions currently holding an OHRP-approved Multiple Project Assurance (MPA) or Cooperative Project Assurance (CPA) are required to submit an FWA to OHRP for approval by December 31, 2005, if the institution is required to have an OHRP-approved assurance of compliance. The newly approved forms are posted on the OHRP website at <www.dhhs.gov/ohrp/>. OHRP’s assurances webpage can be viewed at <www.hhs.gov/ohrp/assurances/index.htm>.

New tool to help social scientists measure nation’s well-being . . . An interdisciplinary team of psychologists and economists developed a new research tool to help social scientists measure nation’s well-being and society are faring. The tool, called the Day Reconstruction Method (DRM), offers a new way to characterize the daily life experience of individuals and society and how they use their time and how they feel about, or experience, activities throughout a given day. DRM uses self-reported ratings of the psychology of the previous day and number of activities to measure well-being and quality of life. The National Institute on Aging (NIA) recently awarded the team that developed the DRM a grant to pursue further development of useful tools and resources offered by the account, and jointly supported the development of the DRM. More details are available at <www.nia.nih.gov/news/pr/dc2004/nia-02.htm>.

Domestic Product. DRM assesses how people spend their time and how they...
both the historical rootedness and contemporary bases of social inequality. The most lasting sociological contributions have typically combined an empiricist ethos, methodological eclecticism, and a keen capacity to view the interplay of social structural conditions and contemporary individual experience and action. In this way, sociologists are "practitioners" (in a broad sense). In an era of often numbing social quiescence, we as serious scholars and engaged intellectuals must marshal new lenses on social divisions defined by race, class, and gender.

Present Professional Position: Distinguished Professor of the Political Science, Graduate School, City University of New York (I have been employed at The City University of New York for 22 years).

Former Professional Positions: Professor of Political Science, Boston University, Associate Professor, University of Michigan; Visiting Professor, City University of New York (I have been employed at the City University of New York for 22 years).

Edward G. (Ned) Larrabee

Personal Statement: Sociologists rightly hold a special claim to illuminating processes of power, domination, resist-ance, and liberation. The insights of group inequality, and supporting ideologies and patterns of intergroup behavior. In the present age of reconfigured inequality and dubious claims of an "equality" that live on as sociologists must re-double our efforts. The challenge of providing analytically compelling answers to the key dynamics of group inequality, especially at the increasingly important intersection of race, class, and gender, as well as of providing cogent narratives that make our insights useful and influential on a large public stage has never been more urgent. Our discipline offers a unique toolkit for unpacking the social world from history and theory with the women who had enlightened us. Since the early years, women in our discipline have consistently been inspired by this approach to the world of politics, both the politics of reform. Accordingly, I have tried to use our research and writing was informed by this perspective, with what we tried to explain in Why Americans Don't Vote, and Why Politicians Like It That Way.

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The public at least they were in the 70s and 80s when I entered the field--in an era focused on social change. I will actively support the efforts of the Association and its members to develop and disseminate these perspectives to various publics—in the U.S. and globally—in an effort to create a more just world. I also recognize, however, that creation of such a world must begin with us. Thus, I will work to ensure that the insights, understandings and imaginings of sociologists committed to social justice are even more central to the future of sociology than they were in the 70s and 80s when I entered the field--in an era focused on social change. I will actively support the efforts of the Association and its members to develop and disseminate these perspectives to various publics—in the U.S. and globally—in an effort to create a more just world.

Diane Taubman

1991-present

Present Position: Professor of Sociology, Boston College, 1996-present

Former Positions Held: Associate Professor, Sociology, Boston College, 1986-1996; Assistant Professor, Sociology, Boston College, 1984-1986; Research Associate, Wellesley College Center for Research on Women, 1990-1991

Education: PhD, Sociology, New York University, 1979; MA, Human Relations, New York University, 1970; BA, English, University of Rochester, 1965

Offices Held In Other Organizations: Chair, Organizing Work Recognized by the American Sociological Association with the Award for the Public Understanding of Sociology in 2003, and the Distinguished Career Award for the Practice of Sociology in 2002.

Candidates for Vice President-Elect: Bonnie Thornton Dill

Present Professional Position: Chair and Director, Department of Women's Studies, University of Maryland at College Park (Chair since 2013); Director, Consortium on Race, Gender and Ethnicity, University of Maryland (1998–Present)

Previous Professional Positions Held: Professor of Sociology, Department of Sociology and Social Work, Michigan State University; (promoted from Assistant to Associate Professor with tenure, 1983; promoted to Professor, 1986-1997); Chair and Director, Center for Research on Women, M-Health Science and Social Policy, University of Michigan; (with Zambrana, R.E.) in 1990, Bonney & "NGO’s," and help them promote the elimination of racism, poverty, sexism, xenophobia, and other forms of social injustice.


Olga J. Castillo and Task Force Memberships, and Editorial Appointments Held in ASA: DuBois, Johnstack, American Political Science Association, 1997-1998; Chair, 1999; Chair, Committee on Committees, 1995; Jesse Bern-ard Awards Committee, appointed to a three year term, 1986-1989; Task Force on the Minority Fellowship Program, 1997; Committee on Nominations, elected by the membership to a two-year term, 1995-1996.


Personal Statement: In an age of U.S. empire, the insights, understandings and imaginings of sociologists committed to social justice are even more central to the future of sociology than they were in the 70s and 80s when I entered the field—In an era focused on social change. I will actively support the efforts of the Association and its members to develop and disseminate these perspectives to various publics—in the U.S. and globally—in an effort to create a more just world. I also recognize, however, that creation of such a world must begin with us. Thus, I will work to ensure that the insights, understandings and imaginings of sociologists committed to social justice are even more central to the future of sociology than they were in the 70s and 80s when I entered the field—In an era focused on social change. I will actively support the efforts of the Association and its members to develop and disseminate these perspectives to various publics—in the U.S. and globally—in an effort to create a more just world.

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ASA’s History in a “Nutshell”

by Michael Murphy
ASA Governance Office

In the summer of 1905, Professor C.W.A. Veditz of George Washington University initiated a discussion among sociologists through the United States. He wrote to several dozen people to ask if there was need or desire to form an American Sociological Association. Dozens of letters were exchanged that summer. Ultimately, consensus was that the time had come for a society of sociologists in the United States.

In early December, Veditz and eight others wrote to roughly 300 people inviting them to attend a special session during the American Economic Association and American Political Science Association meetings later that month to discuss the possible formation of a society of sociologists. At 3:30 p.m. on Wednesday, December 27, approximately 50 people (six of whom were women) gathered in McCoy Hall at Johns Hopkins University.

Before the meeting adjourned, the group acted to form a new society of sociologists. The group debated whether this new society should be federated with another existing organization, such as the American Economic Association, but ultimately decided the new society should be an independent entity. At the end of the day, those gathered formed a five-person committee to develop a plan for the new society and how it should go forward.

The committee reconvened at 3:30 on the next day to review the proposed structure of the society. The following men were elected officers of the new society: Lester Ward (President), William Summer (First Vice President), Franklin Giddings (Second Vice President), C.W.A. Veditz (Secretary and Treasurer), Council members were: E.A. Ross, W.F. Wilcox, Albin Small, Samuel Lindsay, and D.C. Wells, and William Davenport.

From Birth to Growth Spurt . . .

When they left Baltimore, the birth of the American Sociological Society was complete, a Constitution had been adopted, officers were elected, and plans were made for the second Annual Meeting of the Society. As sociology courses grew in number at universities throughout the country, the membership of the American Sociological Society increased from an initial count of 115 to more than 1,000 members by 1930. In the early decades those who were elected President and Secretary of the Society provided all labor necessary to manage the Society. Those early officers handled production of the annual Proceedings of the American Sociological Society, coordination of annual meetings, mailing of dues statements and member renewals, and all administrative aspects of managing the Society.

In February 1936, the American Sociological Review was launched. The first issue featured more than a dozen articles, several ads, book reviews, editorials and announcements about the doings and happenings in the sociological world.

... to Paid Staff

Through the 1940s, however, as the membership of the Society continued to grow and the programs of the Society continued to expand, the Council came to realize that it could no longer ask so much of those elected to leadership roles in the Society. In 1948, when Talbot Parsons was informed of his election to the presidency of the Society, he came to realize that the burden placed upon officers was huge. Parsons and others decided it was time to take the step of creating an office for the Society. Parsons later wrote that “the business of the Association’s office had grown to a point where it was no longer reasonable to expect a volunteer member to take responsibility for it; it was essential to employ a paid administrator.”

Matilda at the Helm

In 1949 the first Executive Officer of the American Sociological Society was formed and housed on the campus of North Carolina State University. Matilda Riley, wife of fellow sociologist John W. Riley, was hired on a part-time basis as the first staff person of the Association. [See obituary and tributes in January 2005 Footnotes] The Society was most fortunate to have someone with the drive and focus of Matilda White Riley to shepherd the Society through the next decade. While paid for part-time work, she usually provided full-time service. Sociologist Matilda Riley wrote in later years that preparation for annual meetings usually involved loading the family station wagon with Society records and materials and driving to the meeting site to set up.

When Matilda Riley announced her resignation as Executive Officer in 1961, the Council decided it was time for the next big step in the growth of the Society, which had been characterized by such opening statements as “American Sociological Association.” A few years earlier Janice Harris Hopper stepped in to serve for two years as an Executive Officer to keep the Association functioning while Council considered options. Finally, in January 1963, a special meeting of Council was called and the decision was made to rent office space in Washington, DC, and hire the first full-time Executive Officer for the Association.

... to Washington, DC

By the time of the move from New York to Washington in 1963, membership had grown to more than 7,500 sociologists. To serve the needs of those 7,500 members there was a staff of seven full-time employees assisted by the occasional help of five additional people. The Association was extraordinarily active throughout the 1960s; every year saw the launch of a new initiative. In 1963 the first issue of the Sociological Citation Index was published; in 1964 the first Guide to Graduate Departments was published; in 1965 the first issue of The American Sociologist was published; and in 1966 the first issue of the Journal of Health and Social Behavior was launched.

As had been the case in earlier decades, the Association continued to lead the way on a variety of social issues. ASA served as a positive public example by electing E. Franklin Frazier to serve as President in 1948, and Dorothy Swaine Thomas to serve as President in 1952. In 1979, when many organizations and jurisdictions were trying to take rights away from gay people, ASA affirmed the civil rights of gay men and women. Throughout the 1960s and 1970s a new generation was coming of age. The “general social, political, and cultural upheavals of the period were not left outside the door of the ASA building.”

In the 1980s, the Association welcomed a U.S. President who had minored in sociology and a Vice President who had minored in sociology, only to suffer through eight years of disdain from a presidential administration that did not value social science research. Though divisive, the Reagan administration held steady through the 1980s.

The 1990s ushered in the Clinton presidential years which increased attention to social issues, research, and concerns of interest to sociology. The decade that followed saw the Association rapidly employ new technologies to allow greater and better service to members. Computers became common place, and the advent of e-mail meant from being a unique tool to an everyday means of communication.

The Association did not lose its original focus, continuing in the early years of the new century to debate the big issues of the day, including affirmative action, health-care disparities, socioeconomic disparities, same-sex marriage, and end of the “War on Drugs.” With an outward focus rather than an inward focus, the Association undertook a new, risky venture in 2005 with the launch of Contexts, a magazine aimed at the plethora of sociological research directed towards the general public.

As we enter 2005 and the centennial of the founding of the Association; membership stands at more than 14,000, nearly 5,600 people attended the latest Annual Meeting, a record-number (44) of papers of PAPERcote Inc. manuscript scholarly publications, and a host of other activities too numerous to list.

We salute the wisdom and foresight of the early pioneers who gathered in Baltimore in 1905 to found a new society. They not only gave the sociological world a gathering place but gave a greater voice for sociology and sociologists. The ASA is still going strong as we celebrate 100 successful years of service to the field.

References

Background Sources

In celebration of the 75th anniversary of the founding of the Association, two special issues of The American Sociologist were produced in February and May, 1981. Those two issues featured 27 articles from previous and current leaders looking back over the previous 75 years and ahead to the next 25 years. Those articles are a valuable source of material for those interested in the history of the Association.


Note
1 Veditz was joined in this endeavor by Thomas Carver (Harvard University), Franklin Giddings (Second Vice President, University of Nebraska), Albion Small (University of Pennsylvania), Edward Ross (University of California, Berkeley), Thomas Carver (Harvard University), and Lester Ward (Washington, DC).
Celebrating Seven Decades of Excellence in ASA’s Flagship Scholarly Journal

by Jerry A. Jacobs, Editor

American Sociological Review

The American Sociological Review (ASR) has been the official journal of the American Sociological Association since 1936. The centennial year of the ASA is an opportune time to look back over the history of ASR to note some of its accomplishments. There is much to celebrate.

Table 1 lists the five most highly cited articles published in ASR in each decade from the 1930s through 2000. Citations were identified in the SI Social Sciences Citation Index (Thomson Scientific, 1956-2004). The citation scores represent the cumulative number of references to an article appearing in ISI indexed journals from the date of publication through November 2004. The 1930s and 1940s were combined into a single decade: 1 included six articles for the 1940s, so that all of the articles with 500 or more citations could be represented. This list of influential articles indicates that the ASR has consistently published high-impact articles throughout its 70-year history. In each decade, a small group of articles have attained a high level of visibility. Of the 26 articles that listed the 190 articles published before 1990, all but two have been cited 400 times or more. In all, 379 ASR articles published since 1936 have been cited 100 or more times, and 18 have been cited 500 or more times. It should be noted that the lower citation counts in articles published during the 1990s most likely reflect the fact that these articles are still too recent for their full impact to be captured.

For more background on the most influential articles, see page 1948 for an essay on the “Further Reflections” essay. Of the 26 articles listed that have been cited 500 or more times. The most-cited article in ASR history is the essay on “institutional isomorphism,” by Paul DiMaggio and Walter Powell, published in 1984, which has been cited more than 1,700 times thus far. These highly visible articles often have endures for decades, and the visibility for 10 to 15 years. Some articles remain remarkably relevant.

The articles include a mix of theoretical, methodological and substantive articles. Sociologists will likely recognize many of the authors’ names and will be familiar with many of these articles.

DiMaggio’s Grand Slam

The earliest article on the list is Robert Merton’s 1938 essay, “Social Structure and Anomie,” which has been cited more than 500 times. The most-cited article in ASR history is the essay on “institutional isomorphism,” by Paul DiMaggio and Walter Powell, published in 1984, which has been cited more than 1,700 times thus far. These highly visible articles often have endures for decades, and the visibility for 10 to 15 years. Some articles remain remarkably relevant.

The purposes of the workshop were threefold. First, provide a primer for those submitting NSF grant proposals as to how to make qualitative projects competitive in NSF peer review. Second, provide guidance to reviewers concerning the characteristics of strong qualitative research. And third, provide a technical manual. A report summarizing the workshop outcome was authored by Charles Ragin of Northwestern University, Joane Nagel of the University of Kansas and former program officer负责同志 in NSF’s Sociology Program, and Patricia White, the Program Officer in NSF’s Sociology Program. The full report can be accessed at

Developing Standards

According to Nagel, “the workshop grew out of the interest in NSF sociology program officers as well as NSF panelists who felt unclear as to how to review qualitative proposals. There was general agreement about the lack of uniform standards for evaluation.” Although, many sociologists avoid applying for NSF grants because they believe that only quantitative research is funded, in fact, about one-fourth of regular grants and one-third to one-half of dissertation grants in sociology fund qualitative research. NSF program officers have noted that more and more proposals that use qualitative methods. The workshop brought together scholars, who work in qualitative research, with the aim of helping to build this aspect of sociological inquiry as a discipline. Although there was some disagreement about methods among the panelists that can be seen in the papers appended to the workshop summary, there also were areas of convergence. According to Nagel, there was strong agreement that because NSF funds theoretically driven, rigorous research, qualitative research should be submitted at an early stage before anything is known about the topic, and, if possible, rely on “grounded theory.”

The project should be located in a theoretical context. Investigators should describe how the research will contribute to theory, if successful, and, they should describe how the researcher’s ideas or hunches could be data to the theory. Among the guidelines to investigators in the Executive Summary are the following recommendations:

• Locate the research in the relevant literature;
• Articulate the potential theoretical contribution of the research;
• Outline clearly the research procedures;
• Provide evidence of the project’s feasibility;
• Discuss the plan for data analysis;
• Describe the strategy to refine the concepts and construct theory;
• Include plans to look for and interpret disconfirming evidence;
• Assess the possible impact of the researcher’s presence and biography;
• Provide the timeline for the research;
• Describe the plan to archive the data.

The workshop proposal is an example of a well-conceived proposal that received a highly favorable review.

The Sociology Program at NSF has taken some of its own advice. Along with the Political Science, Anthropology, Law and Social Sciences, and the Methodology and Statistics programs are co-funding a follow-up workshop to be held in mid-May, with sociologist Michelle Lamont as the Principal Investigator. In addition, the Sociology Program at NSF seeks rigorous qualitative research proposals to advance this area of sociological research. Full proposals are due by May 16, 2005. More information can be found on the Sociology Program at NSF website at <www.nsf.gov/sbe/srs>. Summing up the purpose of this effort, White said, “The Sociology Program approves diversity in substantive and research methods. We hope that the workshop and follow-up activities on qualitative research will communicate that we are interested in supporting strong qualitative research in sociology and allow everyone to be on the same page as what constitutes a high quality project for NSF.”
by Jessica Spickard, Governance and Sections

I know what mourning feels like. I have lost both my parents and other loved ones. As a liter, on the edge of consciousness, I am mourning my own death — social, spiritual, in a lot of ways. The Inside-Out program is an opportunity to dis-inter myself and bring me back to life.

Graterford Prison inmate

Two million people are imprisoned in the United States today, the largest number of any country in the world. The violent crime rate, though much lower now than in the past two decades, is still significantly higher than that of other countries. People who have been released from prison are back behind bars. Some estimates reach even deeper than the statistics illustrate. Public corrections experts estimate that nearly 50% of those currently incarcerated will commit a new offense requiring prison or jail time in the upcoming year.

Transforming Management of Crime and Justice

Those whose lives are affected by the crime experience excruciating and ongoing pain. Many men and women who spend their lives working in corrections often feel frustrated that their efforts are not making a difference. Perhaps the least recognized effects are the unemployable talents of those incarcerated. The Inside-Out Prison Exchange Program seeks to initiate conversation about the transition and transformation of methods of managing issues of crime and justice.

Inside-Out Program Creates Link Between Higher Education and the Criminal Justice System

The Inside-Out Prison Exchange Program, now in its 18th semester, was developed at Temple University in 1997 by Lori Pompa, MSW/LSJ/Soros Justice Senior Fellow, as a hands-on approach to teaching. The program was designed to take college students behind prison walls to learn side by side with incarcerated men and women. More than 300 college students and 400 imprisoned students have participated in the course since its formation. The main focus is to change both individual lives and public opinion. The program dares students on the inside (i.e., those in prison) to reclaim their self-confidence, realize the significance of higher education, examine the lives in a larger social context as agents of change for themselves and their communities. It challenges students on the outside (i.e., those in college) to apply the theories they learn in class to a real-world situation.

Successful Model

The Inside-Out model has been used by professors nationwide in a variety of disciplines, including psychology, sociology, urban studies, criminal justice, law, and the humanities. The class meets once a week for 15 weeks. Roughly 15-18 students and the same number of incarcerated students attend class together inside prisons. Throughout the course, all participants partake in criminal justice text readings, writing assignments, dialogues, and a final class assignment. The dialogues are the most crucial of the assignments; they create common understanding and emphasize the students’ individual abilities to make a difference in the world. Some issues covered during the semester include: the purposes of prisons, why people commit crimes, analyzing the criminal justice system, and the way in which it is consistent with the theories they learn in class to a real-world situation.

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Awards

by June 15, 2005, for consideration for the following award year.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2003, 2004, 2005) preceding the award year. Two members of the Association must submit letters in support of each nomination. Nominations should include the name of the author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award. Nominations for the 2006 award must be received by April 1, 2005. The winner of this award will be offered a lecture at a known annual meeting. Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA's expense after the award recipient is announced.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching and curriculum-related materials and presentations in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national sociological organizations. This award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and a one to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of full-time work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee.

Awards for Excellence in the Reporting of Social Issues

Journalists who have made contributions to the practice of sociological public communication, that increases the understanding of sociology or the social sciences in general, are encouraged to apply. The award recognizes the work of those who have been especially effective in disseminating sociological knowledge, perspectives, and research to the general public. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers, producers) who translate and interpret a wide range of information, including sociological research, for the lay public. This award is intended to encourage and reward work that promotes a broader vision of sociology and serves ASA's mission to gain public support for the sociological discipline. In order to be eligible, a nominee must have made noteworthy contributions to the practice of public communication to increase the understanding of sociology. The award is in recognition of an individual. Nominations are invited from both sociologists as well as media personnel themselves. Nominations for the 2006 award must be received by June 1, 2005. Nominations should include an account of the nominee's specific contributions furthering the public appreciation of sociology. Examples (e.g., videos, articles) may be included with the nomination.
**Gaming in Watts: UCLA and Locke Senior High in Partnership**

This is the second in a five-part series of articles on relationships between high schools and sociology departments.

by Victoria Hougham, Academic and Professional Affairs Program

The number of students who enter college is wanting to pursue a sociology degree is directly affected by the quality of their high school course. The more interesting and pertinent these classes are to their daily lives, the more likely students are to enroll in sociology courses later in college (see DeCesare, February 2002, courses later in college). More and more graduate and undergraduate students are working directly with high school in-service teachers to build engaging, hands-on courses designed specifically for high school students. One example of such collaboration may be found between University of California-Los Angeles (UCLA) sociologist Gabrielle Kaley, a graduate student in UCLA’s Department of Sociology, and Locke Senior High School students and one of its social studies teachers, Frank Wiley. 

**Simulation Game**

Collaborating with teachers and students at Locke Senior High School in South Central Los Angeles, UCLA graduate and undergraduate students created an original social simulation-game, loosely modeled on life in the inner-city community of Watts, where Locke is located. According to the 12 members of the UCLA and Locke project team, the purpose of the game is “to simulate for classroom students the economic, political, and other social pressures that members of underprivileged communities face and in so doing, empower them to make connections between their experiences in Locke and their experiences in real life.” Students will be able to explore how Locke is perceived and reinforced in an active learning environment that represents the social organization of the community in which they live.

In addition, they are developing a curriculum to accompany the simulation game. This corresponding curricu- lum will enable instructors to “connect students’ gaming experiences with relevant analyses of how social institu- tions, power, inequality, and culture operate in disadvantaged areas, and in society as a whole,” described Joshua Stern, a graduate student in UCLA’s School of Education. Locke’s sociology teacher was initially motivated to integrate social simulation-games into the “social justice” and sociology curriculum by the student motivation, reach students who have not fared well in traditional classroom settings, improve attendance rates, enhance student comprehension, and increase long-term retention of course content. Further, the UCLA Department of Sociology were eager to help the Locke students understand the Milian connections between “personal troubles” and “public issues”—in short, to awaken their sociological imagina- tions. 

The project initially began with an upper-division seminar at UCLA’s “Sociology 188: Simulating Society” where students began researching, designing, and constructing the simulation game. The seminar began with the undergraduate majors by forcing them to “directly grapple with the analytic relationship between institutions and culture, macro struc- tures, and micro experiences in a situation of concentrated poverty,” and by challenging them to “reconcile sociological theories with the everyday experience of actual people,” commented Gabrielle Kaley, a graduate student in UCLA’s Department of Sociology. Many students reported that the two-quarter seminar was one of the most challenging and professionally valuable of their education at UCLA.

**Background**

The community surrounding Locke is the site of the historically important 1965 Watts Riots. Because of this, research effort has gone into rebuilding what was destroyed in the 1965 riots (and again in the 1996 Los Angeles Riots). Locke serves students who are still socioeconomically disadvantaged, living in or just above the official poverty line. Additionally, the school’s population consists of roughly 58% Hispanic students, 40% African American students, a few American Indian, Filipino, Asian, and Pacific Islander students. Since 1965, UCLA has been building a history of interaction with the surrounding Los Angeles communities. After the 1965 riots, UCLA made it a priority to enroll more minority students and recognized that they had little contact with and knowledge about surrounding neighbor- hoods such as Watts. To boost UCLA’s curriculum, the school has invited sociology students to be eager to become involved in and help at-risk youth in this historically important area. Locke students informed their course design efforts by conducting classroom observa- tions in Locke social studies classes, and by taking a tour of the Watts community led by a community activist. The collaboration has received widespread institutional support, including an ASA Teaching Enhancement Fund Grant. Further, UCLA and Locke administration—as well as UCLA’s Department of Sociology and Locke’s newly created “School of Social Empower- ment”—have been extremely accom- modating and supportive of the joint efforts. Locke administrators opened their doors to the UCLA students by giving guided tours of the school and surrounding areas, and offered Locke students in-depth interviews on Locke students. For more information about the UCLA and Locke Senior High School collaboration, contact Sal Zerilli at szerilli@ucla.edu.

**Note**

1 Locke Senior High School, Annual Report to the Community 2000-01.

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**ASSA's Teaching Enhancement Fund Supports Seven New Projects**

by Victoria Hougham, Academic and Professional Affairs Program

Seven awards designed to enrich the quality of teaching of sociology have been made through the American Sociological Association’s Teaching Enhancement Fund (TEF). The Fund supports innovative projects that are transportable to other settings and will have a lasting impact on teaching sociology. The 2005 funded projects are as follows:

- **Walt Bower, Shawna L. Scott, and Pat Whitlow (University of Kentucky)**
  - They will develop and administer a survey to undergraduate students focusing on understanding the impact of region, rurality and race and ethnicity on college classroom participation. They will publish and present their findings with suggestions to enhance teaching strate- gies and classroom participation for all students.

- **Samuel G. Collins, Whitney C. Garcia, and Marion R. Hughes (Towson University)**
  - They will conduct videotaped interviews with recent sociology and anthropology graduates to ask questions explicitly linking sociological and anthropological understandings to their careers and future aspirations. These videos will be available on their department website.

- **Michael DeCesare (California State University, Northridge)**
  - He will develop and distribute a mail questionnaire to gather national data on public high school sociology teachers and courses for instructing sociology. The results of DeCesare’s research will be made available to individuals and groups who influence high school social studies curriculum, including superintendents, principals, and social studies department chairpersons, in order to improve the teaching of high school sociology.

- **Dorrie Russell Hatley and Carey Brown (University of Kentucky)**
  - They will create and distribute a survey to 500 undergraduate sociology majors to assess how students define racism. After analyzing the data, Hatch and Brown will help instructors acknowledge and learn about students’ perceptions of racism by providing a tool for teaching about racism for all class sizes. They will also conduct a campus-wide workshop for graduate students on teaching about racism.

- **Edward L. Kain (Southwestern University)**
  - He will examine the sociology major requirements from a random sample of college catalogs in order to describe national patterns in the undergraduate curriculum. This content analysis will be used to assess how the recommendations in Liberal Learning and the Sociology Major Updated (McKinney et al.) are being implemented in the curriculum. The Department Resources Group (DRG) consultants and department chairs working on curriculum reform can also use these data.

- **Carol Miller (University of Wisconsin- Madison)**
  - She will organize mini-workshops at a joint conference between the Wisconsin Sociological Association and the Illinois Sociological Association for sociology instructors to share best teaching practices, assessment methods, and advice for conducting scholarship of teaching and learning.

- **Lynn H. Ritchey (University of Cincinnati)**
  - He will develop and maintain a website aimed at enhancing sociological under- standing through guided internet assignments such as WebQuests, Virtual Explorations, and Internet Scavenger Hunts. Ritchey intends the site to become a repository of guided assignments for faculty at the college or secondary education level, students, and the general public.

The next deadline for TEF applications is February 1, 2006. For additional information and an application, visit the ASA website at http://www.asanet.org/student/tef.html. The Teaching Enhancement Fund is supported by contributions to the ASA’s 2005 fundraising event at the Annual 2005 Meeting.
The Philadelphia area also is shaped by its status as the cradle of the nation, drawing tourist dollars to historical landmarks like Independence National Park, the National Constitution Center, and Valley Forge National Park. As manufacturing and other services declined, the state, and local leaders have vigorously sought to increase tourism and have met with some success. According to a 2003 Inbound Travel Report of the U.S. Department of Commerce’s Office of Travel and Tourism Industries, Philadelphia is now one of the top ten U.S. destinations for travelers from western Europe and, since 2000, has moved from 13th to 12th among all travelers to the United States. Another measure of Philadelphia’s success as a tourist destination is the fact that since 1993, occupancy rates of Center City hotels have remained essentially constant despite an 82 percent increase in the number of rooms. These trends are particularly impressive, given the fact that for much of the U.S. eastern seaboard, a trip to Philadelphia is easily managed in a day and does not necessarily require an overnight stay. As positive as these figures are, the tourism and hospitality industries are not the strongest urban economic foundation, as the hospitality industries are not the strongest urban economic foundation, as the hoteliers have noted. The city’s economy and more than $4.3 billion to the states. Taken together, the city’s economic engines and health systems have grown significantly with commensurately larger economic impacts on the city and region.

The growing significance of educational and health institutions is hardly unique to Philadelphia. The Brookings study found that, as of 1995, “eds and med” represented at least 5 percent of the jobs in 20 of the largest U.S. cities. Educational institutions are even being used as keystones for redevelopment. across the Delaware River from Philadelphia—Temple, Drexel, Villanova, and Camden Community College are at the center of redevelopment efforts.

Economic Agility

Within the city’s economy and more than 80,000 jobs locally. Seven and eight years later, both universities and health systems have grown significantly with commensurately larger economic impacts on the city and region.

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Exporting Health, Education

Though health and educational institutions are often seen as economic engines, they also play an export role and that is increasingly true of those in Philadelphia. Home to more than 80 colleges and universities, the region benefits substantially from their collective economic impact. The largest schools are in the city, and as many readers will know, prospective college students throughout the nation have been increasingly drawn to city schools for much of the past decade. Most of Philadelphia’s colleges and universities have not only seen an increase in enrollments but an increase in enrollments from outside the region.

The four academic health systems—Penn, Temple, Jefferson, and Drexel (including the Children’s Hospital of Philadelphia and the Fox Chase Cancer Center)—all attract patients from outside the region. In the mid-1980s an NEI international study estimated that 44 percent of the output of the region’s health services were exported.

Manufacturing, Pharmaceuticals

What remains of the region’s manufacturing sector has a substantial basis in pharmaceuticals, medical devices, and biotechnology. Philadelphia’s history in the pharmaceutical industry dates to 1830 when John K. Smith opened a drugstore that evolved into the modern GlaxoSmithKline company. Wyeth and Warner Lambert also have 19th century origins in Philadelphia. Today, the sector represents more than 21,000 jobs in the region. According to a 2002 Brookings Institution study, 8 percent of the world’s largest pharmaceutical companies have a presence in the metropolitan area, and employment in the region is second only to the New York metropolitan area. Yet those numbers actually underrepresent the true size of the pharmaceutical industry, since available data only record for its own employeess. For example, a chemical company sells all of its output to a pharmaceutical firm, its jobs are counted as part of the manufacturer and not its own.

Changing Employers in Philadelphia

Pharmaceuticals represent at least 5 percent of the output of the region’s economic engines and health systems. Yet these numbers actually second only to the New York metropolitan region. According to a 2002 Brookings Institution study, 8 percent of the world’s largest pharmaceutical companies have a presence in the metropolitan area, and employment in the region is second only to the New York metropolitan area. Yet those numbers actually underrepresent the true size of the pharmaceutical industry, since available data only record for its own employeess. For example, a chemical company sells all of its output to a pharmaceutical firm, its jobs are counted as part of the manufacturer and not its own.

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Project to Infuse Data Analysis into Sociology Curriculum Enters Dissemination Phase

By Carla B. Howery and Victoria Hougham, Academic and Professional Affairs Program

The ASA is winding up its Integrating Data Analysis (IDA) Project, funded by the National Science Foundation. This three-year, small-grant program, conducted in collaboration with the University of Michigan’s Social Science Data Analysis Network (SSDAN), sought to address undergraduate quantitative literacy in sociology. Over the past two years, 12 departments have worked intensively to develop course modules that infuse U.S. Census and other data into lower division courses.

The IDA project is in its dissemination phase. Over the past two years, IDA staff—Kerry J. Strand, Hood College, Havidan Rodriguez, University of Delaware, William Frey, University of Michigan, and Carla B. Howery, ASA—have worked with national, regional, and state sociology meetings. In March 2005, one workshop was held the day before the Eastern Sociological Society meeting and another before the Midwest Sociological Society. Departments use the modules to conduct research studies as well as to learn how to develop their own data modules for courses. The see the website of the SSDAN net sample modules.

The ASA coordinated this NSF-funded small grants program in order to encourage more experimentation with quantitative literacy. Departments could apply to undertake innovations in their courses, to use the "IDA" data and creating their own materials. The following proposals were competitively selected for funding. Each department will make a presentation at a future professional meeting about their work.

Dana M. Greene, James R. Peacock, and Katrina Seitz, Appalachian State University. With ASA’s IDA project as a model, Greene, Peacock, and Seitz will develop sociological modules using the General Social Survey (GSS) and Census data. They will integrate these modules into their introductory courses in order to introduce quantitative data, methodological research methods, and formalize student learning earlier in the sociology curriculum.

L. M. Frehille and Richard J. Hamilton, University of New Mexico State. Frehille and Hamilton will develop a new lower division, foundations course, “The Sociological Imaginings,” which will serve as a bridge course for sociology majors from the introductory course to the upper level core classes. The classes will prepare students for theory, methods, and statistics by providing them with analytical, writing, and technical skills.

Wes Hill and Cliff Holley, University of Mississippi. Hill and Holley will explore the possibilities of teaching introductory modules into lower division sociology courses via an online course. Students will be randomly placed in two sections of online Sociology 101—one section that will be using SSDAN Census exercises, and one section that will not be using SSDAN Census exercises. Hill and Holley will then evaluate the resulting quantitative skills of students in the two sections of Sociology 101.

Norma J. Shepelak and Chigon Kim, Western Michigan University. Kim will give a one-week lecture in an introductory sociology course on causal analysis. Students will be asked to write a research paper that incorporates and interprets U.S. Census data. Additionally, students will receive CD-ROMs containing practice exercises.

Gary Pulsipher and Jill Weight, California State University. Rollison and Weight will train graduate and undergraduate faculty to use the research groups in inequality and race and ethnicity courses throughout the semester. Each faculty member in the research groups is to gather current data on issues of social inequality and race and ethnicity using Census data and the GSS.

Susan L. Caulfield and Susan M. Carlson, Western Michigan University. Caulfield and Carlson will pilot a mid-level course with a focus on “Methods of Data Collection,” with an emphasis on integrating data analysis within and across required courses. As the first course sociology majors take after declaring their major, “Methods of Data Collection” will introduce quantitative analysis early in the sociology curriculum.

Rachel Bridges Whaley and Susan L. Caulfield, Western Michigan University. Whaley and Caulfield will develop sociology and criminal justice modules, and modify modules that have already been developed for other faculty and instructors to use in order to help integrate data analysis and research methodology into the entire sociology curriculum. They will pilot the modules in the summer sessions.

Erik Larson and Terry Boychuck, Macalester College. In order to incorporate introductory data analysis into introductory-level courses, Larson and Boychuck will develop a series of curricula-based learning modules to be used in multiple introductory courses, including Introduction to Sociology, Affirmative Action Policies, and Criminal Behavior/ Social Control.

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On the Merits of Graduate Students as Book Reviewers

Students writing reviews can be a career-enhancing teaching tool

by Barbara Katz Rothman, City University of New York-Graduate Center

I’m teaching a doctoral level course I have titled “Writing for Publication,” and as I publish in this article the very material covered in the course, I feel like an embodiment of M.C. Escher’s drawing of the hands drawing themselves. The circularity of publishing writing about publishing writing is dizzying. But as I put together the pieces of this class, I think that precisely what I tell my students applies here: we write to convince, to please, to encourage. Working on this class, I’ve had ideas I’d like to convince others to try. It might just please some of you who do similar work to read how I’m doing it. And I might—if I could write appealingly enough—encourage some of you to do similar work with your students.

We began the writing class with book reviews. I had assigned Reading, Writing, and Why We Do Them solely how we do them, but also why, what is the point of doing book reviews? I approached book reviews as a teaching tool, and the journals and asked them to provide books for my graduate students to review. The journals usually passed books on to students for review, or directed a review editor to a particular student for a particular book. I introduced a book review editor to a student, but I’ve never done this in such a calculated way. I had to think about these things I’ve done so casually that I am now doing so deliberately. Here are the reasons of my deliberation.

Book reviews are very often the first publication for a young scholar. A graduate student in the social sciences and humanities can be a published reviewer of a book long before they have written a significant work of their own, long before they have published anything in the discipline, and long, long before they have written a book of their own.

Why is that? Is it a good thing? How can we make it a good thing?

The first question to ask is “Good for whom?” Good for the student, the journal, the publication outlet, the author of the book being reviewed? The answer can be all three, if we want it to be.

I will consider the students first. There are certain barriers in life, certain breakthroughs in career, and neither coming in print in professional journals is certainly one of them. It legitimates one’s work like nothing else. Whatever that first publication is, it is the very fact of its publication matters to students. It is a start on the path of professional development, a start to becoming scholars “in their own ‘write,’” as it were, moving beyond the role of student.

Book reviews are also quite practical publications for students. There was a time in my life when it actually was worth it to do a review simply because the journal gave me a free copy of the book. I only volunteered to review books I was going to read anyway, so the hours of careful reading didn’t cost me any extra. And the time, the time I spent doing the review of an expensive scholarly book probably still came out to be better than minimum wages. But then I write fast.

Packaging Value

More seriously, the actual product of my writing, the review itself, was something I could often adapt to other uses. I could scavenge my book reviews for pieces to use in the literature review of a paper—or for more valuable—my dissertation chapter. It’s a wonderful thing to include previously published bits, even snippets, in one’s dissertation. A dissertation is itself the production of the academic reviews start to come in, the work to their own and finding mine or not, intentionally or not—comparing what you see to what they themselves want to say. The first time you can cite yourself—ahhhhh.

Valuing the Package

So that’s why book reviews are good things for graduate students to do. Now let me offer the perspective of an editor of books. I’ve been lucky. I’ve never had a review that made me cringe. Maybe my standards are low, but I feel blessed by that. But I have had reviews that annulled the publication. Generally, a bit of a problem there. It seems that the annoying ones were often by scholars who were, in some sense, competitors. They had done books on similar subjects and were—consciously or not, intentionally or not—making fun of your work to their own and finding mine, wanting. Graduate students may bring greater neutrality to the work of reviewing. And greater respect. First, they can appreciate the fact that you finished and published a book, an impressive feat in their eyes. So maybe they agree with you and maybe not, maybe they like what you did and maybe not, but it seems they are more likely to be fair, respectful, and open to the author’s ideas. They are also—and this matters a lot—considerate. Unlike some of my colleagues who shall remain nameless, the students are not always telling you about some wonderful so much better work in this area that was done “back in the day,” but they tell you about the new, strange theories and postmodern stuff and all. Graduate students have read the classics, but not the current material. In each discipline, they are the people who are probably the most likely to read the given moment and so may be in the best position to see a new book in context.

Getting Good Value

Finally, I will consider the perspective of book review editors. Sometimes a book is deemed “important,” a “significant book,” even before it has been widely reviewed and read. Most often, in academia as in the rest of the world, that is because the author is a known quantity. The new John Gresham has its equivalent in each discipline. Those books will not be given to graduate students to review. Senior scholars will be asked to do those reviews and doing them fairly quickly (by academic standards).

But for most academic books, the concern is primarily getting reviews, any reviews, and getting them in a fair, timely manner. For publishers and booksellers, a book is over, old news, long before academic reviews start to come in. Graduate students— for all of their piled-up incompletes, for all the overwhelming burdens they face—tend to move at a faster clip on projects like a book review. It is, after all, one of their first publications, and they are not about to let slip to the back of the desk.

Book review editors and the journals need value. If the journal, or the book review section, becomes only a student outlet, it may not be taken seriously at all. But used appropriately, with perhaps a bit of mentoring from senior colleagues, graduate students are ideal book reviewers.

The author can be reached at BKatzRothman@gc.cuny.edu.

State Representatives Make Inroads with High School Sociology

by Carla B. Howery, Deputy Executive Officer

The ASA continues to work on pre-service to enhance the scope and consistency of high school sociology courses; to make linkages between high school teachers and college sociology faculty; and to develop useful teaching materials for the high school course. While it is important that the ASA as a national organization undertake initiatives with high schools, our influence only goes so far. High school education is state-based, with state and local education committees, supervisors, and guidelines directing the preparation and curricula. Each state has a different set of requirements for teachers and for content standards. The ASA wants to help better understand those state-based requirements and to find high school sociology teachers who can collaborate. To that end, the ASA advertised for volunteer college faculty in 11 states—California, Colorado, Georgia, Indiana, Massachusetts, Missouri, New York, North Carolina, Ohio, Texas, and Wisconsin—and received responses in their state. Each faculty member will partner with a high school teacher currently teaching sociology classes. This partnership would work at the state level to:

• Assess the certification requirements, both opportunities and obstacles, in that state.
• Work with the state sociological association, if any, and with other colleges and universities in the state on high school sociology and teacher training.
• Lead or coordinate some continuing education or professional development for high school sociology teachers in the state.
• Attend and participate in the state chapter of the National Council on the Social Studies (NCSS) meeting, or a regional chapter meeting.
• Identify any program that offers college course in high school.
• Get a sense of the interest (or resistances) of college faculty and instruction sociology for credit (or possible prerequisite credit).
• Learn about the requirements for high school education and sociology departments to answer questions such as how future K-12 teachers prepare and how sociology departments can become more involved.

• Identify barriers to sociology being taken (e.g., requirements to be a teacher, student admission requirements at state universities).
• Find or develop materials of use to high school teachers to post on the ASA website.
• Provide periodic email updates to ASA and the coordinators in other states.

Anyone who is interested in helping with this initiative or information about high school sociology is encouraged to contact apasat@asanet.org.

State Representatives on High School Sociology

California—Michael DeCesare, California State University-Northridge
Floridas—Kathy Borman, University of South Florida, and Todd E. Bernhardt,
Broward Community College-A. Hugh Adams campus
Georgia—Barbara Karcher, Kennesaw State University, and Charissa S. Crook, Parkview High School
Indiana—Thomas L. Steiger, Indiana State University
Massachusetts—Ingred Semaan, Wachusett Community College
Michigan—David Orias, Central Michigan University
New York—David Barnov, St. John Fisher College, and Morton G. Ender, United States Military Academy
North Carolina—Janice G. Reinert, Appalachian State University, Cindee Pratt, Appalachian State University, and Meredith Parks, Watauga High School
Ohio—Dawn Hall, Sinclair Community College, and Diane L. Bryant, Sandusky High School
Texas—D.R. Wilson, Houston Baptist University
Wisconsin—Anne Boyle Cross, University of Wisconsin-Stout, and Eleanor Miller, State Representatives on High School Sociology

ASA offers a High School Affiliate arrangement for high school social studies teachers to receive ASA publications and discounts, and most important, to have a connection with ASA and vice versa. For more information, see the website at: <www.asanet.org/apasat>.
Corrections
In the January 2005 Footnotes issue Public Sociology column (p. 7), a related but incorrect website URL was listed for the Global Carbon Project. The correct URL is <www.globalcarbonproject.org>.

The February 2005 Footnotes (p.1) inadvertently claimed University of Pennsylvania’s Wirth Chair was held by one of our ASA members. He had authored the lead article “Philadelphia: The City, the first article in our series highlighting ASA upcoming 2005 annual meeting in Philadelphia. Zuckerman is Professor of History and one of the nation’s best colonial historians.

Call for Papers
Meetings
Association for Humanist Sociology Annual Meeting, October 26-30, 2005, Radisson Riverwalk Hotel, Tampa, FL. Theme: "Nonviolence and the Struggle for Social Justice." Send proposals for papers or sessions related or unrelated to the theme by June 10 to Denise Kahl, Program Chair, Department of Sociology and Social Work, New England College, Henniker, NH 03242; email dbkahl@newenglandcollege.edu.

ASPA Annual Meeting, October 26-30, 2005, Radisson Riverwalk Hotel, Tampa, FL. Theme: "Nonviolence and the Struggle for Social Justice." Send proposals for papers or sessions related or unrelated to the theme by June 10 to Denise Kahl, Program Chair, Department of Sociology and Social Work, New England College, Henniker, NH 03242; email dbkahl@newenglandcollege.edu.

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In the News

The American Sociological Association was mentioned in the February 2 column of a high school newspaper regarding the importance of Bureau of Labor Sta-
tistics data on U.S. female workers for research and policy purposes.

Robert C. Balas, Saint Mary’s College of California, was quoted in a January 12 article in The Times of India about the film Coolie and high school sports movies in general. He was also quoted in a January 24 article in the Savan-
not about the 20th anniversary of the high school film The Breakfast Club.

Andrew Cherlin, Johns Hopkins Univer-
sity, was the subject of a January 5 Chris-

Kim Rhomberg, Yale University, was on

Orlando Patterson, September 24, 2004, was mentioned in

Roley Press, Connecticut Times about the film Coolie and high school sports movies in general. He was also quoted in a January 24 article in the Savannah-

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Mann, the Panhellenic American's Forgotten Group, for more information.


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Paul D. Roel, San Juan College, was fea-

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Fredrick H. Buttel was born in Freeport, Illinois, on October 15, 1921, to a farmer and a schoolteacher. His father died in education and began and ended at the University of Wisconsin–Madison (1948). He received his BS from the UW in 1970. He received a master's degree in sociology from the UW in 1972, and then spent a year at Yale getting a master's degree in agricultural studies before returning to the UW for his PhD. He did short stints on the faculties at Michigan State and Ohio State before landing at Cornell, where he taught from 1979 until his recent retirement.

It was while at Cornell that Fred published _The Rural Sociology of Advanced Society_ (1980) with Howard Hawley. It is not an exaggeration to say that that book marked and reshaped a field of inquiry much viewed as moribund. In that earlier work, Buttel gave attention to problems of structured inequality and power in agriculture, initiating what was then called "the new rural sociology." In 1992, Fred returned to the University of Wisconsin to run the Agricultural Technology and Farm Family Institute (ATFF) and join the faculties of rural sociology and Environmental Studies. At ATFF, he developed a professional staff and built viable partnerships. Under his leadership, ATFF's research on agricultural extension work became clearly focused, and the institute received the Project of the Year Award for Agricultural Technology Studies, entering a new stage of source for quantitative data on themes that cut across disciplines, organizations, and vested interests.

During his time at Wisconsin, he was a leader in the sociological study of agricultural biotechnology as well as in the area of agriculture and globalization. In the sociology of the environment area, Fred worked to develop a comprehensive, but non-deterministic, approach to the "natural environment" as a sociological problem and to show the complementarity of constructivist and political economy approaches. His book with Craig Burnhopt, Environment, Energy, and Society (1982), played a major role in the environment's attention to sociologists and making it a legitimate subject for sociological study. A superstar since early in his career, Fred was elected a fellow of the AAAS while still in his 30s, and he subsequently received nominations from a range of organizations: the Distinguished Rural Sociologist Award (1984, Rural Sociology), the Award for Excellence in Research (1987, Social Science, Sociology, and Anthropology), the Award for Distinguished Contributions (1994, Section on Environment and Technology, American Sociological Association), and the Merit Award (1999, National Resources Research Institute, Northern Sociological Society). In 2004, Fred received the University of Wisconsin's highest honor, selection as a Wisconsin Alumni Research Foundation Professor.

Fred was deeply committed to serving the community. He served as president of the Rural Sociology Association, and president of the Agricultural, Food, and Human Values Society. He served in a host of other elected posts for organizations ranging from the American Association for the Advancement of Science (AAAS) and the American Sociological Association (ASA) and served the University of Wisconsin–Madison as a custodian of its collections in a wide range of capacities. In ASA, among other positions, Fred served as chair of the Environment and Technology section from 1987 to 1989.

Fred was a public intellectual before Russell Jacoby popularized the term in the late 1990s and well before Michael Burawoy coined the term "public sociology." He was at home with farmers and activists as with politicians and sociologists and worked with all of them in search of a more humane world.

Frederick H. Buttel died on January 14, 2005, after more than a decade long fight with neurofibromasarcoma, a cancer of the spinal cord. He is survived by his wife, Pam Carlson; his daughter, Heather MacQueen; a niece, Heather MacQueen; and a nephew, Rod MacQueen.

David L. Keimann and Jack R. Klappweis, University of Wisconsin–Madison

Robert O. Carlson

Robert O. Carlson, a sociologist who won renown in public opinion research, public relations, and university administration, died on January 31 in Scottsdale, Arizona, of complications following pneumonia. He was 81.

Carlson was president of the American Association for Public Opinion Research in 1980-81. In addition to many other practitioners of opinion research, he developed a great substantive expertise on the subjects he studied and built a new career around it.

Carlson was a native of Erie, Pennsylvania, then a General Electric company town, and was the first in his family to get a higher education. He entered the Army shortly after graduating from the University of Pittsburgh and served as a radio operator in Europe during World War II. He earned his PhD in sociology at Columbia University under the tutelage of Paul Lazarsfeld. He did the fieldwork for his dissertation in rural Mississippi on a grant from the U.S. Public Health Service, which wanted to learn what methods of persuasion could be most effective in getting poor and uneducated sufferers from venereal disease to come to clinics for treatment.

As an associate of Columbia’s Bureau of Applied Social Research, Carlson conducted research for the Voice of America in the Middle East, interviewing Jordan’s King Abdullah, among other notables. His findings on the spread of information in a region just entering the era of modern communication were incorporated into Daniel Lazarsfield’s influential book, _The Power of Traditional Society_.

Carlson’s international experience continued at the Standard Oil Company (N.J.), now ExxonMobil, where he directed opinion research in the 1950s, later becoming prominent among those who espoused the notion of corporate social responsibility, long before this became commonplace. After retiring from Jersey Standard he became president of the Public Relations Society of America and then embarked on a second career in academia as dean of the school of business administration and banking of Adelphi University.

Carlson was widely traveled and widely read. He had a strong aesthetic sense and managed to combine his business interests to exotic regions with shopping expeditions for beautiful objects. He steeped himself in the history and politics of North Africa and Asia.

Carlson’s easygoing manner and strong sense of humor endeared him to colleagues, students, and his many friends. After his retirement he moved to Washington, where he became active in civic affairs and was president of the Arizona Circumnavigators Club. He was succeeded by Eileen Evans Carlson, his wife of 58 years.

Lee Report, New York, New York

William Byrd ("Bill") (1940-2005)

On Saturday afternoon, February 5, 2005, the community of the University of Maryland and of Frederickson, Virginia, paused to celebrate the life of Bill Hanson. His passing was noted by a far-reaching and diverse circle of family and friends, former students, community activists and leaders, and individuals whose lives he had profoundly touched.

In academia, his passing may go unnoticed because Bill was not widely published and spent most of his professional life teaching at a small undergraduate institution. Yet he was teacher extraordinaire, humanist, and liberation sociologist whose life deserves recognition. He championed social justice, promoted tolerance, challenged generations of students to learn, to think, and to act on issues of social justice such as civil rights, homelessness, hunger, the environment, and capital punishment.

Although Bill’s life was defined by major illnesses such as diabetes and idiopathic pulmonary fibrosis that necessitated a lung transplant in 1996, he refused to accept the sick role. He was an advocate for organ donation and for the quality of life that can result from such giving. He was personally active in trans-
2006 Annual Meeting: Book Nominations Invited for Author Meets Critic Sessions

The 2006 Program Committee invites AS members to submit nominations for possible inclusion in the Author Meets Critic Sessions on the 2006 Annual Meeting Program. Books published during the past three years are eligible for nomination. Only AS members may submit nominations; self-nominations are not acceptable.

Books may be nominated from any discipline for which AS members are the ally-recognized expert in qualitative research. Recommended information:

- Full name and affiliation of book author(s)
- Complete title of the book
- A copy of the book's jacket
- A brief statement about the book's importance to the discipline of sociology
- 2-3 sentences about the book's implications
- 2-3 sentences about the author's critical perspective on the book
- A description of how the book should be promoted (e.g., social media, discussion groups, etc.)

Nominations may be submitted by mail, e-mail, or fax, and must be typed or printed; handwritten material is unacceptable. All book nominations must be submitted by May 15, 2006, to: Professor Steven Vallas, Dept. of Sociology & Anthropology, George Mason University, Robinson Hall, P.O. Box 25400, Fairfax, VA 22030-2540. svallas@gmu.edu.

MARCH 2005 FOOTNOTES

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VIK M. MALN, Middle Tennessee State University

Gene Levine (1930-2004)

Gene Norman Levine, Professor Emeritus of Sociology at California-Los Angeles, died in Santa Monica, California, on February 21, 2001, at the age of 71. Gene was born in Chicago in 1930, and his family moved to Los Angeles in 1939. He graduated from Harvard University in 1951, and received his doctorate from the University of Chicago in 1959. Gene was a member of the American Sociological Association and the American Academy of Political and Social Science. He was a dedicated educator and scholar, and his work had a profound impact on the field of sociology. His legacy will be remembered for his contributions to the study of family, social inequality, and the impact of technology on society. He will be missed by his colleagues, students, and friends.
Liberal Learning and the Sociology Major: Meeting the Challenge of Teaching Sociology in the Twenty-First Century

$6.00 members/$10.00 non-members

The ASA Task Force on the Undergraduate Major provides new guidelines for the major, including 16 recommendations for department action. Departments are encouraged to use it to discuss and modify their undergraduate program, from courses to advising, from curriculum to community-based learning, to prepare sociology students in a developmental and cohesive manner. 96 pp., 2004  Stock # 107.LD4

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2005 Student Travel Awards
ASA seeks applications for travel to 2005 Annual Meeting

The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards in the amount of $200 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2005 ASA Annual Meeting in Philadelphia, PA. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply for a student travel award, complete and submit four (4) copies of the application form no later than May 1, 2005. Decisions will be announced by June 15, 2005. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support, matching funds, and potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the Student Forum convened especially for this purpose will select awardees.

Applicants are encouraged to use it to discuss and modify their undergraduate program, from courses to advising, from curriculum to community-based learning, to prepare sociology students in a developmental and cohesive manner. 96 pp., 2004  Stock # 107.LD4

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The 2005 Student Travel Award Application is available on the ASA website at <www.asanet.org/student/travelaward.html> or upon request. For more information, contact the ASA Executive Office via e-mail at studentforum@asanet.org, or by telephone at (202) 383-9005 extension 322.

New Member Benefit!
ASA introduces a new member affinity benefit called The Capital for Knowledge program. Members can use the Wells Fargo Capital for Knowledge services to obtain student loan assistance to cover the costs of education at the undergraduate and graduate degree levels. The program also offers free online college and scholarship searches.

The Capital for Knowledge program sets itself apart by extending its loan programs to your entire family. As a member of the American Sociological Association, you or any of your relatives—children, spouse, grandchildren, parents, aunts, and uncles—are eligible for the program.

Funding is also available for:
• Vocational training and career advancement courses
• IT certification
• Private K-12 schools
• Education loan consolidation

The Capital for Knowledge program can help you by offering:
• The ability to borrow up to $25,000 per school year while you or your family member is enrolled full-time or part-time in an educational institution.
• 24-hour online account access
• Flexible repayment terms and competitive interest rates.
• Secure online application delivery.
• Rate-reduction rewards
• Access to the federal PLUS and Stafford loan programs.

FREE online education resources are available, including scholarship and college search engines. Visit www.capital4u.net for more information, or call 1-888-651-5626.

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New York, New York

2007
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The American Sociological Association (ASA) Student Forum is pleased to announce that the ASA Council is making funds available to support travel awards to the ASA Annual Meeting. ASA anticipates granting approximately 25 travel awards in the amount of $200 each. These awards will be made on a competitive basis and are meant to assist students by defraying expenses associated with attending the 2005 ASA Annual Meeting in Philadelphia, PA. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the Annual Meeting.

To apply for a student travel award, complete and submit four (4) copies of the application form no later than May 1, 2005. Decisions will be announced by June 15, 2005. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time of application. Participation in the Annual Meeting (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support, matching funds, and potential benefit to the student are among the factors taken into account in making awards. A travel award committee of the Student Forum convened especially for this purpose will select awardees.

The 2005 Student Travel Award Application is available on the ASA website at <www.asanet.org/student/travelaward.html> or upon request. For more information, contact the ASA Executive Office via e-mail at studentforum@asanet.org, or by telephone at (202) 383-9005 extension 322.

New Member Benefit!
ASA introduces a new member affinity benefit called The Capital for Knowledge program. Members can use the Wells Fargo Capital for Knowledge services to obtain student loan assistance to cover the costs of education at the undergraduate and graduate degree levels. The program also offers free online college and scholarship searches.

The Capital for Knowledge program sets itself apart by extending its loan programs to your entire family. As a member of the American Sociological Association, you or any of your relatives—children, spouse, grandchildren, parents, aunts, and uncles—are eligible for the program.

Funding is also available for:
• Vocational training and career advancement courses
• IT certification
• Private K-12 schools
• Education loan consolidation

The Capital for Knowledge program can help you by offering:
• The ability to borrow up to $25,000 per school year while you or your family member is enrolled full-time or part-time in an educational institution.
• 24-hour online account access
• Flexible repayment terms and competitive interest rates.
• Secure online application delivery.
• Rate-reduction rewards
• Access to the federal PLUS and Stafford loan programs.

FREE online education resources are available, including scholarship and college search engines. Visit www.capital4u.net for more information, or call 1-888-651-5626.