Multiple Methods in ASR
by Jerry A. Jacobs, Editor, American Sociological Review

In recent years, the American Sociological Review (ASR) has featured papers based exclusively on ethnographic research (e.g., Timmermans, 2005), interview data (e.g., Tyson et al., 2005), and sociological theory (e.g., Finkel and Gross, 2005). However, a series of papers that combine different types of data and approaches in the same study are especially noteworthy. One quarter of the papers I have accepted for publication in ASR since becoming editor in 2003 draw on more than one research method. This brief essay highlights some of the ways that authors have employed such multi-method research to provide a more informative account of the social world.

Interviews and Surveys
Several authors of ASR papers have conducted interviews in order to refine the questions employed in a subsequent statistical analysis. In this approach, the qualitative investigation helps to clarify the nature of the issues under investigation, but the “real proof” is presented in the statistical analysis. For example, Benson and Saguy (2005) interviewed 150 journalists, politicians, activists, and resiliency to natural disasters. For the last 20 years she has conducted research on natural disasters and the relationship between society and the environment.

CHART was severely damaged by Hurricane Katrina, and, said Laska, “Due to the degree of virulent mold covering the offices and contents, it has been sealed from access since the storm. The faculty associates and graduate students are scattered around the United States and of those students who have been able to return to the area, almost all have been hired by FEMA because of the applied disaster research experiences that they have acquired at CHART.”

Specific Questions
Laska was asked by the subcommittee to respond to specific questions in her testimony. What makes people and places vulnerable to natural hazards and disasters? How does the natural and built environment impact the perception of risk and subsequent behavior? How is social science research on disaster preparedness and response being translated into practice? What are the barriers to implementation of research findings and how can they be overcome?

CHART was developed specifically to apply social science research to natural hazard threats, according to Laska, and to do so in the absence of an extant model. “CHART is the application of sociological research in partnership with communities, organizations and government agencies,” said Laska.

She then described for the subcommittee three CHART projects in each of the three southeast Louisiana congressional districts. All of the CHART projects have both basic and applied research components, and Laska’s three Louisiana examples “show how social scientists can partner with communities to understand risk, increase safety, and facilitate recovery from the catastrophic events of this fall.”

CHARTing a Course for Lessons Learned
She described three projects on which CHART is working in Louisiana to understand risk, increase safety, and facilitate recovery from this fall’s catastrophic events. The first involves working with FEMA’s program of OA...
Nominations Needed for Major ASA Awards

ASA members are encouraged to submit nominations for the nine major ASA Awards. Award selection committees, ap- pointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The ASA Council recently voted to adjust the deadline dates for all of these awards; please ensure your nominations are as soon as possible. Read more at <www.asanet.org/page.wv?section=Awards&name=Call+for+ASA+ Awards+Nominations>.
Another Texan Goes to Washington

ASA’s 2006 Congressional Fellow

Another Texan is heading to Washington, DC, but this one comes as the ASA Congressional Fellow. The ASA Fellowship program brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee, in a congressional office, or as a member of a congressional agency. Erma J. Lawson, University of North Texas, is the 2005-06 Congressional Fellow.

As a medical sociologist, Lawson is able to translate important medical issues pertaining to racial/ethnic health disparities for a lay audience and therefore wishes to work on medical policy issues. She began her professional career as a nurse and later returned to school to earn her doctoral degree in sociology. Her nursing experience and research focus on health disparities among at-risk communities, with an awareness of the social context of health and illness, which often plays out in Congress.

In addition to her research and nursing skills, Lawson has a number of policy-relevant experiences. As a graduate student, she was appointed by the Kentucky governor to serve on a committee to address mental health disparities among African American Kentuckians and those in the Appalachian region. She worked with her congressman to address African American health issues and with the local government to lobby for shelters for the growing homeless population.

“Lawson is an ideal Congressional Fellow because of her applied medical work and her sociological research,” said Carla Howery, Co-director of the Spivack Program on Applied Social Research and Social Policy. “Her racial and ethnic families research can enhance the policy emphasis on understanding the social conditions behind family relationships, such as the role of families during long-term illness.”

As a Fellow, Lawson sought a position in which she could work on health, health care financing, and health disparity issues. She expects to work with Rep. Eddie Bernice Johnson (D-TX) and/or with the staff of the Congressional Black Caucus when she arrives in January. She hopes that the knowledge of public policy that she gleans from this experience will carry on beyond the six-month placement. She intends to work with the connections she makes to continue public policy work, especially in regards to medical sociology.

In her Congressional Fellowship application, Lawson expressed the importance of sociology in public policy. She wrote that, “the sociological emphasis on race, gender, and social class are the most powerful concepts that policymakers should consider when sponsoring legislation. The concepts of social stratification are at the heart of sociology and are crucial in a global economy…. I think that sociologists can inform policy because of the perspective that a great nation is a compassionate nation.”

In addition to serving on a congressional staff, the ASA Fellow often spends some time preparing briefing materials, participating in an ASA congressional or media briefing on a timely topic, and contributing stories to Footnotes. The ASA’s Spivack Program on Applied Social Research and Social Policy administers the Fellowship. The next application deadline is February 1, 2006. See the ASA website’s funding page for application information.

Disasters, from page 1

“Repetitive Flood Loss” to provide data and assist local parishes in reducing flood risk to their homes and areas. Social science research, Laska stated, demonstrates that “Repetitive Flood Loss” to provide data and assist local parishes in reducing flood risk to their homes and areas. This project has also discovered that repeatedly flooded structures are found in clusters to their homes and areas. Social science research, Laska stated, demonstrates that “Repetitive Flood Loss” to provide data and assist local parishes in reducing flood risk to their homes and areas.

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Working with the Native American community and resiliency of at-risk communities. Working with the Native American community and resiliency of at-risk communities. It involves collaborating with the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards. It involves collaborating with the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards.

In addition to Laska, the second project, “Participatory Action Research,” is supported by a grant from the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards. It involves collaborating with the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards. It involves collaborating with the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards. It involves collaborating with the National Science Foundation. This project tests a method of enhancing marginalized communities’ capacity to handle natural hazards.

In the coastal area, “but the social sciences have to be at the forefront here to establish exactly what are the consequences in every restoration decision. And we have to have an honest dialogue about that.” CHART is the social science partner to which Twilly refers in this interview, and, according to Laska, there are about four social impact assessments ongoing for restoration projects along the coast.

In addition to Laska, the other expert witnesses who testified at the Subcommittee’s hearing included:

- Susan Cutter, Professor of Geography at the University of North Texas, is the 2005-06 Congressional Fellow at Harvard University and the 2006 Fellow is Erma Lawson, University of North Texas.

The stipend for the Fellowship is $15,000.

Applications can be obtained by emailing or calling ASA or by downloading one off the ASA home page at <www.asanet.org/page.wp?section=section+Funding+Anname=Funding+Opportunities>. Materials must be postmarked by February 1, 2005. Send a completed application and a vita to:

ASA Congressional Fellowship
1307 New York Avenue, NW
Suite 700
Washington, DC 20005
(202) 383-9005
spivack@asanet.org


The ASA encourages applications for its Congressional Fellowship. The Fellowship brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee or in a congressional office, or as a member of a congressional agency (e.g., the General Accounting Office). This intensive four to six month experience reveals the intricacies of the policy making process to the social-scientific fellow, and shows the usefulness of sociological data and concepts to policy issues.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. It is helpful to investigate some placement possibilities in advance, or to suggest some in the letter of interest. The application should highlight the link between one’s sociological expertise and a current policy issue. Be sure to specify the time span available to do the fellowship placement.

ASA will join with other associations’ congressional fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA’s Spivack Program on Applied Social Research and Social Policy, with possibilities for congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

The 2004-05 Fellow was Tomas Jiménez, a doctoral student at Harvard University and the 2006 Fellow is Erma Lawson, University of North Texas.

Social science witnesses testify about the social science of disasters. [[Left to right]], Susan Cutter, Shirley Laska, H. Dan O’Hair, and Rosane Silver.
academics in their study of the media coverage of social problems in the United States and France. However, the empirical heart of their study was a statistical analysis of 750 articles on immigration and 685 articles on sexual harassment in the New York Times and Le Monde. Pappon and Quillian (2004) conducted in-depth interviews with a small number of lawyers on both sides of the debate on a study of social ties and pricing patterns in large U.S. law firms.

Qualitative data play a more central role in the research of Cherlin and his colleagues (2004) on abuse in families. After conducting a survey of nearly 2,000 families, Cherlin et al. followed up on 256 of these families with a series of subset of open-ended questions. They drew a period of 12-18 months. They found that reports of abuse surfaced increasingly as a result of face-to-face conversations that the researchers over this extended series of interviews. Thus, in this study, qualitative data played a key role in obtaining a more complete and accurate measurement of the prevalence and nature of abuse.

Multi-Method Approaches
Multi-method studies are not limited to the blending of qualitative and quantitative research but can also appear in the artistic combinations of various methodological approaches in the same study. Pappon and Quillian (2005), for example, combined a sort of experimental survey and a focus group survey in their study of racial discrimination in hiring practices. The first portion of their study uses an “audit” methodology, sending “testers” to apply for jobs at various employers who had advertised positions. This experiment is designed to compare the success of Black and White applicants who are portrayed (fictionally) as having or not having criminal records. Pappon and Quillian returned to the same employers six months later to conduct a second round of the employer’s attitudes about hiring different types of employees. In addition to uncovering discrepancies between employers’ deeds versus their words, this follow-up survey allowed a comparison of the insights that can be gained from surveys versus experiments.

In another case, You and Khagram (2005) combined aggregate national data (i.e., data points representing “average” or “typical” conditions at the macro-level) with multi-level statistical analysis of survey data from 30 countries. They used the survey data as a “data to bolster the story” that countries with more inequality have more corruption because there is a higher normative acceptence of corruption in countries characterized by higher levels of inequality.

Historical Analyses
Historical studies often combine various types of data. For example, Somers and Block (2004) examined historical documents in their investigation of welfare reform in Great Britain in the 1890s and United States in the 1990s. They supplemented their qualitative analysis of political texts with a statistical portrait of welfare expenditure patterns before and after reform in both countries. Similarly, Riley (2005) draws on archival, statistical, and spatial data in his study of the connection between civil society and the rise of fascism in Italy and Spain. He notes that understanding the course of the reform movement during Vatican II is primarily a qualitative analysis of archival documents, but her summary of the vote counts is an indispensable element in her story. Molnar’s (2005) study of debates among Hungarian architects drew on interview data as well as historical documents and supporting statements from the 1950s period. What is striking is that the study is recent enough that participants were still alive and available for interviews.

Schwartz and Schuman’s (2005) paper, “History, Commemoration and Belief,” draws from an especially broad range of sources. They show that while the reputation of President Lincoln as a great leader has remained strong, the basis for this belief has shifted from Lincoln as the “savior of the union” before the Civil Rights movement to Lincoln as a “great emancipator” since that time. They support this claim using data from surveys conducted over a 50-year period, as well as analyses of history textbooks, the writings of leading historians, and cultural symbols such as statues and memorials. Their theoretical point is that the study of commemoration may be stratified in status and celebrated in culture should be accompanied by a research on how those commemorative activities are received, as tapped by surveys and other measures of popular beliefs. Thus, in their view, any comprehensive assessment of issues of collective memory requires multiple sources of data.

Obstacles
While multi-method research can be a fruitful research strategy, this approach is neither necessary nor sufficient for completing a high-quality study. Designing, collecting, and analyzing data from across diverse methodological styles is often only possible under the aegis of a large research project. Dissertation writers, for example, may wish to combine methods but may lack the time and money to complete each facet of the study effectively. Many seasoned investigators also face obstacles that put this strategy out of reach. Moreover, the presentation of different types of data in a single article presents its own challenges.

For example, sample constraints may prevent the full presentation of qualitative findings. It can be difficult to achieve a substantive and stylistic balance between diverse methodological styles. At the same time, sometimes different sorts of data speak to somewhat different questions. Multi-method paper present their own challenges and thus require at least as much skill to integrate as to be effective as do single-method studies.

Many sociologists view the social world as a multi-faceted and multi-layered reality that reveals itself only in part with any single method. While there are impediments that prevent us from using all of the approaches described above, their use by so many scholars is striking. Multi-method research is commonplace in the context of journal articles than was the case a decade or two ago. It is also significantly the case that so many scholars are combining methods rather than trying to herald a single approach as the right way or the best way.

Notes
I use “multi-method research” to refer to studies that draw on more than one source and present more than one type of analysis. Such research often occurs, but not always, in combination with qualitative data. Hierarchical linear models typically draw on data from different sources but combine them in a single statistical analysis. Studies that exclusively rely on this very useful method would not qualify as multi-method. Of the 66 papers I have been reading, nearly 26 percent (17) fit my multi-method definition.

References

A Call to Transform Black Education
by LaVon Rice
ASA Minority Affairs Program
WASHINGTON, DC, OCTOBER 20, 2005 — “Once we learn how to educate poor Black children, we likely learn better how to educate all children,” declared educational researcher Carol D. Lee at a book forum and media briefing for the newly published Black Education: A Transnational Agenda for the Twenty-first Century. Sociology Joyce E. King, volume editor and Benjamin E. Mays Endowed Chair of Urban Teach- ing, Learning and Leadership at Georgia State University, took aim at what she calls the “deficit discourse” that dom- inates the public conversation about African American children and academic achievement.

Held at the National Press Club and sponsored by the publisher, the Ameri- can Educational Research Association (AERA), the event featured Lee, King, and sociologist Beverly Lindsay present- ing alternative perspectives on learning, culture, and cognition, an examination of educational equity issues in Africa and throughout the diaspora, and a framework for building a new research agenda for black education. The book is the product of AERA’s Commission on Research in Black Education.

Lee, Professor of Education, Higher Education, and Comparative and Inter- national Education and Senior Project, and various other praxis-based initiatives that tap into the rich knowl- edge base that Black children bring with them to the classroom. And by “Black education” King is not talking only about “access,” she says, but an avenue for “human free- dom.” The panelists also noted that the recent event it was apparent from audience response that these three scholars had many ideas and initiatives that would transform scholarship and society that could not be ignored.
Call for Materials on Desegregation and Educational Outcomes

The American Sociological Association’s Sydney A. Spivack Program in Applied Social Research and Social Policy will sponsor a workshop in early 2006 on “Research Evidence on the Effects of School Racial Composition/Desegregation on Educational Outcomes.” We seek your assistance in identifying and collecting all relevant scholarship on school racial composition’s effects on educational outcomes. We are consciously being as broad as possible in our conceptualization of (a) desegregation, examining both first- and second-generation segregation, and of (b) educational outcomes, embracing both short- and long-term consequences. Similarly, we conceptualize social processes and mechanisms so as to include all demographic and social structural influences, as well as factors that reflect interactions between two or three individuals or larger groups (such as families, peer groups, communities, organizations, institutions, and political systems).

This Spivack workshop is inspired by Julius Chamber’s concluding remarks during the Brown Legacy conference last year’s ASA meeting. Mr. Chamber, a renown civil rights attorney, former head of the NAACP’s Legal Defense Fund, and Chancellor Emeritus of North Carolina Central University, challenged sociologists to conduct new scholarship on desegregation/school racial composition on educational outcomes in K-12 public schools.

Twenty-one years have passed since a group of eminent social scientists last systematically investigated research on the effects of desegregation on educational outcomes. We now have much more and much better data on the key questions of interest. But the data are scattered across social science disciplines and vary in their quality. To that end, we request that you and other members of your department/organization send to the ASA whatever materials you may have on the topics under consideration. ASA will catalogue everything it receives. The archived materials will be used when the Spivack Committee convenes its workshop in early 2006.

Please send research reports, articles, and any other pertinent materials to: Dr. Rosalyn Mickelson Department of Sociology University of North Carolina-Charlotte 9201 University City Boulevard Charlotte, NC 28225

Desegregation Project Team: Rosalyn Mickelson, University of North Carolina-Charlotte
Kathryn Borman, University of South Florida
Carla B. Howery, ASA

At the celebration for Janet L. Astner’s 30th year of service to the ASA, the staff gave her a libretto of a labyrinth. The complicated design symbolizes a path that is not always easy to navigate, and one that poses challenges when trying to help others get from start to finish. And yet, it is fundamentally orderly and solvable. What better image for someone in charge of an ASA Annual Meeting! When Janet came to ASA in 1975, right out of college with a degree in music, she was ready to pitch in with many of the Executive Office’s functions. She began as a part-time assistant to the Minority Fellowship Program. Over the years she has worked in governance with sections and committees and then in the meetings department. In 1984 she became director of meeting services, and in 2004 she added Office Operations to that title.

Most members know Janet through the Annual Meeting, of course, and she knows most of you. The office counts on her as a good proofreader, but all the more so with names, because she has typed member names for years into the ASA database and Annual Meeting programs.

In 30 years, the size of the Annual Meeting has swelled from 3,263 to 5,026 (2005) and the technology to put it all together has changed as well. Janet started in the years with no fax, no email, four carbons for every letter typed on a typewriter, and the scheduling of the meeting events done by human beings laying out index cards on a big desk! Janet has been a creative force in thinking about how the meeting could be enhanced with new processes, new features, and new ways of sharing sociological knowledge. She is active in the professional meeting planners’ association and is highly regarded among the hotel industry sales directors. One such director recently commented that “Janet is the public face of sociology and ASA, that she is a shrewd negotiator and that after a contract is signed, we feel so good but somewhat know we’ve been fleeced.”

Janet orchestrates the office and the Annual Meeting with a conductor’s grace and skill. And she is still singing for her pleasure and ours in several musical groups in Washington, DC, just to keep some balance with that other sociology.

Call for Nominations: ASA Honors Program

2006 ASA Annual Meeting
August 10-14, 2006
Montreal, Canada

The American Sociological Association seeks applications from exceptional undergraduate sociology students who wish to be considered for the 2006 ASA Honors Program. The Honors Program students come to the ASA Annual Meetings as a laboratory on the profession. They participate actively in the meeting including special sessions designed just for them. They develop valuable networks with their peers and meet prominent professionals in the discipline. Participation in the Honors Program keeps a significant experience early in the careers of the next generation of sociologists.

Participation in the Honors Program requires nomination by a sociology faculty member at your college or university. Interested students and prospective faculty sponsors are encouraged to consult the ASA website at www.asanet.org (click on “Students”) for additional information and an application form.

Questions? Contact Dennis Rome, Director, ASA Honors Program (dennis.rome@uwp.edu) or Victoria Hougham, APAP Program Assistant (honors@asanet.org).

Applications must be postmarked by: February 25, 2006

New ASA Listservs for Academic Leaders

In response to discussions at the 2005 ASA Chair Conference in Philadelphia, ASA has set up listservs for chairs of departments, grouped by type of school, and for Directors of Graduate Study (DGS). Colleagues serving in these roles are important organizers in the body of the message: subscribe phdchairs subscribe machairs subscribe bachairs subscribe_grad_studies_directors

2006 Call for Papers Errata

Please note the following corrections for Regular Session topics listed in the Call for Papers for the 2006 Annual Meeting.

Food. Priscilla Ferguson, Columbia University, will serve as organizer.

Higher Education. Sociology of. Scott Thomas, University of Georgia, is co-organizer of this session with Joseph Hermanowitz.

Public Opinion. Toby Ten Eyck, Michigan State University, will serve as organizer.

Reminder: Paper submission deadline is January 18, 2006, 3:00pm EST. All submissions must be made online via the ASA website (www.asanet.org).

Think ahead to 2007!

February 1, 2006, is the deadline for submitting session proposals to the 2007 Program Committee. Please refer to the guidelines published in the September/October issue of Footnotes (p. 2) and posted on the ASA website on the “Future Meetings” webpage.

Sociologists for Women in Society

2006 Officers Elected

Members of the Sociologists for Women in Society (SWS) were informed last month of the outcome of the Society’s 2005 election. In January 2006, Christine E. Bose will become President, Manisha Desai will become President-Elect, and Marlese Durr will become Nominations Chair. The results of the election follow:

Manisha Desai - President-Elect
Tracy Steele - Deputy Treasurer
Tina Fetter - Secretary
Marianne Nob - Student Representative
Tracy Ore - Chair, Awards Committee
Bette Dickerson - Member, Awards Committee
Lara Foley - Member, Career Development
Shirley Jackson - Chair, Discrimination Committee
Anastasia Prokos - Member, Membership Committee
Elizabeth Sheff - Member, membership Committee
Mariana Kao - Member, Nomination Committee
Sarah Sobieraj - Member, Nomination Committee
Karen Hansen - Member, Publications Committee
Jyoti Puri - Member of the Publications Committee
A Century of Motion: Disciplinary Culture and Organizational Drift in American Sociology

This is the second essay of a three-part perspective series commemorating ASA's centennial year.

by Bruce Keith, United States Military Academy

An underlying assumption of American sociology is the belief that the field is, first and foremost, a science. This assumption, embedded historically within the disciplinary culture and articulated presently as an integral component of the discipline’s mission, represents the patterns of thought, beliefs, and values drawn from shared experiences and common learning. As Frank Westie (1972) opined, the sociological discipline is encased in a culture of legitimation, new members begin with an interest in making the world a better place but learn quickly that professional success equates with scientific status. The resulting process of professional development replaces the goal of solving social problems with a quest for individual status.

Natural Law and Disciplinary Knowledge

Science is believed to represent disciplinary knowledge for which there exists substantial consensus (Cole 1992). While several distinct perspectives have been advanced on the nature of science, practitioners typically believe that they are uncovering laws of nature and do not discuss much, if any, thought to the notion that they are actually participating in socially constructed processes. Steven Britt (1949) has shown that the professions represent labor market enclaves that are defined and managed by credentialing mechanisms and are controlled by the societies that regulate them. Sometimes a profession constructs knowledge through application (e.g., law), while at other times the practical application of knowledge depends more on an understanding of the context in which knowledge is applied (e.g., medicine); in either situation, the construction and application of knowledge is regulated within definable boundaries of space and time.

I surmise that sociology is more akin to a profession than a science because I find no evidence that members of our discipline have discovered any law or principle that is applicable temporally across social contexts. For example, in the field of physics, Albert Einstein is credited for piecing together the universal applicable equation, E = mc², which states that the energy of a mass is equal to the product of that mass and the square of its velocity. Within sociology, more than a century of scholarship has established social order provides them with differential opportunities for achievement. Once structural impediments are identified and altered, contextual displays of opportunity may be enhanced. Thus, shifts in organizational structures are time and space dependent; that is, they depend on history and context. Max Weber, Emile Durkheim, and Karl Marx variously sought to understand the interplay between agency and structure. More recently, Doug Massey et al.'s (2002) notable work on Mexican immigration patterns describes a cyclical pattern of human behavior that responds to shifts in the structure (i.e., laws, executive orders, border patrol policies) of the United States. The professional application of this knowledge seeks to modify the structure in ways that reduce or solve the problem by changing public policy. Patently, there is no scientific algorithm expressed in this study comparable to E = mc².

Practical Drift and Sociology

When our discipline is viewed as a science, the resultant knowledge ought to be both cumulative and transferable across social contexts. Conversely, when conceived as a profession, sociological knowledge is process based; hence, our problems are embedded within social and cultural contexts that, once altered, may change forever the nature of the knowledge produced. Within any field, disciplinary culture legitimates stratification patterns. When stratification undermines organizational cohesion, the resulting tension may produce a form of practical drift; the interrelated components of a system gravitate toward independence while the system operates as though the parts remain embedded within the whole. In the case of sociology, stratification based on a culture of science forms an organizational hierarchy that defines prospective leaders as practitioners. The ensuing drift solve one problem (governmental) while undermining the potential for others to possibly greater, problem (disciplinary dissonance). This situation is not unique to sociology; clinical psychologists and academic psychologists have struggled for decades with a similar stratification within their formal organizations.

The failure of the national and regional associations to remain integrated, as discussed in the November 2005 issue of Footnotes (p. 5), contributes to disciplinary dissonance. In turn and over time, this dissonance impacts negatively upon all of the organizations within the discipline. As John Meyer and Brian Rowan (1977) suggest, drift becomes problematic because it creates a chasm between established procedures and actual processes that can produce unintended consequences. This drift toward internal differentiation is not so much the cause of the problem as it is an outcome, which emanates from a larger systemic problem embedded within the discipline's culture. The problem of dissonance stems in part from the predominating view that sociology is a science that should approach it with an accurate perception. This misconception guides the discipline toward an overemphasis on the production of "scientific" research and the establishment of a governance structure drawn on a small number of faculty from "scientific" departments. Internal differentiation resulting from this self-image appears responsible for the presence of disciplinar
dissonance, which permeates throughout the professional organization of the discipline.

References


Centenary of the First Sociology Doctorate at the University of Nebraska-Lincoln

As ASA celebrates its centennial in 2005, the University of Nebraska-Lincoln commemorates the centennial of its first sociology doctorate.

by Mary Jo Deegan and Michael R. Hill, Department of Sociology, University of Nebraska-Lincoln

On June 10, 1905, the Faculty of the Graduate School in the University of Nebraska-Lincoln presented Anderson William Clark “receive the degree of Doctor of Philosophy” in Sociology. Clark, who had completed a dissertation on “State Control and Supervision of Charities and Corrections,” became a Baptist minister and the founding Superintendent of Omaha’s Child Saving Institute. Based on extensive firsthand examinations of records in Massachusetts, New York, Ohio, Michigan, Illinois, Iowa, Minnesota, and other states, Clark concluded, “Immediate state control is demanded in order to save the lives of thousands of infants and small children who are today in the hands of ignorant and sentimental nurses and caretakers, where they suffer from poor ventilation, unsuitable food, and bad sanitary conditions.”

State control is required to correct such abuses (pp. 388-399). Clark’s dissertation exemplified the practical applications of sociology emphasized by Ames G. Warner, a former Nebraskan, in his influential 1894 work, American Charities: A Study in Philanthropy and Economics.

Other models for Clark’s work included Martin Brewer Anderson, the president of Rochester University—where Clark took the AB degree in 1877. Anderson, in 1878, accepted appointment to the New York state board of charities. Years later, Clark successfully agitated for the creation of a state board of charities in Nebraska. Clark’s religious training was completed in 1880 at Baptist Union Theological Seminary (now the University of Chicago).

At Nebraska, Clark embarked on sociological studies at an auspicious moment. During a short, extraordinary period when Edward A. Ross, George Elliott Howard, and John Dewey were and who together promoted a vigorous, interdisciplinary approach to sociology. Ross and Howard later became presidents of the American Sociological Society/Association in 1914 and 1917, respectively, and Pound rose to the deanship of the Harvard Law School. Conceptually, this was a “social control” perspective (Social Control, 1901), Howard (who had been A. G. Warner’s mentor) offered the methodology of “institutional history” (History of Matrimonial Institutions, 1904) and Pound was then drawing the framework for an American version of “sociological jurisprudence” (A New School of Jurists, 1904), combining energetic “hands on” field work with rigorous classificatory logic. In writing this dissertation, Clark drank deeply of this exciting frontier sociological environment.

During the autumn 2005 semester, the University of Nebraska-Lincoln’s Department of Sociology held a colloquium on November 4, 2005, and hosted an exhibit commemorating Clark’s landmark accomplishment. The Department will publish an updated bibliography of all the University’s sociology theses and dissertations completed since 1905. A copy of this dissertation is available for free download at www.sociological-origins.com. Clark was born in Illinois on January 8, 1852, and died in California on April 23, 1938.

Notes

Graduate College, Faculty Meetings: Minutes, p. 40, RG 6/2/1, Box 3, University of Nebraska-Lincoln Archives.


Contact author Mary Jo Deegan at maryjo.deegan@yahoocom. Michael Hill is editor of Sociological Origins and can be reached at editor@sociological-origins.com.
Improving the indisensible...
In the News, continued

on the milestone of 2,000 dead U.S. service members. The study results may impact on military families regarding a
sustainably.

Paula England, Stanford University; Paul D. Allison, University of Pennsylvania, and Victor M. Lide, Drexel University, are quoted in an October 7 Chronicle of Higher Education article on whether sufficient credit is given in Edin and Ketela's new book on motherhood, to

Paula England, a writer and speaker, was quoted in the New York Times article on social class and parenting.

Bernard Reiter, University of California at Berkeley, was quoted in an article regarding a dispute over

Kerry Ferris, Northern Illinois University, was quoted in the Rockford Register-Star on August 7 in an article on the members of "Girls 4 Girls" turning 40.

Bruce Fuller, University of California at Berkeley, was quoted in a November 1 New York Times article on the impact on school centers' influence on children's development.

Donna Gaines was quoted in a Wall Street Journal article on September 8 and interviewed on CNN's Real Time with Bill Maher.

Steven Gold, Michigan State University, was quoted in a August 23 Buffalo Sun article about Russian immigrants in Balti-

David Grauzin, University of Pennsylvania, was quoted on October 22 in a Washington Post article on "Immigration Reform and the

Tom R. Jimenez, University of California-San Diego, wrote an op-ed for the New

Kojo Nmandi's article regarding a dispute over military families regarding a sus-

Paula England, a writer and speaker, was quoted in the New York Times article on social class and parenting.

Steven Gold, Michigan State University, was quoted in a August 23 Buffalo Sun article about Russian immigrants in Balti-

Victor M. Lidz, a law professor at the University of Minnesota, was quoted in a June 13 CNN.com article regarding a dispute over

in Washington, DC.

Andrew Deeds, National Institute of Justice, was quoted on October 10 in an article about the growing Ethiopian population

in Washington, DC.

in a September 12 financial advice column in USA Today.

He also debated a credit card company's offer of a 1% cash-back in a November 7 New York Times article on the impact on school centers' influence on children's development.

in Washington, DC.


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was quoted in the October 21 Chronicle of Higher Education "End Paper" section.

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People

Jo Mattie Dohney, Southwestern Minnesota State, has joined the Mount Mercy College Department of Sociology as an assistant professor.

David Featherman, University of Michigan, has made a transition from director of the Institute for Social Research to the director of the Center for Advancing Research for Society.

James Jackson, University of Michigan, was elected a fellow of the American Association for the Advancement of Science. His research looks at the role of race, culture, and ethnicity in social behavior and physical and mental health.

Brian Martinson, Health Reform Research Foundation, was recently awarded a $450,000 R01 grant funded by the DHHS Office of Research Integrity for a two-year study of organizational justice, identity, and research integrity among academic scientists in the United States.

Patrick Nolan has been reappointed for the Electrode Nominating Committee of the Social, Economic, and Political Sciences section of the American Association for the Advancement of Science.

M. Dwanye Smith, University of South Florida, formerly Chair of the Department of Criminology, has been appointed professor.

John Foran, University of California-Santa Barbara, is being papern. On the Origins of Third World Revolutions (Cambridge University Press, 2005).


Philip N. Howard, University of Washington, New Media Campaigns and the Managed Citizen (Cambridge University Press, 2005).

Diana Kendall, Baylor University, Framing Class: Media Representations of Wealth and Poverty in America (Rowman & Littlefield, 2005).

James W. Loeven, Catholic University, Sundown Towns (The New Press, 2005).

Larry V. Hedges, University of Chicago, and Barbara Schneider, Alfred P. Sloan Center on Parents, Children, and Work, The Social Organization of Schooling (Russell Sage Foundation, 2005).


Harriet B. Presser, University of Maryland. Writing in a 24-7 Eviency (Russell Sage, 2005).

Tom Schiff, University of California-Santa Barbara, Geff and Lebron (New Press, 2005).

New Programs

American University announces a new concentration in Professional Sociology in the Department of Sociology. The Professional MA concentration, which begins in Fall 2006, is designed to provide students with training to use theories and methods of sociology in a wide range of work settings, including social activism and advocacy. For additional information, contact: Karl Klayman, Program Coordinator, (240) 236-6207, email klayman@american.edu or Sandra Linder, (202) 885-2475, slinder@american.edu or visit american.edu/soa/sociology/mag/. Summer Programs

Crime and Justice Summer Research Institute: Broadening Perspectives and Participation. Criminal Justice Research Center, Ohio State University, July 10-27, 2006. The Institute is designed to promote successful research projects and careers among scholars from under-represented groups working in areas of crime and criminal justice. Participants will be provided with necessary resources for completing research that is already ongoing and will work with senior faculty mentors in their areas of study. Expenses for travel to Ohio, living, and local transportation will be provided. Deadline: February 10, 2006. For more information, visit www.osu.edu/summerinstitute. Contact: cjrcinstitute@osu.edu.

NEH Summer Seminar 2006, The Seven Deadly Sins as Cultural Constructions in the Middle Ages. Daven College, University of Cambridge, July 17 – August 18, 2006. This seminar will examine the cultural construction of moral thought in the Middle Ages using the categories of the Seven Deadly Sins, critically reviewing recent research on the subject.

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Annual Review of Law and Social Science

Volume 8, December 2005—Available Online and In Print! Editor: John Hagan, Northwestern University The Annual Review of Law and Social Science strives to enhance the understanding of the complex connections between law, culture, and society through the social scientific study of law and its related legal systems, institutions, processes, and behaviors.

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Deaths

Leo Bogart, New York University and Columbia University, died October 15 at the age of 84. Leo Bogart was already publishing articles in professional journals when he was awarded the Disaster Research Center at the University of Delaware funding to establish a Research Experience for Undergraduates (REU) site to provide hands-on research training and mentoring on the social science aspects of disasters. All transportation and lodging expenses will be covered for the student participants, who will also receive a generous stipend for the summer. The 2006 summer program will begin on June 5. Deadline: February 1. Visit online for more information: <url:safedl.edu/DRP>.

Obituaries

Henry L. Lennard (1923–2005)

Henry L. Lennard, a medical sociologist, medical sociologist, and urban scholar who died in Venice, Italy, June 22nd. He was 81. Born in Venice in 1923, he came to New York in 1939 as a poor refugee. At 18, he was already publishing articles in professional journals such as the Psychiatry Quarterly. He received a BA from the City of New York, 1940; MS (New York University, 1949); and PhD (Kalamazoo College, 1950). Frustrated by Talcott Parsons’ observations about mutuality and quality of interaction and research he studied the interaction, its forms and functions, in behavior of such master. He was the author of 14 books dealing with social interaction in numerous contexts and under various conditions. In the Anatomy of Psychotherapy (1968), reflecting both social sciences and psychology, he gave the profoundest trajectory between analyst and patient. He filmed and analyzed interaction within the family, reported in Family in Humanistic Interaction (1970), to observe who is paying attention to whom, who follows up on another’s comment.

In 1962, in recognition of his groundbreaking research, the National Institute of Mental Health awarded him the lifetime Career Research Scientist Award. The award, which guaranteed his salary at any university, permitted him to move from Columbia University to the University of California (UC) and gave him the freedom to pursue whatever research interested him.

As Professor of Psychiatry, he created the Family Study Center to continue his studies of family interaction, and to follow up on his participation in the early studies of LSD he created the Center for the study of drug use and the quality of interaction. This led to his concern that psychiatry patients under long-term psychotherapy drug treatment were not only able to participate in interaction, but were also permitted to use the approach with Parkinson’s, like movements of lips and tongue, and hands and fingers. Despite vehement opposition from the pharmaceutical industry Henry avoided in 1969 in his book Drug Use and Drug Misuse (1972), and many other patients.

The psychoactive drugs were eventually dropped. He also continued his courting of drug side effects was a major contribution to patient well-being and the consumer movement.

He offered, and declined, research grants from the pharmaceutical industry, and soon found the Research Career Award, and with his Professorship at UC withdrawing.

He moved to New York as a Senior Researcher at the Center for Policy Research and the Institute of Medical Ethics of Health Care (1977, 1978), and to the University of California, Los Angeles (1978–1983). While teaching at Yoshua University he was concerned, focusing again on therapeutic aspects of human interaction as a whole. The 1980 High Point Hospital. “The Psychiatric Hospital” was a psychiatric hospital, and the reaction was only sufficient, beyond the structure of patient-therapist he elaborated therapeutic responsibilities, the medical model and “informational work,” “trust work,” etc.

He turned his attention away from pathological interaction to the study of social interaction in public that increased well-being. He believed, like urban scholar Leo L. Lennard, that “the greatest function of a public university’s duties. The 2006 summer program will begin on June 5. Deadline: February 1. Visit online for more information: <url:safedl.edu/DRP>.

Obligations

Henry L. Lennard’s intellectual brilliance, compassion, and insight into the human condition have inspired scholars and professionals from fields such as social psychology, medical sociology, psychology, psychiatry, and family therapy as well as city leaders and urban planners. He is survived by his many students and by the community he cultivated through his teaching, research, and community activities, and by the community he cultivated through his teaching, research, and community activities, and by his contributions to the social sciences.

During the 20th Anniversary of the Inter- national Making Cities Livable Confer- ences, Lennard gave attention to his many students during years of record enrollments in sociol- ogy and anthropology. He was a lighthearted and amusing speaker, and a frequent colleague and friend. He maintained lifelong contact through letters, with his students, with whom he was only mildly, “I just got another complaint about you.” At that time, Ken had had a small cross burned on his lawn. When his wife, Margaret “Marte” Ward, was asked what she did while Ken was busy with his teach- ing, research, and community activities, she said, “Somebody had to stay home and watch the crank calls.” She also raised their three daughters, and he was the Foot Laureate of Virginia, accomplishments in which Ken took great pride.

Ken struggled to stay abreast of new de- velopments in his teaching duties, but he gave attention to his many students during years of record enrollments in sociol- ogy and anthropology. He was a lighthearted and amusing speaker, and a frequent colleague and friend. He maintained lifelong contact through letters, with his students, with whom he was only mildly, “I just got another complaint about you.” At that time, Ken had had a small cross burned on his lawn. When his wife, Margaret “Marte” Ward, was asked what she did while Ken was busy with his teach- ing, research, and community activities, she said, “Somebody had to stay home and watch the crank calls.” She also raised their three daughters, and he was the Foot Laureate of Virginia, accomplishments in which Ken took great pride.

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THE SYDNEY S. SPIVACK PROGRAM in APPLIED SOCIAL RESEARCH AND SOCIAL POLICY

2006 Community Action Research Initiative (CARI)

Application Deadline is FEBRUARY 1

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

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

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

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

APPLICATION PROCESS: Applications will be accepted until February 1, 2006. Contact ASA for an application form or download one at www.asanet.org/student/commact.html. Applications should include:

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

Send application to:

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- American Sociological Review
- Contemporary Sociology
- Journal of Health & Social Behavior
- Teaching Sociology
- Sociology of Education

(City & Community, sponsored by the ASA Section on Community and Urban Sociology, is available to members of that section, but it is not included in the free online access offer since it is not an ASA-wide journal. Members need to subscribe to at least two ASA-wide journals in order to get free access to all ASA-wide journals). ASA will confirm your print subscription to Ingenta and will send you an email notification to Ingenta so you may activate your online subscriptions. To activate your online access to all of your member subscriptions for 2004, 2005 (including the free online access after you renew for 2006), go to the journal page of any ASA subscribed journal (at www.ingentaconnect.com) and click on “ASA Member Access.” Online access to 2006 articles will not available until the first issue is printed by the association.

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