What Research Skills Do Sociology Undergraduates Take into the Labor Market?

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

Recent sociology college graduates are highly satisfied with their undergraduate experience, according to a survey of 508 recent graduates by the American Sociological Association (ASA). The survey, completed in 2003, is part of an ongoing longitudinal study of sociology students. The survey findings indicate that sociology graduates are highly satisfied with their education and are likely to pursue graduate or professional education.

According to the survey, 80 percent of the respondents said they were “very satisfied” with their educational experience as sociology majors. They were also highly satisfied with the faculty, availability of course content, and the opportunity to work with other students. The survey findings suggest that sociology graduates are likely to continue their education and pursue graduate or professional degrees.

Generally, majors seem more confident that they have learned research communication skills presented in Figure 1—developing arguments and report writing—than the more technical skills such as learning statistics and statistical software. African American and Hispanic graduating seniors are more sanguine than whites about their quantitative skills. About two-thirds strongly agreed, compared to 55 percent of whites, that they could interpret the results of data gathering. Hall of African American students, compared to 40 percent of Hispanic and 36 percent of whites, strongly agreed that they could discuss percentages and tests of significance in a bi-variate table. No significant differences were found between men and women concerning statistical software skills.

Despite their relative pessimism about their statistical skills, sociology graduating seniors strongly agree that they learned conceptual skills that help them to explain relationships between institutions, social processes, and individuals, and to understand how to change society. More than 80 percent strongly agree that they learned about evidence-based arguments, evaluate methodologies, write reports, and form causal hypotheses.

Students were also asked about their confidence in learning career skills. About two-thirds of sociology seniors strongly agreed that they learned about statistical software skills.

Social Science Consortium Hosts U.S. Science Advisor, NSF, and NIH Social Science Leadership

This past fall, the Consortium of Social Science Associations (COSSA), of which ASA is a founding member, hosted another well-attended annual meeting in Washington, DC. The meeting featured a number of national science policy leaders. Among the leaders presenting to the 70-plus audience were representatives from John Marburger, the President’s science advisor (a.k.a. Director of the Office of Science and Technology Policy (OSTP)), David Lightfoot, the director of the National Science Foundation’s (NSF) Social, Behavioral and Economic Sciences Directorate (SBE); David Abrams, the Director of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health (NIH); and Congresswoman Rosa DeLauro (D-CT).

These science policy leaders made presentations on the role of the behavioral and social sciences in helping advance the nation’s science and technology enterprises. DeLauro anchored a concluding panel, which included sociologist William D’Antonio, examining political influence of religion in America.

Marburger on the Social Sciences

This was Marburger’s second presentation at a COSSA annual meeting, and he used the opportunity to review progress (since his 2002 COSSA speech) relative to the social sciences.

Generally, major activities include the following: developing arguments and report writing, interpreting the results of data gathering, making evidence-based arguments, evaluating methodologies, writing reports, and forming causal hypotheses. On the other hand, fewer graduates agree that they learned about statistical software skills.

The most recent survey of sociology seniors was conducted in 2003, and it found that 80 percent of seniors were “very satisfied” with their educational experience as sociology majors. The survey also found that sociology graduates were highly satisfied with the faculty, availability of course content, and the opportunity to work with other students.

Teresa Sullivan Selected as Provost of The University of Michigan

Teresa A. Sullivan has been selected as provost and executive vice president for academic affairs of the University of Michigan in Ann Arbor (UM). Since 2002, she has served as the Executive Vice Chancellor for Academic Affairs of the University of Texas System, where she was the first woman to serve in this role.

Sullivan was chosen after an eight-month national search. She is the first woman to serve in this position.

Sullivan will also hold a tenured faculty position as professor of sociology at the University of Michigan. She has distinguished herself as an outstanding scholar in labor force demographics, with particular focus on economic and political factors that influence workers.

She will begin her new role in September 2006.

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The Executive Officer’s Column

Some Congress Members Stirred by Faltering Science & Tech Support

"Congress Caps Another Disappointing Year for R&D Funding in 2006," states a headline from the latest American Association for the Advancement of Science’s R&D funding newsletter, characterizing the continuing flat or declining federal support of science. Meanwhile, in February, the President will unveil his administration’s vision of federal support for research in FY 2007, but no one in the science community expects deviation from the incipient declines in real and absolute dollars to many of the primary sources of the nation’s basic science funding. Such declines have not only some agencies’ once-powerful research engines back to levels equivalent to those of many years ago. This is no way to fuel a first-nation society or economy, and then continue commanding K-12 science or math teachers upon completing college science that drives innovation in U.S. engineering, medicine, science, and technology.

Some in Congress are also alarmed by the trend. Senators Lamar Alexander (R-TN) Tennessee and Jeff Bingaman (D-NM)—who serve on the Committee on Energy and Natural Resources—with strong endorsements by House Committee on Science Chair Sherwood Boehlert (R-NY) and Ranking Member Bart Gordon (D-TN), requested a report last year by the National Research Council (NRC) on how to keep fuel flowing to America’s innovation, including preparing students for jobs of the future. Norman R. Augustine, retired chairman and CEO of Lockheed Martin Corporation and Chair of the National Academies’ Committee on Prospering in the Global Economy of the 21st Century, chaired the NRC Committee that undertook the congressional request.

The resulting report, Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future, is already spawning complementary bills in the House and Senate. Many science discipline associations hope the report will spur the Administration and the second session of the 109th Congress to take seriously ameliorative actions needed to prevent sliding into a hard-to-reverse decline. There is indication that some in the White House do not buy the Rising Storm’s conclusions and specific actions proposed to maintain U.S. leadership in the global marketplace (e.g., as presented in Rep. Gordon’s proposed legislation, H.R. 4434, H.R. 4435, and H.R. 4596).

The 10,000 Teachers, 10 Million Minds Science and Math Scholarship Act (H.R. 4434), for example, is intended to increase the number of U.S. math and science teachers by 10,000 annually by providing scholarships to science, math, and engineering students who commit to becoming K-12 science or math teachers upon completing college. The Advanced Research Projects Agency - Energy Act (H.R. 4435) is designed to speed the commercialization of energy technologies to reduce U.S. dependence on foreign energy by 20 percent in the coming decade. H.R. 4596, the Sowing the Seeds Through Science and Engineering Research Act, is designed to “strengthen the U.S commitment to scientific research that forms the foundation for our high quality of life, our national security, and our hopes for ensuring the well-being of future generations,” according to Gordon. This bill would implement the Committee on Science’s call to “sustain and strengthen the nation’s traditional commitment to the long-term basic research that has the potential to be transformative to maintain the flow of new ideas that fuel the economy, provide security, and enhance the quality of life.” Finally, H.R. 4596 would authorize an annual 10-percent increase in funding for basic research in the physical sciences, math, and engineering at the principal federal agencies supporting such research. Assuming Congress and the White House sustain such increases, they would result in a doubling of basic research funding over seven years. Four senators will introduce a bipartisan bill (PACE Act) later this Congress addressing all 20 NRC report recommendations.

Meanwhile, Senators John Ensign (R-NV) and Joseph Lieberman (D-CT) (along with Richard Lugar (R-IN) and George Allen (R-VA)) introduced the National Innovation Act, a comprehensive effort to ensure the United States remains the leader in R&D-inspired innovation and in the training of scientists and engineers. The bill stems from Innovate America, a report of the Council on Competitiveness, and focuses on three primary areas: research investment, increasing the amount of science and technology talent, and developing research infrastructure. The Association of American Universities and the Council of Graduate Schools, among others, support the bill. To guide progress, this bill would create a “President’s Council on Innovation,” comprised of heads of various federal agencies and chaired by the Secretary of Commerce. The goal would be to develop a comprehensive agenda and coordinate related efforts by the federal, state, academic, and private sectors. In consultation with the White House Office of Management and Budget, the Council would develop and employ metrics to assess the impact of existing and proposed laws that affect innovation. Perhaps this Council would coordinate with the White House proposed “social science of science policy” effort (see “Vantage Point,” December 2005 Footnotes, p. 2). The Council also would help coordinate efforts across agencies.

Arctic sea ice at is at an all-time low; 2005 was the second warmest year on record; significant worldwide perturbations in drought, storms, rain, and flooding, including the largest number of storms and hurricanes in documented history, as well as the most intense hurricane recorded, have made even non-scientists take note of fascinating (and destructive) natural phenomena. This dramatic backdrop of scientifically documented natural anomalies may contribute to increased interest in science support by those members of the public and Congress who have not been paying attention to the “renewable fuel” (i.e., science-based innovation) that helps drive the social and economic well-being of our nation and the world.

—Sally T. Hillsman
Health disparities are more than a “genetic thing” . . . . . . .

Francis Collins, Director of the National Human Genome Research Institute (NHGRI), stressed the importance of taking environmental factors into account when explaining health disparities across races this month at a national conference on racial and ethnic health disparities. In the search for explanations of health differences, Collins warned against relying solely on “muddy and misleading proxies” that genetic variation and race represent. As an example of the “mixed blessing” wrought by drugs having differential effects, Collins mentioned the congestive heart failure treatment BiDil, the first FDA-approved drug designed specifically for blacks. He pointed out that the drug’s benefits likely are not dependent on race, but rather, on confounding variables related to the types of disorders different populations suffer because of non-genetic factors. ASA Past-President Troy Duster has repeatedly emphasized the danger of marketing drugs to specific races, as the false message many absorb is that people of different races are biologically different. National Medical Association President Sandra Gadson said, “If only genetic factors are considered, only genetic factors will be discovered.” A year ago, NIH added the Social and Behavioral Research Branch, within its Division of Intramural Research, to increase understanding of complex social and genetic interactions. At the 2005 ASA Annual Meeting, Vivian Ota Wong, Program Director of the ASA Committee on Social Research, spoke about research opportunities on a panel addressing science funding.

Government reports speedier grant review . . . . . .

In December, the National Institutes of Health (NIH) announced a pilot effort to significantly shorten its peer reviews of research grant applications to expedite scientists’ research—to the public’s benefit. The pilot will help new investigators, a promising and vulnerable group, apply for RO1 grants. In early 2006, NIH’s Center for Scientific Review (CSR), which organizes the evaluative peer review groups, will initiate the pilot. Details of the proposed pilot are described in the NIH Guide to Grants and Contracts and at the NIH’s website <nihguide.nih.gov/notice.cfm?PubId=036151 champ; March 21, 2006. Support is available also for exploratory research projects to perform preliminary activities that provide the basis for more elaborate work. NSF will also fund Higher Education Research and Development Centers for Exemplary Higher Education programs. The grants will support partnerships among educational institutions and other broad-ranging efforts, including research workshops and training activities. Exploratory research and community development grants for one or two years, with awards not exceeding $125,000, will be made. Proposals are due February 14, 2006. For more information, see <www.nsf.gov/dir/index.jsp?org=SBEE>

More organizations accredited for human research . . . . . .

Three academic health centers and three universities—have been recognized by the Partnership for Human Research Protection (PHRP) for their oversight of human research participants. The institutions receiving full three-year accreditations include Boston Children’s Hospital, Medicine, the University of California-San Francisco, East Tennessee State University, and the University of Arizona. Michigan State University and the University of Maryland-Baltimore earned “qualified” accreditation pending resolution of minor administrative issues. AHRPP launched in 2001 with the support of major academic and research ethics groups, became the sole organization of its kind when the Partnership for Human Research Protection announced its closing in 2005.

If only NSF titles were legitimate words in “Scrabble” . . . . .

The National Science Foundation (NSF) recently announced that its Science and Technology Studies (STS) Program and the NSF Societal Dimensions of Engineering, Science, and Technology (SDEST) Program no longer exist under those titles. The NSF’s Science & Technology Studies (STS) Program no longer exist under those titles. The new, consolidated program title is Science and Society (S&S). The new program includes the following components: Ecologies and Values in Science, Engineering, and Technology (EVS); Human and Social Studies of Science, Engineering, and Technology (HSS); Social Studies of Science, Engineering, and Technology (SSS); and Studies of Public Engagement in Science, Engineering, and Technology (PEST). The new NSF title targets for proposals are February 1 and August 1. Program details can be found at <www.nsf.gov/pubs/funding/pgm_summ.jsp?pims_id=53249495&from=home>.
policymakers ascertain the effectiveness of federal as well as private-sector investments in science, especially basic research. He stated that NSF has made some inroads in addressing his plea, as SBES already is in the process of identifying possible metrics and exploring other tasks (e.g., a proposed revision of SBES already is in the process of identifying possible metrics and exploring other tasks (e.g., a proposed revision of SBES already is in the process of identifying possible metrics and exploring other tasks (e.g., a proposed revision of SBES already is in the process of identifying possible metrics and exploring other tasks (e.g., a proposed revision of SBES already is in the process of identifying possible metrics and exploring other tasks). Marburger stated, including examining potential societal significance of nanotechnology and various activities associated with enhancing homeland security and disaster preparedness and reduction. Marburger also mentioned the work of a subcommittee of the White House National Science and Technology Council. This group is developing a strategic plan to underwrite the utility of the behavioral and social sciences for national policy. Comprised of scientists from a range of federal research agencies, this working group has identified a number of “grand challenges” and will issue a report entitled Understanding Human Beings: The Greatest Challenge report this year.

Sociologists Respond
Sociologist and COSSA Board member Cora Marrett, Senior Vice President for Academic Affairs for the University of Wisconsin System, responded eloquently and supportively at the conclusion of Marburger’s speech. Marrett emphasized the increasing public scrutiny of the nation’s investment in science and engineering research and acknowledged the unique importance of the social and behavioral sciences in any legitimate federally supported science program. Marrett and COSSA Board member James S. Jackson, Director of the Institute for Social Research at the University of Michigan, reminded Marburger and the audience that a primary obstacle to incorporating the behavioral and social sciences in such grand public policies is that their findings are often inherently “disquieting.” Jackson also noted a number of challenges to science and Higher Education, as well as the challenges of outcome assessment. Sections include an overview of the rationale for assessment, key approaches to assessment, including portfolios, exit exams, oral presentations, and national tests, and so forth.

David Lightfoot on NSF
Lightfoot’s primary take-home message was focused on the tight budgetary constraints that he believes demand a strategic creation of alliances with other sciences, both inside and outside NSF, to continue “increasing the budget by stealth” and cooperating where the sciences overlap (i.e., in terms of research). The working group has identified a number of “grand challenges” and will issue a report entitled Understanding Human Beings: The Greatest Challenge report this year.

David Abrams on NIH
OBSSR’s David Abrams, like NSF’s Lightfoot, is a relative newcomer to the national policy science scene, but he has caught on rapidly and also is focused on the “stark reality” of tight research budgets. Abrams remains optimistic about the future of OBSSR and funding for its initiatives and noted that NIH supports behavioral, social, and economic research to the tune of about $3 billion annually. Abrams described the newly created NIH Office of Portfolio Analysis and Strategic Initiatives, which is intended to serve the Director’s NIH Roadmap initiative to encourage novel ideas and riskier research by identifying and coordinating cross-disciplinary scientific opportunities that fall between the traditional disciplinary “silos” of NIH’s 27 separate institutes.

Abrams also provided an update on the Working Group of the NIH Advisory Committee to the Director on Research Opportunities in the Basic Behavioral and Social Sciences, stating that NIH director Elias Zerhouni wants a “corporate response” to the group’s assessment report. Abrams, along with the National Institute for General Medical Sciences director Jeremy Berg and several other institute directors, are collaborating together to forge just such an institutional and national response. It is to be modeled on the NIH Roadmap for Medical Research Neuroscience Initiatives.

The behavioral and social sciences are integral to NIH’s mission, Abrams said, and an understanding of the health relevance of research advances in genetics, neurocircuitry, disease biomarkers, and neurotransmitters requires increasingly sophisticated behavioral and social science knowledge. Abrams concurred with Lightfoot’s assessment of the need for integrated, alliance-based approaches to science in order to enhance funding levels. Of direct relevance is OBSSR’s intense emphasis on transdisciplinary research in order to achieve progress. (1) the high level of complexity of illness/disease and health; (2) the multiple and interacting determinants of illness and health; (3) the need for multiple perspectives. Transdisciplinary research is also important for the development of all advances in measuring tools, statistical analytical methods, and sampling time frames, according to Abrams.

* Adapted from the November 7, 2005, COSSA Washington Update.

COSSA, from page 1

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New Materials on Assessment Are Available

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

The ASA Task Force on Assessment has completed its charge—to develop materials to help departments undertake the assessment of student learning in their undergraduate sociology program. The resulting manual is now available through the ASA Teaching Resources Center (www.asanet.org/bookstore).

At the 2005 Annual Meeting, the ASA consultants for program reviews, the Department Resources Group, received copies and training on assessment. All attendees at the 2005 Chair Conference were given copies as well. The new monograph contains information about how to approach the on-going process of assessment. It includes sample learning goals and well-established resource websites such as those at Central Michigan and North Carolina State Universities. Finally, the booklet includes a variety of approaches to assessment, including portfolios, exit exams, oral presentations, national tests, and so forth.

Task Force Members:
Janet Huber Lowry (Chair), Austin College
Carla B. Howery, ASA Executive Office Liaison
John J. Myers, Rowan University
Harry Perlstatt, Michigan State University
Caroline Hodges Persell (ASA Council Liaison), New York University
Diane Pike, Augsburg College
Charles H. Powers, Santa Clara University
Shirley A. Scritchfield, Rockhurst University
Cynthia M. Siemens, California State University-Chico
Barbara Terpagnier, Texas State University-San Marcos
Judith Ann Warner, Texas A & M International University
Gregory L. Weiss, Roanoke College

Members of the Task Force will offer workshops on “Creating an Effective Assessment Plan for the Sociology Major” at the Pacific Sociological Association, the Eastern Sociological Society, the North Central Sociological Association, and the Midwest Sociological Society meetings this spring. These workshops are free and open to anyone registering for the respective regional meeting.

Now available from the American Sociological Association!

Creating an Effective Assessment Plan for the Sociology Major

$6.00/$10.00

by the ASA Task Force on Assessing the Undergraduate Sociology Major. The manual provides an overview of the rationale for assessment, key principles of a quality assessment effort, and how to create an effective institutional assessment plan. This booklet includes sample assessment plans from twelve schools, as well as ten different assessment mechanisms. The appendix takes each of the goals from ASA’s guidelines for the major (Liberal Learning and the Sociology Major Updated) and indicates how a department could assess that goal. 80pp., 2005. Stock # 106.A05

Also available from the ASA

Assessing Student Learning in Sociology, Second Edition

$16.00 for members and $20.00 for nonmembers

by the ASA Task Force on Assessing the Undergraduate Sociology Major. The manual provides an overview of the rationale for assessment, key principles of a quality assessment effort, and how to create an effective institutional assessment plan. This booklet includes sample assessment plans from twelve schools, as well as ten different assessment mechanisms. The appendix takes each of the goals from ASA’s guidelines for the major (Liberal Learning and the Sociology Major Updated) and indicates how a department could assess that goal. 80pp., 2005. Stock # 106.A05

This much-awaited revision is designed to help sociology faculty deal with the challenges of outcome assessment. Sections include an overview of assessment issues, examples of assessment, how to work collaboratively, assessment in different kinds of institutions, and assessment methodologies and resources.

229 pp., 2001. Stock #103.A01

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Cyberinfrastructure and the Social Sciences:

Sociologist to Lead $2-million NSF Grant for Social Sciences Web Archive

A team of Cornell University researchers, led by sociologist Michael Macy, were awarded a $2-million National Science Foundation (NSF) grant to develop advanced web tools for social science research.

The project involves a team of social scientists and computer scientists developing the means, known as “cybertools,” to extract and analyze information from vast collections of data. It is ultimately intended to assist in the detailed statistical and observational study of social and information networks.

“Faculty in computer science and the social sciences have been working together for many years at Cornell,” said Michael W. Macy, sociology department chair and the project’s principal investigator. “I hope we can be one of the leaders in computational social science; we have all of the pieces of the puzzle. Together we will get the whole picture.”

Other principals in the cybertools project are sociologist David Strang and computer science professor Susan Hutterer, William Arms, and Jon Kleinberg. The Cornell project title is “Very Large Semi-Structured Datasets for Social Science Research.”

Funded through 2007, the project’s primary data source will be the Internet Archive (<www.archive.org>), which is supported by the NSF and the Library of Congress, among other agencies. One of the first steps in the project will be to transfer 30 percent, or 200 terabytes, of the massive archive to a computer server for analysis.

The first steps in the project will be to transfer 30 percent, or 200 terabytes, of the massive archive to a computer server for analysis.

Cybertools will allow researchers to conduct “cybertools” research on consumer debt and bankrupcy, and in her work in that field has been recognized with the Silver Gavel Award of the American Bar Association.

Sullivan has received three major teaching awards at Texas for her undergraduate teaching. She regularly teaches a first-year undergraduate course titled “Credit Cards, Debt, and American Society.”

In her current post, serving as the chief academic officer for the system and overseeing its nine academic campuses, her accomplishments include developing new tuition-setting procedures, following denegulation of tuition by the Texas legislature; reviewing and nurturing research across the system; developing significant, innovative collaborations between academic campuses and health system campuses; and implementing a system-wide, coordinated planning process involving the system office and the individual academic campuses.

Sullivan, from page 1

University in 1970 and her doctorate in Sociology to Lead $2-million NSF Grant for Social Sciences Web Archive

ASCA Service

Sullivan has served in many important roles in the ASA, including three years as its president as ASCA Committee and as a past editor of the Rose Series. In addition to her active role in the ASA, Sullivan is a fellow of the American Association for the Advancement of Science and past chair of the U.S. Census Advisory Committee. Following the 1990 and 2000 censuses, she served on advisory boards to the Secretary of Commerce on the accuracy of the census count. In 2004, she was awarded the Distinguished Alumni Award of James Madison College at Michigan State University.

“Terry Sullivan joins a growing list of stellar sociologists who are changing the ‘human-scape’ of academic leadership and science leadership in the United States at a time our discipline is vitally important to strengthening the higher education system to meet 21st century challenges. The University of Michigan will be well-served by its choice of Terry Sullivan as its new Executive Officer,” said Sally T. Hillsman.

2006 ASA Annual Meeting

Montreal, Canada

August 11-14, 2006

SRCD Scholars Bring Sociology to Public Policy

The Society for Research in Child Development (SRCD) is proud to include two PhD sociologists among its class of Child Development Fellowship Fellows this year. Allison Deschamps and Carmela Lomonaco are spending this year working as Executive Branch Fellows working in the federal government. Deschamps and Lomonaco work at the Administration for Children and Families. Among their responsibilities are to support the work of their colleagues and to serve as a link between the agency and the field.

Allison Deschamps

Allison Deschamps is an Executive Branch Policy Fellow at the Office of Planning, Research and Evaluation in the Administration for Children and Families. During her fellowship, Deschamps is working on the Healthy Marriage Initiative and Head Start, specifically the Migrant and Seasonal Farmworker Head Start programs and English language learners. Deschamps received her PhD in sociology at the University of Chicago. While at Chicago, Deschamps served as a National Institute of Child Health and Human Development fellow at the Population Research Center and as a Research Associate at the Alfred P. Sloan Center for Children, Parents and Work. Her research explores the predictors and effects of father involvement in married, cohabiting, and nonresidential African American families.

The Healthy Marriage Initiative was born from the overwhelming evidence that children tend to do better, on average, when raised in married households. The goal of the initiative is to help those couples who have voluntarily chosen marriage to gain greater access to marriage education services to acquire the skills and knowledge necessary to form and sustain a healthy marriage. The initiative actually spans a wide variety of projects, including marriage education, interventions, and research.

Allison also helped to write the proposals for step-families. Her research explores the predictors and effects of father involvement in married, cohabating, and nonresidential African American families.

The Healthy Marriage Initiative was born from the overwhelming evidence that children tend to do better, on average, when raised in married households. The goal of the initiative is to help those couples who have voluntarily chosen marriage to gain greater access to marriage education services to acquire the skills and knowledge necessary to form and sustain a healthy marriage. The initiative actually spans a wide variety of projects, including marriage education, interventions, and research.

Allison Deschamps was born and raised in Western New York. She received her BA in sociology from Western New York University and her PhD from Western State University. In addition, she holds a Master’s degree in human development from the American University in Washington, DC.

Carmela Lomonaco

Carmela Lomonaco is an Executive Branch Fellow working at NICHD. She received her PhD in sociology from the University of Southern California (USC) and has research interests in adolescent risk behaviors including their connection to popular culture. For the last three years, she served as the Assistant Director of LA Net, a practice-based research network in the USC Department of Family Medicine, where she specialized in research on health and health care disparities in pediatric populations. She has expertise in gang violence research, especially how environmental factors influence gang formation and persistence. Lomonaco is the past recipient of both the 2005 USC Urban/GLOBAL Fellowship for Adolescent Urban Homelessness and the 2004 SOPHIE/CDC Violence and Injury Prevention Fellowship.

The NICHD offers a flexible fellowship structured around the individuals’ experience and interest. Lomonaco’s focus for her fellowship is on the intersection of policy, research and the public and how they coexist within a federal agency, especially how they together they set an agency’s research priorities. To that end, she will work on the NICHD’s Public Trust Initiative, which is a directive by the Director of NICHD to increase the public’s understanding of the NIH and its role in supporting research. Lomonaco will also assist in the development of the training and outreach modules to realize these goals. She will also assist in the NICHD’s strategic planning and trans-/intra-Institute policy and program evaluations through the Office of Science Policy, Analysis and Communi- cations.

The final major and Lomonaco will work on the National Children’s Study: a longitudinal study on the factors influencing children’s health and well-being (see November 2004 Footnotes, p. 1). She will identify and help shape the neighborhood and community measurements.

The deadline for applications for SRCD’s Policy Fellowship is December 15. For more information on the Society for Research in Child Development’s Policy Fellowship Program, visit SRCD online at: <www.srcd.org/policyfellowships.html>.
Chemistry's agility in the face of rapid changes may be due to its broad base of skills. In contrast, 28 percent say they would list statistical software skills, but not as likely to list relational skills. Although the number of Hispanic majors responding is relatively small, they are significantly more likely than other groups to list a variety of skills on their resumes. About 40 to 50 percent of Hispanics list skills such as writing reports for non-sociologists, developing evidence-based arguments, using computer resources to develop references, evaluating different research methods, and identifying ethical issues in research. They are more likely than other groups to mention their proficiency with statistical packages. In most cases, African Americans were less likely to list these skills, although they are not significantly less likely to say that they have the skills.

Women undergraduates are significantly less likely to say that they would list statistical software skills, but not as likely to list relational skills. Although they do not differ significantly from their male counterparts on the research skills they have gained from their sociology programs. While more analysis is required, these results suggest the need for a hard look at the design of undergraduate sociology programs, especially if the aim is to develop undergraduate students' skills and social capital to better fit the new realities of an increasingly technological, diverse, and post-industrial professional workforce. Along with emphasizing the importance of scientific, technological, and other skills, NSF reports have recommended enhancing "soft or relational skills" in an "increasingly interdisciplinary, collaborative, and global job market." In addition, relationships gained through mentoring and networks are seen as essential, especially to the advancement of minorities. Given these new realities, the traditional undergraduate sociology curriculum may not be emphasizing the importance of teaching both research and relational skills for professional employment. We will continue to analyze the results of the first phase of the survey. In 2006 we will survey these majors again to find out if their post-graduate aspirations match their actual activities and what sociological concepts, skills, and activities they find useful in the early stages of their careers. A complete discussion of the popularity sample and survey design, as well as additional results and information, can be found at <www.asanet.org/page.web/section=IA-sand=Beyondname=IA-sand=Beyond-Home>. A chart book elaborating on the study findings and methodology will be available in the ASA online bookstore shortly. This hard copy version will include a section on career websites, books, and blogs for new and seasoned sociology college graduates.

**Discussion**

*See Assessing page 8*
The American Sociological Association (ASA) is pleased to announce several new grants from the June 2005 review cycle of ASA’s Fund for the Advancement of Diversity. The ASA funds are designed to help advance the discipline by providing seed money to support research and planning projects that would not otherwise be possible. The awards were selected from a competitive review process and are intended to support the development of new, innovative research projects that advance the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects.

Pamela Bennett and Amy Lutz, Johns Hopkins University and Syracuse University, received $7,000 for a study of Parenting and Schooling in Diverse Families. This study examines race and class differences in parenting practices as they relate to children’s educational outcomes. The PIs are particularly interested in parents’ relationships to schools and how these are mediated by African Americans. The researchers propose to use a combination of in- and African Americans. The researchers propose to use a combination of in-depth interviews, survey data, standardized test scores, and social network data in two Philadelphia middle schools.

Deborah Davis and Wang Feng, Yale University and University of California-Irvine, received $7,000 for a conference on Creating Wealth and Poverty in Contemporary China. This conference focuses on social transformation, especially on growth of wealth and poverty. It will bring together China experts with social inequality experts in order to place their work in a larger transnational context: recontextualize core theories of poverty and social inequality based on multiple economic, political, and cultural parameters; provide an empirical baseline; and advance measures and statistical methods and for social transformation.

Gayle Kaufman, Davidson College, received $6,940 for Working Fathers’ Use of Work-Family Support. The study is designed to address questions about the social and economic effects of disability, and related caregiving practices. The PI proposes to examine single, gay, and minority mothers’ strategies for balancing work and family. The PI aims to understand the consequences of the strategies. The PI plans to engage in in-depth interviews with 75 men in North Carolina to investigate adaptive strategies for balancing work and family commitments in negative stress levels or in role enhance, and how the strategies and outcomes vary by marital status, sexual orientation, and race of the father.

James W. Loewen, Catholic University, received $6,650 for a Proposal to Establish Sundown Towns as an Important Topic of Sociological Research. The PI published the first book on “sundown towns,” a common yet hidden phenomenon, in which towns and municipalities used formal and informal measures to segregate blacks from whites. With the publication of the book (September 2005), the PI will invite other sociologists, scholars, and students to find additional towns, test hypotheses about what factors explain the likelihood of these towns, their impact on their residents, and their impact on larger metropolitan areas. The PI hopes to create a virtual community of sundown scholars by producing information packets, listservs, an interactive website, talks, and a conference.

Claudia Schloz, University of Texas-San Antonio, received $6,913 for Social Capital, Embeddedness, and the Meaning of Debt: “Bringing Culture Back In” to the Study of Microcredit. This study is a meta-analysis of case studies of reports from development agencies and other microfinance projects in the developing world. The project seeks to examine the economic, social, cultural, and political dimensions of microcredit, especially the norms and taboos associated with money and debt. The study brings “cultures of money and debt” concerning money and debt and their role in repayment rates.

Mitchell L. Stevens, New York University, received $7,000 for New Researchers and Their Narratives: Higher Education for a conference to develop an agenda for a new generation of higher education research. The PI states that such a conference is needed because the political economy of higher education has transformed dramatically since the mid-1960s. They propose to orient the conference around five guiding themes: recontextualize core theories of poverty and social inequality based on multiple economic, political, and cultural parameters; provide an empirical baseline; and advance measures and statistical methods and for social transformation.

Each of the above projects is expected to produce a number of empirical findings and recommendations for policy and practice. The FAD program is seeking to expand the discipline’s reach to new areas of research and to new areas of policy. This is accomplished by supporting early-career researchers who have demonstrated the potential to make significant contributions to the discipline. The FAD program is open to all sociologists, regardless of rank, and is designed to support researchers at all stages of their careers. The FAD program is administered by the ASA’s Fund for the Advancement of Diversity (FAD) Committee, which is responsible for reviewing and selecting awards.

The FAD program is fully funded by the ASA’s Fund for the Advancement of Diversity (FAD). The FAD program is administered by the ASA’s Fund for the Advancement of Diversity (FAD) Committee, which is responsible for reviewing and selecting awards.

Nominations for the Student Forum Advisory Board Sought

The Student Forum Advisory Board is seeking nominations for both undergraduate and graduate student board members. The term of commitment is two years beginning at the end of the next academic year. Nominations must be submitted to the ASA’s Student Forum Advisory Board by August 1, 2006. Nominations will be reviewed by the Student Forum Advisory Board and the ASA’s Student Forum Committee. The nominating committee will forward a list of nominees to the Student Forum Advisory Board for review and approval.

Rowell Honored as “Outstanding Community College Professor of the Year”

Katherine R. Rowell, Professor of Sociology, Sinclair Community College (Dayton, OH) was awarded the Outstanding Community College Professor of the Year by the Council for the Advancement and Support of Education (CASE). CASE identifies four faculty for top honors, one each from a community college, a four- year college, a masters institution, and a doctoral institution. The award was given at a ceremony in Washington, DC on November 17, 2005. Each awardee was introduced by a former student.

Rowell was honored for her extensive work in experiential-based learning. On the one hand, students in community colleges are often older, have more work experience, and are more involved in their communities. On the other hand, they have little time, resources, and social capital to explore the less familiar parts of their community, much less other parts of the country or world.

Rowell has figured out creative and practical ways to use service-learning and other pedagogies for this diverse population of students. “I have witnessed firsthand the differences it has made in the lives of my students, especially those who work full time and have family obligations,” she says.

Empowerment from Service Learning

“Service learning is one teaching method that I embraced early in my career,” says Rowell. “Since 1996, I have required students in my Social Problems course to volunteer with me at various homeless shelters in the Dayton, Ohio, area. I also take my students on a one-day “lobbying” trip to Columbus, Ohio, where they meet with state legislators. I use the experiences with classroom discussions, help reinforce the importance of civic engagement. It also gives these community college students, who often feel disenchanted and powerless to affect change in their communities, a sense of empowerment, knowing that they can make a difference when they get involved.”

“The success of this type of education is clear. Many of my students say they plan to remain involved in community issues. During the summer, numerous former students had volunteered at shelters in the past three years, alone, more than 10 of my former students have gone on to become community activists. The majority of students say the opportunity to work together outside of the classroom was the most valuable learning experience of their lives.”

“Finally, for the past two years, I have led students, with whom I have never been outside of the United States, on a three-day intensive visit to Neigales, Mexico, as part of my Global Poverty course. The trip gives students an opportunity to learn what it would be like to live in a developing country. The program is such a success we have a long waiting list of students for next year.”

Rowell is extremely active within sociological organizations, including the North Central Sociological Association (where she has been program chair) and the ASA. She is active in the Section on Teaching and Learning Sociology, and in the ASA Department Resources Group. At Sinclair Community College, she led the department’s work in ASA’s Integrating Data Analysis (IDA) Project and developed a number of course modules to introduce students to empirical work early in their academic careers. As a student, her sister’s department chair, her president and dean, and I had no trouble giving her a standing ovation.

JANUARY 2006 FOOTNOTES

7
Sociologists Receive 2005-2006 Fulbright Awards

For more than 850 U.S. academics, professionals, and independent scholars have received Fulbright Scholar Program awards, the Fulbright Scholar Program to study abroad in 2005-06. Among this year's recipients were 18 sociologists, listed below with their titles, affiliations, projects, and countries in which they worked.

The annual U.S. Fulbright Scholar Program sends scholars and professionals to more than 140 countries, where they lecture, consult, or conduct research in a wide variety of academic and professional fields. The program is sponsored by the U.S. Department of State and administered by the Council for International Exchange of Scholars. For more information, see www.cies.org.

- Donald Edward Davis, Associate Professor, Department of Social Sciences, Dalhousie University, Canada. An Introduction to Sociology; An Environmental and Cultural History of the Eastern Canadian Maritimes, Canada.
- LeRoy A. Furr, Associate Professor and Chair, Department of Sociology, University of Louisville, Demography, Family and Urban Development Studies, Chiangdarr, India.
- Leslie Carlisle Gates, Assistant Professor, Department of Sociology, SUNY-Binghamton, Politics of Neoliberalism; The Societal Basis for Venezuela’s Recent Political Dynamics, Caracas, Venezuela.
- Aine Edaar Haas, Associate Professor, Department of Sociology, Indiana University-Purdue, American Society; Return Migration to Estonia, Tartu, Estonia.
- Joseph Francis Healey, Professor and Chair, Department of Social Work and Anthropology, Christopher Newport University, Minority Groups in U.S.Society, Uzhhorod, Ukraine.
- Joan Rosemary Mars, Associate Professor, Department of Sociology, Anthropology and Criminal Justice, University of Michigan-Flint, U.S. Immigration and Deportation; Caribbean Aliens and the Criminal Justice Process, St. Augustine, Trinidad and Tobago.
- Nabil Marshood, Professor, Department of Business and Social Sciences, Hudson County Community College, Oppression and Identity: Social Arrangements in Palestinian Refugee Camps, Amman, Jordan.
- Edward J. McLaughan, Associate Professor and Chair, Department of Sociology, San Francisco State University, Vital Signs: The Art of Social Movements in Mexico and Aztlan, Mexico City, Mexico.
- Norma Ojeda, Associate Professor, Department of Sociology and Chicana/Chicano Studies, San Diego State University, NAFTA, Family Choices, and Personal Growth of Young Mexicans in Transnational Communities, Tijuana, Mexico.
- Rebecca Templin Richards, Associate Professor, Department of Sociology, University of Missouri-Vладivostok, Sociology of Non-timber Forest Product, Cross-national Comparisons in Harvesting and Rural Well-being, Joensuu, Finland.

Public Forum

Mary Kunmi Yu Danico, Associate Professor, University of North Carolina-Charlotte, Sociology of Gender, Family and Family Policy; Women’s Movements in South Thailand—almost 30 percent have earned a masters or another advanced graduate degree and almost one-third working toward an advanced graduate degree (e.g., PhD, MD, or JD). Many alumni have earned another degree since graduating from Fordham University—almost 30 percent have earned a masters or another advanced graduate degree. Our follow-up to the survey focused more specifically on these post-graduation outcomes as well as encouraging alumni to share their views of program weaknesses (given the overwhelming positive response voiced by the respondents).

Our study provides a framework for understanding program efficacy from the view of those for whom the strengths and weaknesses of the program are most relevant (i.e., those who have benefited from a job search or academic employment after graduation). The detail of our instrument provides a more in-depth understanding of program qualities than more simple assessments of program satisfaction. And contact- ing alumni after graduation allowed us to contribute to the department as mentors to current students and as contacts for appropriate internships and job placements.
Organizational Directions: Setting a Course of Action for the Second Century of American Sociology

This is the final essay of a three-part series commemorating the 200th anniversary of the founding of American sociology.

by Bruce Keith, United States Military Academy-West Point

I have shown in the two previous essays (Keith 2005a, 2005b) that regional associations are relevant to the discipline, particularly as a mechanism to ensure the presence of opportunities for professional development, recognition, and inclusion. Similarly, I have presented evidence that organizational differentiation has occurred over time among the national and regional associations, fragmenting the discipline into multiple, competing constituencies without the presence of an overarching integrative framework. I have suggested also that the observable shifts in organizational trajectories are intertwined inextricably with the discipline’s culture. In light of this evidence, the discipline may be forced to pursue new directions: either it can promote a culture of science, which is likely to reinforce the organizational drift now apparent in the field, or it can modify disciplinary culture in ways that attend to professional coherence. If the discipline is to be competitive, its course of action must ensure its relevance to its purported constituencies. According to the integrative framework, the associations that buttress the discipline must routinely assess their constituencies’ needs to ensure alignment of organizational practices and publications.

Foundations

The ASA acknowledges its dedication to sociology’s advancement as a scientific and discipline and professional and to the promotion of sociology for the good of society. The advancement of the discipline as a scientific field requires demonstrable evidence of cumulative knowledge; as a profession, the foundation of a disciplinarity is evidence that can convey explicitly its contribution to society. As sociologists, we ought to promote common understandings. According to the integrative framework, the associations that buttress the discipline must routinely assess their constituencies’ needs to ensure alignment of organizational practices and publications. These assumptions ought to be linked to a foundation of demonstrable requisite knowledge and guided by leadership, drawn collectively from the membership, on the assessment and advancement of scholarship consistent with the discipline’s mission. Moreover, the discipline ought to remain cognizant of its graduates’ market outcomes. As Thomas Friedman (2005) demonstrates, the confluence of technology and information is rapidly transforming traditional labor markets through a greater reliance on global outsourcing of high- and medium-skill work. Ignorance of market shifts brought about by our failure to assess the linkages between curricular structures and job placement may undermine the relevance of our graduates’ credentials, our academic programs, and our discipline.

Teaching Integrates

I am encouraged by the efforts of the ASA’s Department Resources Group (DRG), which has enhanced the discipline’s awareness program reviews and curricular coordination.

These initiatives promote conversations on curricular content and core competencies that may bridge fragmentation now evident in the discipline. The assessments of graduates’ career outcomes will strengthen this initiative if connected to a process that links program reviews to constituencies’ needs and concerns. As a profession, the discipline of sociology ought to advance and advance the parameters that define the field, which are likely to strengthen its relevance and corresponding status in and beyond higher education.

Given the plethora of ways sociology contributes to and is part of our society, our professional associations also ought to engage practitioners from these various contexts. In practice, our professional associations ought to engage practitioners from these various contexts. As sociology is practiced. Similarly, the discipline benefits from their expertise because teaching the discipline to others is part of the way sociology is practiced. Similarly, the discipline benefits from the participation of our professional associations.

Publishing Integrates

Our professional associations also promote disciplinary relevance through publication outlets. Noteworthy, therefore, is the finding that the journals of regional associations have a diminished impact on the discipline (Allen 2003). Perhaps the decline occurs because these journals are not rich, ideal for the discipline. Moreover, the discipline ought to take advantage of the opportunities that these journals present to their constituencies. Because the discipline is fragmented, the discipline’s relevance is compromised. In addition, the discipline ought to be proactive collectively in their efforts to align disciplinary mission with professional practice. Discussions of disciplinary relevance will most certainly require action plans directed toward professional integration. The question at present is whether we care enough about our discipline to solve its relevance throughout the 21st century.

References

Bruce Keith can be reached at Bruce.Keith@usma.edu.

How to Request Meeting Space for Other Activities for the 101st ASA Annual Meeting, Monday, August 11 through Friday, August 17, 2006

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

Meeting Space

Groups wishing to meet in conjunction with the 2006 Annual Meeting may request space by sending a formal letter of request with signature (e-mail messages or files are not acceptable) to the ASA Executive Office by March 1, 2006. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, applicants for a second meeting must be notified. Please note that space requested after the March 1 deadline cannot be assured.

Space requests are categorized as follows:

(1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 pm on the first or third evening (Friday, August 11, or Sunday, August 13). The topic to be discussed should be clearly stated in the request along with an estimate of the size of the group expected to attend the session.

(2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These petitions bodes well for the discipline.

(3) Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests at least two weeks in advance of the March 1 deadline. Space availability is normally limited to 6:30-8:15 pm on August 11 or 13, and 8:00-10:00 pm on August 12.

An announcement of each meeting will be included in the “Activities of Other Groups” listing and in the body of the program schedule. These listings will include the name of the group or title/topic of the session, name of organizer/sponsor if appropriate, and date and time of the meeting. Room assignments are printed in the Final Program only.

Table Space

ASA members may apply for table space to display literature about related non-profit organizations or sociologically pertinent projects. Available space is assigned without charge on a first-come, first-served basis. ASA Sections are excluded from these provisions because general section tables are provided in the ASA registration area; requests from individual sections for tables cannot be considered. Due to the number of requests and the limited space available for displays, two spaces are usually assigned per table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Deadline

Formal letters of request—not email messages—for meeting space and/or table requests must be postmarked no later than March 1, 2006. Letters should be printed on an official stationery of the sponsoring organization and must include sender’s signature.

All letters requesting meeting space must identify the nature of the meeting, the number of people expected to attend, desired room type, and any special space, and the scheduling preference of the group within the parameters given above.

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

ASA wishes to acknowledge the generous support of the following 861 individuals, whose donations given by these individuals to the ASA help support the Minority Fellowship Program, the ASA Minority Fellowship Fund, and the Donor Advocates of the Discipline, the Soft Currency Fund, and ASA in general. These donations greatly aided in the success of ASA programs and initiatives. We encourage ASA members to consider making contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)
Prior to submitting your draft (1,000 to 1,200 words maximum).

Many sociologists within the academy and in other sectors make the knowledge we generate directly relevant to our communities, countries, and the world community. But perhaps the most intense and gratifying interaction between the group and outside others occurred one January evening in an unusual form of public sociology. Convicted survivors from my study sat in a parole board hearing, based on my research and enthusiasm for their stories. When that occurred, the women would give me a tearful glance and, invariably, mouth an emotional "Thank you!" as she turned back to the production. With the play's conclusion, survivors, actors, playwright, and researcher entered into a rich dialogue about what each had just experienced. Questions and answers, comments and mutual appreciations were exchanged, strong emotions felt and expressed by all. One woman observed, "You did my story well, and for a moment, I wasn't ashamed of being here…. It hurts less now, my level of shame, and I think now I'm turning my life around. I didn't want to face up to the truth, thinking that I would be sent back to prison, but I am able to talk about my story."

This audience of incarcerated women provided a real litmus test for the integrity of Life Without Parole. Moreover, convicted survivors, the source of my research, agreed that their lives were validated by the process of transforming sociological research into art that enabled them to share their life stories with the world, sometimes in public parole hearings. Bringing awareness and help to battered women living in the prison system can be drawn from the relationship between researchers and convicted survivors. It is important to recognize that are also the voices of the thousands of American women who do not survive that final violent assault.

Notes

1 We are grateful to CBW for allowing us to present Life Without Parole to the women who believe it is possible for them to end their pain.


Elizabeth Dermody Leonard can be reached at ELeonard@vanguard.edu.
Call for Papers

Meetings

New Directions in U.S. Ethnic Studies, June 6-8, 2006, University of Vermont, Burlington, Vermont. Sponsored by American, Latino, African-American & Native American Studies Program and the American Sociological Association. The program at the University of Vermont invites abstracts/proposals for papers, panels, workshops, special interest groups, panels on productions from all disciplines and interests in the arts, humanities, social sciences, and social sciences. The conference spotlights new trends, paradigms, formats, and provocations in the still-evolving field of U.S. ethnic studies. The conference will run concurrently with the Burlington Discover Jazz Festival. The deadline is January 31, 2006. 250 words, include institutional affiliation, mailing address, telephone number, email address; indicate if A/V equipment will be needed, and attach a one-page vita. Indicate whether the presentation is an individual paper, panel, workshop, performance, or media production. Contact: John Gennari, Director, ALANA U.S. Ethnic Studies Program, University of Vermont, Old Mill Annex 502A, Burlington, VT 05405-0114, email: jmgenn@vmu.edu.

Sociology: Seeking papers for a one-day meeting in Montreal, June 9-10, 2006. The meeting will be held in conjunction with the Annual Meeting of the American Sociological Association, 2006. The conference seeks papers on the theme, "Alternatives to Sociology's Sociological Imagination." Submit an email with "paper submission for the Canadian Meeting" in the subject line. <www.sssp1.org>. Attendees will cover expenses to the 2006 Annual Meeting of the American Sociological Association. First-page papers will be published in Sociology. The ASA will consider the possibility of publishing additional papers. Send submissions to the address on the CFP website. Visit the On-Campus section on <www.acs.com> for a program application. Applications may be emailed. All other inquiries should be mailed. Application deadline is February 5, 2006. Contact: Stephen Haggard, Program, President, Program Manager, 212-986-8000; email: sh@aef.com. Funding

Advertising Educational Foundation (AEF) presents the Visiting Professor Program designed especially for junior faculty. Applications are open for two-week fellowships for professors of advertising, marketing, communication, media, film, English, History, Psychology, and Sociology. The objective is to expose professors to the day-to-day operations of an advertiser, public relations, and to provide a forum for the exchange of ideas between academia and industry. The VPP gives professors a greater understanding of the industry, while enhancing the ability of the university to develop closer ties to academia. Professors selected by the VPP Selection Committee will be placed with host companies in New York City, Chicago, and possibly San Francisco/Los Angeles. Visit the On-Campus section on <www.acs.com> for a program application.

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Alpha Kappa Delta 2006 Undergraduate Student Paper Competition. Alpha Kappa Delta announces its annual student competition to recognize and facilitate the academic work of undergraduate students who are members of the Society. All submissions must be sent to the appropriate Regional Director by June 30, 2006. Travel expenses to the 2006 Annual Meeting of the American Sociological Association. First-page papers will be published in Sociology without author consent to submit them. Prize $300. Contact: Patricia Phillips at pphillips@udel.edu for more information. Visit <www.acs.com> for a program application.

Australia

Sociological Imagination Conference, Annual Intercontinental Conference. Theme: “Alternatives to Sociology’s Sociological Imagination.” Please see the conference website for a complete description of the conference, including the call for papers. The conference will be held at the University of Melbourne, Victoria, Australia. Contact Linda McCarthy at mccarthyl@hawaii.edu and Jim Gruber, (313) 593-5611; email: dm28@txstate.edu. Visit <www.soci.uab.edu>. Alpha Kappa Delta 2006 Undergraduate Student Paper Competition. Alpha Kappa Delta announces its annual student competition to recognize and facilitate the academic work of undergraduate students who are members of the Society. All submissions must be sent to the appropriate Regional Director by June 30, 2006. Travel expenses to the 2006 Annual Meeting of the American Sociological Association. First-page papers will be published in Sociology without author consent to submit them. Prize $300. Contact: Patricia Phillips at pphillips@udel.edu for more information. Visit <www.acs.com> for a program application.

Symposium: "Building Just, Diverse And Democratic Societies." Contact: Phoebe Morgan, "Building Just, Diverse And Democratic Societies." Contact: Phoebe Morgan, "Building Just, Diverse And Democratic Societies." Contact: Phoebe Morgan, "Building Just, Diverse And Democratic Societies." Contact: Phoebe Morgan, "Building Just, Diverse And Democratic Societies." For more information, visit <www.uab.edu/philosophy/sig >.

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Mary was always ready to support and participate in numerous off-campus activities to the end. She was a summer scholar at the Institute on Indi-vidual Development and Social Change at the Center for Advanced Study in the Be-havioral Sciences at Stanford University. She received a grant from the National Endowment for the Humanities to partici-pate in a Harvard University summer seminar on “The Comparative Study of Slavery.” While at Harvard, she did re-search on women’s roles in West Africa. Mary was an active member of our pro-gram and took a leading role in the As-sociation for Black Sociologists (ABS). She was treasurer of the ABS from 1997-2001. Her methods and insights were instrumen-tal in helping the organization grow finan-cially. She served on the ASA’s Eleanor Johnson-Frazier Award Committee as well as the Committee on Sociology in Elementary and Secondary Schools. Mary was always there when the So-ciology Department at Montclair need-ned her. Mary had many contributions as her willingness to serve as the faculty advisor for our off-campus pursuits. Her special interests were gerontology, social problems, and inter-disciplinary interests were reflected in her research and presentations on how elderly African-Americans were portrayed in nov-el. Mary was always ready to support and participate in numerous off-campus activities to the end. She was a summer scholar at the Institute on Individ-ual Development and Social Change at the Center for Advanced Study in the Be-havioral Sciences at Stanford University. She received a grant from the National Endowment for the Humanities to participate in a Harvard University summer seminar on “The Comparative Study of Slavery.” While at Harvard, she did research on women’s roles in West Africa. Mary was an active member of our program and took a leading role in the Association for Black Sociologists (ABS). She was treasurer of the ABS from 1997-2001. Her methods and insights were instrumental in helping the organization grow financially. She served on the ASA’s Eleanor Johnson-Frazier Award Committee as well as the Committee on Sociology in Elementary and Secondary Schools. Mary was always there when the Sociology Department at Montclair needed her. Mary had many contributions as her willingness to serve as the faculty advisor for our off-campus pursuits. Her special interests were gerontology, social problems, and interdisciplinary interests were reflected in her research and presentations on how elderly African-Americans were portrayed in novels. Mary was always ready to support and participate in numerous off-campus activities to the end. She was a summer scholar at the Institute on Individual Development and Social Change at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She received a grant from the National Endowment for the Humanities to participate in a Harvard University summer seminar on “The Comparative Study of Slavery.” While at Harvard, she did research on women’s roles in West Africa. Mary was an active member of our program and took a leading role in the Association for Black Sociologists (ABS). She was treasurer of the ABS from 1997-2001. Her methods and insights were instrumental in helping the organization grow financially. She served on the ASA’s Eleanor Johnson-Frazier Award Committee as well as the Committee on Sociology in Elementary and Secondary Schools. Mary was always there when the Sociology Department at Montclair needed her. Mary had many contributions as her willingness to serve as the faculty advisor for our off-campus pursuits. Her special interests were gerontology, social problems, and interdisciplinary interests were reflected in her research and presentations on how elderly African-Americans were portrayed in novels.
NEW TEACHING RESOURCE CENTER PRODUCTS!!

Sociology of Alcohol and Drugs: Syllabi and Teaching Materials (Second Edition)
Edited by Caroline M. Strodtman, Paul M. Roman, and Marybeth C. Stap. This collection of syllabi, articles, assignments, and class exercises is intended for instructors teaching courses focused on alcohol and drug abuse and crime. The material is divided into three sections: substance use and abuse, crime and deviance, and substance use and crime. This resource is useful for teaching courses at the graduate level and for undergraduate courses on alcohol and drugs. 206pp.

Teaching Sociological Concepts and the Sociology of Gender (Second Edition)
By Marybeth C. Stap and Julie Childers. This book is a collection of teaching exercises focused on teaching sociological concepts through a gendered lens. The 54 teaching exercises are divided into 9 categories: Socialization, Identity, and the Body, Media and Culture, Gender and Sexual Identity, Power, Inequality, Marriage, Family and Work, Youth, and Violence. This resource is useful for teaching sociology courses and particularly useful for teaching interdisciplinary courses on issues in human rights. 178pp.

Teaching About Human Rights
Edited by Joyce A. Apsel. This syllabus set includes selected syllabi, assignments and bibliographies for Undergraduate Seminars, Genocide and Human Rights, International Human Rights, Social and Economic Justice, Globalization and Civil Society. This resource is useful for teaching sociology courses and particularly useful for teaching interdisciplinary courses on issues in human rights. 178pp.

Teaching Introduction to Sociology as a Hybrid Course
Edited by Lynn Harper Ritchey. This resource guide assists sociologists in transitioning to the hybrid or online format. It provides articles relevant to the pedagogical issues of hybrid teaching, on course management and administrative strategies, and offers a variety of online learning assignments, such as guided internet assignments, discussion forum questions and writing assignments. 228pp.

Teaching About Mass Media in the Classroom
Edited by Heather Laube and Sarah Sobieraj. This guide includes instructional resources for exploring the production process, mass media content and mass media consumption/response. Additionally, it includes a resource appendix of websites and other media sources. 108pp.

Service-Learning and Undergraduate Sociology: Syllabi and Instructional Materials (Third Edition)
Edited by JoAnn DeFiore, Morton G. Ender, and Brenda Marsteller Kowalewski. This resource guide assists instructors who would like to incorporate the pedagogy of service-learning into their curricula offerings. It includes syllabi from courses where service-learning and community-based learning is the main focus of the class, syllabi from courses that include service-learning as one component of the course’s grading scheme, and includes tips and tools for successful service-learning. 230pp.

Incorporating the Women Founders into Classical Theory Courses
Edited by Jan E. Thomas. This book includes nine syllabi for undergraduate courses and four graduate level syllabi incorporating women into classical theory. It also includes syllabi for courses on Classical and Modern Social Thought, ten class assignments and sections on suggested Books & Articles, Websites & Resources, and essays from Teaching Sociology. 168pp.

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