Science and Politics: The Uneasy Relationship*

by Howard J. Silver,
Consortium of Social Science Associations

May 2005 summer reading included the new biography of J. Robert Oppenheimer, American Prometheus, by Kai Bird and Martin Sherwin. An excellent book, it describes one of the clearest examples of the interplay between science and politics in American history. One of its lessons is that if a scientist cooperates with the government and its policy wishes, the relationship goes smoothly. Despite some shaky associations in his past, Oppenheimer got to run Los Alamos and helped American scientists produce an atomic bomb. On the other hand, if a scientist opposes an administration or congressional policy objective—in Oppenheimer’s case, building the hydrogen bomb—then science becomes vulnerable to persecution, challenge, and denial of [his/ her] security clearance. In the end, the physics of bomb manufacture served the government’s purposes, but for some scientists who began to question those purposes, there was doubt and discomfit. In recent years this uneasy relationship between science and politics continues, especially as the federal government has expanded its support for research and development, particularly in the defense sector. The doubling of the National Institutes of Health (NIH) budget. At the same time, charges of politicization—combined with a disregard for scientific evidence—has heightened the tensions between the scientific and political community. Highly publicized debates about climate change, stem cell research, and evolution fill the air. The phrase “sound science” has become part of the lexicon of Washington policy debates, but the “sound” debate is often a cacophony of competing claims. As a member of Congress once told a scientist testifying at a hearing: “You’ve got your science, I have mine.” This has been exacerbated by the rise of policy reports issued by ideologically based think tanks.

When President Kennedy announced that America would place a man on the moon by the end of the decade, the politics of the Cold War drove what would become a significant scientific and technological enterprise. The “Space Race” became part of the political lexicon. It was a race that the United States “won,” abandoned, and that President Bush would like to revive with his Mission to Mars project.

Science is part of the political process. Science is part of the political process. Politics is often defined as the competition for the allocation of scarce resources. Recent budget constraints and priorities suggest funding increases for science could become scarce. Yet, the federal research and development budget has grown to $132 billion. The size of the annual increase (or heaven forbid, decrease) and how the Administration and Congress allocate those funds will become part of the political concerns of scientists and their representative societies. The American Association for the Advancement of Science (AAAS) monitors and speaks out on research and development funding as well as sponsors an annual symposium each spring that spends a significant portion of its agenda evaluating how the science budget is doing. Scientific societies have organized into groups like the Coalition for National Science Funding, which lobbies for more funding that National Science Foundation (NSF), and the Ad-Hoc Group for Medical Research.
In This Issue . . .

What’s the Matter with Kids These Days?
Not much until late adolescence when risky behaviors develop.

Social Scientists Work Harder than Engineers . . .
. . . But not as many hours on average as biologists or health scientists.

Desegregation and Education
Help the ASA identify and collect research on school racial composition’s effects.

Where Were They Then?
Four “Baby Boomer” sociologists reflect on the influence the 60s had on them.

A How-to Guide to Peer Review
The ASA has resources to help departments through teaching evaluations.

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The Executive Officer’s Column

Sociology on a World Stage
At the February Council meeting, ASA leadership received briefings on the 2006 Annual Meeting in Montréal and the upcoming quadrennial International Sociological Association (ISA) meeting in Durban, South Africa. Exciting discussion ensued, as it became readily apparent how international collaborations and venues enrich our intellectual work, collegial networks, and friendships.

We could not be happier with the 2006 Annual Meeting venue—Montréal—and not just because we were “venue-less” for a few nerve-wracking months while contract-related issues got ironed out. The 2006 Program Committee, chaired by ASA President Cynthia Fuchs Epstein, has made up for lost time. With the delightful serendipity of having Harvard University’s Michèle Lamont on that committee, a native Québécoise, we have all learned more and more about the fascinating Montréal context. Local sociologists have eagerly offered to arrange special sessions, involve Canadian sociologists, lead tours, and, as if it were needed, point to good restaurants.

Expecting High Attendance at ASA Meeting
Our best indicator that the Montréal meeting may set Association records stems from an all-time high in paper submissions, more than 3,000! The electronic submission process is well under way, with session organizers making their selections.

The summer season will be busy with the ISA meeting set for July 23-29 in Durban. ISA’s program historically has been organized primarily around research committees and national association sessions, but given that this is the first time the meeting has been held on the African continent, this venue holds promise for new experiences, insights, research connections, and opportunities for all who attend.

Join Colleagues in Africa
As the travel award announcement on page one of this Footnotes issue indicates, ASA applied for and expects funding from the National Science Foundation (NSF) to support U.S. sociologists’ travel to the Durban meeting. In addition, a second NSF grant for $20,000 will specifically target collaborations between U.S. and African sociologists. There are vibrant African Studies Centers in which sociologists are centrally involved, such as at Michigan State University and Northwestern University, and many individual sociologists have had Fulbright or other support to teach and research in Africa. Nevertheless, the involvement of African sociologists in ASA and collaborations between U.S. and African scholars are rarer than we would wish. The ISA meeting is a launch to a great future of intellectual interchange with our African colleagues.

At the ISA, the ASA will sponsor four sessions, and have an exhibit booth with information about our programs, journals, publications, and Annual Meeting. Each of the sessions highlights areas of sociology where U.S. sociologists are particularly strong. Two will examine issues around race and ethnicity and gender. Certainly these areas, which are central to our discipline, carry a different significance in the American sociocultural and political contexts. Hearing from race, class, and gender scholars from other countries should press our thinking, our models, and our approaches to research on inequality. Indeed, what could be more important from an American perspective than to be discussing race in South Africa?

The second two ASA-sponsored ISA sessions focus on the scholarship of teaching and learning. Both will engage scholars from other countries—particularly Great Britain and South Africa—and their ISA national associations. One session will illustrate research on teaching and learning in sociology. The other will address the “social movement” aspect of the development of this subfield of sociological research. Again, ASA’s longstanding commitment to teaching, to undergraduate education, its active section on teaching and learning in sociology, and its work in higher education generally are a firm foundation to stimulate these discussions.

Back at home and throughout the year, the Executive Office keeps an eye on the international scene as it relates to sociology. In our public affairs work, we have pushed to allow sociologists from all countries to visit the United States and participate in conferences and lecture on campuses despite visa restrictions. We have joined with sister associations to resist limits (based on nationality) to sociologists publishing in U.S. books and journals. And in the cases where sociologists have been imprisoned or persecuted for their work, we have joined with the American Association for the Advancement of Science and other associations to protest such treatment.

For several of our annual meetings, we sought and received special funding for international scholars to come to the United States and be a part of our program. Most recently, a Ford Foundation grant allowed ASA to bring a total of nearly 30 scholars to the San Francisco meeting in 2004 and the Centennial meeting in Philadelphia. An ISA-sponsored volume of work presented in Philadelphia by international scholars is being developed by Suja Oates Patel, ISA Vice President. We are mindful that some of these scholars may not have ready scholarly networks in our country, so part of our role as their host has been to link them with sociologists doing similar work, to sponsor social events, and to help them to navigate an ASA Annual Meeting. Our annual reception for international scholars is always abuzz, in several languages, so not much is needed to make new professional friends.

This year’s 2006 Annual Meeting and ISA Meeting will again present significant opportunities to expand sociological work on a world stage.

—Sally T. Hillsman
Tailoring Prevention

For most Indians, blacks and Native Americans were at highest risk. Racial and ethnic health disparities as well as disparities in access to health care also increased as the participants reached adulthood. No single racial or ethnic group, however, had a greater overall risk profile than any other group. Whites were healthier during earlier adolescence, but experienced the greatest declines upon reaching adulthood. At adulthood, blacks were the least likely to smoke cigarettes, binge drink, or use hard drugs. As adults, blacks and Native Americans were more likely to develop asthma than were other groups. Among female adults, blacks and Asians were least likely to exercise, and among males, whites and blacks were the least likely to exercise.

This research underscores the importance of preventive, behavioral treatments. Yet, Harris said, because the groups differed in their health behaviors, intervention programs to reduce unhealthy behaviors would likely have the greatest chances for success if they were individually tailored to meet the needs of each particular group.

2007 Annual Meeting
Book Nominations Invited for Author Meets Critic Sessions

The 2007 Program Committee invites ASA members to submit nominations of books to be considered for inclusion in Author Meets Critics sessions on 5 on the 2007 Annual Meeting Program. These sessions are designed to bring authors of recent books deemed to be important contributions to the discipline of sociology together with early career audience members. The sessions include refreshments.

Books published during 2004-2006 are eligible for nomination. Only ASA members may submit nominations; self-nominations are not acceptable. Book nominations should provide the following information:

- Name and affiliation of book author(s)
- Complete title of the book
- Publication date and name of publisher
- Brief statement about the book’s importance to the discipline of sociology
- Rationale for inclusion on the 2007 program
- Optional: Suggestions for critics and session organizer

Nominations may be submitted by e-mail, mail, or fax, and must be typed or printed; handwritten material is unacceptable. All book nominations should be submitted to: Book Nominations, c/o Thomas B. Hoffer and Karen Grigorian, of the University of Chicago’s NORC, 605 E. 60th St., Chicago, IL 60637. Nominations must be received by May 15, 2006.

Who Works the Most? . . . among scientists, engineers, and mathematicians?

by Lee Herring, Public Affairs Office

Computer scientists and engineers work more hours than do mathematicians or psychologists, and biologists and agricultural scientists work the most hours each week, according to research conducted by Thomas B. Hoffer and Karen Grigorian, of the University of Chicago’s NORC, who analyzed National Science Foundation (NSF) data on the average work weeks of doctoral scientists and engineers. (See table.) The NSF published the study, All in a Week’s Work: Average Work Weeks of Doctoral Scientists and Engineers, in its Infobrief series in December 2005.

The study also revealed that, on average, when an individual worker’s household income is less than double the federal poverty level, part-time and full-time workers work comparable hours each week. While differences in hours worked by race and gender were not statistically significant, the amount of years of education appeared to be an important factor in determining the number of hours worked each week.

Overall, women tend to work fewer hours each week than men do. However, this was not the case among doctoral scientists and engineers. Among these workers, women worked comparable hours each week to men, whether full-time or part-time the individuals were.

Another trend was that workers in the fields of biological sciences and agricultural sciences tend to work more hours each week than workers in the other fields examined in this study. In the biological sciences, researchers tend to work comparable hours each week to those in the field of agricultural sciences. Many researchers in these fields have the opportunity to work from home due to the nature of their work, which may explain why they tend to work more hours each week than other workers.

A more detailed look at hours worked by field revealed that workers in the field of computer science and computer engineering tend to work more hours each week than workers in the other fields examined. Many workers in these fields are involved in research, which may account for why they tend to work more hours each week.

Field of Doctorate

<table>
<thead>
<tr>
<th>Field of Doctorate</th>
<th>Mean Hours Worked/Week</th>
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<tbody>
<tr>
<td>Biological &amp; Agricultural Sciences</td>
<td>50.53</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>49.57</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>49.33</td>
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<tr>
<td>Social Sciences</td>
<td>48.80</td>
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<tr>
<td>Engineering</td>
<td>48.64</td>
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<tr>
<td>Physical Sciences</td>
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<tr>
<td>Mathematics</td>
<td>47.33</td>
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<td>Psychology</td>
<td>46.62</td>
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Where are they now?

Two Scholars Examine Golden Decade’s Imprint on Today’s Sociologists

by Stephen Turner, University of South Florida
Florida, and Alan Sica, Pennsylvania State University

Imagine it is 1975 and you and your long-time friends are musing and speculating about the fate of some of your sociology acquaintances from the 1960s. Why? Because hard data, not just nostalgic longing, show that “The 1960s” (which bled into the early 1970s) was a “golden era” for the discipline of sociology, and you and your friends are sociologically curious about the larger-than-life reputation of the 1960s. The number of bachelor’s degrees granted in sociology, and you and your friends are “golden era” for the discipline of sociology, which you and your friends are sociologically curious about the larger-than-life reputation of the 1960s.

Where Are They Now?

“Beyond my family and community, whose unshakable support made all the difference, no one ever expected me to make it,” reports Patricia Hill Collins, for whom the 1960s meant going from a Philadelphia neighborhood, where ambitious young black women commonly inspired to become secretaries, all the way to Brandeis University, a world with an almost all-white, well-to-do, mainly Jewish student body. There, as one of very few black students, she became “hypervisible,” and her college experiences formed her basic outlook for years to come. She learned to see the ways in which the non-routine working poor class sustained the university through its service labor, and to identify with those who earned their money through honest work. Martin Luther King’s assassination was a galvanizing event, which raised the question of how and many others as to whether white people would ever listen. Related events showed her the significance of black solidarity, and led her to the community schools movement in Roxbury, MA, where she taught and became involved with social justice-based community organizations. She organized an innovative program to help Hispanic preschoolers learn English. Breaking the mold of her cohort, and with her father’s encouragement, she and her twin brother left Texas to seek an education in California, despite dire warnings about “drugs and sex” from worried Texas friends. Later she joined a consciousness-raising group armed with the knowledge of differential treatment of women that she had acquired by watching the contrasting expectations set for her mother and the men who became a valued participant in the all-male Stanford University departmental effort to see to it that women’s “spaces” were opened up at the University of Washington where she entered an almost all-male department and broke down accomplished by female-based community organizations. She believes her scholarly work on equity and social justice received impetus from the transformative currents of the 1960s.

Andrew Abbott’s path through the 1960s was rocky and unpredictable, as he explains: “In the 1960s I grew up. I was not happy about it. I thought I had lost my direction and my principles. Long retrospect says that what I lost were illusions. But they were my illusions, and I loved them.” His arguments with his generation, with its special role in ending the Vietnam War, along with allied questioning of his own heritage (privi- leged on one side, upward striving on the other), made for the creation of a scholarly mind and attitude that is now recognizably unique. But his self-creation did not come easily. “As for more open political action, I did not get the empathy it seemed to enforce. My decisive experience came on Moratorium Day in October 1969. Guilt-trip into going by choice, I found myself walking up Columbus Avenue in Boston to get a view of the Boston Common and hearing from two blocks away 100,000 people shouting ‘Peace now, Peace Now!’ . . . Suddenly I had a vision of the great Nuremberg [ Nazis] rallies.” As he grew older, he came to understand that higher education, things became more serious: “The horror was that the [military] draft virtually forced you to barter your values.” Abbott joined the Army Reserve, learned first-hand about the “drugs and sex” from worried friends to which he had to that point been protected, and lost a few more youthful illusions. Entering graduate school in 1971, he drew up a list of “burning questions” he wanted to answer, which seemed to him now “continuous with their gigantic scope. Yet they gave him a launching pad for a distinguished career of empirical research and theoretical creativity, and they have about them the distinctive mark of The 1960s—even when Abbott forgets the numbers.

“Are there currents that run through the affairs of men and women. They wash over us, pass us, andred us, and grab us by our collective throat. It shook us violently and turned our world upside down . . . I was a Sociology communard, a noncommissioned foot soldier in the new generational army of social and personal salvation.” In summoning up the friendly image of the Paris communes in 1970, Alexander browned the inarticulate of his own cohort with those about whom Ian dark and small, and, hence, for their future students— and, hence, for their later work?”

CALL FOR MATERIALS ON DESEGREGATION AND EDUCATIONAL OUTCOMES

The American Sociological Association’s Sydney A. Spivack Program in Applied Social Research and Policy will sponsor a workshop in early 2006 on “Research Evidence on the Effects of School Racial Composition/Deintegration/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 conscious as being broad as possible in our conceptualization of (a) deintegration, 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 science evidence of the impact of (a) the individuals or larger groups (such as families, peer groups, communities, organiza- tions, institutions, and political systems).

This Spivack workshop is inspired by Julius Chambers’ concluding remarks during the Beren Legacy session last year at ASA’s meeting. Mr. Chambers, a renowned civil rights attorney, former head of the NAACP’s Legal Defense Fund, and Chancellor of North Carolina Central University, challenged sociologists to conduct new scholarship and catalogue extant research on the effects of desegregation/school racial composition on academic outcomes in K-12 public schools. Chambers pointed out that civil rights litigators continue to use the courts in ways defined by macro-events such as the global student revolutions that began in May 1968. “Baby boomer” sociologists were studying sociology for the first time during that historic period. What did these experiences mean for women—and, hence, for their future students—and for their later work? This question inspired us when we assembled The Disobedient Generation: Social Theories in the Sixties, in which 18 leading scholars from six countries consider their own past led through the sociological lens.

What Ever Happened to . . .

In addition to uncovering the intellec- tually formative impact of the 1960s on the four above veterans of that period, The Disobedient Generation also explores the indisputable 1960s’ imprint on other notables in sociology, including Michael Burawoy, Craig Calhoun, John A. Hall (Cambridge, MA), Richard Linz (San Francisco, CA), Hans Joas (Germany and the United States), Karin Knorr Cetina (Germany and the United States), Michel Maffesoli (France), William Outhwaite (United Kingdom), Saskia Sassen (international), Laurent Thévenot (France), Bryan Turner (United Kingdom and Singapore), Stephen Turner, Steve Woolgar (United Kingdom and Paris), and Pierre Buret (Canada).

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[NEWS]1960s]1960s: The “Baby boomers” were studying sociology for the first time during that historic period. What did these experiences mean for women—and, hence, for their future students—and for our later work?”
For a long time, conservative lawmakers viewed social science research as reflecting political or ideological agendas, particularly in the climate change science arena. Earlier this year, Representative Joseph Barton, Republican from Texas, Chair of the House Energy and Commerce Committee, subpoenaed climate researcher Michael Mann and his colleagues. The Committee asked for raw data and computer code from all of Mann’s research that led to the famous “hockey stick” conclusion regarding temperature fluctuations over the 20th century. Representative Sherwood Boehlert, Republican of New York, Chair of the House Committee on Science, condemned this request, suggesting it “seeks to intimidate scientists, stifle debate, and to substitute Congressional political review for the scientific peer review.”

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Building on Boyer’s view, many leaders in higher education make the argument that scholarship lies in the approach to an activity and not in the activity or product itself. Nonetheless, if facts about work (including teaching) are to be evaluated and rewarded, there must be some demonstrable product to examine. Sociologist Gene Rice suggests the following approach:

The established view of scholarship has another strength that needs to be built into a new, broader approach. Research is shared and is public. It energizes faculty because it has the potential for being not only extrinsically but also intrinsically rewarding. It is grounded in an associational life that opens the possibilities of a community of discourse tied directly to one’s own intellectual interest and expertise. It is a cosmopolitan activity, that is, not only public but also portable. Achievements are recognized, rewarded by peers, documents, and available to others for evaluation. Before that, American academic scholars fully arrived, other forms of scholarly work—particularly teaching and service—are going to have to generate similar sorts of associational ties, the same kind of public visibility and critique, and be recognized as intellectual currency honored across the profession. (Rice, 1996:13).

Of course, current Carnegie President Lee Shulman’s call for teaching as community property” further strengthen this argument (1993). Hence O. Maikosh was one of sociology’s key early leaders in the scholarship of teaching and learning (SoTL), even before the term was invented. Using sociology terminology, of course, he said we need to move away from thinking that research is an “achieved status” and that teaching is “ascribed.” Ascribed, of course, means that teaching skill is innate, and one “has it” or doesn’t have charisma, teaching talent, and so on. Thus, if teaching skill is innate, it is impossible to think one can change or improve one’s teaching, and seemingly unfair to reward (or punish) colleagues’ teaching. The more prevalent view in higher education and in ASA’s Section on Teaching and Learning argues that the scholarship of teaching can be developed, improved, evaluated, and rewarded. What are those fundamental, core elements of scholarship that could be applied to a scholarship of teaching and learning?

All professional work is enhanced by the degree to which:

• Reveals an up-to-date knowledge base, based in one or more disciplines;
• Shows an appropriateness and effectiveness of content and method;
• Has demonstrable scope, importance, and impact;
• Is innovative and creative, and pushes the scholarly base of knowledge along;
• Can be replicated or elaborated;
• Can be documented;
• Can be peer reviewed.11 One impediment to having the scholarship of teaching included in promotion and tenure decisions is that departments do not know how to get the materials peer reviewed. To address this need for qualified peer reviewers in teaching, the ASA’s Department Resources Group (DRG) has agreed to be available to undertake reviews of teaching-related materials for promotion and tenure. The DRG is ASA’s network of more than 50 consultants who have training and expertise in teaching sociology. To request a “match” with someone who has worked on assessment, simulations, teaching a particular course, teaching controversial materials, designing faculty evaluations, training graduate students to teach,
teaching online, doing service learning or community-based research, innovative approaches to introductory sociological...and the list goes on...contact the DRG.

Carla B. Howery
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Notes
1 Examples of sources of documentation can be found in Diamond, 1994, p. 20.
2 Some of these criteria are articulated by Diamond and Adam, p. 12.
3 The term “peer” has generally meant disciplinary colleagues. In the evaluation of some forms of scholarly and professional work, “peer” is broadened to mean “consumer” or “user.”

References

Discuss this article in the ASA Member Forum by visiting the Member-Only page on the ASA website at www.asaonet.org.
publication prospects, with acceptance rates roughly 10 percentage points above the overall rate. With a small pool of manuscripts, it is not possible to push very far examining manuscript characteristics in combination. Even so, the exercise can be instructive. For example, of the 14 papers authored by non-ASA members and rejected outright by the editor, 36% do not focus on a particular life stage, 43% use some “other” type of methodology/data/source, 36% are about neither achievement nor attainment, and 96% of authors are not at top-ranked sociology programs. (These figures are not reported in tables.) This accords with the “outside” language and office rejections in that these papers’ contents are atypical relative to the SoE “norm.”

Another example: Nine of the 11 accepted first authors at top-ranked sociology programs. Do they intend the last of the three, but it is less meaningful comparisons.

The submission “modalities” show topical and methodological skews, with secondary quantitative analyses, issues of inequality or stratification, and older stages of the student career dominating the pool. In raw numbers, these submissions also comprise the bulk of accepted papers, so as an inductive exercise their intersection might be said to comprise the core of mainstream sociology of education, at least as represented in SoE. Still, original qualitative submissions, papers that overlap multiple life stages or focus on the early period of schooling, and papers not about inequality all have average or above-average rates of acceptance. This suggests that encouraging “more non-traditional” paper submissions would broaden SoE’s content, assuming that is desirable (see Lucas, 1999, for comment).

But submitted by whom? The authors who fare best are based in the United States at high-ranking universities and are members of the ASA. The journal’s editorial procedures thus appear to have a decidedly domestic-academic-professional sociology bias. ASA very likely intends the last of the three, but it is less clear what to make of biases that favor U.S. submissions and authors at top-ranking sociology programs. Do they know the standards better? Or, are they simply more adept at packaging, “what sells?” These are questions we would like to answer, but cannot. On the other hand, that there is no discernable publishing advantage or disadvantage by professional rank reflects well on the journal’s openness. As McGinty (1999) notes, a scholarly journal ultimately rests on a foundation of trust. For advice, editors typically rely on those whom they know personally or by professional reputation. With “like advising like,” it is easy to see how deserving outsiders could be closed out. An editor’s integrity is the only real safeguard, but with trust expected, there is a reciprocal obligation to openness.

The annual editors’ reports published by ASA are informative, but not in the way the present article has tried to be. Our procedures were ad hoc and limited, but the data we coded on author and manuscript characteristics easily could be procured upon intake and later linked to disposition. Our one-year experiment establishes that a more probing kind of editorial accounting is feasible. Is it worth doing routinely?

* Karl Alexander is the immediate past editor of ASA’s journal Sociology of Education (SoE). Barbara Schneider, Michigan State University, is the current editor. SoE was first published in 1963 and is one of ASA’s 10 scholarly journals.

**References**


Call for Papers

Meetings

2006 Carolina Undergraduate Social Science Symposium, April 21, 2006. Presby- terian College, Columbia, SC. Undergraduate stu- dents in all disciplines in the social and behavioral sciences are invited to participate. Reports of both qualitative and quantitative research, critiques of theories, analyses of secondary data, critical essays on substantive topics, and posters are all appropriate. Deadline is March 15, 2006. Indicate any equipment needed for the presen- tation. Deadline is March 15, 2006. A cash award will be given to students with the best presentation. Submit a proposal (preferably elec- tronic) to Daniel Sullivan at dsullivancs@byu.edu. Contemporary Justice Review is the official journal of the Justice Studies Association. <www.contemporaryjusticereview.org>

The International Journal of Sociology of Law is a peer-reviewed journal that focuses on substantive topics, and posters are all appropriate. Deadline is March 15, 2006. Indicate any equipment needed for the presen- tation. Deadline is March 15, 2006. A cash award will be given to students with the best presentation. Submit a proposal (preferably elec- tronic) to Daniel Sullivan at dsullivancs@byu.edu. Contemporary Justice Review is the official journal of the Justice Studies Association. <www.contemporaryjusticereview.org>

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Competitions


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Anita Bolten Chen, Lakehead University, has been selected as one of the University’s “40 Northern Lights” for her 40th anniversary. The honor celebrates extraordinary individuals who made a difference to the growth and development of Lakehead University.

Corry Delong, Wayne State College, was awarded the Association for Human Sociology’s (AHS) 2005 Book Award for The End of the Hamptons: Scenes From the Margins of American Culture.

Anne F. Eisenberg, SUNY-Gemeseo, has been awarded the 2005 SUNY Chancellor’s Award for Excellence in Teaching.

Samuel Noah Eisenstadt, The Hebrew University of Jerusalem, received a 2005 Honorary Doctorate from the University of Warsaw and received the 2005 EMET (Arts-Sciences-Culture) Foundation Prize on Sociology.

Laurel Richardson has been honored with the Margaretly Distinguished Fellowship at the University of Melbourne, Australia. The Margaretly Distinguished Fellowship is awarded to fellows of “exceptional international distinction.”

Peter J. Stein, William Patterson College, received the 2006 Excellence in Scholarship Award from the College.

Mark Warr, University of Texas-Austin, has received the Michael J. Hindelang Award for the Most Outstanding Contribution to Research in Criminology from the American Society of Criminology.

Anthony Cottrell, Southern Methodist University, has been retained as an expert witness by Gooden Gruber, LLC who are representing Southwest Airlines in Southern Airline v. Ray. The case gained national publicity after Southwest failed to maintain a safety supervisor for “violating leadership responsibilities” in using a racial slur against a black coworker and his family. The trial is set for March 2008.

Harrill Hartman is the incoming president of the Association for the Social Science Study of Jersey.

Stips Mastiro and Ryan Caldwell, both of Texas A&M University, have worked on the recent Atlas of Crime project aimed at tracking the activities of criminal elements and are researching the events surrounding the abuse.

Barbara Risan, has been named Professor and Head of the Department of Sociology at the University of Illinois-Chicago.

Barbara Katz Rothman, City University of New York, and Rachel Grub Sarah Lawrence College, are the recipients of a Robert Wood Johnson Investigator Award in Health Policy Research to study “Tied Sticks and Amino’s Depreciation and Dis- experiences in Parental and Newborn Care: Sensing.”

Jack Rothman, University of California Los Angeles, has received the Michael J. Hindelang Award for the Miegenyuh Distinguished Fellowship (Palgrave Macmillan Press, 2005).

Lena Reyne, University of Lausanne and de Genève, Paolo Girolita and Loi Le Goff, Danse Spott, and Eric Wilmot, submitted an Interdisciplinary Perspective on the Life Course (Elsevier, 2005).


John Cernera and Tara Renee McGro, Histo- ries of Animacy, was named one of this year’s Brinig Anglers in the December 13 UCLA Today as one of UCLA’s most generous employees for his work doing standup comedy for Red Cross volunteers.

People


Cynthia Fucho Epstein, CUNY-Graduate Center, and Arne L. Kalleberg, University of North Carolina-Chapel Hill, editors, Fighting the Fire: Stiffness and Poverty of Work and Social Life (Russell Sage, 2005).

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Elton Freidson

Elton Freidson, emeritus professor of sociology at New York University (NYU), died on December 14, 2005, at the age of 82. He had been a visiting professor in the Department of Social and Behavioral Science at the University of California-San Francisco since his retirement from NYU.

Freidson, born in Boston in 1923, attended the University of Münster (1941–42), and then entered the University of Chicago. In 1945, he joined the U.S. Army as a private, was trained in the German language and went to Italy, where he worked with British intelligence. After the war, he received the PhD and MA degrees, in 1952, a PhD in sociology from the University of Chicago.

Following three post-doctoral fellowships, Freidson taught at City College of New York and New York University in 1964, serving as chair of the sociology department from 1975 to 1979. He collaborated on the development of the first PhB and MA degrees, along with his classmate, Arthur Norton. Each speaker in turn reflected on Paul’s unrivaled legacy to the social sciences.

Fifteen years ago, a symposium was held at Arizona State University to honor Paul on his 80th birthday and to recognize his extraordinary contributions to the field of marriage and family sociology and demography. Speakers at the symposium included Margaret Spender, Ailand Thompson, Suzanne Bianchi, Larry Bumpass, and Arthur Norton. Each speaker in turn reflected on Paul’s unrivaled legacy to the social sciences.

Paul was a dedicated public servant, a man who created a true research environment at the Bureau of the Census. He attracted young scholars to the area and nourished family and faithful students, and was an inspiration to those who know the importance of translating complex data sets into understandable information about important trends, thereby making profound contributions to our understanding of those reflections, which accurately summarized his impact on so many.

Paul’s personal bibliography contains a vast number of citations. His awards have been many—including the Department of Commercial and Labor Economics, the American Sociology Association, the American Political Science Association, the American Sociological Association, the American Academy of Achievement, and the American Political Science Association. He was elected to the American Academy of Arts and Sciences in 1999.

Paul lived his life, his family, and his work. He was a gentle and sensitive man whose personal qualities were used to an advantage that he and his family were privileged to be among his colleagues. He was a most fortunate man.

Arthur Norton

Allen W. Immerman

Allen W. Immerman, PhD, 61, died Sunday, December 4, 2005, in Tallahassee, Florida. During 2005, he successfully recovered from three deep-vein operations associated with Crohn’s Disease, only to learn of a cancerous growth that occurred beyond the possibility of treatment. Al was a source of inspiration to us all, and grew up in Buffalo and Coral Gables, Florida. He earned a Bachelor’s Degree in Psychology from City College of New York, a Master’s Degree in Psychology from the University of North Carolina-Chapel Hill, and a PhD in Psychology from Florida State University in 1973 to 1975, moving through the ranks as assistant professor, full professor, where he played an active role in the development of the department throughout those years. He was a member of the Institute for Health and Human Services Research at Florida State University, which supported the research facilities and graduate students for many years. He served on the Florida State University Faculty Senate where he was an advocate for liberal arts education, particularly for entering first-year students. He served as a Visiting Professor at the University of North Carolina School of Public Health and at the Woodrow Wilson School at Princeton University. In the year prior to his death, he was elected Vice-President of the Southwestern Behavioral Sciences Institute. Al’s research and teaching concerns focused on health, human service organizations, and he was especially interested in social theory and his publications appeared in over 100 articles, including the American Sociological Review and American Behavioral Scientist. He was dedicated to working with both full and undergraduate students and received a University Teaching Award and a Teaching Innovation Program Award from Florida State University. He wrote several methodological books for research and research design. In 2000, he moved to the University of Southern California, which testifies to his vast wealth of books, papers, and lectures. His awards have been many—including the American Sociological Association, the American Political Science Association, the American Academy of Achievement, and the American Political Science Association. He was elected to the National Academy of Public Administration in 1995.

Doug was born in Bronx, NY, on June 7, 1949. He grew up in Houston, TX, and earned his BA from Rice University. He completed his PhD in Sociology at UCLA in 1981. In 1984, Doug was hired by System Development Corporation in Santa Monica, where he specialized in studies of information systems. The evaluation, which was completed by the time of his death, promises to yield cutting-edge findings on the effectiveness of government policy changes in correctional treatment. His work on this, and other research projects, was recently honored by a Progressive Reformers award from the Governor of California.

Doug is survived by his parents, Barbara and Jim Longshore; two brothers, Larry and John; six nieces and nephews; and a favorite charity.

The Douglas Yale Longshore Memorial Scholarship Fund for Drug Abuse Research has been established at the UCLA Foundation. This fund will support pre- and post-doctoral training for qualified individuals. Donations may be sent to the UCLA Foundation, 4150 Sunset Blvd., Suite 600, Los Angeles, CA 90027 (buckeyefoundation@ucla.edu).

Douglas Yale Longshore

Douglas Yale Longshore, PhD, died on December 30, 2005, in the late evening, four months after a diagnosis of metastatic melanoma. He was Associate Director and Principal Investigator at the National Institute on Drug Abuse Substances Programs (IASP) and Adjunct Senior Behavioral Scientist at RAND. His research interests included: interventions for drug-using criminal offenders; motivation for drug use treatment and recovery; racial and ethnic cultural factors in drug abuse treatment utilization and recovery; and HIV incidence and risk behavior trends among injection drug users. Doug disseminated the findings from his work through presentations at both academic and policy-oriented conferences, his work has been widely published in scientific journals, including with over 100 peer-reviewed articles.

Doug’s most research responsibility was for the evaluation of the Substance Abuse and Crime Prevention Act (SACPA) of 1990 (i.e., Proposition 30). He proposed a creative yet rigorous evaluation design that required the trust and cooperation of various stakeholders across the criminal justice, judicial, governmental, and treatment systems. The evaluation, which was completed by the time of his death, promises to yield cutting-edge findings on the effectiveness of government policy changes in correctional treatment. His work on this, and other research projects, was recently honored by a Progressive Reformers award from the Governor of California.

Doug was a member of the sociology faculty at New York University from 1973 to 1999. During his tenure, he served as chair of the sociology department throughout those years. Among his peers at UCLA and RAND, and nationwide among addiction and criminology researchers, Doug is remembered by his co-workers particularly for his keen intelligence, wit, sense of humor, past and present interest in race relations, awe of nature, and generosity. He was a devoted husband and father, a devoted mentor and friend. He was a beloved family man, a dedicated public servant, a man who created a true research environment at the Bureau of the Census. He attracted young scholars to the area and nourished family and faithful students, and was an inspiration to those who know the importance of translating complex data sets into understandable information about important trends, thereby making profound contributions to our understanding of those reflections, which accurately summarized his impact on so many.
ASA seeks applications for travel to 2005 Annual Meeting

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

To apply for a student travel award, complete and submit four (4) copies of the application form no later than May 1, 2006. Decisions will be announced by June 15, 2006. No part of the application may be submitted by FAX, and only applications from individuals on their own behalf will be accepted.

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

The 2006 Student Travel Award Application is available on the ASA website’s funding page (<www.asanet.org>) or upon request. For more information, contact the ASA Executive Office via e-mail at studentforum@asanet.org, or by telephone at (202) 383-9005, ext. 330.

ASA and Sociometrics are pleased to announce a new collaboration to provide ASA members a discount on data available through Sociometrics.

Sociometrics Corporation is a for-profit research and development firm specializing in social science research applications. It was established in 1983 as a corporation in the State of California. Sociometrics’ mission is to produce research-based products and services for a variety of target audiences.

ASA members are able to review data archives in the Social Science Electronic Data Library that covers 350 leading studies in areas such as: teen sexuality and pregnancy, the family, social gerontology, disability, drug abuse, HIV/AIDS, human behavior, and child well-being. The data library is an authoritative source on social science data and documentation for researchers, educators, and students.

Other benefits of using Sociometrics include:
1. Easy-to-use data library for users proficient in SAS or SPSS, data dictionaries and instructional guides.
2. Free technical support from Sociometrics.
3. Eight percent of the Social Science Electronic Data Library is unique and not available from any other public sources such as the US government or ICPSR data archives.

ASA members may purchase studies and data sets at www.sociometrics.com. Members should enter the code ASAS5 in the promotion field of their online shopping cart to receive a 5% discount on all downloadable products.

Membership in ASA benefits you!