2008 President Is a Defender of the “Poorest of the Poor”

by Barbara Ehrenreich, author of Bait and Switch

I first met Frances Fox Piven in the early 1980s. I was a struggling freelance writer; she was an intellectual star. Everything about her intimidated me. Her habit of not saying anything until she had thought through, her sociological erudition, her relentless work ethic, her fearlessness in the face of authority, and how I may say it—her droopy good looks. I am not sure why she took an interest in me, but within months she had convinced me that the highest feminist priority was the defense of the poorest of the poor, that is, women on welfare. And she somehow

invited me into working with her on the program of the annual meeting of the Society for the Study of Social Problems (SSSP), which she then presided.

Fighting to Reduce Poverty

When we met, Frances was already widely known for her classic books, co-authored with her long-time companion, Richard A. Cloward. Poor People’s Movements and Regulating the Poor. She had achieved tenure at Boston University and considerable recognition, including a Guggenheim fellowship and the C. Wright Mills Award from the SSSP. Her commitment to fighting poverty was still as big an obstacle within academia. She had collaborated with the late George A. Wiley, leader of the 1960s welfare rights movement, and developed the confrontational strategy that led to a limitation of welfare and a reduction in extreme poverty during that decade. Even more perturbing to many of her fellow social scientists, she always said exactly what was on her mind even if that meant public upbraiding for them statements she found contradictory to her poor.

At the same time, Frances was—remains—a diligent and hard-working academic citizen. Sometimes I have chided her for putting so much time into academic committees and advising over her students’ dissertations, but she always insisted on being a responsible professor as well as an activist and writer. How does she do it? The secret, revealed to me over time, is that she does not sleep much, and somehow manages to remain alert on a punishing schedule of meetings, travel, and writing deadlines.

Within a short time of our initial meeting, Frances and I began our intellectual and activist collaboration. We co-authored influential articles and the theme of welfare “reform” for a variety of publications including The Nation, The Nation, and Mother Jones. She is a delightful person, with—vigorous, logical, metaculous about facts, and utterly ego-free. We spent many hours over tea, outlining our arguments, mastering our data, and dividing up the actual writing. In the 1980s, we launched

NSF Education and Human Resources to Be Headed by Marrett

Cora B. Marrett, senior vice president for academic affairs at the University of Wisconsin-Madison and long-time ASA member, has been appointed Assistant Director of the National Science Foundation (NSF) Directorate for Education and Human Resources (EHR), making her one of seven directorate heads. She assumes her position February 1, 2007, where she will lead NSF’s mission to achieve excellence in U.S. science, technology, engineering, and mathematics (STEM) education at all levels.

No stranger to the NSF, Marrett also served as the first Assistant Director of the NSF Directorate for Social, Behavioral and Economic Sciences (SES) in 1992-96. For her leadership in developing new research programs and articulating the scientific projects of the directorate, she received the NSF Distinguished Service Award. In 2005 she added the Ethel Bloch Distinguished Service Award from the Quality Education for Minorities Network to her award roster. The award is given annually to an individual who has made singular contributions to the advancement of science and to the participation of groups underrepresented in STEM fields.

With enthusiasm, Dr. Marrett join us at NSF again at this critical time in our agency’s mission,” said NSF Director Arden Bement in the NSF announcement. “Leadership in STEM education at NSF is immensely important, and the agency is fortunate to have a professional such as Dr. Marrett leading EHR.”

ASA Executive Officer, Sally Hillman, enthusiastically welcomed Marrett to her NSF leadership role. “It was a significant ‘coup’ for NSF to bring Cora Marrett to head the EHR Directorate. This is an important time for scientific research to contribute to strengthening American education, and Cora is the right person to accomplish this vital mission.”

In her NSF role, Marrett will continue EHR’s mission to support the development of a diverse and well-prepared workforce of scientists, technicians, engineers, mathematicians and educators and a well-informed citizenry that has access to the tools and tools of science and engineering. The purpose of these activities is to enhance the quality of life for all citizens and the health, welfare, security and nation.

Marrett’s position at NSF will be in conjunction with the University of Wisconsin’s (UW) Department of Sociology, where she will remain a tenured faculty member. She has served UW in her current position for the last six years. From 1992-97, she was a faculty member in two departments—Sociology and Afro-American Studies—where she advanced from associate professor to full professor and was chair of the sociology department in between (1996-91). During that time she also was affiliated with the Wisconsin Center for Educational Research. In between her faculty and academic affairs positions at UW, she served as the senior vice chancellor for academic affairs and provost at the University of Massachusetts-Amherst for four years.

In addition to her UW and NSF roles, Marrett has served as director of two programs for the United Negro College Fund (1996-92), was a fellow at the Center for Advanced Study in the Behavioral Sciences (1976-77), an assistant professor at the University of North Carolina (1968-69), assistant and associate professor of sociology at Western Michigan University (1969-74), and a senior policy fellow at the National Academy of Sciences (1973-74).

In ASA, Marrett has served as a former Vice President (1998), Council member (1997-99), and as a member of the Rose Series Editorial Board (2001-03). She was also elected a fellow of the American Academy of Arts and Sciences in 1998 and the American Association for the Advancement of Science in 1996. She is widely published in the field of sociology, and has held many public and professional service positions.

Name Change for Two ASA Awards

W.E. DuBois Name is Directly Related to Scholarship

A as the result of a major petition drive, including signatures from two-thirds of the ASA Council and 15 ASA presidents and the necessary number of votes in the May 2006 ASA election, ASA announces the change in name of two of its major awards. Career of Distinguished Scholarship Award is now the W.E. DuBois Career Award for Distinguished Scholarship, and the DuBois-Johnson- Frazier Award is now the Cox-Johnson-Frazier Award. The latter award is named after sociologists Oliver Cox, the first recipient of the award back in 1977, Charles Johnson, and E. Franklin Frazier. This is the second change to the ASA major award program in the past two years after the addition of the Excellence in Reporting of Social Issues Award.

Aldon Morris (Northwestern University) and Michael Schwartz (Stony Brook University), who wrote the petition for the changes in both award names, believed it was important to make connections between the history of the discipline and those who are practitioners today (see May/June 2006 Footnotes).

In addition, Morris and Schwartz said in their petition, “If the award is named after someone whose visibility transcends beyond the profession, it allows the profession to borrow this visibility, and to project our winners to an audience well beyond the profession. For sociology, we believe that this is particularly important, since we aspire as a profession to reach an audience beyond the confines of our discipline with insights that can hopefully make a difference in social life.” Because of such needed publicity, Morris and Schwartz believed DuBois was a perfect fit for the Distinguished Scholarship Award. “DuBois was the consummate public intellectual. . . He fought for the rights of people of color, not just in the United States, but also around the world. He fought for women’s rights, worker’s rights, Jewish freedom, a peaceful world without nuclear weapons, and for human dignity and democracy across the globe.” They continued, “ . . . because of his singular role as public intellectual, his name would confer a more appropriate luster to the award than other, also worthy, choices.”

While the names of the two awards have changed, the criteria and purposes of these prestigious awards remain the same. For more information about this award and all ASA awards, see page 7 of this issue of Footnotes.

The changes in award names went into effect in September 2006 after ASA’s Annual Meeting in Montreal. Any members who would like to send in a nomination for these awards, or one of the other ASA major awards, can do so via email to governance@asanet.org. To find out more about ASA’s major award program, visit our website at <www.asanet.org>.

Footnotes

Published by the American Sociological Association

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S. N. Eisenstadt received an international award worth about $690,000.

The Centennial of Feliks Gross
The ASA is not the only one who recently celebrated a 100th birthday.

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Find out what happened at this year’s conference, the newest leadership representatives, and the travel support winners.

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The Executive Officer’s Column
Educating for a Sustainable Future
In May of 2006, leaders from 13 national discipline associations, including the ASA, convened to discuss higher education in relation to promoting an environmentally sustainable future for human society. ASA had been invited to participate by the Association for American Colleges and Universities and the Association for the Advancement of Sustainability in Higher Education, and the meeting was organized by the Higher Education Associations Sustainability Consortium (HEASC). HEASC is an informal network of higher education associations with a commitment to advancing sustainability within their constituencies and within higher education. HEASC was formed in 2005 to support and enhance the capacity of higher education to fulfill a critical role in producing an educated and engaged citizenry and associated knowledge to create a culture of sustainability.

Sustainable Development Background
The United Nations has declared the period 2005-2014 as the Decade of Education for Sustainable Development, in order to promote the local and global understanding of principles of “sustainable development” (see <www.unsd.org>). The vision of a sustainable human society resides in the simultaneous creation of healthy economic growth and equity, healthy ecosystems and conservation of natural resources, and social development. Three elements—a flourishing environment, viable economy, and social health—yield a sustainable society, and these elements comprise what the business world calls the “triple bottom line.”

While the sustainability initiative’s goal is all people on earth living well without compromising the quality of life for future generations, interdependencies among economic, environmental, and social justice structures and processes require new ways of thinking and acting. Education is key to achieving this goal. According to the World Summit on Sustainable Development, different actions are needed in different regions, but the efforts to build a sustainable way of life require integrating action in three key areas:

1. Economic Growth and Equity—Interlinked, global economic systems need an integrated approach in order to foster responsible long-term growth while ensuring that no nation or community is left behind.

2. Conserving Natural Resources and the Environment—To conserve our natural resources for future generations, economic systems need to be developed to reduce resource consumption, reduce pollution, and conserve natural habitats.

3. Social Development—Worldwide, people require jobs, food, education, energy, health care, water and sanitation. While education to fulfill a critical role in producing an educated and engaged citizenry and associated knowledge to create a culture of sustainability—also as the rights of workers—is respected, and that all members of society are empowered to play a role in determining their futures.

Sociology Education
Higher education leaders across disciplines are urged to play a key role by updating curricula, syllabi, and course content with sustainability-related concepts, examples, and service learning. By weaving the sustainable development theme throughout a course, educators could make the material relevant to the challenges facing today’s students both in their colleges and universities and in their wider communities. The sustainability paradigm leads educators to curricula that encourage a worldview from one of "man conquers nature" (i.e., a perception of endless frontiers with natural resources separate from nature) to one that recognizes the individual’s interdependence with the natural world.

Sociology has a unique role within the social sciences in this educational effort. Whether in K–12 or higher education, sociology courses provide knowledge in the essential components of sustainability: social and economic stratifications and inequalities; social institutions; population and the environment, and societal change. An understanding of these topics in the context of education for a sustainable future could help students focus on the types of behavioral changes that would better protect the environment and create healthier, more sustainable communities with reduced human suffering. For sustainable development to occur, students need to take into their communities an understanding of the possibilities for the future of our society by developing both the commitment and the skills to build a more positive and sustainable future.

Many sociology courses already cover environmental protection, social inequality, and social change, but they may miss the integration of these topics into an understanding of sustainable development. The HEASC aims to assemble educational material that can be woven throughout the semester so students can learn to apply many different course topics to sustainable development. Sustainability material, for example, could be included in the examples and applications used within the course topics as well as in any special sections on thinking critically about sociology. Many colleges and universities are already organizationally involved in sustainability efforts, and service learning—as part of department curricula—can be used as one education strategy to link students to this effort at the institutional and community levels.

Possible Educational Enhancements

Missing from much higher education, including sociology, according to educators involved in the sustainability initiative, is a holistic approach to the concept of developing a sustainable future. But more than 1,800 syllabi in a variety of disciplines have already been collected that demonstrate how a fluid integration of sustainability can be incorporated into courses. The HEASC is developing on its <www.asaehe.org> a list of sustainabil- ity-related projects that faculty can assign to their undergraduate and graduate students. ASA invites the sociological community to contribute to the effort by contacting the President of the U.S. Partnership for Education for Sustainable Development (Debra Rowe, dgrowe@oakland.edu).

—Sally T. Hillman
Sociologist Receives the Holberg International Memorial Prize

Shmuel N. Eisenstadt, professor of sociology and anthropology at the Hebrew University of Jerusalem, was awarded the 2006 Holberg International Memorial Prize. The award, given by the Ludvig Holberg Memorial Fund, in Norway, is given to an individual who has made outstanding scholarly work in the arts and humanities, social science, law and theology and is worth about $690,000 (4.5 million NOK).

Eisenstadt’s interdisciplinary research, which covers central and highly topical issues, spans a wide thematic area. An author of more than 15 books, his work combines sociological theory with historical and empirical research in the study of modernities and civilizations. His research challenges the classical structural-functional paradigm of modernization by maintaining that the organization of modern societies is neither uniform or in every respect clearly to be distinguished from traditional social structures. His path-breaking work and comprehensive study of The Political Systems of Empires (1963), which ensured him world renown in sociology and political science, history, religious studies and anthropology.

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The Ludvig Holberg Memorial Fund, established by the Norwegian government in 2003, is administered by the University of Bergen. The official award ceremony for the award takes place on November 29, 2006, in Bergen.

The annual Holberg prize was presented last year to Jürgen Habermas, the German philosopher, sociologist, and critical theorist at Johann Wolfgang Goethe University.

More information about the prizes and their recipients is available at the Holberg prize at <www.holbergprisen.no/e/index.html>.
Professor Feliks Gross: Sociological Humanist

by Jerome Kraus, City University of New York/Brooklyn College

Feliks Gross asked me to write a "brief" (600- to 800-word) article on the life and times of Feliks Gross, the oldest living member of the American Sociological Association. That translates to about six to eight words per page, and here it is:

Brooklyn College Emeritus Professor Feliks Gross celebrated his 100th birthday on June 17, 2006. To mark the occasion, the Academy of Humanities and Sciences of the City University of New York (CUNY) and the Polish Institute of Arts and Sciences in America (PIASA) held special events. The CUNY Academy, which he helped found in 1980, held a special "Feliks Gross Endowment Award" ceremony at CUNY. The honor is given annually to emerging scholars for their research and scholarly achievements. After lunch, friends and colleagues spoke of his contributions to the intellectual life of the university and the Graduate Center's President, William P. Kelly, gave the keynote address.

Celebrating a Century

PIASA honored Gross with an exhibition from its archive on his exceptional century-long life. Two sessions at PIASA's 64th Annual Meeting at Hunter College focused on his life and work. The first session, "Feliks Gross: Between Assimilation and Multiculturalism," included a talk by Jan Kubik (Rutgers University, "The Humanism of Feliks Gross: Between Assimilation and Multiculturalism") and a talk by Carla B. Howery, Executive Office Professor, "Feliks Gross: Sociological Humanist."

The second session, which I chaired, "Feliks Gross: Teacher, Friend and Colleague," brought together many former students, students, and colleagues. Henry Wasser, CUNY Academy on the Humanities and Sciences, Hans Treffouse, Brooklyn College, Joseph Wieczerzak, William P. Kelly, gave the keynote address.

New Annual Meeting Workshops

Designed for Practitioner Networking

by Carla B. Honery, Executive Office

The Annual Meeting program includes over 100 workshops on teaching, academic issues, professional development, methodological training, and more, for sociologists at all stages of the career cycle and in a variety of workplaces. One area in which the Program Committee and the Executive Office wanted additional development centers on supporting and strengthening the work of sociologists in applied and research settings.

Many of the workshops that deal with careers in applied and research settings have been led by sociologists employed in those workplaces. These workshops have been generous in sharing information about the satisfactions of their work, the work environment, how sociological training is pertinent, and how to successfully find employment. Sharing this professional experience is a tremendous service to young sociologists considering different employment options. But for the practitioners themselves, developing the capability to disseminate this information and opportunities to society at large is a service as well as keep them connected to ASA and sociology. In conversations with practice organizations, including the Society for Applied and Clinical Sociology and the ASA’s Section on Sociological Practice, members express a desire for more advanced training for themselves, as well as opportunities for networking.

In 2007, the program will include about eight workshops that are designed for sociologists already employed in a work sphere, who wish to get more information and connect with others who engage in similar work. At present, these topics include:

• Sociologists Working in Advertising and Marketing
• Challenges and Opportunities for Working on Disaster Research
• Challenges and Opportunities for working on State Government Contracts for Family and Children's Services
• Sociological Skills at Work in the Insurance Industry
• Sociologists in Federal Government Research Positions
• Careers in Contract Research
• A Hidden Washington Story: Sociology in "Natural" Science Organizations
• Sociologists Working in Public Policy

All of these workshops will appear on the program and will be free and open to all meeting attendees.

Council Briefs

During the 2005-06 Annual Meeting in Montreal, the 2005-06 ASA Council held its final meeting under the leadership of Frances Fox Piven. Meeting only once every six months there is never a shortage of issues for consideration; these meetings were no exception with each session having a full agenda. The following list is not exhaustive of everything Council accomplished during the August meetings but is a selected list of important items. Full minutes of the meetings will be posted on the ASA website when they are approved by Council.

• Accepted the audit of 2005 financial activities.
• Agreed to incorporate new policies into the overall financial policies of the association, including a whistleblower policy about the reporting of unethical or illegal activities, a document retention policy, and a conflict of interest policy.
• Received an extensive report from the Task Force on the Institutionalization of Public Sociology and agreed to extend the tenure of the task force for two additional years.
• Received and accepted a final report from the Task Force on General Education.
• Voted to endorse in principle the American Library Association’s Anthropology and Sociology Section (ALA ANSS) guidelines for information literacy in sociology, and to recommend that departments of sociology work with their library staff to consider their implementation in ways they find appropriate.
• Approved a COLA adjustment in dues rates for 2007.
• Supported a recommendation to offer a new online-only option for library subscribers for 2007.
• Increased most institutional subscription rates for 2007 by 6%.
• Increased Annual Membership registration fees by $5 for most categories for 2007.
• Established three new task forces: Task Force on Sociology and Criminal Justice Programs, Task Force on Teaching Ethics throughout the Sociology Curriculum, and Task Force on Academic Freedom and Scientific Integrity.
• Agreed to participate in Research!America for the coming year.
• Agreed to maintain the current dues structure but to continue reviewing the issue of its increasing progress.
• Asked the Public Affairs and Executive Office to review the portfolio of public information activities and options and to prepare an assessment of what the Association is currently doing in this area.
• Renewed the agreement with Contexts through 2010.
• Approved ASA Statement on Creationism and Related Religious Doctrines in U.S. Science Education.
**The XVI World Congress of the International Sociological Association, South Africa**

by Val Meghadam, 
UNESCO and Purdue University

The World Congress of Sociology convenes every four years under the auspices of the International Sociological Association (ISA). In July, Durban, South Africa, hosted the 16th World Congress. Among the more than 3,500 participants, American sociologists were well represented—at the plenaries, at the panels organized by the various Research Committees, at the receptions, and (I am told) at the safaris and side trips that took place before, during, and after the congress. And two of us—Michael Burawoy and myself—were elected to the Executive Committee.

The ISA’s administrative center is in Madrid, but the association is run by an Executive Committee including a president, five vice-presidents (for research, publications, national associations, programme, finance and membership), and representatives of National Associations and of Research Committees that are elected every three years, by the Council of National Associations and the Council of Research Committees (see ISA website: www.ucm.es/info/isa/sa/).

The ISA was founded in 1949 by UNESCO (my employer for the past two years). Its goal is to represent sociologists everywhere, regardless of their school of thought, academic approaches or ideology, and to advance sociological knowledge throughout the world. Its members come from 109 countries. The ISA is a member of the International Social Science Council, enjoys NGO status in formal associate relations with UNESCO, and has a special consultative status with the United Nation’s Economic and Social Council. Over the years, the ISA has co-sponsored some important scholarly works, such as James A. Beckford’s *New Religious Movements and Rapid Social Change*, (1986) and its journal *International Sociology* is highly regarded.

I became a member of the ISA in 1996. At the 15th World Congress in Madrid, Bielefeld, and Montreal, I missed the 2002 congress in Brisbane, Australia, but remained active in RC-32, the Research Committee on Women in Societies, which has the most members of the Research Committees. Issues of language and geographic representation have dogged many of the congresses, but Durban set a precedent and a challenge. By convening, for the first time in an African country, the 16th World Congress raised the African participation rate from 2% to 15%. Some 104 countries were represented, of which 55 were countries including the Durban congress a record-settling event. The Congress was very well organized in other ways: the plenary speakers equally represented North and South; and the gender composition of the plenaries was 60% male and 40% female (An Sita, local organizing committee).

As occurs during every world congress, elections were held during the XVI Congress. Cynthia Fuchs Epstein, then-ASA president, nominated me as the ASA delegate to the ISA and as a candidate for election to the National Associations Liaison Committee, or NALC (to succeed Douglas Kincade). An unprecedented move for a former ASA president, and Michel Wieviorka of France was elected. Five vice-presidents were elected: Arturo Rodriguez Morato, Research Council; Hans Joas, Congress Programme; Devorah Kalekin-Fishman, Publications; Jan Marie Fritz, Finance and Membership; Michael Burawoy, National Associations. (See gray box below.)

Michael Burawoy’s NALC 12 member team consists of representatives from almost all continents. The goals, as laid down by Burawoy, are to allow for secure greater participation in the ISA from the National Associations, especially in regions that are underrepresented, to promote and facilitate six to 10 Regional Conferences; to organize the Congress of International Associations in 2009, and to construct a central website for the National Associations, linked to the website of individual National Associations. In just the past month, our first task was to consider applications for membership by the Ethiopian Sociological Association and the Iranian Sociological Association.

One issue that came up in courses of the delegates’ deliberations in Durban was how to handle resolutions that seek to get the ISA to publicly adopt positions on political or social matters of concern. A delegate from Turkey had proposed a resolution calling on all parties to cease hostilities in the Middle East. Past-presidents Marie Fritz and Michael Beckford took issue with the resolution's language, arguing that the ISA was an open, democratic, and civil society. What happened to this proposal is that the Executive Committee will take it in future congresses for a discussion (this year) and (possibly) for a resolution for discussion in the next Congress.

What are some of the issues that this Executive Committee will take on in the next few years? ISA President Wieviorka has suggested eight issues:

(1) tackling the persistent question of languages;
(2) supporting junior sociologists; (3) enhancing internal democracy; (4) developing connections with professional, regional, and linguistic associations; (5) improving relations and exchanges with other disciplines; (6) initiating “State of the Art” projects; (7) exploring how to involve China in the ISA; and (8) increasing the membership.

I plan for this next World Congress in 2012 in Montréal, during ASA’s Annual Meeting, to discuss in greater detail the importance of these issues and the role that ASA can play in the context of the ISA.

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**Sociologists Receive Travel Support to the ISA Meeting**

In July, the International Sociological Association’s XVI World Congress of Sociology was held in Durban, South Africa. Thanks to a generous grant from the National Science Foundation (NSF), the American Sociological Association (ASA) was able to distribute $630,000 among 53 U.S. scholars to help support travel to South Africa. This funding helped ensure the participation of some 130 scholars who were actively collaborating with African scholars and planning to meet with their collaborators while in Africa for the Congress.

The ASA is pleased to continue its support of international cooperation and collaboration among the discipline. The ASA and the United States were well represented with 412 U.S. participants at the meetings, the largest number of delegates for one country. This includes the following scholars who were awarded ASA/NSF travel grants:

Sophia Aceord
Farhad Araghi
Shannon Arvizu
Judith Blau*
Cynthia Bogard
Aron Bonini
Yvonne Braun*
Peter Burke
Juan Jose Bustamante
Prudence Carter*
Erica Chito Childs
Esther Ngan-ling Chow
Peter Chuah
Ashley Currier*

Joshua Kjerulf Dubrow
Elise Durenploeg
James Fensel
Dana Fisher
Matthew Flynn
Brian Gareau
Tiffany Griffin
James E. Graber
Gabriela Guazzo
Kirsten Hopewell
Bruce Johansen
Jessica Johnson
Tiffany Joseph*

Michael Burawoy
Lucia Fort
Sally Hillsman
Carla Hovvey
Roger Reitanman
Katherina Rosich
Gay Seidman
Marcia Segal.

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**Burawoy and Fritz Elected to International Leadership Positions**

The International Sociological Association (ISA) has elected two of its five new vice-presidents at the recent 16th World Congress in South Africa. ASA is excited to see these individuals elected for such esteemed and influential international positions.

The ISA, a 3,700 member organization, also elected (with four-year terms) a new president, five vice-presidents, and 16 others to its Executive Committee. The new president, Michel Wieviorka of France, is at École des Hautes Études in Sciences Sociales, Paris. His responsibilities include developing intellectual unity with consideration for diversity; taking action against inequality in our discipline, developing new links with other disciplines and associations and being personally involved with many of a variety of ISA activities.

Burawoy, ASA’s President on National Associations, is the Goldman Distinguished Professor of the Social Sciences at University of California—Berkeley and a former ASA president. With this new position, Burawoy’s responsibilities within ISA are to organize regional meetings with representation from different individual societies around the world, publish papers from these meetings, encourage
Sociologists in Research and Applied Settings

This occasional column focuses on the interesting career paths and achievements of sociologists whose primary work in sociology is not in the academy or whose "extracurricular" work outside academic settings is noteworthy for its societal or policy impact. These sociologists are engaged directly with the public, applying methods of science and their sociological expertise to promote positive social change through community-based learning and research.

Sociologist Establishes Community Research and Learning Network

By Amy S. Hubbard, Senior Research Associate, JBS International, Inc.

Sociologists gathered at the annual meeting in August to consider the theme CoNtrOlling. Transgressive Boundaries. Thematic sessions explored “the complex processes and institutional underpinnings that create boundaries” within and across societies to better understand how inequalities are constructed and how they can be diminished. This theme reflected the fact that sociologists, whose professional centers on writing and teaching about public life, seek to participate in “constructing the public agenda.” Yet, in reality, we often face professional boundaries that can restrain our involvement in public life and make it difficult to build bridges with community leaders who are driving the public agenda.

Sam Marullo of Georgetown University’s Center for Applied Research and Learning (CoRAL) demonstrates the power of creative transgression in building partnerships that bridge the academy and local communities. He has been instrumental in building a new concentration in Social Justice Analysis in the sociology major. He was also recognized Marullo for this ground-breaking work by awarding him the Morris Rosenberg Merit Award.

Positive Social Change

CoRAL Network <www.coralnetwork.org> is a consortium of eight higher-education institutions and nearly 100 non-profit CBLR projects that seek to promote positive social change through community-based learning and research (CBLR). Marullo has been integrally involved with CoRAL Network from its beginning in 2003 when he co-wrote a winning proposal for a $1.2-million grant from the Corporation for National and Community Service. He has presided over the Board of Directors since that time. CoRAL’s five-member staff provides support in many ways, including:

1) Maintaining a website database where faculty and CBO staff can post their research needs and do searches for research partners;
2) Providing faculty training and technical assistance to CBLR administrators on partner campuses;
3) Organizing study groups, seminars, and an annual conference, each of which draws community leaders from all different sectors of the metro area; and
4) Facilitating special opportunities for student researchers from different schools to work together on a particular community issue, such as education or affordable housing.

This kind of support is essential in academia. Even though CBLR has received greater acceptance in recent years on college campuses, faculty with this orientation may find themselves isolated—especially at research universities where there is a tendency and promotion committees continue to view applied research and CBLR as less important and less rigorous than theoretically oriented scholarship. Furthermore, working closely with CBO staff entails creating a culture where a faculty member find a CBO partner? How can faculty and CBO staff effectively work together, given their disparate work cultures and professional norms?

Tapping Existing Networks

As a sociologist, Marullo realized that people are more likely to work together if they are already connected by social networks, so he set about to develop and strengthen networks between DC-area CBOs and universities. He also knew that academics would be more likely to engage in CBLR if the culture of academia supported it, so he set about to change that culture. Finally, as a community activist, Marullo understood that there is a smart and talented people from all over the outside world as a place where national leaders collaborate, negotiate and/or clash over the fate of the most powerful country in the world. However, with their work being less structured and more free, Marullo and CoRAL grew out of his involvement in a project at Georgetown University, where he is Chair of the Department of Sociology and Anthropology. Since 1997 he has taught courses such as Project DC, where students work with CBOs on research projects addressing community concerns, such as welfare-to-work programs, charter schools, and affordable housing. From 1997 through 2004, Project DC students contributed more than 5,000 hours of service to CBLR projects for 379 organizations, such as the Council of Latino Agencies and DC Central Kitchen.

Marullo played a central role in building a new concentration in Social Justice Analysis in the sociology major. He was also instrumental in the creation of Georgetown University’s Center for Social Justice—home to the Community-Based Learning Credit Program—and serves as the director of the Office of Research within the Center.

At present, Marullo is deeply involved in two student-led CBLR projects, both focused on DC’s affordable housing crisis. The Georgetown-Fairworks Research Project engages Georgetown students in using research skills to explore the possibilities for affordable housing development on public and faith-based organization-owned land in Anacostia, an historic area in southeastern DC. The Carver Terrace Community Building Project team works with residents of the former Section 8 complex as they transition from rental occupancy to cooperative ownership.

The DC Sociological Society’s Morris Rosenberg Merit Award is given for outstanding achievement in the last three years in areas such as scholarship, teaching, and leadership in non-traditional settings. In announcing the award, DC President Richard Kirshak declared that Marullo has “been a pioneer for his colleagues in the field, not only providing a model for undertaking collaborative research study, but also creating pathways to encourage continued research partnerships between the community and the academy.”

Sam Marullo has been effective in extending the reach of sociologists and their students into the broader community in Washington, DC.

Editor’s note: The CoRAL Network will be scaling back its programming this fall due to funding challenges. The Network will be maintaining a presence on the Web, including the research “matchmaking” application accessed through the homepage, to continue supporting CBLR efforts in the region. Readers and interested parties should check the website for news about the Network.

Regional Sociological Association Schedules

Eastern Sociological Society: March 15-18, 2007—Philadelphia, PA. Theme: New Diversity, Persistent Inequality. Contact President Phil Kasinitz, CUNY Graduate Center (pkasinitz@gc.cuny.edu). For more information, visit <www.esnnet.org>.

Mid-South Sociological Association: October 25-26, 2006—Louisville, KY. Contact President Thomas C. Callouh, Southern Illinois University-Carbondale (calrho@siu.edu). For more information, go to <www.midsouthsoc.org>.


New England Sociological Association: [Fall Conference] November 4, 2006—Keene State College. Theme: Intersections: Race, Class and Gender. Contact President Mel Manson, Endicott College (mmanson@endicott.edu). For more information, go to <web.bryant.edu/~nesa/>.


Southern Sociological Society: April 11-14, 2007—Atlanta, GA. Contact President Judith C. Blau (jpblaus@gmail.com). For more information, go to <www.ssmate.org/our/soss/>. Contact President Karen Sternheimer (sternhei@usc.edu). For more information, go to <www.pacificsoc.org>.

Southwestern Sociological Association: March 15-17—Albuquerque, NM. Contact President Patricia Martin (Allen, PatriciaM@untty.edu). For more information, visit <www.swsociology.org>.

President W. Allen Martin (Allen_Martin@mail.uttyl.edu). For more information, go to <www.midsouthsoc.org>.

Fall Conference: November 4, 2006—Keene State College.
Call for ASA Award Nominations

W.E.B. Du Bois Career of Distinguished Scholarship

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee’s curriculum vitae, as a package. Nominations remain under active consideration for five award cycles.

Cox-Johnson-Frazier Award

This award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. Nominations should include a summary of the nominee’s career or achievement, and the way in which it is consistent with the traditions of these outstanding African-American scholars and educators.

Distinguished Career Award for the Practice of Sociology

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

Distinguished Scholarly Book Award

This award is given for a single book published in the two calendar years preceding the award year (e.g., nominations for 2007 award should be published in 2005 or 2006). Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or an entire career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one’s own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and a one to two page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the Association may submit nominations for the Jessie Bernard Award. Nominations for career achievement should include a letter of nomination, a copy of the vita of the nominee, and examples of relevant scholarship or other materials.

Award for Public Understanding of Sociology

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee’s vita and a detailed one to two page nomination statement that describes how the person’s work has contributed to increasing the public understanding and knowledge of sociology.

Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2006 calendar year will be eligible for consideration for the 2007 ASA Dissertation Awards. Nominations must be received from the student’s advisor or the scholar most familiar with the student’s research. Nominations should explain the precise nature and merits of the work. Six copies of the dissertation must be submitted.

ASA Award for Excellence in Reporting of Social Issues

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public. This award is intended to promote a broader vision of sociology, and to gain public support for the sociological discipline.

Please send nominations for all awards to:
American Sociological Association
1307 New York Avenue, NW, Suite 700
Washington, DC 20005
Phone: (202) 383-9005/email: governance@asanet.org

The deadline for receipt of nominations is January 31.

Piven, from page 1

a series of polemics against the notion that full employment is the solution to economic issues were not all that preoccupied Frances in those years. In 1983, she co-founded, with Cloward, a group called Human SERVE, which was dedicated to the idea that if citizens were allowed to register to vote when they applied for aid from government programs or for drivers’ licenses, some of the historic administrative encumbrances on the right to vote could be overcome. The poor in particular, who often lack the time for voter registration, would be effectively enfranchised. Human SERVE’s approach was incorporated in the National Voter Registration Act of 1993, popularly known as the “motor voter bill.”

One anecdote about that sticks in my mind. Sometime in the mid-1990s, Frances found herself on the way to the airport without her driver’s license. She called Richard at their home and asked him to find it and bring it to her at the train station. He failed to find it, and instead brought her a photo of herself and Bill Clinton taken at the time of the signing of the motor voter bill. That was enough to get Frances on the plane.

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### Introduction to New Minority Fellows

#### Khaya Clark (SWS/SABS Fellow)
**Graduate Institution:** University of Oregon  
**Undergraduate Institution:** University of Oregon

Khaya is a fourth year PhD student at the University of Oregon. She earned a BA in Sociology and a BS in Labor Studies with minors in Business Administration and Spanish from Penn State in 1996. After graduation she worked for several years in higher education administration at the University of Oregon before returning to earn her MS in Sociology from Virginia Tech in 2002. Most recently she has been working on the Ohio Discrimination Project, under Vincent Roscigno. This project is the basis for her dissertation research on the psychological mechanisms of employment discrimination. Lissette also enjoys spending time in the classroom having taught several courses, including the Sociology of Education, Social Stratification, and Work, Employment & Society. She was selected as the Outstanding Graduate and Professional Student for 2002 at OSU. She is also an American demonstration grants serving ethnic Hispanic Caucus Fellow and a Form-Huber Fellow in the OSU Department of Sociology for 2003.

#### Mary Gee (NIMH Fellow)
**Graduate Institution:** University of California-San Francisco  
**Undergraduate Institution:** University of California-Berkeley

Mary, a San Francisco native, is a second-year PhD student in the Department of Social and Behavioral Sciences at the University of California-San Francisco. Since graduating from the National Institute of Mental Health (NIMH), she has co-funded several studies. With her PhD in Psychology, Mary has been employed as a Research Coordinator/VP with Davis Y. Is and Associates, a program evaluation consulting firm in the San Francisco Bay Area. She has gained valuable applied evaluation research experience working with nonprofits on projects related to diversity, access, effectiveness and quality time with friends and family.

#### Delores A. Forbes-Edelein (NIMH Fellow)
**Graduate Institution:** University of Central Florida  
**Undergraduate Institution:** University of Central Florida

Delores is a doctoral student in the Department of Psychology at the University of Central Florida. As a research associate with the department’s Institute for Social and Behavioral Sciences, she has gained considerable research experience in her role as a psychology manager for a wide variety of projects and impact study research projects conducted at the institute. Her doctoral research will build on her own innovative social outcomes model to identify the social and behavioral processes that contribute to early onset mental illnesses. Her research will attempt to help explain what aspects of children’s social location are most psychologically deleterious for African-American and Hispanic children, by gender, in order to articulate the pressures by which children and youths of different racial and ethnic groups and genders come to be overrepresented in populations with different psychological disorders.

#### Genevieve Pham-Kanter (NIMH Fellow)
**Graduate Institution:** University of Chicago  
**Undergraduate Institution:** University of Iowa

Genevieve is a PhD student at the University of Chicago. Prior to graduate school in Sociology, she worked for several years at the World Bank on international development and as a community organizer for World Concern, a program evaluation firm in the San Francisco Bay Area. She is currently involved in projects related to diversity, access, and environmental factors and institutions. Her research interests include examining the socio-cultural factors contributing to the prevalence of eating disorders among Asian Americans, as well as their implications for mental health treatment, access to care, advocacy efforts, policy, and mental health disparities. Mary is actively involved with the Academy for Eating Disorders and Dining Disorders Coalition for Research, Policy & Action.

#### Jooyoung Lee (NIMH Fellow)
**Graduate Institution:** University of California-Los Angeles  
**Undergraduate Institution:** University of California-Berkeley

Jooyoung attended University of California-Berkeley where he received his BA in Political Science and Interdisciplinary Studies. As an under-graduate, he was interested in Hip-Hop Culture, leading him to write his honors thesis and shoot a mini-documented titled “Hip-Hop Culture as a Form of Political Arts.” At UCLA, his primary areas of interest are in mental health/disorder, race, culture, urban sociology, and social interaction. His main research focuses on the everyday lives of individuals with autism. Through his current projects for Autism Research and Treatment, Jooyoung conducts participant observation as well as the ways that autistic youth use a ‘theory of mind’ and manage peer stigma within everyday school activities. Jooyoung has not lost his interest in hip-hop, however, having further developed his previous research by conducting an ethnographic study of young black men. This study reveals subtle forms of social cooperation and defense within a pulmonary disease com- monly linked to street violence and public disorder.

#### Zandria Robinson (Midwest Sociological Society Fellow)
**Graduate Institution:** University of Western Michigan  
**Undergraduate Institution:** University of Memphis

Zandria is a PhD student at the University of Memphis. Zandria attended the University of the Witwatersrand where she majored in Interdisciplinary Field Studies with an emphasis in Sociology, Ethnic Studies, and Women’s Studies. Zandria was awarded the Beth Hess Memorial Scholarship by the Sociologists for Women in Society last year for her scholarly and activist commit- ments towards social change. She recently co-authored an article with Edna Bonacich on global, racialized labor. Sabrina is interested in the intersect- ing oppressions of race, class, gender, and sexuality. Her research focuses on the mental health of lesbian and bisexual women of color. Sabrina is also interested in working with social justice mu- nity organizations.
African American communities. She has done extensive research on the effects of legal segregation. Her research indicates that discrimination and segregation perpetuated on African Americans during the 1900s and early 1920s. The ASA Council approved the standards, there are still opportunities for faculty input. The more faculty input we receive on the draft, the more useful the information is for librarians and faculty. The revised document can become a tool to:  
- Provide ideas for infusing coursework, assignments, and websites with content that will both increase students' anthropology and sociology knowledge and enhance their research skills.  
- Assist faculty and librarians in communicating with students about research and critical approaches to information.  
- Equip faculty and librarians with a discipline-specific understanding of “information literacy” which can be useful in discussions with administrators, curriculum committees, and students.  
- Facilitate faculty-librarian communication about information literacy goals and integrate relevant anthropological content into the assignments and exercises and send in the assignments and exercises you use in enhancing sociology students' library literacy.  
- Incorporate selected information into its sources.

In the full document, available on the ASA website, the standards have considerably more information. Each includes “key behaviors for success,” which provides criteria for assessment. Each has examples of library sources relevant to the standard, so faculty and librarians can map ways to expose students to the full range of sources. Finally and significantly, each standard addresses the ethical, sociocultural, and legal dimensions such that students will have a better sense of how to function in the library.

Please read these guidelines in full on the website, give us your feedback, and send the assignments and exercises you use in enhancing sociology students' library literacy.  

Susan Maciac MacIac@universityex. edu; Triveni Kushi Kuchi@rci.rutgers. edu; Edward L. Kain Kain@wuocioth. com; Carla B. Howery@ asanet.org
## ASA Teaching Resources Center—Call for Submissions

### Share Your Teaching Materials

| Teaching Resources Center (TRC) items are currently under revision to update readings, references, and ideas for instructors teaching courses on teaching materials may merit greater professional visibility and recognition. We invite you to send your instructional materials to the TRC editor(s) for consideration. Your ideas and suggestions regarding existing and future products and services are also welcome. The listed products are under development; course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching courses that are relevant to the list. It is important to send your materials electronically in MS Word format.

**Body:** Sociology of the Body: Syllabi and Instructional Materials, Erin Anderson, Washington College, erin@washcoll.edu

**Emotions:** Teaching the Sociology of Emotions, Richard Settersten, R.settersten@tc.fdu.edu

**Race & Ethnic Relations:** Teaching the Sociology of Race and Ethnic Relations, James Kitts, University of Washington, soc.ucsb.edu

**Sociology in the Age of Globalization:** Teaching Sociology in the Age of Globalization (Third Edition), Jill E. Fuller, UNC-Greensboro, jfuller@uncg.edu

**Peace and War:** Teaching the Sociology of Peace, War, and Social Conflict, Morten Ender, U.S. Military Academy, morten.ender@usma.edu

**Portfolio:** Teaching Portfolios, Dan McGuire, University of Washington, dmcg@u.washington.edu

**Race & Ethnic Relations: Teaching:** Racism, Goodness-Great, and Other Teaching Re sources (Third Edition), Elizabeth J. Renzetti, Renzetti@cmu.edu

**Research Methods:** Qualitative Research Methods: Syllabi and Instructional Materials, John T. Urry, urry@soc.columbia.edu

**Rural:** Rural Sociology, Carol Jenkins, Glendale Community College, carol.jenkins@gmail.maricopa.edu

**Sexuality:** The Sociology of Sexuality and Sexual Orientation, Teaching Materials, Betsy Luch, Indiana University-South Bend, bluc@iub.edu

**Social Problems:** Teaching Social Problems: Syllabi and Instructional Materials, Bruce Firestone, Firestone@wisc.edu

**Student Clubs:** Sociology Student Club Toolkit, Kyle Murphy, American Sociological Association, apsasa@asu.edu

**Violence:** Violence in American Society, Suzanne Leal, Suzanne.leal@asu.edu

**Visual:** Teaching Sociology, Diana Papademas, SUNY-Old Westbury, papadem@oldwestbury.edu

**Welfare:** The Welfare State Revisited, Robin L. Leedy, Robin.L.Leady@ubc.ca

**Writing:** Handbook of the Mechanics of Paper, paper-practitioners, researchers, and graduate students from around the world, fostering international relationships among members, university departments, research organizations and national associations. ISA’s dues structure allows those in economically developed countries to support the participation of those from countries facing economic difficulties in maintaining membership. Changes membership are favorable for seniors and students. Graduate students particularly make a valuable contribution to the discussion of the expense-paid student laboratory, and future products and services are also welcomed. They collaborated on almost everything until her death in 1982, where she attracted a succession of adoring graduate students. They would be one of her best), makes an intellectually impeccable argument for the role of disruption in progressive social change. France herself is modest about her “lifetime achievements.” After all, welfare reform was enacted in an especially punitive form, and the motor voter law has been in force for over a decade. In addition to attending the annual meetings of the American Sociological Association, she published Labor Parties in Post-industrial Europe. In addition to being a lucid and compelling writer, she had become a powerful public speaker, and when she wasn’t writing or working with Human SERVE, she was traveling to speak on college campuses, for professional organizations, and at national and international conferences. She became a close friend and ally of Senator Paul Wellstone, who reliably championed the poor in the Senate, until his untimely death in 2001. Meanwhile, her academic career had been defined by the conflict between Boston University president John Silber and much of his faculty. When it became clear that the university’s leadership would pay little attention to the many of the faculty leaders left or were forced out, she transplanted herself to New York University in the late 1960s, where she attracted a succession of adoring graduate students. They would arrive at her apartment a dozen at a time, for lengthy discussions over Chinese tea: “nothing told me she thought of them as her “daughters and sons.” Within the last few years, she received increasingly mainstream academic recognition, winning a Distinguished Career Award for the Practice of Sociology from the ASA (2001), a Lifetime Achievement Award in Social Work Education from the Council of Social Work Education (2001), the ASA Award for the Public Understanding of Sociology (2003), and a Charles E. McCoy Lifetime Achievement Award, from a section of the American Political Science Association (2014). In 2002, she lent her own name to a new annual scholarship fund named in her honor and Richard A. Cloward Award from the New Political Science Section of the American Sociological Association. Meanwhile, the books kept coming: a revised and updated edition of Why Americans Don’t Vote: The Voter Turnout Enigma was published at Home: The Domestic Costs of Bush’s Militarism in 2004, and Challenging...
Meetings


Spring Meeting of the ASA Methodology Section, March 2-3, 2007, hosted by Yale's Department of Sociology and the Center for the Study of Race, Ethnicity, and the Life Course (CQKLE). Paper submissions related to any topic in research methodology are welcome. Deadline for submission: March 14, 2007. Contact: Paul S. Glickard at paul.glickard@yale.edu or Sara Zhong at sarazong@yale.edu.


Criminology and Justice in Chinese Societies: Global Challenges, Local Responses, March 17-18, 2007, The Chinese University of Hong Kong (CUHK). Jointly organized by the School of Law and Department of Sociology at CUHK, this international conference will feature topics related to crime, law, and justice in mainland China, Hong Kong, Macau, Taiwan, and other Chinese societies. One-page abstracts due: December 20, 2006. Submit abstract contact information to Mark S. Gaylord, School of Law, The Chinese University of Hong Kong, Sha Tin, Hong Kong. Visit www.sog.cuhk.edu.hk for more information.


National Conference on Restorative Justice, June 24-27, 2007, University of California-Davis, in conjunction with CAJS, the Center for Justice, Conflict, and Dispute Studies at UCD. For more information, visit www.sppsi.ucdavis.edu. Scholars working on multi-sectoral and interdisciplinary research on a range of public policy issues are encouraged to participate. For more information, visit www.sppsi.ucdavis.edu. Application deadline: January 26, 2007.


ASA Section on Teaching and Learning Annual Meeting, September 13-16, 2007, San Francisco. For more information, visit www.asanet.org.

The Center for the Study of Race, Ethnicity and Poverty (CSP) at Princeton University announces the establishment of the Samuel DuBois Cook Postdoctoral Fellowship. Scholars interested in the study of race, ethnicity, and the intersection of gender with race and ethnicity are invited to apply for this one-year fellowship. See the “Guide for Authors” in the journal or visit www.annualmeeting.asanet.org for more information.

The UCLA Institute of Industrial Relations (IIHR) Pre-Doctoral Fellowship Program supports a new generation of scholars with interests in labor and employment. Announced for 2007. The Institute awards an annual stipend of $52,000 (plus benefits) plus postdoctoral training in youth health promotion and disease prevention. Students interested in public law, comparative constitutional law, urban planning, or a closely related discipline are invited to submit applications for the 2007-08 fellowship year. Applications must be received by January 15, 2007. For more information and application forms, visit www.iir.ucla.edu.

Funding

2007: The 30th Annual FootNotes: A Symposium on Social Theory, held at Pepperdine University, Malibu, California. For more information, visit www.footnotes.org.

The 2007-2008 fellowship year. Applications must be received by January 15, 2007. For more information and application forms, visit www.asanet.org.

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Viviana Zelizer Distinguished Scholarship Program. Any social and/or behavioral sciences are eligible. The Zelizer Distinguished Scholarship Program seeks to advance research on a range of public policy issues. Applications for the 2007-08 fellowship year must be received by January 15, 2007. For more information and application forms, visit www.asanet.org.

Viviana Zelizer Distinguished Scholarship Program. Any social and/or behavioral sciences are eligible. The Zelizer Distinguished Scholarship Program seeks to advance research on a range of public policy issues. Applications for the 2007-08 fellowship year must be received by January 15, 2007. For more information and application forms, visit www.asanet.org.

Competitions

2007 Hans O. Mauk Award. The 2008 Mauk Award seeks nominations for the 2007 Hans O. Mauk Award. Nominations are solicited for contributions to Understanding Societies. To nominate someone for this award, send a letter of nomination to the Award Committee Chair, indicating the nominee’s institutional affiliation, and the nominee’s distinguished contributions to undergraduate sociology. For more information, visit www.sspsonline.org.
In the News

Benigno Aquino, University of Delaware, was quoted on September 11, 2006, about the response that federal agencies are making to the problems and groups in disaster situations.

Omar H. Altalib, University of Maryland, was interviewed on Voice of America on July 6, 2006. The American Sociological Association 2006 Annual Meeting was also mentioned in an August 29 interview about an op-ed article published in the New York Times.

Laura K. Brown, University of Illinois-Chicago, was quoted in the August 28, 2006, NPR’s On the Media, "Sex and the Impact of Volcanic Eruptions on the History of a Philippine Culture," and the Daily Inquirer article on August 30 and September 1, discussing new research on a Philippine myth.

David L. Brunsma, University of Delaware, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Wayne Brekhus, University of Missouri-Columbia, was quoted in the August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Jennifer Bossher-Jennings, Columbia University, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Andrew Beveridge, Queens College, was interviewed on October 5, 2006, in WWRB-AM on a call in radio show and Washington Post Radio about real estate costs in the district. In an August 13 New York Times article about the median income of blacks being higher than that of whites, he was quoted in the August 3, 2006, article "Race, Location and the New Census Data," discussing how housing costs have become a serious burden across the United States. His work was also the topic of an October 3 New York Times article.

Diane R. Brown, University of Medicine and Dentistry of New Jersey, was interviewed on September 12 for NBC Nightly News about the recent National Academy of Sciences report on the reevaluation to comply with the No Child Left Behind Policy.

Mary Stanley, University of Illinois-Chicago, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

David L. Brunsma, University of Delaware, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Claudia Buchmann, Vincent Rossoigni, and Dennis Condron, all of Ohio State University, were quoted in the August 30 interview about an op-ed article that appeared in the Cleveland Plain Dealer, about the impact of the 9/11 attacks.

Mary Stanley, University of Illinois-Chicago, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Philip Cohen, University of North Carolina at Chapel Hill, was quoted in an August 30 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Johns Hopkins University, and David rape, University of California-Los Angeles, were quoted in an August 29 New York Times article about marriage rate trends among U.S. males over age 40 as a function of education level.

Brett Johnson, Luther College, was quoted in an August 30 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Erin Klineben, New York University, was interviewed by the following outlets during July and August: ABC World News, the CBS Early Show, NPR's All Things Considered, NPR's On the Media, NPR's News and Notes, the New York Times, the Chicago Tribune, Chicago Sun-Times, Los Angeles Times, Christian Science Monitor, Sacramento Bee, the Fresno Bee, the Associated Press, Agence France Presse, WNPR-New York, WNYC-New York, WBBM-Chicago, ABC/California, Gothamist, and Gawker.

Barry Kosmin, CUNY Graduate Center, was quoted in a September 12, 2006, USA Today article about the results of a 2005 national random sample survey of adults conducted by the Values Research Network.

Charles A. Gallagher, Georgia State University, was interviewed by the Atlanta Journal-Constitution and the Clayton News Daily about white racial attitudes and the uniqueness of President George W. Bush, pointing out the differences between the president and a county adjacent to Atlanta.

Kathleen Gerson, New York University, was quoted in an October 1 New York Times article about a story on "Victorianism" and "gynocentrism" discussing the stress of a groom planning a wedding.

Ross Haenfler, University of Missouri-Columbia, was quoted in an August 30 and September 1 interview about an op-ed article titled, "The Spoiled Rich" discussing the gender gaps in American culture.

Raymond annoyance, is the co-founder of the National Clinicians Training Program, was quoted in the September 20 issue of the International Journal of Drug Policy.


David L. Brunsma, University of Delaware, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Kevin Dougherty, Columbia University, had their recent national survey of participants in the May 31, among others, discussing her recent findings from the second edition of the book, "The New American Middle Class".

Laura K. Brown, University of Illinois-Chicago, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Karen Dubinsky, University of Illinois-Chicago, was quoted in an August 29 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.


Millie McKenzie, University of Arizona and Duke University, Lynn Smith-Levin, Duke University, and Mary G. Popenoe, Ohio State University, were quoted in the September 11, 2006, Washington Post article about findings from research on the gender gaps in American culture.

Jerry Lembcke, Holy Cross College, was quoted as the author of the Spitting Image Myth, Memory, and the Legacy of Vietnam in film reviews by the New York Times on April 19, 2006, and the LA Times on May 3, and several other publications for his appearance in the anti-war documentary, "For Inc. Your Life.

John R. Logan, Brown University, was quoted in the August 30 interview about an op-ed article that appeared in the New York Times, "The Future of Social Science Education to Comply with the No Child Left Behind Policy.

Sharon Methvin, Clark College, was profiled in a September 17, 2006, article in The Columbian for her rescue work in New Orleans saving animals left behind after Hurricane Katrina.
In Transition

Janet Armenta-Cortez has joined the school of sociology and anthropology at California State, Monterey Bay, as an assistant professor.

Edward A. Wren, Movements Matter: The Territorial Plan and the Rise of Social Journalism

North Carolina A&T State University

Shelley Clark was promoted to associate professor of sociology and research scientist in the department of sociology and social policy at McGill University.

Mark Fossett, Texas A&M University-San Antonio, was promoted to head of the department of sociology.

Odie Johnson, Jr., accepted a faculty appointment at the University of Maryland College of Behavioral and Social Sciences.

Kamery A. Mahafy, Millerville University, was promoted to director of the Latino-studies minor program.

Roderick C. Goudeman, Baruch College-City, was appointed to the University City Mayor Michael Bloomberg to be the chairman of the City Mayor Bloomberg to the Commission on Day Labor Job Centers.

Greg J. Duncan, Northwestern University, was appointed to the Board of the Center for Consumer Financial Education.

Roderick C. Goudeman, University of California-Berkeley, was quoted in a September 2006 USA Today article on President Bush’s approval rating being related to the price of gasoline.

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David R. Catlin, Community College of Rhode Island, has been named a mem- ber? (Stephanie Institute Press, 2006).

Vasilek Demus, University of Min-nesota-Minneapolis, and Tedder-Segal, Indiana University Southeast, (eds.), Gender and the Social Life of Science: Theory, Research, and Action, Advances in Gender Research Vol. 10 (Elsevier, 2006).


Laura Fingerson, University of Wisconsin-Milwaukee, Girls in Power, Gender, Body, and Menstruation in Adolescence (SUNY Press, 2006).


Gerald Handel, City College and Gradu- ate Center-CUNY, Encyclopedia of Socialization, 2nd ed. (Aladdin Transaction, 2006).

Gerald Handel, City College and Gradu- ate Center-CUNY, Spencer Cahill, Uni- versity of South Florida, and Frederick Elkin, York University, Cults, Me, and the Trust: The Sociology of Children and Child- hood Socialization (Routledge Publishing Company, 2006).

Chester Hartman and Gregory D. Squires (eds.) (t/are) There is Now Such a Thing as a National Disaster Race Class, and Hurricane Katrina (Routledge, 2006).

Eiko Ikegami, New School for Social Re- search, Gender, Bodies of Unity: Aesthetic Networks and the Political Origins of Japan (Routledge, 2006).

Roberta Rehner Iversen (Cambridge University Press, 2005).


Dudley L. Poston, Jr., Texas A&M Uni- versity, Cho-Fu Lee, Catholic University, and Donald B. Schweitzer, Texas A&M-University-Kingsville, Sherry L. McKibben, University of Texas-Fort- worth, and Carol S. Waller, Texas A&M University, (eds.) (eds.) (eds.) (eds.) Fertility, Family, and Population Policy in China (Routledge Publishers, 2006).

Theda Skocpol, Ariane Liazos, and Marshall Ganz, Harvard University, What is a Mighty Power We Can Reclaim American Federalist Groups and the Struggle for Quality (Princeton University Press, 2006).

Marcia Tedder Segal, Indiana University Southeast, and Theresa A. Martinez, University of Utah, (eds.) Intersections of Gender, Race, and Class: Readings for a Critical Landscape (Rowman & Littlefield, 2006).

DePaul University. The MA Program, in Women’s & Gender Studies, will be a 12 course Project, or a Portfolio Option. For More In- formation, go to the website at <www.aamhrs.net>. Castle Harford at skosh@skosh.org.

MA in Women’s & Gender Studies, DePaul University. The MA Program, beginning in Fall 2007, will be a 12 course Project, or a Portfolio Option. For More In- formation, go to the website at <www.depaup.edu>.

Section on Alienation and Social Integr- ation. The new ASA section-on-information on Alienation and Social Integration is seeking committee members. It is interested in new sections on information and strategies for promoting understanding and evaluation of social and cultural influences. The organizers hope to advance the ideas and values of the group, develop the work of the 1950s and ’60s by Peter Rossi and colleagues and create a website. Contact Professor Vincent Jeffries at vsj1@uw.edu.

Deaths

Donald H. Bouma, Calvin College and Western Michigan University, died on August 8, 2006 in Sun City, Arizona. A former professor and chair of sociology at Western Michigan University, died on August 17, 2006.

Polly Smith Grimshaw, 74, of Blooming- ton, died August 17 after long battle with myelosclerosis, a cancer of the bone marrow.

William F. Kenkel, Georgetown College, passed away on September 28, 2006.

Emile Jean Pin, CIRS, died while travel- ing back to his work in Hebron on July 17, 2006.

Peter Rossi, University of Massachusetts- Amherst, died October 7 at his home in Amherst, MA. He was 94.

Obituaries

Bernard Barber (1918-2006)

Over a long career at Smith College, Columbia University and Bernard Col- lege, Bernard Barber provided a model of clear purpose, scholarly integrity, wide-lenging inquiry, and fidelity to those who relied on him.

Although we might place him as a general theorist of social systems, he also made substantive contributions to the sociology of science, medical ethics, sociology, and the analysis of economic processes. Sosa is called a “truffle-finger” by his students, with great clarity, sociological ways of thinking about them. His work on economics of information and economic processes—illustrates the breadth and depth of his work.

Bernard Barber helped found the sociology of science, and has published, more than a half century ago, the classic book “The Independent Justice Statistics – 2006 Edition

European Sourcebook of Crime and Crim- inology. The third edition of the Euro- pean Sourcebook of Crime and Criminal Justice Statistics — 2006 has been published. You can freely access the elec- tronic version of the website at the Research and Documentation Centre of the Dutch Ministry of Justice in the following link: <www.rvd.nl/onder- zoeken/onderzoek/416.asp>

New Immigration Website. Launch of a new website by the Berkeley Interdisciplinary Immigration Workshop and the Institute of Industrial Relations - <www.irr.berkeley.edu/immi-gration/index.html>. The website is designed to cover issues pertaining to immigration issues, includ- ing immigration, teaching courses with immunity among those three options. A new course access to news stories on immigration in the United States and abroad.

New Publications


International Journal for the Scholarship of Teaching & Learning. A new, interna- tional, peer-reviewed, open access jour- nal, entitled International Journal for the Scholarship of Teaching & Learning (IoSTL) at: <www.georgiaou.edu/~iostl/> will be published by the Center for Excellence in Teaching at Georgia A&M University-Kingsville, with the inaugural issue scheduled for January 2007.


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Grant-Mentoring Program for Mental Health Researchers. The African Amer- ican Mental Health Research Council invites applications for the African American mental health re- search grant program. The African American Mental Health Research Council is seeking proposals for the new grant program beginning in 2007.

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Karl Frederick Schuessler, born in Quincy, IL, on February 16, 1916; died December 26, 2005, in the oncology wing of the Bloomington Hospital. Members of his family were visiting him during the holiday. Karl’s wife, Lucille, died in May 1987. He is survived by some Tom (Teresa), AZ, and Brian (Lake Forest Park, WA), five grandchildren, and a great-grandchild who he met shortly before he died.

Karl was a devoted husband, a loving father and grandfather, a talented jazz clarinetist (who played professionally while in his teens and with faculty and town musicians in Bloomington), a na-
vival officer in World War II, a statistical innovator, and a chair and developer of the Department of Sociology at Indiana University. After his term as chair, he maintained his loyalty to the university, but nonetheless became a staunch critic of overreach and malfeasance by uni-

versity administrators. Founder of the Department’s Institute of Social Research (now the Karl F. Schuessler Institute for Social Research), Karl was a mentor to generations of graduate students and young faculty.

Karl was a consummate professional and made contributions in research, teaching, and service to sociology, to his specialty (quantitative analysis and meth-

ods), to the ASA, and to other professional associations, to Indiana University, and to U.S. and world society. He published in major sociological journals (American Sociological Review, American Journal of Sociology, and the Annual Review of Sociol-
ey), in specialty publications (Sociometry, Sociological Review, American Journal of Sociology), and on topics ranging from children’s learning of relative values of crops to “quality of life” variables and the welfare state. He also considered neglected contributors to sociology in the public-minded sciences (see, for instance, John Gau-

Theodore). Schuessler authored and edited more than a dozen books, including three editions of Statistical Reasoning in Sociol-
ey (1945, 1953, and 1964), the National Academy of Sciences, the National Re-

search Council, and the National Academy of Public Administration. He was a member of several committees and as an elected member of the Faculty Council.

Karl was a consummate statisti-

cal folklorist, a visitor to his “Tin Roof Blues” and “Kansas City Stomp.” In addition to his visiting stints in Bamberg and Manchester, he resulted in books, Schuessler held visiting positions at the University of California-Berkeley and the University of Washington.

Karl greatly enjoyed reading and for many years belonged to a monthly book discussion group. He was fond of music and profusely enjoyed the rich-

ness of music available at the Indiana Uni-

versity School of Music. He was a meri-
ties of handball player (perhaps a mis-

综括) who he met shortly before he died.

Karl’s work on technology and the handicapped, for the National Academy of Sciences, reviewed grant propos-
sals for the National Science Foundation, and wrote reports for the U.S. Congress on technology and the handicapped, for the Department of Education on federal funding of liberal arts colleges, and on varied topics for the National Institute of Health and for the National Academy of Sciences.

In her last Annual Faculty Report, she wrote that she had been able to do no research due to illness that sapped her energies. Despite this illness, she taught several courses, served on several committees, and on the Executive Board of the American Sociological Association.

Finally, Karl is among a small number of sociologists whose library catalog entries include a cassette of such Dixieland fa-

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Government Agencies and 501c3 Nonprofit Organizations

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November 2006 Footnotes

Exciting New ASA Member Benefits!
The ASA online database is now accepting renewals and applications for 2007 membership. In 2007, ASA is introducing a number of new benefits. ASA members can find discounted prices on automobile and home insurance, discounts on hotel reservations, and comprehensive health insurance coverage, office supplies and more. See the new member benefits page at <www.asanet.org> for complete information. Among the new benefits offered in 2007 are:

Member Discussion Boards
ASA members can share information through an interactive discussion board on the ASA website. Members may post messages in individual topic forums (several of which are officially sponsored by ASA sections), sociological practice and teaching, academic journals, current news, and other general topics. Please visit our online discussion board at <www.asanet.org/Forums/>. You will need to register in order to participate in online discussion threads.

Comprehensive Health Care Insurance Coverage
Provided by Assurant Affinity Health: <www.affinityhealthplans.com/asa>
Toll-Free Phone Number: (888) 626-5873
No code is necessary; just mention that you are a member of ASA.
If you do not have medical insurance, you have the option of selecting different health care insurance packages from Assurant Affinity.

Discounts with Choice Hotels
<www.choicehotels.com> (ASA ID Code: 00803219)
Toll-Free Phone Number: (877) 424-6423
Members receive discounts on room rates at all ChoiceHotel properties, including Comfort Inn, Clarion, Sleep Inn, EconoLodge, and more.

Car Rental Discounts
Members save up to 20% by using special ASA discount codes at the following companies:

Hertz
<www.hertz.com> (ASA Discount Code: 453806)
Toll-Free Reservation Number: (800) 654-2211

Alamo
<www.alamo.com> (ASA Discount Code: AMSOCIO)
Toll-Free Phone Number: (800) 354-2322
National
<www.nationalcar.com> (ASA Discount Code: AMSOCIO)
Toll-Free Phone Number: (800) 227-7368

Membership in ASA benefits you!

Upcoming ASA Funding Opportunities

Community Action Research Initiative
Deadline: February 1, 2007
Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, these small grants encourage sociologists to undertake community action projects that bring to bear social science knowledge, methods, and expertise in addressing community-identified issues and concerns.

ASA Congressional Fellowship
Deadline: February 1, 2007
Sponsored by the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy, the Congressional Fellow serves for six months as a member of a staff office in the U.S. House or Senate. The Fellow will learn the workings of Congress and will share the uses and contributions of sociology with the placement site.

Fund for the Advancement of the Discipline
Supported by the ASA through a matching grant from the National Science Foundation, the goal of FAD is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities such as conferences. FAD awards provide scholar's with small grants ($7,000 maximum) for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration.

Minority Fellowship Program
Deadline: January 31, 2007
Supported by a grant from the National Institute of Mental Health, this long-standing American Sociological Association training grant supports pre-doctoral graduate education for sociology students.

ASA Teaching Enhancement Fund—Small Grants Program
Deadline: February 1, 2007
The ASA Teaching Enhancement Fund Small Grants Program provides support to an individual, department, program, or committee of a state/regional sociology association to enhance the teaching of sociology that will have systemic and enduring impact on the teaching and learning of sociology.

For more information on each of these Funding Opportunities, visit <www.asanet.org> and click on “Funding.”

Save the Dates!
102nd ASA Annual Meeting
August 11–14, 2007
New York, New York
Theme: Is Another World Possible?

ASA 2008 Meeting—"Worlds of Work"
August 7–4 in Boston, MA