Looking forward to the 2007 ASA Annual Meeting in New York…

Down and Out in New City

Despite Well-Intentional Social Policy, New York’s Homeless Problem Is Worsening

by Mitchell Dauinger, Princeton University and CUNY’s Graduate Center, and Patrick Markor, Coalition for the Homeless

A generation of sociological study and activism on homelessness—both in its measurement and in thinking about what to do about it—has influenced public debate and initiatives on combatting homelessness in New York City over the past few years. In late 2005, Mayor Michael Bloomberg, responding to calls by advocates and service providers, announced a 10-year agreement with then-Governor George Pataki to finance and develop 9,000 new units of supportive housing—subsidized permanent housing with social services—for chronically homeless people and people living with disabilities. The key idea motivating Bloomberg was to reduce the reliance on temporary shelter and to expand the supply of cost-effective supportive housing, which is an idea that many sociologists have long advocated. Bloomberg’s initiative to build more supportive housing was part of a larger plan announced a year earlier to reduce homelessness in New York City by two-thirds over five years. At that time, the City released and posted on its website information on homelessness in New York City over the past few years. In late 2005, Mayor Michael Bloomberg, responding to calls by advocates and service providers, announced a 10-year agreement with then-Governor George Pataki to finance and develop 9,000 new units of supportive housing—subsidized permanent housing with social services—for chronically homeless people and people living with disabilities. The key idea motivating Bloomberg was to reduce the reliance on temporary shelter and to expand the supply of cost-effective supportive housing, which is an idea that many sociologists have long advocated. Bloomberg’s initiative to build more supportive housing was part of a larger plan announced a year earlier to reduce homelessness in New York City by two-thirds over five years. At that time, the City released and posted on its website detailed implementation plans with timelines and targets. Unfortunately, despite the laudable and ambitious goals outlined in the Mayor’s plan, visitors to New York City this summer will encounter a city that is falling significantly behind on its own benchmarks for the plan’s implementation. There is an all-time record number of homeless families residing in shelters as well as thousands of individuals still literally sleeping on city streets and in the subway system.

Low Wages and High Rent

One reason for rising family homelessness may be flaws in the city’s “Housing Stability Plus” program (HSP). Launched in December 2004 to replace federal Section 8 vouchers for homeless families, HSP provided declining rent subsidies to families to move them out of shelters and into permanent housing. However, the number of homeless families moved to permanent housing fell by 11% last year to 5,960, the lowest number in four years, and HSP moved fewer families in its second year of operation than in its first (4,524 families in 2005 vs. 4,053 families in 2006).

Part of the problem with the current rent program seems to be a 20 percent annual reduction in the rent supplement provided to formerly homeless families, and rules excluding the working poor and disabled people from the program. Indeed, under HSP rule, families in the program are prohibited from leaving welfare for work. With the fact that their rental assistance is reduced over time, housing costs have been skyrocketing while wages cannot keep up. According to data from the Census Bureau’s Housing and Vacancy Survey, between 2002 and 2005 (the most recent data available), the number of apartments available at rents of less than $1,000 (in 2005 constant dollars) fell by 156,833, while the number renting for $1,400 or more grew by 63,187, an increase of almost 25 percent. Despite this evidence of worsening affordability problems confronting renters, the Bloomberg administration recently announced it will replace the HSP program with a new rent subsidy aimed at homeless families, which is limited to only one or two years—again, raising concerns among experts across service delivery, advocates, and homeless service providers.

Counting the Homeless

The number of homeless families has traditionally been hard to count, with City estimates, for reasons far fewer than both scholarly counts and the estimates by advocates. In recent years, Professor Michael B. Katz (the classic Reckoning With Homelessness) from the Mailman School of Public Health at Columbia University, has worked closely with the City’s Department of Homeless Services as it conducted an annual count of homeless residents in New York City.

Looking forward to the 2007 ASA Annual Meeting in New York…

Plenary Examines Popular Culture as Propaganda and Critique

By Bonnie Thornton Dill, University of Maryland and ASA Vice President

Popular and commercial cultures have long been important sites of cultural conflict, where ideas about social relations are persuasively embedded and in constant negotiation with critiques of such ideas. Academic discussions on popular culture started as soon as contemporary mass society formed itself, and the views on popular culture that were developed at that time still influence popular culture as propaganda and critique within contemporary America. Given the explosion in scholarly interest in popular culture, which encompasses such mediums as comic books, digital media, hip-hop, television and the Internet, the “Popular Culture as Propaganda and Critique” plenary on August 11, 2007, offers diverse perspectives about the extent to which popular culture can serve as a force for progressive social change. Central to this year’s theme, “Is Another World Possible? Sociological Exhancements and Contemporary Politics,” this plenary is dedicated to the development of dialogue not only between classical and sociological perspectives and contemporary politics but also between the United States and the peoples and their countries whom we affect and who affect us. As globalization spreads, the intellectual formulations, political stances, and popular investments about the extent to which popular and commercial cultures can serve as a force for progressive social change also increases.

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In This Issue . . .

What the Federal Budget Says About Fiscal Priorities

On Capitol Hill, the ASA Congressional Fellow examines the deeper meaning of the federal budget.

The Exciting World of Encyclopedias

Whether looking at modern day sociology or taking an international perspective, sociologists write or edit numerous encyclopedias.

The Good, the Bad, and the Misunderstood

For the best Annual Meeting presentation, be visual not verbose.

A Century of Social Science

The ASA looks back as the Russell Sage Foundation celebrates 100 years of strengthening the social sciences.

Seven ASA-NSF Grants Awarded

The Fund for the Advancement of the Discipline awards innovative research projects and scientific conferences.

Chapel Hill’s Sociological Approach to Management

Call it Management and Society, Not Industrial Relations.

Getting a Kick Out of Gender Empowerment

Martha Thompson found her sociological purpose by teaching underserved women self-defense.

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The Executive Officer’s Column

An “Accountability Squeeze” on Higher Education

In September 2006, U.S. Department of Education (DoE) Secretary Margaret Spellings unveiled an ambitious plan—perhaps “campaign”—better captures its complexity—to implement the recommendations of her Commission on the Future of Higher Education. The Commission’s much-anticipated report—and ensuing year of debate and research—was intended to present to the higher-education leadership, policy-makers, and the public suggestions to help improve American public higher education. The multifaceted plan has been both controversial and provocative, and sociology education has a serious stake in its fate.

Conflict arises as educational institutions are driven increasingly by market forces, as well as state and federal regulations, while stakeholders try to maintain core academic missions and values. Public debate continues as the report, A Test of Leadership: Charting the Future of U.S. Higher Education (see www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf), has fostered much discussion about higher education’s role and efficacy. With but one dissenting vote, the Commission’s members voted last August to approve the report, one of several recent assessments that constitute a mounting “accountability squeeze.” By now, it is the rare faculty member or administrator who is unaware of the report’s primary emphases on accountability, access, and affordability, and who is unaware that it is important that sociologists in higher education educate themselves about the details and implications.

Five-Step Program

The Commission proposes a combination of federal laws, regulations, and financial incentives for various higher education stakeholders to implement the recommendations. Last fall, Spellings specified her plans for five immediate steps:

• Expand the No Child Left Behind Act to secondary schools, thus providing a measure on how many high school students graduate unprepared for college-level work.
• Streamline the process by which students apply for financial aid to help families. This will necessarily entail congressional legislation.
• Develop a national higher education “unit records” information system that protects student privacy while permitting an assessment of student learning. Despite DoE assurances, many fear, among other things, the privacy-violating potential of this system.
• Provide matching funds to colleges, universities, and states that collect and publicly disseminate measures that describe their students’ learning.
• Convene accreditation organizations, higher education leaders, and other types of policymakers in the fall of 2007 to move the country’s college accreditation system toward measures of student achievement.

High Stakes

DoE leadership considers the accreditation process—a self-regulatory process consisting of private and public-sector players—as a strategic entryway into higher education through which the federal government can achieve many of the recommendations. Accrediting organizations oversee quality control at the majority of U.S. colleges and universities, but DoE, through its NACIQI (the National Advisory Committee on Institutional Quality and Integrity), oversees accreditors. Furthermore, DoE has undisputed leverage over receipt of federal financial aid by students at higher education institutions.

Many assert that DoE’s recent activity has fueled a “false crisis.” The stakes have increased, however, for scholars/educators concerned with the integrity and independence of higher education. For example, the DoE wants to establish a standardized set of federally monitored student learning outcomes that would be applicable to all institutions. The DoE also wants a flexible transfer of credit requirement. If DoE is successful, higher education will move quickly toward a federal system of accreditation, significantly altering current relationships among accrediting organizations, educational institutions, and the DoE. Sociological research strongly suggests that it will be less financially viable smaller colleges and two-year colleges—where the majority of students from lower socioeconomic status backgrounds and many students of color begin their higher education careers—that would be most vulnerable to losing accreditation as a federalized system begins to require expensive curriculum reforms and more extensive student assessment focused on quantitative measurement of educational outcomes.

DoE did respond to educational community concerns about the highly controversial Integrated Postsecondary Education Data System and regulations proposed for monitoring student learning. ASA members need to be attentive to and offer comment on future regulatory proposals and to work collectively at their home institutions and professional associations to present elected federal officials with their concerns.

Other Opportunities to Influence

At the March 2007 DoE summit of national-level participants, a range of matters surfaced related to the affordability-access-accountability triad that now inextricably identifies the Commission. DoE is hosting a series of June summit meetings to gather information—in a roundtable format—from local- and regional-area educational institutions. The summits are in Kansas City (June 5), Seattle (June 7), Phoenix (June 12), Boston (June 14), and Atlanta (June 19). Vickie Schray, DoE Senior Advisor to the Under Secretary, seeks informed individuals in higher education to discuss student success indicators in all fields, including sociology, and ways in which such indicators could be integrated into accountability systems. In addition, the DoE plans to meet this summer with representatives of disciplinary societies, including ASA, to discuss how student success indicators can be made comprehensive and visible. ASA members interested in contributing to this issue of national student outcome indicators in higher education should contact the ASA Public Affairs Office (Lee Herring at herring@asanet.org).

—Sally T. Hillman
Is the Federal Budget a Moral Document?

by Rebecca Sager, ASA Congressional Fellow

It is simply immoral for this government to continue to mortgage our children’s futures through policies that lead only to growing deficits and deeper national debt. Tomorrow, we are going to see a stark choice between the needs of the nation at the time. In

2000, at the end of Clinton’s presidency, there was a budget surplus of $5.6 trillion. However, in the last six years of a Republican-controlled Congress and with President Bush in office, we have a $2.8 trillion budget deficit. This change in our nation’s fiscal security is due to a significant shift in both how we raise our priorities and how we raise revenue.

There are two main reasons for this change: how we raise revenue, and how we spend it.

First, how do we raise the money to pay for government expenses? The answer to that question is laid out in the federal budget points where we get and how we spend our money. The budget contains information about income levels, taxes, and spending priorities for the nation at the time.

See Budget, page 6

What advice did sociologists give to NIH on peer review? . . .

The Center for Scientific Review (CSR), the National Institutes of Health (NIH) gateway for all grant applications submitted to the $28-billion NIH budget, is also the Chair of the ASA Congressional Fellow Task Force. During my fellowship, I have had the opportunity to see the process of CSR’s budget up close and personal. In the process, CSR officials have given to NIH the opportunity to change how they review grant applications and their resulting interest payments, veterans benefits and services, and the reliance of Medicare funding and welfare. The result is a budget that balances fiscal responsibility with an ambitious agenda.

The congressional budget, the CBC believes that its budget priorities for the nation at the time.

The American people differences in how we raise revenue, and how we spend the money to pay for government expenses?

be reconciled. First, how do we raise the money to pay for government expenses?

A recent New York Times article reported on new data about the widening income gap. According to economists Emmanuel Saez and Thomas Piketty, “The US has been recording its largest share of national income since 1928.” In other words, as the richest 1% of Americans—those with incomes that year of $384 billion—are laid out in the federal budget points where we get and how we spend our money.

in the above problems can be remedied through policies that lead only to growing deficits and deeper national debt. Tomorrow, we are going to see a stark choice between the needs of the nation at the time.

In the current 110th Congress, there were four budgets offered in the House for FY 2008. The Democrats introduced the Majority Budget, which focused on changing spending priorities and letting the tax cuts implemented in 2001 and 2003 expire. In addition to the Majority Budget, alternative budgets are offered on the floor of Congress: the Republican Black Caucus Budget, the Progressive Caucus Budget, and the congressional Black Caucus’s Budget. All four budgets in the House were discussed to illustrate to the American people differences in how they impact public policy and how we raise revenue and raise money. While it is unlikely that they will be adopted, their influence is reflected in the major budget, which often takes into consideration the proposals made in these other budgets.

The Budget Process

As an ASA Congressional Fellow, I work in the Office of Congressional Bobby Scott who sits on the House Budget Committee and is also the Chair of the Congressional Black Caucus’s Budget Task Force. During my fellowship, I have become involved in both the CBC budget process and Rep. Scott’s work on the House Budget Committee. Through this process, I witnessed how the budget is perceived as a political and economic document that sets the priorities for the nation at the time.

In creating any congressional budget, there are two crucial aspects that must be reconciled. First, how do we raise the money to pay for government expenses? Second, how do we choose to spend the money we raise? And both of these are laid out in the federal budget points where we get and how we spend our money. Three major political leaders see the budget priorities for the nation at the time.
Sociologists’ Encyclopedic Impact

Sociology is a constantly expanding discipline, and the vast knowledge base that has existed in sociology has certainly grown and developed in multiple subfields as evidenced by ASA’s 44 sections. What is the best way to disseminate this information? That is the question many volumes of encyclopedias are addressing (with different answers) for sociologists and other social scientists. What is clear, however, is that knowledge is becoming widely available to a broad audience for those studying sociology, and that the discipline is entering into the 21st Century. The 2007 ASA election was launched on Monday, April 23rd.

As sociologists’ knowledge and expertise grows, so do the encyclopedias intended to capture this knowledge. To edit an encyclopedia can be quite a challenge. However, for veteran encyclopedia editors, such as Clifton D. Bryant, a professor of sociology at Virginia Tech, taking on such a project can be new. Bryant co-edited a two-volume encyclopedia titled “21st Century Sociology: A Reference Handbook.” This is Bryant’s fourth time as an encyclopedia editor. Bryant states that he is one of the reasons why he enjoys doing this kind of work is because he gets to meet other sociologists—in the United States and around the world—who are experts in various fields of sociology. With this most recent publication, Bryant hopes that many students turn to this encyclopedia as a resource, that academic and professional sociologists will use it as a reference to develop new research topics. He feels that an encyclopedia such as this one is important because “knowledge is expanding at a great rate, and every so often, something has to come along which packages this knowledge and is easy to access.”

In 1986, Eliza was appointed Deputy Editor of JSRB, and earlier in her career, she served as an Associate Editor, as Consulting Editor at AJR, and as an Editorial Board member at the American Sociological Review. She has added to her capacity for hard work. Eliza has also been a member of innumerable panels and review boards to consider grant proposals and agendas for future research, including at the National Science Foundation, the Bureau of Labor Statistics, the National Institute on Aging, and the National Institutes of Health. However, perhaps the best recommendation for Eliza’s “promotion” to editor of JSRB is the breadth of her research and its centrality for the big and enduring questions of our discipline. In the very best tradition of life course research, Eliza’s papers bring together a deep understanding of the structural contexts in which human behavior (workplace policies, for example) with a sensitive appreciation for the day-to-day realities of individuals who inhabit those contexts (such as the demands of family caregiving responsibilities). Her work is always grounded in the complicated downstream conceptual, methodological, and important implications.

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She has worked with a wide variety of data and methodologies, including quantitative analysis of large data sets, historical comparative analysis, and qualitative analysis of open-ended survey responses—and no doubt this diversity will be reflected in the array of papers the journal will soon publish. Eliza’s writing is consistently crisp and direct. Those who submit manuscripts to JSRB during the next three years will have no difficulty discerning why their work was accepted or rejected, as Eliza, ever the mentor, will provide wise and useful suggestions for improvement.

Additionally, Bonilla-Silva hopes that readers will appreciate the extra effort made to compile entries that critically analyze the latest trends, concepts, and debates in the social sciences, and yet it is still easy to read and understand. In addition, George Ritter, University of Maryland, recently edited the 11-volume Blackwell Encyclopedia of Sociology, published in December 2006. There are several other encyclopedias edited by sociologists currently in development at Sage Publications, including the Encyclopedia of Social Problems (edited by Vincent N. Parrillo), the Encyclopedia of Intergenerational Violence (co-edited by Claire M. Renzetti), the Encyclopedia of Gender and Society (edited by Jodi O’Brien), and The Encyclopedia of Race, Ethnicity, Society (edited by Richard T. Schafer). Thanks to the hard work of sociologists willing to take on such projects, knowledge about a variety of areas in sociology past and present will continue to be accessible to readers at all levels and thus shape the discipline in the future.

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Eliza is not the kind of person to cruise on past successes. She will shake things up, for sure. As an example, she hopes to expand the audience for JSRB outside of the academy via highlights of its articles in ASA’s Contexts.

She plans to reach undergraduate audi- ences by getting new papers from JSRB included in future editions of handbooks and syllabus sets. She wants to extend the reach of JSRB outside of the academy via highlights of its articles in ASA’s Contexts. Above all, Eliza starts out her new job with no agenda other than to publish the very best sociological research on health and social behavior.

Her colleague, Brian Powell, describes two of Eliza’s many virtues: she is calm under fire, and she has an unwavering sense of fairness. Jane McLeod adds: careful, reflective, and generous. These qualities are just as good for training horses as they are for editing a scholarly journal. We are confident that JSRB will thrive under Eliza Pavalko’s stewardship.

New manuscript submission addresses for ASA journals. See page 16.
The Educational Testing Service Retracts Recent Changes to the GRE

During the fall of 2006, the Educational Testing Service (ETS) announced significant changes to the Graduate Record Exam (GRE) that were to begin in September of this year (see January 2007 Footnotes). On April 2, 2007, the ETS announced that plans to launch the revised GRE General Test had been cancelled. This decision was made in consultation with the Executive Committee of the GRE. The primary reason the organization cited for cancelling the launch of the new test was test taker feedback. Officials said they were not confident that full access would be available to all students who wanted to take the general test. GRE officials said that they believe the "problems guaranteeing complete access to the new Internet-based test outweighed the benefits of immediately moving to the new format." Instead of launching the new format of the test, the GRE will continue to offer the test worldwide in its current format. On April 2, the ETS said that the decision to cancel the launch of the revised test was made in the best interest of the test takers and the graduate institutions that use the GRE scores for admission decisions. After much discussion, the current test "offers students more convenient and flexible opportunities to test when and where they choose," while providing score users with valid predictors of test takers' preparedness for graduate school study," said Payne. The two primary changes that were being proposed included the style of the tests and the scoring. ETS officials and members of the GRE Board will continue to look into ways of improving the test in the future. For more information on this announcement, visit the ETS website at www.ets.org.

That’s a Lot of Candles: Russell Sage Celebrates 100 Years

by Diego de los Rios, ASA Governance Program

For the past 100 years, the Russell Sage Foundation (RSF) has established itself as one of the leading sources of research funding in the social sciences. Founded in 1907 with a generous gift from Margaret Olivia Stocum Sage, the Russell Sage Foundation played an important role, for most of the first half of the 20th century, in the improvement of hospital and prison conditions, as well as the development of social work as a profession. During this early stage, the Foundation was also involved in reforms in areas such as health care, city planning, and social security programs, and other areas.

After World War II, the Foundation underwent a philosophical and structural reorganization. Following more than four decades of having specialized departments and playing a pioneering role in dealing with some of the poor and the elderly, the Foundation shifted its focus to strengthening the social sciences as a means of achieving more informed and rational social policy. To support this shift, a new central staff of professional personnel that coordinated the Foundation's activities was created in 1948 and has been used ever since.

Visiting Scholars

During its reorganization, RSF established a research center “where visiting scholars can pursue their writing and research, often in collaborative groups.” Sociology, and ASA in particular, and the Russell Sage Foundation have had an active and symbiotic relationship for many years. Since 1995 alone, more than 60 sociologists have been appointed as Visiting Scholars at the RSF, including ASA's President-elect Arne Kalleberg. Kalleberg spent his year at Visiting Scholar researching flexible staffing arrangements (e.g., temporary, part-time, and contract) and job quality.

Last fall, Russell Sage appointed six sociologists among the 21 Visiting Scholars for the 2006-2007 academic year, from topics as specific as the identity of Dorothy G. Smith to immigration in Puerto Rico, to broader subjects—such as the crisis of American unions or inequality from a global perspective—these sociologists have been working on research and writing projects that reflect the Foundation’s commitment not only to sociologists, but also to the social sciences in general and their applicability to social problems and policy issues.

The six sociologists are: Jose Iglesias, Brown University; Roberto Patricio Kozresiewicz, University of Maryland-College Park; Timothy Moran, SUNY-Stony Brook; Puyong Min, Queens College and CUNY Graduate Center, Ann Orford, Northwestern University; and Christopher Rhomberg, Yale University.

The Russell Sage Foundation also works hand-in-hand with ASA through publication of the Rose Series in Sociology. The series was established in 1988 with support from Arnold and Caroline Rose, and since 1996 it has been published by the Russell Sage Foundation under the auspices of the ASA. After a decision from the ASA Council in 1995, the series shifted from publishing single-study monographs and began the publication of books intended for a broader audience. The books are intended for social scientists, policymakers, and others, by seeking to provide an integrative overview of a specific topic.

The most recent publication in the Rose Series is Changing Rhythms of American Family Life, by Suzanne M. Bianchi, John P. Robinson, and Melissa A. Milkie. The book is intended to help readers explore the ways in which families spend their time in an era when the number of stay-at-home parents is decreasing. In addition to its value as a resource for sociologists interested in gender, family, and occupation, the book is a perfect example of how the collaboration between the Russell Sage Foundation and ASA Rose Series has achieved its goal of producing books that provide valuable information for social scientists, policymakers, and the general public.

A Celebration

On April 19, to commemorate 100 years of work, the Foundation held a day-long symposium at the Waldorf-Astoria Hotel in New York. The event focused on the current stance of the nation with regard to social issues—especially the current market in American social stratification, and immigration and new diversity—that have long concerned the Foundation.

On the occasion of the Russell Sage Foundation’s centennial, ASA members, leaders, and other social scientists were given the opportunity to congratulate and express gratitude to the Foundation for its 100 years of commitment to the discipline and service to the public.
The American Sociological Association (ASA) is pleased to announce seven new grants from the December 2007 review cycle of its ASA's Fund for Anthropology, the Department of the Discipline (FAD), a competitive small grants program co-funded by ASA and the National Science Foundation (NSF) and administered by the ASA. FAD provides seed money (up to $7,000) to support small-scale projects and for scientific conferences that advance the discipline through theoretical and methodological breakthroughs. Below is a list of the latest FAD Principal Investigators (PIs) and a brief description of their projects:

David Fitzgerald, University of California-San Diego, and David Cook-Strang, Auburn University, will examine how and why they used them. They will also examine existing records to determine when and how the women and their mothers to examine the effects of class, culture, and gender in the school system. The PI seeks to develop a coherent narrative of the ongoing degradation of public services and civic life by examining past and current trends and processes, and the civic erosion that results from the first two processes.

This narrative and its emphasis on the interactions among professionalization, gender, class, and state, will be developed through interviews with Nigerian nurses abroad. Nurses will be involved in the study, they will be involved in old-girls networks that continue to generate social capital that is not distributed to one side, to the other. The PI will conduct archival research at Oxford using the Oxford Development Records Project and the archives at the University of California, San Diego, and at the University College London.

Dina G. Okamoto, University of California-Irvine, and Anthony J. T. Ong, University of the South Pacific. The project design includes working with graduate students at the University of the South Pacific. The PI will create a data file of their syllabi in these sets. The project will examine the ways that law affects the understanding of the differences between internal and external law. To do so, they will use qualitative methods to develop case studies of the United States, Canada, Argentina, Brazil, Cuba, and Mexico that will be used as a basis for the analysis. The PI will use several data collection techniques. He will continue to generate social capital that is an important program in education, health care, and the environment. Finally, the PI will determine whether the President’s budget results in an overall budget deficit of $51 billion in FY 2012. The CBC budget failed by a vote of 115 to 312.

What Are Our Priorities?

As a nation, we often have to ask ourselves what are our priorities? In the New York Times article mentioned above on the U.S. income gap, researchers also found that per-person, the top one percent of the American population earns 440 times the income as the average person in the bottom half earned, nearly double the gap in 1980. Why? Care? Income inequality has been dem- onstrated to influence rates of economic growth, health care, crime, and political conflict. In what ways does this relate to the budget process?

The budget process reflects our investment priorities and what we should be. For example, we are going to use the budget to increase the living standard for all or only for a privileged few? The President’s budget results in an overall budget deficit of $31 billion in FY 2012. The CBC budget failed by a vote of 115 to 312.

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As a nation, we often have to ask ourselves what are our priorities? In the New York Times article mentioned above on the U.S. income gap, researchers also found that per-person, the top one percent of the American population earns 440 times the income as the average person in the bottom half earned, nearly double the gap in 1980. Why? Care? Income inequality has been demonstrated to influence rates of economic growth, health care, crime, and political conflict.

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The Management and Society Program
at UNC-Chapel Hill

By Kyle Anthony Murphy, ASA Academic and Professional Affairs Program

The Management and Society Program at the University of North Carolina-Chapel Hill (UNC), some undergraduate students are taking a highly sophisticated approach to management. The multidisciplinary curriculum of the Management and Society Program provides a unique mixture of liberal arts preparation and broad professional skills that can be applied to careers in a variety of organizations. As a result of extensive interdepartmental cooperation, Management and Society students take courses in business, communications, economics, history, psychology, and sociology on their way to a bachelor’s degree.

A program that encourages undergraduates to investigate work is now not new to Chapel Hill. In 1947, courses in industrial relations were first offered as part of the undergraduate curriculum. In 1999, the name of the curriculum was changed to Management and Society, and the undergraduate program remained and students were able to take the courses on a part-time basis. In 1999, the name of the curriculum changed to Management and Society, and the undergraduate program remained and students were able to take the courses on a part-time basis.

The potential of the primary goal of the program is to "equip students with the skill necessary to place work, particularly the work they are interested in doing, in its larger historical, social, and economic contexts." The program does not aspire to provide advanced professional training; instead, it hopes to impart general knowledge of techniques like statistics, administration, tests and measurements, and guidance. The curriculum encourages discussion of topics like employer-employee relations, the development of human resources, and the institutional context of work.

A Panoply of Insights into Work

While the cooperation of six departments may present administrative challenges, its interdisciplinary nature is a fundamental attribute of the Management and Society Program. The program is housed in UNC’s Sociology Department, but the curriculum is composed of courses that belong to each of the involved departments. The core program is divided into four parts that require different numbers of courses: basic economics, one course in employer-employee relations (three courses), human resources and labor markets (two courses), and the social context of business (four courses). For example, in order to partially fulfill the 10-course core requirements, a student might take Microeconomics, Social Relations in the Workplace, Organizational Communication, Nonviolent Conflict Resolution, and History of American Business.

This disciplinary variety is an important ingredient in the development of future managers. It is a way to provide training for students exposed to the array of social scientific theories and methods that help them think about problems from multiple perspectives and to bring diverse analytical strategies to bear. Among the diversity of viewpoints, the sociology faculty provide a study foundation with courses on data analysis, micro-social interaction and relations, the labor force, formal organizations and bureaucracy, stratification, and the economy.

A Fast Track to Middle Management

While in the program, students are given outside-the-classroom opportunities that help them achieve success in the employment market. “Following changes at the university level,” Key said, “our program is now encouraging and supporting our students in incorporating research, study abroad, peer mentorship experiences, and the Management and Society curriculum. The program works closely with UNC’s University Career Services (UCS) to help students find internships that match their career interests. In addition, about half of the majors are involved with the Management and Society Student Association (MSSA). In concert with UCS, the MSSA plans guest speakers, and workshops on topics like resume development, job searching, and interviewing.

Students whose grade point average is 3.2 or higher are permitted to initiate a thesis a year earlier than the typical honors thesis. In order to begin an honors project, the student must find a faculty sponsor as well as another faculty member who will read the final thesis. Upon completion, the sponsor and the advisor review the thesis and determine whether the student will graduate with highest honors, honors, or simply receive credit for the two honors courses.

The Management and Society Program also works with UCS to follow their graduates’ progress. Recent data from the UCS First Destination Survey shows that new graduates are taking jobs as varied as account executives, diversity specialists, sales and marketing directors, loan analysts, and financial officers. A substantial proportion of program graduates receive advanced professional training at business or liberal arts universities, and the majority pursue master’s degrees in areas like finance, accounting, and human resources. According to the program, “graduates...are best suited for entry-level positions in any aspect of human resource management, business, industry, or public sector organizations.”

For more information about the Management and Society Program at the University of North Carolina-Chapel Hill, contact advisor Clinton Key at cckey@email.unc.edu.

Fund for the Advancement of the Discipline

Application Deadline: December 15, 2007

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. FAD is supported by a grant from the National Science Foundation with matching monies from ASA. The goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities that will advance sociology as a discipline. FAD awards provide scholars with “seed money” (no more than $7,000) for innovative research that provides opportunities for substantive and methodological breakthroughs, and broadens the dissemination of scientific knowledge.

Selection Criteria

Proposals are reviewed for scientific merit and the importance of the proposed research project or a conference for sociology as a discipline. Specific evaluation criteria include the following:

- Innovativeness and promise of the research idea;
- Originality and significance of research goals;
- Potential of the study as a building block in the development of future research;
- Appropriateness and significance of the research hypothesis;
- Plans for dissemination of results; and
- Appropriateness of requested budget.

Proposals should be no more than one page equivalent. Preference is given to applicants who have not previously received a FAD award.

Application Process

Applications must be post marked by December 15. Applications should include eight (8) copies of the following:

- A cover sheet with the title, name of lead author and additional author(s), 100- to 200-word abstract, maximum of five (5) single-spaced pages describing the project (excluding appendices), detailed budget and time schedule, bibliography, statement of pending support, and vita of the PI.

Contact Information

Prior to submitting proposals; call or e-mail project director Robert Spalter-Roth (202) 838-9005, ext. 317; spalter-roth@asanet.org. Send complete application packets to: FAD awards, ASA/NSF Small Grant Program, 1300 New York Avenue, NW, Suite 700, Washington, DC 20005. For more information on recent FAD grants see this issue and for more information see www.asanet.org and click on “Funding.”

New Program to Increase Diversity in Leadership in Health Policy

An $18.5-million grant from the Robert Wood Johnson Foundation to the University of New Mexico establishes an interdisciplinary program

With an $18.5-million grant to the University of New Mexico (UNM), the Robert Wood Johnson Foundation (RWJF) provided a significant boost to its aim of seeing more academically trained Latinos and Native Americans participate in the national discourse on health policy.

The purpose of the financial award is to establish the Robert Wood Johnson Center for Health Policy at UNM. Through its students, programs, faculty, and administrators, the Center will contribute to the development and implementation of national health policies by increasing the number of Hispanic and Native American scholars who can engage in the debate as leaders. A complementary component involves the support of social research that can inform minority policy issues such as health disparities.

In its programmatic thrust, the Center is highly interdisciplinary, involving partnerships among programs from across the Health Sciences and the College of Arts and Sciences. The core focus is on the social sciences. Underrepresented PhD candidates who are designated as RWJF Fellows will come from the departments of sociology, political science, and economics. In addition, the grant includes an $8-million endowment so that a faculty specialist in health policy studies can be hired in each of these departments. One of these hires will also serve as the Center’s executive director.

Felipe Gonzales, chair of UNM’s sociology department, participated in developing the proposal. “The Foundation came to us,” Gonzales said. At the initial meeting, Robert Wood Johnson Foundation Senior Vice President John Lumpkin explained that UNM was the only university that fit the Foundation’s criteria for a university to house a pipeline program—that it be a federally designated Hispanic Serving Institution, that it house a medical school, and that it have a medical school and doctoral-level programs in sociology, economics, and policy studies.

“The Foundation liked our concept paper, and invited us submit a full proposal to establish the Center,” Gonzales added. As the framework of the Center developed on campus, the need for including attention to Native American health issues became readily apparent to participants and accepted by the Robert Wood Johnson Foundation.

Graduate students from various disciplines will receive different levels of support. The RWJF Center staff includes a sociologist, political science, and economics will receive three years of full support including tuition and stipend. The RWJF Health Policy Center will be fully established by May/June 2007. “The RWJF Health Policy department is putting on a full-court press to recruit strong minority applicants to our downtown campus under Center support,” Gonzales said.

Center resources will strengthen the sociologist department’s focus on the health specialty area. The new faculty member will join Professor Philip May, a specialist on Native American health issues, and UNM Distinguished Professor Howard Waitzin, who has an MD in addition to a sociology PhD and has been published extensively on the importance of the medicine and health care delivery.
Sociologists Receive Guggenheim Fellowships

In April, John Simon Guggenheim Memorial Foundation’s 83rd annual United States and Canadian competition appointed three sociologists among the 189 artists, scholars, and scientists selected as fellows. The 2007 Guggenheim Fellows were selected from almost 2,800 applicants on the basis of their distinguished achievement in the past and exceptional promise for future accomplishments. The fellowships are for the advancement of professionals in the natural sciences, social sciences, humanities, and the creative arts so they can undertake important research. The Guggenheim awards, totaling $7.6 million, are based on recommendations from hundreds of expert advisors and are approved by the Foundation’s Board of Trustees. The sociologists are: Lawrence Bobo is the Martin Luther King Jr. Centennial professor at Stanford University and director of Stanford’s Center for Comparative Study in Race and Ethnicity and of the Program in African and African American Studies. His research concerns race, ethnicity, politics, and social inequality. His fellowship will explore black and white Americans’ views of the new law and order regime.

Victor Nee is the Goldman Smith Professor of Sociology at Cornell University. His current interests are focused on studies in economic sociol...
Public Sociology
Sociology translates to public action…

This occasional column highlights sociologists who successfully engage sociology in the civic arena in service to organizations and communities. Over the years, members of ASA and sociologists as individual professionals and citizens have sought to make the knowledge we generate directly relevant to our communities, countries, and the world community. Many sociologists within the academy and in other sectors practice the translation of expertise to numerous critical issues through consultation, advisement, testimony, commentary, writing, and participation in a variety of activities and venues. Readers are invited to submit contributions, but consult with Managing Editor Johanna Olexy (olexy@asanet.org, 202-383-9005 x312) prior to submitting your draft (1,000 to 1,200 words maximum).

Enlarging the Target: A Sociology of Self-Defense

by Martha Thompson, Northeastern Illinois University

For almost 20 years, I have taught the IMPACT self-defense system to women and girls. In simulated scenarios with a padded attacker, women learn to stop an assailant by striking vulnerable targets on an attacker’s body (groin and face) with strong parts of their bodies (heel of the palm, elbows, knees, and feet). Not unlike the casual observer who sees a home- less person on the street but sees nothing beyond a destitute individual, many people who observe or experience a woman’s self-defense course do not see beyond strikes to the groin and face. Viewing women’s self-defense through a feminist sociological lens, I see a larger target: social inequality.

Resisting Social Inequality
One Kick at a Time

When I read Nancy Henley’s Body Politics: Power, Sex, and Nonverbal Communication in the 1970s, my uniformed thoughts were given shape. Once I became attuned to the idea that our bodies are part of power relationships, it was not hard to see how subordination and privilege are reflected and reinforced in people’s gestures, postures, movements, and use of space. I understood Henley’s argument: the powerless take up less space than the powerful. In the case of females, that means containing the powerless take up less space than the power ful. In the case of females, that means containing gestures, voices, and body size.

I also knew from my reading and experience that power and powerlessness did not represent a simple gender divide. For instance, Brent Staples’ succinctly captures the intersection of race and gender in body movement and gestures, voices, and body size.

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2007 Regional Sociological Associations’ Award Winners

Eastern Sociological Society
- Candace Rogers Award: Becky Hsu, Princeton University, for “Strong Relationships and Weak Groups in Rural China” and Ryan Light, Ohio State University, for “Gender Stratification in Science: Uncovering the ‘Quality Quandary’ in American Sociology”
- Rose Laub Coser Dissertation Award: Danielle Bessett, New York University, for “Defining the ‘Normal Pregnancy’: Women’s Experiences of Stratiﬁed Reproduction in the Contemporary United States”

Midwest Sociological Society
- Jane Addams Outstanding Service Award Winner: Martha Thompson, Northeastern Illinois University
- Undergraduate Division: First Place: Sarah Altman, Cornell College, “Amerindian Isolation and Deviant Social Association on Criminal Deviance among the Huaorani”
- Undergraduate Division: Second Place: James Brown, University of North Carolina, Greensboro, “The Heart of a Community: Structure and Activities”

New England Sociological Association
- New England Sociologist of the Year Award: Helen Rasz, University of Hartford and Trinity College

North Central Sociological Association
- Award for Distinguished Scholarship: Barry V. Johnston, Indiana University-Northwest
- Scholarly Achievement Award: Mansoor Moaddel, Eastern Michigan University, for Islamic Modernism, Nationalism, and Fundamentalism: Epilogue and Discourse and Clifford Bob, Duquesne University, for The Marketing of Rebellion: Insurgents, Media, and International Activism
- John F. Schanbel Distinguished Contributions to Teaching Award: Jay Weinstein, Eastern Michigan University
- Distinguished Lifelong Career Award: J. Milton Yinger, Oberlin College
- Graduate Student Paper Winners: Yasmine Irzarry, Indiana University, “Why Teachers Lose Their Say: How No Child Left Behind Influences Teacher Efficacy”

Pacific Sociological Association
- Award for Distinguished Contributions to Scholarship: Jerome Kavel, University of California-Berkeley, for “The Chosen: The Hidden History of Adoption and Exclusion at Harvard, Yale, and Princeton”
- Award for Distinguished Graduate Student Paper: David Orzechowski, University of California-Irvine, for “Elite Emotion Managers: The Case of Novice and Semi-Professional Actors”
- Award for Distinguished Contribution to Sociological Perspectives: Jacqueline Adams, University of California-Berkeley, for “When Art Loses Its Sting: The Evolution of Protest Art in Authoritarian Contexts”

Southwestern Sociological Association
- Outstanding Doctoral-level Student Paper: Eric Liu and Edward Auken, University of North Texas, “Divide and Commodity: Viewscape Fetishism in American and Northern Korea”
- Distinguished Masters-level Student Paper: Carrie Graf and Joseph Baker (co-authors), Baylor University, for “Searching Up the Jonesia: The Effect of Community Representatives on Income Satisfaction”
- Norma Williams Distinguished Service Award: Matthew Mahutga, University of Georgia, for “When Art Loses Its Sting: The Evolution of Protest Art in Authoritarian Contexts”

Winners of the 2007 Community Action Research Initiative Awards

By Jamie Panzarella, ASA Publications Department

The American Sociological Association’s Spracklin Program in Applied Social Research and Social Policy announces the winners of the 2007 Community Action Research Initiative (CARI) awards. Each applicant described a proposed project for which they will work with a community organization or local public interest group. This year’s seven grant winners have investigated a wide range of issues facing their communities, such as minority health, childhood poverty, disadvantaged community residents, “Not In My Back Yard” movements, homelessness, and more. CARI provides up to $8,250 for each project to cover direct costs associated with doing community action research. The seven 2007 proposals selected are:

- John J. Green, Institute for Community-Based Research, Delta State University, Adapting Community Challenge by Empowering Students and Staff in the Mississippi Delta
- Eric Liu and Edward Auken, University of North Texas, “Divide and Commodity: Viewscape Fetishism in American and Northern Korea”
- Carrie Graf and Joseph Baker, Baylor University, for “Searching Up the Jonesia: The Effect of Community Representatives on Income Satisfaction”
- Norma Williams Distinguished Service Award: Matthew Mahutga, University of Georgia, for “When Art Loses Its Sting: The Evolution of Protest Art in Authoritarian Contexts”

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-eastern organizations. “This project will bring sociological expertise to bear on community issues identified by associations active in poor communities,” said McCarthy and Walker. They will work with the Neighborhood Funders Group to “provide significant new knowledge regarding effective organizing strategies, which will be used to assist in the development of strategies focused on community organizing.”

Margaret Abraham, Gregory M. Maney, Hobart University, Tuhina De O’Connor, New York, Asian Women’s Center, and Nadia Marin Molina, and Workforce Project/Centro de Derechos Laborales, Seen and Sheltered: Effective Responses to NIMBYism (Not In My Back Yard movements)

Abraham and Maney will work with Tuhina De O’Connor and the New York Asian Women’s Center and Nadia Marin Molina and Workforce Project/Centro de Derechos Laborales to help community-based organizations respond to the problems of the understood “Not in My Back Yard” movements.” The investigators will conduct a literature review, collect NIMBY documentation related to the work and experiences of “Not in My Back Yard” movements and the Workplace Project/Centro de Derechos Laborales, and conduct focus groups with community organizations who have dealt with NIMBYism, among other activities. “The project can assist advocacy groups in creating public space for marginalized and vulnerable immigrant populations. Through lessons learned by examining public programs and policies, organizations can hone their strategies to reduce community tensions, transform anti-immigrant/anti-minority attitudes
How Bellah’s Ideas Spread: The Diffusion of a Scholar’s Influence

In February of this year, Robert Bellah turned 80, passing another milestone in his long and distinguished career. Nicknamed “The Pope” by sociologist Emeritus at Berkeley, Bellah began his work as a sociologist 50 years ago at Harvard. As he continues his work on his most recent publication, The Robert Bellah Reader, the octogenarian compiled many of his ideas in past projects to form a cohesive argument about how intellectual ideas spread, from social theory to theology (see March 2007 Footnotes, p. 3). Throughout his career, Bellah’s ideas have spread far and wide, and as anyone familiar with his work knows, he has engaged a wide spectrum of scholarly communities.

7,000 and Counting
Recently, I examined the extent to which Bellah’s thinking had reached different parts of the academy. To assess such influence, I consulted citation indexes maintained by ISI Web of Science. I learned that more than 7,000 scholarly articles cite Bellah’s work, placing him just below another public sociologist—C. Wright Mills and above William Julius Wilson. Even more impressive is the range of journals where citations of Bellah’s work appear. I have discovered journals in dozens of fields—anthropology, theology, law, economics—reference him. These include not only American publications, but also leading scholarly journals in Canada, Great Britain, Germany, France, Denmark, Russia, and Australia.

Then, I corroborated these findings. Using 10 computerized, researcher-written essays, and reviews over the half-century Bellah has been writing. Yet, his influence is perhaps better measured another way—through his students. Several years ago, Randall Collins published The Robert Bellah Reader: An Intellectual Biography, an essay about intellectual change. Looking at philosophical thought in several contexts (ancient Greece, China, India, as well as medieval and modern Europe), Collins argued that intellectual networks—what he calls “master-pupil chains”—and the prestige afforded to certain network constellations explain how the contributions of scholars, and Kant remain prominent within the crowded marketplace of ideas.

Six Degrees to Bellah
I put Collins’ theory to the test and examined the spread of Bellah’s ideas through his students. I traced his intellectual “family tree” and quickly learned why no one had yet undertaken such an endeavor. Rather than contacting Professor Bellah for assistance, I instead relied upon the help of his former colleagues. Ann Swidler, Bellah’s long-time collaborator and former student (he was a member of her dissertation committee), was the first to come to my rescue. She and a very helpful graduate affairs office helped me acquire the names of Bellah’s graduate students at Berkeley since 1967 and encouraged me to do the same for students at the Graduate Theological Union. From those two lists, I then contacted as many former students as I could. I asked them to pass along the names of any PhD students that they had supervised, and, surprisingly, they came from a range of disciplines: sociology, religious studies, international development, law, economics, and anthropology. After compiling their replies, I repeated the process for this “second generation” of the Bellah family tree.

Eventually I identified 77 different branches of Bellah’s intellectual network, with 212 active scholars who could trace their intellectual lineage back to Robert Bellah. I believe that there are branches missing, including a direct one from Bellah himself—I could not persuade the academic affairs office at Harvard to assist me—but the intellectual family tree yields some helpful information. For one, Bellah’s influence extends not just around the country, but internationally too. His intellectual heirs have joined faculties on almost every continent, and they are known teaching in places like Australia, Brazil, Denmark, Israel, Nepal, Singapore, and Taiwan. Does more work in government, for nonprofit organizations, and in the religious sector. They are institutional administrators and Foreign Service officers, pastors and business executives. Indeed, the size and scope of Bellah’s intellectual legacy is impressive.

Theory in Practice
However, Collins’ theory hypothesizes about academic prestige. How extensive is Bellah’s influence within the upper reaches of academic? To evaluate this, consider the top sociology departments in the United States. Earlier this year, The Chronicle of Higher Education published the Faculty Scholarly Productivity Index (produced by the for-profit organization Academic Analytics). According to their assessment, Harvard is the top sociology department in the country, followed by the University of Pennsylvania, New York University, Princeton, and University of Wisconsin-Madison. While we can quickly assess members of this any other ranking, it offers a recent, empirically assessed measure of sociology departments as an indicator to evaluate prestige within Bellah’s intellectual legacy.

Bellah was granted tenure at Harvard just one year after he came to Berkeley. With regard to the other top five departments, Bellah’s intellectual heirs are among current faculty members at all of them. Collins’ notions of master-pupil chains can be seen even within this small universe.

Consider one branch of Bellah’s intellectual family tree: Swidler, his student, finished her PhD at Berkeley in 1975 and went on to teach at Harvard at one point. Her student, John Levi Martin, finished his PhD at Berkeley in 1997 and joined the faculty of Rutgers (prior to joining the department at Wisconsin). At Rutgers, Martin supervised King-To Yeung, who this year joined the Princeton faculty. This is but one example of Bellah’s intellectual legacy. Indeed, Bellah’s academic heirs populate the pages of Yale, Indiana, Georgetown, Northwestern, Notre Dame, University of North Carolina-Chapel Hill, and many other prominent universities. Within religious studies, Bellah’s heirs can be found at Andover Newton, Luther Seminary, and Westminster Theological Seminary. His intellectual influence is not only wide and deep, it also reaches the academic heights—a fitting legacy for such a prolific and important figure in public sociology.

D. Michael Lindsay, Rice University

CARI Winners, from page 10

and practices, and eliminate baseless anxieties among some neighborhood residents.”

Stone, Trinity University, Bringing Homeless into the Circles of Care. A Community-University Partnership in San Antonio, TX

Stone plans to work with sociology students enrolled in three research methods classes at Trinity University to carry out a comprehensive study of homelessness in San Antonio, TX. By request, Stone and her students will work with the San Antonio Regional Alliance for the Homeless (SARAH). The students will collaborate with SARAH to “provide city and county agencies with information as to the approximate number, geographical distribution, and determined needs for the sheltered and street homeless in San Antonio and Bexar County. The research findings will aid in the development of effective service outreach to the homeless in ways that they will find accessible and effective. Another objective is to educate the homeless about services available to them and to explore the best ways to deliver those services.”

Leslie McCollister, East Tennessee State University, and other colleagues will work with the NAACP of Johnson City-Washington County, TN, to study the impact of long-standing discrimination on the health and needs of the minority population in the area. Students in the upper-level community sociology course will analyze and interpret data they collect primarily through telephone interviews and focus groups. They will work to identify the gaps in the current health care programs and identify the needs of the minority population. Students will also work with the NAACP to develop and implement solutions to the identified needs of the minority population.

Peggy Petrzecka, Utah State University, Environmental Justice through Crosscultural Advocacy: Supporting Popular Epidemiology in Monticello, UT

Petrzecka plans to work with Victims of Mill Tailings Exposure (VME), VME works with residents and victims of the mill tailings in Monticello, UT, to fix the holes they find in the report by the Agency for Toxic Substances and Disease Registry (ATSDR), a federal public health agency of the U.S. Department of Health and Human Services. ATSDR is charged with assessing health hazards at Superfund sites, reducing and prevent further exposure to illness, and educating people affected by the sites of health risks. Petrzecka will help the VME conduct a health survey of residents living in Monticello. She will then analyze the survey data and, if necessary, amend the Utah cancer registry with the survey results. She will also determine any specific policies prior to class so that the students do not need to resolve to interactive learning experiences. The project will study whether the combination of interactive exercises on CD-ROM and active learning within the class time enhances learning.

ASA’s Teaching Enhancement Fund Supports Four New Projects

Four awards designed to enrich the quality of teaching of sociology have been awarded through the American Sociological Association’s Teaching Enhancement Fund (TEF). The Fund supports innovative projects that are teachable and able to transfer institutional knowledge and will have a lasting impact on teaching sociology. The 2007 funded projects are as follows:

Wendy Cadge, David Cunningham, and Sara Shostak (Brandeis University) will pilot a program to integrate the teaching and learning of undergraduates and graduate research methods. Graduate students will be given the opportunity to serve as research consultants and project leaders in the undergraduate research class. The undergraduate students will have the opportunity to work with the graduate students in small research project groups, enhancing the “learning by doing” nature of research.

Karl Kunkel (Missouri State University) will conduct a focus group assessment of a CD-ROM and active learning teaching strategy for a course on “Crime, Class, Race, and Justice.” All course material that was previously developed in lectures will be turned into voice-over presentations on a CD-ROM, which students could use and review using a computer program. The specific presentations prior to class so that the students do not need to resolve to interactive learning experiences. The project will study whether the combination of interactive exercises on CD-ROM and active learning within the class time enhances learning.

Kathleen McKinney (Illinois State University) will conduct a longitudinal study of a cohort of sociology majors in order to research their development of identities as sociologists, their ability to use their sociological imaginations, their professional identity as sociologists, and their sense of being autonomous learners. Self-administration of a face-to-face interviews, learning reflection essays, a sociological imagination essay question, and the Motivated Learning Strategies Questionnaire will be used to assess the development of the given cohort of majors.

Trina Rose and Sue Wortmann (University of Nebraska-Lincoln) will investigate the effects of using Personal Response Systems (PRS), also known as clickers, in large classrooms. Over the course of two years the devices will be used in large lower-level sociology class- rooms, using an experimental design to determine the effects of clickers on student active learning, community, student grades, and instructor evaluations. The project is also supported by a previous research, these PRS devices are useful in sociology class-rooms and whether they enhance student engagement. The next deadline for TEF application is the end of February 2008. For additional information, visit the ASA website at <www.asanet.org> [click on Funding]. The Teaching Enhancement Fund is largely supported by contributions made at Just Desserts. Watch for details about this fundraiser event at the upcoming 2007 Annual Meeting.
Correction

In the March 2007 Footnotes, Jerry Lombke, not Lee Swidler, should have been credited as the contact for the article first listed in an “In the News” announcement that was having been interviewed on February 1 on National Public Radio’s On the Media about the ever-increasing threat that global climate change and war veterans had been espied on an anti-war march and rally.

Call for Papers

Meetings

16th Women & Society Conference, October 26-27, 2007, Marist College, Poughkeepsie, NY. This feminist conference is interdisciplinary and multi-disciplinary, covering all aspects of women and gender being studied in the academy. Send your 250-word abstract with a brief bio. Papers, workshops, roundtables and panels are welcome; include abstracts and bio for all participants, with one contact person. Include all contact information in your submission. To find home and email address for summer correspondence to: Women & Society Conference, c/o JoAnne Myers, Fontaine 315 School of Liberal Arts, Marist College, Poughkeepsie, NY 12601. Deadline: July 11, 2007. Contact in premature state: <www.marist.edu/literalgs/ewom-estudies/conference.html>.


Workshop: Elite and Leadership, Spanish Association of Political Science (AESP) held its 8th meeting in Valencia with one of the working groups titled “Elites and Leadership.” Its coordinators invite students of political science, (political, economic, religious, intellectual, military, leadership) to present their research papers and/or their findings in an intellectually encouraging environment. For more information, visit <www.aedg.edu>, contact Silvia Alvarez, xavier.coller@aya.yale.edu, or Belén Blázquez, blazquez@econ.uva.es.

Meetings


May 17-20, 2007, American Association for Public Opinion Research Annual Conference, Anaheim, CA. Sessions are aimed towards research professionals in the field of public opinion and academic and public entities and will address how research has made up their minds in the 2006 and 2008 elections, and how various social and political issues factored into their vote choice. Registration and pre-registration information at <www.aapor.org>.

May 31-June 1, 2007, ISA Research Workshop on Media, Teaching, and Learning. The conference will critically examine issues pertaining to film and the representation of teachers and schools. The conference will also explore the use of films in pedagogy—its educational potential as well as its problems and pitfalls. The organizers invite papers on a variety of topics: film pedagogy; film education, film-studies, film history, filmology, etc. For more information and registration contact Keith Brown, xavier.coller@aya.yale.edu, or Belén Blázquez, blazquez@econ.uva.es.


August 14-17, 2007 ISA Research Conference on Public Opinion Research, Quebec City, Canada. Theme: “Cumulative Advantage: Education, Health and Institutional Options.” Contact: Betsy Lucal (574) 520-2344 or 574-234-3115; fax 574-520-0795; blucal2@wv.edu.


September 14-20, 2007, 5th Annual Meeting of the Spanish Association of Sociological Science (AECOA), Valencia, Spain. For more information, visit <www.aecoa.org>. Contact: Xavier Coller, xavier.coller@aya.yale.edu, or Belén Blázquez, blazquez@econ.uva.es.

September 26-29, 2007, 7th Annual Conference of the European Society for Crime, Security and Society (ESCS), Bologna, Italy. Theme: “Crime Prevention and Communities in Europe.” Contact: Beppe Bertocchi, sjuap@unibs.it.


October 20-26, 2007, The Society for the Study of Human Development 5th Biennial Meeting, Pennsylvania State University. Theme: “Creating Boundaries in Human Development.” Contact: Toni C. Antonucci, Pro-Fimm Committee Chair, Department of Psychology, University of Akron, Amherst, OH 44601; kumbuhl@uakron.edu; www.sshdline.com/meetings.htm.

October 25-27, 2007, Teachers, Teaching, and the Movies Interdisciplinary Conference, College of Charleston, Charleston, SC. This conference will focus on an under-examined topic in the fields of education and film studies: the way narrative cinema represents teachers, teaching, and learning. The conference will critically examine issues pertaining to film and the representation of teachers and schools. The conference will also explore the use of films in pedagogy—its educational potential as well as its problems and pitfalls. The organizers invite papers on a variety of topics: film pedagogy; film education, film-studies, film history, filmology, etc. Send proposals of no more than 500 words to one of the conference coordinators by June 15, 2007; John Bruns, Director, Film Studies Program, Department of English, College of Charleston, 64 George St., Charleston, SC 29424-0001; Brundoll freewaydoc@c.edu; or Paula Epelstein, Director, Center for Partnerships for Innovation, School of Education, College of Charleston, 66 George St., Charleston, SC 29424-0001; Epelstein@ena.cofc.edu.


December 1-4, 2007, Interim conference, Athens, Greece. For more information, visit <www.aacsnet.org> to register and for updated information on other participants and sessions. Contact Keith Brown, xavier.coller@aya.yale.edu, or Dan Cook, dcook@uci.edu.

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Murray Milner, Jr. (ISSN: 613-4358X) 10 x 7 1/2 x 1 inch paper
Funding

CASBS Announces Change in Fellow Selection Process

The Center for Advanced Study in the Behavioral Sciences (CASBS) will implement a new fellow selection process, inviting scholars to apply for fellowships instead of nominations. The new application form and guidelines are available on the CASBS website at <www.casbs.org>. Applications for the 2008-2009 fellow year are due by June 30, 2007. The Center invites applications from groups who engage in collaborative work as well as individual scholars from the entire range of disciplines and interdisciplin ary areas in the social and behavioral sciences and humanities. In addition, candidates must be required to attend in a year with others who share similar interests. For the fellowship year 2008-2009, themes are “The United States: An Exceptional Nation?” and “Achieving Equality.” Applicants need not affiliate with a theme.

Conference fellowships are available for the 2007 Annual Conference and 13th Annual Conference. Teaching Survival Skills and Contingency. Conference Survival Skills and Ethics, June 10-15, 2007, Snowmass, CO. This conference provides faculty and administrators with the background and materials needed to establish or improve course research and in a broad range of professions and disciplines, including the ability to write research papers and articles, to obtain employment, secure funding, and teach and mentor. Details on the conference, as well as an application form, are available at <www.survival.pitt.edu/events/trainer>. The conference fellowships cover travel, lodging, and all but 45% of the registration fee. Attendance is limited to 50 persons and applications are considered on a rolling basis. Contact: The Survival Skills and Ethics Program, University of Pittsburgh, 3550 Fifth Avenue, Suite 202, Pittsburgh, PA 15213, (412) 378-5774, fax (412) 378-3790, survival@pitt.edu; <www.survival.pitt.edu/events/trainer>.

Contingency Practice Fellowship Program

This program is sponsored by the Center for Contemplative Mind in Society (<www.contemplativemind.org>), and made possible by funding from the Fetzer Institute. These fellowships seek to help and renew the critical contribu tions that contemplative practices can make to the educational and job-training, learning, and scholarship. Fellowships for the 2008-2009 academic year are offered for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Deadline: November 15, 2007. Amount: up to $10,000. Tenure: Summer 2008, and year-long academic year. The selection committee evaluates applications based on the context and contemplative practices are related to the consideration of social conflict and mental health. The selection committee considers applications from within and outside the SCP community. Application guidelines and application materials are available at <www.contemplativemind.org>

T he steady expansion of college enrollment rates over the last generation has been heralded as a major step toward reducing chronic economic disparities. But many of the policies that were designed to increase affirmative action, open admissions, and need-based financial aid—have come under attack in recent years by critics alleging that schools are admitting unqualified students who are unlikely to benefit from a college education. In Passing the Torch, Paul Attewell, David Levin, Thurston Domina, and Tania Levy follow students admitted to the City University of New York’s “open admissions” policy, tracking in effects on them and their children, to find out whether widening college access can accelerate social mobility across generations.

Unlike previous research into the benefits of higher education, Passing the Torch follows the educational achievements of three generations over 30 years. The authors find that when women from underprivileged backgrounds go to college, their children are more likely to succeed in school and earn college degrees themselves. As the first study to indicate that increasing access to college among today’s disadvantaged students can reduce educational gaps in the next generation, Passing the Torch makes a powerful argument in favor of college for all: Paul Attewell and David Levin are professors of sociology at the Graduate Center at the City University of New York.

ASA members receive a 20% discount on Rose Series volumes when ordering by telephone and mentioning code RASA1.

To place an order, contact: Russell Sage Foundation Publications Office 112 East 64th Street | New York, NY 10021-7383 1-800-324-6401 | www.russellsage.org

In the News

Karl Alexander and co-authors Daniel Ensel and Linda Steelfisch, all at John Hopkins University, authored the 2007 American Sociological Review article, “Lasting Consequences of the Summer Learning Gap.” featured in a March 28, 2007, Baltimore Excerpts online article. Their study is significant in that future academic success of elementary school children can be predicted, to a large degree, by each child’s educational experiences during summer vacations. Karl Alexander, assisted by Robert Koontz and Richard Best, is the author of The Economics of the Summer Learning Gap, published by Russell Sage in 2002.

The American Sociological Association had its resolution calling for an end to the use of Native American team names, logos, and images voted in at the Annual Meeting held in New Orleans on InsideHigherEd.com on March 7, 2007.

Andrew A. Beveridge, CUNY-Queens campus, reviewed the book The New York Times on March 25, 2007, in an article on how an increasing number of parents are raising their children in Manhattan.

Zsuzsanna Bianchi, University of Maryland-College Park, was interviewed by an NBC News anchor and many other media outlets on March 22, 2007, about her study on how mothers today are spending more time with their children despite changes in societal circumstances.

Zsuzsanna M. Bianchi, John R. Robinson, and Melissa A. Milito, University of Maryland, were quoted about parents’ newfound focus on college costs in a March 19 Washington Post article for their research on the changing dynamics of college admissions, University of Southern California, and Kathleen Gerson, New York University, were also interviewed.

Diane R. Brown, University of Medicine and Dentistry of New Jersey, was inter viewed in an article about a Center for New Media public radio in New York Wednesday February 28, 2007, on social and cultural factors impacting mental health dispari ties for African American women.

Karen A. Cerezo, Rutgers University, had her book New Beginnings: Educative Challenges to Evolving the Worst of Human Nature/March issue of Scientific American.

Camille Z. Charless, University of Pennsylvania, was quoted in a March 6 Washington Post article about her study finding that black students at selective colleges are being increasingly discriminated against.

Andrew Cherlin, Johns Hopkins University, was quoted in The New York Times on May 30, 2007, in an article on whether there is a decline in marriage among black men and women who have been married before.

Doug Downey, Ohio State University, was quoted in a March 28, 2007, Baltimore Sun article for his research, conclusions in an April 2007 American Sociological Review article, “Lasting Consequences of the Summer Learning Gap,” featured in a March 28, 2007, Baltimore Excerpts online article. Their study is significant in that future academic success of elementary school children can be predicted, to a large degree, by each child’s educational experiences during summer vacations. Karl Alexander, assisted by Robert Koontz and Richard Best, is the author of The Economics of the Summer Learning Gap, published by Russell Sage in 2002.


Arthur Greil, Georgia State University, was quoted in an Associated Press article on infertility and feminism.

Andrew J. Hersh, University of Illinois, was quoted in an Associated Press article about a study finding that blacks at selective colleges are being increasingly discriminated against.

John R. Hall, University of California-Da vis, was quoted in the March 7, 2007, issue of Nature magazine concerning whether surgical descriptions of violence in religious texts are accurate.

Milan K. Kand and Katherine Jones, both of the University of Massachusetts-Dartmouth, were quoted in the "Magazine of Science & Society" in an article on March 27, 2007, of the Chronicle of Higher Educa-
New Programs

Holistry to offer MA in Applied Social Research and Policy Analysis Holistry will offer a Master of Arts degree in Applied Social Research and Policy Analysis starting next fall for graduate students in public health, policy, and social sciences.

Deaths

Jeanaudit Raudill, French critic and provocateur whose theories about consumer culture and the role of images in everyday life were highly influential in the 1980s, died on March 6 in Paris. He was 77.

Bennardt Lieberman, University of Pittsburgh sociologist and former editor of the American Sociological Review, died on April 8, 2007, in Waynesboro, MD, following an extended illness.

Patrick McGuire, a psychiatrist and professor emeritus of psychiatry at the University of Pittsburgh, died at the age of 79 in late March 6 in Paris. He was 77.

Samuel W. Bloom, who died December 2, 2007, at the age of 92, was a sociologist who spent much of his career exploring the intersection of sociology and public health.

McGuire, who was born in Philadelphia on Sept. 15, 1915, received his B.A. in 1936 from the University of Pennsylvania and his M.A. in 1938 and Ph.D. in 1941 from the University of Chicago.

McGuire spent his entire academic career at the University of Pittsburgh. He taught there from 1941 to 1962, when he was appointed as the first secretary-treasurer of the American Sociological Association. In 1965, while on the faculty of the University of Pittsburgh, he founded the University of Pittsburgh Press. He was a Fellow of the American Academy of Arts and Sciences and a member of the American Philosophical Society.

McGuire's work in the field of medical sociology has been highly influential, and he was a leading figure in the development of the field. He was a founder and first president of the Association for Gerontology in Higher Education, and he served as the first editor of the Journal of Gerontology.

During his career, McGuire published numerous articles and books on medical sociology, and he was a highly respected speaker and consultant on the topic.

McGuire is survived by his wife, Reva S. Grodstein, and their two sons, Gary Bloom and Stephen Bloom, and his two daughters, Janice Bloom and Karen Bloom.

Obituaries

Samuel W. Bloom (1915-2007)

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May/June 2007

Footnotes

Journals in Transition

New Submission Addresses

*contexts*: As of July 1, 2007, all new submissions should be sent to the new editors, Douglas Hartmann and Christopher Uggen, at The University of Minnesota, Department of Sociology, 267 19th Avenue South, Room 909, Minneapolis, MN 55455; (612) 642-4300; e-mail contexts@soc.umn.edu. Correspondence regarding revisions of manuscripts already under review will continue to be received until August 7, 2007, by the outgoing editors: James N. Jasper and Jeff Goodwin, Editors, Contexts, Department of Sociology, New York University, 295 Lafayette Street, 4th Floor, New York, NY 10012-9604; e-mail editor@contextsmagazine.org.

*Journal of Health and Social Behavior*: As of September 1, 2007 all new submissions should be sent to the new editor, Eliza Pavalko, at Indiana University, Karl F. Schuessler Institute for Social Research, 1022 East Third Street, Bloomington IN 47405-7103; (812) 856-6975; e-mail jhsb@indiana.edu. Correspondence regarding revisions of manuscripts already under review will continue to be received until October 1, 2007, by the outgoing editor: Peggy Thoits, University of North Carolina, Department of Sociology, 162 Hamilton Hall, Campus Box 3210, University of North Carolina, Chapel Hill, NC 27599-3210; e-mail jhsb@unc.edu.

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Footnotes

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