All ASA Members to Get *Contexts* in February

The American Sociological Association is in the "countdown" phase of producing the first issue of *Contexts* in its first volume year. In February, the first issue of this new ASA magazine will be sent free of charge to all 2002 members. Members who have already purchased *Contexts* as part of their membership renewal have already received a discount to adjust for this complimentary issue.

*Contexts* seeks to be a must-read for all sociologists, social scientists, and other relevant audiences interested in being in touch with the latest sociological research. The hallmark of *Contexts* is that it aims to make accessible sociological work to a broad-based readership and to attract their attention irrespective of specialty interests or expertise in any given area. No subject is off base or too big for *Contexts*. *Contexts* publishes sociological work on large issues not just to report on findings but also to stimulate researchers to ask new questions and see new connections in their own work. *Contexts* also is based on the premise that sociological work should have broad value and appeal. Thus, the target audience includes scholars and researchers in other social science fields, and relevant publics and policy makers who might otherwise be less aware of and less engaged with sociological reasoning, work, and modes of inquiry.

*Contexts* seeks to widen the profile and impact of sociology—inside and outside the discipline. As an inaugural editor Claude Fischer states in the "Letter from the Editor," *Contexts* is intended to be "a bridge" that permits crossing the "moat" that traditionally surrounds the ivory tower and that impedes interaction and cross-fertilization across social science research specialties and fields.

At an "out there" publication, *Contexts* can be found on the ASA homepage and also has extra reading time. With a website includes searchable abstracts, additional resources to expand interest in and use of articles (especially for teaching), and an "In the News Corner" to communicate with the media and to feature the news that *Contexts* makes.

*Contexts* is published for the American Sociological Association by the University of California Press. The two organizations have joined forces to design *Contexts* with the touch and feel of a magazine to be "a take with you product" wherever or whenever one has some extra reading time. With a subtitle—understanding people in their social worlds—to define its breadth, *Contexts* is ripe for all contexts, whether one wants to be updated on quick discoveries, scan a

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New Accrediting Organization for Human Research Protection

by Marjorie Spears, Association for the Accreditation of Human Research Protection Programs, Inc.

The suspensions of assurances and federally funded research at major research institutions and the death of Jesse Gelsinger in September 1999 at the University of Pennsylvania was a wake-up call that something had gone wrong with the current oversight system for protecting human research participants. Two years later another death at the Johns Hopkins University School of Medicine prompted the Office for Human Research Protections (OHRP) to conduct a for-cause site visit that resulted surprisingly in the suspension of the university's assurance and research in the medical school. Many asked how this could have happened at one of the best medical schools in the country—especially after two years of close scrutiny of research institutions and severe penalty for regulatory noncompliance by the federal government. The relevant issue is not why this happened at Johns Hopkins, but rather what can the research community do to prevent further shutdowns of research programs.

One response is the founding of the Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP), a nonprofit organization that seeks to accredit organizations engaged in human research. Its founding members are the Association of American Medical Colleges (AAMC), Association of American Universities (AAU), Consortium of Social Science Associations (COSSA), Federation of American Societies for Experimental Biology (FASEB), National Association of State Universities and Land-Grant Colleges (NASULGC), National Health Council (NHC), and Public Responsibility in Medicine and Research (PRIM&R). COSSA, in particular, but also AAU and NASULGC were invited to be founding members to ensure that the interests and needs reflect those of the social sciences, humanities, and other non-medical types of research (e.g. business or engineering).

Since its inception, AAHRPP has involved social scientists. COSSA nominated three individuals to serve on the board of directors: Robert Hauck, Deputy Executive Director, American Political Science Association; Barbara Ballar, a retired statistician with a distinguished career at the National Opinion Research Center, University of Chicago; and Steven Smith, a lawyer who is the Dean of California Western School of Law. In addition, social scientists worked closely with AAHRPP when it developed its interim standards and are working on the final revisions.

When the interim standards and procedures are finalized, AAHRPP believes that its accreditation program will be beneficial to social scientists and their research activities. How could such an outcome possibly turn out to be true, especially given the insensitivity to the social sciences dating back to the promulgation of the Department of Health and Human Services (DHHS) regulations (45 CFR 46) in 1981?

First, accreditation by AAHRPP is voluntary. It is not required by the federal government. AAHRPP operates on the assumption that institutions seek accreditation because they are committed to protecting the rights and welfare of human research participants. They want to change their institutional culture and behavior, not merely comply with federal regulations. The voluntary nature of accreditation permits AAHRPP to use a set of standards that makes sense for

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City & Community Forthcoming in March

by Anthony Omur, University of Illinois-Chicago, and Nancy Denton, University of Albany

In March a new journal will hit the newsstands. *City & Community* is the official journal of the Community and Urban Sociology Section (CUSB). Notably it is the first section journal ever approved for publication by the Committee on Publications and the Council of the American Sociological Association (ASA). Thus, it represents a pioneering moment for both the ASA and the CUSB Section.

The journal will publish cutting-edge research and theory about communities and metropolitan areas. In particular, it will feature articles on all manner of topics relevant to cities and communities, but especially work that deals with topics like the new virtual communities on the Internet, the nature of space in the modern metropolis, how place matters to people, and the more standard fare on segregation and immigration in the contemporary metropolis. It also will encourage research that approaches the city and community from a variety of methodological approaches.

There are several special topics that the editors of the new journal want to encourage readers and writers to think about. What is the meaning and importance of place to human beings? How are communities constructed within the metropolis? How much do social inequalities shape metropolitan life? And, equally, how much does the metropolis, especially its spatial configurations, shape the nature of modern social inequalities?

The first issue features articles on a number of topics important not only to urban sociologists but also to many sociologists, in general. Michael Dear leads off the issue with an article that contrasts the new Los Angeles School of urban theory and research with the older Chicago School. Dear makes the case that the Los Angeles School has a vision of the modern metropolis that is less coherent than that of the older Chicago School, but that also incorporates a number of historically novel features from the gated communities throughout L.A. to the fragmentation and almost chaotic feel of the modern city. His claims for a new Los Angeles School are responded to by several prominent sociologists, some of them now at the University of Chicago. They include: Andrew Abbott, Harvey Molotch, Saskia Sassen, Robert Sampson, and Terry Clark. The exchange among these authors is provocative and leads to interesting questions about other features of the modern city.

In addition, the issue includes articles

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Published by THE AMERICAN SOCIOLOGICAL ASSOCIATION
The Annual Meeting: A Learned Place and a Place to Learn

The Annual Meeting is a lively marketplace of ideas, a "social" location of scholarly dissemination and exchange, and an opportunity for networking and making and sustaining professional relationships. When we think of the Annual Meeting and why it is on our calendar year after year, we think of the riveting plenary where new questions were framed, the section session that sharpened our sociological lens, or the lively roundtable where our work-in-progress was fundamentally altered.

Annual Meetings are occasions to refresh our minds, seek in new knowledge, and reaffirm the value of the sociological in our lives. While the ASA membership was about the same size in 1980 as it was in 2000 (just under 13,000), the Annual Meeting has grown. In 1980, there were 3,331 paid registrants and 206 program sessions; in 1990, there 3,818 paid registrants and 312 program sessions; and in 2000, there were 4,793 paid registrants and 577 program sessions.

While the ASA Annual Meeting is very much driven by member interest and proposals, ASA is also reflective and deliberate in what it provides. Over the years, the Association has recognized the need to think creatively about the Annual Meeting both as a "learned place" and as a "place to learn." In particular, the Association has developed a program of workshops that has much to offer attendees.

During the last 20 years, the number of workshops has grown and their definition and character have been honed. In 1980, there were some eight professional workshops to complement a roster of 10 didactic seminars. But, by 1990, there were 9 professional workshops and 11 teaching workshops, and, by 2000, there were 16 workshops related to the academic workplace, 21 professional workshops, and 29 teaching workshops (in addition to the didactic). Each educational element has a different point of emphasis.

- Didactic Seminars tend to be half or full day events, often on a new methodological approach or technique. Attending a didactic seminar provides a chance to engage with new material and be able to expand one's sociological repertoire.
- Professional Workshops focus on topics and issues important to the professional development of sociologists—from writing books, articles, or grant proposals to better understanding ethical considerations in the conduct of research, the use of research data, or working effectively with the media. Some of these workshops target different career stages.
- Teaching Workshops center on ideas and strategies for teaching specific courses (e.g., "Teaching Introductory Sociology for the First Time" or "Teaching a Course on the Family") or expose attendees to new techniques (e.g., "Teaching Using the Internet").
- Academic Workshops are addressing to leading, managing, and thriving in the academic workplace. These workshops delve into issues like "Assessing your Sociology Library Collection," "Preparing for a Program Review," or "Chairing a Joint Department."

Workshops have been well planned by session leaders and well received by attendees. Yet, even though ASA offers across-the-board more than 100 workshops each year, we have not seized upon the opportunity to promote and feature what we do. For us, the 2002 Annual Meeting represents a new turn in that road.

The 2002 Program has several innovations to test the waters of a professional development program within the Annual Meeting. Most importantly, with the encouragement of President Barbara Reskin and ASA Council, the Association is more intentionally seeking to promote workshops and the training and learning component of the Annual Meeting by offering them in the form of a "training component." There is also an occasion to teach and to learn—Felicity J. Levine

The Executive Officer’s Column

In This Issue...
New Developments Concerning Public Use Data Files

by Paula Skedsvold
Senior Public Policy Analyst

In the midst of heightened attention to human subjects protection issues over the past several years, Institutional Review Boards (IRBs) in many colleges, universities, and research institutions were uncertain about the need to undertake review of research where investigators intend only to use data files that are publicly available. Indeed, among the most frequently framed concerns from social scientists about the “fault line” in the operations of the human subjects protection system is that IRBs were now seeking to approve use of data files already available for public use. IRBs were requiring investigators to submit protocols for review when they were using U.S. Census data, the General Social Survey, the Panel Study of Income Dynamics, and the like in research or teaching.

Testimony submitted over a year ago by the American Sociological Association and other scientific societies and researchers to the National Bioethics Advisory Commission (NBAC), to the Institute of Medicine (IOM) Committee on Assessing the System for Protecting Human Research Subjects, and to the National Human Research Protections Advisory Committee (NHPRAC) directly addressed the problem of IRBs seeking to review research using public use data files. Since that time considerable progress has been made.

The process of examining this issue has been deliberative and open. Since spring 2001, NHPRAC has given it priority consideration. Also, at meetings convened by professional associations and federal agencies, a dialogue has ensued regarding the proper use of publicly available data files. Over the months, the definition has been clarified so that especially those outside of the social and behavioral sciences would better understand the meaning of public use data files—i.e., that is, data files “prepared by investigators or data suppliers for use by other data analysts in a form where the data are not individually identified or in a manner identifiable form.” To qualify as public use data files, these data files are reviewed by an IRB (or by a government agency for federal statistical data collections) to ensure that they are properly de-identified and ready for public use.

In the past, the review process seemed to comport with this process. In practice, once an IRB completed its review of data files for the purpose of ensuring de-identification, no further review was required. When the height­ened interest in additionally reviewing de-identified data files became a major issue, NHPRAC—the advisory body for the National Bioethics Office of Human Research Protections (OHRP)—was in place to take it up.

At the July 2001 public meeting, NHPRAC reviewed and commented on recommendations proposed by its Social and Behavioral Sciences Working Group (for a roster of members, go to: http://www.asanet.org/public/humanresearch/sbswg.html). Later, at its October 2001 meeting, NHPRAC members reached a consensus that data sets reviewed and approved by an IRB as de-identified and ready for public use do not need further review by other IRBs, although the specific wording needed to be fine-tuned. At this time NHPRAC members are in the process of polishing the language to advise the OHRP as it issues guidance to IRBs.

NHPRAC’s activity on public use data files is already beginning to influence the thinking and policies of local IRBs. The University of Wisconsin (UW) recently announced a new policy for research involving the use of publicly available files. It states: “Research projects involving secondary data set analysis will NOT require prior HSC [Human Subjects Committee] approval if the data set has been preapproved by the UW-IRCs...” The policy lists seven approved public sources of data sets, including the U.S. Census Bureau, National Center for Health Statistics, and National Center for Education Statistics.

In creating its policy, UW recognized that this clearer policy will be needed to require social science researchers to make federally funded data collections publicly available. UW also acknowledged that professional associations are now encouraging researchers to make data sets available to other scientists to encourage replication of the research findings. For further information on the UW policy, go to: http://www.npg.wisc.edu/humanuse/datasets.html

NHPRAC will likely finalize its advice on the use and review of publicly available data sets by the end of January 2002. This new guidance signals and supports important change.

Note: ASA Executive Officer Levine serves on NHPRAC and co-chairs the Social and Behavioral Science Working Group. See also the ASA homepage http://www.asanet.org/public/humanresearch/.

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all the research disciplines. It is our intention to use this forum to address broad and flexible, and can be measured in ways that are appropriate for different types of research. For example, the evaluation of protections in a clinical trial is different from the evaluation of appropriate protections in a survey.

Further, because AHRPP is not tied to the federal government, it offers the fullest confidentiality permitted by law to institutions on discussing their human research protection programs. Having the trust that comes with AHRPP’s alternative mechanism will disclose any information to anyone other than the institution demonstrates AHRPP’s commitment to working with institutions to improve their protection programs.

Second, sites under review will be conducted and accreditation decisions will be made by a small group of highly skilled individuals who includes expertise in the social sciences. Site visitors will represent IRBs, researchers, institutional review boards, and representatives of individual institutions. Site visitors will represent a cross section of researchers in research. Researchers on site visits will be social scientists when universities without medical schools are visited, and researchers on site visits will include social scientists when universities with medical schools are visited. Following a visit, the site visit team will submit a report of its findings to AHRPP’s Council on Accreditation that will be comprised of experienced site visitors, again including social scientists. Thus, site evaluations and accreditation decisions of human research protection programs will be conducted by social research will be made by those who conduct and review social science research.

Accreditation is not a panacea that will cure the ills of the current oversight system, but it is a time-tested method for improving program quality. It offers several benefits that can directly affect researchers, it can demonstrate to the public and the federal government the commitment of research institutions to provide protections to research participants. Surely it is better than more regulation from the federal government that is more likely to stifle the research enterprise and add little to the protection of research participants. In addition, researchers can feel assured that when their institutions are accredited, their institutions are supporting research and providing the necessary infrastructure. For example, government inspections, when they do occur, should be less onerous and frequent. But, more importantly, researchers can be confident they are doing all the things they can to conduct ethical research. Over time, the public will come to rely upon the integrity that accreditation carries and be more willing to support research by enrolling in research at accredited institutions and to advocate for the use of public funds for research.

The success of AHRPP’s accreditation program will depend in part on the involvement of social scientists. If you are interested in learning more about AHRPP or being involved in its accreditation program, please contact Dr. Margie Pollock, Executive Director of AHRPP, via e-mail: mpollock@aahrpp.org.

Marjorie A. Spera, a psychologist, is Executive Director of the Association for the Accreditation of Human Research Protection Programs, Inc. (AHRPP).
Seven Projects Receive ASA-NSF Small Grant Awards

The American Sociological Association (ASA) is pleased to announce seven awards from the summer 2001 cycle of the Fund for the Advancement of the Discipline (FAD). The Association's FAD program is jointly funded through a matching grant provided to the ASA by the National Science Foundation (NSF) and administered by the ASA. These awards are designed to support researchers with seed money for innovative research projects and also for scientific conferences that show promise of advancing research in the discipline. This round of winners includes:

Sharon N. Barnett (Gallaudet University) $6,975 for "Macro Sociological Theory and Disability: A Re-examination After 35 Years." Funding will be used to hold a working conference of 20 junior and senior social science scholars in the field of disability. Disability is most commonly discussed in the context of medical sociology as an individual problem that needs to be cured or rehabilitated. The purpose of this conference is to explore and evaluate social approaches to the study of this field in order to link individual disabilities with social structures. The conference will be evaluated include status attainment and role theory; political economy; and social organization, research, and collective action theory. The conference is the first to follow in the footsteps of a 1965 ASA-sponsored conference on disability that resulted in a book on the topic. It is expected to produce an edited volume of Research in Social Problems: Disability that will update and re-conceptualize the field. In addition, the conference will develop the framework for a larger study on the relationship of social theory and methodology to be funded by the National Institute on Disability and Rehabilitation Research.

Kafi D. Benefis (Lebanon College, City University of New York) $6,260 for "Economic Strategies of Rural Households in West Africa." Funding will be used to investigate whether population growth leads to the intensification of agricultural production through increased cultivation of land, increased use of labor, or increased use of capital (as suggested by Rostow). Alternatively, the research examines whether population growth leads to a decline in agricultural production and an increased dependence on non-agricultural income sources (a view supported by Mathur and Kinnabath). The Principal Investigator will use Ghanaian household surveys (with information on communities) from the 1980s and population data from the 1990s. Scholarly publications from this grant will provide a basis for broader study of this issue in other contexts and the preparation of grant applications to major funding sources.

Carla Carlton-Ford (University of Cincinnati) $4,500 for "War and the Life Chances of Children." Funding will be used to create and disseminate a country by country dataset that will allow for the investigation of the impact of war on children’s and other’s life chances, especially their mortality, malnutrition, and education. The Principal Investigator (PI) will gather and systematize secondary data from Non-Governmental Organizations, United Nations agencies, the World Bank and other international organizations when the data have been collected and systemized, the PI will test a series of hypotheses that should contribute to the sociology of children, the sociology of war, and child and civilian health advocacy. These hypotheses concern the effect of war on children’s life chances, economic growth, and public health infrastructure. Since September 11th the topic of the effects of war is of higher profile to sociologists and other social scientists. Thus, the public use data should facilitate study of these issues.

Joshua Cameron (Yale University) $7,000 for "Lesbian and Gay Media: Patterns of Ownership and Ownership." Funding will be used to investigate whether minority ownership makes a difference for diversity and dissent in media content. Specifically, the study seeks whether content diversity has declined in the gay and lesbian press as a result of growing corporate investment and consolidation. The Principal Investigator (PI) hypothesizes that consolidation results in a narrowing of political and ideological voices. To test the hypothesis, the Principal Investigator (PI) proposes to map the history of the gay and lesbian media and to develop measures of content diversity in different historical periods. The PI also proposes to interview key players in the gay and lesbian media to assess whether these measures of content diversity, consolidation, and historical period are valid. The results from this study will provide the basis for grant applications for a large-scale study that will include other minority group media.

Heidi Gottfried (Wayne State University) $7,000 for "Comparative Gender Reorganization in Post-Communist Eastern Europe: Re-Regulation." Funding will be used to further the work of an international team of scholars engaged in investigating the transformation of gender and employment relations in a global era. Specific goals of the research include testing the notion of "gender regimes." These regimes are defined as public and private policies centered around processes of re-regulation as a result of a woman’s increased labor force participation and government efforts to improve gender equity within a global context of privatization and deregulation. A major purpose of the three-day meeting is to develop a common research framework for the study of four advanced industrial economies—the U.S., the U.K., Germany, and Japan (chosen because of their important experiences and because they embody important contrasts). In addition, the meeting will require the development of specific research and joint publication ventures to be undertaken by the research teams in each country.

Linda Lahous (Ohio State University) $6,900 for "Spatial Inequality as an Analytical Framework: A Workshop Proposal." Funding will be used for a workshop designed to address the questions of how and why markers of inequality, such as poverty, vary across space and place. In an effort to integrate sociological and geographical analysis of inequality, the workshop will bring together junior and senior scholars in the field who will develop contextual frameworks and specify empirical issues around topic areas such as territorial segregation and spatial inequality. Conference participants will also attempt to sharpen appropriate methodologies and discuss increased policy outreach. Conference participants will write short working papers that include summaries of what has been discussed and what needs to be done. Discussion leaders will synthesize these papers. The result will be an edited volume.

William Alex Průmíre (University of Copenhagen) $7,000 for "Patterns of Crime and Violence in Russia." Funding will be used to investigate how homicide rates in one region of Russia have been affected by social change, primarily the effects of the dissolution of the Soviet Union. This particular section of a larger study will use qualitative and quantitative approaches to analyze a rare set of 200 contract homicide records, pre- and post-dissolution. Among the issues to be analyzed are changes in types of offender- types, victims, and victim/offender relations. The case study data will be supplemented with aggregate data. Preliminary research suggests that there were changes in who committed homicides that were not documented since the dissolution of the Soviet Union. The major tasks to be accomplished during the proposed period of research are to translate, code, and analyze the case narratives and to develop manuscripts based on this research.

Call for NIH Proposals

Social and Cultural Dimensions of Health

The Office of Behavioral and Social Sciences Research (OBSR), National Cancer Institute (NCI), National Center for Complementary and Alternative Medicine (NCCAM), National Heart, Lung, and Blood Institute (NHLBI), National Human Genome Research Institute (NHGRI), National Institute of Child Health and Human Development (NICHD), National Institute of Dental and Craniofacial Research (NIDCR), National Institute of Mental Health (NIMH), National Institute of Nursing Research (NINR), National Institute on Aging (NIA), National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institute on Arthritis, Musculo- skeletals, and Skin Diseases (NIAMS), and National Institute on Drug Abuse (NIDA) invite qualified researchers to submit research grant applications on the social and cultural dimensions of health. The goal of this announcement is to (a) elucidate basic social and cultural constructs and processes used in health research, (b) clarify social and cultural factors in the etiology and consequences of health and illness, (c) link basic and clinical research to practice for improving prevention, treatment, health services, and the social and cultural dimensions of health and illness, and (d) explicitly consider social and ethical issues in social and cultural research. The goal of this program announcement is to encourage investigators to include these two fields to develop conceptual frameworks and specify empirical issues around topic areas such as territorial segregation and spatial inequality. Conference participants will also attempt to sharpen appropriate methodologies and discuss increased policy outreach. Conference participants will write short working papers that include summaries of what has been discussed and what needs to be done. Discussion leaders will synthesize these papers. The result will be an edited volume.

Behavioral and Social Sciences Research Guide to Grants at NIH

The NIH Office of Behavioral and Social Sciences Research (OBSR) is launching a new e-mail service for announcing NIH funding opportunities in the behavioral and social sciences. On a monthly basis, OBSR will distribute a listing of and hyperlinks to recent funding announcements (Program Announcements, Requests for Applications, Notices) published in the NIH Guide to Grants and Contracts.


To receive these monthly announcements, please join the special listserv. It takes only one e-mail to take advantage of this service. (And we promise you won’t be deluged with messages. Just one e-mail per two weeks.)

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For more information, please contact Ronald P. Abele, at (301) 486-7859, fax (301) 485-8779, or by e-mail at abele@nih.gov.
ISA Travel Grant Expected for XV World Congress of Sociology

As Footnotes goes to press, the American Sociological Association (ASA) is expecting official notification of a block of travel funds from the National Science Foundation (NSF) to provide travel funds to U.S. sociologists to attend the XVth World Congress of the International Sociological Association (ISA) in Brisbane, Australia, July 7-13, 2002. This announcement is to alert sociologists of this likely source of support for travel to Brisbane, and to provide information about the application process for interested participants to prepare materials and required documentation. Assuming NSF final approval, the ASA anticipates a March 31, 2002 deadline for submission of applications. Watch the ASA homepage (www.asanet.org) and February Footnotes for the most up-to-date information on the status of this award.

The ISA is the major worldwide organization of sociologists, drawing its membership from over 54 participating countries. ISA meetings are a key venue for the exchange of research and scholarship and provide a major opportunity for U.S. sociologists to engage in scientific exchange with sociologists from other countries. The major conference of the ISA, the World Congress, occurs at four-year intervals and attracts approximately 5,000 participants.

The 2002 ISA World Congress theme of "Social Work in the Twenty First Century: Ambivalent Legacies and Rising Challenges," reflects the emphasis on theme-related applications for travel grants, arising from global social processes and transnational communities, including those relating to understanding global interconnectedness, new technologies associated with the internet, and the growing hybridization of cultures. In the words of ISA President Alberto Martinelli, "There are also challenges both to our scientific paradigms and analytical tools, and to our projects for a better world focused on equitable and sustainable development and enhanced opportunities for all."

Participation by and Opportunities for U.S. Sociologists

Travel support to the ISA World Congress will be available at all career stages to participate in an international conference that fosters scientific exchange among international sociologists. Broad-based support for U.S. sociologists will advance the scholarship of those who might not otherwise have an opportunity to attend an international meeting and facilitate research collaboration on critical topics facing the world in transition. Because the ISA World Congress is convened only every four years, it is especially important to ensure that U.S. sociologists remain a strong presence at ISA. The ISA focuses on sociologists of color, women sociologists, and sociologists with disabilities are encouraged to apply.

ASA Procedures and Criteria for Allocating Travel Funds

Size and Nature of Awards. The American Sociological Association (ASA) and the International Sociological Association (ISA) have made available $5,000 in travel support to be used to defray the costs of round-trip airplane travel. The number and size of awards depend on the number of meritorious applications. Awards are likely to range in size depending on the location of travel (departure city) and resource needs. It is not expected, however, that support will exceed $1,200. Government policies require that U.S. carriers will be observed. Awarded will be permitted to choose any mode or class of travel they wish; however, reimbursement from their awards will not exceed the equivalent of round-trip economy class.

Criteria for Ranking of Awards. Applications are open to all sociologists. Membership in ASA is not a requirement for the receipt of a travel award. Having a scientific paper accepted by one of the ISA conference committees, playing a significant role in the program, or having planned meetings that will foster research and scientific collaboration or exchange is the only requirement for eligibility for a travel award. Applications for travel grants will be reviewed by a specially appointed Selection Committee. In reviewing and ranking applications and in making awards, the Selection Committee will be guided by several broad principles:

1. The significance of the paper to be presented or of the role to be played in the Conference. This includes the evaluation of the scientific contribution of the paper in the program session as well as the degree to which the paper presents new and significant U.S. contribution to the program. Aside from paper presentations, acceptable roles include:
   - preparing an invited address;
   - participating in symposia and reviews at conferences; or
   - establishing conference sessions;
   - organizing or chairing a symposium or thematic session;
   - chairing a research committee.

2. The intrinsic worth of the project itself.

3. Balancing applicant qualifications. The Selection Committee will seek to balance travel awards so that scholars at all levels of experience, not just established senior scholars, will receive travel support. Indeed, recent Ph.D.s and junior scholars (including graduate students) who show promise and productivity will be given special consideration, since they are less likely to be able to fund their own travel. Preference will be given to those who have not received prior travel grants through ASA.

4. Ensuring broad participation. The American Sociological Association has long been a leader in support of expanded opportunities for participation in social science. As part of achieving a balanced pattern in allocating awards, the Selection Committee will be expected to uphold these principles with respect to age, gender, race, ethnicity, and persons with disabilities.

5. Ensuring funding rather than complete funding. No awardee will receive a grant in excess of the least cost round-trip fare from his/her gateway city to Brisbane. This principle will enable the Selection Committee to support the highest possible number of grant recipients.

Application Procedures

Applicants should provide (1) a description of the paper or other participatory role in the organization of the ISA Congress, (2) a statement of the scientific potential of the project (to the advancement of sociological work or knowledge), (3) evidence of participation in the ISA Program (e.g., a copy of a confirmation letter from a session organizer or some equivalent documentation), and (4) a brief curriculum vita (not more than two pages). Please send six copies of the application material to ISA Travel Grants, American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, D.C. 20005. Applications must be received by Thursday, March 31, 2002. Awards will be announced no later than April 30, 2002.

Reporting and Reimbursement

All recipients of ISA travel awards shall be informed that their awards are made possible by a grant to the American Sociological Association from the National Science Foundation and will be asked to submit a report on their use of the travel support in any papers or publications derived from participation in the World Congress. Recipients of travel support will be expected to submit a final financial statement for reimbursement, as well as a brief narrative report highlighting the importance and benefits derived through this travel support.

Tackling Issues of Human Rights and Globalization

by Stacey S. Mendel, ASA Staff Writer

In recent years, protests of organizations such as the Trade Organization (WTO) and International Monetary Fund (IMF) have brought ever-increasing attention to the economic and social issues of globalization. As the reach of the U.S. economy has become more global, there has been increased discussion, in both the media and academic circles, over the rights of international workers in the wake of globalization. In addition, political and economic sovereignty have emerged with clashes between the laws of countries and policies of NAFTA and IMF determine are necessary for fostering unfettered trade and free-market economies. There has also been increased discussion pertaining to the role the international community (and the U.S. in particular) should play in preventing and stopping human rights abuses. In the midst of these debates, some sociologists, Robert D. Mann and Thomas Cushman, have joined the fray and created interdisciplinary forums for the scholarly discussion of these issues.

Manning is the new Caroline Werner Garnett Professor at the Rochester Institute of Technology. He is coordinating the 2001-2002 Garnett Lecture Series, "Globalization, Human Rights, and Citizenship," the focus of which is the economic, political, and social issues of globalization. According to Manning, "The goal of the lecture series is to examine some of the most provocative issues that confront us today. These include the impact of social indicators in evaluating national development, enforcement of the World Trade Organization agreements, negotiation of transnational environmental standards, rising power of multinational corporations, and the role of international institutions like United Nations and WTO, civic responsibility in a era of transnational communities, regulation of international population movements, gender of slavery and indentured servitude, and civil rights as global citizens."

In Manning's view, "The tragic events in New York and Washington, D.C. highlight the increasing importance of global national living standards and the vitality of our local communities, it is also dramatically transforming the social and cultural foundations of modern society," he said. The rapidity of these changes, together with heightened fears over preserving their security and environment, has contributed to globalizing the political and cultural movements in developing countries in order to resist the growing power of commercial and cultural forces in the United States and multinational corporations.

Speakers for the 2001-2002 year include activists, historians, political scientists and poets, as well as sociologists. Some of the sociologists that have been featured as speakers this year are Christopher Chase-Dunn and Saskia Sassen. The series will also feature at the end of January a business-labor roundtable where corporate executives and an organized labor representative from Rochester will discuss the "challenges and opportunities" of globalization. All talks in the Garnett Lecture Series at the Rochester Institute of Technology are free and open to the public. A complete schedule and more information can be found at http://www.rit.edu/garnettseries.

Cushman, who has just received a grant from the Mellon Foundation to study the relationship between theory and public policy, hopes through this journal to unite more closely the disciplines of sociology and human rights. In his view, "The project of sociology from its earliest beginnings is intimately related to the question of rights the attempt to understand freedom, autonomy and individuality in the modern world, the sources of social inequality, domination and repression, organized forms of violence and a whole host of other topics are central to sociology, as they are to those in the field of human rights."

Cushman has additional plans to establish a Human Rights Group, which would bring together sociologists who are interested in the scholarly study of human rights. As he describes it, "Such a movement already exists within anthropological circles, and there is no logical reason why sociology should be marginalized with respect to the scholarly study of human rights."

The Journal of Human Rights is an apt forum for such scholarship. Those interested in further information can contact Cushman at Thomas.Cushman@rochester.edu or submissions, ideas for special issues, symposia and reviews at JHR@wellesley.edu.
Indiana Center on Education brings fields together

by Carla B. Honey, Deputy Executive Officer

The perch of a journal editor provides a useful view of the field. Pamela Barnhouse Walters, Indiana University, served as editor of Sociology of Education, her view of the field. Without this specialty led her to think about a challenge: how can we get colleagues from schools of education and from the social sciences to work together more effectively?

This question only gained momentum from a Spencer Foundation-convened conference about where sociology of education is headed as a specialty field. This conference, held in March 2000, was a "think tank" on sociology of education (see April 2000 Footnotes). While the conference brought forth exciting work and new avenues for research, Walters came away feeling that the research done across the social sciences on education does not always speak to the same issues that scholars in schools of education find interesting, and vice versa. As a good sociologist, she wondered what kind of a project could center on the social contexts and stimulate and infrastructure for this kind of collaboration.

At the same time, the Spencer Foundation, a major source of support for research and training in education, had convened the conference to scout for promising new directions. The Foundation has had a longstanding interest in the centrality of research and social science disciplines and how to foster and create connections (see: www.spencer.org).

Pamela Barnhouse Walters

About 10 years ago, the Spencer Foundation launched a series of training programs in social sciences on education. These original five or six training grants were successful and spurred Walters to reach out to other schools of education. In 2001, Spencer funded three education centers in social science departments: Duke University (psychology), City University of New York (urban education), and University of Washington (sociology).

The UU proposal, "Discipline Based Scholarship in Education Program at Indiana University-Bloomington," which was funded for close to $500,000, sets forth two sets of activities. "The first would establish a strongly inter-school research community for faculty and graduate students. This activity occurs on steps taken in this direction by the University's establishing the Center for Education and Society in 1999. The second activity comprises a program of training for select graduate students in Educational Policy Studies (in the College of Education) and in Sociology (in the College of Arts and Sciences)."

This project provides an important model for sociology and other fields to transcend institutional and disciplinary boundaries," says Walters. At a practical level, Walters felt that, on a large campus like IU-B, "there was no organizational structure to bring people together to share and strengthen our work." The Center for Education and Society provides the place to do that. With the Spencer Funding, it can "seed" new collaborations as well as train the next generation of education researchers.

Some of the research will center on issues connected to social policy. In the proposal, Walters argues that "the very best research on education speaks to policy concerns and theoretical issues, but scholars often emphasize one at the expense of the other. The stereotype is that scholars in professional schools of education emphasize the theoretical expense of theory and scholars in the social sciences care more about the theories of their home-disciplines than policy." Walters felt that there was a nugget of truth to this generalization, but that we have two faculties with existing bonds (e.g., serving on student's committees, cross listing courses) that would enable these different emphases to strengthen working together.

At Indiana, the New Year brings the launch of many of the proposed activities. The Center has its first group of five trainees to start in January 2002. It requires an incoming student in the spring which will feature Center faculty and outside speakers, both U.S. and international. Walters also provides support for faculty research during the summer and travel grants for research purposes. A graduate student will be hired to assist with qualitative research.

"Everyone is excited about this project," says Walters. "One of our key considerations is to make sure people are prepared within their 'home' field. But the interdisciplinary work will greatly help the students and their future careers. There are many academic options for our graduates, including in Schools of Education." The Dean of the College of Letters & Sciences and the Dean of the School of Education have been very supportive," says Walters. "Indiana University as an institution is very hot on interdisciplinarity—this project is one of the first that 'crosses' schools not just departments.

And if all of this is not enough, Walters serves as co-chair of a study commissioned by the National Academy of Education and the Social Science Research Council on the relationship between education conducted in arts and sciences disciplines and in schools of education. She can look quite close to home for one model of how this relationship unfolds.

Social and Economic Justice undergraduate Minor: Experiment in Process

by Judith R. Blau, University of North Carolina-Chapel Hill (jrblau@email.unc.edu)

How do we theorize "citizenship" these days—with high rates of immigration, the decline of the nation-state, increasing economic inequalities, and increasing global interdependencies? That question was the one I used for the second half of my syllabus in Sociological Theory in spring 1998. Though wordy, it was an innocent exercise: testing whether I could get the students loved my innocent question. We found ourselves engaged in all kinds of intellectual exercises to describe what materials I used. This semester they included the United Nations Declaration of Human Rights, the UNESCO Declaration on Cultural Diversity, Mitchell Duneier's Sidewalk, and Rhoda Howard's Human Rights and the Search for Community, and (next semester) Michael Ignatieff's Human Rights as Politics and Idealogy and David Cochran's The Color of Freedom: Race and Contemporary American Liberalism.

This semester the students had several opportunities that were novel and fun. We—about 60 students, a graduate student (Tanya Golash), her musician husband, and I—performed street theater on campus. We used Duneier's book on street vendors and home-based workers—a book for this, and, looking amazingly authentic, we parrihanded for UNESCO and engaged others in conversations about oppression, racism, joblessness, and why they too ought to care, to get involved, and so forth. The second code of ethics for the first several genuine homeless men joined us; my students learned as much from them as I did, as other students were learning from mine. In addition, the students received 1/16th credit for participating in an "event," such as a teach-in or a workshop related to race, labor, or immigration. Staff members of the Workers Rights Consortium invited class members to meet with labor organizers from the Kukdong factory in Mexico, who visited Chapel Hill following the successful end of the labor dispute and the formalization of the university's contract with them.

Even with just a year's experience with the minor, it is clear that it is becoming the basis of an important student community—a plus in a large public university. Initially we realized that we were attracting white student activists, but now the SEJ student community is expanding to include black, Latino, and Asian students as well as foreign students. It is advocacy of various sorts—justice issues, generally—that is at the core of this emerging student community. A challenge in the required course is to establish a theoretical foundation and language for justice so that it is something of an anchor for other courses in the minor related to, for example, neo-colonialism, gender, race, class, environmental issues, bioethics, and economic development.

Rewarding and motivating students to become involved with the advocacy projects is not as complex as it appears at first. The first project to appear was with a ROTC student in the class and many students coming from military families, there emerged in my class, without my explicitly setting the agenda. The first understanding is that "the war" and "terrorism" were not on the agenda for classroom discussion. With a high technology classroom, from the beginning of the semester I always started class on the UN Daily Briefing website.

This exercise put the world into a bigger perspective for students than conventional news media does. It sensitized students to problems of humanitarian aid, refugees, Afghan women, and establishing a civilian government in Afghanistan. There were also accounts of the Durban conference on racism and the SARS epidemic in South Africa. If any student wished, we could switch to another UN or UNESCO news site. As the term progresses, many of us attended a university event for solidarity with Muslims. Regardless of their political orientation, the students felt sympathy with Muslim students after September 11th—particularly since one of the students in the course is from Kabul. In general, my feeling after September 11th, was that my students felt reassured, not politically complicit, by starting each class with this global perspective.

Never have I learned so much from a course. For example, one student based her service-learning paper on an investigation of toxic waste around North Carolina. It also "clicked" for students. One told me the last day of class that he has applied to a summer Underserved Nations internship, and another, who will be going to medical school, asked me if he could bring along. Many of us attended a university event for solidarity with Muslims. Regardless of their political orientation, the students felt sympathy with Muslim students after September 11th—particularly since one of the students in the course is from Kabul. In general, my feeling after September 11th, was that my students felt reassured, not politically complicit, by starting each class with this global perspective.

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Footnotes.
Teaching Students to Think by Teaching Radical Sociology

by Meghan Rich, ASA Academic and Professional Affairs Program

We must faculty share the goal of teaching students to think, how do they go about reaching that goal? Erik Olin Wright, a Professor of Sociology at the University of Wisconsin-Madison, encourages intellectual debate and critical thinking in the classroom. Instead of teaching sociology from a "neutral" perspective by presenting many viewpoints on a subject, Wright says his cards on the table. He makes it quite clear that he is a sociologist teaching radical social theory from a critical perspective. By taking this approach on many different social issues, he always incites debate is a proposal for a photo essay that is visual sociology at its best. Sociology is not to oversimplify complex theoretical ideas. Wright does not attempt to simplify these ideas in his course by making them one dimensional, but instead gives them space to work through the issues via discussion and student mentoring.

Wright's approach to teaching necessitates active learning strategies. He often asks students a question and then asks them to turn to their neighbor and discuss the answers. "We have fifty different discussions going at the same time, sometimes twenty. I often ask students to write on the board, or on an overhead, what they think about a topic. I usually have half the class volunteering to participate, and most of what I would have said, plus other good material, ends up on the board. I believe in the importance of having students thinking critically about issues and knowledge. The following process requires quality information."

Undergraduates who are particularly intellectually engaged are welcome to take Wright's graduate level courses. He requires every graduate student in his classes to have an undergraduate mentee, which serves two purposes. By teaching undergraduate, graduate students learn the sociological material more effectively themselves. They also have the opportunity to hone their teaching and mentoring skills as they prepare for their future role as faculty members after they receive their PhD. Additionally, the undergraduate mentor gains the opportunity to work closely with another more advanced student to work out complex ideas presented in class. Wright also asks each student (undergraduate and graduate) to critique two other students' papers. This allows each student to find weaknesses in other's thinking and writing that may be reflective of their own.

Wright is a faculty fellow for the Chadbourne Residential College, a dormitory on the University of Wisconsin campus. Students who are particularly interested in being part of a "learning community" can apply to live in this microcosm of the University of Wisconsin, which attempts to create the atmosphere of a small, liberal arts college. At Chadbourne, students work closely with faculty and may even take classes at the dorm. Faculty involved in Chadbourne nearly teach both an undergraduate and a graduate course, but they take part in social activities, educational trips outside of campus, and are a resource for mentors. Undergraduate, Wright's class, Contemporary American Society, geared towards introducing critical sociology to freshmen, was taught at Chadbourne in the Fall semester of 2000. Elissa Kleve, a Chadbourne resident, reported that she found her experience at Chadbourne to be a "fitting in" moment. "During some of the discussions, emotions did heat up. People tend to disagree with many of the things Erik had to say. But when someone disagreed with him, instead of letting that person only present his/her ideas, Erik requested that he/she explain why he/she disagreed... Erik encouraged us to express discord and let us know when he thought we raised valid points."

Wright also practices what he preaches. He can often be seen riding his bike in and around the University of Wisconsin, rather than driving a car (even in the Wisconsin winter!). He has his students buy books at a local book co-op, as opposed to through the large University Book Store. The personal dedication to the political perspective that he espouses is apparent to his students.

Between Wright's involvement with students, teaching techniques, and students' feedback, all of the students in Wright's classes are guided towards improving their writing and critical thinking skills. Furthermore, in this case, they learn that the best way to defeat an argument is by crafting a solid response.

Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Theory and Research Merge in Sociology Program at JMU

by Meghan Rich, ASA Academic and Professional Affairs Program

The Department of Sociology at James Madison University (Harrisonburg, VA) has a unique curriculum geared to the integration of theory and research. Instead of the usual triad of requirements for majors—theory, methods, and statistics—James Madison has a very different approach to the teaching of sociological thought and research. In particular, there are three courses, split by major paradigms in sociology, which integrate theory and research methodology. They are Critical Analysis, Interpretive Analysis, and Naturalistic Analysis.

The sociology curriculum at James Madison University includes important prerequisites to prepare students to be able to integrate theory and research. Prior to taking these courses, students must take a Senior Seminar as a capstone to their educational experience. In the Senior Seminar, students are introduced to the program by writing a large research paper.

Mary Lou Wylie, department chair, states that the students who have gone on to graduate study in sociology have sent us glowing reports about their experiences in graduate work. "I believe that our program has given them an edge in graduate school because they are more intimately aware of issues in the discipline of sociology than are other graduates. Students who do not go on to graduate school have also benefited from the program because they graduate with advanced research and writing skills. Those students are prime candidates for work in the government and nonprofits (many of the students at James Madison are from the Northern Virginia area and go back home to work in Washington, DC), education, business, and the nonprofit justice system."

Because the department gets a significant number of transfer students, they offer all required classes every semester. Therefore, it is possible for someone who comes in the program as a junior to graduate with a sociology major.

For more information on the curriculum at the Department of Sociology at James Madison University, contact: Mary Lou Wylie, Department of Sociology, James Madison University, Harrisonburg, VA 22807, e-mail: wylie.maryl3@jmu.edu

City & Community

by Katherine Ross, John Mirosky and Shauna Priester on mistrust in cities, work that draws on the earlier thinking of Georg Simmel but connects to recent work by, among others, Peter M.borough and Robert Sampson; by John Logan and Kyle Crowder on the nature and differences of urban regimes throughout America; and by Kevin Fox Gotham on the way that segregation was historically fashioned and implemented in Kansas City, Missouri. The articles, on balance, are not only theoretically interesting and empirically important, but they also illustrate the wide variety of methods available to sociologists who study the modern city.

Although City & Community is a product of the ASA's Community and Urban Sociology section, what it will prove to be of interest to many sociologists. More details about the journal, including where to send manuscripts, can be found at several websites. Those include that of Blackwell Publishers (www.blackwellpublishers.com), the American Sociological Association (www.asanet.org), and the Community and Urban Sociology section itself (www.communorg.org).

We urge you to check out the contents of the latest issue of this new journal. Forthcoming issues also will include articles on a number of very relevant and genuine topics, including a piece by Daphne Spain on "gender and space," and a piece by Claude Fischer, on mobility in America.

Nancy A. Denton serves as CLSS Section Chair and Anthony M. Orum is the Inaugural Editor of City & Community.
Profile of the 2001 ASA Membership

by Stacey S. Merola and Roberta Spalter-Roth, ASA Research Program on the Discipline and Profession

By the end of 2001, ASA had 12,365 members. This represents a slight increase over the numbers shown since 1999, the last year for which data are available. In 2001, ASA offered four types of membership: regular, student, and emeritus member. Fifty-three percent of members joined ASA as regular members, down from 58 percent in 1999. The second largest category was the "student" membership level, which remained stable between 1999 and 2001, comprising 30 percent of members (Figure 1). The characteristics of the two largest groups, regular and student members, are highlighted, below.

The survey answered all questions. For example, 15 percent of members did not report their race/ethnicity, and about five percent did not report their gender. Twenty-one percent did not report their age, 31 percent did not report their employment status, and 42 percent did did not report their employment sector. Eighteen percent did not provide information on their educational attainments. As a result, all findings should be viewed with some caution.

Regular Members

Demographics

The proportion of men and women in each of the membership categories reflect, in part, the changing demographics of the discipline (see December 2001 Footnotes). Men were the majority (55 percent) of regular members. In 2001, women constituted 45 percent of regular members, similar to their share in 1999. About three-quarters (75 percent) of the regular members reported that their race/ethnicity was white. About five percent of regular members were African American, five percent were Asian American, three percent were Hispanic/Latino and less than one percent were Native American. Two percent reported their race/ethnicity as "other" and about 11 percent did not respond.

The average age of those in the regular members in 2001 was 51 years. The modal age was 54. The majority of the regular members (66.7 percent) were between ages 30 and 39 (53 percent). The average age of those in the under $20,000 income level is 33 years. The median age is 31, however, and the modal age is 28. The majority (about 60 percent) of the student members in 2001 were between the ages of 25 and 35.

Conclusions

That women and minorities tend to be concentrated in the student population indicates that over time the demographics of the regular members will change, and that the trends described here are to some degree the result of a "cohort effect." Based on the demographics of the membership it seems that as women and minority members advance through the graduate program and into the profession, they have the potential to achieve similar outcomes as men and whites. Continuing to monitor membership trends will allow us to see if these outcomes occur.

Student Members

Student members represent sociology's future. In 2001, women made up about 65 percent of student members and men were 35 percent, which is about the same percentage as in 1999. Relatively large proportions of the non-whites in the total membership are student members. Thirty-four percent of all African-American members, 46 percent of Hispanic/Latino members, 46 percent of Native Americans, and 28 percent of Asian Americans are student members. Thirty-eight percent of those who classified themselves as "other" are student members. In contrast, only 25 percent of whites are student members. Since over a third of the non-responses to the race/ethnicity question were either own businesses that employ others or are independent consultants. About a third of regular members didn't answer this question so these results should be viewed with caution.

The average age of those in the $20,000 to $25,000 income level is 30 years. The median age is 25, however, and the modal age is 23. The majority (about 60 percent) of these members in 2001 were between the ages of 20 and 24.

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SSRC Creates September 11 Website

by Craig Calhoun, Social Science Research Council and New York University

When terrorists flew jets into the World Trade Center and the Pentagon, the social effects were as dramatic as the visual images. Individual lives, families, friendship networks, corporations, global financial flows, and politics were all transformed. Knowledge from the social sciences is a basic resource for understanding these changes—and also what has not changed. But is it readily available to inform public discourse? To make sure it is, the Social Science Research Council (SSRC) quickly launched a website to present social science analyses of the situation "After September 11." Posted at www.ssrc.org, it now includes nearly fifty articles and these are downloaded as often as 200 times a day.

Sociologists are well represented on the site. Former ISA President Emmanuel Wallerstein considers the Twin Towers as a metaphor; Saskia Sassen addresses post-September 11 governance "hotspots"; Riva Kastoryano examines transnational Islamic nationalism in Europe; John Hall considers the "return of the state"; Said Arjomand challenges simplistic framing of the Middle East; Tariq Modood explores the contributions and perceptions of Muslim minorities; Charles Tilly and Jack Goldstone debate the nature of terrorist networks; and Janet Abu-Lughod uses Durkheim to analyze public reaction to the attacks in the US. Other contributors include Mohamed Membedi, David Held, Mary Kaldor, Robert Keohane, Seyla Benhabib, Barry Eichengreen, Timur Kuran, Veena Das, Charles Tilly, Rajdeep Naren, Raji Bhargava and others from every conti­nent and all the social science discipl­ines.

Essays on the site reach beyond the typical newspaper "op-ed" with its 600 word constraint. That format can be useful, but it does not allow social scientists to explain the theory, research, or even simply the reasoning behind the statement of opinions. Providing such an explanation gives the essays on the SSRC site their special niche. They are of broad public interest, but also of interest to social scientists thinking through how the events fit into—or challenge—their own analytic frameworks. They are also useful by journalists looking back into their stories and crucially by teachers.

To help teachers integrate discussion of the September 11 events into their courses, the SSRC has commissioned teaching resources which will be posted in January. These will include a guide for teachers of introductory level college courses and one for high school social science teachers (including sociology teachers). Above all, the essays them­selves provide teachers and students an opportunity to explore different perspec­tives and see how each is informed by knowledge from the social sciences.

The issues addressed on the site are not limited to understanding September 11 itself, but also include a range of others brought into relief by the terrorist attacks, the subsequent war, and other repercussions. These include questions of migration and citizenship, new forms of warfare, the place of crime in inverted economies, different views of secularism, and implications for global financial markets. The site continues to grow as authors tackle different issues and new events demand attention. The latest addition comes from political scientist and Afghan specialist Barnett Rubin who was the top aide to UN Special Representative Lakhvir Brarriem in the Bonn negotiations that formed the new Afghan government. He explores the challenges and difficulties that he faced before the Afghan people and those who would help them in the coming months and years.

The SSRC is also publishing a series of books addressing social science concerns after September 11. Volumes on Understanding September 11 and Global Perspectives on September 11 will be published in early 2002. Volumes on The Future of New York; Global Perceptions of the United States, Social Transformations in the Finance Industry; The Future of Security Studies; Information Technology and International Cooperation; and Dealing with Complex Humanitarian Emergencies are in preparation and still others will follow.

Craig Calhoun is President of the SSRC, a professor of Sociology and History at NYU, and a member of the ASA Council.

Help Shape an Exciting Program for the 2003 Annual Meeting!

Nominations Invited for ASA 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 in the years specified below will be considered for the 2002 ASA Dissertation Awards. Nominations must be received from the student’s advisor or the scholar most familiar with the student’s research. Nomination forms and additional information are available at www.asanet.org/nominations. The deadline for nominations is April 1, 2002.

Program Components Feature All Major Subfields of Sociology

The wide variety of sessions on the Annual Meeting program reflects the ASA’s commitment to facilitate intellec­tual communication and the transmission of knowledge, information, and skills relevant to members of all aligned social sciences. Members are encouraged to send suggestions of topics and leaders for the following components of the program.

• Thematic Sessions Delve Into The Question of Culture
• Special Sessions Feature Significant Sociology or Explore New Territory
• Topics and Organizers for Regular Paper Sessions
• Teaching, Academic Workplace, and Professional Workshops and Didactic Seminars
• Authors Meet Critics sessions

See the November 2002 issue of Footnotes for a more complete description of options available in the 2003 Annual Meeting program. The ASA meeting resonates as a program "of the people, for the people, by the people." But a more accurate description could be: "Sponsored by teachers and students advanced planning. Please propose sessions and session organizers, including your colleagues as co-organizers. The ASA, members, the 2003 Annual Meeting program will be first rate.

Atlanta, Georgia
August 18-19, 2003
Hilton Atlanta
Atlanta Marriott Marquis
The Question of Culture

The 2003 program is taking shape under the leadership of President-elect William T. Bielby and the Program Committee. "The Question of Culture" is a theme that begs to be answered by a variety of sociological world in diverse forms.

What Role will You Play in ASA's 2003 Annual Meeting?

Help shape the program for 2003 and share your professional work with colleagues. Proposing thematic sessions, special sessions, and paper sessions, workshops, or suggesting a book for an Author Meets the Critics session or a video for screening, contribute to an intellectually exciting meeting. At this time, the 2003 Program Committee is interested in topics and organizers for the various component parts of the program (other than paper sessions by section). Please submit proposals and make your suggestions before February 15 for consideration at the meeting in Atlanta. The Program Committee's initial work is directed to the development of a thematic structure for the meeting, and organizers. The groundwork forms the "Call for Papers" that will appear next fall.

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Sociologists as Expert Witnesses in the Criminal Justice System

by Lewis Talcikowski, Emeritus Professor of Criminology, California State University--Northridge

In general, the role of an expert-witness in the criminal justice system has been defined as a person who has some special training or experience, and who can help the courts, the lawyers, and jury arrive at the truth in the judicial process. In the past, the role has been mainly limited to such professionals as psychiatrists, physicians, and engineers. In the last decade, however, there has been an increasing recognition that professors and other social scientists can and should participate in the judicial process from their special area of expertise in human behavior. In court, the role of an expert-witness is to present his or her opinion in the form of a report or testimony. The report or testimony is then admissible in evidence by the court, and the responsibility of the expert-witness is to support the court in arriving at the truth. But in some cases, the role of expert-witness is not only to present the evidence, but also to aid the court in the judicial process by testifying in related cases.

The following brief examples of my work as a criminologist and expert-witness illustrates how I have been involved in the judicial process. In 1997, I was consulted about the structure of the Hell's Angels Motorcycle Gang in 1972 by a San Francisco police officer. In this case, there was an incident on trial or it will be eliminated by the adversarial system.

In this context, it has been my experience as a sociologically-oriented criminologist that participation by sociologists in the judicial process not only contributes to the judicial process, but also helps to shape the develop of court cases, mainly in the range theories to comport more closely with the reality of social behavior. Although my experience in around 75 court cases, mainly in California (but also in NY, FL, and AZ) has been primarily in criminal cases involving homicide, violence, and gangs--I would suggest that sociologists specializing in other social problems, such as deviance or forced labor, could aid in the judicial process by testifying in related cases.

In my testimony in court, in addition to gang to crime as a possible mitigating factor in sentencing of Ed, I stated that his involvement in the context of "Imperfect Self-Defense" as defined by California Law (CALJIC 5.17.) This law, under the heading of "Honest But Unreasonable Belief in Necessity to Defend: Manslaughter" states in part:

A person who kills another person in the honest but unreasonable belief in the necessity to defend against imminent peril to life or great bodily injury, kills unreasonably, but does not harbor malice aforethought and is not guilty of first degree murder.

This varied opinions and my testimony on Ed's involvement in any history helped to mitigate the death sentence confronting Ed to a life sen-

brief, social-psychological expert-witness opinions properly presented in court can aid the judicial system in the determination of more rational and just verdicts. Testimony by knowledgeable sociologists in the role of expert-witness in court, where the realities of social phenomenon can be helpful in the rendering of a more equitable and just verdict could be of aid to a criminal trial. Although my "expertise" is more narrowly focused on gangs and violence, I believe that there is a role for sociologists utilizing a range of socio-

logical theories in the courts. The more extensive utilization of sociologists as expert-witnesses in the judicial process could make the courts more equitable in terms of justice, and result in strengthening the effectiveness of the criminal justice system.
In the November 2001 issue of ASIA Footnotes, Gerry C. Gray's affiliation was incorrectly listed within the announcements. The correct affiliation in 2001 ASIA Section award winner Gray, who received the Sociology of Law Graduate Student Paper Award is the University of Toronto.

Call for Papers

CONFERENCES
Asia Pacific Sociological Association, 5th Conference, July 4-7, 2002, Queensland University of Technology, Brisbane, Australia. Theme: “Asia Pacific Societies: Contrasts, Challenges and Crises.” The 2002 APSA conference is being held prior to the XV International Sociological Association World Congress. These conferences will allow sociologists from across the region an insight into sociology in the region and will allow sociologists in the region to meet others from the US and UK-European share experiences and interests. Abstracts are due February 28, 2002. More details are available on the conference website: <http://www.asenc.ohio-state.edu/apsa-pacific/index.htm> or by e-mailing the conference convenor, Scott Baum apsa_2002@asiaone.com.


China-U.S. Conference on Women's Issues, Beijing, People's Republic of China, October 22-25, 2002. Theme: “Holding Up Half the Sky.” Deadline for submission is March 18, 2002. For more information contact the U.S. Steering Committee: (602) 906-4966; e-mail women@globalinteractions.org.

SASA: Conference, April 18, 2002, Washington, DC. The conference is organized around statistical issues within the scope of methodologically oriented sociologists and substantiv e research issues that are specific to socio-economic. The deadline for submitting abstracts is February 15, 2002. For more information contact the editor at hbh@tulane.edu; (518) 442-4907; fax (518) 442-4906.

Meridians: Feminism, Race, Transnationalism is a new peer-reviewed, feminist, interdisciplinary journal based at Smith College. They strongly encourage submissions from women living on the continents of Africa, Asia, Latin America, and the Middle East. Contact the Meridians editorial office (meridians@smith.edu) if you would like more information about submitting work to the journal.

Modern Language Association, in collaboration with the American Association of University Professors, is planning a book on academic collective bargaining. The book will contain a section of essays (5-10 manuscript pages each), reflecting a broad range of individual perspectives (pros and cons) and experiences (administrators, full-time and part-time faculty, graduate assistants, academic staff) that will discuss significant issues and questions related to academic collective bargaining.

Department of Mental Hygiene Johns Hopkins University Bloomberg School of Public Health

The Department of Mental Hygiene of the Johns Hopkins University Bloomberg School of Public Health invites applications for masters level, doctoral and postdoctoral studies for the 2002/03 academic year. The Department engages in population-based research on the etiology, occurrence, prevention, and control of mental, alcohol and drug dependence disorders (ADM). Its mission is to advance understanding of causes and consequences of ADM disorders in populations; to study the impact of alternative clinical, organizational, or fiscal arrangements on outcomes; and to study and apply public health methods for promoting mental health and preventing ADM disorders.

The Department of Mental Hygiene has government-supported training programs in Psychiatric Epidemiology, Prevention Research, Child Mental Health Services and Service Systems Research, and Epidemiology of Drug Dependence. Supports for doctoral and postdoctoral studies, including tuition, fees, travel funds, and stipends for living expenses is available from these and other sources. Stipends are $16,500 for doctoral studies and from $28,260 to $44,412 for postdoctoral fellows. Candidates for government-sponsored support must be U.S. citizens or permanent residents. Research is particularly active in the areas of: adult psychiatric epidemiology, including the study of natural history of psychopathology, and gerontology; hazards of psychoactive drug use; prevention of risk behaviors on the basis of perceived and community-based interventions; youth violence; socioeconomic stratification and mental disorders; and family, community, and clinical interventions for children with severe emotional disturbances.

The Master of Health Science degree is organized around a core set of four terms of graduate courses, and a one-term field placement to integrate and practice mastery of what has been learned in the course work experience. The Master of Health Science degree is completed in one year.

Women and minorities are encouraged to apply.

FOR MORE INFORMATION CONTACT: M. Blalock, Academic Program Coordinator Department of Mental Hygiene The Johns Hopkins University Bloomberg School of Public Health 624 North Broadway, Baltimore, Maryland 21205-1999. Tel. 410 955-1906, Fax 410 955-9088 <mblalock@jhsph.edu>

MH Web address http://mh.jhsph.edu/
A Gateway to Knowledge: The ICPSR Summer Program in Quantitative Methods of Social Research

First session: June 24–July 19, 2002
Second session: July 22–August 16, 2002

The ICPSR Summer Program is a comprehensive, integrated program of studies in research design, statistics, data analysis, and social methodology. Typical four-week courses include offerings on Dynamic and Longitudinal Analysis, Regression Analysis, Dimensional Analysis, Time Series, Analysis of Variance, "LISREL"-Type Models, Categorical Analysis, and Rational Choice. In addition, special workshops oriented toward specific datasets are offered in the curriculum. These include Quantitative Historical Analysis and The Study of Aging. Also, one-week workshops are conducted on advanced statistical topics such as Logit and Log-Linear Models, Spatial Analysis, Social Science Data Services, Network Analysis, and Hierarchical Linear Models.

More About Seminars at the ICPSR Summer Program

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The Inter-university Consortium for Political and Social Research (ICPSR) is part of the Institute for Social Research at the University of Michigan. For more information, contact ICPSR Summer Program, P.O. Box 1248 Ann Arbor, MI 48106 USA / phone 734-998-9888 fax 734-998-9898 / email: sumprog@icpsr.umich.edu Web site: http://www.icpsr.umich.edu/sumprog/


February 28-March 1, 2002. Southeastern Regional Learning Communities Conference, Tempe Mission Palms Hotel, Tempe, AZ. Theme: “Building Communities of Active Learners”. For additional information see <http://www.mlci.maricopa.edu/events/kctcc2/.


April 4, 2002. Cardinal School of Social Sciences/IFPR International Conference, Cardinal University, United Kingdom. Theme: “Democratization: Morality, Authority, and Power.” For additional information, contact Helen Burke, DMA, Office, Cardinal School of Social Sciences, Cardinal University, Bloomington, Ind. Edward A. Venet, 777 Virginia Ave. Cathays Park, Cardiff CF10 3WT, United Kingdom; e-mail: dmaphb@ed.ac.uk.


Funding

Advertising Educational Foundation is offering a Visiting Professor Program (VPP) for 2002. Invitation is extended to professors of the liberal arts, advertising, marketing, and journalism. The program is designed to provide a forum for the exchange of ideas between academia and industry, plus provide an on-the-job, day-to-day experience at an advertising agency. A maximum of 12 professors will be placed with agencies in New York, Chicago, and possibly the West Coast. Participants are expected to be available for the full two weeks of the program.

VPP Program: July 22-August 2, 2002. Application due-date: February 15, 2002. For additional information contact Sharon D. Hudson, Vice President, Manager, Visiting Professor Program, The Advertising Educational Foundation, 200 East 42 Street, Suite 300, New York, NY 10017; (212) 986-8086; e-mail: shudson@ca.com.

American Academy of Arts & Sciences invites applications for research fellowships at its at the New Visiting Scholars Centre. Strong preference will be given to proposals related to the Academy’s program areas: Science, Technology, and Global Security; Social Policy and Education; and Humanities and Culture. Interdisciplinary and cross-national studies are encouraged. In addition to conducting individual research, fellows will participate in conferences, seminars, and events at the Academy. For more information contact the Visiting Scholars Centre, American Academy of Arts & Sciences, 136 Irving Street, Cambridge, MA 02139; (617) 641-4121; fax (617) 492-4025; e-mail: mvs@aaas.org. Applications are due on the Academy’s website <http://www.aaas.org/.

American Association for the Advancement of Science (AAAS). Women’s International Science Collaboration Program. Applications are available upon request. For information contact: VSC@amacad.org. Full guidelines are on the website <http://www.aaas.org/international/.

American Educational Research Association (AERA) has Postdoctoral Fellowships in Education Research. For more information see: <http://www.aera.net/postgrantprogs.or contact paul@nap.edu or (800) 545-0564. University of British Columbia. Post-Doctoral Fellowship in Social Sciences. Applications are invited from women who are interested in being involved in a large social research study examining the growth of aquaculture in Canada and the way in which it is influencing the social and economic development of Canada’s coastal communities. Address applications and further queries to: Ralph Matthews, Department of Anthropology and Sociology, The University of British Columbia, 6300 NW Marine Drive Vancouver, BC V6T 1Z1, Canada; (604) 822-4366; fax (604) 822-6161; e-mail: ralphm@interchange.ubc.ca.

University of California-Berkeley. The Center for the Study of Law and Society, invites applications for visiting scholars for 2002-2003. The Center fosters empirical research and theoretical analyses concerning legal processes and legal change, and the social consequences of law. The Center will consider applications for varying time periods, from two weeks to the full academic year. Apple by post or e-mail to Visiting Scholars Program, Center for the Study of Law and Society, University of California, Berkeley, CA 94720-2150; csbl@clink.berkeley.edu. Decisions will be made by March 30, 2002. Direct inquiries to the Director, Robert A. Kagan, rk@clink.berkeley.edu or to the Associate Director, Rosamaria Selp, rselp@clink.berkeley.edu. Visit the Center’s website <http://www.law.berkeley.edu/insti­tutes/csbl/.

University of California-Davis is the site for a new National Science Foundation, Integrative Graduate Education and Research Traineeship (IGERT) Program on Biological Invasions. The program stresses interdisciplinary collaboration and engages visiting postdoctoral fellows, faculty, and the
Funding, continued

non-academic community. Required of all applicants and of all who have
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New Books, continued

ture of Choice (University of Notre Dame Press, 2001).
Mary Clare Lennon, National Center for Children in Poverty (NCP) at the Columbia University School of Public Health, Columbia University, New York, WUP, and Well-Bung (Haworth, 2001).

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JANUARY 2002 FOOTNOTES

People

Earl Babbie, Chapman University, is President-elect of the Pacific Sociological Association.
Michael S. Banis has joined the Sociology Department at California State University and San Jose State University as Senior Development Advisor.
Florence Bonner, Howard University, is a Senior Fellow at the National Science Foundation Division of Social and Economic Studies.
Craig Calhoun, New York University, has been named to the Board of Directors of the National Academy of Sciences.

Caught in the Web

Journal of Interdisciplinary Studies (JIS) has moved to a more compact web domain at www.jiss.org.

Summer Programs

Amherst College will host a NationalEndowment for the Humanities Summer Seminar for College and University Teachers, June 24-August 2, 2002. The theme of the project will be "The Ethics of Medicine and Science." Applications are welcome from persons who either teach or plan to teach courses in the sciences including history, philosophy, literature, sociology, psychology, anthrop- ology, social science, cultural studies, and law. Information is available at http://www.amherst.edu/jis/.

Family Research Congress III, supported by the National Institute of Mental Health, is scheduled for a two day seminar in August 2002. The institute for family researchers. The institute will provide a forum for dissemination, evaluation, and discussion of important new developments in theory and research methods and design in the field of family research. Theme: "Family Processes, Mental Health and Positive Development in Diverse Contexts." The institute will be held at the Barrattiere Resort in Charlotte, NC, June 25-26, 2002. Minority family researchers are particularly encouraged to participate.

Deadline for applying is February 15, 2002. Applications and/or more information contact: Dr. Carol Shoulson, Center for Human Development and Family Research in Diverse Contexts, The Pennsylvania State University, University Park, PA 16802. Telephone (814) 863-7190; e-mail dmz100@psu.edu; <cshoulson@psu.edu>.

NEH Summer Seminar: Theme: "Justice, Inequality, and the Challenge of Difference." June 15-July 26, Sarah Lawrence College. For more information, and for an application form, e-mail Anna Siloves at asiloves@sac.edu or write Chris Anderson, NEH Seminar Information Officer, Department of Philosophy, San Francisco State University, San Francisco, CA 94132. Applications are due March 1, 2002.

The National Institutes of Health, Office of Behavioral and Social Sciences Research, will hold its Second Annual Summer Institute in Design and Conduct of Randomized Clinical Trials Involving Behavioral and Social Interventions, July 28- August 9, 2002, Attie Conference Center, Attle, VA. The application form, information, and frequently asked questions are posted at http://obssr.od.nih.gov/Conf/2002/. Information may be obtained from TSACON, Incorporated, Attention: 2002 Summer Institute, Suite 305, Rockville, MD 20850; (301) 315-9000; e-mail RCTCourse@tsacon.com.

Contact

John Dewey Counseling, Gothenburg, MD, died on October 9, 2002.
Francesco Cordova, Marquette University (Emeritus) died on October 4, 2002.
Vassiliki E. Economopoulos, Kennesaw College, died on August 22, 2002.
Anthony Herbst, Oberlin College, died on October 1, 2002.
Kenneth Luttenman, former of NIMH, died on December 2, 2001.
Patricia McNamara, University of New Mexico, died on November 16, 2001.
Alvin Rudoff, San Jose, CA, died on January 21, 2001.

Obituaries

Natalie Allison (1945-2002)

Natalie Allison, feminist sociologist, died in a nursing home in Pittsburgh this fall. Natalie was at peace with her decision to write and write before an anesthetic accident resulted in an extraordinary medical crisis in 1980. Her work in sociology as deviance from a cultural norm resulted in total loss of consciousness and not an ability to breathe on her own.

Natalie's work was in the symbolic interaction tradition. Her book, Urban Life: Occupations of the Inner City, challenged the status quo and the idea that urbanites are somehow deviant. Natalie was one of the first sociologists to look at the construction of social fiction as deviance from a cultural norm and as a feminist issue. Her work, which was imbued with sympathy and humor, was present, and many of her findings and concepts are still cited. In 1994, an issue of Marriage and Family Review was dedicated to the work of Natalie Allison.

She received her BA at Wellesley College, her MA at Boston University in 1966, and her PhD at Brandeis in 1972. At her death, she was a professor at the University of Toronto, University of Toronto in 1980. She was a member of the editorial board of Anthropology, Culture and Society. Her research focused on the cultural construction of social phenomena and sexual harassment.

Natalie was always a presence at the meetings of Sociologists for Women in Society and the Eastern Sociological Society. She continued to be present in a way that those who knew her and remember her as a vibrant, joyful, funny, hilarious and warm person.

Jude Robert, Brooklyn College and Graduate School, CUNY (Emeritus)

Dede Mary Boden (1940-2001)

Dede Mary Boden was a committed intellectual and cosmopolitan citizen, a citizen of the world and a paragon of the social. Social theorist and sociologist, she had the vision and the wit to make her mark in the world. She lived a great life. She operated simultaneously at the level of deepest theory and at the level of the casual conversation. She was, in short, a remarkable and original person whose presence will be missed by her friends, colleagues, and students, her humor, wit, and a flair for clarity, marked her all into a life full of light.

Raised in San Francisco and in Dublin, Dede came to sociology after a 17-year career as a writer and producer, and director of television programs, and projects across Europe. First based in Norway, then Dublin and finally London, she eventually found her way to the University of California, Berkeley, and the prestigious Chair in Communication at the Copenhagen Business School in 1997. In 1998, she wrote a book in English, French, and Italian, and worked easily in five other languages as well. Not only did she write, she taught, she traveled and she had a devoted band of friends and families. A gifted writer, Dede tirelessly developed and promoted an independent intellectual agenda: her book, The Business of Life: Organizations in Action, her article, “Talk, Talk, Talk: Women and NonSpace: Time and Modernity, and her numerous articles, chapters, and book reviews are testimony to her literary and intellectual talents. Additionally, Dede insisted upon the discipline of soci- ology as a necessary guiding force for a decent society, as her article for The Chronicle of Higher Education shows.

In recent years, Dede analyzed how face-to-face proximity is indispensable under even conditions of sophisticated computerization technology. She helped mount ambitious studies of global systems, information technologies, and—a major effort of her last years—empirical articles of social life. What will now be the last article to be published in her name (in press with Sage), expands much of her previous work along with presenting new material. Social life and social interaction at a large scale, the keynote presentation was at King's College, London, England, in 2000. It will be held as a conference on Organization and Interaction. In her address, "Trust, Proximity and the Business of Talk," Dede discussed a wide-ranging and autobiographic agenda, using examples and issues that she had been articulating over many years but now dealing with the emergence of internet industries and the communication practices of "dot-commies."

Though Dede's life was too short, she left behind a body of work that she had inspired with an amazing array of creative and social work. She wove together networking of a network of friends and colleagues worldwide. She loved talking on the telephone and sending e-mail to explore the lives of these many people. She cared, loved, and authored what she did, a hallmark of her style. She had audacity and shared it with equal diligence and care. She was, at heart, a person in the world, open to and engaged with all kinds of differences, through voluminous correspondence, or with her delightful watercolor presentations and discussions. She deserved to be with and influence the ones who benefited from Dede's work. She was a unique and remarkable person.

Dede was a coprofessor of ideas and data, of one discipline with another, of schools of thought.

Continued on next page
In Society...
Space for Other Activities for 2002 ASA Annual Meeting

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

Meeting Space

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a formal letter of request with signature (e-mail messages or files are not acceptable for this purpose) to the ASA Executive Office by March 1, 2002. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Space requests are categorized as follows:

1. Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one meeting room from 8:00-10:00 p.m. on the first or third evening (Friday, August 16, or Sunday, August 18). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.

2. Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:00-10:00 p.m. on the second night of the meeting (Saturday, August 17). If the number of requests exceeds the available space on August 17, groups will be assigned to the 6:30 p.m. time slot on August 16 or 18.

3. Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 p.m. on August 16 or 18, and to 8:00-10:00 p.m. on August 17.

All letters requesting space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical needs, and the scheduling preference of the group within the parameters given above.

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

Table Space

ASA members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis. Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Deadline

Formal letters of request for meeting space and/or table space must be postmarked or faxed no later than March 1, 2002. Letters should be printed on the official stationery of the sponsoring organization or member's institution and must include sender's signature. Send space requests to: Janet Astner, ASA Meeting Services, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701, USA; (202) 639-0862 fax.

March 1, 2002 Deadline

Call for Nominations for ASA Student Forum Advisory Board

The ASA Student Forum Advisory Board is seeking nominations for three (3) Graduate Student Board members and one (1) Undergraduate Student Board member. The term of commitment is two years beginning at the end of the 2002 ASA Annual Meeting in Chicago, IL in August and continuing through the 2004 Annual Meeting in San Francisco, CA. Student Members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the 2002, 2003, and 2004 Annual Meetings. Self-nominations are welcomed. The nominations sub-committee of the Student Forum Advisory Board will review nominations and consider the list of candidates for the 2002 ASA Spring Election. To be considered, please send four (4) copies of your vitae including a current e-mail address, four (4) copies of a brief statement of intent (please indicate any web skills you may have), and four (4) copies of recommendation from an advisor in one sealed envelope (optional) to:

Governance Coordinator
American Sociological Association
1307 New York Avenue NW, Suite 700
Washington D.C. 20005
E-mail: governance@asanet.org

The deadline for submission is March 1, 2002.

This is your last issue . . . .

... Unless you have renewed your membership for 2002. As part of our "member-friendly" approach, ASA is sending the January 2002 issue of Footnotes to 2001 and 2002 members. In order to continue to receive your newsletters, journals, and other ASA correspondence, renew today!