What Do We Know About Postdocs? No “Reserve Army” in Sociology

by Roberta Spalter-Roth, Director Research on the Discipline and the Profession

Are postdoctoral fellows an industrial or academic "reserve army" of unemployed PhDs? Are they apprentices learning to master their trade? Or, is the academic postdoctoral system simply an awkward way to accommodate modern science's need for hierarchical research teams within universities?

These provocative questions were posed by Mark Regens, a sociologist and Senior Analyst at the National Science Foundation's Division of Science Resources Statistics (SRS) and the first speaker during a well-attended workshop, titled Postdocs: What Do We Know and What Would We Like to Know?, held last month. Addressing the meeting, which was held in Washington, DC, and was jointly sponsored by the Commission on Professionals in Science and Technology (CPST) and SRS, Regens also asked whether postdocs are the "best of the best" or whether the postdoctoral fellowship is a way to drive people out of science.

Another speaker, Deborah Stine, Associate Director of the Committee on Science, Engineering, and Public Policy (COSEPUP) of the National Research Council, asked additional questions, including whether having a postdoc experience enhances one's scientific career or whether it is a waste of human capital.

These questions arose from increasing dissatisfaction among postdoctoral fellows, especially those in the life sciences. Some have complained bitterly about a wide range of issues including working conditions, lack of recognition, lack of mentoring, and the lack of career mobility that they experienced. In response, a recent report from COSEPUP, Enhancing the Postdoctoral Experience for Scientists and Engineers: A Guide for Postdoctoral Scholars, Advisors, Institutions, Funding Organizations, and Disciplinary Societies, suggests that postdoctoral fellowships should be time-limited apprenticeships that broaden and deepen the research experience. COSEPUP further suggests that institutions develop guidelines as to years spent mentoring, career guidance, transitions to regular career positions, salaries, and resources.

Basic Facts on Postdocs

The purpose of the joint CPST/SRS meeting was to find out what SRS and the disciplinary societies have learned and what they want to know about the postdoctoral experience across the sciences generally as well as within specific disciplines. Using data from SRS surveys, Regens and his colleagues recently found that about 40 percent of new PhDs in the sciences (including the social sciences) hold a postdoctoral fellowship. They also found that an increase in numbers of postdocs over the 1990s was a result of increases in non-residents holding these positions. Because these PhDs cannot remain in the United States permanently, this finding may suggest that these postdoctoral fellows serve as a kind of "reserve army" for U.S. institutions. PhDs in the sciences are the most likely to hold postdocs and appear to hold them for longer than do PhDs in other disciplines. The more years since the PhD, however, the less likely postdocs will obtain a tenured track job, again suggesting the reserve army theory, at least in the life sciences.

A Sociological Perspective

In contrast, data collected about sociology do not suggest a reserve army or a negative outcome to holding a postdoctoral fellowship. Compared to the physical and life sciences, the proportion of postdocs among new PhDs hovers around 20 percent in the social sciences (with the exception of psychology), with sociology having the greatest share (Figure 1). Since the mid-1990s, the share of sociology PhDs holding postdocs declined to 15 percent. During some of the period since the 1990s, women

More ASA Section Award Winners
See page 5 for additional section award winners not recognized in the November 2002 issue.
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ASA member Barry Glassner appears in Michael Moore's Bowling for Columbine.

Things My Mentor Never Told Me
A former director of graduate studies designed a fictional letter to stimulate discussion on the graduate student experience.

Spotlight on Departments
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Outstanding Dissertation?
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The Executive Officer's Column
Wired for 2003 and the Horizon Beyond

Sociological news and ASA-related information delivery to ASA members has been a long-time commitment of the association. Staff has worked to keep pace with technology that permits more efficient and cost-effective information dissemination. Having had a presence on the World Wide Web since the mid-1990s, ASA entered this electronic "cyber sea" at a time when many scientific societies' communications programs were just getting firmly anchored in this revolutionary medium. Organized on the principle of pull technology (i.e., website visitors "pull" information by selecting webpages of interest), ASA's communications also capitalized on push technology (i.e., using Listserv lists to selectively distribute news tailored to special interests and governance functions). But the new medium's capabilities and sophistication seemed to shift moment-to-moment, like the wind, and keeping a steady course has been a challenge.

In this 24/7 age of constant technological change, the ability to deliver efficiently timely information tailored to specialized needs and to distribute news and ASA information inexpensively has quickly evolved into yesterday's achievement. Keeping membership better informed about the activities of the society is the website's primary purpose, but members expect and deserve more direct services. To meet these needs, ASA is instituting more useful two-way information flows between ASA and its members and between ASA and the universe of people (e.g., the press, the public, potential members) who are interested in sociology. Ever changing and increasingly sophisticated website and web-browser software is changing our course toward fewer paper- and postage-dominated transactions.

Setting Sail for an Electronic Adventure
In the past several months, ASA has embarked on an ambitious voyage to build more interactive website functions that allow members to conduct business with ASA more efficiently. Many of you have already taken advantage of the ability to join ASA, update your membership record, or renew your 2003 ASA membership directly on the website, speeding your transactions with the membership office, saving you time and postage, and saving ASA administrative costs. Using the familiar push technology, ASA began the 2003 renewal process with e-mail broadcasts to a relatively small number of members to announce the availability of the Online Membership site. During the following weeks, broadcast e-mails were sent to 2003 members as well as members from 2001 who had not renewed for 2002. Overall, the Online Membership site has been relatively trouble free, though there were occasional problems during this new "electronic adventure" (such as an undetected deactivation of the e-mail web link), but the problems were identified and resolved fairly quickly.

Electronic Paper Submission
In late 2002, ASA initiated a new strategy for online electronic paper submission for the 2003 Annual Meeting. Using a well-established company that specializes in services for academic and scholarly organizations (e.g., online convention management, indexing, archiving, and managed website hosting), ASA is customizing online systems for the Annual Meeting: paper submission, session organizing (to review submissions and create sessions), session scheduling, full-text searchable program and abstracts. The online paper submission system component was activated December 19.

First Online Elections
With Council's approval, members will be offered the option of casting their 2003 annual ASA ballot electronically. When the ballot is mailed in spring 2003, all candidates' biographical information and personal statements will be online, and members will have the option of mailing their ballot or voting electronically. The electronic election, which also supports the ASA-wide offices and standing committees, 43 Section elections, and bylaws and other referenda, is one of the most complicated among professional associations. Final customized programming and thorough testing are scheduled for early 2003. Our vendor, who has worked with ASA many years, has successfully launched similar systems for other associations, and we will build on their successes.

Purchasing Publications
Currently, ASA members can purchase subscriptions to ASA journals completely online. But we aim to streamline the purchase of all ASA publications through a similar electronic commerce feature later in 2003, so that users do not have to fill out a form online, print the form, and fax/mail it to ASA.

Electronic Publishing
ASA needs to bring its journals onboard the electronic revolution as well to help satisfy the changing needs of scholars, students, academic libraries, and the public. Council will consider a proposal at its mid-year meeting to make the full text of all ASA's self-published journals accessible online, allow online subscriptions, and document delivery. ASA's aim is to make the intellectual content of our journals widely available and electronically searchable as well as to preserve the financial stability of the journals themselves, traditionally supported by individual and institutional print subscriptions. ASA also has two previous publications, originally print published, on our website in portable document format (PDF). By the end of 2003, we hope to have published our first entirely electronic monograph.

ASA Website
Recent enhancements to the ASA website include new topical material and technical reformattings of pages to allow more material to be accommodated while maintaining readability. We have focused attention on more frequent updating of the homepage, and
Takeuchi Selected for Decade of Behavior Advisory Committee

ASA member David Takeuchi, University of Washington, was selected as second term representative to serve on the National Advisory Committee (NAC) of the "Decade of Behavior" (DoB) public outreach program. He will serve the three-year term (2003-2005). The DoB, modeled after the 1990’s Decade of the Brain, was designed to promote behavioral and social science to the public and to increase public understanding of research in these sciences.

Takeuchi replaces Troy Duster, New York University, who served a three-year term ending this month on the inaugural NAC. Takeuchi was nominated by ASA’s Council and was one of six nominees selected by the NAC from among a large number of nominations.

"The current committee was challenged to select the six individuals whose involvement in the Decade would bring the widest possible outreach to the public and the scientific community," said Karen Yank, past chair of the Decade of Behavior. Takeuchi is the Associate Dean for Research within the University of Washington’s School of Social Work. He specializes in social and cultural factors associated with mental health; health services; and race and ethnic relations. His most recent research focused on Chinese Americans in Los Angeles and tested whether a greater participation in American lifestyles is linked to higher depressive symptoms but lower neurotendrathymia symptoms. He received his doctoral degree from the University of Hawaii in 1986. Takeuchi has been a teacher and researcher with an extensive and internationally recognized research career devoted to issues that are at the core of the purposes of the Decade of Behavior.

"ASA believes David will make an outstanding contribution to the Decade initiative, given his broad, cross-disciplinary academic and practical backgrounds in sociology, mental health, and culture," said ASA Executive Officer Sally Hillman. "We are delighted by David’s selection. The Decade will benefit, and sociology will benefit through his representation of the discipline. Both a teacher and school researcher, with an extensive and internationally recognized career devoted to issues that are at the core of the purposes of the Decade of Behavior, David understands the central role of communica­tion to the larger public of the fruits of social science research in order to effect important changes in public opinion and behavior as well as public policy."

Decade's Purpose

The DoB, which was launched in March 2000 and ends in 2010, is a multidisciplinary initiative to focus the talents, energy, and creativity of the behavioral and social sciences on meeting many of society’s most significant challenges. The rationale behind the DoB is that social and behavioral science research tackles major national challenges, and this initiative encourages behavioral and social scientists to bring their research results forward to inform the public and the public policy development process. The Decade’s five major themes include: improving health, increasing safety, improving education, improving prosperity, and promoting democracy.

The American Sociological Association is an endorsing scientific organization of the DoB, because its members see the need for this kind of initiative. The DoB will engage the public in a conversation about the importance of our work, and also tackle the question of how we can best use our work to guide public policy.

Vantage Point

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several ASA Sections have chosen to relocate their website material on the ASA servers. These include International Migration, Political Economy of the World System, Racial and Ethnic Minorities, Sex and Gender, Collective Behavior/Social Movements, Sociology of Societies, and Sociology of Religion. Some of the more significant feature additions include: Undergraduate Honors Program, Department Resources Group, links to national media citations of Centers magazine, links to scholarly publication outlets for sociologists, Centers gift subscription, and reinstallation of the online directory of member e-mail addresses.

Centennial Website

Just over the next horizon is a centennial webpage devoted to documenting ASA’s first 100 years in 2005. ASA will be developing material for these webpages, possibly featuring an updated L.J. Rhode’s "A History of the ASA," the current text of which is posted on the website, background information and photos and presidential addresses of all ASA past presidents, information on past ASA officers, the first ASA membership roster, the first issue of the magazine, basic information about all past Annual Meetings and many other materials gathered from the profession. This will be the leading website celebrating ASA’s centenary year.

Steady as She Goes

Guiding ASA in many of these enhancements is a generous group of ASA members who comprise the 11-member volunteer ASA Web Users Group. ASA's task is to maintain a typical Washingtonian's perspective on website usability and function and to be a group of individuals who can provide unsolicited and structured feedback (including beta testing) to help ensure useful and smooth development of website enhancements. Members of the group have differing levels of technical expertise and web sophistication in order to tap the range of web-savviness and exciting addresses.

ASA Web Site Update

The ASA website issue number 2003-001, released in February 2003, is now in place. The site has been revised and updated, and the new content can be found on the site under the "news" section. In addition, a new section, "new on the ASA Home Page," has been added to the site. The new section includes information on new or updated ASA publications, ASA conferences, and other relevant news.

New on the ASA Home Page

Submit your 2003 Annual Meeting paper electronically


Review the Call for Papers

www.asanet.org/annualmeeting/2003callhome.html

Read the latest news on Egyptian-American sociologist S. Ibrahim

www.asanet.org/public/humanrights.html

Read the latest ASA Data Brief on sociology salary trends

www.asanet.org/research/salary2002.html
Sociologist Takes “Supporting Role” in Columbine Documentary

by Joanne Elam
Public Information Office

One of sociology’s own is a “movie star” in the making. Barry Glassner, University of Southern California, appeared in Michael Moore’s documentary, Bowling for Columbine, which was released in local theaters this fall. In the film, Glassner takes on one of the themes of South Central Los Angeles and talks to him about the neighborhood’s and America’s “culture of fear.”

Bowling for Columbine takes a humorous and sobering look at the issue of fear and violence in America. The film compares statistics of gun violence in the United States to other countries and explores what makes America different. Moore also searches for reasons why Americans perpetuate so much violence.

“The movie is an important artistic accomplishment because there has never been a documentary like this,” said Glassner. “It is able to debunk societal fictions in an entertaining and informative manner.

In the documentary, Glassner, an expert on culture and political violence, discusses America’s fears and why many of them are unfounded. In the movie, he makes the ironic point that “a country out of control with fear should not have guns and ammo” so easily accessible.

Moore learned about Glassner after reading his book The Culture of Fear: Why Americans Fear the Wrong Things. Glassner received a phone call from the producers of the movie who told him that Moore was interested in interviewing him for Bowling for Columbine. “He read my book and liked it a lot,” said Glassner. “We spoke and we set a time and place for [Moore] to bring his film crew for an interview … He used the suggestions that I gave him and followed through on the book’s points too.”

Sociologist Receives Grawemeyer Award

The Grawemeyer Foundation, based at the University of Louisville, has awarded its 2003 awards, and in the field of religion, sociology professor Mark Juergensmeyer, University of California Santa Barbara (UCSB), has received $200,000 for his book Terror in the Mind of God: The Global Rise of Religious Violence (University Press, 2000).

The prestigious Grawemeyer liberal arts awards are designed to honor performing arts, the humanities, and the social sciences and are given in five categories: Music Composition, Ideas Improving World Order, Education, Religion, and Psychology. The nominations for the awards come from all over the world.

The religion award, given jointly with the Louisville Presbyterian Theological Seminary, recognized Juergensmeyer’s timely study of religious terrorism. Terror in the Mind of God looks at why religious people commit violence in the name of God. The Washington Post and the Los Angeles Times listed it on one of the best nonfiction books of the year.

In addition to teaching sociology and religious studies, Juergensmeyer is Director of the Global and International Studies Program and Chair of the Global Peace and Security program at UCSB. He is an expert on religious violence, globalization, conflict resolution, and South Asia politics and religion. He is especially interested in the way in which religion and other forms of cultural tradition have returned to the public sphere in the post-Cold War world.

Juergensmeyer has published more than 200 articles and a dozen books, including The New Cold War: Religious Nationalism Confronts the Secular State. His work has become especially important to society since September 11, 2001. Since then he has been a frequent commentator on CNN, NBC, CBS, NPR, and Fox News. He has also received research fellowships from the U.S. Institute of Peace, Woodrow Wilson International Center for Scholars, and the Harry Frank Guggenheim Center.

Juergensmeyer earned his PhD in political science at the University of California-Berkeley, where he later coordinated the religious studies program. He also earned his master’s degree from Union Theological Seminary in New York.

Charles Grawemeyer, a University of Louisville alumnus, initiated the Grawemeyer Award in 1988. He distinguished the awards by honoring ideas rather than life-long or publicized personal achievement. He believed that great ideas should be understandable to someone with general knowledge and not be the private treasure of academics.

 Controlled by Fear

Glassner took Moore and the film crew through a tour of Los Angeles, particularly South Central LA, which Moore described as a dangerous place where little is occurring but violent crime and drugs,” said Glassner. “Most of what you see in that area does not fit that image. [Moore] was struck by the number of children playing in the street compared to the wealthier, whiter neighborhoods where parents were more afraid to let their kids go out and play.”

One of the main themes in the Moore’s documentary is that America is a culture ruled by fear, a fear fueled by the news, politicians and exploited for profit and power, a fear disproportionate to any real danger. Glassner explains this saying, “There is no question that fear-mongering by the media, politicians, and marketers is more likely to make it so that substantial numbers of people arm themselves.” He believes there are many factors contributing to the escalation of America’s “gun culture.”

Movie Reviews

Various reviews of the film have been made since Glassner was featured within the documentary as supporting the theory that fear perpetuates the gun obsession in America. These reviews include the Philadelphia Inquirer, the Sacramento Bee, the San Francisco Chronicle, and the Los Angeles Times. From the Times, “One of the more absorbing sections involves a search for a reason why America is so fear-stricken. The much violence, why our gun-related homicides are so astronomical compared with other industrialized nations, why we talk about it so much, why the money is made from it …

While perhaps not yet a movie star, Glassner of that research, McKinney will at least one person he had never met before, although he modestly confesses that the person had just seen the movie an hour earlier. In the film’s credits, Moore gives a special thanks to Glassner.

Bowling for Columbine was the first documentary film accepted into competition at the Cannes Film Festival in 46 years. After its world premiere on May 17, 2002, it received a 13-minute standing ovation. It has received various awards including the Festival’s People’s Choice Award.

Kathleen McKinney Is Named First Cross Chair

Sociologist Takes “Supporting Role” in Columbine Documentary

by Jean Bauman
Academic and Professional Affairs

Kathleen McKinney, professor of sociology and former director of the Center for the Advancement of Teaching at Illinois State University, was named the first Cross Chair in the Scholarship of Teaching and Learning (SoTL) at Illinois State University. It was created through an endowment from Dr. K. Patricia Cross, a scholar in higher education and a member of the Board of Directors of the Carnegie Foundation for the Advancement of Teaching. It is the nation’s first and only university-wide endowed chair in the SoTL in higher education.

“This is a tremendous opportunity and responsibility, not only for me professionally and personally, but for Illinois State University.” McKinney commented. “Cold learning of her selection. “The scholarship of teaching and learning is a key area in the higher education national scene, and Illinois State is making a name for itself in this area.”

McKinney’s selection for the post, which reports to the Provost, followed a nationwide search. McKinney, who specializes in relationships, sexuality, sexual harassment, higher education, and college teaching and has won many teaching awards, will serve as Cross Chair for a five-year term.

Sociology and Higher Education

At Illinois State University, the scholarship of teaching and learning is defined as "the systematic reflection on teaching and learning made public.” As Cross Chair, McKinney will teach and engage in SoTL work, both in sociology and in higher education, more generally. Even though the position is not in sociology, McKinney still does sociological research and SoTL work in the discipline. For example, she is currently studying the out-of-class learning opportunities of sociology seniors and is working on a survey of university award recipients’ beliefs about teaching. She also teaches the senior seminar course each semester in the sociology department.

The Cross Chair also facilitates work with faculty, graduate students, and staff to stimulate their own SoTL work. To that end, McKinney will organize a teaching workshop on “Using Scholarship of Teaching and Learning to Improve Practice” for ASA’s 2003 Annual Meeting, and she hopes to organize similar sessions at regional meetings. McKinney seeks to provide more outlets for research on teaching and learning and the public sharing of that research, McKinney will also work to promote, share, and reward SoTL work within the academy.

Representative for Scholarship

Finally, the Cross Chair serves as a representative for the scholarship of teaching and learning, by working with higher education and disciplinary associations. McKinney will continue her involvement with the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching to be a 2003 Carnegie Scholar for a project on how sociology students learn their discipline. McKinney is committed to collaborative and extensive involvement with ASA in spite of her Cross Chair responsibilities. She is currently a member of the Department Resources Group, the Task Force on the Undergraduate Sociology Curriculum, and the Section on Teaching and Learning in Sociology. Together with her experience as a former editor of Teaching Sociology, she brings deep ties to ASA and can make suggestions about ways for ASA to legitimate and promote SoTL work.

“If we [sociologists] are committed to teaching and learning in the discipline,” she commented, “we should be committed to studying it and ASA could certainly do more.” She would like to see more sessions at the annual meeting devoted to it, funding for more SoTL-related grants besides the Teaching Enhancement Fund, and more work across disciplinary associations. McKinney feels sociologists have much to contribute to promoting SoTL, especially if they are specifically trained to do SoTL work. Our subject matter, theories, methods, and research training are all appropriate for this work. … It is an ethical obligation to do this kind of work to engage student learning, which is the real goal of SoTL—practical implications to enhance student learning in our discipline.”
Dear Professor Jones:

My first year in Department of Underwater Basket Weaving at WHATSOMATTO UNIVERSITY is just about over. It has been a strange experience. First, I would like to complement you and all the other PODUNK COLLEGE professors. Your courses prepared me well for graduate level work. However, some of the things that have happened over the last year were really quite unexpected.

As a student at PODUNK, I took five or six courses a semester. When I went to graduate school and found that a full load was going to be three classes. I thought this was going to be easy. It was! We found that forty percent of any of my undergraduate classes was the same at the graduate level. I found that all occurred at the same time. The professors expected me to do nothing with my except work or study for her/his course. I survived the first four weeks of the year on coffee. Finally, by about the fifth week, my body and mind gave out and I slept an entire weekend. Why didn’t you tell me that I was going to have to learn to manage time and organize my schedule? I finally bought an organizer that I now use to schedule periods of study in the library, periods of time in the computer lab, periods for writing, and periods for mountain climbing.

At PODUNK, you could walk into the department just about any time and find a professor who was available to talk to you. At WHATSOMATTA, there are 30 professors in the department, but I still have not seen about half of them. There is one person who, according to rumor, comes into the office between 2 a.m. and 4 a.m. only on Tuesdays or Thursdays, if there is a full moon. This person leaves messages for students and staff and then disappears. If I come to the office on Tuesdays or Thursday I miss half the faculty: if I come in on Monday or Wednesday, I miss the other half.

Not only are there three more professors, but all their personalities and teaching styles are quite different. Let me tell you about the statistics professor. Professor Boris does not believe that any graduate student is worth anything unless the student is willing to devote 40 hours a week to the class. After the midterms, Professor Boris called the class a bunch of freeloaders. I have only worked on professional projects. Then, I was working late and turned on the TV to relax before going to sleep. An old Dustin Hoffman/Steve McQueen movie was on, you know the one where they are prisoners on Devil’s Island. I went to sleep dreaming that I was on Devil’s Island having to do statistics problems for Professor Boris.

The history of underwater basket weaving class is totally different. The professor loves all the graduate students: we can do no wrong. At the end of the class, we were all rewarded that everyone received an “A” or an “A-” as a final grade. We realized that we couldn’t figure out who had done well or who didn’t because we all got the same comments. Even the student who wrote what I considered to be a bunch of purple prose did well in the class. We all like Professor Barney, but wonder if we really learned what we really needed to know.

The best Professor was Dr. Dudley, instructor of the basic methodology class. Dudley was organized, direct, and critical. The first paper I wrote was returned ungraded with three pages of comments. I was told that if I wanted a passing grade, I had to rewrite the paper. I was initially angry, but realized that I had learned a lot. Professor Dudley really did right with the methods class.

When I became a graduate student, I looked forward to having an office. This was especially important since I was going to carry all your books and materials around all the time. Well, my office is nice, except for the fact that I share it with nine other graduate students. When one person wants to write, three others are dealing with undergraduates. I have given up trying to study in the office and have gone back to using the library. During group discussions, they were hardheaded and self-critical; negative comments no longer cause me to doubt my self-worth. Talking with the older students really helped; they said the same thing happened to them and that things would get better after the first semester. They were right.

Michael Schulman can be reached at Michael_Schulman@ncsu.edu.
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Atlanta, from page 1
town neighborhoods. The extent to which these neighborhoods were revitalized or were appropriated by white gentrifiers at the expense of older, lower-income, primarily black residents will be the focus of a forthcoming Footnotes article in this series.

Second, Atlanta is fast becoming one of the most diverse metropolitan areas in the southeast, challenging the invertebrate black-white dichotomy that typically frames how people see the south. About 500,000 African Americans moved to the metropolitan area in the last decade, making it the city with the sixth largest black population in the country. While the notion that Atlanta is "too busy to hate" may be exaggerated, the high rate of black migration supports the claim that Atlanta is "the black Mecca" or a "modern day Harlem." An influential black political power structure helped participate in postdocs (53 percent of the population in the country. While the Atlanta's Asian population has steadily declined since the 1990s, in contrast to the physical and life sciences.

Are postdoctoral fellows the "best of the best?" Data on a 1996-97 cohort of PhDs from the American Sociological Association's 1998 Survey of Recent PhDs (updated in 1999 and 2001) suggest that postdoctoral fellows are more likely to have received both their BA and PhDs from high or moderately high prestige universities than are their peers who did not participate in postdocs (53 percent compared to 37 percent). This finding leads to the question as to whether those from high prestige universities need these fellowships in order to obtain tenure track jobs at research universities? The answer appears to be that a postdoctoral fellowship is regarded as a useful step toward desirable employment in sociology, according to 8 out of 10 survey respondents who held postdocs. What's the second largest response? A postdoctoral fellowship is perceived as a placeholder until a desirable position turns up.

Expectations and Satisfaction

Does the postdoctoral fellowship fulfill respondents' expectations in terms of scholarly productivity, mentoring, and career guidance? The 1998 survey provides information on the level of satisfaction with the employment that new PhDs obtained after graduating. Those holding postdocs were significantly more satisfied than those otherwise employed in terms of whether they were satisfied with institutional resources (4.1 versus 3.1 on a scale of 1 to 5), whether they were satisfied with guidance for professional development (3.7 versus 3.1), and whether they were satisfied with support for professional productivity (4.1 versus 3.5).

Does the postdoctoral fellowship appear to enhance sociological careers, at least in the early stages? By 2001, the

Call for Nominations

2003 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 with degree awarded in the 2002 calendar year will be eligible for consideration for the 2003 ASA Dissertation Award. Nominations may be submitted by the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. The ASA Dissertation Award recognizes the writer of the dissertation and the advisor. Nominations must include the student's full name, the advisor's name, the advisor's affiliation, and the dissertation title. The dissertation must be completed and accepted by the university registrar by December 31, 2002. Nominations should be submitted to: American Sociological Association, c/o Governance Department, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 385-4000; fax: (202) 385-4044; e-mail: governance@asanet.org. The deadline for nominations for the 2003 Award is April 1, 2003.
Iran Throws a Curve

One particularly noteworthy counterintuitive finding is that Iranians, despite living under a theocratic regime, placed less emphasis on religion and more emphasis on nationalism than did Egyptians or Jordanians. They also appeared to be more critical of religious authorities than concerned with the "threat" of Western culture. Whereas, in Iran, 47% of the public indicated that religious authorities adequately responded to social problems, comparable figures for Jordan and Egypt were 12% and 4%, respectively. Finally, a larger percentage of Iranians (40%) than Jordanians (23%) or Egyptians (19%) strongly agreed with the statement that marriage has become an outdated institution. The corresponding figures for Jordan and Iran are 12% and 4%, respectively. The impact of 9/11 on Egyptian worldviews in a direction less favorable to traditional religious institutions, less favorable toward the way the country is run, and more favorable toward democracy and gender equality. After 9/11, a much lower percentage of the respondents affirmed that religious authorities adequately responded to moral problems, spiritual needs, family problems, and social problems. In particular, after 9/11, 57% indicated that religious authorities adequately responded to the social problems, compared to 81% before 9/11 (see Figure 1).

Democracy, Education, Gender

Likewise, after 9/11, 77% indicated they believed that Egypt "is run by a few big interests," compared to 69% before 9/11. On the issues of gender and democracy, those who strongly believed that men are better political leaders than women declined from 49% to 34%, while those who strongly disagreed with the idea that university education is more important for boys than for girls increased from 37% to 48%. Finally, the respondents' favorable attitudes toward democracy significantly increased on all indicators. For example, those who strongly agreed with the notion that "while democracy may have problems, it is better than any other system" increased from 56% before 9/11 to 69% after 9/11 (see Figure 2).

These changes remained significant even after controlling for age, gender, marital status, and education, but the changes were more pronounced among people with at least a university education. We cautiously predict that Egypt is going to experience a fairly dramatic transformation even after controlling for any other factor. For example, those who strongly agreed that 9/11 legitimized violence against the British and against religious minorities, in particular, the Taliban, may have increased from 56% to 69%. Finally, the respondents' favorable attitudes toward democracy significantly increased on all indicators. For example, those who strongly agreed with the notion that "while democracy may have problems, it is better than any other system." increased from 56% before 9/11 to 69% after 9/11 (see Figure 2).

The conference will address some of the methodological and theoretical issues faced by science and the crisis of the Middle East, especially in the context of the United States, Sweden, France, Italy, Jordan, Indonesia, Pakistan, Morocco, and Turkey. The conference will address some of the methodological and theoretical issues faced by science and the crisis of the Middle East, especially in the context of the United States, Sweden, France, Italy, Jordan, Indonesia, Pakistan, Morocco, and Turkey. The conference will address some of the methodological and theoretical issues faced by science and the crisis of the Middle East, especially in the context of the United States, Sweden, France, Italy, Jordan, Indonesia, Pakistan, Morocco, and Turkey. The conference will address some of the methodological and theoretical issues faced by science and the crisis of the Middle East, especially in the context of the United States, Sweden, France, Italy, Jordan, Indonesia, Pakistan, Morocco, and Turkey.
Public Sociologies: Response to Haukkaste

In the December 2002 Footnotes Public Forum [page 6], Murray Haukkaste correctly identifies me with a critical, activist form of sociological thought and practice, but is wrong to suggest that this excludes Herbert Gans’s “expert” public sociology. As I said, sociologists hold a special responsibility to the conscience of society. By mirror 1 mean sociocracy captures patterns, develops diagnoses, corrects mistakes, sets responses, as opposed to solving social problems. The task of public sociology here is Gans’s project of dissemination. By contrast, in my sense, sociology’s justification of society’s values that stimulates discussion about their meaning, multiplicity, rigidity and relativity. Perhaps it’s too ambitious to think that my more critical public sociology is going to coexist with powerful academics are ill-equipped to promote their ideas, when competing with swift, flexible, popular culture, and the subterranean movement of the public dialogue. In a nutshell, I argue that we cannot have a public sociology and they need each other. In harnessing expertise, the wider context may be a matter of fact: that the spotlight turns on specific problems. Take Kristin Luker’s Disturbing Conclusions, which dispels the myth of the pure-bred woman and pregnan­cies, showing that teams make up a declining proportion of unwed mothers and that porn is not a powerful factor in teen pregnancy than vice versa. It was well received in the press, she appeared on radio shows and gave many talks but, according to her, no one changed their mind about the issue. In fact the flow reversed in the other direction as conserva­tive think tanks effectively linked teenage pregnancy with welfare. Asking why she was so ineffective, Luker writes that academics are ill-equipped to promote their ideas because they are too busy to the noble, advocacy groups. Think tanks not only control a polished machinery of dissemina­tion, but also in this case are so well associated deeply with the powerful social movement of the Christian Right. Perhaps Luker’s dilemma, but perhaps she is too modest about her accomplish­ments, but her message stands: if public sociology is going to coexist with powerful public policy institutes we may have to become more activist in promoting our findings. If we are going to “set sail,” we will need to navigate turbulent seas. Haukkaste is suspicious of this “activist” public sociol­ogy, preferring a more passive role. But teaching too can take many forms. Just as passively transmitting knowledge is rarely effective without an active, even convinced audience, so pouring knowledge into students—as though they were empty vessels—is rarely more effective. Indeed, it generally induces passivity. Dialogical teaching activates student minds, incites them to think critically about the world around them. It starts from where they are and elaborates (educates) their exper­iences—to be sure aided and stimulated by texts, data, and theory. In activating the student, when teaching too begins to learn! The important distinction, therefore, is not between teaching and activism, but between one-way and two-way teaching. It is the model of dialogical teaching that underlies my notion of critical public sociol­ogy. In order to be effective, critical teaching requires expertise and engage­ment, so the same is true of public sociol­ogy.

Haukkaste is concerned not just with the mode of interaction between sociolo­gists and their publics but also with its conse­quences and their publics but also with its consequences. As sociologists, we may find an audience more receptive to our messages than the one that we have a collective interest in cultivating, defending, collaborating with and re­sponding to. In this regard, Gans, Haukkaste, and myself share a common conc­ern with the same audience. Hence, in my view, critical public sociology in the dissemination of values. Publics are the lifeline both of sociology and society. We don’t all have to become a public sociologist by any means, but we do have a collective interest in cultivating, defending, collaborating with and responding to. In this regard, Gans, Haukkaste, and myself share a common concern. Also, many with other sociologists.

Michael Burawoy, University of California—Berkeley

Public Sociologies: Reply to Haukkaste

I hope my proposal [July/August Footnotes, page 8] was not quite as modest as Murray Haukkaste portrayed it. [December 2002 Footnotes, page 6]. Public sociologists are, in my view, specialized public intellectuals, and like other public intellectuals, their major role is to be, and to be paid attention to, in the public arena. Consequently, they have to be as broad as other public intellectuals. If their public sociol­ogy were only another kind of the laity, they would probably be asked to stay in the classroom.

More important, public sociologists will have an emergent issue about which to stay on the public agenda, rather than the topics in their course syllabi. Although they should not be repressed into silence, Haukkaste suggests, but also political ones and policy suggestions based on these judgments. And we should do as citizens.

Nonetheless, at times they can also speak as sociologists, as long as they do not come to speak for sociology as a whole. For example, they can point to likely, possible, and particularly un­attended reasons for neglecting specific moral judgments. Also, they can offer moral critiques with a “privatist” turn: certain values as Burawoy points out (elsewhere in Public Forum in this Footnotes issue).

In doing so, public sociologists must be careful not to be ideologues, however, and to try to make sure that they will not be perceived by their critics as their problem will never develop, particularly if public sociologists range all over the ideas.

Herbert J. Gans, Columbia University; hg@wrcolumbia.edu

Racial Classification: A Wrong Turn

A lack of attention to reasoning, or a pursuit of “racial justice” without regard for logical consistency, largely explains why social scientists are not able to rid themselves of a clearly absurd tradition of grouping persons according to certain anatomical attributes. Sociologists are often criticized for this guilt of the past. We have initiated one of the most developed sub­disciplines in the social sciences—the sociology of race and racism—and many collaboration with political representa­tives in the dissemination of “race” is beginning to reach new heights. Of late, the American Anthropological Association represents an example. It recom­mends that we because our public classification by race, (Anthropology Newsletter 39 (6): 3, September 1998). By contrast, many, including the White House on matters of race, racism, and race relations. For example, at its annual meeting, ASA issued a statement supporting the collection of racial data.

[The American Sociological Association asserts in an official statement that it is imperative to support the continued collection and scholarly analysis of data on racial taxonomies. "Why should we continue to measure race?" asked ASAnominated Troy Duster, summariz­ing the ASA statement. "If biological research now questions the utility of the concept for scientific work in this field, how can we ignore the subject of valid scientific investigation at the same time?"

As the answer explained Duster, who chaired the ASA task force that drafted the race measure­ment statement, "For some, race and economic lives are integrally organized around race as a social construct. The American Sociological Association explains how race has been a sorting mechanism for friendship, mating, and marriage; and for the distribution of social privileges and resources; and a reason to organize social movements to preserve or challenge the status quo. Sociologists are interested in explaining how and why social definitions of race persist and change." Sociologists also seek to explain the nature of power relationships between and among racial groups and to understand more fully the nature and evolution of belief systems about race—the dimensions of how people use the concept and apply it in different circumstances. (ASA News, August 20, 2003).

Duster’s testimony begins with an accurate claim. Certain biologists and geneticists do not simply “question the utility of the concept for scientific work in this field, how can we ignore the subject of valid scientific investigation at the same time?"

See Public Forum, page 9
counts of three races become four, five, six, sixteen, ... and endlessly multiplying races mean no stable boundaries, and, therefore, no sociologists. Duster concludes that sociologists should measure race, presupposes the validity of a concept that self-destructs. With "we" we suppose that they do. Clearly, this is not true. Certainly not race, which is a conceptual nulity. Deeming race a social construct does not make it real, any more than it would make it real with the same logical rigor with which we assess, for example, "class." Nor are our social omissions, as Duster endeavors to organize around race, as Duster suggests. Census bureau officials, sociologists, and other academic researchers are attempting to ground our lives in the racial classification that Professor Duster endorses. He then alludes to some of the effects of these attempts—racial profiling and various forms of discrimination and exclusion—as a reason to continue racial classification.

Duster and other sociologists continue to refer to "race," when it is a racial classification that is at the root of "racial formation" and "racialization." Avoiding references to the "sociological tradition," this being in government, media, and educational agencies) practice of allocating persons to races, allows, allow one to "belong to a race as a deus ex machina. Professor Duster and the sociologists in his Committee are determining to solve the problem of racial classification in order to continue studying "race." Even so, Duster implicitly admits that sociologists do not study race. Rather, they study the social structural conditions that generate racial definitions of situations, how they become institutionalized in behavior, and actions are racialized through racial classification. Similarly, government agencies, educators and academic researchers do not "collect racial data;" they manufacture them, and in the process they offer bribes to persons—affirmative action, and sometimes insist that persons confess to belonging to a racial or ethnic group. "Racial data are not "out there" that are collected; they are generated by the racial classification of persons. The government and academic manufacturing of "races" and racial consciousness should not be obscured by the innocent sounding term "collect." People write letters. Postal workers collect the mail. Government agencies and educators place individuals in various racial groups, and then measure them with their experiences. These practices could be called "collecting data."

ASA's continued support for these practices—and here it is instructive to compare the Association's recent statement with that of the American Anthropological Association at www.aaanet.org/stmts/raccep.htm—reveals that some sociologists are refusing to reason soundly, for it does not foreclose the necessity to evaluate the validity of a concept that self-destructs. The statement characterizes race as a social concept that changes over time—has been used to place people in one way or another, with more or less malignancy, all such appellations become exercising in "bad faith" as soon as they are charged with ontological implications." (Berger, Invitation to Sociology, 1963.) It is in this sense that ASA can be said to have betrayed Berger, and evaluated the social impact of the way race is deployed to provide or deny access to resources that shape life chances.

Almost a generation ago, Peter Berger advised sociologists to "believe in race," and many have, thought, to have difficulties with any set of categories that supply apppellations—"Negroes," "whites," "Caucasians," or, for that matter, "Jews," "Gentiles," "Americans," "Westerners." In one way or another, with more or less malignancy, all such apppellations become exercising in "bad faith" as soon as they are charged with ontological implications." (Berger, Invitation to Sociology, 1963.) It is in this sense that ASA can be said to have betrayed Berger, and evaluated the social impact of the way race is deployed to provide or deny access to resources that shape life chances.

One other point of agreement is also worth mentioning: describing races as socially constructed does not relieve the responsibility to use analytic and methodological rigor to study the manner in which categories are deployed. Our disclaimer lies in where to assign the responsibility. The race concept was ubiquitous for the tailoring of the sometimes-subtle re-invention of race in the pharmacogenomics literature.

I would not expect Professor Webster necrophilic, but before he asserts what "certain'' contemporary biologists and geneticists have discovered and discovered, he needs to be certain he is aware of the fuller range of the literature of the last decade, in which the practical implications of the significant body of research on "ethnic estimation" using DNA markers is profoundly consequential.

It will not suffice in a serious debate for social scientists to bury their heads in the sand, lifting them out only occasionally to incant the demonstrably false assertion that race is "a social construct," a concept that is not sociologists who differentially provide or deny access to resources that shape life chances.

The prohibition of the sometimes-subtle re-invention of race in the pharmacogenomics literature.

We urge our colleagues to read the American Anthropological Association's Statement on "Race" (www.aaanet.org/stmts/raccep.htm) and to compare it with the ASA statement on race (www.asanet.org/media/racenst02.pdf). The ASA statement characterizes the unhappy history of the uses and abuses of the concept of race, as well as the implications that there are for contemporary social science research. In that sense, the concept of race is usually not an invalidable complement, even necessary sequel, to the anthropologists' statement.
Call for Nominations for 2003 ASA Section Awards

Aging and the Life Course

Award for Distinguished Scholarship: This award honors a society member whose work on aging who has shown exceptional achievement in research, theory, policy analysis, or aging and the life course. Please describe the nominee’s contributions that are the basis for this recognition. If the work is in progress, please support are not required but are encour-

Nominations should be submitted by April 15, 2003, to: Merrill Silverstein, Andrus Gerontology Center, University of Southern California, 3715 McClintock St., Los Angeles, CA 90095-0191; (213) 740-1707, merrisl@usc.edu.

Graduate Student Paper Award: The section invites original student papers on any topic related to sociology of aging and the life course. Papers co-authored with faculty members may be submitted. Three copies of the paper in the ASA format must be submitted. The deadline for receipt of papers is April 15, 2003. Send three copies of the nominated paper to: Barbara Thome, Department of Sociology, 440 Barrows Hall, University of California, Berkeley, CA 94720-1980; (510) 643-4821; thome@berkeley.edu.

The Distinguished Contributions Award: The Section is inviting nominations for its Distinguished Contributions Award. The title of the award has been changed from its original name to reflect the rotation of focus. In 2003 the award will be given to a scholar whose contributions are particularly and substantially to the advancement of a special area in comparative historical sociology. The competition is open to both published and unpublished papers completed in the last ten years (2003). Papers should be written by students. Since sole- and multi-authored papers are acceptable, no student-faculty collaboration will be considered. Please send three hard copies of the paper, with accompanying contact information on all authors, to: Krista Paulsen, Department of Sociology, Anthropology, and Criminal Justice, University of Florida, 1204 NW 8th Avenue, Jacksonville, FL 32205. Alternatively, the paper can be sent as an e-mail attachment to kpaulsen@ufl.edu. The deadline for nominations is January 31, 2003.

Communication and Information

Lifetime Achievement Award: This award recognizes a person with a career of distinguished contributions toward advancing the understanding or use of computing technology in sociology through research, innovations, or service. Please send nominations indicating the name of the nominee, institutional affiliation, and a brief explanation of the nominee’s contributions by March 1, 2003, to: Dean Savage, Department of Sociology, Queens College, 64-15 Thos Avenue, New York, NY 11367; savage@qc.cuny.edu.

Outstanding Contributions to Instruction Award: This award is given for the development of a computing application or platform that provide innovative developments to enhance instruction in undergraduate sociology. Please send nominations by March 1, 2003, to: Thomas Van Valey, Department of Sociology, Western Michigan University, 2400 Sargent Hall, Kalamazoo, MI 49090; thomas.vanvaley@wmich.edu.

Graduate Student Paper/Software Award: This award is for an outstanding research paper, the innovative use of existing computer software, and/or the development and implementation of new software by a graduate student. Research papers should address topics subsumed by the section’s name (e.g., the sociological analysis of computing systems, computer-related ideol- gies). Papers should be no longer than 30 typed, double-spaced pages (excluding bibliography). Submissions should be new or substantially different from previously published or accepted copies of the software. Submissions must be postmarked/e-mailed by May 15, 2003. Submissions should be sent to: jeff_dowd@gc.cuny.edu. The deadline for nominations is April 1, 2003.

Student Paper Award: The ASA Section on Crime, Law and Deviance announces its annual Student Paper Award. The winner will receive $300 to offset the cost of attending the 2003 ASA meetings. Papers should not exceed 30 double-spaced pages and should follow the manuscript preparation guidelines used by the American Sociological Review. Co-authored papers are acceptable if all authors are students. Submit five printed copies to Rodney L. Engen, Department of Sociology and Anthropology, Box 8107, NC State University, Raleigh, NC 27695-8107. Email correspondence to rod_engen@ncsu.edu. The deadline for nominations is April 1, 2003.

Culture, Sociology of

Best Book: The section seeks nominations of books published in the past three years (2000-2002) for the 2003 Best Book Award. Self-nominations of the section members, authors, or publishers may nominate books. Send nominating letter(s) including a description of the book and its significance to the three members of the Best Book Award nominating committee. Nominated publications should appear in the two years prior to the year in which they are nominated. Deadline: Jan 15, 2004. The deadline for nominations is March 1, 2003. Send three copies of the paper to: Tim Dowd, Department of Sociology, Emory University, 1514, 16th Street NW, Atlanta, GA 30322; (404) 727-6359; tdow@emory.edu.

Best Student Paper: Any work (published or unpublished but not previously submitted for the student prize) by someone who is a student at the time of the submission is eligible for the Best Student Paper Award. Authors can submit their own work or nominations can be made by others. This award includes a $300 prize to reimburse part of the cost of attending the 2003 ASA Annual Meeting. Deadline for nominations is March 1, 2003. Send three copies of the paper to: Wendy Griswold, Department of Sociology, 1410, 23rd Street NW, Washington, DC 20037; wgriswold@gwu.edu.

Best Book: The section invites nominations for the 2003 Distinguished Book Award for an outstanding book published in the field of economic sociology. The book must be published between 2000 and 2002 and should be an analytical or interpretive volume. Self-nominations are discouraged. In nominating a book for the award, please include a brief comment on the book’s merits and its contribution to economic sociology. The deadline for nominations is January 15, 2003. Send three copies of the paper to: Paul Hirsch, Kellogg Graduate School of Management, 1801 North Lake Shore Drive, Evanston, IL 60201; phirsch@kellogg.northwestern.edu.

Graduate Student Paper Award: The Economic Sociology Section solicits nominations for the 2003 Distinguished Graduate Student Paper Award for an outstanding student paper in the field of economic sociology. In addition, professors are encouraged to nominate papers on behalf of their students. Jointly authored works are eligible, as long as all authors have student status. Nominations should include a brief statement explaining why the paper is deserving of the award. The deadline for nominations is March 15, 2003. Please send three copies of the paper to: Paul Hirsch, Kellogg Graduate School of Management, 1801 North Lake Shore Drive, Evanston, IL 60201; phirsch@kellogg.northwestern.edu.

Education, Sociology of

Willard Waller Award for Distinguished Scholarship: The award, to be presented at the 2003 ASA Annual Meeting, will be a book published in the Sociology of Education in 2000, 2001, or 2002. Nominations should be sent to: Julia Wills, Department of Sociology, University of Colorado at Boulder, 3250 Central Ave., Evanston, IL 60201; jw0413@uic.edu.
Nominations
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outstanding paper written by a graduate student or students on a topic in education. The author or first author must be a graduate student at the time of the nomination. All authors must have been graduate students when it was written. If the paper was written from members of the section and self-nominations are welcome. Please send submissions by February 1, 2003, to Anna Browning, Department of Sociology, University of North Carolina, Charlotte, Department of Sociology, Charlotte, NC 28223; (704) 687-3091, mickole@email.uncc.edu.

Emotions, Sociology of

Lifetime Achievement Award: Nominations are sought to honor a member of the Section for a record of several decades of scholarly work (books and/or articles) of exceptional merit and who has developed and extended the sociology of emotions empirically, theoretically, or methodologically. To submit a nomination, send a letter of nomination supporting the nomination and a curriculum vitae of the nominee by January 1, 2003, to Jonathan Turner, Chair, Department of Sociology, University of California, Riverside, CA 92521; jonathan.turner@ucr.edu.

Outstanding Recent Contribution Award: Nominations are invited for the Section for the publication of the most outstanding refereed article or book chapter published during the preceding three years (2000-2002) that advances the sociology of emotions empirically, theoretically, or methodologically. To submit a nomination please send a cover letter stating how the article or book chapter advances the sociology of emotions and a copy of the article published in a sociology journal, and a cover letter stating how the sociology of emotions is advanced by the book chapter. Nominations must be received no later than January 1, 2003, to Frank Falk, Department of Sociology, The University of Akron, Akron, OH 44325-1905, falk@akron.edu.

Family, Sociology of

Award for Distinguished Scholarship or Service: This award is designed to recognize the collective career or major service contributions of a sociologist’s work in the field of sociology of the family. Nominations for the award should be submitted by the member of the American Sociological Association but do not necessarily need to be members of the family section. The distinguished career award recognizes the breadth of a sociologist’s work as it relates to the sociology of the family, but it does not recognize major service to the field as defined as those developments that have a substantial impact on overseeing a major sociological journal (for example, data banks, analysis techniques, scholarly writings). The deadline for nominations is March 1, 2003, to Ann Woods, Department of Sociology, University of Massachusetts, Amherst, MA 01003.

Family, Sociology of

Award for Distinguished Scholarship or Service: This award is designed to recognize the collective career or major service contributions of a sociologist’s work in the field of sociology of the family. Nominations for the award should be submitted by the member of the American Sociological Association but do not necessarily need to be members of the family section. The distinguished career award recognizes the breadth of a sociologist’s work as it relates to the sociology of the family, but it does not recognize major service to the field as defined as those developments that have a substantial impact on overseeing a major sociological journal (for example, data banks, analysis techniques, scholarly writings). The deadline for nominations is March 1, 2003, to Ann Woods, Department of Sociology, University of Massachusetts, Amherst, MA 01003.

Graduate Student Paper Award: Students enrolled (full or part-time) in a graduate sociology program as of February 15, 2003, may submit one scholarly paper for consideration. The submission may be a sociology seminar paper, an article submitted or accepted for publication in a sociology journal, or a single chapter from a sociology thesis or dissertation. The submission must focus on a theoretical or empirical problem central to the sociology of the family. Eligible students are invited to send three copies of a cover letter, three copies of the paper to: Lynn White, 375 Haines Hall, 375 Portola Plaza, University of California, Los Angeles, CA 90095-1551; lwhite@soc.ucla.edu.
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eligible, as in a paper based on the disser­
tation, or even on the same topic, if the student has been graduate students at the time the paper was written. An award for a multiply­authored paper may be divided among the authors. Self-nominations are acceptable. A nomination committee will be formed in which the nominator gives a detailed justification for granting the award to the nominated paper. Each copy of the paper and an associated abstract, and contact information (name, telephone number, e-mail address) for the author(s). The deadline for nominations is March 1, 2003. Please send nominations to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.

Outstanding Book Publication Award: The award is for the outstanding book published in mathematical sociology in the past five calendar years (1998-2002). A formal nomination, five copies of the nominated book, and contact information (name, address , phone, and e­mail) for the author(s) must be sent to the Selection Committee Chair by April 1, 2003. Please send nominations to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.

Methodology

Robert G. Simmons Dissertation Award: Nomination (self-nomination is acceptable) are being accepted for the 2003 award. Eligibility: a Ph.D. dissertation approved for defense has defended their dissertations within the two academic years prior to the annual meeting at which the award is given (to be con­ sidered for the 2003 award, the candidate should submit an article-length section (sole­authored) not to exceed 10 double­spaced pages (11- or 12-pitch font), inclusive of references. This section must have been previously published, in press, or under review. Five (5) copies of the paper are to be sent by June 1, 2003, to: Charles Back, Department of Sociology, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299.

Elie Fischard Outstanding Publication Award: The Friedson Award is given in alternation years to a book or article published in the preceding two years that has had a major impact on the field of medical sociology. The year 2003 award will be given to a book published between 2001 and 2002. Authors are not required to be members of the Soci­ety to nominate, and when making a nomination please supply information on year of publication. Five copies of Nominations should be sent to: Noah Friedkin, Department of Sociology, University of California, Santa Barbara, CA 93106; friedkin@soc.ucsb.edu.


Kissena Boulevard, Flushing, NY 11371-1393; jason@jasonc.kissena.edu. Note that the deadline for nominations is April 1, 2003.

Political Economy of the World System

Distinction Award: The award is given to an outstanding book in global or comparative international sociology. Books published in 2000, 2001 and 2002 are eligible for consideration. A letter of nomination (including self-nomination) and a copy of the book should be sent to each of the three members of this year's award committee: Gary Sassen (committee chair), Sociology Department, 1180 So­cial Science Hall, University of Wisconsin-Madison, Madison, WI 53706 (sassen@ssc.wisc.edu); Josep Borrell, Sociology Department, Rice University, 6100 Main Street, Houston, TX 77005; and Jack McCleary, Sociology Department, 5-415 Social Science Hall, University of Wisconsin-Madison, Madison, WI 53706. The deadline for nominations is June 1, 2003, and the winners will be announced at the upcoming August 2003 ASA meetings.

Organizations, Occupations and Work

2003 Max Weber Award for the Best Book Published in the Past Three Years: Send all material to: Irving Berg, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia, PA 19104-6299, irberg@upenn.upenn.edu.

2003 W. Richard Scott Award for the Best Paper Published in the Past Three Years: The Organizations, Occupations and Work Section is soliciting nominations for the 2003 W. Richard Scott Award. This award is given annually to a paper pub­lished within the last three years and selected by a committee as making a significant contribution to the study of organizations and/or organizations. Three copies of the nominated paper, a letter describing the nomination, and the author's contact information (address, phone, and e­mail) must be sent to: W. Richard Scott, Department of Sociology, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299.

Mental Health, Sociology of

Leonard I. Pearlin Award for Distinguished Contributions: This award is given for distinguished contributions to the sociologi­cal study of mental health. The award is given every five years. It will go to a scholar who has made substantial contributions to the sociological study of mental health. Nominations should be sent to: Beverly J. Silver, Sociology Depart­ment, University of Washington, 315 1100 N. Charles St., Baltimore, MD 21218; silver@uw.edu. Additional copies of the dissertation may be requested at a later date. The deadline for nominations is May 31, 2003.

Political Sociology

Distinguished Contribution to Scholarship Award (Barth Award). This award is offered annually for the outstanding book in political sociology. To be eligible, the book must have a publication date of 2002. The selection committee encourages self­nominations or suggestions of works by others. Three copies of the nominated paper should be sent to: Philip S. Gorski, Political Sociology Research Group, Department of Soci­ology, University of Wisconsin, 1180 Observatory Drive, 8116 Social Sciences Hall, Madison, WI 53706-1693; pgorski@ssc.wisc.edu. The deadline for nominations is April 1, 2003.

Best Paper Award: This award is offered annually for the best undergraduate student paper in sociological anthropology and has been graduate students during this academic year are invited to submit published or unpublished papers for this award. To be eligible, papers must be single-authored and have been written while the author was a graduate student and may not have been subsequently published as co-authored work. The selection committee encourages self­nominations or suggestions of works by others. Submit four copies of the paper to: Social Polo­

Population, Sociology of

Ottis Dudley Duncan Awards: Nominations are being accepted for the 2003 Ottis Dudley Duncan Award for outstanding Scholarship in Demographic Sociology. The Award will be presented to the author(s) of a recent book that has made significant contributions to social demography. Books published in the last three years will be considered. Send nominations to: Mark Hayward, Ottis Dudley Duncan Award, Population Research Institute, Pennsylvania State University, 601 Oakland Tower, University Park, PA 16802; haywardk@pop.psu.edu. The deadline for submissions is April 1, 2003.

Student Paper Award in Social Demography: The Population Section announces the call for papers for the Student Paper Award in Social Demography. This award consists of a plaque, a cash prize, and support for travel expenses to attend the 2003 American Sociological Association meeting. The following are criteria for submission: The unpublished or published paper can be co-authored or have multiple student authors. While there is no page limit, papers should be under 12 pages long, as it is a dissertation award competition. No faculty co-authors are allowed. All of the

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Nominations, from page 12

ter and completed their PhD. Authors should submit five copies of their paper to Shane Thye, Department of Sociology, Western Michigan University, 1915 Roma NE, SSCI 130; thye@wmich.edu. Nominations must be postmarked no later than February 15, 2003. Please send nominations by March 15, 2003, address, telephone number, and references to: The Cooley-Mead Award Committee Chairperson, Department of Sociology, California State University, Long Beach, CA 90840.

Religion, Sociology of Book Award: Books published during the previous two years eligible for nomination. Nominations must be received no later than March 15, 2003. Please send entries to all members of the committee: Michael Hout, Survey Research Center, University of Michigan, 2290 Michigan Ave., Ann Arbor, MI 48109; Mikehout@umich.edu; Marie Cornelius, Department of Sociology, Brigham Young University, Provo, UT 84602; marie Cornelius@byu.edu; and Philip Gorski, Department of Sociology, University of Wisconsin, Madison, WI 53706; pgorski@wisc.edu.

Article Award: Peer-reviewed journal articles and book chapters published in the previous two years are eligible for nomination. Please send entries to all members of the committee: Marcia Fukuoka, Department of Sociology, 1060 S. Second St., Columbus, OH 43215; marcia.fukuoka@osu.edu; or Kristin Ludtke, Department of Sociology, Departments of Women's Studies and African-American Studies, University of Virginia, Charlottesville, VA 22903; ludtke@virginia.edu.

Students and those who have completed their undergraduate degree. Nominations must be postmarked no later than March 15, 2003. Address all correspondence to: The Cooley-Mead Award Committee Chairperson, Department of Sociology, California State University, Long Beach, CA 90840.

The William Foote Whyte Award is a $500 prize awarded annually to an individual who has made lifetime contributions to distinguished scholarship in sociology. In addition to receiving the award, the person presents an address to the Social Psychology Section at the American Sociological Association's Annual Meeting. To nominate an individual, or for more information, contact Robert Shelly at shelly@rhc.uky.edu.

Graduate Student Paper Award: The Social Psychology Section of the American Sociological Association sponsors the nominations for the Graduate Student Paper Award. The prize is $200. The article length cannot be more than 10,000 words. The article length cannot exceed 10,000 words. The winner will be announced at the meeting of the American Sociological Association. The Graduate Student Paper Award should be submitted by March 15, 2003. Address all correspondence to: The Cooley-Mead Award Committee Chairperson, Department of Sociology, California State University, Long Beach, CA 90840.

Sociological Practice William Foote Whyte Distinguished Career Award: The William Foote Whyte Award is for individuals who have made notable contributions to sociological practice, which can include several of the following elements: the development of new research work, exceptional service to the section, contributions to the body of research that advance the theory of the discipline, or outstanding contributions to the development and promotion of educational opportunities. Nominations may be submitted for consideration in the form of a letter detailing the reasons for the nominee's contributions and supporting materials such as letters, address, telephone number, and references. Three copies of your paper and the name and address of the author are required. The deadline for submission is April 1, 2003.
Promoting Diversity and Excellence in Higher Education through Department Change

A report from the American Sociological Association

Minority Opportunities through School Transformation (MOST) Program

Promoting Diversity and Excellence in Higher Education through Department Change addresses how best to transform education to achieve excellence and inclusiveness. This volume reports on an eight-year effort supported by the Ford Foundation to alter "business as usual" practices through systemic changes in academic departments. The work focused on five areas—curriculum, research training, mentoring, outreach, and pipeline—and identifies strategies that work appropriate to different institutions and circumstances.

This 100-page report shows that intentional efforts matter for students of color and for all students. Quantitative and qualitative indicators are provided on the success and consequences of this initiative in 11 sociology departments. The goal of this effort was to develop and test a model that is transportable to all fields and across colleges and universities throughout the nation. Stock #6005-M2. 100 pages; 2002.

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Footnotes