Transforming Higher Education
Capstone Conference
Transports Lessons of MOST

Higher education attendees examine how best to achieve diversity and excellence through department-wide change

by Lee Herring
ASA Director of Communications

On June 6-7, 2002, the ASA’s Minority Opportunities through School Transformation (MOST) Program held an invitational conference of higher education leaders from throughout the nation to consider the lessons learned from multiple community efforts to increase diversity and excellence in departments. Nearly 100 participants and speakers met to discuss this long-term effort to transform “business as usual” practices through systemic change in 11 sociology departments. Selected competitively to reexamine patterns and practices in how to attract, educate, and retain students, these departments focused on five areas—curriculum, research training, mentoring, outreach, and pipeline—devising strategies appropriate to their institutions and circumstances.

Held in Washington, DC, this conference, titled Transforming Higher Education: New Ways for Academic Departments to Advance Excellence & Inclusiveness, aimed to share the lessons of MOST regarding the process of change and best practices. The ASA convened the meeting both to start the process of transporting the lessons of MOST and to generate discussion and feedback about a pre-release version of the report. The final MOST report will be released on Friday, August 16, at ASA’s Annual Meeting in Chicago.

With national guidance and overall direction from the ASA, these 11 sociology departments worked individually and as a group to transform the educational experience of the major. The premise of MOST is a simple one: Departments that make intentional, systemic, and sustainable change can enhance the education and training of students and of all students. ASA’s former Executive Officer, Felice J. Levine, was the key architect of MOST—while Havidán Rodríguez and Carla Howery as long-term collaborators and Alfonso Latoni joining the national team. Sustained funding from the Ford Foundation from 1994 to the present provided resources to facilitate reinvention and change.

“We are very proud of the results,” said Levine addressing the conference attendees. “The MOST departments worked diligently and creatively to revise their curricula to reflect a more inclusive approach and to devise a sequence of courses that would attract students of color and of all students.”

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ASA Election Results
Burawoy Elected ASA President; Pescosolido Is VP

Michael Burawoy, University of California-Berkeley, has been elected the 95th President of the ASA, and Bernice Pescosolido, Indiana University, has been elected Vice President-Elect. Burawoy and Pescosolido will assume office in August of 2003, following a year of service as Vice President-Elect and Vice President-Elect, respectively. One of the first responsibilities Burawoy takes on as President-Elect is working with the 2004 Program Committee to develop the ASA Annual Meeting in San Francisco, to be held August 14-17, 2004. The four newly elected Council Members-at-Large are: Esther Nyan-Ling Chow, American University; Jennifer Glass, University of Iowa; Deborah King, Dartmouth College; and Rhonda F. Levine, Colgate University.

Committee on Publications
Carol A. Heinrich, Northwestern University
Brian Pusus, Indiana University

Committee on Nominations
Ronald P. Antonia, University of Minnesota
Karen E. Campbell, Vanderbilt University
Kath Horwitz, New York University
Maxine Sabora Thompson, North Carolina State University
Verita Taylor, University of California-Santa Barbara
Donald Tomaskovic-Devey, North Carolina State University

Committee on Committees
Clifford L. Braun, Michigan State University
Martha E. Ginnen, University of Colorado
Carol A. Jenkins, Glendale Community College
Yvonne Neusme, Agnes Scott College
Mary E. Pettillo, Northwestern University
Audrey Singer, The Brookings Institution
Robert Washington, Bryn Mawr College

Ira C. Winfield, College of Charleston

2002 Major ASA Award Winners

ASA proudly announces seven recipients of the ASA 2002 awards. These outstanding scholars will be recognized at the Annual Meeting’s 2002 Awards Ceremony on Saturday, August 17, at 4:30 p.m. Chair of the Committee on Awards, Nancy Denton, University of Albany, will preside over this special event.

The ASA awards are conferred on sociologists for outstanding publications and achievements in the scholarship, teaching, and practice of sociology. The Awards Ceremony will immediately precede the formal address of ASA President Barbara F. Reskin. All regis- trants are invited to an Honorary Reception immediately following the address to congratulate President Reskin and the award recipients.

The officers of the Association extend heartfelt congratulations to the following honorees:

Dissertation Award
Kimberly Hartly, Princeton University, for “Exchange in Blood and Organs”

2002 ASA Annual Meeting in Chicago

The official full program days of the 2002 Annual Meeting are Friday-Monday, August 16-19, but remember that this year the program actually opens the night before on Thursday, August 15, with a special Opening Plenary session (7:30-9:15 p.m.) on the “Sociology of the Global War on Terrorism.” ASA President Barbara Reskin will preside over a panel of four preeminent speakers arranged by organizers Craig Calhoun and Felice Levine: Craig Calhoun, Social Science Research Council; Nilufar Golé, École des Hautes Études en Sciences Sociales and Bogazici University; Istanbul; Timur Kuran, University of Southern California; and Neil Smelser, University of California-Berkeley.

All attendees are invited to this Opening Plenary Session and to the Welcoming Party also on Thursday evening (9:30-11:00 p.m.), August 15, at the Hilton Chicago.

See you there!!!

The 2002 Annual Meeting program is online on the ASA homepage (www.asanet.org). You can look for sessions and program activities by titles, dates or names of sessions/events; search for specific presenters; find participants by affiliations; construct your own personal schedule; and more!

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Karl Alexander is the incoming editor for Sociology of Education; predecessor Aaron Pallas provides an introduction.

The Minnesota Page
The University of Minnesota celebrates its centennial; St. Olaf College students learn about qualitative methods.

Congressional Fellows, 2002 and 2003
Joyce Iutcovich finishes her tour as ASA Congressional Fellow; Susan Dimock begins her search for a placement for her term.

Public Forum
Herbert Gans challenges sociologists to become public intellectuals; Adam Weinberg on the new dues-journals policy.

New ASA Staff
Five new staff join the ASA Executive Office (N=25) and bring sociological expertise as well as other talents.

Trends in MA Degrees
Sociology shows a different pattern than other social sciences; CGS launches a new project on the MA.

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The Executive Officer's Column

Putting Sociological Principles to Work in Our Departments

Despite working in Washington, DC, for some years, coming to the ASA meant adding to my already vast repertoire of acronyms. I was delighted to find, however, that the very first acronym to draw my attention as Executive Officer were MOST and IDA because they represent joint, innovative efforts between the Executive Office and sociology departments across the country to enrich sociological education.

MOST—or Minority Opportunities through School Transformation—occupied most of the ASA's sociology staff’s time in late May, as they prepared for the major conference described on pages 1 and 10 of this issue of Footnotes. Billed as a capstone conference, the June 6-7 event brought the educators and sociologists who have shaped the MOST project and ensured its success together with other social scientists and national leaders.

The sessions were excellent in and of themselves. During the enthusiasm conveyed by all the participants about the future of higher education in our country that was most energizing. Terry Sullivan, Troy Duster, Nancy Cantor, Joyce Ladner, and Chris Edley all spoke about the need to build upon the demonstrated success of the MOST program, with its core emphasis on inclusivity and excellence, in building our academic departments. The representatives of the 11 MOST schools described their innovations to an engaged audience, while also talking frankly about the stumbling blocks they had overcome in making deep and lasting changes in their institutions. They stayed an extra day to celebrate together eight years of focused work to intentionally change “business as usual” in their departments. With this kind of commitment, it is no wonder that the MOST representatives are eager to meet their colleagues at the Annual Meeting during a special thematic session about the lessons from MOST and to share their accomplishments through the final MOST report that will be released in Chicago.

There was, however, little time for us to bask in the success shared at the MOST capstone event. The next week ASA launched another project centered on departmental change. IDA—Integrated Data Analysis—is a collaborative program between ASA and the Social Science Data Analysis Network (SSDAN) at the University of Michigan. Its goal is to infuse data analysis throughout the sociology curriculum, especially in lower division courses and those not focused on methods. (See page 10.) Drawing on the success of department-centered change strategies, ASA competitively sought sociology departments that were eager to tackle this curricular challenge. Each of the six selected brought half its faculty to the IDA workshops in Ann Arbor to develop course modules using Census data and StudentCHIP. The ASA staff leading the project (Carla Howery, Kerry Strand, and Havidan Rodriguez) reflected on the importance of having a critical mass of faculty working together in order to fundamentally change key elements of the curriculum. Indeed, they observed that the IDA workshops served as a department retreat to enable reflection, planning, arguing, and finally making significant collective decisions about the curriculum. Another six departments will be selected for next summer’s IDA workshops to expand the opportunity for faculty to work together to integrate data analysis into the entire sociology curriculum. During the academic year, IDA staff will make site visits to the participating departments in order to better understand the key principles of change at work and their results. They know the importance of seeing, first hand, the university culture, the faculty who may need convincing about the value of the proposed changes, and most of all, the students. Sociologists understand the importance of institutional context and the IDA project, like MOST, works with those local factors to achieve organizational change and successful outcomes.

I am excited to be at ASA where this type of catalytic activity is occurring between the national association and sociology departments. This column, called “Vantage Point” may give you a glimpse into the view of the profession the ASA Executive Officer is privileged to have as I work closely with and hear from all of you. In my first weeks, however, I am already struck by the number and variety of exciting innovations taking place in our academic departments and how they are based in fundamental sociological principles of organizational change.—Sally T. Hillsman
Sociological Work Enhances Recent Congressional Briefings
by Lee Harring
ASA Director of Communications

Sociology’s presence on Capitol Hill has increased this spring, as ASA has collaborated with sister social science organizations to co-sponsor or participate on speaker panels conducting four high-visibility congressional briefings. Specifically, ASA has helped organize or supported briefings on several “hot” topics: human responses to disaster impacts of welfare reform on the poor and implications of the President’s marriage proposal, and attendant and emotional reactions to terrorism. These topics have been of keen interest to Congress of late as it considers related legislation and national policy decisions.

In collaboration with sister organizations (e.g., the American Political Science Association, American Psychological Association, Consortium of Social Science Organizations, the multi-society Council of Behavioral and Social Science Organizations initiative, Association of American Geographers), ASA provided articulate sociologists to participate on these panels. The briefings serve to educate members of Congress, their committee and personal staff, and public- and private-sector policymakers about the latest research on important topics of concern to legislators and Washington policymakers.

A congressional briefing typically entails a panel of three or four academic researchers who each make brief but informative presentations on a singular, timely topic of particular interest to Congress. The topic may concern issues of relevance to new legislation that is being drafted and/or debated, or it may allow attendees to learn more about the latest research and developments in a particular field.

A congressional briefing typically entails a panel of three or four academic researchers who each make brief but informative presentations on a singular, timely topic of particular interest to Congress. In a brief session, these researchers present their latest findings on topics ranging from natural disasters and similar unanticipated events to terrorism and human disasters.

Reactions to Terrorism

The latest panel, titled “Reactions to Terrorism: Attitudes and Anxiety” and arranged under the umbrella of the Decade of Behavior, was held in mid-June and drew a standing-room-only crowd of nearly 100 to the hearing room of the House Science Committee. The multi-member panel featured sociologist Mansoor Moaddel of Eastern Michigan University.

Moaddel summarized his recent research comparing the attitudes of citizens of various middle-eastern countries toward the terrorist attacks of September 11, 2001. His research, as was that of the other two speakers (Michael Traugott, Institute for Social Research, and Len Lecce, University of North Carolina-Wilmington), had been funded by a National Science Foundation SGER grant (Small Grants for Exploratory Research). This NSF grant program designed specifically to rapidly and efficiently capitalize on unique or highly-risk research opportunities, including those that entail a severe urgency with regard to availability of, or access to, data, facilities or specialized equipment, including quick-response research on natural disasters and similar unanticipated events.

Moaddel’s presentation, titled “The Impact of 9/11 on Value Orientations of the Islamic Public in Egypt,” described some counter-intuitive world views between Egyptian, Jordanian, and Iranian students and respondents. Attitudes relating to family, gender role, religion, interpersonal relations, economics, political, social matters, tolerance, and the West were assessed in a series of two

See Briefings, page 10

PUBLIC AFFAIRS UPDATE

Supreme Court: Census Imputation is Allowed

The U.S. Supreme Court ruled in June 2002, in a close (5-4) decision, to uphold the Census Bureau’s use of the 40-year-old imputation statistical estimating technique to count some people whom census takers cannot contact through direct enumeration. Believing the estimating method resulted in the undercounting of the population of the state of Utah had filed a lawsuit arguing that the method violated both the Census Act and the Census Clause of the U.S. Constitution and deprived the state of a fourth congressional seat that North Carolina would have gained the latter day.

The Court ruled that imputation does not violate either the Census Act or the Constitution’s requirement for an enumeration of the population every ten years for the purpose of apportioning members of the House of Representatives. Justice Stephen Breyer authored the majority opinion in Utah et al. v. Evans, Secretary of Commerce, et al. After six unsuccessful attempts to physically count people in residences from which mailed census questionnaires were not returned, census takers utilize “hot-deck,” using scientific models to assign occupants (or “vacant” status) to those housing units. The Census Bureau assigns the number of occupants based on information from nearby housing units. Imputation added approximately 1.2 million people in 620,000 housing units (i.e., less than one-half of one percent of the national population of 286 million) to state population totals used for congressional apportionment. It fills in missing data for geographic characteristics, such as race, or to add occupants who are not listed on a census form but for whom there is some evidence of residency. A National Academy of Sciences panel reported last fall that Census 2000 included 5.8 million imputations, a disproportionate number of which involved racial minorities, renters, and children.

In 1999, the Court had struck down the use of “sampling” (Department of Com- mercial Monetary Services v. U.S. House of Representatives). The latest decision noted that imputation differs from sampling in key ways. The Court concluded that sampling involves extrapolating characteristics of a large group from a small one, while imputation does not depend on the characteristics of any person.

The Census Bureau has increased this spring, as ASA has provided articulate sociologists to participate on these panels. The briefings serve to educate members of Congress, their committee and personal staff, and public- and private-sector policymakers about the latest research on important topics of concern to legislators and Washington policymakers.

The American Community Survey Alert (ACS) is one of the U.S. Census Bureau’s new approach for collecting accurate and timely socioeconomic and housing information about our nation, the states, cities, and communities. As part of the plan to reengineer the decennial census, the ACS will replace the census long form in 2010, pending congressional funding. It will provide data every year to evaluate programs and chart the future. The ACS Alert is an electronic newsletter designed to inform users about news, events, data released, congressional actions, and other developments associated with the ACS. General information about subscription to the mailing list is available at lists.census.gov (mailto:listinfo/acs). For general and technical questions regarding Census Bureau data products, contact webmaster@census.gov or the Customer Service Center at (301) 763-4636. Census and congressional profiles are available at www.census.gov/mp/www/pub/2002on/macro05.html. More detailed Census 2000 summary files are also available on CD-ROM. Information on available data formats is at www.census.gov/mp/public/ www/cpuf/mediaset-1.htm.

The American Community Survey Alert (ACS) is the Census Bureau’s new approach for collecting accurate and timely socioeconomic and housing information about our nation, the states, cities, and communities. As part of the plan to reengineer the decennial census, the ACS will replace the census long form in 2010, pending congressional funding. It will provide data every year to evaluate programs and chart the future. The ACS Alert is an electronic newsletter designed to inform users about news, events, data released, congressional actions, and other developments associated with the ACS. General information about subscription to the mailing list is available at lists.census.gov (mailto:listinfo/acs). For general and technical questions regarding Census Bureau data products, contact webmaster@census.gov or the Customer Service Center (M-F, 8:30 am - 4:30 pm EST) at (301) 763-4636, fax (301) 457-4714.

The New Director of NAS Division of Behavioral and Social Sciences and Education

... In June, organizational and management policy specialist Michael Feuer replaced Barbara Torrey, who after a long tenure, has retired as Executive Director of the Division of Behavioral and Social Sciences and Education (DBASSE) at the National Academy of Sciences (NAS). Feuer has been at the NAS since 1993, when he was recruited to run the Board on Testing and Assessment (BOTA), which became a key player in the intricate world of educational, employment, and psychological testing. In 1999 this Board merged with the Center for Science, Mathematics, and Engineering Education, which was renamed the Center for Education. Recently, Feuer has been the Executive Director for DBASSE. Before coming to NAS, Michael was a Senior Analyst and Project Director at the Office of Technology Assessment, and before that a tenured professor of management and organizational sciences at Drexel University. He holds a Ph.D. in public policy from the University of Pennsylvania, as well as an MA from The Wharton School. He has taught public policy, organization theory, education, and economics for social scientists. His undergraduate degree is in English. The journalist Michael Feuer looks forward to working with him in his new role to advance the purposes of the social sciences at the Academies. Barbara Torrey remains in Washington, DC, and is at the Population Reference Bureau.

Participants at the June 18 briefing on “Reactions to Terrorism” included (left to right): Panel speaker Michael Traugott, COSSA Executive Director Howard Silver, ASA Executive Officer Sally Hillyman, sociologist Mansoor Moaddel, APA Director for Science Policy Geoff Mansfield, psychologists Len Lecti and Dale Cohen, and APN Senior Scientist Susan Brandt.
Karl Alexander to Edit Sociology of Education

by Anton Pallas, Teachers College, Columbia University

ASA Council has selected Karl L. Alexander, Professor of Sociology at The Johns Hopkins University, as the next editor of ASA's Sociology of Education, now in its 73rd year of publication. The editorial term is three years.

It's a great honor for me to be able to have this opportunity, said Karl. He directed my doctoral dissertation, and we have a deep professional bond and personal friendship that extends back more than 20 years.

Karl came to Johns Hopkins in 1972, having received a BA in sociology from his hometown school Temple University, and then a PhD in sociology from the University of North Carolina at Chapel Hill. The person-environment fit was nearly perfect. Karl entered a department, founded by James S. Coleman, that had a strong tradition of scholarship in the sociology of education, and an affiliated research and development center, the Center for the Social Organization of Schools, populated with sociologists engaged in cutting-edge research on schooling and social inequality. When his Hopkins colleague Doris Entwisle assumed the editorship of Sociology of Education in 1976, she invited Karl to join her as Deputy Editor, foreshadowing his assumption of the editorship a quarter-century later.

Rising through the academic ranks, Karl received tenure upon his promotion to the rank of Professor in 1983. As penance, he chaired the Hopkins Department of Sociology from 1985 to 1993. In 1999, Johns Hopkins honored Karl by appointing him as the John Dewey Professor of Sociology, a fitting title for a scholar who studies the relationship between schooling and society. Karl looks fondly on his doctoral years at Chapel Hill, and in the winter and spring months his spirits rise and fall with the fortunes of the North Carolina men's basketball team. He has sustained a connection to Chapel Hill over the years of schooling.

A Nation at Risk

Karl's career originated in the status attainment tradition pioneered by the late William H. Sewell and his colleagues. In the early years of his career, his work focused on the effects of schools and schooling experiences on educational and social stratification. Motivated by concerns for the social-psychological dimensions of schooling and the contribution of schooling to social inequality, he sought to understand the linkages among social background, school experiences, and adult attainments. His contributions to the school effects literature included a series of studies of the high school context on educational attainment, and analyses of the relative effectiveness of public and private high schools. Karl also authored a seminal series of studies on the causes and consequences of curricular placement, establishing the analytic distinction between curricular tracks and the specific courses students take in high school. This work took on heightened importance in the early 1980s, when the National Commission on Excellence in Education's report, A Nation at Risk, launched a national movement to raise academic standards.

Although he could not have anticipated it at the time, a proposal Karl wrote with Doris Entwisle in 1981 was to transform his academic career. Building on Doris's earlier work on social structure and the educational achievement of young children, Karl and Doris proposed to study how youngsters negotiate the transition from home to full-time schooling. With the support of the Baltimore City Public Schools, they sampled 20 elementary schools in the district, stratified by social class and racial composition, and created a cohort of nearly 800 students entering first grade for the first time in the fall of 1982. Gathering data from the children themselves, their parents and teachers, and their school records, Karl and Doris began examining children's academic performance over the first two years of schooling.

Beginning School Study

They learned another important lesson, however: with a skilled and energetic staff, it was possible to stay in touch with this cohort of children, and to follow them up repeatedly. Thus, what began as a study of the transition to first grade morphed first into a study of growth over the elementary years, and then into a study of development into early and mid-adolescence, and finally (at least for now!) into a study of school-leaving and the transition to adulthood. In 1999, the Beginning School Study, or BSS, as the project has come to be known, successfully re-interviewed 80% of the original sample—17 years after the study began. To date, Karl has published two books, a monograph, three-dozen refereed journal articles, and a dozen book chapters based on his studies of the BSS. The most influential work has been a book co-authored with Doris and Susan Dauher, On the Success of Failure (Cambridge, 1994), which has emerged as a central resource in debates over the merits of social promotion and grade retention.

The BSS stands as a towering intellectual achievement, but keeping the study alive has also demanded thoughtful administration and more than a dollop of luck. There have been times over the past 20 years when it was not clear that the study would be able to continue. Doris and Karl have sustained the project with grants from the National Institute of Child Health and Human Development, the William T. Grant Foundation, the National Science Foundation, the Foundation for Child Development, the Spencer Foundation, and the Office of Educational Research and Improvement in the U.S. Department of Education. Many of these sponsors have favored the project with multiple awards.

Karl’s enthusiasm is infectious. Some senior scholars grow more jaded with each passing year; academic work can become more like a game than a vocation. But Karl still gets excited when he presents a paper or discusses the work of others. When his excitement overtakes him, he frequently finds that he is nearing the end of his allotted time without having even made it to the results portion of his presentation. Pressed to finish, he often is tempted to point to an overhead and say, “The results speak for themselves!” As a graduate student, I observed Karl so often that I resolved to bet him a lunch that he wouldn’t be able to actually get through a presentation without having to rush to complete it. It turned out that the only surefire inducement for Karl to get through a talk was the prospect of my buying him lunch. I emerge from graduate school sadder, wiser, and poorer.

Joining Karl at the helm of Sociology of Education are two outstanding Deputy Editors, Linda Grant and Sue-liing Pong. Linda is Professor of Sociology at the University of Georgia, where she also holds appointments in the Department of Social Foundations of Education and the Women's Studies Program. Her current research focuses on women and minorities in academic science, school organizational change and student experience in desegregated schools, writing styles and careers of early women sociologists, and qualitative methods in research. Sue-liing is Associate Professor of Education, Demography, and Sociology at Pennsylvania State University. She is currently studying immigrant children’s education and the relationship between family structure and processes and children’s academic achievement. Together, Karl, Linda, and Sue-liing will provide terrific leadership for Sociology of Education.

Anne Arundel Community College Establishes Letter of Recognition in Applied Sociology

by Meghan Rich, Academic and Professional Affairs Program Assistant

In an effort to give students transferable skills and transferability that are both conceptual and practical, Anne Arundel Community College's Department of Sociology and Geography has announced a Letter of Recognition in Applied Sociology. The letter of recognition fulfills at least three academic and career-related needs. First, it provides a vehicle for learners to verify completion of training in basic skills for jobs related to this course sequence. Second, it provides flexibility for employers who wish to tailor a sequence of courses requiring the skills outlined in the letter and to document completion. Third, the letter provides a means for persons in any program to validate completion of this skills-based course sequence in route to an Associate of Arts Degree and beyond.

The structure and learning sequence of the applied sociology letter of recognition, which can be earned online, consists of three categories of courses: (1) general overview of the principles of sociology (usually the introductory course in sociology); (2) a set of social and behavioral sciences tools (one of the following courses: Introduction to Applied Sociology, Social Research Methods, Social and Behavioral Statistics); and, finally, a target topic for application of the tools (virtually any other topic-related sociology course).

The letter takes effect in the fall term of 2002 and is designed to allow the part-time student to finish in three (or fewer) terms with nine transferable college credits. With the addition of one more course in sociology, students pursuing an AA Degree in general studies can get a concentration in sociology. Students learn basic sociological concepts and skills to deal with groups, society, and human interaction; receive tools for client-oriented problem solving; learn data collection and analysis methods; and apply these skills and knowledge to complete the letter of recognition.

For more information contact either Tom Karwoski, Chair of Sociology and Geography, e-mail tkarwoski@mail. aacc.cc.md.us, phone (410) 777-2803; or Steve Steeley, Professor of Sociology, e-mail sfsteele@mail.aacc. cc.md.us, phone (410) 777-2809. Both are at the Department of Sociology and Geography, Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012. 🦋
across higher education. "We see the centerpiece of the conference to be the views of higher education and foundation leaders who are well positioned to consider how working with departments can truly promote diversity in education," she said. During the conference, Levine emphasized the key role of partnerships between educational institutions and the public and private sectors in fostering sustainable change. A panel of academic presidents reflected on their roles in making organizational change happen. Leaders experienced in the foundation world were similarly asked to reflect on how public institutions or private organizations could help to address the challenges of diversity in colleges and universities.

Why Bother?
The republication MOST report considered at the conference showed that in 2000, African Americans constituted 12 percent of the U.S. population but received only 9 percent of bachelor's degrees and only 6.6 percent of doctorates. Hispanics were 12.5 percent of the population but received only 6.3 percent of bachelor's degrees and 3.8 percent of doctorates. Even more striking is the proportion of degrees earned by minorities in the sciences. With the exception of Asians, minorities make up a small portion of the S&E workforce in the United States. In 1999, for example, 11 percent of scientists and engineers were Asian, although they constitute 4 percent of the population. And, Blacks, Hispanics, and American Indians together constituted 24 percent of the population but only 7 percent of the total S&E workforce.

The "why bother is simple," Levine said. "Equality of opportunity in education is certainly important. Also, excellence in producing knowledge and in teaching depends on diversity of perspective and the capacity to rethink and challenge assumptions and ideas. Bringing higher proportions of persons of color into academic, scientific, and other scholarly career lines begins in school and requires new practices in higher education."

Fresh Paradigm
MOST, according to its designers, brings a fresh perspective. Levine explained. "MOST is unique among diversity-related projects because it focused on the academic department as the instrument of systemic, institutional change. We chose not to pursue a student-by-student or institution-wide approach, because we wanted MOST to function right where education and training occur—at the department level. Departments have the capacity to initiate curriculum changes, recast the academic climate in which majors learn, make deliberate choices about mentoring, and conduct their own recruitment and training. We considered departments to be the strategic location of change in higher education, and the project's results bear us out," she said.

Conference Succeeds in Generating Momentum
The MOST conference brought a highly engaged group of leaders from higher education and the private foundation community to explore the results of this program, discuss its future, and plan for scaling up the program in order to implement it in other institutions.

Teresa A. Sullivan, Vice President and Graduate Dean at The University of Texas-Austin, began the MOST conference with a keynote address, "New Ways of Thinking about Diversity and Affirmative Action," at the opening reception and dinner. Sullivan, a veteran of large, organizational change efforts, praised MOST as a positive, intentional program that demystifies education and makes it more accessible and universalistic. She saw it as similar in intent to the Texas Longhorn PREP Program (Partners Responding to Educational Priorities) that aims at admitting at least 10 percent of the graduating class of every high school in Texas to a Texas college or university. Providing a mix of services and financial support, this program reaches to "every high school in every neighborhood."

The Opening Plenary introduced MOST. Levine began with an overview of the MOST program, including its origin, goals, and accomplishments. Beth Schneider (chair of a MOST department at the University of California-Santa Barbara, and Jose Z. Calderon (faculty member and MOST coordinator at Pitzer College) poignantly reflected on their first-hand experiences in becoming MOST departments and transforming how they worked.

Higher education leader Nancy Cantor, chancellor of the University of Illinois-Urbana-Champaign, praised MOST for "seeding diversity and programmatic excellence together" through the lens of departments and for making this activity a "shared commitment." Cantor's talk addressed the issue within the context of recent challenges to achieving sufficient diversity in higher education. "Excellence and diversity are inextricably intertwined together," said Cantor. "We have to constantly remake our institutions to preserve and promote excellence. MOST is doing this."

Joyce A. Ladner, former President of Howard University and now Senior Fellow at The Brookings Institution, and Patricia A. McGuire, President of Trinity College, also praised MOST as pitched to the right purpose and innovative in promoting institutional change. Both relayed informative personal tribulations and experiences related to deliberate attempts to transform institutions from their long entrenched practices to sustainable new paradigms of operations. They offered insights about progressive and proactive efforts that will help guide future implementation of MOST principles at other institutions.

Troy Dwyer, of New York University

The 11 Institutions Participating in MOST
Participating MOST departments were selected on a competitive basis and represent the broad range of U.S. colleges and universities. The 11 sociology departments are at the following institutions:

- Augusta State University
- University of California-Santa Barbara
- Grinnell College
- University of Nebraska-Lincoln
- Pennsylvania State University
- Pitzer College
- University of Puerto Rico-Mayaguez
- Southwestern University
- Texas A&M University
- University of Texas-El Paso
- William Paterson University

Christopher Edley, Jr., delivers the closing plenary speech on the "Road from Here.

Teresa A. Sullivan delivers the opening keynote address.
Minnesota's Department of Sociology Celebrates 100 Years

by Ron Amirezade
University of Minnesota

The Department of Sociology at the University of Minnesota celebrated its 100-year anniversary during the 2001-02 academic year. This yearlong celebration featured a series of events designed to showcase its rich history, spotlight recent accomplishments, strengthen ties with alumni, and reflect on the future of Sociology. The birthday celebration began with faculty and staff serving cake and ice cream on the West Bank Campus Plaza. University of Minnesota President Mark Yudof, College of Liberal Arts Dean Steven Rosenstone, and Sociology Department Chair Ron Amirezade launched the festivities with congratulatory remarks and praise.

Throughout the academic year, prominent scholars from around the country, including Charles Lee (Syracuse), Susan Sibley (MIT), Robert Sampson (Chicago), Aldon Morris (Northwestern), Charles Tilly (Columbia), and Bonnie Thornton-Dill (Maryland), were invited to address central issues and debates in the department's five core areas: (1) Family and the Life Course; (2) Economy: Race, Class, and Gender; (3) Law, Crime, and Deviance; (4) Organizations, Work, and Markets; and (5) Political Sociology and Social Movements. These distinguished speakers discussed their teaching and classroom experiences in the department's Teaching Resources Center along with a public lecture about their current research.

The festivities also included two mini-conferences. The first took place in December, titled "The Past, Present, and Future of Feminist Sociology," in honor of the centennial of Barbara Laslett, Barrie Thorne (California-Berkeley) and Joanna Brenner (Portland State) gave keynote addresses that generated a lot of individual attention and feedback on their work. The second mini-conference, "The Sociology of Childhood and Child Well-being," was chock full of insights and inspiration to attendees and students. In February the annual Life Course Mini-Conference, "The Sociology of Childhood and Child Well-being," was featured panelists William Corsaro (Indiana), Frank Purifoy (Pennsylvania), and Phyllis Moen (Cornell). A lively conversation took place about the ways that research on childhood and quantitative studies of child well-being can contribute to policy debates and about teaching the sociology of childhood.

A special Centennial issue of the Minnesota Sociology Review, a department of the annual meeting, was created to showcase the achievements of the department's alumni and current students. It also prompted the achievement of the American Sociological Association in 1917. Other landmarks were F. Stuart Chapin's 29 years of service as the department's chair (1922-51), the establishment of the Minnesota Family Study Center by Reuben Hill in 1924, the establishment of the Life Course Center in 1986, and the creation of the Teaching Resources Center in 1989. During this century of the department's existence, 3,500 undergraduate degrees have been granted and, for the past decade, Sociology's enrollment has consistently been one of the most popular majors among undergraduates at the University of Minnesota.

Regular community-building events, such as the department's "First Monday" monthly informal gathering of faculty, staff, and students, were expanded to focus on different themes each month. Some of the topics that were showcased included: the global reach of the graduate program, which brings students from Minnesota to Africa, Asia, Latin America, the Middle East; efforts to incorporate community service learning into our undergraduate curriculum; research initiatives involving non-academic sociologists and community partners; and interdisciplinary teaching and research. The final First Monday of the year invited sociologists from across Minnesota to celebrate their contributions to the discipline.

The centennial celebration culminated in March 2002 with an expanded version of the annual Sociology Research Institute (SRI) — a tradition in the department since 1990. Each spring, the SRI recognizes excellence via the presentation of awards for teaching, research, and service and provides an opportunity for graduate and undergraduate students to present papers in a professional meeting format. The opening keynote address, The Future of Sociology: Internationalization and Interdisciplinarity, by Professor Craig Calhoun, President of the Social Sciences Research Council and Professor at New York University, was standing room only. Following the keynote address, over fifteen graduate students had dinner with Professor Calhoun, enabling them to discuss their research and teaching. The second day featured presentations by over 35 prominent former faculty and alumni, who reflected on how their years at Minnesota shaped their careers, and a keynote address by alumnus Sheldon Stryker (PhD 1955), On Minnesota Contributions to Social Psychology. This was a wonderful opportunity for current students to learn about the history of their department through the voices and memories of their predecessors. It also prompted faculty to share exchange ideas and speculate on what role the department will play in shaping future generations of committed scholars and teachers. Among the many tributes was the following statement from one of our alumni, "What I got here, and what I think is the key to success in any area of life, is maximum support and maximum demand." At the end of a very busy and exciting year, the department hosted the 14th annual meeting of the Society for the Advancement of Socio-Economics, an important conference that brought over 300 scholars from around the world to the land of lakes, malls, and cutting-edge sociology. 
Dimock Selected as This Year's Congressional Fellow

by Johanna Elmer, Public Information Program Assistant

Susan C. Dimock was selected as ASA's 2003 Congressional Fellow. As of August 2002, she will have completed her doctoral dissertation at the University of California-San Diego (UCSD). Beginning in January 2003, she will work a six-month term on the staff of a congressional member's office in Washington, DC, which is near her hometown of Falls Church, VA.

Dimock brings an interest in issues of public concern, dissertation research relevant to the Fellowship, and teaching experience in public policy. Her dissertation, titled Disease Politics: The Influence of Activists, Lobbyists and Bureaucrats on Breast Cancer and Prostate Cancer Research Funding, was a study of the impact that various actors have on research priorities. Her dissertation research is being conducted at the Robert Wood Johnson Foundation and she has published a paper on that research.

Susan C. Dimock

The ASA Congressional Fellowship is an opportunity for a sociologist to work on a congressional staff to learn about the policymaking process, and to link sociological research to policy-relevant topics. The current Fellow is working in the House of Representatives, working in Senator Jack Reed's office (D-RI) primarily on early childcare and education and welfare reform. The Fellow often serves on the staff, the Fellow often serves on the staff, the Fellow often serves on the staff, the Fellow often serves on the staff, the Fellow often serves on the staff, and the Fellow often serves on the staff.

The Committee on Nominations, elected by the membership, prepares the slate of nominees for ASA offices. The ASA Constitution states in Article II, Section 2: (a) The Committee on Nominations shall select two names each for the offices of President-Elect, Vice-President-Elect, and Secretary-Elect, and for each vacancy on the Council, and the Committee on Publications.

Call for Nominations for ASA Offices

The Committee on Nominations, elected by the membership, prepares the slate of nominees for ASA offices. The ASA Constitution states in Article II, Section 2: (a) The Committee on Nominations shall select two names each for the offices of President-Elect, Vice-President-Elect, and Secretary-Elect, and for each vacancy on the Council, and the Committee on Publications.

(b) Prior to the time of the meeting of the Committee on Nominations, Members and Student Members shall be invited to suggest names for nominations for all elective offices; the Committee shall be guided but not bound by the suggestions received.

The Committee will undertake its work at the 2002 Annual Meeting. Members are encouraged to submit nominations of candidates whom they think would lead the Association effectively. In making a nomination, please submit a page of narrative supporting your nomination. Officers must be full members of the Association (not associate members) at the time they run for office.

In making the election slate, the Committee is guided by the ASA Statement on Diversity, approved by ASA Council:

"Much of the vitality of ASA flows from its diverse membership. With this in mind, it is the policy of the Association to include people of color, women, sociologists from minority institutions, international scholars, and international scholars in all of its programmatic activities and in the business of the Association."

Please send your nominations via e-mail to governance@asanet.org or by traditional mail to Michael Chermak, Assistant Executive Director, American Sociological Association, Government Office, 1301 H Street NW, Suite 700, Washington, DC 20005. All submissions must be received no later than August 12, 2002.
More of Us Should Become Public Sociologists

Public intellectuals (i.e., the scholars, critics, and others who speak to the general public on topical matters in which the public may or should be interested) play a crucial role in modern society. They are not only a bridge between the academy and the rest of society, but they also offer society at least a sampling of intellectual commentary on issues of the day. Public intellectuals are usually recruited from among scholars who have already gained a reputation from well-received publications, fellowships, awards, and other signs of achievement. They are not formed in the usual mold of a great public intellectual, they are appointed by editors, producers and similar decision-makers in the news and other mass media. They are not trained to range far and wide in the manner of a great intellectual who applies sociological ideas to explain phenomena that news stories can appear in the news media, or other mass media. Sometimes, public sociologists can indicate reductions, and to recruit graduate students. They can reframe social phenomena in helpful ways (e.g., to point out that the family is changing, not declining). Public sociologists can indicate that two or three school shootings are not a trend, and that the explanations for the shootings are better sought in school power structures and student hierarchies than in "violence" in the media. Although public sociology of this kind already exists, it must still be institutionalized as a legitimate way of doing sociology. People who want to be public sociologists probably have to begin small (e.g., write articles for popular rewrite of a scholarly monograph). Ethnographers have been known to convert a book to a popular rewrite of a scholarly monograph. The next two forms of public sociology are especially useful in debunking the Sociology of all kinds is badly needed. It can demonstrate that sociology adds distinctive insights and findings; increase the discipline's relevance by forcing it to analyze current events and issues; and enhance sociology's visibility. More important, public sociology is a way of telling the general public what we do and how we are spending public money. If we do it well, public sociology may help to attract more and better students, increase research funds, and earn us public support when sociology is under attack from hostile ideological and political organizations. Perhaps someday, public sociologists will even be properly paid for their work among the 100 most visible public intellectuals.

Herbert J. Gans

Public Forum

Why Don't Sociologists Subscribe to Journals or Join ASA?

Recently, I received an e-mail from the ASA targeted to "no-journal members." Under the new policy, ASA members must subscribe to at least one ASA journal. The e-mail raises important issues. Like many, I am concerned about sociology because I believed the discipline contributed to the wider world. But, there is little in our journals that does not appear in any meaningful way, despite the tremendous (and too often hidden) work of many sociologists. To be blunt, if the journals were worth the reading, people would subscribe to them.

To deal with this criticism, the ASA has launched Contexts magazine to present sociological knowledge to educated publics. Another interpretation of this development is that we just ghettoized "sociology that matters." Doesn't this work belong in all journals? After all, much of the large research departments will disseminate publication in Contexts. Publishing there will not count for promotion. Faculty will encourage graduate students to avoid it. The decision seemed to be more one decision by ASA that ignored the wishes of the members—similar to the recent debacle about American Sociological Review editors. I value ASA. I have been active as a Section Officer. Currently, I co-chair the Undergraduate Committee of Eastern Sociological Society. In this spirit, here are two ideas:

(1) Let's turn ASA into an educational organization that is dedicated to enhancing public discourses and societal progress. Let's get away from ASA as a professionalized service agency.

Create taskforces that deal with major social issues. Recruit people beyond the usual suspects. Recruit people because they know that they collect data that is effective in public arenas, and they will make this a priority.

Give the task forces resources to convene people, to pay for course reductions, and to recruit graduate students.

(2) Open up the journals by selecting different editors and reviewers. Put time and energy into involving new people with different visions.

We need to stop asking people to support a form of sociology that negotiates and allocates power. The May 20 New York Times editorial by Orlando Patterson on David Riesman captured this point well. Patterson notes that the rise of a professionalized sociology has pushed aside work that was "driven first by the significance of the subject and second by the communal emphasis on understanding the nature and meaning of social behavior." In short, sociology too often retreats from public life.

Adam S. Weinberg (aweinberg@mail.colgate.edu), Department of Sociology and Anthropology, Colgate University

Why Don't Sociologists Subscribe to Journals or Join ASA?
ASA is pleased to announce the arrival of five new full-time staff at ASA headquarters, as the organization continues to build on the excellent human resource pool at the organization's Washington, DC, office. ASA members will have an opportunity to meet these new staff at the Annual Meeting in Chicago, but until then, here are brief introductions.

Executive Assistant
Torrey S.
Androski joined ASA in July as Executive Assistant to Executive Officer, Sally T. Hiltman. Androski recently graduated from Kenyon College in Gambier, Ohio, with a BA in sociology and a concentration in law and society.

During her junior year, she spent a semester at American University in the Washington Semester Program, attending classes and interning at the United States Senate Minority Affairs Office of Policy Analysis. She continued her internship as a full-time paid employee for the summer of 2001.

At Kenyon, Androski was particularly active in the sociology department and the law and society program. She was the student advisor to Kenyon’s sociology department and maintained a close relationship with the faculty. Both at Kenyon and at American University, she focused on research projects involving racial disparities in the judicial system. During her senior year, she was awarded distinction, the highest honor at Kenyon, for her undergraduate thesis on the crack and powder cocaine sentencing disparities within the federal judicial system.

Androski took a leadership role in various student-run political organizations. She was elected to the Student Council Executive Committee and was elected Secretary of Student Senate, Vice President of the Student Life Committee, and chairperson of the Student Activities Social Board. She also handled a $60,000 budget and won organization of the year in 1999. Androski looks forward to putting her extensive experience in the nonprofit sector to good use at ASA.

Financial Controller
Les Briggs
joined the staff of ASA as Financial Controller in July. Briggs has recently served as Director of Finance for the Society of Interventional Radiology, a national medical specialty organization that furthers the advancement of new and minimally invasive medical procedures using the latest in medical technology. During his seven-year stint there, the Society saw a large growth in membership, staff, and public awareness of medical advances that reduce the need for many invasive surgical procedures.

Prior to serving with the Society, he spent four years in public accounting where the scope of his work was tax work, and other financial engagements. Much of his work was concentrated in the nonprofit sector. He also obtained his CPA certification during that time.

Briggs was born and raised in Oklahoma prior to moving to the northern Virginia area. He received his BS degree in Accounting from George Mason University in Fairfax, VA.

Meeting Services Coordinator
Kareem Jenkins
joined ASA in June as the Coordinator of Meeting Services. Jenkins brings extensive experience in program development and meeting planning. He currently serves as program coordinator at the Conference Foundations, Inc., where he planned and managed the organization’s annual conference. Prior to the Conference on Foundations, Inc., he served primarily as research analyst at the National Community Reinvestment Coalition, where he examined mortgage lending activity in low- and moderate-income communities. He also helped organize the organization’s annual meeting.

At ASA, Jenkins’ focus will be on upgrading the Meeting Services department to meet the needs of the membership. Jenkins is a New York state native and received his BA in sociology from Biddle College in Bens, Kentucky.

Minority Affairs Intern Director
Jean H. Shin
joined ASA in June as interim Director of the Minority Affairs Program (MAP), taking over from Altman, who works now at the National Institute of Aging’s Scientific Review Office. Shin is currently an Assistant Professor of Sociology at McDaniel College (formerly Western Maryland College) in Westminster, Maryland, where he teaches courses in Work and Occupations, Urban Sociology, and Technology and Social Change.

Prior to moving to the northern Virginia area. He received his BS degree in Accounting from George Mason University in Fairfax, VA. Shin is a member of the Editorial Board of Teaching Sociology as well as the National Advisory Board of the Preparing Future Faculty (PFF) program.

At ASA, Shin will continue to advance MAP’s fundamental charge, which is to promote diversity within the discipline. Much of that work involves supporting students during a summer internship, titled “American University-Moscow Meeting with U.S. Sociologists,” to be held at ASA’s Annual Meeting in Chicago. The session is presently being planned for Saturday, August 17, 8:10 a.m.; check the final program for location.

As Russia teeters on the edge of history, pulled in opposite directions by contrasting historical traditions, interests, and demands, the importance of Russia’s choice of future direction—between Western values on the one side and the dark past on the other—cannot be overstated, Lozansky explained. “In the last decade, voices along the entire political spectrum have stated that it is in the vital interest of the United States for Russia to become a prosperous democracy and an ally of the West. We need to organize Russians and Americans to strategize together. This is the heart of our project—to set the process of post-Cold War healing in motion, and educate a critical mass of young Russian foreign affairs students to strategize together with Americans on behalf of a common interest.

"The goal of our proposal is to educate a strategically selected core group of students to think knowledgeably about issues of Russian-American partnership and to be thoroughly knowledgeable about the subject and the cognates areas of expertise."

Lozansky believes there is a special role in the future of U.S.-Russian relations to be played by these young people. Most of them will soon occupy key positions in the Russian government and will be in a position to influence foreign and economic policies. It is very important, therefore, that during their college years and especially their graduate studies, the students gain access to the most reliable information and best methods of teaching (including advanced pro-Western ideas) on international affairs. The students should have close contact with Americans who have a good historical perspective and understand the value and benefits of Russian-American partnership with the West, says Lozansky.

For additional information, contact Dr. Edward Lozansky (Lozansky@aol.com), President of the American University in Moscow.
waves of surveys—keyed to World Values Surveys to permit country comparisons—was on program to years (2000-2002) in collaboration with colleagues at the University of California, University of Tehran, and University of Jordan. Because of the increasing terrorist attacks on the United States, Moaddel was able to assemble some before-and-after September 11 comparisons of these populations.

Among the findings: Despite their theocratic political regime and their theocratic political regime, Iraqis tend to place less value on religion and more on nationalism than Egyptians and Jordanians. Iraqis appear to be less religious than either of the other countries’ citizens. Iraqis also were less concerned about “cultural invasion by the West,” although this fear increased after 9/11 across all three countries. The researchers believe that two decades of extreme fundamentalist Islamic rule has made Iranians less religious and less concerned about the West.

Welfare Reform

Sociologist Andrew Cherlin, Johns Hopkins University professor, was one of two congressional briefings, addressing an issue that Congress was grappling with at that very time: welfare reform, which early this year President Bush announced a plan to overhaul. Included in his plan was a proposal that states boost the number of working welfare families from 50 to 70% by FY 2007. Among other proposals, the Bush plan also proposes to spend about $100 million per year to single mothers on welfare with monetary incentives to marry. With the House of Representatives just having passed reauthorization of the Welfare Reform Act (1996), legislators and policymakers now enter a policy formulation process during which many will be hungry for databased information that can guide them in formulating final changes in the law.

Marriage Incentives — Relevant to the merits of providing marriage incentives to welfare recipients, Cherlin’s research addressed children’s living arrangements in two-income families. Reporting on results from a large, multidisciplinary, four-year study of three major cities (Boston, Chicago, San Antonio), which examined primarily the child health and development consequences of welfare reform on children, Cherlin reported that while the percentage of children living with two adults had gone up slightly during a 16-month period (ending in 2001) impacted by the reforms, the increase was attributable almost exclusively to the addition of adults who were not biological fathers of the children. Further, more of the increase was attributable to cohabitation than to marriage. The percentage of children living with two biological parents did not increase.

But a key finding in Cherlin’s work is the fact that stability of family living arrangements is most important to children’s well-being. And, unfortunately, instability of living arrangements seems to be the rule in this population, with 68% of children in the survey having a change in living arrangement during this period. Thus, laws promoting marriage should be linked to legislation that not only a small percentage (5%) of welfare mothers marry biological fathers of their children, and most of these marital births would not make good fathers and and (3) short- and long-term recovery. Disaster research focuses on social units, from individuals and households to social groups and communities, and their spontaneous response to disaster (i.e., volunteer groups). Included in Tierney’s list were disasters of all types (i.e., natural disasters, technological disasters, community conflict situations, and terrorism).

Tierney explained that the challenges of the September 11 terrorist attacks are similar to natural disasters, with a consistency in the group and organizational responses. There was adaptive behavior to the situation, pro-social actions in the warnings and evacuations, and an absence of mass panic. Organizational responses included a convergence of volunteers, group responses in the search and rescue, and public support coordination. One distinctive feature of the attack, its lack of having been envisioned, required response teams to innovate. Other distinctive features included a high degree of complexity; long-term, ongoing, multiple, and ambiguous (i.e., world-wide) and diffuse impacts.

Examination of Terrorism Issues Continues at ASA Annual Meeting

Speaking of reactions to disasters ... in its continuing commitment to research on national social issues regarding the terrorism tragedy, ASA will feature an Opening Plenary Session, "The Challenge of September 11: The Social Dimension of Terrorism" (on Thursday, August 15, from 7:30-9:15 pm), at the Annual Meeting at the Hilton Chicago. ASA President Beth Denkin will preside over a panel of four preeminent speakers arranged by organizers Craig Calhoun and Felice Levine: Craig Calhoun, Social Science Research Council; Nilufer Gole, "colè des Hautes "hudes en Science Sociales and Bogauci University, Istanbul; Timur Kurhan, University of Southern Californi and North Carolina State University. Smelser will also preside over an Annual Meeting Regular Session titled "Disasters" (on Thursday, August 15, from 7:30-9:15 pm), and so forth, and to interpret the results they compile. The IDA staff will create Census data sets appropriate to the topic and variables for each module so even beginning students will be able to complete these assignments.

In addition to the work on individual courses, each department team met to set goals for the entire curriculum, and to link the skills learned in one course to other courses. Each department worked on logistics, equipment, resistance and so forth, and to interpret the results they compile. The IDA staff will create Census data sets appropriate to the topic and variables for each module so even beginning students will be able to complete these assignments.

In addition to the work on individual courses, each department team met to set goals for the entire curriculum, and to link the skills learned in one course to other courses. Each department worked on logistics, equipment, resistance and other issues that shape the success of any innovation. Half of each department came to the IDA workshop to provide a critical mass of innovators. They will work with the full department in meetings held this fall, followed up by a site visit from the IDA staff in the second semester.

Six more departments will be selected in 2002-2003 to transform their curricula and to attend the summer workshops in Ann Arbor in June 2003. The IDA staff will provide substantive and technical support and will meet at least twice in the next two semesters.

Information about IDA will appear in Footnotes, the ASA online magazine (www.asanet.org), including the 2003 competition, which has a December 15, 2002, deadline for application. Contact Carla B. Howery, Director, Academic and Professional Affairs Program, howery@asanet.org. 

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### Summer Work Transforms Courses

**by Carla B. Howery**

ASA Deputy Executive Officer

The University of Michigan provided an ideal location to begin work on ASA’s new Integrating Data Analysis (IDA) Project. Ann Arbor is a lovely university town, especially in the summer, and is the mecca for social science research with the Institute for Social Research and the Population Study Center based there. IDA Project participants took full advantage of these resources in their five day workshop experience. An NSF-funded project, IDA is a collaboration between ASA and the Social Science Data Analysis Network (SSDAN), led by William F. Frey, University of Michigan.

Frey and staff, and ASA staff, Carla B. Howery, Hiwaddan Rodriguez (University of Puerto Rico-Mayaguez), and Kenight B (Hood College) worked with six departments to develop inquiry skills and enhance research training for their undergraduate students in non-research methods courses. The initial departments selected to participate in IDA are: University of Central Florida; North Carolina State University; Sinclair Community College (OH); South Dakota State University; State University of New York- Brockport; and Western Washington University.

At the workshop, each participant developed a module that used Census or other data to pilot test in a course that s/he will teach this fall. The module sets forth interesting sociological questions in their five day workshop experience. An NSF-funded project, IDA is a collaboration between ASA and the Social Science Data Analysis Network (SSDAN), led by William F. Frey, University of Michigan.

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Trends in Professional Master's Degrees in the Social Sciences

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

The findings from a web-based investigation of what has been labeled "professional" or "career-oriented" master's degrees in the social sciences provided background for a spirited discussion of the current status and future possibilities of these degrees in Washington, DC. Graduate deans, graduate program directors, and the leadership of the professional societies in social science disciplines met in May for a daylong discussion, under the sponsorship of the Council of Graduate Schools (CGS), a membership organization of colleges and universities whose stated purpose is to improve graduate education.

In its sponsorship of the meeting, CGS had hoped to encourage graduate institutions and disciplinary societies to focus on the prevalence, mission and characteristics of these programs and to interpret what is happening in each of the social science fields. Previous studies of the physical and life sciences found that career-oriented degree programs have grown as universities have become more entrepreneurial and more attuned to industry's needs and agendas. In the physical and life sciences, master's-level scientific laboratories with professional skills, but without research agendas, are viewed as valuable assets in the product development process. What appears to be driving this change is the steady decline in government R&D (research and development) funding, increased accountability to state governments for employment as an educational outcome, increased student debt, and growing competition for students.

In addition to these factors, recent reports from the National Academy of Sciences and the National Science Foundation have supported the rethinking of graduate education in the sciences to prepare students for an "increasingly interdisciplinary, collaborative and global job market in the 21st century." In response to all of these factors, the CGS began an initiative to study the growth of professional or career-focused master's degrees across the sciences.

What's Happening in the Social Sciences?

One indicator that these same factors may be at work in the social sciences is the fact that master's-level enrollments and degrees grew in the social sciences throughout the 1990s. But to find out more definitively what has been happening in the social sciences, according to Peter Syverson, Vice-President for Research, CGS used funding from the Ford Foundation to broaden its initiative to include an examination of master's-level education in the social sciences. CGS asked Roberta Spalter-Roth, Director of ASA's Research Program on the Discipline and Profession, to consult with Syverson and Les Simms, a dean in residence at CGS, and to conduct a pilot-study of social science programs that could be described as "professional master's programs"—programs not considered to be simply stepping-stones to a PhD or "consolation prizes" for students not qualifying for the PhD.

To study the mission and characteristics of career-focused master's degrees, the study team developed a series of indicators, in cooperation with the social science learned societies, which were thought to characterize such degrees.

These indicators included: (1) skill requirements that cross-disciplinary boundaries; (2) an orientation toward practice and experience; (3) linkages to the labor market; (4) building alumni networks; and (5) methods to assess the marketability of skills and competencies needed for professional practice. A series of ten independent measures (e.g., student internship requirement, faculty have non-academic experience) corresponded to these five indicators, with indicators having one or more of the measures associated with them.

Findings

To determine the incidence of these indicators, the pilot-study examined the websites of social science departments in a sample of 70 graduate-degree-granting institutions. The social science departments included anthropology, economics, geography, history, linguistics, political science, psychology, and sociology. In addition, the applied fields of communication and public administration were included, because these fields were developed with professionally oriented degrees. According to Spalter-Roth, the website method was chosen for several reasons. First, it could be completed relatively quickly and inexpensively. Second, it is a remedy for the low response rates obtained in many disciplinary surveys of departments. Third, it reflects the "face that the department is presenting to the world," especially to potential students choosing among programs.

The study found that private universities are somewhat more likely than public universities, and doctoral universities are more likely than Research I universities to have a professional or career-focused master's program. The accompanying bar chart shows the percentage of programs in each discipline that displayed at least one indicator of a professional master's degree. For example, almost two-thirds of sociology departments that admit students to master's programs (and only 58 percent of sampled sociology departments do so) display at least one indicator of a career-oriented program on their websites.

According to the study, the social sciences is less likely than the other disciplines (except history and linguistics) to require skills-based courses outside the department. All sociology programs require a heavy dose of survey and other quantitative methods and statistics, skills that are applicable outside academe, but students take these courses within the sociology department. Other skills that might be useful for practicing master's-level sociologists, such as nonprofit management, marketing, and media skills, tend not to be required or suggested. Less than one quarter of departmental websites include information about careers of graduates or information on job searching. Only about one-fifth of master's programs appear to require internships, off-campus activities, or have faculty with non-academic experience.

Possible Constraints on Sociology and Other Social Science Disciplines

The relative scarcity of indicators found on sociology and other department websites may be the result of normative and structural constraints to the development of professional master's degree programs. Among the constraints to development of career-focused programs may be strong adherence to the model of pure or basic research in the social sciences found at Research 1 universities. Some departments and disciplines may resist "selling out" to the trend that has been referred to as "axing academic capitalism." Additional constraints may include the complexities of curricular change on campuses, competition with existing programs, lack of faculty expertise, and budgeting models that thwart cross-departmental course taking. The lack of resources and the lack of economics of scale may be other constraints that limit...
Minority Fellowship Program Announces New Fellows

by Jem H. Shin, Interim Director
Minority Affairs Program

The Minority Fellowship Program (MFP) of the American Sociological Association is pleased to introduce the seven new fellows in Cohort 29. The Advisory Panel of the Program made these recommendations in April from a highly competitive pool of applicants. The seven students selected this spring begin their MFP Fellowship on August 1, 2002. MFP Cohort 29 is the fifth year of graduate students with much promise in the sociological study of mental health. They will all attend the Annual Meetings in Chicago, where they will receive a day-long orientation.

The Minority Fellowship Program is primarily funded through a training grant from the National Institute of Mental Health (NIMH). In addition to member contributions from Alpha Kappa Delta, Sociologists for Women in Society, the Association of Black Sociologists, the Pacific Sociological Association, the Midwest Sociological Society, and the Southwestern Sociological Association help to make the Program possible.

The new MFP Fellows are:

W. Azul La Luz Baez
Undergraduate Institution: Western Illinois University
Graduate Institution: University of New Mexico

W. Azul La Luz Baez was born in Puerto Rico, but raised in New York City's Spanish Harlem. He is a PhD student in the Department of Sociology at the University of New Mexico, with concentrations in Medical Sociology and Race and Ethnicity. He is doing ethnographic field research on heroin addicts' treatment-seeking behaviors in Rio Arriba County, New Mexico, where there is an epidemic of heroin addiction and overdose. His dissertation will focus on evidence of mental health pathology and inter-generational patterns of heroin use in Latinos and Latinos in Rio Arriba County. He earned two Master of Arts degrees from Western Illinois University at Macomb, IL. One was in Sociology with a focus on Race, Ethnicity, and Gender, and the second in Geography with a focus in Urban and Regional Planning. In both Master's programs, he was inducted into national honor's programs—Phi Kappa Phi, and Gamma Theta Upsilon, respectively. His other areas of interest are the mental health status of Latinos and Latinos in enclaves, and Latinos' epidemiological patterns of health outcomes. He also enjoys teaching which he has done at both the university and community college level. After all these academic accomplishments, La Luz says he is most grateful for having earned a GED. It was his calling card, which allowed him to travel an extremely long distance from the streets of Harlem (where he was a heroin addict and gang member, and from which he only escaped by going to prison) to the halls of academia.

Jennifer Duette-Goode
Undergraduate Institution: University of Texas-Arlington
Graduate Institution: Bowling Green State University

Jennifer Duette-Goode received her MS in Social Work from the University of Texas-Arlington in 1999. She began her doctoral work in social psychology and criminology at Bowling Green State University in 2000. She has taught Introduction to Sociology and Social Psychology as a research assistant, she is currently working on projects examining the nature of adolescent relationships and the role of various agents of socialization play in adolescents' developmental outcomes. Duette-Goode is interested in examining research on African-American youth are able to sustain a strong sense of self, and the social psychological processes that lead to and/or enhance African-American self conceptions. In her free time, she enjoys volunteering as a mentor at youth organizations and has received several community service awards.

Robert E. Espinoza
Undergraduate Institution: Pomona College
Graduate Institution: University of California-Berkeley

Espinoza earned her BA in Sociology from Pomona College. Last May, she completed her third year in the PhD program at African American University of California-Berkeley. Espinoza pursues research in the areas of family (with a significant emphasis on Latina/o families), education, and race/ethnicity. She is currently studying how Latina doctoral students negotiate and balance school and family obligations in what she calls the "good daughter dilemma." Espinoza is currently a Research Associate at the UC-Berkeley Center for Working Families.

LaShanee Johnson
Undergraduate Institution: Wellesley College
Graduate Institution: University of California-Santa Barbara

LaShanee Johnson is currently entering her third year of the sociology graduate program at the University of California, Santa Barbara. Her PhD emphasis is in Human Development. During her first year in the Program, she received the Doctoral Scholars Fellowship. She received her BA in Sociology and Medieval Renaissance Studies from Wellesley College. Her research interests are in life course, career survivorship, women's participation in Yoruba-based religious traditions, chronic illness, women of color in managerial positions, the use of emergency rooms for primary health care, and eating disorders. Her extracurricular activities are writing poetry, bowling, Afro-Cuban drumming, and online shopping.

Ethan Gamboa Nidcao
Undergraduate Institution: University of California-Davis
Graduate Institution: University of New Mexico

Nidcao graduated with her BA in Sociology from Bowdoin College in 2001, and MA from California State University-Hayward. While earning her MA, she was the recipient of a Graduate Student Research Grant and a Graduate Equity Fellowship Award. In May 2002, she completed her second year as a Sociology graduate student at the University of New Mexico (UNM). She has worked at UNM's Center for Alcoholism, Substance Abuse, and Addictions for the past two years and taught Introduction to Sociology, Sociology of Medical Practice, and Deviant Behavior during the 2001-02 academic year. She is interested in issues of health inequalities among minority groups, especially women of color. Her dissertation research will examine the relationship between cultural identity and mental health issues among Native Americans in the Southwest.

Tariqah A. Nuriddin
Undergraduate Institution: Hampton University
Graduate Institution: Purdue University

Nuriddin graduated magna cum laude with a BA in Sociology from Hampton University. During her undergraduate matriculation, she was funded as a NIMH-Career Opportunities in Research (COR) Fellow and working on research involving exposure to violence and victimization among African American youth. She notes this unique opportunity as being one of the main factors in preparing her for graduate and the University of California-Berkeley, invigorated the mid-day luncheon with an engaging keynote address, "Achieving Diversity and Strategies for Social Change in Higher Education." Pointing to MOST as a model program at the "vanguard of institutional change," Duster advised higher education administrators who are interested in producing organizational change to ferret out and support such initiatives. He emphasized that even small investments or incentives to support MOST-like activities can position proactive change-minded faculty as central change agents on campus.

The afternoon plenary panel explicitly addressed the role of both public- and private-sector support in fostering and sustaining higher education change, with speakers that included Judith A. Ramaley, Director of the National Science Foundation's (NSF) Directorate for Education and Human Resources; Craig Calhoun, President of the Social Science Research Council; and Kenneth Prewitt, Dean of the Graduate Faculty at the New School University and a former Senior Vice President of the Rockefeller Foundation.

Prewitt stressed the importance of being able to demonstrate that one has a solution to a problem in which the potential funder has an interest. Diversity, for example, is not supported by business for the purpose of ameliorating past social inequities but rather for the purpose of improving economic well-being. Among other important points, Calhoun asserted that key to pursuing any potential funding source for "venture philanthropy" is a system of measurable, clear and objective evidence (i.e., not simply anecdote or declaration) of the program's potential for success. Ramaley characterized NSF, among all the federal government's research funding agencies, as the "people agency" and the "change agency" for U.S. higher education. Thus, she indicated, NSF is an appropriate agency to support innovative efforts to change the nation's higher education institutions generate the nation's science human resource pool.

Beyond the Capstone...

The Capstone conference provided just the right feedback and support to reinforce the national MOST team and its collaborating departments in bringing MOST to fruition and transitioning into the future. The program and final report will be issued this summer, the MOST group plans sessions and workshops at both national education conferences and at regional sociological meetings into the future. Also, a number of MOST departments brought deans and other academic administrators to the Capstone conference as institutional representatives. Each of these representatives left the conference seeking to have increased diffusion of MOST in their "own backyard."
Call for Papers

CONFERENCES
Boston University, African American Studies Program, April 11-13, 2003. Theme: "Blacks and Asians in the Making of the Modern World: A Conversation Across Fields." Proposals are invited for papers that address the role of Blacks and Asians. Submit a 250-word abstract and a current curriculum vitae to Ronald K. Richardson, Director, African American Studies, Boston University, 138 Mountfort Street, Brookline, MA 02446. Submit by e-mail to Christine Loken-Kim at lokenkim@bu.edu. Deadline is October 15, 2002.

Business and Professional Women's Foundation and the Community, Families and Work Program, Brandeis University's Women's Studies Research Center. Theme: "From 9-to-5 to 24/7: How Workplace Changes Impact Families, Work, and Communities." The conference will take place in Orlando, FL, February 28-March 1, 2003, coinciding with the Alliance for Work/Life Professionals annual meeting, offering re- searchers the option of meeting coope- rative practitioners and consultants. Contact: Dana A. Ellis, Project Administrat- or, Program Manager of the Com- munity, Families and Work Program, Women's Studies Research Center, Brandeis University, Mailstop 079, Epstein 136, Waltham, MA 02454-9110; (781) 736-4883; fax (781) 736-8117; e-mail cfl@brandeis.edu; <brandeis.edu/centers/wrc/CPFWP/ >.

Indian Sociological Society invites pa- pers for its 36th All India Sociological Conference, IIT Kharagpur, December 18-20, 2002. Theme: "Globalization and the Indian Society." Contributions are invited through the Research Committees (RCs) of the Society that are already in operation. All paper presentations (ex- cept those in the symposia) will be made through RCs only. Interested scholars should send abstracts of about 250 words to the RC Conveners. There will be a special session for scholars from abroad. Contact: kvra@iitgn. bgu.ac.in. For more information, visit the IIT Kanpur website <itk.ac.in>.


PUBLICATIONS
American Sociological Association Invites submissions for its Curriculum Guide on Teaching the Sociology of Peace, War and Social Conflict. Third Edition. The third edition of this guide will be pub- lished in summer 2003, and we welcome submissions from sociologists in all fields. Deadline for submissions: De- cember 10, 2002. Send syllabi and in- structional materials to: John MacDougall, Department of Regional Economics and Social Development, University of Massachusetts, 500 East O'Leary Library, 61 Wilder Street, Lowell, MA 01854; e-mail: John_MacDougall@umass.edu

International Political Science Review (IPSR), the journal of the International Political Science Association, will pub- lish more non-themeic issues in the fu- ture. Authors who may never have con- sidered publishing in this journal are en- couraged to think of IPSR when they next have an article likely to be of interest to an international audience. The journal also seeks reviewers. Contact the editors for more information: Kay Lawson, klawson@bu.edu; or James Me соldorf, jme-soledorf@bu.edu; <ipsr@bu.edu>.

Race & Society, the official publication of the Association of Black Sociologists invites manuscripts for peer review and possible publication. The journal seeks theoretical, conceptual, and critical analysis studies from all social science disciplines, including sociology, anthropology, politics, economics, history, political science, and psychology. It is es- pecially interested in studies that focus on African Americans, Latinos, Asian Americans, and African Individuals. Con- tribute the article for manuscripts format- ting and submission instructions, or see <members.aol.com/blacksociology/Publications/AbS_Journal/AbS.html.html>. Send three copies of your manuscript to: Bette Woody, Editor, Race & Society, Department of Sociology, Uni- versity of Massachusetts-Boston, 100 Morrissey Boulevard, Boston, MA 02125-3939; e-mail rasacsociety@umb. edu

Work and Occupations (WO) invites manuscripts for peer review and possi- ble publication. Now in its 29th vol- ume, WO is a scholarly, sociological quarterly that publishes original re- search in the sociology of work, employ- ment, labor, and social inequality in the workplace, labor market, and force. See the latest issue of WO for manuscript formatting and submission instructions. Manuscripts will not be re- turned. Send three copies of your paper to: Daniel B. Cornfield, Editor, Work and Occupations, 1801 Station B, Depart- ment of Sociology, Wake Forest Uni- versity, Nashville, TN 37235; e-mail: daniel.b.cornfield@wfu.edu

International Political Science Review (IPSR), the journal of the International Political Science Association, will pub- lish more non-themeic issues in the fu- ture. Authors who may never have con- sidered publishing in this journal are en- couraged to think of IPSR when they next have an article likely to be of interest to an international audience. The journal also seeks reviewers. Contact the editors for more information: Kay Lawson, klawson@bu.edu; or James Me соldorf, jme-soledorf@bu.edu; <ipsr@bu.edu>.

Meetings
September 5-7, 2002. European Society of Criminology, Toledo-Spain. Theme: "Euro- pean Criminology: Sharing Borders, Sharing a Disciplin." Contact: Euro­ pean Society of Criminology; IPS/CSC, BCH, UCN, CH-1015 Lausanne, Swit­ zerland; fax 41 21 672 6465; e-mail Mar­ tin.kilis@upsi.unil.ch; <eurocrim.org/index.html>

September 14-17, 2002. 12th European Conference on Psychology and Law of the European Association of Psychology and Law, Louvain, Belgium. Theme: "Danger­ ousness, Violence and Fear of Crime." Contact: Department of Criminal Law and Criminology, H. Hoorooften 10, B- 3000 Leuven, Belgium; tel 32 16 32 54 63; e-mail andrew.ore@ law.kuleuven.ac. be; <law.kuleuven.ac. be/pyslawu />

October 7-9, 2002. State University of New York-Binghamton/Become Com­ munity College conference on "Treating Addictions in Special Populations: Re- search Frontiers Reality." Contact: Treating Addictions in Special Popula­ tions Conference, School of Education and Human Development, Binghamton University; Academic B-130, P.O. Box 6000, Binghamton, NY 13902-6000; (607) 772-4447; e-mail: binghamton.edu/pdhr/ index.shtml

October 13-16, 2002. Association for Hu- manist Sociology, 2002 meetings, Madi­ son, WI. Theme: "Occupy Empire: Es­ suberant Alternatives." Contact Daniel Schaefer, AHS Program Chair, Depart­ ment of Sociology, Eastern Illinois Uni­ versity, Charleston, IL 61920; (217) 581- 7833; fax (217) 581-7067; e-mail: dls@necws.net

October 16-18, 2002. 5th Annual Women's Studies Conference, State University of New York-New Paltz. Theme: "Women, War and Revolution." Call (845) 257-2975 or e-mail clarksre@newpaltz.edu


October 19-20, 2002. Conference on Civil Dis­ abilities. University at Buffalo, the State Center for Law and Social Policy. See the Center website <cla.buffalo.edu/baldycenter/> for more information, or contact Teresa Miller at tmsil@buffalo.edu.

October 19-20, 2002. Association for Re- search on Mothering (ARM) 6th Annual Conference, York University, Toronto, Canada. Theme: "Mothering, Law, Poli­ tics and Public Policy." Contact: The As­ sociation for Research on Mothering, 7254, Dickinson University, 4700 Keeler Street, Toronto, ON M3J 1P3 Canada, (416) 756-2101 ext. 60266; fax (905) 775-1396; e-mail: arm@yorku.ca; <yorku.ca/Arm/>


November 13-15, 2002. The National So­ ciological Association Fall Development Conference, New Orleans, LA. Contact: NSSA, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; (619) 498-4709; fax (619) 498-4749; e-mail: natsocs@cox.net

Funding
American Antiquarian Society (AAS) will award a number of short-term and long­ term visiting research fellowships during the year June 1, 2003-May 31, 2004. Funding is available from the National Endowment for the Humanities and the

Continued on next page
Members of the American Sociological Association SAVE 20% on the Annual Review of Sociology.

Volume 28, August 2002

Co-Editors:
Karen S. Cook, Stanford University • John Hagan, Northwestern University

Selected Articles and Authors:
Barking Up the Wrong Branch: Scientific Alternatives to the Current Model of Sociological Science, Stanley Lieberson, Freda B. Lynn

Welfare Reform: How Do We Measure Success? Daniel T. Lichter, Rukamollie Jayakody

The Study of Islamic Culture and Politics: An Overview and Assessment, Mansoor Moaddel

Violence in Social Life, Mary R. Jackman

Race, Gender, and Authority in the Workplace: Theory and Research, Ryan A. Smith

Financial Markets, Money, and Banking, Lisa A. Keister

For the complete listing of contents and authors, visit http://soc.annualreviews.org

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www.annualreviews.org
about feminist speaker/writer Naomi Wolf and the state of the contemporary women's movement.

Eugene Rosa, Washington State University, was awarded the 2003-2004 MENRBC article on the U.S. Energy Department's Yucca Mountain Project to store waste.

Beth Rubin, Tulane University, was quoted in an article, "Fear of Friction: Conflict Management is One of the Toughest Skills for Women to Learn," that appeared in New Orleans Chyldishmagazine, March 11, 2002.


William G. Staples, University of Kansas, was a recent guest on the Wisconsin Public Radio show "To the Best of Our Knowledge" to discuss his work on surveillance. He was also quoted in a May 28, 2002, Christian Science Monitor article about privacy and consumer research.

Richard Butch, Rider University, The Making of American Audiences (Cambridge University Press, 2000), has been named a winner in the first annual American Psychological Association Award for Outstanding Book in the Critical Psychology category of the Society of Critical Psychotherapy.

L. Richard Delia Fave, North Carolina State University, received the Alumni Distinguished Undergraduate Professor Award.

Brian Dill, University of Minnesota, received a Vincent L. Hawkins Foundation Award for Peace and Justice Scholarship, given for "financial support for students who have demonstrated a commitment to peace and justice, for study, internship or projects that develop skills and deepen commitment to work for peace."

The award will support Brian's research on NGOs and civil society in Tanzania.

Stephen Fielding, University of Rochester, received a $42,000 grant from a private foundation to conduct a study of women's well-being and anxiety before and after undergoing a first trimester surgical abortion compared with those having their wisdom teeth removed.

Ashraf El-Shanawany, United Arab Emirates University, the John Chavis Distinguished Book Award for best book (in Arabic) in Egypt, received a Diploma from International Biographical Center (Cambridge, England) as one of 200 Outstanding Scholars of the 21st Century.

He won the award for contributions to the fields of development, demography, women's studies, and environment.

Rodney L. Engen, North Carolina State University, received the Gary D. Hill Award for Outstanding Teacher of the Year for 2001-2002.

Charles Gallagher, Georgia State University, received the Richard Harrington Distinguished Teaching Award sponsored by the 2002 National Forum on Poverty and Inequality.

Cynthia Townsend Gilkes, Colby College, is the Sociologists for Women in Society Feminist Lecturer for 2003.

For continued article, visit www.sociology.ox.ac.uk.
The new report may be viewed online at <kidscount.org>. Also, free copies may be ordered on the website or by calling the research office at (410) 235-2890.

POL莉、Psychiatry on line, will have opened a new section of their article devoted to Psychics-on-line. The totally bilingual section (Italian and English) is edited by Luigi Granelli of Ferrara. Visit <psychiatryonline.it/isa/psychology/index.htm>.

Policy and Practice
North Carolina State University. Department faculty are playing a key role in the Federal Task Force designing a social science agenda for the study of hate crime. Work on racial dis­parities in charging and sentencing is involving assistants in the Department of Social Policy, Criminal Justice, and Social Design, in collaboration with the North Carolina Attorney General’s Office, in the Department of Social Work, in the School of Social Work, and in the School of Public Policy.

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Deaths
Alexander Vucinich died recently in Berkeley, CA.

Obituaries
Arthur Clagett 1934-2002

Arthur Clagett will be remembered as a dedicated professor who expected the best of his students. He was the best of himself. He was born in Little Rock, Arkansas, in 1916. Having re­ceived a BS in chemistry from Baylor University in 1943, he spent his early adulthood in various capacities includ­ing a chemist, researcher, and supervi­ser in the chemical industry. In 1967, he started his graduate student period, his strong interest in social psychology developed. When they completed his class, they wanted to learn, he taught them well.

Most of his teaching efforts and research accomplishments were his five directed studies, which he completed his PhD in 1970. These studies were: "Symbolic Interaction and Self-Concept as a Function of Social Status" (1968-1970), "Symbolic Interaction and Social Change" (1970-1972), "Symbolic Interaction and Social Inequality" (1972-1975), "Symbolic Interaction and the Family" (1975-1978), and "Symbolic Interaction and the Work Force" (1978-1980). He published over 50 articles in professional journals such as the International Journal of Comparative Sociology, Social Forces, and the American Journal of Sociology.

His work at Harvard University was in the areas of social theory, social change, and social issues. He was a sociologist who had a passion for teaching and research. His research was always driven by the desire to improve social conditions. He was a committed scholar who always sought to understand the complexities of social phenomena.

ResearchTalk Inc. is now accepting applications for The Harvard Academy for International and Area Studies

The Harvard Academy Scholars Program supports outstanding scholars who are at the start of their academic careers and whose work combines disciplinary research with an in-depth grounding in a non-Western country or region. Doctoral candidates (Ph.D. or comparable degree) and recent recipients of these degrees are eligible to apply. Academy Scholars receive two-year appointments, which provide an academic year of research leave and an annual stipend and research resources from the Harvard Academy for International and Area Studies. While in residence, Academy Scholars conduct either dissertation or post-doc­toral research in their chosen fields and areas.

Applications for the 2003-2004 Academic Year are due by OCTOBER 15, 2002

Additional information and a description of the application process can be found at: http://www.wcfia.harvard.edu/academy

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tel: (617) 495-2137
fax: (617) 384-9259
E-mail: bbaier@wcfia.harvard.edu

In addition to his work on France, Gould made substantial contributions to a range of long vexing problems in the social and historical sciences. In nu­merous articles, Gould identified a set of relational measures that turned out to be useful for studying collective action, the analysis of power, prestige, brokerage, and conflict. His work on French society, hierarchy, violence, and conflict led to a series of critically im­portant assertions on faction and conflict in honors societies. Most recently, Gould developed and proposed a for­mal theory of the origins of social hier­archy (American Journal of Sociology, March 2002). At his death, Gould had just completed a major monograph on social inequality and conflict Gould is also editor of The Rational Choice The­ory in Historical Sociology (University of Chicago Press, forthcoming). In this work, Gould argues for the possi­bility of achieving general knowledge of historical process and dynamics from the study of specific contexts. His death is a profound loss to the disci­pline.

A memorial fund has been set up in his honor to support a prize for the best research article on sociology that best ex­emplifies the ideals that Gould exemplified as a sociologist: clarity, rigor, and passion. Contributions can be made to: The Roger Gould Mem­orial Fund and should be mailed to the Fund, temporarily housed at the In­stitute for Social and Economic Re­search, Harvard University, 1425 South Berkeley, CA 94702. Peter Bensman

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Continued on next page
Obituaries, continued

Thomas Ford Houft (1920-2002)

Thomas Ford Houft, Professor Emeritus in Sociology at Arizona State University, died on June 4, 2002, in Prescott, Arizona. He was a noted sociologist whose career focused on anti racism and affirmative action in higher education. In 1975, Houft wrote the seminal work, "The Black Student in Higher Education," which was groundbreaking in its day and is still cited today in discussions of diversity in higher education.

Houft was born on July 7, 1920, in Detroit, Michigan. He received his B.A. in 1940 from the University of Michigan, his M.A. in 1941 from the University of Michigan, and his Ph.D. in 1944 from the University of Michigan.

In 1944, Houft joined the faculty of the University of Michigan and served as an Assistant Professor of Sociology until 1946, when he was appointed to the position of Associate Professor of Sociology. He continued in this position until 1952, when he was appointed to the position of Professor of Sociology. In 1957, Houft was appointed to the position of Professor of Sociology and Dean of the College of Arts and Sciences.

Houft was a member of the American Sociological Association and the Society for the Study of Social Problems. He served as President of the American Sociological Association in 1975.

Houft's research focused on the sociology of education, with a particular interest in the experiences of black students in higher education. His work on the black student in higher education was influential and is still cited today.

Houft was a beloved teacher and mentor to many students, and his impact on the field of sociology and education cannot be overstated.

Houft is survived by his wife, Betty, and two children, John and Jane. He is also survived by his brother, John, and two sisters, Margaret and Mary. He was preceded in death by his brother, Robert.

In addition to his academic career, Houft was also a dedicated volunteer and community leader. He served on many boards and committees and was involved in many community organizations.

Houft's contributions to the field of sociology and education will be remembered and honored for generations to come.

Alvin H. Scaife (1914-2000)

Alvin H. Scaife, who died in Alexandria, Va., in 2000, was a pioneer in the field of gerontology. He was known for his research on aging and for his contributions to the field of social work.

Scaife was born on April 8, 1914, in New York City. He received his B.A. in 1936 from the University of Pennsylvania, his M.A. in 1940 from the University of Pennsylvania, and his Ph.D. in 1943 from the University of Pennsylvania.

In 1943, Scaife joined the faculty of the University of Connecticut as an Assistant Professor of Sociology. He continued in this position until 1946, when he was appointed to the position of Associate Professor of Sociology. He continued in this position until 1951, when he was appointed to the position of Professor of Sociology. In 1957, Scaife was appointed to the position of Professor of Sociology and Dean of the College of Arts and Sciences.

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Unusual circumstances call for new cognitive structures. BMW Award for research in the field of intercultural learning.

When we come across something completely new, we often don’t know how to deal with it. Previous procedures are inadequate. We have to develop new structures of thought and action. New paths are also required in the research sector of intercultural learning. And an international conglomerate like the BMW Group is extremely interested in progress in this sector. This is why there is the BMW Award for research in the field of intercultural learning.
ASA Staff Sociologist/ Director of Minority Affairs Sought

The American Sociological Association (ASA) is searching for a sociologist to join the professional staff and direct ASA’s Minority Affairs Program (MAP). The position provides the opportunity to work with a like-minded group of other sociologists and a staff seeking to advance sociology, work on field development, and promote ASA objectives and activities. The Program Director is responsible for program planning and for administering the day-to-day operations of the Minority Fellowship Program (MFP). Now in its 28th year of providing predoctoral support and training, the MFP is funded primarily through the National Institute of Mental Health. Also, the Program Director works on other ASA issues and initiatives that further sociology and the work of sociologists. This staff member, like other staff sociologists, also serves as liaison to ASA committees or task forces.

Applications and applications are sought. Candidates should have a PhD in sociology; knowledge of the academy, experience in mentoring and training students; skills in presenting (in writing and orally) to diverse audiences; an appreciation of minority issues and opportunities; experience in preparing proposals and working with funding sources; and leadership, management, and administrative skills. A background and expertise in research and teaching in mental health and health broadly construed are desirable.

Applications will be reviewed until the position is filled; interested candidates should submit application materials immediately. The ASA recognizes that those with academic commitment may not be able to commence their appointment until 2003. The start date and other conditions of appointment (e.g., leave from an academic position) are flexible. Candidates should send a letter of interest, resume, and a list of five references to: MAP Search, Executive Office, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701. For further information, please contact Sally T. Hillsman, Executive Officer, at (202) 385-9005, ext. 316; fax (202) 638-0882; e-mail hillsman@asanet.org.

The ASA is interested in identifying persons who are drawn to professional service and who bring a strong commitment to making a difference for sociology and minority affairs. If you or someone you know is searching for a job or might be interested in a professional change, please do not hesitate to submit a name or possible to the MAP Search at the address listed above.

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