Evidence continues to accumulate that social influences can have a profound effect on health. Numerous recent reports of the National Academy of Sciences (NAS) (see table) and one from the Office of Behavioral and Social Sciences Research of the National Institutes of Health (NIH) were aimed at explicating these pathways and in so doing, of course, for behavioral and social sciences research at the NIH.

This message was too important to be locked away in scholarly discussions and debated exclusively in academic circles, and, as a result, the American Sociological Association (ASA), as part of the Coalition for the Advancement of Health through Behavioral and Social Sciences Research, organized a Congressional briefing for policymakers, their staffs, and federal agency representatives. The briefing was entitled "Promoting Health in a Stressful World," was sponsored by Congresswoman Connie Morella in whose district the NIH sits.

Three speakers from psychology, sociology, and social work addressed the concerns represented by speaker Christine Bachrach, Chief of the Demo- graphic and Behavioral Sciences Branch at the National Institute of Child Health and Human Development, described the NIH's new roadmap for research on social and cultural influences on health, and highlighted research examples showing the effect of social-level factors on health. Bachrach noted that asthma, for example, is known to be affected not only by one's physical environment, but also one's social environment, especially where stress is involved.

Bachrach also said that planning was underway for a new and comprehensive interagency study, the National Children's Study, that will track children pre-birth to 21 years of age (see page 3 for an article on the study). "Everywhere you look, people are recognizing the absolute necessity of examining social factors as contributors to health outcomes. We see it in the NAS reports, the NIH roadmap, and everywhere again in the planning for this new federal study," said Bachrach.

Supplementing the materials on social factors, ASA provided a paper by Linda George on "the health-promoting effects of social bonds" written especially for the occasion. The paper highlighted the point that social bonds (through social support and community engagement) promote physical health, mental health, and longevity, even after accounting for every other predictor of health and longevity that is known. George wrote, "in addition to directly affecting health, social support additionally reduces the detrimental effects of both acute and chronic stressors, and the pathways from social factors to health outcomes is through behaviors such as smoking, sedentary lifestyle, and overconsumption of calories. Another pathway, noted Schneiderman, involves triggering stress hormones which can have a detrimental effect on the immune system and the progression of disease. Following Schneiderman, Sociologist Christine Bachrach, Chief of the Demo- graphic and Behavioral Sciences Branch at the National Institute of Child Health and Human Development, described the NIH's new roadmap for research on social and cultural influences on health, and highlighted research examples showing the effect of social-level factors on health. Bachrach noted that asthma, for example, is known to be affected not only by one's physical environment, but also one's social environment, especially where stress is involved.

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Federal Actions
Study of environmental impacts on child health planned; call for comments to NIH on sharing research data.

Human Rights Cases
Updated
Sociologists Ibrahim and Zhan are freed.

Honor Your Colleagues!
Call for nominations for the eight major ASA awards provides an opportunity to honor colleagues for outstanding work.

Election Time
Candidate biographies of ASA President and Vice President candidates give an early look at the spring ballot.

International Data
The ISSP is a source of trend data on many important sociological variables across many countries.

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The Executive Officer's Column
What's Happening in Your Own Backyard!

Once again, I am writing my "Open Window" column to alert ASA members and other interested Footnotes readers about an amendment regarding parental consent that was signed into law by President Bush on January 8 as part of reauthorizing the Elementary and Secondary Education Act (ESEA). Those of us engaged in tracking this issue since 1995 have tried to look on the bright side. From one vantage, the amendment that passed could have been worse; from another, perhaps what passed is equally problematic.

Background
As this bill (H.R. 1)—"Leave No Child Behind"—was wending its way through Congress, the American Sociological Association (ASA) and other social and behavioral science societies were deeply troubled about an amendment proposed by Rep. Todd Tiahrt (R-KS) requiring prior written consent as the only mechanism for obtaining informed consent in all federally funded research in schools. We were also uneasy about an alternative amendment introduced by Senator Tim Hutchinson (R-AR) that directed state and local agencies (e.g., school districts) to develop guidelines to protect student privacy in dealing with public and private entities that are not schools. The Senate version of the amendment was primarily concerned about consent and behavioral surveys in the classroom, not with social and behavioral science school-based research. Nonetheless, the language made no distinction between types of research.

The Hutchinson amendment prevailed in the final language that came out of the conference committee. Essentially this new law delegates to state or local agencies the development and adoption of policies for student privacy and parental consent to information (see Title X, Part F). According to this Act, the guidelines must include requirements to protect student privacy, parents having the right to inspect surveys (addressed to a wide-ranging number of issues) before they are administered, and parents needing to be advised of the adopted guidelines at least once annually.

The New Situation
On the face of it, such issues could be reasonably addressed. The problem relates more to what is not said than what is said, and what can happen by virtue of a proliferation of local policies. In this Act, for example, there is no mention at all that there are longstanding Federal Regulations for the Protection of Human Subjects (45 CFR 46) and that issues of confidentiality, privacy, and consent (including parental consent involving children) are already being reviewed for school-based research by Institutional Review Boards (IRBs) at colleges, universities, and research institutions. As sociologists know, the Federal Regulations have been carefully crafted and yet give local IRBs the flexibility to apply those guidelines as are appropriate to specific circumstances.

While the Federal Regulations may need improvement and more meaningful implementation, there are processes in place for doing so that both protect research participants and advance important research on children and youth. To have long-term studies or studies undertaken at many sites subject to various guidelines developed at different points in time or by different state and local agencies can affect the validity of essential knowledge about children, send to children and their families confusing messages about ethical protection, and flexibility to waive written parental consent when appropriate. In contrast, ESEA states only the minimal guidelines that need to be developed and adopted; there are no safeguards in place for overhaul or for promoting flexible standards.

New Jersey as a Case in Point
One state—New Jersey—has already signed into law guidelines for the conduct of research that would require prior written consent by parents at least two weeks prior to the administration of a survey, assessment, or evaluation. The law further states that, without written consent from a parent or guardian, students cannot participate in the research. The absolute nature of these state-wide guidelines and how they might affect what we learn about certain populations with parents less likely or willing to return forms speak for itself. The trickle-down effect of what can happen goes beyond New Jersey to all of us and all institutions where there are social and behavioral scientists doing school-based research.

Undoubtedly, the Institutional Review Panel for Human Subjects at Princeton University has just circulated the full text of the New Jersey law and has indicated that this law will apply to all school-based research being undertaken irrespective of funding source.

In Your Backyard
The value of the Federal Regulations for the Protection of Human Subjects is that it balances specificity of ethical guidelines with local flexibility and discretion. For at least school-based research, IRBs can contribute—however inadvertently—to turning this inside out. Therefore, we urge you to be attentive to what is happening in your own "backyard" and let us know what occurs in your local area and institution. Meanwhile, we need to monitor the situation and determine what to do as the action shifts to the states.—Felice J. Levine □
Capitol Hill: Will First Impressions be Lasting?

by Joyce Lapatto

2002 Congressional Fellow

It has been a fascinating journey thus far, one that has built my confidence in the degree of anxiety and bewilderment, not to mention exhaustion. But for the most part, I am now convinced that the choice I made to participate in the Congressional Research Service was the right one for me. I admit, there was a bit of hesitation when I was not so sure. I have been around and about Washington, DC since mid-November, when I began the orientation sponsored by the Congressional Fellowship Program of the American Political Science Association. I did not begin my placement, however, until January 29, 2002. The work environment is pretty irrative. It consisted of four weeks of speakers and panel discussions with representatives from surrounding colleges, think tanks, media organizations, and government agencies; intensive workshops provided by the Congressional Research Service; and a support system to assist fellows to navigate the bureaucratic maze and find a placement. Further, with a cohort of over 40 fellows from diverse backgrounds in this year’s program, the opportunity to meet and share experiences has greatly broadened my perspectives about research, policy, and practice.

Without a doubt, finding a placement was a torturous process. I have not been in the job market since 1978, when I interviewed for my first academic position. I interviewed at perhaps only three or four, where I was placed as a tenured position, which I accepted. So having to send out letters and resumes, wait for responses, contact offices that did not respond, interview, get rejected, and finally be offered a position was a whole new experience. But I am glad I was not offered a position I did not even want.

Now, for my first set of reflections about the new environment and its social, political, and practice.

Thus far, the work environment is pretty much as I expected and one that matches fairly well with the life I have been leading for the past twenty years. As someone that has followed a dual career path—as an academic as well as principal in my own research and consulting organization—I have learned to juggle many balls at once and make decisions quickly. Working in a Congressional office means working in a fast-paced environment. You often need to gather information and make decisions, and you need to be versatile on a wide set of issues that are in your portfolio. You do not have the luxury of the academic environment to spend the same topic for years and have the time to delve into both the breadth and depth of a topic. Congressional offices rely on secondary data and experts to tell them what the “science” says about an issue. They rely on the experts and the field to broaden their perspectives about issues. But with so much expertise at hand that has a wealth of information and knowledge at their back and call— from sociologists, economists, psychologists, health and Social Research Service, just to name a few.

Furthermore, people are quick to respond when they receive a request for information from a Senate office. In forming the bridge between science, policy, and practice—as an applied sociologist, my work has focused on making connections between science and policy. Research should be framed and conducted with the lens of how knowledge generated from scientific evidences can be translated into practice activities. No doubt, the connection between the two is less than perfect, but the overarching goal should be to avoid the obvious pitfall and what are reasonable hypotheses from science and use them to inform service design and delivery.

Further, what we learn from practice should not be driven only by the evidential questions for further scientific investigation. However, there is another element that enters into the process of translating research into practice. The development of social policy determines the (where, what, why, how and when) the theory behind research. And as I have been impressed with the emphasis at the federal level on funding only scientifically-based interventions and using scientific evidence to translate into support the development of social policy. While this may be more rhetoric than reality, but I assure you it is not even rhetoric years ago. Without a doubt, finding a placement was a torturous process. I have not been in the job market since 1978, when I interviewed for my first academic position. I interviewed at perhaps only three or four, where I was placed as a tenured position, which I accepted. So having to send out letters and resumes, wait for responses, contact offices that did not respond, interview, get rejected, and finally be offered a position was a whole new experience. But I am glad I was not offered a position I did not even want.

The reality of crafting social policy is the obvious role that social values and interests play. While science and evidence may have some place in the policy arena, policymakers are not driven solely by empiricist verifiable data. In the words of Jack Shonkoff, a child development specialist who recently participated in an early learning, policymakers “are driven by political, economic, and social forces that reflect the society in which they live...” (Shonkoff, 2000:181). Indeed, as Shonkoff further states, policymakers “are persuaded by compelling stories and the values, ‘common sense,’ and other interests.”

Given this, I am tempted to be cynical and scoff at the transparent efforts to use “science” to support the development of social policy and practice. If I were convinced that science had all the answers and was devoid of interests/values, then I might be indignant about such efforts. However, science does not have all the answers, interests and values do play a role in the scientific enterprise, there are a service delivery system.

The national Science Foundation’s (NSF) Division of Social and Economic Sciences is recruiting a Director for the Sociology Program. Qualified persons who are women, ethnic/racial minorities, and persons with disabilities are strongly encouraged to apply. NSF is an equal opportunity employer committed to employing a highly qualified staff that reflects the diversity of our nation.

PUBLIC AFFAIRS UPDATE

Hearing for Census Nominee Kincannon...Acting Director to Depart...On March 5, 2002, Acting Census Director Bill Barron announced his retirement effective this summer. Barron, with 34 years of federal service, has accepted a one-year appointment at Princeton University to serve as the program director for the Institute for Higher Education Policy and as the interim director of the National Center for Analysis of Public Affairs. This announcement comes within days after the February 28th hearing for nominee Louis Kincannon to become the Director of the Census. At the confirmation hearing, Kincannon was endorsed by Senator George Allen (R-VA) and Representative Tom Sawyer (D-OH).

Oakley to be Interim ACLS President...Francis Oakley, former Chair of the Program Board of the American Council of Learned Societies (ACLS), will serve as Interim President while a search commences for a new President after the untimely death in January of John D’Arms. In addition to Oakley’s service as Chair from 1993 to 1997, he is President Emeritus of Williams College and current Edward Dorm Griffin Professor of the History of Ideas at Williams. Broadly conversant with the range of societies that constitute ACLS and its unique character, Oakley brings talent and leadership depth during this transitional time.

Zerhouni Gets Nod to Direct NIH...As Footnotes go to bed, reports are that President Bush plans to nominate Elias Zerhouni, Executive Vice Dean and Chair of the Department of Radiology at the Johns Hopkins University School of Medicine as director of the National Institutes of Health (NIH). Absent a director for the NIH, it is reported that President Bush is preparing a plan to administer NIH, including identifying a respected scientist who can live within Bush’s constraints on controversial research involving cloning and embryonic stem cells. While Anthony S. Fauci, Director of the National Institute of Allergy and Infectious Diseases, has emerged as a leading candidate, reports are that he was deemed “insufficiently pro-life.”

Higher Education Considerers USA-Patriot Act...College and university administrators are examining whether the USA-Patriot Act—passed in the wake of September 11—may lead to disclosure of information about students without their permission. The Chronicle of Higher Education has accessible coverage of the free press issue at http://www.chronicle.com/oversight/02/03/2002/30/article, key provisions of the Patriot Act, and a transcript of a Colloquy discussion with Tracy Mirman, co-director of the Computer Policy and Law program and policy adviser in the Office of Information Technology. Zerhouni has taken the lead in adopting specific procedures on complying with the Patriot Act (see www.cit.cornell.edu/policies/privacy). New Report on Newborns Out...The Right Start for America’s Newborns: A Decade of City and State Trends (1990-1999) is now available online. This special report from Child Trends and KIDS COUNT presents a full decade of data on eight measures of healthy births for each state and the nation’s 50 largest cities. This online report enables viewers to create custom reports such as state and city profiles, graphs of key trends over time, and ranking tables for cities and states. The report is at www.aecf.org/kidscount/rightstart2002.

NSF Seeks Sociology Program Director

August 2002 Start

The National Science Foundation’s (NSF) Division of Social and Economic Sciences is recruiting a Director for the Sociology Program, who, along with the permanent Sociology Program staff, will evaluate sociology proposals, chair program meetings, and direct the division’s program. The Director will evaluate sociology proposals, chair program meetings, and direct the division’s program.

Applications are due February 15, 2003. Applications should include a vita, statement of programmatic goals and priorities, a statement of administrative skills and experience, and a letter of recommendation from a senior colleague. Additional information about the position is available from Patricia White, telephone: 703-292-8762, and from Daniel Newlon, telephone: 703-292-3678. NSF is an equal opportunity employer committed to employing a highly qualified staff that reflects the diversity of our nation.
Sharing Research Data

Editor's Note. American Sociological Association (ASA) members and other interested readers of the ASA's Social Problems may have noticed an NIH Draft Statement on Sharing Research Data by the June 1, 2002, deadline. The ASA will be submitting comments and also encourages individual sociologists to provide their views on this statement. The Association has long supported the importance of data sharing and access, including the use of public data archives, as a fundamental principle of fostering sound research and the advancement of knowledge.

Data sharing is explicitly considered in the ASA Code of Ethics as an important element of research planning, implementation, and dissemination. (See Section 13.05 at http://www.asanet.org/asaboard/code.html.) This code addresses this relationship and its implementation consonant with protecting the confidentiality of the information and human subjects' interests.—Felice J. Levine, Executive Officer and Footnotes Editor.

NIH Announces Draft Statement on Sharing Research Data Notice NOT-OD-02-035, Release Date: March 1, 2002

Data sharing promotes many goals of the National Institutes of Health's (NIH) research endeavor. It is particularly important for unique data that cannot be readily replicated. Data sharing allows scientists to expedite the translation of research results into knowledge, products, and procedures to improve human health. The NIH is developing a statement on data sharing that supports and supports the timely release and sharing of final research data from NIH-supported studies for use by other researchers. Investigators submitting an NIH application will be required to include a plan for data sharing or to state why data sharing is not possible. This statement will apply to extramural scientists seeking support for research and contracts as well as intramural investigators.

Institutions and individuals are invited to comment on the draft policy. Additional information on the NIH draft statement can be found at http://grants.nih.gov/grants/policy/data_sharing/index.htm. Comments must be received no later than June 1, 2002. The NIH will consider comments in the final draft of the statement. Those interested in demonstrating the importance of new research, makes possible the testing of new or alternative hypotheses and methods of education of new researchers, enables the exploration of topics not envisioned by the initial design that are relevant to assessing the impact of environmental factors on children's health and well-being. It authorized the National Institute of Child Health and Human Development to "conduct a national, longitudinal study of environmental influences (including physical, chemical, biological, and psycho­social factors) on children's health and development." The original idea for the study grew out of the President's Task Force on Environmental Health, Safety, and Risk to Children created by Clinton, a task force that continues under the current administration.

Overall guidance for the "National Children's Study" is provided by the Task Force, now co-chaired by Secretary Tommy Thompson (Department of Health and Human Services) and Secretary Christine Whitman (Environmental Protection Agency, EPA). A Coordinating Committee, consisting of representatives of federal agencies from NIH, EPA, and the Centers for Disease Control and Prevention (CDC), directs the operations of the study. Round­out the "management structure," twenty-two working groups provide the detailed, scientific input needed for various study components. All individuals interested in contributing to the study can join the "Study Assembly" which meets twice a year. Of particular interest is the Social Environment Working Group, which will concentrate its efforts on developing hypotheses related to the relationship between the social environment and children's health outcomes. The 17-person Working Group is co-chaired by two sociologists—Christine Bachrach, Chief of the Demographic and Behavioral Sciences Branch of the National Institute of Child Health and Development, and Linda Burton, Professor of Human Development and Family Studies, Pennsylvania State University. Also, sociologists Robert Mare (University of California, Los Angeles), Ann Tickamyer (Ohio University), and Yonette Thomas (National Institute on Drug Abuse) are on the Working Group.

The Social Environment Working Group is comprised of twelve core members and, according to the draft statement (see below for a list of Working Group members). Members represent a multidisciplinary mix of disciplines (e.g., psychology, economics, medicine, public policy, epidemiology, and sociology), and a range of specialty areas (including survey design and methods, quantitative statistical methods, and ethnography).

The Working Group is responsible for identifying aspects of the social environment that should be measured in the national study, suggesting measurement strategies, offering suggestions for study design, and remaining relevant to assessing the effects of the social environment on children's health, and suggesting a list of "core hypotheses" that should be consid­ered in the overall design of the study.

Seven domains of the social environment will be explored by the Working Group: (1) family and household; (2) social networks; (3) community and neighborhood; (4) school environment; (5) economic conditions and stratification; (5) formal institutions; (6) policy; and (7) race, ethnicity, culture, and gender. Subgroups will consider the variables and processes that make up these domains and how they are affected by developmental stage, and what variations exist across different populations. In the coming months, the Working Group will focus on developing the core hypotheses to forward to the Study Design Working Group, and then will turn its focus to measurement issues.

Other working groups that are likely to address social influences include Community Outreach and Communication, Development and Behavior, Health Disparities and Environment, Health Services, and Injury.

Development of the overall methodolo­gy will be forward to the Study Assembly during FY 2001-03. The actual study is expected to begin in 2004. For updates on The National Children's Study, see http://www.nichd.nih.gov/desp/cohort/.

Sociological Methodology and Sociological Theory Now Available from JSTOR

The ASA is pleased to announce that its participation in the JSTOR online database of full-text journals has expanded to include Sociological Methodology (SM) and Sociological Theory (ST). For $40 for the full 2002 calendar year, ASA members can purchase access to all ASA journals in the JSTOR program, which also includes American Sociological Review, Contemporary Sociology, Journal of Health and Social Behavior, Social Psychology Quarterly, and Sociology of Education.

Funded by the Andrew W. Mellon Foundation, JSTOR is a nonprofit program developed to make the contents of paper journals widely accessible at a reasonable price and simultaneously improving access to journal content. Access to ASA journals is available through JSTOR from the inaugural year of each journal through the volume published during the current year. For those not regularly subscribing full-text issues of the American Sociological Review are available from 1936 through 1996.)

For additional information on JSTOR, see www.jstor.org. To purchase access to all ASA journals through JSTOR, please visit http://www.asanet.org/members/jstor.html. Note that your membership for 2002 must be paid in full in order to purchase access to JSTOR.
Sociologist Central to Peace Studies

by Meghan Rich, Academic and Professional Affairs Assistant, and Kerry Strand, Visiting Sociologist

In the wake of recent events, the need for a wide-ranging and systematic study of peace and conflict has never been more compelling. Peace Studies is an interdisciplinary field that explores questions about peace and conflict in the lives of individuals, communities, societies, and the world at large. Not surprisingly, sociology has much to offer this emergent field of study.

According to the Peace Studies Association (PSA), an organization formed in 1987 to address the needs of emerging and existing peace studies programs in colleges and universities in the United States and abroad, the number of such programs has grown over the past two decades from a mere handful to more than 200. They include graduate, undergraduate, and professional programs offering certificates, concentrations, and certifications—most of them in the United States but also including programs in Austria, Belgium, Brazil, Australia, Colombia, Turkey, Indonesia, and Israel.

Although some schools have whole departments dedicated to Peace Studies, many programs are still part of more conventional departments. Curricula typically draw on a wide range of disciplines, including international relations, political science, philosophy, psychology, anthropology, economics, political science, religion, environmental studies, and international relations. Peace Studies is one of a number of emerging interdisciplinary fields to which sociologists and sociology contribute. Many sociologists are engaged in various ways and with different goals to better understand why peace or war occur, to show how they shape institutions, culture, and individual lives, and to convey how actual experiences affect the prospects for building a “good” society. In fact, many world leaders have found that Peace Studies programs are sociologists. As sociologist Sam Marullo, Georgetown University, puts it, “Sociological understanding of institutionalization, social stratification, poverty, social dimensions of environmental problems, militarization, race and ethnic conflict, the social roots of violence, and the consequences of both war and peace for society and individuals make our distinctive theoretical lens and research tools indispensable to Peace Studies.”

Students and faculty members tend to brim with the scholarly motivation to Peace Studies programs. They also share a commitment to being, or becoming, effective agents of social action and social change. Thus, Peace Studies programs are not only academic, theoretical as well as practical and value-driven. Its value base also helps to explain why Peace Studies programs are often found in faith-based schools, especially Catholic ones, with their commitment to values-based education and service, and in social and political change. In fact many Catholic leaders, and even the Pope, are vocal supporters of Peace Studies.

Kathleen Maas Weigert, sociologist and new Director of the Center for Social Justice Research, Teaching, and Service at Georgetown University, notes that two organizing concepts of the field of Peace Studies are “negative peace” and “positive peace.” “Negative peace” refers to the absence of violence; it includes conflict resolution at the interpersonal and organizational levels and strategic deterrence and arms control at the global level. “Positive peace” is not simply the absence of violence, but rather the presence of peace and social justice. She points out that here the emphasis is on the processes and structures that help bring about a peaceful and just society. As she puts it, “Both kinds of peace require both understanding and action, which make Peace Studies a clear pedagogical fit” with community-based learning of various kinds.

Paul Joseph, Professor of Sociology and Peace Studies at Tufts University, describes another strategy as the “powerful role of Peace Studies.” Tufts Peace and Justice Studies Program are placed in a broad range of social change organizations including the Institute for Defense and Disarmament Studies, the American Friends Service Committee, and Oxfam. In fact, many Peace Studies programs departures require a certain number of hours of service learning, field courses, and internship. Joseph also states that “Students usually want to learn how to do things — how to negotiate, to mediate, to make a difference and organize.”

Peace Studies students usually want to use what they learn. Sociologists have models and experiences on how to apply social science and to work for social change.” Weigert notes that historically it is students with an activist bent who have been drawn toward Peace Studies. In the 1970s student interest was inspired by the controversy surrounding the Vietnam war; in the 1980s, it was nuclear disarmament. Today, Peace Studies students want to make a difference around such issues as globalization, ethnic conflicts, intra-city violence, and perhaps—especially in the next wave—international terrorism. Peace Studies graduates head in a wide variety of career directions, education, politics and public policy, advocacy law, the ministry, mediation, community development and empowerment, and programs such as the Peace Corps, Greenpeace, Amnesty International, and Oxfam. They put their understanding and idealism to work on problems, especially in war and peace, housing, hunger, world hunger, third world development, environmental preservation, domestic violence, and social and economic injustice in all its forms.

An excellent source of information about Peace Studies is the Peace Studies Association (http://www.earlham.edu/~psa/purpose.html).

Teaching resources for sociologists can be found in Teaching Peace and Civil War: A Curriculum Guide, available from the ASA. Also, the ASA Section on Peace, War, and Conflict Studies, and the Peace Studies Association, have resources at www.la.uriasa.org/research/peace/index.htm.
Nominations Sought for 2003 Major ASA Awards

ASA members and interested persons are encouraged to submit nominations for the awards listed below. The deadline for award nominations is June 15, 2002, for 2003 awards (see Announcement Box below). Award selection committees, appointed by ASA Council, are convened to review nominations. The selection process will be presented at the 2003 Annual Meeting in Atlanta, Georgia.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It may be for an exceptional single work, several pieces of work, or significant cumulative work done throughout a professional career. The award is open to works by women or men and is not restricted to works by sociologists. The works need not be recent publications; however, the publication date must precede the date of nomination. Only members of the Association may submit nominations for the Jessie Bernard Award.

Nominations for scholarly works should include a one to two-page statement explaining the importance of the work. Nominations for career achievement should include a letter of nomination, two copies of the vita of the nominee, and examples of relevant scholarship or other materials. Nominations should be submitted to: Michael Kimmel, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 822-2555; fax: (202) 292-9195; mkimmel@notes.cc.sunysb.edu. The deadline for nominations is June 15, 2002.

Distinguished Career Award for the Practice of Sociology

This award recognizes outstanding contributions to sociological practice. The award may recognize work that has facilitated or modelled for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

The recipient of this award will have spent at least a decade of full-time work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one to two-page statement and the vita of the nominee and be submitted to: Patricia C. Whitney, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (703) 292-8762; fax: (703) 292-9195; pwhitney@asaserv.net. The nominations deadline is June 15, 2002.

Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national sociological associations/societies.

The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee and one to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Members of the Association or other interested parties may submit nominations to: Theodore C. Wagner, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (513) 529-2643; fax: (513) 529-8525; e-mail: wagener@muohio.edu. The nominations deadline is June 15, 2002.

Distinguished Scholarly Publication Award

This award is given for a single book or monograph published in the three calendar years (2000, 2001, 2002) preceding the award year. The winner of this award will be offered a lectureship known as the Sokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA's expense after the award recipient is announced. Two members of the Association must submit letters in support of each nomination for the award. Nominations should include name of author, title of book, date of publication, publisher, and brief statements from two (differently located) sources as to why the book should be considered. Send nominations to: J. Craig Jenkins, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (614) 292-1411; fax: (614) 292-2407; e-mail: jenkins.13@osu.edu. The nominations deadline is June 15, 2002.

Career of Distinguished Scholarship Award

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The award may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially renews the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases may contain five to eight letters from a variety of colleagues able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and submit it to the committee, with the nominee's curriculum vitae, as a package. Nominations remain under active consideration for five award cycles. Thus, nominations received by June 15, 2002 are considered for the awards in years 2003 to 2007. Members of the Association and other interested parties may submit nominations to: Douglas HeckatTHE c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (607) 255-4366; e-mail: douglas.heckathomescornell.edu. The nominations deadline is June 15, 2002. Nominations materials submitted in previous years for carryover nominees may be updated; any new materials must be received by June 15, 2002 for consideration for the 2003 award. Late arriving nominations or updates will be held over for the following award year.

2002 Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2001 calendar year will be eligible for consideration for the 2002 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar making the nomination, along with the student's research. Nominations should explain the precise nature and merits of the work. Send nominating letters, six copies of the dissertation, and nominee's curriculum vita (with current address) to: David Briti, c/o American Sociological Association, Governance, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; (202) 833-9005, ext. 303; fax: (202) 638-0882; e-mail: govemance@asanet.org. The deadline for nominations for the 2002 Award is April 1, 2002.

Briefing, from page 1

chronic stress on health," George noted, however, that the above positive effects of social bonds hold true only for people in high-quality relationships. Lower-quality relationships, on the other hand, can actually harm physical and mental health. Rounding out the day, Curtis McMillen, Associate Professor at the Washington University George Warren Brown School of Social Work, described how people who have faced severe adversity often report that there have been positive by-products despite the difficult experience. These positive by-products often include a sense of increased compassion, increased family closeness, increased spirituality, and changed life priorities. As Kingston emphasized during the briefing, "The scientific community stands at extraordinary crossroads." The hope is that the new enthusiasm regarding the importance of social-level factors in health will translate into funding to build and expand scientific knowledge in these areas.

Reports from the National Academy of Sciences

- New Horizons in Health: An Integrative Approach (2001)
- Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences (2001)
- Cells and Surname: Should Biological Measures Be Included in Social Science Research (2001)
- Promoting Health: Intervention Strategies from Social and Behavioral Research (2000)
- Bridging Disciplines in the Brain, Behavioral, and Clinical Sciences (2000)

Report from the National Institutes of Health

In accordance with election policies by Council in 1989, only the biographical sketches for top office candidates for 2002-2003 will appear in Footnotes. A Biographical Booklet of all candidates will be mailed with the election ballot. The biographical sketches appear below in alphabetical order by office. In February 2001, Council approved the following biographical statements by candidates for President-Elect, Vice President-Elect, Secretary-Elect, and Council to provide additional information about all candidates.

Current voting members will receive their ballots in April.

President-Elect

Michael Burawoy

Present Position: Chair, Department of Sociology, University of California, Berkeley (1996-99, 2000-present), Associate Professor, Department of Sociology, University of California at Berkeley (1976-78, 1983-91); Adjunct Professor, Department of Sociology, University of California, Berkeley (1971-72). Former Positions: Director, Program in Science, Technology, and Environment, Graduate School of Business, Stanford University (1996-98). Written for the American Political Science Review (1997); book manuscript: "The Unmaking of the Austin Economy: A Tale of Two Cities."

Personal Statement: I have been a member of the ASA for 30 years and have served the organization mostly through the Medical Sociology Section. I have had the honor of serving as a member of the entire organization. I have been impressed how the ASA has expanded opportunities for participation in meetings and the organization over the past 20 years. I would work to make the ASA even more welcoming and inclusive, especially to students, younger faculty, minorities, and international scholars. I still can remember how overawed I felt at my first ASA meeting and how much satisfaction I found a few years later as I became involved in one of the sections. I would like to find personal, intellectual, and organizational ways to make this transition easier and smoother for newer members. This would enrich the organization, sociology, and many members.

Bernice Pescosolido

Present Position: Chancellor’s Professor of Sociology, University of Indiana (1996-2000); Professor, Department of Sociology, University of California, Berkeley (1982-96). Former Positions: Assistant Professor, University of Southern California (1979-81); Associate Professor, Department of Sociology, University of California, Berkeley (1976-78); Assistant Professor of Sociology, Department of Sociology, University of California, Berkeley (1973-76); Assistant Professor, Department of Sociology, University of California, Berkeley (1971-72). Written for the American Sociological Review (1973); book manuscript: "Chicano Community: A Study of a Community in Transition." A biographical sketch of Bernice Pescosolido appeared in Footnotes (1993-2001); Program Co-Director, Preparing Future Faculty Program (1995-present); Journal Review, Medical Sociology (1996); Co-editor, Society for the Social Study of Crime, Justice, and Law (1998-present); Co-Editor, Society for the Study of Social Problems (1998-2000).

Personal Statement: My own journey to sociology began while with my students in the classroom. I have been impressed how the ASA has expanded opportunities for participation in meetings and the organization. I would strive to make the ASA more attractive to students in sociology, younger faculty, minorities, and international scholars. I still can remember how overawed I felt at my first ASA meeting and how much satisfaction I found a few years later as I became involved in one of the sections. I would like to find personal, intellectual, and organizational ways to make this transition easier and smoother for newer members. This would enrich the organization, sociology, and many members.

Vice President-Elect

Peter Conrad

Present Position: Henry Coplan Professor of Social Sciences and Chair, Department of Social Science, Brandeis University (1997-present). Former Position: Assistant Professor of Sociology, University of California at Berkeley (1983-87); Associate Professor of Sociology, University of California at Berkeley (1987-92); Assistant Professor of Sociology, University of California at Berkeley (1987-92); Assistant Professor of Sociology, University of California at Berkeley (1987-92).

Personal Statement: I have been a member of the ASA for 30 years and have served the organization mostly through the ASA’s Social Policy and Research Institute. I would work to make the ASA even more welcoming and inclusive, especially to students, younger faculty, minorities, and international scholars. I still can remember how overawed I felt at my first ASA meeting and how much satisfaction I found a few years later as I became involved in one of the sections. I would like to find personal, intellectual, and organizational ways to make this transition easier and smoother for newer members. This would enrich the organization, sociology, and many members.

Teresa A. Sullivan

Present Position: Vice President and Graduate Dean; Professor of Sociology and Law, The University of Texas at Austin (1995-present). Former Positions: Field Position: Chair, Department of Sociology, University of California, Berkeley, Professor of Sociology, Department of Sociology, University of California, Berkeley (1987-1995); Associate Professor of Sociology, Department of Sociology, University of California, Berkeley (1976-87). Written for the American Sociological Review (1983); book manuscript: "Chicano Community: A Study of a Community in Transition." A biographical sketch of Teresa A. Sullivan appeared in Footnotes (1993-2001); Program Co-Director, Preparing Future Faculty Program (1995-present); Invited Review Group, National Institute of Mental Health (1995); Invited Review Group, National Institute of Mental Health (1997); Invited Review Group, National Institute of Mental Health (1999); Invited Review Group, National Institute of Mental Health (2001).

Personal Statement: I have been a member of the ASA for 30 years and have served the organization mostly through the Medical Sociology Section. I have had the honor of serving as a member of the entire organization. I have been impressed how the ASA has expanded opportunities for participation in meetings and the organization over the past 20 years. I would work to make the ASA even more welcoming and inclusive, especially to students, younger faculty, minorities, and international scholars. I still can remember how overawed I felt at my first ASA meeting and how much satisfaction I found a few years later as I became involved in one of the sections. I would like to find personal, intellectual, and organizational ways to make this transition easier and smoother for newer members. This would enrich the organization, sociology, and many members.
The International Social Science Program

by Tom W. Smith, National Opinion Research Center, University of Chicago

The International Social Science Program (ISSP) was established in 1984 as a transnational collaboration. The annual program brings together pre-existing, social science projects and coordinates research goals, thereby adding a cross-national perspective to the individual, national studies. ISSP evolved from a bilateral collaboration between the Allens and GSS of the Zentraleinrichtung fuer Empirische Sozialforschung, University of Cologne in collaboration with the Allens and GSS to the regular national surveys (or a special module) for all countries and 2) can be expressed in an equivalent manner in all relevant languages. The questionnaire is originally drafted in English and translated to other languages using standard back translation procedures. The themes addressed in ISSP are as follows:

- the role of government including attitudes towards (a) civil liberties, (b) education and parenting, (c) welfare and social equality, and (d) the economy.

- social networks and support systems.

- national identity.

- the impact on the family of the changing labor force participation of women.

- orientations towards work.

- the impact of religious beliefs and behaviors on social, political, and moral attitudes.

- an environmental knowledge scale along with attitudes and behaviors toward it.

- a national identity.

Over the years, many of the modules have been repeated and will yield useful data. For example, in 2001, the College of Social Sciences and Humanities began to request that all their graduates acquire some of their knowledge in community studies. The California State University-Fullerton sociology faculty members clearly demonstrate their commitment to this "new" approach to teaching and learning. In the area of cross-national research. First, the collaboration between organizations is not limited to repeated research on a single topic. ISSP makes cross-national research a basic part of the research agendas of each participating country. Third, by combining a cross time with a cross-contextive perspective, two powerful research designs are being used to study societal processes.

Data from the first modules are presently available from the Zentraleinrichtung and various national archives such as Eises in Britain and ICPSR in the United States. Publications based on the ISSP are listed in a bibliography available from the ISSP (Secretariat) (see below). It currently lists nearly 1,100 publications.

There are seven collections of ISSP research:


For further information there are two websites that one can contact:

1. Secretariat: http://www.issp.org/issp/

2. ISSP Secretariat: http://www.issp.org/issp/ for further details, also contact the ISSP secretariat, Ton W. Smith, NORC 1155 East 60th Street, Chicago, IL 60637; (773) 526-6388; for (773) 753-7866; e-mail smitht@norcmail.uchicago.edu.
Call for Papers

CONFERENCES

Association of Black Sociologists will meet in Chicago, IL, August 14-17, 2003. Theme: "Black Sociology vs. Sociology by Blacks: An examination of Theoretical and Intellectual Relationships for future interaction." For further details contact: Junq Zao, Cornerstone Consulting Group, 125 S. Wacker Dr., Chicago, IL 60604. Deadline: March 15, 2002. May submit an abstract for a paper or panel meeting the appropriate Area Chair. Submissions is April 15, 2002. Membership is required for faculty and professionals, $20 for students, retirees, and the unemployed. For more information, see their website, http://www.ahs.org/ahs/cgsorat/cgsorat.html.

European Society for Research in Crime, Justice and Criminal Policy in Europe: "Social Sciences in Times of Change." The conference will be held in Brussels, Belgium, September 24-27, 2002. Theme: "Exploring the future of solidarity in Western Europe." For more information, see their website, http://www.esf.org/index.html, either by post, fax, or email: sumprog@icpsr.umich.edu.

AHS Program Office: "Sharing Old and New Worlds: Perspectives on the Internationalization of Higher Education." This will be a progressive conference exploring the changing role of society and intellectual perspectives on globalization. See their website: <http://www.missouri.org/mayglobal/mayglobal01.htm>. If you wish to participate and/or organize a session, send an abstract or proposal to: Laurem Langman, Loyola University of Chicago, Department of Sociology and Anthropology, Chicago, IL 60626 (773) 508-4635; fax: (773) 506-7796; e-mail: LaSala@luc.edu.

United Nations Association of Cuba (ANCE), The National Association of Cuban Economists and Accountants (ANECU), and The World Economy Research Center (CEIB) extend an invitation to participate in the International Conference "Theme: "The UN, Civil Society, and the Private Sector," Havana, Cuba, May 21-24, 2002. Participants can present papers and take part in the debates. Papers should be submitted in 8.5" x 11" sheets, original and copy with name(s) of author(s) and country affixed. A one or two page resume of each work should also be submitted before March 30 to apprise participants of the topics to be presented. The complete version must be submitted before April 30, 2002. United Nations Association of Cuba, 1 and 25 Street, No. 514, Vedado, Havana, Cuba, ZC: 1008 (53 7) 32-4723; fax: (53 7) 32-4727; e-mail: cuba@minrex.gov.

Quantitative Analysis of Crime and Criminal Justice Seminar June 24–July 19

Part of the ICSR Summer Program, the four-week seminar will introduce participants to major surveys sponsored by the Bureau of Justice Statistics (BJS), which are part of the holdings of ICPSR's National Archive of Criminal Justice Data. The instructor, Rosemary Barberet, will discuss and guest speakers will focus on innovative applications of survey methods and incident-based data in criminal justice. Each participant will also design and conduct a quantitative research project. Enrollment will be limited to ten, and preference will be given to postdoctoral scholars who have priorit methodological training. A maximum of 15 applicants must show evidence of an intellectual interest and commitment to this substantive area and should include with their applications. Stipend support for those admitted will be provided by BJS.

A Gateway to Knowledge: The ICSR Summer Program in Quantitative Methods of Social Research

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

More About Seminars at the ICSR Summer Program

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

The Summer Program is designed to be a "Gateway to Knowledge." While attending the program, participants will be involved in an interactive learning environment that allows them to gain practical research and analysis skills that they will be able to use in their future research endeavors.

The ICSR Summer Program is open to students, researchers, and professionals who have completed coursework in statistics, social research methods, or related fields and who have a strong interest in quantitative methods of social research. Participants will be expected to attend classes, participate in discussions, and complete assignments throughout the program.

The ICSR Summer Program is located on the campus of the University of Michigan, Ann Arbor, Michigan. Participants will be housed in residence halls located on the university campus. Housing is provided on a space-available basis, and participants are responsible for their own transportation and personal expenses.

For more information, please contact ICSR at

ICSR Summer Program, P.O. Box 1248
Ann Arbor, MI 48106 USA / phone 734-998-9888 fax 734-998-9889 / email: sumprog@icpsr.umich.edu

Web site: http://www.icpsr.umich.edu/sumprog/

The inter-university Consortium for Political and Social Research (ICPSR) is part of the Institute for Social Research at the University of Michigan. For more information, contact:

ICSR Summer Program, P.O. Box 1248
Ann Arbor, MI 48106 USA / phone 734-998-9888 fax 734-998-9889 / email: sumprog@icpsr.umich.edu

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Meetings
April 10-13, 2002, National Culture Center, Reggio Emilia, Italy. The conference is organized by the Feder-azione Interattiva per la Investigazione della Storia di Reggio Emilia, in collaboration with the Centro Egumenico di Studi di Noto, Siracusa. The conference aims to explore the themes of cultural memory, the role of the museum, and the relationship between global and national cultural memory. For information, see the conference website <http://relazioni.krinuc.org>.

April 11-14, 2002, Preston-Southwestern Junior Scholars Workshop. "Empowering Underrepresented Students in the Scholarship of Teaching and Learning (SoTL)." Send an abstract of about 500 words to Sue E. Hagen, Coordinator, SoTL Conference, Southern Illinois University, Carbondale, IL 62901-5425; e-mail: suehagen@siu.edu.

April 11-21, 2002, Philosophy and Liberal Education Seminar. Indiana University, The Center for the Study of Liberal Education for Public Life, presents a conference on "The Philosophy of Education: Youth, Authority, and Identity," contact: Audrey Melek, The Center for the Study of Liberal Education for Public Life, 309 South 10th Street, Bloomington, IN 47404-3060; e-mail: audrey.melek@indiana.edu. For information regarding conference proceedings, contact the Center for the Study of Liberal Education for Public Life, 309 South 10th Street, Bloomington, IN 47404-3060; e-mail: audrey.melek@indiana.edu.

April 12-28, 2002, New England American Indian Community Development Conference, Boston, MA. Theme: "The Tyranny of Power: The Dynamics of Power and Authority of Evidence." Contact: Social and Cultural Development, 1 World Trade Center, Boston, MA 02108; e-mail: ashley@newenglandindIAN.org. For information regarding conference proceedings, contact the Social and Cultural Development, 1 World Trade Center, Boston, MA 02108; e-mail: ashley@newenglandindIAN.org.

May 3-5, 2002, Center for Working Families, Columbia University, New York, NY. The center will sponsor an international, interdisciplinary conference. "Gender, Work, and the Family: A Global Agenda." For more information, contact the Center for Working Families, Columbia University, New York, NY 10027-6699; e-mail: cwf@columbia.edu.

May 29-30, 2002, Global Business and Technology Conference. "The Challenges of Global Competition and Cultural Diversity." For more information, contact the Conference Management Group, P.O. Box 300, Sausalito, CA 94965; e-mail: info@gbt-conference.com. For information regarding conference proceedings, contact the Conference Management Group, P.O. Box 300, Sausalito, CA 94965; e-mail: info@gbt-conference.com.

June 26-29, 2002, National Institute of Drug Abuse (NIDA) Conference. "Science and Health: A Global Perspective." For information, contact the National Institute of Drug Abuse, 5600 Fishers Lane, Rockville, MD 20857; e-mail: info@nida.nih.gov.

June 30-July 5, 2002, University of Bremen (Germany). The Graduate School of Social Sciences (GSSS) announces 3-year dissertation fellowship programs commencing Fall 2002. The GSSS, funded by the Volkswagen Foundation, is part of an international network of graduate education. The network includes Duke University; the University of North Carolina at Chapel Hill, the Center for European Studies; Harvard University; Cornell University; Northwestern University; and the University of Washington in Seattle, WA. In Europe, cooperating institutions are the Universities of Munich, Leipzig, and Muenster; and the Universities of Freiburg and Wurzburg. The curriculum of the GSSS will be supplemented by the Arts and Humanities College of the University of Bremen.

Competition
American Sociological Association Student Paper Competition, 2002. For more information regarding the competition contact the American Sociological Association, 222 South Michigan Avenue, Chicago, IL 60604-7903; e-mail:学生papercompetition@asu.org. For information regarding the competition and the call for papers, contact the American Sociological Association, 222 South Michigan Avenue, Chicago, IL 60604-7903; e-mail: studentpapercompetition@asu.org.
cash prize, and support for travel expenses to attend the conference in Chicago. Send three copies of your paper and the contact information for the recipient of your paper to: Department of Sociology, University of Oregon; 230-4289; or via email to kristen.rowe@oregon.edu.

Margot L. Haney, University of Michigan, has been appointed to the Committee on Governmental Accountability in Higher Education (CGAE). New England Conference on Education. California: A Report.

Sociology of Religion: A Quarterly Review has released a special issue (Winter 2005-2006) entitled "Religion and Globalization: The Challenge of the New Millenium." The issue features articles on a range of topics, including the role of religion in globalization, the impact of globalization on religious practices, and the relationship between religion and economic development.

The new issue of the Journal of the Religion of the East is now available online. This issue features articles on topics such as the role of religion in contemporary society, the impact of religious practices on economic development, and the relationship between religion and political power.


Lyn Spillman, University of Notre Dame (ed.), Social Capital (Blackwell, 2002).


Hiroshi Fujita, University of Osaka; Eiichi Izumi Hirobe, Nagoya University; Takao Kato, Colgate University; Yoshie Kawade, Osaka University; Emeris Prince, Ohio University; Hiromi Ono, New York University; Akira Sato, University of Michigan; Nihon University; Tatsuyoshi Wako, Osaka University; and Francis J. X. Yuhas, Oregon State University (eds.) (2006) The 2002 Abe Fellows: A Compilation of Selected Publications (Oxford University Press, 2006).


Kathleen Blee, University of Pittsburgh, was featured in a Sunday New York Times article about her work on women and hate groups. The article appeared on page 26 on January 15, 2006.

Antje N. Christen, Johns Hopkins University, was quoted in the Los Angeles Times on January 29, 2006.

William H. Frey, University of Michigan, was quoted in the Washington Post, as co-author of a study based on the 2000 Census. The article appeared on page A12, section 1.

Michael Kimmel, SUNY-Stony Brook, had an article published in the Chronicle of Higher Education, "Gender, Class, and Terrorism" held up a gender lens to terrorism.

Jeffrey Ian Ross, University of Baltimore, was quoted in an article appearing in the New York Times on January 31, 2006, about criminal investigations in their federal recruitment programs. The article appeared on page 1, section 1.

Rutgers University, Newark, on the Marc Stein show. WJZ Radio (Baltimore) in connection with the implementation of stun guns in jails and prisons across the country. The article appeared on page 6, section 1.

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Summer, continued
information, contact: Pia Rebelo Brito, Carolyn Hack, Was­
ter college, Columbia University, Box 35, 525 W. 128th Street, New York, NY 10027; fax: (212) 854-3865; e-mail: tw­
columbia.edu/centers/ccf/­
 pornography, Diffusion and Ethnicity: The Lo­
cal and The Global 2002 Summer Insti­
Co-sponsored by Howard University’s 
Women’s Studies Program and American 
Women’s Institute, and the 
Curriculum Transformation Project, 
University of Maryland-College Park.
Some of the Institute themes include gender, 
religion and social change in the Middle 
East; Teaching the interactions of Race, 
Class, Gender and Sexuality; Realities of 
Unveiling: Class privilege and in­
equality. The challenges and promises of 
multicultural education. Enrollment is 
limited. If no space is available, deposits 
will be fully refunded. For more informa­
tion contact: Karen Dougger, Director, Na­
tional Center for Curriculum Transforma­
tion, Towson University; (410) 704-5436 
or 5457; fax (410) 704-3469; e-mail kfugder@ towson;­
university.edu/secret.

Fulbright Adjunct Advocate. They appreciate 
and get­ting something 
for just 
from the Adjunct 
Wendy Weiner, 
Department of Political Science, UC­
ative majority of Czech women also have com­
men in Prague. Education.
East; Teaching the intersections 
"Women, 
and earnings. Nonetheless, Czechs cla1m 
inequality not only in family roles 
but also in 
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workforce.
The methods used in these studies were equally varied, ranging from different types of data collection to different theoretical, methodological, data analysis, and text analysis. The results were published in different journals during a particular year to articles appearing in the journal. The data on the current state of the journal includes data for the year 2000. Indeed, in that year, the journal had the highest impact factor. The impact factor is calculated using the number of times articles published in the journal are cited in other scientific publications. For this to happen, we believe, as we have reported in the past, as much as 50% of the articles are reviewed by consulting editors and in some cases, even more. The editorial review process is designed to ensure the quality and consistency of the journal's content.

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The 2001 JHSB Editorial Board is the same as the one listed in the 2000 report. A few new names, however, have added an unusual number of manuscripts to the board. The new names, which start from January 1, 2001, are: Ronald J. Angel (Texas Christian), L. Stephen Benos (Michigan State), Christopher G. Ellison (Texas-Austin), Susan L. Glenn (Massachusetts-Boston), Frederick W. Haffner (Mississippi-Dakota), Susan J. Horgan (Kent State), Teresa J. Mesher (North Carolina-Chapel Hill), and Maximiano S. Thompson (North Carolina-Chapel Hill).

Diversity
The diversity issue at JHSB has three dimensions (1): The Editorial Board, (2) hoc reviews, and (3) content.

The JHSB Editorial Board has a small membership that should be expanded to include more social psychologists, along with more Hispanic/Latino American, African American, Asian American, studies of the elderly, and more women. The JHSB Editorial Board has a very small number of women (12%) compared to the ASA Editorial Board (24%), and only two Hispanic/Latino American members. This is a major problem and needs to be corrected.

The use of ad hoc reviewers. The editorial staff faces a continuing problem of recruiting qualified and willing reviewers. To ensure that the editor has input from reviewers who are full-time researchers and are willing to review at a high level, we need to expand the pool of potential reviewers. This task requires a continuing effort to recruit qualified reviewers to the editorial board.

Current Problems and Issues
A continuing problem is finding reviewers who are competent and willing to review submissions. Usually we can fairly easily identify competent reviewers with the relevant expertise and experience. More difficult is finding those few people who are willing to review, particularly those reviewers whose expertise lies in a specific area. Reviewer fatigue seems to be a serious problem. So that we reduce the workload, we should encourage the editors to recruit people who will decline to fall to do the review, we have adopted the practice of sending an email request to potential reviewers. Our analysis suggests that over time this will have an impact on the review process.

In the above table, the number of manuscripts submitted to JHSB in 2001 is 34, which is an increase from 14 in 2000. This increase is an increase in the average number of papers reviewed, which was in 2000.

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Sociology of Education (SOE)

Magazine Flow

The total number of new manuscripts in Sociology of Education will be approximately 100 this year. That is almost double the number of manu-

scripts that were published in 1996. However, the number of manuscripts received in 1996 was a high point, so it is likely that the number in 1997 will be lower.

The number of manuscripts received this year is similar to the number received last year. However, the number of manuscripts received in 1996 was a high point, so it is likely that the number in 1997 will be lower.

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ASR to Remain at Wisconsin Through 2003

The ASA Committee on Publications is pleased to announce that Charles Camic and Franklin Wilson have agreed to extend their service as editors of the American Sociological Review for an additional year through 2003. The appointment of a new editor (or editorial team) for 2004 and beyond is scheduled to occur in early 2003; the transition to new editorial offices is expected to take place in summer 2003. Until then, all manuscripts and other editorial correspondence should be directed to:

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Future ASA Annual Meetings

2002
August 16-19
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2003
August 16-19
Atlanta, Georgia

2004
August 14-17
San Francisco, California

Chairs: Have You Returned the Department Survey?

Chairs of departments have received and are urged to complete the American Sociological Association Survey of Baccalaureate and Graduate Programs in Sociology. The second reminder notice and questionnaire were sent March 8. If you need help in filling out the form or have any questions, please contact Roberta Spalter-Roth, Director of the Research Program on the Discipline and the Profession at (202) 383-9005 x317, or spalter­ roth@asanet.org.

May 15, 2002 Deadline

2003-2004 Congressional Fellowship

The ASA encourages applications for the 2003 Congressional Fellowship. The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office, or as a member of a Congressional Agency (e.g., the General Accounting Office). This intensive six-month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

The stipend for the Fellowship is $15,000, funded by the Spivack Program on Applied Social Research and Social Policy. Applications can be obtained by e-mailing ASA or by downloading one off of the ASA home page (www.asanet.org). Send a completed application and a vita to: ASA Congressional Fellowship, 1307 New York Ave, NW, Suite 700, Washington, DC 20005. Materials must be postmarked by May 15, 2002. Address inquiries to Carla B. Howery at (202) 383-9005 x323, howery@asanet.org.

Time to Renew . . . if you haven’t already done so!

In order to vote in the upcoming ASA election, your membership renewal must be received by March 31, 2002. The ASA “Member Only” area on the homepage continues to feature more and more useful resources for your use. Only current members, using their member ID number, have access to these directories and information, so please send in your renewal today.