Sociologists Join Board of Social Science Research Council

The Board of Directors of the Manhattan-based Social Science Research Council (SSRC) has recently elected two sociologists to its ranks: Troy Duster and Doug McAdam. They join fellow sociologists Judith Tanur, Cora Marrett (chair), Walter "Woody" Powell, and a number of other prominent social scientists and practitioners from a broad range of disciplines and institutions. The Board regularly reviews the Council's intellectual programs and elects its president.

Broadly international, the SSRC has worked since 1923 to advance social science research and education, enhance communication among scholars, and bring useful social knowledge to public attention. It is an independent, nongovernmental, not-for-profit organization that seeks to advance social science throughout the world, supporting research, education, and scholarly exchange. The SSRC has linked universities, foundations, social science disciplines, area studies associations, and government and nongovernmental organizations in exploring new intellectual paths and testing theories and methods against the challenges of contemporary and historical problems.

Troy Duster replaces Neil Smelser as the official liaison to the Council for the ASA. Duster is Professor of Sociology at New York University (NYU) and holds an appointment at NYU’s Institute for the History of the Production of Knowledge. He is also chair of the Board of Directors of the Association of American Colleges and Universities. From 1996-99, he served as a member of the National Advisory Council for Human Genome Research, and during the same period served as member and then chair of the joint NIH/DOE (National Institutes of Health/Department of Energy) advisory committee on Ethical, Legal and Social Issues in the Human Genome Project (the ELSI Working Group). Duster is the author of a number of articles on the social implications of new technologies. His most recent publications on the topic are "The Sociology of Science and the Revolution in Molecular Biology," in J. R. Blau, ed., The Blackwell Companion to Sociology (Blackwell, 2001), and "The Social Consequences of Genetic Disclo­sure," in Ronald Carson and Mark Rothstein, eds., Culture and Biology (Johns Hopkins University Press, 1999).

Doug McAdam also has significant ties to the ASA. He sits on both the Committee on Publications (fall 2000 to the present) and its Career of Distin­guished Scholarship Committee (1996 to the present). He has a degree in Sociology at Stanford University and was recently appointed Director of the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California. Widely known for his work on networks and social activism in its relationship to institutionalized politics, McAdam has lectured extensively on these subjects and is the author or co-author of eight books and more than 50 articles in political sociology. His writings have a special emphasis on studying social movements and revolutions, perhaps the most prominent of which are his books Freedom Summer (Oxford Univer­sity Press, 1988) and Political Process and the Development of Black Insurgency (University of Chicago Press, 1999 [2nd edition]). Recently, he has edited with Mario Diani Social Movement Analysis: The Network Perspective (Oxford Univer­sity Press, 2003) and has co-authored with Sidney Tarrow and Charles Tilly The Dynamics of Contention (Cambridge University Press, 2005).

In their roles on the SSRC Board, Duster and McAdam will help continue SSRC’s tradition of a generator of new knowledge on key social issues and maintain SSRC’s long commitment to international, interdisciplinary social science that focuses on themes of public importance.

Your 2002 ASA Membership Will Expire on December 31...

You Can Conveniently Renew Your Membership Online... Do It Now!

The easiest way to renew your ASA membership is online. Visit ASA’s online membership renewal webpage at http://www.asanet.org and click on Member­ship in the top menu bar. Have your login ID and password handy. Your login ID is printed on your 2002 membership ID card, and it’s also located on the upper right-hand corner of any ASA mailing label for journals. Your ID is the first 10 characters of your last name, if your name is longer than ten characters. If you do not know your login ID or password, contact ASA at (203) 383-9005 ext. 389 Monday through Friday, 9:00 a.m. to 5:00 p.m. ET.

Please renew your membership before the end of the year so that you can receive the maximum benefits of membership and your journals and other mailings will continue, uninterrupted. Once renewed, your ASA membership will be valid from January through December 2003.

And, remember to renew early and to carefully review all information in your membership record to ensure the inclusion and accuracy of your listing in the 2003 ASA Directory of Members.

Sociologists Gather "Down Under" for ISA

By A. Douglas Kinsaul
Florida International University

Sociologists from 81 countries convened in Brisbane, Australia, for the XV World Congress of the International Sociological Association (ISA) during July 7-13, 2002. As promised by the local organizers, participants were treated to a week of perfect weather, an Australian barbecue reception, and several other cultural events, as well as hundreds of panels, symposia, and other presentation sessions.

The opening ceremony on Sunday evening featured a variety of dance and musical performances based on traditional Australian themes. Following the entertainment, ISA President Alberto Martinelli delivered his presidential address on the topic of "Markets, Governments, Communities, and Global Governance." Taking as his premise that the advance of global economic interdependence and social interconnectedness requires a rethinking of basic sociological perspectives, Martinelli proposed that the classical distinction among markets, states, and communities as integrative mechanisms in modern societies be applied to contemporary transnational institutions in order to evaluate the possibilities for peaceful integration and democratic governance. Thus he examined transnational corporations, international organizations and regimes, supranational political unions, transnational social movements, and epistemic communities for their varied impacts on world order. Martinelli concluded with a call for social science to contribute to a project of global governance based on principles of democratic accountability, individual and community empowerment, and the "contextual" universalism of science. His paper is available on the web at http://203.94.129.75/docs/p6274.pdf.

Martinelli was succeeded in his role as ISA president by the renowned Polish sociologist Piotr Sztompka, who was elected president for 2002-06 at the ISA business meeting. Unlike associations such as the American Sociological Association, in which officers are elected by the membership as a whole, ISA elects its officers and the executive committee through a body of delegates from the ISA’s constituent national associations, research committees (the equivalent of ASA sections), and outgoing officers. This process ensures that sociologists from countries with small numbers of ASA members can be just as readily elected to ISA posts as those from the largest countries, and results in lively campaigns among competing candidates.

In his acceptance speech, Sztompka said that he would stress three elements of the ISA’s mission— to promote academic excellence, to broaden the pool of sociologists engaged in education, and to mobilize varied resources (national, regional, linguistic, and the like) to enrich the practice of sociology. Other ISA officers elected at the

Published by The American Sociological Association

Left to right: Immanuel Wallerstein, Craig Calhoun, Sally Hillsman, Arne Kalleberg, and Doug Kinsaul at the World Congress of the International Sociological Association in Brisbane, Australia.
Happenings at ASA

Sociological Theory goes quarterly; Animals and Society is a full section; Department Resources Group is ready to provide assistance.

Sullivan Is Executive Vice Chancellor
Teresa Sullivan is appointed Executive Vice Chancellor of the University of Texas System.

Congratulations Section Award Winners
ASA's 43 sections bestow 81 awards for 2002.

The Nobel Prize and Sociology
The latest laureates are students of sociological principles.

Instituting Systemic Department Change
ASA releases milestone report about the success of the MOST program.

The State of Sociology
Data from 1990-2000 reflect positive long-term trends and a bright future for the discipline.

2001 ASA Audit
A review of the Association's finances for the 2001 year shows a healthy bottom line.

2003 Coupon Listing
Memberships, journals, and books offered at discounts to ASA members.

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The Executive Officer's Column

Click with ASA

I date myself by recalling the early years of Ms. magazine and its use of the term click. Long before a mouse was a computer accessory and click assumed its pedestrian meaning, click referred to that Eureka-like moment when the "light bulb" went on and a new insight altered your thinking about an issue. At the time, of course, the issue was the paradigm shift of the feminist perspective.

This week I experienced my own clicks as I worked at my computer and a message popped up to renew my ASA membership online (see page 1 of this issue of Footnotes). First click: Opening the e-mail, now as ASA Executive Officer, reminded me that I have been a member of ASA for 35 years, through several career changes as a sociologist at many different institutional locations. During all those years, I always opened my ASA membership renewal notice and renewed without hesitation. From my graduate school days to the present, my ASA membership was a constant and solid affirmation of my core professional identity as a sociologist. In turn, that continuing relationship with the Association enriched my work and supported the field of sociology.

ASA's membership has held steady in the past five years, a signal that others share my sense about this relationship with one's core professional organization. There are signs of vitality and growth as well. The ASA Sections represent the "venture capital" of the discipline. Within the 43 sections, including a new Section on Animals and Society (see page 4), members find others who share their engagement in a special area of sociology. We ended the 2002 membership year with the highest section membership participation in the Association's history: 19,855. This is about a six percent gain over 2001. About two-thirds of our members join sections and participate, on average, in more than two sections. I am particularly pleased with the increase in student members in the Association and with the special initiatives for students that sections undertake. Via sections, students will experience an active engagement in their profession — second click!

Third click: A recent communication from the Sociological Practice Section stimulated a conversation about the Association's support for sociologists working outside the academy. That community, as we in Washington, DC, well know, is very diverse. It includes many academically based sociologists engaged in research and consulting in a wide variety of venues as well as sociologists working full time in government and in the nonprofit sectors. ASA wants to support these colleagues' professional needs and to learn from and share their accomplishments.

Fourth click: ASA has forged professional relationships with the Association that extend beyond individual members. We offer a Department Affiliate relationship between ASA and departments of sociology (and all types of joint departments). Departments, as loci of action, are central to the strength of the profession. Being an ASA Department Affiliate allows them to receive regularly publications that are important for the departments' work (e.g., reference directories, teaching materials), research briefs on trends in the field, and our electronic broadcast, Chairlink. Our annual Chair Cordonnerie, now in its tenth year, brings department leaders together to share their insights (and challenges) as the discipline's representatives on campus. For eight years, ASA has offered a similar conference for Directors of Graduate Study, who fill a critical leadership role in sociology in the development of the profession and our universities. ASA wants a strong relationship with departments and department leaders and seeks to facilitate their communications with one another.

Now we are extending the affiliation concept to departments of social studies in high schools. In August, Council authorized ASA to offer an affiliate program to engage high school sociology teachers in our Association and to strengthen the quality of sociology instruction in high schools. ASA's Task Force on the Advanced Placement Course in Sociology is working very hard to develop a prototype and many resource materials for an exciting and rigorous introductory course (see the ASA homepage for the draft, and send us your comments). Collaboration between college faculty and high school teachers sounds like a winning click for our students who are the next generation of sociologists.

The new online renewal system has generated a positive response from many members. Give it a look—and a click—as soon as you can. Renewing online is quick and efficient for both you and the Executive Office staff. But as you click into ASA using your mouse, reflect on the relationship you are locking in as well. As a sociologist, I have made ASA my home all these years. I hope you share that bond. —Sally T. Hillsman

Vantage Point

Third click: A recent communication from the Sociological Practice Section stimulated a conversation about the Association's support for sociologists working outside the academy.
Joane Nagel Joins NSF Sociology Program Staff

"There are many funding source alternatives for sociologists who seek research funding, but for theoretical and basic research work, the National Science Foundation is the place," said University of Kansas sociologist Joane Nagel in a recent interview with ASA. As of August 12, Nagel replaced Reeve Vanneman as one of two program directors in the National Science Foundation's (NSF) Sociology Program in the Division of Social and Economic Sciences. Vanneman, who served in the post for the past year, has returned to his home institution, the University of Maryland in College Park (see December 2001 Features).

Nagel will serve a two-year term at NSF under the provisions of the Inter­governmental Personnel Act (IPA) as a temporary "rotator," a term applied to some 500 NSF scientists who leave their home institutions for a year or two to manage NSF's science funding programs. Nagel is among the current cohort of IPAs who serve as disciplinary specialists at NSF, administering its $4-billion basic research enterprise. At any given time, approximately 40 percent of NSF's 1,200 or so employees are rotators. The Intergovernmental Personnel Act was established to allow federal agencies to "borrow" experts in given fields to fill specific positions.

Nagel will work with colleague Patricia White, who is a permanent program director in the Sociology Program, in completing the work of the program (i.e., advising grant proposals to reviewers and advisory panels, evaluating proposals, and making grant decisions).

"Pat and I will work as a team in order to assure good coverage of the incoming proposals and to collaborate on assessing proposals," explained Nagel. "This arrangement is similar to how the economics and political science programs function," she said.

The Sociology Program annually receives approximately 225 proposals in two separate "waves" corresponding to two proposal receipt deadlines. In addition, the program receives about 100 dissertation improvement proposals each year. The program administers about $6 million annually in new and continuing grants.

Nagel believes it is important for the sociology program to serve as a facilitator as well as a direct supporter of sociological research. The program also, she believes, must fund research in a range of substantive areas that employ a variety of research methodologies. Nagel is very interested in bringing a social science perspective to bear on recent significant events in order to better validate social science approaches to meaning and culture. "It is important that social scientists work not only to understand the structural and material features of our social world, but also the underlying ideological structures—for example, notions of justice, purity, danger, sexual respectability, and equality. These must be examined in order to better understand meaning systems that govern peoples' "rational" choices," she said. "For instance, understanding meaning systems is central to our understanding the events of Septem­ber 11, 2001," said Nagel, who believes research on meaning systems will allow an unveling of hidden commonalities inherent in such events and expose weaknesses in current scientific assumptions about social behavior.

NSF grant programs utilize advisory panels to evaluate research, which, in the case of sociology, consists of eight to ten sociologists who travel to NSF twice a year to read the proposals and help advise the program directors in making funding decisions. Nagel recently completed a two-year term as a member of the Sociology Advisory Panel.

AAAS/NSF Fellowship Program

The AAAS/NSF Fellowship Program, sponsored by the American Association for the Advancement of Science and the National Science Foundation, is a postdoc opportunity for sociologists interested in working at the National Science Foundation in one of its many programs, including the Sociology Program. The application deadline is January 10, 2003. For information, visit fellowships.aaas.org/research/.

New on the ASA Homepage

Departmental Resources Group
www.asanet.org/members/drg/
Undergraduate Honors Program
www.asanet.org/students/honors/
Section Award Nominations Sought
www.asanet.org/members/members.html
January 2002 Council Minutes
www.asanet.org/governance/
ASA Happenings
For those who can’t get enough theory.

Sociological Theory Goes Quarterly

Effective with the 2003 volume, Sociological Theory (ST) will be published four times per year (in March, June, September, and October). While the overall number of pages per volume will remain the same, quarterly publication will give members and other subscribers more timely access and make the journal more appealing to institutional subscribers. In approving the move to quarterly publication, the ASA Committee on Publications and ASA Council endorsed a strong and vibrant journal sustained by an expanding, high-quality flow of submissions and subscriptions.

Negotiations with Blackwell, which published ST last year, were successful in increasing the frequency of

ASA’s Department Resources Group

It is not always easy to know who has expertise in your area of departmental visits; others have developed

Departmental Resources

Selected departments will infuse these changes into courses so that they penetrate and

ASAs Welcomes Newest Section, Embraces Its "Animal Side"

ASA is pleased to officially welcome its

Newest Section

Animals and Society Section. At the time

of its approval, the section had 308 members and has moved from the

rank of “Section-in-formation” to a full- fledged Section with all of the rights and responsibilities that go with that status.

David Nibert of Wittenberg University in Springfield, Ohio, has been a driving force behind the efforts to establish this new section, and we hope that by this fall he will have spread the word about the Animals and Society Section. At the time

the council officially created this new section, organizers stated, “The purpose of the Section on Animals and Society is to encourage and support the development of theory, research, and teaching about the complex relationships that exist between humans and other animals. In the process, it is anticipated that we will light the spark on these issues will increase the well-being of both humans and other animals.”

At this time, there is one other Section-in-formation, a proposed section on Ethnomethodology and Conversational Analysis. The proposed section has approximately 150 members and another 11 months in which to reach the

member threshold.

Call for Submissions

ASA Teaching Materials

The following products are under development or revision during 2002-2003. As materials are completed, they will be announced in Footnotes and distributed through ASA’s Teaching Resources Center (www.asanet.org /pubs/syl.html) or contact apsaa@sanet.org. If you have pertinent materials, please contact the editors listed below. They are interested in first-class, class exercises and assignments, examinations and evaluation instruments, reviews of computer software and films, and essays on pedagogical challenges and opportunities involved in teaching courses. It is important to write up materials electronically.

Children/Childhood: Sociology of Children/Childhood, Sue Marie Wright, Department of Sociology, Fat. 314, Eastern Washington University, Cheney, WA 99044-2429; sere@ewu.edu

Collective Behavior: Ritual and Religion: A Handbook for Teaching About Family Rituals, Grant Blank, 5521 Englishman Street, Burlington, VT 05401; grant.blank@acm.org

Community College: Teaching Sociology in a Community College, Maria Bryant, PO Box 6325, Waldorf, MD 20603-6255; marib@cppcc.edu

Community-Based Research: Kerry Strand, Department of Sociology, Hood College, Frederick, MD 21701; strand@hood.edu

Demographics: Sociology of Women in Loretta Bas, Department of Sociology, 311 Kaufman Hall, University of Oklahoma, Norman, OK 73019; liaas@ou.edu

Development: Sociology of Learning and Development, W. Keith Hargardar, Department of

Behavioral Sciences, Capital University, Columbus, OH 43209; bhuardard@capital.edu

Deviance: Teaching Sociology of Deviance, Martin Schwartz, Department of Sociology, Ohio University, Athens, OH 45701; Schwartz@ohio.edu

Deviance: Discourse and Ritual Homicide; Applications for Sociology, Jay R. Howard, Indiana University-Purdue University-Columbus, Department of Sociology, 4601 Central Avenue, Columbus, OH 43209; jhoward@iupuc.edu

Environmental: Syllabi and Instructional Materials for Environmental Sociology, Rik Scarce, Science and Technology Studies, Lyman Briggs School, W-288 Holmes Hall, Michigan State University, East Lansing, MI 48824; rsscarce@msu.edu

Family Violence: A Handbook for Teaching About Family Violence, Barbara Keating, Department of Sociology & Corrections, 113 Armstrong Hall, Minnesota State University-Mankato, Mankato, MN 56001; Barbara.Keating@mnsu.edu

Peace and War: Teaching the Sociology of Peace and War, John MacDougall, Department of R.E.S. Co., Chase 500 – 416 Wilberforce, University of London, L15,0584; john_macdougall@uwo.ca (Revision expected in 2003)

Proseminars: Proseminars in Sociology, Graduate and Undergraduate Programs, Jean Beaman, American Sociological Association, 1307 New York Avenue, Suite 700, Washington, DC, 20005; apsaa@sanet.org.

Race, Gender & Class: Race, Gender & Class: Toward an Inclusive Curriculum, Barbara M. Scott, 7210 South Paints, Chicago, IL 60649; 7210spaints@gmail.com

Religion: Syllabi and Instructional Materials for Sociology of Religion, Lutz Kaehler, University of Vermont, Department of Sociology, 313, Prospect Street, Burlington, VT 05405; lisakaeber@uvm.edu

Science, Knowledge and Technology: The Sociology of Science, Knowledge and Technology, Jennifer L. Crookston, Program on Culture, Science, Technology, and Society, CSTS, MSES, Bldg 12, University of Arizona, Tucson, AZ 85721; jlc@u.arizona.edu

Social Psychology: Syllabi and Instructional Materials for Personality Psychology, Robert Kettler, Hastings College, Department of Sociology, 800 Turner Dr, Hastings, NE 68901; kettler@hastings.edu

Software: Software and Sociology: An Annotated Bibliography of Programs, Journal and Articles, Grant Blank, 5521 Englishman Place, N. Bethesda, MD 20852-4657; grant.blank@iacm.com (Revision expected in 2003)

Welfare: Welfare State Revisited, Robin Roth, Lesley University, 29 Everett Street, Cambridge, MA 02138; rroth@mail.lesley.edu

Call for Applications... Deadline December 15, 2002

Integrating Census Data Analysis into the Curriculum

ASA seeks applications from sociology departments interested in integrating data analyses into the undergraduate curriculum. Departments, not individuals, will apply to participate in this project and will implement data modules into non- research methods courses to foster students’ inquiry skills and increase scientific literacy.

Selected departments will integrate these courses into their curricula so that they can be offered in the following academic year.

Projects will be selected based on the following criteria:

1. Applications will be accepted from departments that can demonstrate that they have a strong commitment to integrating data modules into their courses.

2. Applications will be accepted from departments that can demonstrate that they have the necessary resources, including faculty expertise, to implement the data modules.

3. Applications will be accepted from departments that can demonstrate that they have the ability to sustain the integration of data modules into their courses.

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Creating the Perfect Sociology Building
Beyond Good Luck and Good Politics

by Meghan Rich
Academic and Professional Affairs

Sociology departments are often in the basement of ‘Old Main,’ in the least desirable of facilities. Thankfully, there are exceptions to this rule. Some rare departments are not only housed in lovely buildings, but in ones in which sociologists had a hand shaping two.

Excellent examples of sociologists assisting in the design of their department’s facilities are the Department of Sociology at Kent State University and the Department of Sociology and Anthropology at University of Texas-El Paso.

Merrill Hall at Kent State is a sociologist’s dream—a three-level building wholly dedicated to the Sociology Department, complete with unique design features. It houses not just faculty and graduate offices, but a survey research conference room, a computer-assisted telephone lab, a learning resource center, library/sемinar room, computer classroom, LAN server room, numerous seminar rooms and classroom, a faculty resource/technology room, and four research suites.

Technology, Collaborative Research
Style Require Space

When Kent State first split the anthropology and sociology department into two separate entities, department chair Robert Johnson had a large hand in obtaining Merrill Hall for the sociology department. He argued that sociologists, as scientists, need as big a space as the anthropologists.

When Johnson was able to convince the administration that the sociology department would use each space effectively. He asserts that in order to be effective researchers and teachers, the space must be designed so that people can easily interact. "There’s always good luck and good politics, but we redefined ourselves as scientists that need access to lab space, rather than social thinkers that work independently," explained Johnson.

Preserving Function in Historic Buildings

Howard Daudistel, Professor of Sociology and Dean of Liberal Arts at the University of Texas-El Paso (UT), found that luck was on his side for his joint department’s building. Housed in the actual Old Main of the campus, his building was declared a historical building and in need of renovation. Because of the unusual architectural style of the original campus buildings at UT-El Paso—the only buildings in the Western Hemisphere in a traditional Bhutanese style, which look like monasteries—there was an enormous effort to preserve the integrity of the buildings, regardless of cost.

Beyond luck, good politics came into play as Daudistel was given the opportunity to participate in the design process by working with the building’s architects as well as the University of Texas System Office of Planning and Construction. Daudistel was pleased that both groups were open to suggestions, and they were motivated to create a building that was fully functional for those working there. As Department Chair, he wanted to represent the interests of the many working groups within the department, so he shared each draft with the faculty and requested their reactions.

"We tried to create spaces that remained flexible because we knew that over time, needs would change. That’s the biggest challenge—what works today, may not work well tomorrow."

One of the things that has worked well is having a lot of space so that opportunities for students and faculty to work together are maximized. There are a number of open spaces and modular offices that allow easy access to both groups of people. Daudistel states that he had no problem convincing the administration of the need for lab space, and they succeeded in obtaining a computer lab dedicated to sociological instruction and research.

Regrets?

What would Johnson and Daudistel redo about their buildings if they could? Johnson regrets separating the graduate students from the faculty, especially since there is a focus on student/faculty interaction at his department. While collaboration is fostered at UT-El Paso through open space, Daudistel regrets that there was no thought put into security issues, and there have been a few problems with theft. Both say that planning for future technology is imperative, because even a building renovated in 1995 does not always have the technological infrastructure to support future renovations. Form and function must go hand-in-hand if a space is to maintain utility for a department.

A New Building

The University of Richmond’s sociology-anthropology department will have similar opportunities to assist in the creation of their new building, scheduled to be constructed by fall semester of 2003. The center, which will be named Weinstein Hall in honor of Marc and Carole Weinstein’s $7 million dollar donation to the University of Richmond, will include many social science departments. It will also house the Richmond Research Institute, a new research center for social issues and public policy study. The university plans on having virtually every student that enrolls at the university to take part in classes and programs in the new building.

For more information on the planning of Merrill Hall and Old Main, contact Robert Johnson, Department of Sociology, Merrill Hall, Kent State University, Kent, OH 44242, rjohnson@kent.edu, or Howard Daudistel, College of Liberal Arts, University of Texas-El Paso, El Paso, TX 79936, hdaudistel@utep.edu.
Congratulations to 2002 ASA Section Award Winners

ASA is proud to announce the winners of this year’s ASA’s special interest sections. Not all 43 ASA sections give awards, but the vast majority of sections have recognized their top 2002 awards to ASA and they are listed here. A hearty congratulations is extended to each of these ASA members.

Ageing and the Life Course
- Distinguished Scholarly Career Award: Martin Kohli, Free University of Berlin
- Graduate Student Paper Award: Taw K. McNamara, Boston College, for "The Role of Couple-Level Adaptive Strategies in the Joint Retirement Decision"

Collective Behavior and Social Movements
- Outstanding Student Paper Award: Margaret Abraham, Hofstra University, Speaking the Unsayable: Marital Violence among South Asian Immigrants in the United States (Rutgers University Press, 2000)
- Outstanding Student Paper Award: Young-jin Cho, University of Hawaii, for "Managerial Styles, Workforce Competition, and Labor Unrest: East Asian Investors in the United States"; and Jun Xu, University of Indiana, for "Why Do Asian Americans Register Less?"

Collective Behavior and Social Movements
- Distinguished Book Award: Jeff Goodwin, New York University, for No Other Way Out: States and Revolutionary Movements, 1945-1991 (Cambridge University Press, 2001) and Dingzin Zhao, University of Chicago, for The Power of Tiansamen: State-Society Relations and the 1989 Beijing Student Movement (University of Chicago Press, 2001)
- Outstanding Student Paper Award: Donna A. Rabling, University of California-Irvine, for "Movement-Countermovement Dynamics in the Arrestion Debate: An Examination of Media Coverage Outcome"

Community and Urban Sociology
- Student Paper Award: Isaac Martin, University of California-Berkeley, for "Down of the Living Wage: The Diffusion of a Redistributive Municipal Policy"
- Park Paper Award: Susan Eckstein, Boston University, for "Community as Gift-Giving: Collective Roots of Voluntarism" (American Sociological Review, 2001)

Comparative and Historical Sociology
- Reinhard Bendix Award for Best Graduate Student Paper: Peter Stilamato, University of California-Los Angeles, for "For the Political Resources of Performance: Patrician Uses of Glorious Venet’s Opera in the 1940s"
- Barrington Moore Book Award: James Mahoney, Brown University, for The University of Liberty: Religion, Resistance and Political Regimes in Central America

Crime, Law, and Deviance
- Graduate Student Paper Award: Deuch Piger, University of Wisconsin-Madison, for "The Mark of a Criminal"
- James Short Award: Dana L. Haynie, Ohio State University, for "Defending Peer Revisited: Does Network Structure Matter?" (American Journal of Sociology, 1991)
- Distinguished Scholarly Career Award: John Bolangy Faster, University of Oregon
- Marvin Olsen Student Paper Award: Andrew Jorgenson, University of California-Riverside, for "The Effects of Trade Dependence, Consumption, and Organic Water Pollution on Infant Mortality: A World Systems Approach"

History of Sociology
- Distinguished Scholarly Career Award: Mary Jo Deegan, University of Nebraska-Lincoln
- Distinguished Scholarly Book Award: Michael R. Hill, University of Nebraska-Lincoln and Susan Hocker-Drydale, Concordia University (eds.), for Harriet Martineau: Theoretical and Methodological Perspectives (Routledge, 2001)
- Graduate Student Paper Award: Erin Leedley, University of North Carolina-Chapel Hill, for "Alphas and Asterecks: The Development of Statistical Significance Testing Standards in Sociology"

International Migration

Latino Sociology
- Distinguished Contributions to Scholarship Book Award: Pierette Honigendu-Soto, University of Southern California, for Dominicans: Immigrant Workers Cleaning and Caring in the Shadow of Affluence (University of California Press, 2001)

Marxist Sociology
- Best Book Award: Kenneth Nyeck, University of Connecticut, for Welfare Racism: Playing the Race Card Against America's Poor (Routledge, 2001)
- T.R. Young Award: Deborah L. Raguano, Loyola University of Chicago
- Al Szymanski Award: Jason Moore, University of California-Berkeley, for "Modern World Systems of Environmental History"

Lifecourse Career Award
- Lifetime Career Award: James Peters and James Schuessler, SUNY-Binghamton

Mathematical Sociology
- Career Achievement Award: Harrison White, Columbia University
- Outstanding Publication Award: Andrew Noymer, University of California-Berkeley, for "The Transmission and Persistence of Urban Legacies: Sociological Application of Age-Structured Epidemic"
- Best Graduate Student Paper: Same as above.

Medical Sociology
- Leo G. Renner Award for Distinguished Contributions to Medical Sociology: R. Jay Turner, Florida State University

Methodology
- Paul E. Lazarsfeld Award for Distinguished Contribution to Knowledge: Scott Long, Indiana University

Organizations, Occupations, and Work
- Max Weber Award: Pierette Honigendu-Soto, University of Southern California, for Domestica: Immigrant Workers Cleaning and Caring in the Shadow of Affluence (University of California Press, 2001) and Glenn Carroll and Michael Harvis, Stanford University, for The Demography of Corporations and Institutions
- James A. Thompson Award for an Outstanding Paper by a Graduate Student: Man-Shan Kao, Princeton University, for "Market Transition and Corporate Control: Circulation of Chief Executive Officers in China, 1991-2000" and Julie Kenne, University of Pennsylvania, for "Minority Job Concentration and Career Mobility" (Routledge, 2001)

Peace, War, and Social Conflict
- Else Boulding Graduate Student Paper Award: Connie D. Frey, University of Nebraska-Lincoln, "Jane Addams on Peace and Bread and the Implications for Enduring Freedom"
- Robin Williams Award for Distinction in Scholarship: Mady Wychler Segal, University of Maryland

Political Economy of the World-System
- Distinguished Scholarly Award for a Book: Denis O'Hearn, Queens University, for The Atlantic Economy: Britain, the United States and Ireland (Manchester University Press, 2001)
- Distinguished Scholarly Award for an Article: Jason Moore, Johns Hopkins University, for "Environmental Crises and the Metallic Rift in World-Historical Perspective" (Organization and Environment, 2000)

Political Sociology
- Distinguished Contribution to Scholarship (Best Article): Erwin Schier, University of Minnesota, and Marion Fourcade-Gourinchas, Princeton University, for "The Structural Contexts of Civic Engagement: National Politics and Individual Association Membership" (American Sociological Review, 2001)
- Distinguished Contribution to Scholarship (Best Book): Margaret A. Weir, University of Texas, for States and Women's Rights: The Making of Postcolonial Feminisms (University of California Press, 2001)
- Special Achievement Award: George A. Klinkert, Northern Illinois University, current and founding editor, Journal of Political and Military Sociology
- Outstanding Graduate Student Paper: Genevieve Zirlin, University of Chicago, for "We, the Polish Nation?': Ethnic and Civic Nationalism in Post-Communist Constitutional Debates"

Race, Gender, and Class
- Distinguished Book Award: Kenneth Neubeck, University of Connecticut, for Welfare Racism: Playing the Race Card Against America's Poor (Routledge, 2001)
- Graduate Student Paper Award: Daniel Butir, Princeton University, for "When Race Matters: Race and Variation in College Enrollment Revisited"

Rational Choice
- James S. Coleman Award for Outstanding Book: David Willick, University of South Carolina, for Network Exchange Theory (Prager, 2001)

Science, Knowledge, and Technology
- Robert K. Merton Professional Award: Helen Longino, University of Minnesota, for The Fate of Knowledge (Princeton University Press, 2001)

Hacker-Mullins Graduate Student Award: Krijnissen Clare Bunker, Standard University, for "Patterns of Discrimination in Public and Private Science: The Effects of Gender and Discipline" and Park Doing, Cornell University, for "Lab Hands' and the 'Scarlet O': On Models, Identities, and Technology Studies"

Sex and Gender
- Sally Hacker Graduate Student Paper Award: Kimberly Richman, University of California-Irvine, for "Lovers, Legal Strangers, and Parents Negotiating Parental and Sexual Identity in Family Law"

Distinguished Book Award: Pierette Honigendu-Soto, University of Southern California, for Domestica: Immigrant Women Caring and Cleaning in the Shadow of Affluence (University of California Press, 2001)

Distinguished Article: Judith Stacey, University of California-Davis and Timothy Biblarz, University of California, Los Angeles, for "How Does the Sexual Orientation of Parents Matter?" (American Sociological Review, 2001)

Marvin Levine Dissertation Award: Jeff Swart, University of California-Davis, "Queer Coalitions and Identity Work"

Social Psychology
- Cooley-Mead Award: Bernard P. Cohen, Stanford University
- Graduate Student Paper Award: Rahed Radfod Younger and Christopher D. Moore, Iowa University

Sociological Practice
- Student Practitioner Award: Kirsten Slatter, St. Cloud State University
- William Foote Whiting Career Award: Julio Mayo, St. Vincent's Catholic Medical Centers

Sociology and Computers
- Outstanding Contributions to Information Systems, Rutgers University-Camden

Outstanding Graduate Student Program, Paper, or Application: Julian (continued on next page)
Economic Sociology and the Nobel Prize

by Arne L. Kalleberg and Ivar Berg

The awarding of the 2002 Nobel Prize in Economics to Daniel Kahneman (a cognitive psychologist) and Vernon L. Smith (an experimental economist) for helping to explain how people actually think and behave in a way that is relevant for understanding how people can be tricked into confusion in the real world. Their work is particularly important for people who are interested in understanding how people make decisions, how people evaluate risks, and how people make predictions. Their work is also important for people who are interested in understanding how people can be tricked into making decisions that are not in their best interests.

New Trend

It is not likely that the citations in 2001 and 2002—or a few other "interdisciplinary" awards to Kahneman (e.g., Gunnar Myrdal and Herbert Simon)—signify that the Bank of Sweden's Alfred Nobel Medal in Economic Science is moving away from the marginalist majority and modern economic theory. But the Bank indeed legitimated the logic of economists drawing on allied sciences for dealing with problematic gaps in the otherwise highly principled body of economic theory.

Sociology of the Family

• Distinctive Career Award of Scholarship and Service: Alvin H. 80th, Pennsylvania State University, for "family can contribute much to helping understand these choices and avoid "market forces" and in price competition conflicts of interest.

Sociology of Law

• Graduate Study Essay Award: Dennis Giger, University of Wisconsin, for "The Mark of a Criminal Record"; Undergraduate Student Essay Competition: Yen P. Nguyen, University of California-Santa Barbara, for "Creating Computer Crime Units.

Sociology of Mental Health

• Leonard E. Pearlson Award for Distinctive Contributions: Bruce Link, Columbia University

Sociology of Population

• Oris Dudley Duncan Book Award: Richard Rogers, University of Colorado-Boulder, for "The American Racial Mosaic: A Social History of Race in America"; Lifetime Achievement Award: David R. Heise, Indiana University


Economic Sociology and the Nobel Prize

Sociology of Children and Youth

• Student Paper Award: Wendy Griswold, Northwestern University, for "Fighting the Word Play: Resisting and Accommodating Conflating Discourses in a Taiwanese Kindergarten Classroom"

Sociology of Culture


Best Student Paper Award: Genevieve Zemsky, University of Chicago, for "We the Polish Nation: Ethnic and Civic Visions of Nationalism and Post-Communist Constitutional Debates"

Sociology of Education

• David Lee Stronsen Graduate Student Award: Hyunjoon Park, University of Wisconsin, Madison

Sociology of Emotions

• Student Paper Award: Michael D. Nations, University of North Carolina-Chapel Hill, for "The Moral Economy of the Family: Explaining Family Life in the Southern United States, 1760-1860"

Sociology of Students

• Graduate Student Essay Award: Kristi P. Barrett, University of Pennsylvania, for "The Birth of a Criminal Record"; Undergraduate Student Essay Competition: Yen P. Nguyen, University of California-Santa Barbara, for "Creating Computer Crime Units.

Sociology of Religion

• Distinctive Article Award: Andrew H. 1980, University of California-San Diego, for "The Moral Economy of the Family: Explaining Family Life in the Southern United States, 1760-1860"

Sociology of Sexualities

• Outstanding Graduate Student Paper: Laura E. 80th, University of California-Berkeley, for "Conditions for Ideological Production: The Origins of Modernism in India, Egypt, and Iran" (Theor. Sociology, 2001)

• Graduate Student Paper Award: Kelly Busek, Colorado State University, for "Religion as a Societal Conversation About Transcendental Meaning"

• Student Paper Award: Gretchen McLean, University of Pennsylvania, for "Ties That Bind: Gender, Social Capital, and Economic Outcomes among Mexico-U.S. Migrants"

• Sociology of Religion

• Distinctive Article Award: John H. C. 1977, University of California-San Diego, for "The Moral Economy of the Family: Explaining Family Life in the Southern United States, 1760-1860"

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Teaching with the Case Method: From the Classroom to the Web

by John Faran
University of California-Santa Barbara

Teachers of sociology should be aware of a useful website devoted to the case method of learning, a pedagogy that has proven very successful—at least it has been useful in my classroom. Originally developed with graduate students and faculty at the University of California-Santa Barbara, and recently greatly enhanced with support and input from ASA Teaching Enhancement Grant, the website (www.soc.ucsb.edu/projects/casemethod/) contains an introduction to the method, a number of materials on how to teach with it, and a set of cases, many covering international and global issues. The site is necessarily dense and deep. And the idea of using this magnificent resource in our teaching can be downright daunting. However, a new Internet tool may offer the perfect solution to the problem of how to make teaching about complex issues more concrete and realistic.

Long known and used in professional programs such as law, business, and education, the case method has only recently been introduced into the social sciences, and we have adapted it accordingly into a style of teaching and learning that we believe is particularly well suited to sociology and that I call the "Santa Barbara School" of cases. Unlike most existing cases, ours tend to put the students very directly into the shoes of characters, sometimes real, sometimes fictional, to make the cases—and in particular the role plays we do—more realistic.

At the heart of learning from cases is the class discussion. This is a collective exercise. One might think of the class as a group of community members or colleagues, or perhaps a team of government ministers, members of a political party that has been collectively tasked to work on a problem. At other times the cases may have a single central problem facing a seemingly intractable predicament. The typical "flow" of a case discussion starts with a series of factual questions that set the scene and allow students to enter the discussion comfortably at a low cost, followed by a lively role play, in which they "inhabit" the case and debate the terms of the dilemma (sometimes this ends with a vote on a set of alternative courses of action), and moving on to an extensive analytic section in which the larger implications of the discussion are drawn out.

The perfect solution to the problem of how to make casework appealing, accessible, and manageable enough for courses, that teachers may use in their classes. These cases come complete with teaching notes on how to do them.

Student-Centered Learning

The case method of teaching and learning is a student-centered, highly interactive pedagogy that changes the classroom process into a collective search for an analysis and/or solution to a specific problem based on a "case." The latter is a text that provides information about a situation, without analyzing it. Students encounter the "facts" much in the same way as historical actors do—finding them messy, partial, and ambiguous. The job of the students, with the teacher, is to fashion solutions to the problems through a process of facilitated dialogue. The goals of the method include the development of critical thinking skills, learning through decision making and role playing situations, developing confidence in defining, confronting, analyzing, and solving problems through interactive discussions, and exercising and developing skills in public speaking and group problem solving.

Casework.org, developed by the Social Science Data Analysis Network (SSDAN) at the University of Michigan, brings new Census 2000 data and trends from previous censuses to researchers, students, and the public in a user-friendly, graphics-based website (www.CensusScope.org). The site presents colorful and interactive maps, and reams of interesting statistical information using an interface that is appealing for even the least web-, tech-, or data-savvy. CensusScope features a clear main menu from which you can choose maps, charts, trends, or rankings. Selecting "maps," for example, produces a U.S. map that is colorfully keyed to a range of topics about which students can learn more, visit www.CensusScope.org. Additional information about SSDAN, including other demographic media and tools for classroom data integration, is available at www.ssdan.net.

Active, Enjoyable Learning

After their initial surprise at being called upon to take such an active role in class, it is clear that students tend to find case work enjoyable and valued experience. Students learn how to present their ideas with conviction, and to support them with as much care and persuasion as they can. At the same time, they acquire new abilities to listen to the comments of their classmates, to keep an open mind, and to incorporate ideas of other students when they find them persuasive. Participation levels soar: in a class of 70 students, it is possible to have half or even more say something in the course of a 75-minute discussion. In the end, the class discussion most often moves toward constructive solutions to the case, even where such solutions seemed nonexistent to individual students at the outset.

I believe that this teaching approach has a bright future in sociology and the social sciences more generally, as more teachers become aware of its existence and potential. It is a pedagogy suited to a democratic culture, one whose citizens are prepared to consider and debate various alternatives to their problems. For if the future is going to be complex and hopeful as the present, today's and tomorrow's students are going to have to make it so. And as skills are strengthened through the case method the cases make us all better prepared to participate in a changing society, and indeed, in changing society.

Faran is professor of sociology in the Department of Sociology at the University of California-Santa Barbara and will offer a teaching workshop or "Teaching with the Case Method of Learning" at the 2003 ASA Annual Meeting in Atlanta. He can be reached at formt@soc.ucsb.edu.


Fund for the Advancement of the Discipline

ASA/NSF Small Grants Program

The American Sociological Association (ASA) invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. Supported by ASA through a matching grant from the National Science Foundation, the goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives and other important scientific research activities. FAD awards provide scholars with "venture capital" for innovative research that has the potential for challenging the discipline, stimulating new lines of research, and creating new networks of scientific collaboration. The award is intended to provide opportunities for substantive and methodological breakthroughs, broaden the dissemination of scientific knowledge, and provide leverage for acquisition of additional research funds. The amount of each award shall not exceed $7,000. Proposals shall be submitted directly to the principal investigator (PI). Grant money may not be used for convention expenses, honoraria, or PI's salary. No overhead expenses are provided, if institutions elect in administering the award for applicants. Awarded scholars are encouraged to continue the tradition of donating to FAD any royalty income derived from projects supported by the grant.

Application Information:

Web: http://www.asanet.org/members/fad.html
Contact: Roberta Spalter-Roth, Project Co-Director
E-mail: spalter-roth@asanet.org
Fax: (202) 383-9006 ext. 317
Mail: FAD Awards, ASA, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701

New Internet Tool Makes Population Analysis Popular in Classrooms

by Kerry J. Strand, Hoods College and ASA Visiting Sociologist

As big as the United States census is, it is necessary that we use the data. And the idea of using this magnificent resource in our teaching can be downright daunting. Yet, by focusing on a useful website devoted to the case method of learning, a pedagogy that has proven very successful—at least it has been useful in my classroom. Originally developed with graduate students and faculty at the University of California-Santa Barbara, and recently greatly enhanced with support and input from ASA Teaching Enhancement Grant, the website (www.soc.ucsb.edu/projects/casemethod/) contains an introduction to the method, a number of materials on how to teach with it, and a set of cases, many covering international and global topics, that teachers may use in their courses. These cases come complete with teaching notes on how to do them.

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Instituting Systemic Departmental Change to Increase Student Diversity

New Book on MOST Program Released

The American Sociological Association (ASA) released Promoting Diversity and Excellence in Higher Education Through Department Change at the ASA Annual Meeting on August 16, 2002. The release of this volume signifies a milestone for ASA and the MOST program for institutions (Minority Opportunities Through School Transformation) program. This program was an intensive effort to raise the visibility of the pipeline of students of color in sociology by instituting systemic change in sociology departments that had been competitively selected because of their commitment to alter "business as usual" practices.

Operating over a nine-year period, and with the Ford Foundation providing initial funding, the MOST program was led by former ASA Executive Officer Felice Levine (now Executive Director of the American Educational Research Association) and, for most of this period, by Richard Rodriguez (University of Puerto Rico-Mayaguez), and Carla B. Howery (ASA Deputy Executive Officer). Its primary aim was to cause departments to rethink how best to educate and train students in order to achieve excellence and inclusiveness.

The 100-page publication captures in rich detail unique features of MOST, as well as the successes and lessons learned during the life of the program. Levine, Rodriguez, and Howery authored the report along with Alfonso R. Labrozzi- Rodriguez (now at the National Institute on Aging), who joined the national ASA team in 2000. The origin, nature, and results of MOST are presented in the report, including quantitative and qualitative indicators on the success and consequences of this initiative in the 11 participating departments. Also highlighted are ten "best practices" drawn from departments' experiences with the MOST program (see table). The report's empirical analyses underlines assessments and recommendations from the Caporaso Committee, which held its June 2002 about what MOST achieved and possible next steps for transporting the "MOST model" to other disciplines and institutions. The volume also includes case studies on each participating department.

A central feature of the MOST program was how best to transform education to address racial disparities. Bloom traces the history of this impetus and demonstrates that deliberate change, aimed at promoting diversity, can make lasting changes in the culture and climate of the participating institutions.

Promoting Diversity and Excellence in Higher Education Through Department Change provides a framework for enhancing the presence of persons of color in graduate and undergraduate training. As this volume emphasizes, "MOST points the way to a change model that is readily transportable from sociology to other disciplines. Whether to enhance the liberal arts education of students or the training of future social and behavioral scientists, or other disciplines, MOST provides a set of aspirations and a plan of action that may be useful in many settings.

For more information about Promoting Diversity and Excellence in Higher Education Through Department Change, visit the ASA homepage at www.asanet.org/publications.

Learning from the Past: On the "Etiology" of Sociology

by Donald W. Light

Oxford University Press has recently published a major history of medical sociology that illuminates the development of sociology as a field. The World as Scalpel, by Samuel W. Bloom, approaches its subject with wide scope that clarifies the relations between sociology as a profession and the society on which it depends. Writing with fluid grace, Bloom explains that the title was inspired by physician-turnedor-sociologist, Lawrence J. Henderson, when he commented in 1935 that a misplaced word could do as much damage as a slip of the scalpel. Bloom adds that well-placed words can "help if used with disciplined knowledge and understanding." Bloom's history describes both the skills and slippages of sociologists as diagnosing and change agents of society.

At their founding in the 19th century, the social sciences were viewed as a utilitarian activity concerned with the reforms needed to address the problems of urban and industrial development. Several champions of the new scientific base for public health and medicine declared that the new knowledge and methods could be applied to solve social problems as a natural corollary of scientific progress for mankind. Bloom includes vivid contemporary accounts of the primitive social conditions that characterized this young nation as it struggled with political and economic challenges. By the time of the Depression, Bloom describes the shifts in the field that won out, and in 1931 a department of sociology replaced the department of social ethics. Bloom traces similar developments before and after World War II, especially at Chicago and in New York, as sociology shifted from social advocacy to academic legitimacy. He focuses on portraying leading figures to give a history a human face.

By the time of World War II, leading sociologists had established themselves as scientific experts on social problems and served on national committees. World War II called for far more dedicated participation, and Bloom details some of its moral dilemmas in cases like the study of racial segregation in the Army. But even after the McCarthy Era had a chilling effect, even as opportunities in higher education expanded rapidly, Bloom details the roles of private foundations and the federal government in sponsoring as well as shaping research.

Bloom's postwar history is informed by long, personal interviews he conducted over the past 20 years with leading figures who witnessed the tensions, rivalries, shifts, and successes of major departments of sociology and of medical sociology. Bloom, a recipient of the Reeder Award for a career of distinguished contributions, has been a leading figure in the development of medical sociology. He describes a seminal multi-layered model of doctor-patient relations and their interactions with the social and organizational context suitable for the layered interactions of managed care today. Bloom's contributions also include a bold analysis of power and pretension in academic medicine. With modest reserve, Bloom judiciously inserted his own experiences and observations as living history. The book concludes with an analysis of the changes engendered by the corporate takeover of U.S. health care during the past 20 years.

Paradoxically, as issues of health and health care became ever more encompassing and dominant in the nation during the 1980s and 1990s, medical sociology fell out of favor in mainstream departments. Yet medical sociology has its own—specifically important to both individual and community levels, ever-widening importance, strong methods and research, substantial funding, and strong appeal to students. Now medical sociology seems to be reaching a revival, as one of the generative specialities in its own right and for sociology as a whole. How are sociologists to construe this richly textured history of both the specialty and the discipline for students and themselves to see in their near future project to fruition is a gift to all us.

The book is available from Oxford University Press.

Guiding Principles

In MOST's Systemic Reform Approach

Promoting Diversity and Excellence in Higher Education Through Department Change describes ten "best practices" drawn from departments' experiences with the MOST program:

1. Important curricular change can occur deliberatively, yet incrementally.
2. Traditionally informal processes, such as mentoring students, need not be left to chance. Departments can put in place systemic ways to ensure that mentoring reaches all students.
3. Student engagement is essential.
4. Departments, curriculum committees, and other university administrators must be engaged in the process of reform in order to achieve lasting change.
5. Students need to see the connections between what they do in class, what they are studying, and what they see on campus.
6. Modeling of professional behavior draws students into the profession.
7. Minority recruitment requires intentional outreach and persistence.
8. Scholarship, physical space and informal opportunities matter greatly to department climate.
9. Multi-year, long-term projects can make lasting changes in the culture and mindset of a department.
10. Scientific and scholarly societies are an important source of leadership and

November 2002 Footnotes

Footnote 1

Selected on a competitive basis, 11 institutions won out, and in 1999 a program of change for a full eight years. These departments, which represent the broad range of U.S. colleges and universities, include: Augusta State University; University of California-Santa Barbara; Grinnell College; University of Nebraska-Lincoln; Pennsylvania State University; Pitzer College; University of Puerto Rico-Mayaguez; Southern University; Texas A&M University; University of Texas-Pan Anglican and William Paterson University.

"The MOST program is an invention whose time has come," Levine emphasized, "by making excellence and inclusiveness the 'day-to-day' job of academic departments. It is imperative and gratifying that MOST succeeded at all institutions—large and small, public and private, with or without PhD conferring programs, majority minority or non-minority. The program's guidance strates that deliberate change, aimed at the department level in institutions of higher learning, enhance the education of students of color and of all students. The program's lessons are relevant to all departments, to faculties in other fields and disciplines, to college and university administrators, and to the public and private foundation communities."

"I believe that MOST points the way to a change model that is readily transportable from sociology to other disciplines. Whether to enhance the liberal arts education of students or the training of future social and behavioral scientists, or other disciplines, MOST provides a set of aspirations and a plan of action that may be useful in many settings."

For more information about Promoting Diversity and Excellence in Higher Education Through Department Change, visit the ASA homepage at www.asanet.org/publications.
A Ten-year Perspective on the Status of Sociology
by Stacy S. Mero

ASA annually compiles data on the "vital statistics" that describe the society's aspects of the sociologist's world. The accompanying table provides a snapshot of this "state of sociology" for long-term trends—in research funding, faculty salaries, degrees, and graduate enrollments—during the decade between 1990 and 2000. The table also highlights recent short-term trends between 1997 and 2000.

In brief, the long-term trend for degrees awarded, faculty salaries, and R&D expenditures was upward. Bucking these positive trends were the recent short-term drop in graduate enrollments, which may be a function of a strong job market for college graduates during that period.

Salaries
Faculty salaries for all ranks (in constant 2000 dollars) rose by 6.1 percent overall between 1990 and 2000. Much of this increase is due to greater increases during the peak years of the economic boom, between 1997 and 2000. Full professors experienced the largest rise (9.5 percent) in salaries after adjusting for inflation. Full professors received a 6.5 percent increase in salaries in the recent short-term. This is the highest rate of increase of all the ranks. In comparison, between 1990 and 1997, the salaries of this group had risen by only about 2.5 percent. All ranks experienced a 3.6 percent increase in salaries in the short-term, while between 1990 and 1997 the increase was only about 2.5 percent (after adjusting for inflation), so the boom seems to have had a beneficial effect on faculty salaries.

Enrollments
When the economy is good, graduate student enrollment trends to fall and this was true between 1997 and 2000, after enrollments rose 14.3 percent between 1990 and 1997. Between 1997 and 2000, full-time graduate student enrollments in sociology declined by 25.2 percent. The number of full-time graduate students enrolled in sociology programs was 5,521 in 2000, a 14.5 decrease in enrollments from 1990.

Degrees
The number of people receiving BA degrees in sociology rose by 6.1 percent over the decade. The increase was very large until the mid-1990s, and then leveled off. Concurrent with the fall in graduate student enrollments was a surge in the number of students receiving graduate degrees in sociology in 2000. Between 1997 and 1999 the increase was 41.5 percent in the number of doctorates awarded in sociology and a 67.2 percent rise in the number of master's degrees. Even as global trends have allowed for a standardized model of international diversity, with 18 institutions there is lagging in recognizing the importance of an international perspective. Seeking to address this, the new ISA executive committee is a model of international diversity, with 18 members representing every continent, and the national associations; (Canada), vice president for publications; and Arne Høstman (Utrecht, Netherlands), vice president for finance and membership.

Brisbane meeting included:
- Ann Denis (Canada), vice president for the research council;
- Sunil Patel (India), vice president for the national associations;
- Ari Sitko (South Africa), vice president for publications between 2006 and 2008;
- Susan McClellan (Canada), vice president for publications; and
- Bert Klaendemans (Belgium), vice president for finance and membership.

Model of Diversity
The new ISA executive committee is a model of international diversity, with 18 members representing every continent and the national associations.

ASA Past President Neil Smelser received the first Mattie Dogan Foundation Prize for a distinguished career in sociology. Smelser spoke on the ambiguous international legacy of American sociological research and the persistent national orientation of sociology worldwide, even as global trends have allowed for a more collaborative model of scholarship. Doug Kincaid, who argued that sociological education in the United States is lagging in recognizing the importance of an international perspective, said that the ISA executive committee is a model of international diversity, with 18 members representing every continent and the national associations; (Canada), vice president for publications; and Arne Høstman (Utrecht, Netherlands), vice president for finance and membership.

Brisbane congress was the only project form within which institutional linkages between American sociology and its counterparts and the importance of an international perspective. Seeking to address this, the new ISA executive committee is a model of international diversity, with 18 members representing every continent and the national associations; (Canada), vice president for publications; and Arne Høstman (Utrecht, Netherlands), vice president for finance and membership.
Public Support for International Educational Remains Strong

Seventy-seven percent of Americans surveyed in May supported expanded international course requirements in college, a finding virtually unchanged from 2000. Nearly three out of four Americans agreed that higher education has a responsibility to educate students about international events and cultures. Surprisingly, one in four Americans said in the March 2002 survey that ignorance of another kind of involvement in the local educational system responsive to the educational needs of dyslexic children, where the school address some organizational problems as well as work to establish cooperative relationships with the area public schools-all part of her ongoing commitment to see that all children have a chance to learn to read.

Superintendent of Schools

Another sociologist who has assumed a position of pre-K through 12th grade educational leadership is Madeleine A. Ankney, a Parent Advocacy Group for Educational Rights (PAGER), a statewide grassroots organization which sponsors the annual event, and chairing the advisory board at her daughter's high school. She brings all that experience, along with her 22 years of teaching and pre-college education administration, to her new administrative post.

In response to a question about her election shift, Weitzel-O'Neill maintained that the differences between college and primary/secondary education are not all that significant, as they have essentially the "same mission of teaching and learning." They are different in their sociological "eye" that each brings to his or her work—might best explain the real values of all their students, according to the sociology classes at Bryn Mawr as well. He says that he brings to his teaching a far greater understanding than he has of the pressures of schools and school boards. This provides him a variety of in-class anecdotes and out-of-class community-based learning opportunities that his students find engaging and "real."

Lessons from Dyslexia

Teresa Ankey, a sociologist at Hood College in Frederick, MD, has pursued another kind of involvement in the local educational system. It started when she and her husband, Richard Gorby, brought legal action against the Frederick County school system to get the county to provide or pay for specialized reading instruction for her two dyslexically disabled children. The case was ultimately unsuccessful and Ankey has since enrolled them in an expensive special education school in her home. But the experience turned her into an organizer and activist on behalf of dyslexic children and their parents, and this year she has even taken leave from her Hood position to work full-time with a group of parents of small school for dyslexic children. Ankey sees all kinds of connections between her sociological training—particularly her main area of expertise, social movements—and her work to make school systems responsive to the educational needs of children with dyslexia. Her research some years ago on the Weitzer Steel Company showed that labor laws are of little value when a company reluctantly fights their enforcement—a pattern she says also characterizes many school systems' resistance to federal laws requiring that they meet the needs of the one-quarter of children who are dyslexic. Although there are "islands" of compliance with those laws, there is typically the result from organized parent groups or expensive legal challenges. Ankey reminds us that white affluent parents have little at stake where to go to get the education their dyslexic children need—and, of course, can pay for it. But African-American and poor children face no recourse. Hence, despite their typically average or higher intelligence, many remain illiterate into adulthood.

As a result of her commitment to getting school systems to change the ways they teach, Ankey has taken a leave of absence as the Parent Advocacy Group for Educational Rights (PAGER), a statewide grassroots organization which sponsors the annual event, and chairing the advisory board at her daughter's high school. She was also named one of five Maryland "Women of Achievement" in 2000. This was in recognition of her appointment to the Maryland Literacy Committee, and is working to establish an institution called School for Dyslexic Children, where the school address some organizational problems as well as work to establish cooperative relationships with the area public schools-all part of her ongoing commitment to see that all children have a chance to learn to read.

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Society section in the subscribers. Technology section of the magazine. Yet, with specific research interests in consumerism, technology, and energy, I had consistency mainly of shorter weekly or breaking news items. Unlike society sections in many newspapers, Newsweek's society section covers many topics such as health, religion, family, and lifestyle, allowing me to constructively tap my social science background and statistical training. Luckily, because of the fortuitous location of the Science and Technology section on the same level, I was able to work with writers from both sections. They gave me the unexpected opportunity to research and report on a wider variety of topics than the fellowship included: stories about dreams, computer worms, the psychological effects of the September 11 terrorist attacks, and concerns about hormone replacement therapy.

Getting a Byline

It was during the second week of the fellowship that my editor asked me to report on a story about dreams that would run as a sidebar (a small story within a bigger story) to a cover story on sleep. After I finished reporting, I was eager to try my hand at writing, but since I was working at a national magazine, which page space is highly constrained, I had not expected to have that opportunity. With the guidance of a generous senior editor, I wrote the article and by my fourth week I had a byline. Yet, it was not until the next week—after the announcement of the National Institutes of Health Women's Health Initiative hormone trials—that I began to get a sense of the medium's limitations. Not only is space tight, so is time. We had deadlines for the research, report, and write the story, and I quickly learned about the pressures of researching and reporting (accurately and fairly) under an unforgiving deadline.

Both of these stories (as well as others I worked on) required that I read research articles and interview researchers from many different disciplines. My training as a social scientist was invaluable to my work there because I was not only able to provide comments to the writers about statistical or methodological concerns, but it also helped me formulate interview questions that penetrated quickly to key aspects of the research.

Time for Additional Insights

After the NIH story, the pace slowed down for a couple of weeks and I had the chance to talk with writers and editors about their careers, how they develop story ideas, and ways in which to improve communication between scientists and the media. There are many practical ways for scientists to reach a general audience—for example, in an academic setting, working directly with the university's Public Information Officer (PIO) to publicize research. Scientists can also have a greater impact on news stories by being involved in the writing of press releases, giving clear and concise language for quotes, being sensitive to deadlines, and understanding media time and space constraints.

One of the most important benefits from these exchanges between sociologists and journalists is the dissemination of social research to the public in a way that does justice to the research, within the length and time constraints found in both print and broadcast journalism.

Through my experience at Newsweek, I learned a great deal more about the importance of communicating science to the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. Science writers can function as liaisons—between scientists and the public. I am now more convinced that writers can function as liaisons—between scientists and the public. There is a great deal of high-quality research conducted in universities that is never disseminated to the general public and the insights gained from this research are essential for greater public understanding of social issues. 

The 1997 Fellow was Anne Boyle, Yale University, who worked at the Albuquerque Tribune; 1998 Fellow, Sara Elchich, University of Pennsylvania, worked at the Detroit Free Press; 1999 Fellow, Daniel Harrison, Florida State University, worked at the Richmond Times Dispatch; 2000 Fellow, Rachel Rinaldo's placement was with the Raleigh News Observer; and the 2001 Fellow, Quynh-Giang H. Tran, Pennsylvania State University, worked at the Chicago Tribune. The latest fellow is Marcia Hill Gossard, who worked at Newsweek.

This initiative is an excellent opportunity for sociologists to better prepare sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will work in that space, which housing is paid) plus travel expenses equivalent in sociology for the summer (from June to August) plus one of the core goals is increasing awareness of the uses and applications of sociology in the media. There are many practical ways for sociologists to emphasize public communication and public understanding in their professional work. The ASA Fellow will work in that space, which housing is paid) plus travel expenses equivalent in sociology for the summer (from June to August) plus one of the core goals is increasing awareness of the uses and applications of sociology in the media. There are many practical ways for sociologists to emphasize public communication and public understanding in their professional work. 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My training as a social scientist was invaluable...
In Ibrahim, he suffered from a serious neurological disorder that had been evident from strokes. Those familiar with his situation feel.
Spotlight on Departments

An occasional column showcasing accomplishments and innovations in sociology

Pacific Lutheran Sociology Department “Goes to the Mat” to Achieve Goals

by Jean Bowman, Academic and Professional Affairs Program Assistant

Even when sociology departments develop goals for their academic program, they sometimes fade into the background when important decisions are being made. Add the realities of faculty transitions, and departmental consistency for the sociology major.

The sociology department at Pacific Lutheran University has kept the department’s goals front and center. They created a chart of the learning goals for each academic year. Department Chair Anna Leon-Guerrero laminated the charts, believing that they would be harder to misplace or file away than an ordinary sheet of paper. Because of its shape and laminated surface, the department has been successful in imparting them. Because Pacific Lutheran’s sociology department is small and offers a limited number of courses, the team thought capstone course is required of all majors and functions as the culmination of the major.

After recognizing that students consistently lacked certain skills coming into this course, the department decided to “work backwards” in determining competencies for each academic goal. They relied heavily on materials from the American Sociological Association (ASA) including the Teaching Sociology article, “Building the Sociological Imagination through a Cumulative Curriculum: Professional Socialization in Sociology,” and the syllabi set, Teaching Sociology at Small Universities.

“As we reviewed ASA materials from other departments and programs,” explained Leon-Guerrero, “it was reassuring to discover that we were consistent with other schools. We recognized that our goals for our majors were appropriate and not far fetched.” The department decided on its own to start with the capstone course in deciding what a senior sociology course should look like. “We began noticing that some students were unable to articulate a research question or struggled with writing a literature review. As a department, we started to think about how in our curriculum we expected students to learn or develop these basic sociological skills. This process has been beneficial for our students, but also for our teaching,” said Leon-Guerrero.

By 1999, the competencies were completed. In the 2000-2001 school year, the department held a curriculum retreat, discussing all major courses and syllabi to see how each course met respective goals for each level as outlined in the “placemat.” Selected standards include: in year one, students enrolled in Sociology 101 must see sociology in practice through critically analyzing journal articles or miniature independent research projects; in year two, students take social problems or a social stratification course, both of which require a literature review; in year three, students take two or three other sociology courses as well as upper division subject courses related to their own areas of interest; and, finally, in year four, students are enrolled in the senior sequence (theory and capstone) and should be able to complete an independent research project.

“This process has allowed us [department faculty] to see how student learning is related to each course and how each of us contribute to the students’ learning experience,” said Leon-Guerrero. The “placemat” allows for consistency throughout the department, between different classes and faculty. The “placemat” has been so well received that the department has also developed a “placemat” to help ensure departmental grading consistency and increase students’ understanding of faculty grading and evaluation procedures.

Pacific Lutheran University is a small, private liberal arts school in Tacoma, Washington, with 3,400 students. The joint sociology and social work department has five sociology professors and two social work faculty. For more information on the “placemat,” department goals, and the sociology program at Pacific Lutheran University, contact: Anna Leon-Guerrero, PhD, Department of Sociology and Social Work, Pacific Lutheran University, Tacoma, WA 98447, (253) 535-7759, e-mail guerreay@plu.edu.
Thank You, ASA Members!

Once again, the ASA wishes to acknowledge the generous support of the following 381 individuals, whose 2002 financial contributions have greatly aided in the success of ASA programs and initiatives. The donations given by these individuals to the ASA help support the Minority Fellowship Program, the Teaching Enhancement Fund, the Congressional Fellowship Fund, the Fund for the Advancement of the Discipline, and ASA general funds. In these donations to ASA’s restricted funds have a significant impact on our discipline and profession. We encourage ASA members to continue making tax-deductible contributions to these worthy causes. (Consult your tax advisor for specifics on allowable deductions.)

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The 2001 ASA Audit
Investment Income Down, but Bottom Line Healthy

Reproduced below is the 2001 audit of the Association, summarizing assets, liabilities, fund balance, revenues, and expenditures.

The 2001 bottom line reflects the spending of restricted funds whose income was recorded in prior years. The market also had an impact on the Association's change in net assets. Operationally, the Association was slightly better than budget for the year.

The Committee on Executive Office and Budget and the ASA Council have reviewed the full audit. Members interested in the full audit report may request a copy from the Executive Office.

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Independent Auditor's Report
To the Council
The American Sociological Association
Washington, D.C.

We have audited the accompanying statements of financial position of The American Sociological Association (the Association) as of December 31, 2001, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Our audit was performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

McCladger & Pullen, LLP
Bethesda, Maryland
March 22, 2002

Note 1. Nature of Activities and Significant Accounting Policies
Nature of activities: The American Sociological Association is a national not-for-profit corporation organized under the laws of the District of Columbia. The principal purpose of the Association is to stimulate and improve research, instruction, and discussion, and to encourage cooperative relations among persons engaged in the scientific study of society.

A summary of the Association's significant accounting policies are as follows:

Basis of presentation: The financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117. Financial Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Association is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Cash and cash equivalents: For purposes of reporting cash flows, the Association considers all money market accounts and certificates of deposit with an original maturity of three months or less to be cash equivalents. During the year ended December 31, 2001, the Association changed its policy on cash and cash equivalents held by investment managers. Cash and cash equivalents held by investment managers are now considered investments.

Financial risks: The Association maintains its cash in bank deposit accounts, which at times may exceed Federally insured limits. The Association has not experienced any losses in such accounts. The Association believes it is not exposed to any significant financial risk on cash.

The Association invests in equities, cash and cash equivalents, and certificates of deposit, fixed income and U.S. Government securities.

---

<table>
<thead>
<tr>
<th>Statement of Financial Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 31, 2001</strong> (With Comparative Totals for 2000)</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
</tr>
<tr>
<td><strong>Cash and cash equivalents</strong></td>
</tr>
<tr>
<td>Receivables, net (Note 2)</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
</tr>
<tr>
<td>Investments (Note 3)</td>
</tr>
<tr>
<td>Property and equipment, net (Note 4)</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
</tr>
</tbody>
</table>

| **LIABILITIES AND NET ASSETS** |
| **Liabilities** |
| Accounts payable | $195,339 | $176,922 |
| Accrued expenses | 53,182 | 53,027 |
| Deferred revenue | 1,671,135 | 1,460,063 |
| **Total liabilities** | **1,920,674** | **1,884,800** |

| **Commitments and Contingency (Notes 6, 7, and 9)** |
| **Net Assets** |
| Unrestricted |
| Operating | 4,473,597 | 5,456,830 |
| Council/Instituted | 275,774 | 456,851 |
| **Total unrestricted** | **4,749,371** | **5,913,681** |
| Temporarily restricted (Note 8) | 3,466,659 | 3,934,352 |
| Permanently restricted | 5,886 | 5,000 |
| **Total restricted** | **8,149,204** | **9,873,735** |
| **Total net assets** | **12,598,575** | **15,787,416** |

* Reclassified to conform to current year's presentation. (See Note 1)

---

<table>
<thead>
<tr>
<th>Statement of Activities</th>
<th>Year Ended December 31, 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Ended December 31, 2001</strong> (With Comparative Totals for 2000)</td>
<td><strong>2001</strong></td>
</tr>
<tr>
<td><strong>Net revenues:</strong></td>
<td></td>
</tr>
<tr>
<td>Members' and section dues</td>
<td>$1,463,805</td>
</tr>
<tr>
<td>Program</td>
<td>121,040</td>
</tr>
<tr>
<td>Annual meeting</td>
<td>502,180</td>
</tr>
<tr>
<td><strong>Total revenues:</strong></td>
<td><strong>1,617,040</strong></td>
</tr>
<tr>
<td><strong>Less: Expenses:</strong></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>4,395,935</td>
</tr>
<tr>
<td>Membership and section dues</td>
<td>3,680,928</td>
</tr>
<tr>
<td><strong>Total expenses:</strong></td>
<td><strong>8,076,863</strong></td>
</tr>
<tr>
<td><strong>Net assets released from restrictions (Note 6):</strong></td>
<td><strong>923,035</strong></td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>1,603,075</strong></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>8,076,863</strong></td>
</tr>
<tr>
<td><strong>Net assets at the beginning of the year</strong></td>
<td><strong>252,074</strong></td>
</tr>
<tr>
<td><strong>Net assets at the end of the year</strong></td>
<td><strong>259,040</strong></td>
</tr>
<tr>
<td><strong>Change in net assets</strong></td>
<td><strong>7,066</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Statement of Cash Flows</th>
<th>Years Ended December 31, 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Ended December 31, 2001</strong> (With Comparative Totals for 2000)</td>
<td><strong>2001</strong></td>
</tr>
<tr>
<td><strong>Net cash from operating activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Changes in cash and cash equivalents to be reported by operating activities</td>
<td><strong>547,874</strong></td>
</tr>
<tr>
<td>Adjustments to reconcile change in cash to cash equivalent held by operating activities</td>
<td><strong>547,874</strong></td>
</tr>
<tr>
<td>Increase (decrease) in receivables</td>
<td>312</td>
</tr>
<tr>
<td>Depreciation</td>
<td>141,817</td>
</tr>
<tr>
<td>Realized and unrealized losses on investments</td>
<td><strong>473,854</strong></td>
</tr>
<tr>
<td><strong>Net cash provided by operating activities</strong></td>
<td><strong>252,874</strong></td>
</tr>
<tr>
<td><strong>Net cash from investing activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Proceeds from sale of investments</td>
<td><strong>1,844,527</strong></td>
</tr>
<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td><strong>1,239,874</strong></td>
</tr>
<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td><strong>1,239,874</strong></td>
</tr>
<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td><strong>1,239,874</strong></td>
</tr>
<tr>
<td><strong>Net increase (decrease) in cash and cash equivalents</strong></td>
<td><strong>124,369</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Cash and Cash Equivalents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning, as previously reported</td>
</tr>
<tr>
<td>Cash and cash equivalents released to investments</td>
</tr>
<tr>
<td>Beginning, as reclassified</td>
</tr>
<tr>
<td>Ending</td>
</tr>
</tbody>
</table>
Audit, from page 16

obligations. Such investments are exposed to various risks such as market and credit. Due to the level of risk associated with such invest-
ments, the level of unreported risk is uncertain to changes in the value of such investments, it is at least reasonably possible that changes in
risks in the short term may partially affect investment balances and the amounts reported in the financial statements.

Provision for doubtful accounts: The provision for doubtful accounts is based on management's evaluation of the collectibility of
accounts receivable.

Investments: Investments in equity securities are being amortized over the shorter of
the life of the asset or the lease term.

Revenue: Membership dues are recognized as
revenue ratably over the period of membership.

Permanent restricted net assets: Perma-
nently restricted net assets are not reclassified
restricted to the Roberta Simmons fund, which
was released and are available for the

Note 1. Investments

Approximately 86% of the Association's revenue is from the sale of publications, which is reported as "Revenue from Sales of Publications" in the financial statements. The Association maintains a reserve fund to be used for emergencies and to support programs and services. The reserve fund is reported in the financial statements as a component of "Restricted Net Assets".

Note 2. Receivables

Receivables at December 31, 2001, consist of the following:

- Grants receivable
- Accounts receivable
- Less allowance for doubtful accounts

Note 3. Investments

Investments at December 31, 2001, consist of the following:

- Equities
- Cash and cash equivalents
- Notes and deposits
- U.S. Government obligations

Note 4. Property and Equipment

Property and equipment are reported at their cost in the financial statements. Depreciation is provided on the straight-line basis over the useful
life of the asset. Depreciation expense for the year ended December 31, 2001, was $1,276,607.

Note 5. Retirement Plan

The Association has a voluntary retirement plan for its eligible employees. Under the plan, the Association contributes 5% of the employees' salary to the Teachers Insurance and Annuity Association. In addition, if an employee leaves employment before the completion of the retirement plan, the Association will make matching contributions of up to an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to $81,391 for the year ended December 31, 2001.

Note 6. Commitments

The Association has entered into several agreements with various hotels for meetings. In the event of cancellation, the Association is required to pay various cancellation fees as stipulated in the contracts, the amounts of which are dependant on the date of cancellation.

Note 7. Lease Commitment

The Association entered into a lease for office space on October 21, 1998 with a commencement date of January 1, 1999 at an annual rental of $162,000. The lease expires in December 2008 with an option to renew for an additional five-year term.

Note 8. Temporarily Restricted Net Assets

Temporary restricted net assets are reported as unrestricted net assets and reported in
the financial statements.

Note 9. Contingency

The Association participates in a number of Federally-assisted grant programs, that are subject to financial and compliance audits by the Federal agencies or their representatives. As such, there exists a contingent liability for potential questioned costs that may result from such an audit. Management does not anticipate any significant adjustments as a result of such an audit.

Independent Auditors' Report on the Supplementary Financial Information

To the Council
The American Sociological Association
Washington, D.C.

We have reviewed the supplementary financial information which follows and in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

McGlade & Pullen, LLP
Bethesda, Maryland
March 22, 2002

(See table below)

NOTES TO FINANCIAL STATEMENTS

Note 8. Temporarily Restricted Net Assets

Temporarily restricted net assets at December 31, 2001 and 2000 are available for the following programs:

FAD (FAD)

Publications
Program
Annual meeting
Investment income
Mail & rental
Membership - subscription related
Administrative fees
Royalties
Unrestricted net assets

Total revenues

SCHEDULE OF UNRESTRICTED REVENUES, EXPENSES, AND CHANGES IN NET ASSETS Year Ended December 31, 2001

Operating
Classified
Consolidated
Total
Unrestricted

Revenue:

Program
Publications
Membership and sections dues
Financial services
Membership and sections dues
Other
Total revenues
Expenses:

Program
Publications
Membership
Financial services
Management and governance
Total expenses
Change in unrestricted net assets
Net assets at the beginning of the year
Net assets at the end of the year

(3,473)

4,456,830

4,470,717

(46,582)

4,424,135

(4,908)

(79,381)

-7,980,064

105,149

5,194,035

1,370,665

5,194,035

1,370,665

5,194,035

1,370,665

5,194,035

1,370,665

4,506,830

4,470,717

4,456,830

4,470,717

(46,582)

4,424,135
These coupons are for your convenience in ordering memberships, journals, books, and software offered at special rates to members of the American Sociological Association. Orders and payments are to be mailed directly to the publishers. Do not send orders, payments, or correspondence for these items to the ASA.

**Memberships**

Pacific Sociological Association

**Regular Rate:** $20.00 Faculty, $10 Students

Orders outside Canada, remit payment in Canadian dollars.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**Journals**

Administrative Science Quarterly

Quarterly

**Regular Rate:** $65.00 ............ Rate to ASA Members: $56.00

Emphasis is upon psychological and social studies of the aged. Also introduces other fields illuminating the “human” side of gerontology and covers other events relating to older people.

Send orders to: Turpin Customer Services, Blackhorse Road, Letchworth, Herts, SG6 1HN; subscriptions@turpin.co.uk.

**Critical Sociology**

Quarterly

**Regular Rate:** $57.00 ............ Rate to ASA Members: $42.00

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**The British Journal of Sociology of Education**

Regular Rate: $163.00 ............ Rate to ASA Members: $122.00

This journal publishes research in the field of work and organization. Gender, Work and Organization brings together wide-ranging research on this theme from a variety of academic disciplines into a new international forum for debate and analysis. The journal is dedicated to advancing theory, research and analytically driven applications concerning gender relations at work, the organization of gender and the gendering of organizations.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**Cultural Geographies**

Quarterly

**Regular Rate:** $104.00 ............ Rate to ASA Members: $93.00

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**Disparo: A Journal of Transnational Studies**

Three issues/year

**Regular Rate:** $33.00 ............ Rate to ASA Members: $26.35

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

members. The Association's 74th annual meeting will be held April 3-6, 2003, in Pasadena, CA. Membership includes three issues of the PSA newsletter and four issues of the PSA journal, Sociological Perspectives, published by the University of California Press. Discount available for new PSA members only.

Send orders to: Pacific Sociological Association, Department of Sociology, California State University-Sacramento, 6000 J Street, Sacramento, CA 95819-4005; (916) 278-5254; fax (916) 278-6281; psa@csus.edu; www.csus.edu/psa.

**Canadian Journal on Aging**

Quarterly

**Regular Rate:** $49.00 ............ Rate to ASA Members: $41.00

Orders outside Canada, remit payment in U.S. dollars; GST included in Canadian orders.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**Comparative Sociology**

Quarterly

**Regular Rate:** $116.00 ............ Rate to ASA Members: $87.00

Send orders to: Brill Academic Publishers, 12 Water Street, Suite 400, Boston, MA 2019; cs@bilibusa.com.

**Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice**

Quarterly

**Regular Rate:** $57.00 ............ Rate to ASA Members: $42.00

The Contemporary Justice Review is an interdisciplinary journal for scholars, practitioners, and activists around the globe who seek to explore new models and demonstration projects of justice that have applicability for creating just and fair societies. Also introduces other fields illuminating the “human” side of justice and covers other events relating to justice.

Send orders to: Turpin Customer Services, Blackhorse Road, Letchworth, Herts, SG6 1HN; subscriptions@turpin.co.uk.

**Città**

Quarterly

**Regular Rate:** $89.00 ............ Rate to ASA Members: $72.00

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**Economic and Society**

Quarterly

**Regular Rate:** $96.00 ............ Rate to ASA Members: $44.00

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**The European Journal of Social Science Research**

Quarterly

**Regular Rate:** $128.00 ............ Rate to ASA Members: $76.00

Drawing together the most current work upon the social, economic and cultural impact of the emerging properties of the new information and communications technologies, this journal positions itself at the center of contemporary debates about the information age.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax (01235) 829000; e-mail: justine.sansom@sandf.co.uk; quote "ASA Coupon Listing."

**International Journal of Aging and Human Development**

6 issues in two volumes

**Regular Rate:** $273.00 ............ Rate to ASA Members: $247.55

Additional postage of $20 U.S./Canada, $5 elsewhere. Emphasis is upon psychological and social studies of the aged. Also introduces other fields illuminating the “human” side of gerontology and covers other events relating to older people.

Send orders for the Wood Publishing Company, Inc., Attn: Mary McCormack, 26 Austin Avenue, Amityville, NY 11701; baywood@baywood.com.

**International Journal of Social Research Methodology**

Quarterly

**Regular Rate:** $148.00 ............ Rate to ASA Members: $89.00

A key feature of this journal is the mix of academic and theoretically-slated methodological articles relating to...
research practice in professional and service settings. It thus addresses an audience of researchers within academic and other research institutions as well as practitioners-researchers in the field.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@andanford.co.uk; quote "ASA Coupon Listing."

International Migration Review
Quarterly
Regular Rate: $39.00 ............ Rate to ASA Members: $33.15
Send orders to: Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1122.

International Review of Sociology/Renée Internationale de Sociologie
Three issues per year
Regular Rate: $66.00 ............ Rate to ASA Members: $51.00
International Review of Sociology has been entrusted to the Faculty of Statistics at Rome University. This reinforces the view that sociology is not conceived apart from economics, history, demography, anthropology, and social psychology. It is a science that aims to discover the links between the various areas of social activity.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@andanford.co.uk; quote "ASA Coupon Listing."

Journal of Social Philosophy
Five issues/year
Regular Rate: $43.00 ............ Rate to ASA Members: $34.00
The purpose of the journal is to facilitate communication among those interested in the topic of social philosophy without being committed to any particular school or method of philosophy. The journal is wide-ranging, peer-reviewed, and has published some of the most distinguished scholars in social philosophy. In addition to four issues per year of the Journal of Social Philosophy, institutional subscribers receive the acclaimed annual publication Midwestern Studies in Philosophy.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Journal of Youth Studies
Quarterly
Regular Rate: $70.00 ............ Rate to ASA Members: $52.00
Journal of Youth Studies is an international scholarly journal devoted to a theoretical and empirical understanding of young people's experiences and life contexts. Over the last decade, changing socio-economic circumstances have had important implications for young people: new opportunities have been created, but the risks of marginalization and exclusion have also become significant.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@andanford.co.uk; quote "ASA Coupon Listing."

The Justice Professional Quarterly
Quarterly
Regular Rate: $65.00 ............ Rate to ASA Members: $48.00
The Justice Professional publishes articles that deal with substantive criminal justice and criminological issues. The journal welcomes articles in fields relevant to criminal justice such as public administration and public affairs. Literature reviews and summary reports of innovative research projects will also be considered.

Send orders to: Justine Sansom, Taylor & Francis, Ltd., 4 Park Square, Milton Park, Abingdon, Oxfordshire, OX14 4RN; fax 01235 829000; e-mail justine.sansom@andanford.co.uk; quote "ASA Coupon Listing."

The Milbank Quarterly
Quarterly
Regular Rate: $54.00 ............ Rate to ASA Members: $43.00
The Milbank Quarterly is devoted to scholarly analysis of significant issues in health and health care policy. It presents original research, policy analysis, and commentary from academics, clinicians, and policymakers. The in-depth, multidisciplinary approach of the journal permits contributors to explore fully the social origins of health in our society and to examine in detail the implications of different health policies.

Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

OMEGA: Journal of Death and Dying

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2003 ASA Coupon Listing

(This form is for use by ASA members only)

<table>
<thead>
<tr>
<th>Title</th>
<th>ASA Member Price</th>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

(Appointment must accompany order) Coin order must be sent directly to the publisher.

DO NOT SEND TO THE ASA EXECUTIVE OFFICE

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2003 ASA Coupon Listing

(This form is for use by ASA members only)

<table>
<thead>
<tr>
<th>Title</th>
<th>ASA Member Price</th>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

(Payment must accompany order) Coin order must be sent directly to the publisher.

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Social Policy and Administration Six issues/year
Regular Rate: $67.00 ............ Rate to ASA Members: $54.00
Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

Sociology of Health and Illness Seven issues/year
Regular Rate: $71.00 ............ Rate to ASA Members: $57.00
Send orders to: Journals Customer Services, Blackwell Publishing, 350 Main Street, Malden, MA 02149.

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Books
Annual Review of Sociology
List price (cloth): $67.00 ............ Price to ASA Members: $53.60
Add $4.00 outside the U.S.
The Annual Review of Sociology provides a valuable "macroview" of current primary research with critical review articles written by leading sociologists. Visit Annual Reviews online at www.annualreviews.org for the table of contents, complimentary abstracts, and other information.

Send orders to: Customer Service, Annual Reviews, 4139 El Camino Way, P.O. Box 10139, Palo Alto, CA 94303-0139.

Contested Concepts in Gender and Social Politics
Barbara Hobson, Jane Lewis, and Bert Sim (2002, 256 pages)
List price (cloth): $65.00 ............ Price to ASA Members: $55.00
Add $8 outside Canada and the U.S.

The End of Marriage? Individualism and Intimate Relations
Jane Lewis (2001, 256 pages)
List price (cloth): $75.00 ............ Price to ASA Members: $52.75
List price (paper): $20.00 ............ Price to ASA Members: $24.00
Add $8 outside Canada and the U.S.

Invitation to the Life Course: Toward a New Understanding of Later Life
Richard A. Settersten, Jr., PhD (2002, 368 pages)
List price (paper): $54.95 ............ Price to ASA Members: $46.70
Add $5.50 postage in the U.S. (elsewhere please provide to destination)

Discusses challenges of age, time, and social contexts for studying aging. Tells of significant challenges related to time and life patterns. How greater attention to these matters can affect how we evaluate social policies and programs.

Send orders to: Baywood Publishing Company, Inc., Att: Mary McCormack, 26 Austin Avenue, Amityville, NY 11701; baywood@baywood.com.
Correction

In the September/October "Members' New Books" column, Erla Wyongo's name and title were incorrectly listed. The correct listing is: Rani P. Perrecci, Purdue University, and Erla Wyongo, Indiana University-Kokomo, The New Class Society: Goodbye American Dream?, 2nd edition (Rowman & Littlefield, 2003).

Call for Papers

CONFERENCES
Bradley University. Berlin-Prague Semi-
nar, June 15-28, 2003, for social and poli-

tical scientists and others interested in the
culture, society, economy, and politics of
Central Europe. Applications due February 5, 2003. Contact: John A. Williams, Department of History, Bradley University, Peoria, IL 61625, (309) 677-5182; e-mail: johnw@bradley.edu; california/academia/sfis/berl.html.
College and University Work/Family Association (CUWFA). 8th Annual Con-
nar, June 15-28, 2003, in Prague, Central
Europe. Applications due June 1, 2003 for the 8th Annual Conference. Contact: CUWFA, 8th Annual Conference 2003, c/o CUWFA, PO Box 142000, Washington, DC 20014; e-mail: cuwfa@cuwfa.org.

Deadline: December 31, 2002
Call for Applications for 2003 Minority Fellowship Program Competition

The ASA Minority Affairs Program announces its competition for the Minority Fellowship Program (MFP) for 2003-2004. The MFP Fellowship is a pre-doctoral training program intended for students who are members of racial or ethnic minority groups, including African-American, Native American, Hispanic, Asian, Puerto Rican; American Indians or Alaskan Native; Asian (e.g., Chinese, Japanese, Korean, Vietnamese), or Pacific Islanders (e.g., Hawaiian, Guamanian, Samoan, Filipino).

For application forms and additional information, write to: Minority Affairs Fellowship Program, 1807 New York Avenue, NW, Suite 600, Washington, DC 20006; e-mail: fellowship@asanet.org; web: <www.asanet.org>.

Meetings


December 13-15. An interdisciplinary Symposium on Trauma, co-sponsored by the University of California-Los Angeles and the Foundation for Posttraumatic Research. Theme: "Trauma, Culture and the Brain: Biological, Clinical, and Cultural Approaches to Trauma's Effects." Contact the foundation, (310) 454-1417; e-mail: info@ftpr.org; website: <www.ftpr.org/events/conference.html>.

December 20-22, 2002. Indian Sociologi-

cal Society, 28th All India Sociological Con-
ferencert Kampa: Theme "Globalization and the Indian Society." See cins.in.

January 20-23, 2003. The 5th Chi Midi Na-
political Academy and National, Society, and Thought (NST), Vietnamese Confer-
ence/Study Tour. Theme: "The Global Economy and the National State." E-mail mosku00@cnm.un.com.


April 11-13, 2003. Boston University, Af-

Adjunct Advocate

The Science of Silence

70,000 Readers

News

Reviews

Interviews

Features

Job Listings

Calls for Papers

Great Deadlines

1 Year: $25

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North Central Sociological Association is accepting nominations for the 2003 Scholarship. Applications are due December 1, 2002, and directed to: Steve Cardwell-Ford, Chair, NSCA Scholarship Award Committee, Department of Sociology, P.O. Box 213078, University of Cincinnati, Cincinnati, OH 45221-0078; e-mail: Steve.Cardwell-Ford@uc.edu.

Population Association of America (PAA). Pre- or postdoctoral students are invited to submit papers for the 2003 Dorothy St. Thomas Award competition. Deadline for submission of manuscripts is January 6, 2003. The student should mail six copies of the paper and a letter from their research advisor confirming eligibility to: John Ireland, U.S. Census Bureau; HHS Division, Building 3, Room 1472; Mail Stop: 8500; Washington, DC 20233-8000; e-mail: jireland@cenius.gov. Details about eligibility, length, and submission procedures are available at: <paa.org/otward.html>.

Society for the Study of Social Problems (SSSP). The Alfred R. Lindesmith Award is annually given to the best paper presented at the previous year’s SSSP annual meeting that is law-related and written by one or more previously underrepresented faculty and/or graduate students and has not been submitted for publication or presentation at the SSSP meeting. Submit three (3) copies of the paper to Matthew Deflem, Chair, SSSP Law and Society Division, Department of Sociology, University of South Carolina, Sloan College 217, Columbia, SC 29208; (803) 777 6596; e-mail: Deflem@musc.edu. The deadline for submissions is March 1, 2003.

In the News

Peter L. Berger, Boston University, was quoted in the Chronicle of Higher Education, September 26, 2002, in an article on globalization and religion.

Robert Brooks, American University, was quoted in the Chronicle of Higher Education, September 26, 2002, in an article on globalization and religion.

Chiquita Collins, University of Tennessee, was quoted in the Newsوم Daily Vols, October 17, 2002, in an article on how the recent gains in income among African Americans and Hispanics in Texas did not reduce the disparity with Anglo-American incomes.

Jeffrey Ian Ross, University of Baltimore, was interviewed by WJZ TV in connection with recent indictments of alleged ring leaders of the "Lexington Terrace Boys," September 18, 2002; by the Balti­ more Sun in connection with allegations of inappropriate behavior on the part of Baltimore Police Commissioner Norris, March 15, 2002, interviewed by Rebecca Klein, Fox 45 TV Baltimore, August 8, 2002. He appeared on the Marc Steiner Show the same week, interviewed by Pete Designis at WTOP Radio, and quoted by the Washington Times, March 4, 2002; inter­ viewed by Barry Truchil, Rider University, and quoted by the Chronicle of Higher Education, September 27, 2002, about classroom discipline.

Barbara J. Risman, North Carolina State University, was quoted in Knight-Ridder热带, August 2002. She was quoted in the Chronicle of Higher Education, September 27, 2002, about rules on nuclear reactor sites. (July 5, 2002.)

Jerold G. Levy, University of Cincinnati, was quoted in the Chronicle of Higher Education, September 1992, as one of the "ingerons of the American Heart Association as immigrants and others move to small-towns."
David Willis (1938-2002) was a distinguished sociologist known for his contributions to the study of social justice and inequality. He was born on November 2, 1938, in Trujillo, Peru, and passed away at the age of 85 on September 18, 2002, in Lexington, Kentucky.

David Willis attended the University of Pennsylvania, where he received his Bachelor of Arts degree in 1960. He then went on to the New School for Social Research, where he earned his Master of Arts degree in 1961. He continued his education at the University of Wisconsin-Madison, where he received his Doctor of Philosophy degree in 1964.

Throughout his career, David Willis held numerous academic positions. He was a professor at the University of Kentucky from 1964 until his retirement in 1982. He was also a visiting professor at the University of Oxford in 1968 and the University of Paris in 1970.

David Willis was a prolific writer, and his work focused on the themes of social justice, inequality, and the experiences of marginalized groups. His book, "Getting By on Minimum Wage," is a seminal work in the field of sociology.

In recognition of his contributions, David Willis received numerous awards and honors. He was a member of the American Sociological Association and the Southern Sociological Society, and he served as the editor of the Journal of Social Issues from 1977 to 1980.

David Willis was known for his dedication to social justice and his commitment to fighting for the rights of the underprivileged. He was a strong advocate for education and the empowerment of marginalized communities.

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